

**PROGRESSIVE READING COMPREHENSION TRAJECTORIES
AMONG ENGLISH-AS-AN -ADDITIONAL LANGUAGE FIRST-YEAR
STRATEGIC COMMUNICATION AND PUBLIC RELATIONS
STUDENTS IN A SOUTH AFRICAN UNIVERSITY**

by

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THESIS

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DECLARATION

I, Simbayi Yafele, student number 295364, declare that this thesis entitled **“PROGRESSIVE READING COMPREHENSION TRAJECTORIES AMONG ENGLISH-AS-AN -ADDITIONAL LANGUAGE FIRST-YEAR STRATEGIC COMMUNICATION AND PUBLIC RELATIONS STUDENTS IN A SOUTH AFRICAN UNIVERSITY”** is my own work. All the sources that I have used or quoted have been duly acknowledged in the references. This thesis has not been submitted before for any degree or examination in any other university.

Signature: *S. Yafele*

15 August 2020
Date:

ACKNOWLEDGMENTS

“Those blessed with soaring powers of the eagle and have flown before me;

Let them fly. I will journey softly. And I too will arrive!” adapted from **Ayi Kwei Armah** Ghanaian writer born 1939-

I, too, seem to have arrived. Completing this doctoral program at Witwatersrand University is my weightiest and most profound personal and professional triumph. This journey was exciting yet tricky, and I learned the skills to transform many adversities and challenges into opportunities. I am incredibly grateful to my colleagues at UJ, in particular, my HOD Prof Marne Pienaar, for constant support. I am also appreciative of UJ for paying for my tuition. I am especially thankful to my Supervisor, Professor Leketi Makalela, for being the measured supervisor that he was and probably taught me to become. Prof Makalela, thank you so much for *opening my eyes and wings* and for sharing your knowledge with me. Thank you for all those supervisions and writing retreats. I am also truly indebted to my family for their eternal help, support, and encouragement. My life-partner, Ayanda, my three daughters Oyama, Anami, and Thandeka, and my son Robert *Sbuda* Sibusiso all rallied around me, taking extra responsibilities just for me. Thank you for the love, empathy, and support.

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*“Alone, I am nothing. I have nothing. **We have power.** But we will never know it; we will never see it work. Unless we come together to make it work.”* **Ayi Kwei Armah**

DEDICATION

This thesis is dedicated to all my family, especially my late daughter Oyama who, though quick-witted, could not live long enough to get her degree and to my passed-on parents who never went to university themselves, let alone high school, but who nevertheless toiled all their lives to give me an education.

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May you all be favoured in your pursuits!

Simbayi Yafele

ABSTRACT

This study focuses on the academic reading of first-year students at a South African university. Its purpose was to investigate the efficacy and value of translanguaging strategies in educational spaces, to enhance reading comprehension development and critical thinking in linguistically diverse, university students in a first-year university module. The research explored whether it is reasonable, practicable, and viable to use translanguaging strategies and practices in literacy pedagogy to enhance academic reading comprehension and epistemic access. The focus was on translanguaging strategies that harness the socio-historically shaped cultural and linguistic communicative resources of students to improve academic reading and text engagement. An alternative sociocultural-based translanguaging model to progress the academic reading skills of first-year university students is proposed.

The entire study was conducted among a total sample of 90 first-year students between the ages of 18 and 25 registered for the Communication Management 1 (Comm 1AA1) module in the Faculty of Humanities at a South African urban and multilingual university. The investigation adopted a “Sequential Exploratory Design” of mixed methods, in which the quantitative methods took the form of a quasi-experimental design. The overall results show that the use of translanguaging techniques facilitated by students’ own linguistic, cultural, and multimodal discursive resources in reading processes across languages, created abundant contexts and rich ground for growth and advancement in academic language proficiency improving academic reading comprehension gains. The study contributes to the growing body of knowledge about translanguaging reading pedagogy. It also formulates and provides an alternative translingual reading model for multilinguals, informing academic literacy practitioners on transformative new literacies in this field.

Keywords

English-as-an -Additional Language readers; dialogic pedagogy; first-year university students; contrastive rhetoric; academic reading, New Literacy Studies, translanguaging, linguistic, and cultural communicative repertoires.

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LIST OF ACRONYMS AND ABBREVIATIONS

Acronym	Full Explanation
4IR	Fourth Industrial Revolution
APS	Admission Point Score
COM1AA1	Communication Management I
CR	Contrastive rhetoric
CRP	Culturally Relevant Pedagogy
CRT	Culturally Responsive Teaching
EAL	English as an Additional Language Learner
HE	Higher Education
HEI	Higher Education Institution
HUMEL	Hub for Multilingual Education and Learning
L1	English as a First Language
L2	English as a Second Language
NLS	New Literacy Studies
NVC	Non-Verbal Communication
PR	Public Relations
SPSS	Statistical Package for Social Sciences
UJ	University of Johannesburg
UK	United Kingdom
USA	United States of America
Wits	University of the Witwatersrand

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CHAPTER 1:

INTRODUCTION

1.0 Introduction and background

In developed English-speaking western countries, reading in English, with insight and understanding, in one's home language is usually done with ease and even pleasure. However, with EAL (English as an Additional Language) learners in developing countries, it often becomes a stressful and even painful double effort. Of grave concern to many in South Africa, is the low reading achievement among not only primary-school learners but also tertiary students, as indicated in several local and international assessments in recent years. Concerns also have a basis on the well-documented findings from systemic evaluations by the department accountable for education, global studies, and other international organizations like the Primary International Reading Literacy Studies (PIRLS, 2006; 2011) and World Economic Forum (WEF, 2015).

The PIRLS (2006; 2011) documents established that only 35% of South African students can read with reasonable proficiency. In 2011 the reading proficiency and achievement were pegged at below 40% of all learners, according to Mullis et al. (2012). The WEF report of 2015 rated South Africa last out of 60 countries. Additionally, the suspended local formative assessments such as the discontinued Annual National Assessments of South Africa (available on the Department of Education's website) also show reading performances are similarly depressing. Even the South African Minister of Basic Education has publicly voiced her concerns about the reading crisis in South African. She cited the fact that 85% of South Africans are non-readers; only 14% read books, and only 5% of parents read to their children. She conceded that the figures are a clear indication of a significant crisis in education, as reported by Petersen (2016). Learner reading achievement levels are so low in South Africa that learners trail behind their equals in other developing countries in Africa (Makalela, 2012). Pretorius and Currin (2010) state that 78% of Fifth-grade pupils in South Africa could not even achieve the lowest reading yardstick. They deduce that such low literacy in South Africa implies that readers are beginning feebly in reading and maintaining a weak reading trajectory. The implication is that there is something seriously wrong with reading comprehension development in South Africa.

Given the broadly accepted value of reading literacy as a foundation for academic success, many stakeholders, including staff members, and this researcher, who teach in multilingual contexts such as South Africa, are concerned about the failure by students to navigate meaning and decipher content in texts and to analytically engage with books. Students' academic success at Higher Education is dependent on the successful reading, decoding, and processing of educational documents (Giridharan, 2012). The situation, therefore, seems dire as reading comprehension is central to the acquisition of academic literacy. More so, because reading literacy remains a precondition for socio-economic development and for how well a country does educationally (see Taylor et al. (2002) ; Paran and Williams (2007) and Loudon and Rohl (2006).

Many researchers have attempted to explain these disturbing low literacy levels. For example, Makalela (2012), argues that there is something fundamentally amiss regarding teacher education and preparation of teachers to teach reading skills in the schools. The lack of print material in indigenous languages is also highlighted as a contributing factor. Grabe (1991: 391) points out the issue of different EAL learner groups whose automatism, or ability to read spontaneously with adequate precision and speed but less effort towards the act of reading itself, is very weak and constitutes a language weakness that hinders reading ability. In recent years, scholars have paid substantial attention to the pedagogy of bi-literal and multilingual learners in contexts like South Africa. In a case study intervention of a remote rural school in South Africa in Limpopo province, Makalela (2012:141) concludes that there is a need for pedagogically thinking teachers who will have knowledge of L1 and L2 reading research. Makalela recommends teachers who can reflect on their practices and use the reading research to inform their practices. In another reading intervention project undertaken by Pretorius and Currin (2010: 23), the conclusion is that a multi-level ecological approach to reading interventions can improve learner performance.

Overall South African research on reading remains in its infancy, and, currently, there seems to be still minimal understanding about solutions to the reading problems and the low levels of literacy achievement among South African learners in general. This limited understanding is, especially so in multicultural, multilingual city settings like Johannesburg. In addition, most studies on reading have been in the lower school levels, but the university sector has not had enough investigation. Wildsmith-Cromarty and Steinke (2014), and Grabe (1991) propose that more research in second language academic reading contexts is needed.

The core international literature addressing multilingual and or translanguaging reading teaching and pedagogy, in general, has been from a western context and does not necessarily automatically transfer

to African contexts. A research gap thus exists in multilingual university-level reading pedagogy that utilizes cultural, discursive resources and other repertoires in African languages.

It is against this backdrop that this study sought to undertake an empirical research study around the reading development problems at the first-year university level in South Africa and to feed into the body of knowledge and scholarship that exists thus far, to push it further. In the quest to expand on existing knowledge on reading development in South Africa, this study got conducted with the central intention of proposing translanguaging and culturally relevant strategies and interventions that may improve the prevailing 'sad' state of affairs in the reading domain.

1.1 Statement of the problem

Evidence of reading problems - including low levels of reading comprehension - afflicting university students, particularly L2 learners, has been noted across the university programs and curriculum in various studies. For example, Artis (2008) and Starcher and Profitt (2011) focused their research studies on students' reading struggles in the field of Business Studies. Brost and Bradley (2006) focused on students' reading problems in the discipline of Philosophy, while Howard (2004) and Carney et al. (2008), Clump and Doll (2007) and Tomasek (2009) provided similar evidence in the fields of sociology, psychology and education, respectively. In another study conducted in America, Gorzycki et al. (2016) found out that L2 students who had acquired their high school education outside of America had a lower academic reading proficiency than American L1 learners and that many battled with necessary reading skills crosswise class levels. Pecorari (2003) concluded that academic reading proficiency at the first-year level is at a low level. This subdued level may explain why the development of reading skills continues to be at the core of learning and teaching in higher education. Researchers such as Pecorari (2003) in the fields of first and second language acquisition and academic literacy investigated how students integrate source texts from their reading into their writing, focusing on students' inappropriate use and critical understanding of source texts. The study found that both first and second language readers and writers typically copyverbatim and generally plagiarise from source texts because of differences in cultural attitudes regarding the use of sources, language proficiency, context, and purpose of the information task (Pecorari, 2003).

In South Africa, research has also shown that learners at all levels do not read at expected proficiency levels (see Pretorius and Mampuru, 2007; Currin and Pretorius, 2010). They enter secondary school and tertiary education with a huge reading gap (Makalela, 2014b). Shohamy's (2006) explanation of the reading crisis is, "...all controlling devices, embedded in monolingual pedagogy which often gets

dished out to multilingual students, are ineffective, futile and often counterproductive to language and content mastery." Shohamy's (2006) explanation, concurs with a developing push for bilingual, multilingual, and translanguaging pedagogy whose viability has been documented, particularly at primary and high school levels, in international research and literature such as Peal and Lambert (1962, referred to in Javier, 1989), Hakuta (1990), Hornberger (2007a, cited in Creese and Blackledge, 2010b), Cummins, (2009), Hornberger (2007b); Hornberger (2007a); Baker (2011); Garcia (2009); García (2011); García, Kano, Conteh, and Meier (2014), Garcia and Wei (2014), Velasco and García (2014). Within local literature, too, there is a consensus on the overriding value of bilingual and multilingual education, as shown in the studies of Chick (2002); Banda (2000); Makalela (2014b) and Makalela (2014a).

At the Johannesburg metropolitan university, which was the site and context of this research project, and perhaps in other English-Medium universities too, reading comprehension difficulties are often experienced by EAL students who have limited proficiency in English, which unfortunately is the medium of instruction. These students experience problems with the accurate and critical understanding of texts at conceptual and linguistic levels. However, despite cited studies, there still exists a disparity and a research vacuum into the use of a multilingual pedagogy, which utilizes discursive resources in African languages. Such research could help broaden the scope of translanguaging to complex multilingual contexts in Africa in general and South Africa in particular, where speakers and learners have competences in more than three languages (Makalela, 2014a). This research attempted to add to knowledge of reading literacy research in this African country. The project's principal aim was, therefore, to address the research gap mentioned earlier and to extend the boundaries of knowledge in translanguaging pedagogy in an African context. The study sought to challenge South African language practices in higher education, which remain restricted to monolingualism and which, according to Makalela, (2014a), can be detrimental to multilingual students and limit their transformative, creative and critical values. There is a gap in the research on the pedagogy of reading comprehension. There are relatively few empirical studies and little information pertaining to how students from an EAL background access and competently assess academic texts that they are required to read in Higher Education (HE).

Research is also scarce on how students can be assisted in reading academic texts accurately and critically by employing translanguaging strategies. This scarcity is what prompted the researcher to conduct this study. Reported in most of the literature cited is that students may not be getting enough reading instruction at both primary and secondary school levels. The reviewed literature suggests that

there is a scarcity of studies that have questioned how such inadequacies in reading skills affect students when they get to university. Research has not adequately focused on the methods and pedagogy of comprehension reading at this advanced level, vis-a-vis the cognitive demands of tertiary education, which requires intensive reading. The students have a reduced reading capacity, yet university education requires intensive reading. Effective interventions, strategies, and pedagogies are necessary to address this problem. If a correlation exists between critical reading ability and pedagogy, then the monolingual way in which most of the students have been taught reading over the past decades is an item that needs addressing. Therein lies the problem: the study intended to determine the degree to which we could use alternative translanguaging pedagogic strategies to resolve the reading problem that afflicts South Africa and similar contexts. Further, the study intended to test whether the use of multiple discursive resources as part of translanguaging pedagogy at the highest academic institutional-level enhanced critical thinking and analysis in reading comprehension. In addressing the problem of reading pedagogy, the study scrutinized the extent to which we can design a viable Higher Education translanguaging reading curriculum and pedagogy to cater for the development of reading comprehension among multilingual students at universities in this part of Africa.

1.2 The rationale of the study

This study was conducted because the researcher found that first-year students studying Strategic Communication and PR in English at the South African university where he teaches lacked the critical academic reading skills to cope with the requirements of their course. The diverse linguistic and cultural background of the students enrolled for the National Diploma in Strategic Communication and PR influenced their inability to access and assess academic texts written in another language other than their own. The problem was that students were finding difficulty in reading critically and effectively. They had issues comprehending and decoding academic texts written in a second or third language. The researcher believed that it was necessary to find a strategic alternative pedagogy to assist these students in developing their academic reading. When he was introduced to translanguaging pedagogy and strategies, the researcher believed that they could be used effectively in the development of students' academic skills. Since translanguaging strategies are said to aid cognitive development (see Hornberger, 2009; Cummins, 2011; Baker, 2009; Makalela, 2015) the writer anticipated that the critical understanding of academic texts would get enhanced through the use of translanguaging teaching techniques.

One of the strategies that could empower and develop students as academic readers is the use of a translanguaging pedagogy that allows them to use their repertoires and resources, including their language and culture in critical comprehension reading development. This empowerment could contribute to a student's improved self-concept.

This research on critical reading skills among the research participants hence draws from, and supports, translanguaging pedagogy and the associated practice of bi-literacy as demonstrated in the studies of scholars such as Hornberger (2009); Jim Cummins (2011); Baker (2010) and Banda (2010), who propose such pedagogy and practice. Makalela (2014b) and Makalela and Fakude (2014) argue that perhaps such pedagogy can help us prevent our students from 'barking' or 'chanting' texts that they do not understand as they just follow words on the document without any meaningful analysis or critical appreciation. There also existed a need to avoid the pitfalls of academic monolingualism and initiate reading programs and interventions that provide learners with culturally relevant texts and strategies. This study had the potential to initiate positive and progressive change in reading skills pedagogy techniques resulting in a model that enriches and empowers our learners and encourages them to see their culture and language as valuable.

Another spark that ignited this study emanated from the researcher's personal experiences and daily interactions as a lecturer at a South African university, with fellow lecturers who teach first-year students. The general frustration among lecturers was that irrespective of any teaching, students still failed to overcome academic reading problems. Thus, first-year students' reading skills proficiency has consistently raised concern for lecturers at UJ, Wits, and likely at other South African universities too.

Evidence of students' lack of critical reading skills and the continued loss of academic ground was consistent across various disciplines at the university where the researcher teaches. These concerns justified this study on reading development. The rationale of the study also had a basis on the researcher's initial impression on how EAL readers generally perform in comprehension and critical appreciation of academic texts at the institution where he teaches. Over the previous five years, the researcher had engaged teaching academic reading skills, and he consistently realized that irrespective of much feedback that students received, they continued to struggle with reading and understanding texts with accuracy and critically. The apparent reading gap between high school and university level had, for a long time, remained a concern for university lecturers in South Africa. Under-achievement in academic reading and academic success could thus be a mismatch in reading pedagogy and the literacy world that defined the first-year university reader.

One avenue of directly confronting the problem of critical reading deficiencies was in investigating the effects of reading pedagogy on academic success at university and considering alternative reading pedagogy. The AEL reader's academic achievement at these high levels of academia is primarily dependent on maximum educational reading intervention and pedagogy in tertiary institutions. Designing such interventions was a challenge for the staff and other stakeholders, including the researcher. The study aimed to contribute to developing an alternative translanguaging reading pedagogy, which specifically catered for EAL readers who struggled with academic reading at the university level. Viewing literacy from a translanguaging, cultural, and social practice approach gave the researcher insights into the teaching and learning of academic text and academic learning in general. Research in educational reading pedagogy in the multilingual South African university classrooms was scarce, to which, in part, this study hoped to contribute.

1.3 Aim of the study

This study sought to understand how translanguaging, with the emphasis on students' use of their own linguistic and cultural repertoires, could prepare them to read, decode, and analytically engage with academic texts in higher education contexts.

1.4 Objectives of the study

- To explore the effectiveness of translanguaging strategies and students' linguistic and cultural repertoires, in developing academic reading comprehension for content knowledge and critical thinking.
- To explore the viability of students' repertoires, translanguaging strategies, and practices in the teaching, learning, and development of academic reading comprehension.

1.5 Research questions

1.6 Main research questions

- How can the use of various discursive, linguistic, and cultural resources brought by students to the classroom enhance content knowledge understanding and critical thinking and analysis in the academic reading of AEL students in a course at a local University?

- To what extent is translanguaging a viable strategy for developing content knowledge comprehension in academic texts among multilingual first-year university students in South African?

1.6.1 Specific research questions

- Are there any academic gains in academic comprehension reading proficiency stemming from the use of translanguaging strategies or interventions?
- What cultural and linguistic repertoires and strategies do translanguagers adopt to help readers interpret academic texts accurately and critically as a result of a translanguaging intervention?

1.6.2 To what extent do(es) translanguaging intervention(s) grounded in students' cultural and linguistic repertoires enhance achievement and scores in answering academic comprehension questions from texts related to the discourse of a social science subject at the academic level?

1.7 Significance of this research

This research is significant in that it has the potential to:

- Assist in theorizing translanguaging as an alternative, viable pedagogy in teaching and learning of reading for comprehension
- expand on existing knowledge on reading development and growth in South Africa
- further develop translanguaging strategies and interventions, guided by a socio-cultural framework, that may improve the prevailing 'sad' state of affairs in the reading domain

This study provides insight into the specific translanguaging and culturally amenable teaching techniques and methods that can best translate to educational programs in the teaching of academic reading. Hence, the study may influence the reading success for first-year students through the socio-cultural paradigm within which are embedded concepts and pedagogical strategies synonymous with new literacies and translanguaging. In this way, the study may lead to greater insight and understandings of how to improve students' academic reading by way of using a socio-cultural as well as translanguaging based intervention program. It may result in what constitutes successful literacy pedagogy, curriculum, and practice in higher education, simultaneously assisting students in negotiating power, authority, and identity and achieving academic success within the landscape of

universities. The study may also enable lecturers of (EAL) college students, university administrators, policymakers, and curriculum designers to make informed decisions about reading pedagogy. More importantly, this study may also contribute to the knowledge needed to prepare students to meet the high expectations of academic reading in higher education and could lead to efficient preparation of lectures at the undergraduate level. The hope is that lecturers may acquire incisive insights into the instructional factors and academic interventions that contribute to the development of strong reading skills and models for EAL readers. There is currently little research on educational reading pedagogy at the university level and the effects this has on academic achievement and in assisting students in coping with the academic reading demands at the tertiary level in South Africa. This study hopes to expand further on and contribute to existing knowledge of reading pedagogy for AEL students.

1.8 Delimitation of the study

The investigative-research focused on the academic reading of first-year students enrolled for a Diploma in Strategic Communication and Public Relations at an urban university in Johannesburg, South Africa. This study is based on the premise that students who access learning through English when they speak other languages at home may benefit from a translanguaging intervention. Such first languages ranged from isiZulu, Sepedi, Venda, Tswana, Sotho, and any of the different official South African dialects. The limitations of this study were influenced by the fact that the researcher investigated the reading practices of EAL readers with an African language and evaluated the efficiency and strengths of a translanguaging intervention program and the implications it had towards the improvement of EAL readers' academic reading.

1.9 Definition of key concepts

This section defines some of the key concepts as they are applied in the background of this study.

1.9.1 Academic reading

Any definition of academic reading is contested and relative. In the setting of this study, drawing from the commonalities of multiple scholars, the writer extends the meaning to include most of the reading difficulties that the research participants encounter when decoding academic texts within an educational context. The working definition for this study will consist of: reading foreshadowing or author's intention; an informative reading for details, making extrapolations; understanding specific vocabulary as well as combining text-reading and writing in an achievement test (Weigle, 2004). Such reading focuses on critical thinking and metacognitive techniques that can increase students' comprehension and learning ability of academic subject matter from written texts.

It is reading academic books in content disciplines to learn unfamiliar topical text-substance (Shih, 1992). According to Anderson and Armbruster (1984b, p. 657), Academic reading is "Study" reading, reading for in-depth comprehension, and learning... a particular type of text-reading, demanding a unique kind of analysis and digestion (concerning maintaining concentration on, content-information, encoding, and retrieval)", and "is closely related to the need to do real cognitive and routine chores . . . [to meet] the criteria for activities like test-taking, paper writing, giving a speech, and doing laboratory experiments."

Academic reading is hence critical and purposeful reading of theoretical texts for achieving learning, education, and knowledge in subject domains. Academic reading also entails the extended reading of varieties of texts varying in length.

Leki, (2001:202), whom I concur with, adds that academic extended reading requires:

- both intensive and extensive reading of discipline-specific texts,
- careful synthesizing of material from several sources of information (Carrell and Carson, 1997)
- as well as consciously locating the intentions and purposes of the author according to Hunkin (1990)
- Spack (1993) highlights that academic reading is often a process of actively engaging with what gets read, gleaning information, and then processing this content knowledge by reflecting on issues. Ultimately, the end and generally undisputed purpose of academic reading remains to interpret the content-information with an open mind to address the specific needs of an educational task, which may involve a writing class activity.

The research participants had difficulties with a variety of elements constituting academic reading, as specified above. The researcher, therefore, adopts the extended definitions above to mean academic text-reading in this study's context

1.9.2 Translanguaging pedagogy

Drawing from the work of Creese and Blackledge (2010) and Garcia (2009), a translanguaging pedagogy refers to a pedagogy for multilinguals, in which languages are integral to the repertoire, which gets accessed for their discursive and communicative intentions. They are not isolated, unique, and separated; instead, they produce an integrated communicative system.

1.9.3 Culturally Relevant Pedagogy

Culturally Relevant Pedagogy (**CRP**) includes the practice of aligning classroom instruction with culturally diverse students' intellectual and linguistic strengths. Such pedagogy engages learners in being critically conscious thinkers. In the concept of CRP as used in this study, students' cultural background, contributes to their academic education by adding another perspective to language and reading literacy pedagogy.

1.9.4 English as an Additional Language (EAL) Learner

In this study, this a student who acquired English at a later stage of growth, having started with a 'home' or 'primary' language. Therefore, the first becomes the primary language, where a learner began. The learner gets subjected to this linguistic resource as a developing child, persisting in using this language at home and in the locality and community. This categorization stands even if a learner gets English after early childhood development and becomes proficient in it. Any other language learned after the primary one becomes an addition to the original one.

1.9.5 First-year university students

First-year university students refer to those students who have finished high school (Grade 12) and are entering the first year of their undergraduate degree at university. In this study, first-year university students refer to a group of students registered in the Strategic Communication and Public Relations program for the module Communication Management I COM1AA1 (CPR1AA1 & ICP1A11) and expected to complete three-year diploma program. Students at the University are admitted into the Communication and PR program if they have a minimum of twenty-four APS (Admission Point Score) points in their Grade 12 results.

Reading Comprehension Trajectories: Refers to Pathways of reading literacy development that lead to higher development literacy levels. Reading development avenues that go beyond "functional literacy", promoting and developing "critical literacy." In the case of the current study, translanguaging is seen as one such a reading literacy developmental route.

Progressive reading: Denotes reading pedagogy that reforms and challenges the oppressive status quo. As used in the title and study it refers to a transformative, enriched type of reading pedagogy that moves away from tradition and empowers students through the growth of cultural and critical literacy. It values students' language(s) and culture(s) liberating and allowing them to negotiate and construct identities that are aligned to educational and academic success.

1.10 Outline of chapters

Chapter 1: Introduction and Background

This chapter outlines the background of the study, problem statement, aim, objectives, and research questions, the significance of the study, and the study's limitations.

Chapter 2: The Theoretical Framework and Literature Review

This second section of the thesis outlines the theoretical framework and recent in-depth literature underpinning this study, that is, social-cultural theory, new literacy studies, translanguaging literature, and various theories on student reading and pedagogy. It also examines factors impacting student reading, particularly within linguistically diverse contexts like South Africa and reviews research studies in EAL reading development and the academic text- reading of first-year university students. Chapter 3: Research Methodology

Chapter 3 examines the mixed methods approach as a research methodology employed in this study. It also outlines the research design and describes the population and sampling process, data collection methods, and the data analysis procedures adopted in this study, ethical consideration, and shows how research objectives integrate.

Chapter 4: Presentation and Analysis of Data

This section delivers findings and analysis of data on AEL students reading development and academic reading of first-year university students. The discussion in this chapter incorporates findings from observation, individual and focus group interviews, as well as the quantitative data.

Chapter 5: Discussion of Findings, Conclusion, and Recommendations.

This chapter reports and summarizes the main study findings, the importance, and implications of the results and the contribution of the study, recommendations from the research project, the limitations, further research, conclusion, and overall reflection on the examination.

1.11 Summary of the chapter

In the introduction to this chapter, the writer discusses why this study is conducted. He described the context of this study. Then the research problem and rationale of the study were discussed. Followed by the aim, objective for the study, the research questions, and the significance of the research. The final sections discussed the delimitation of the study, and how critical concepts were defined.

The next chapter gives a review of available literature on reading and translanguaging. This chapter explores recent in-depth literature on reading development and academic text-reading of first-year university students. There is an appraisal of the previous work done in support of the background to this research. A preliminary analysis of relevant past work on pertinent topics related to the study will get completed and discussed. This prior work will be narrowed down to specific issues and sections with emphasis, especially where the proposed research got recommended as future work. The review begins with the theoretical framework.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

University education aims to develop and nurture the academic-reading capabilities of students beyond the level of surface decoding to deeper analytical learning and understanding. Reading at university needs to be critical, requiring active questioning and relating ideas and opinions to other subjects and aspects of a student's degree. University reading expects to develop a student's ability to inter-relate evidence and draw valid and convincing deductions. However, the changing demographics of our universities require a discerning look into the mismatch of reading development practices, and the students served in these classrooms. Culturally relevant, translanguaging practices are an avenue to eliminate the current disjointed classroom reading and literacy experiences of diverse children (cf Gay, 2018; Howard, 2015; Saifer et al. 2010). The study aimed to experiment with translanguaging in an educational, academic-reading classroom at university to assess its effectiveness on the achievement of epistemic access to academic textual content and on ways of knowing, interpreting, and making sense of the text. This chapter presents a discussion of all the relevant and recent literature on the topic.

Numerous bodies of the existing literature are relevant to the aims the researcher has set out for this research project. The following literature review will present an overview of these bodies to nuance and support the hypothesis adopted in this study from other related empirical research. Additionally, the intention is to contextualize the research and to pre-set the analysis and interpretation that it will involve.

2.2 Bodies of literature

This study is located in nine bodies of literature:

- a. *Sociocultural Theory as a Theoretical Framework*
- b. *NLS (New Literacy Studies)) as a Theoretical Framework*
- c. *Culture and Culturally Relevant Pedagogy*
- d. *Heteroglossia as a central and valuable concept in varied, diverse classroom contexts: related theories and concepts*

- e. *Dialogic Pedagogy as a suitable practice to accommodate multiple voices in varied literacy classrooms*
- f. *The Dialogic Nature of Culturally Responsive instruction*
- g. *Reading: competing models and history*
- h. *Reading as gravely problematic in South Africa and relevant literature*
- i. *Suitability of translanguaging in settings in which many languages are operational as pedagogy, practice, and ideology*

Figure 1 on the next page, discloses the features of the theoretical framework for this literature review. The areas of literature are all rooted in reading, translanguaging pedagogy and research, and the relevant empirical local and international research connecting them to sociocultural theories inclusive of heteroglossia and the translanguaging paradigm.

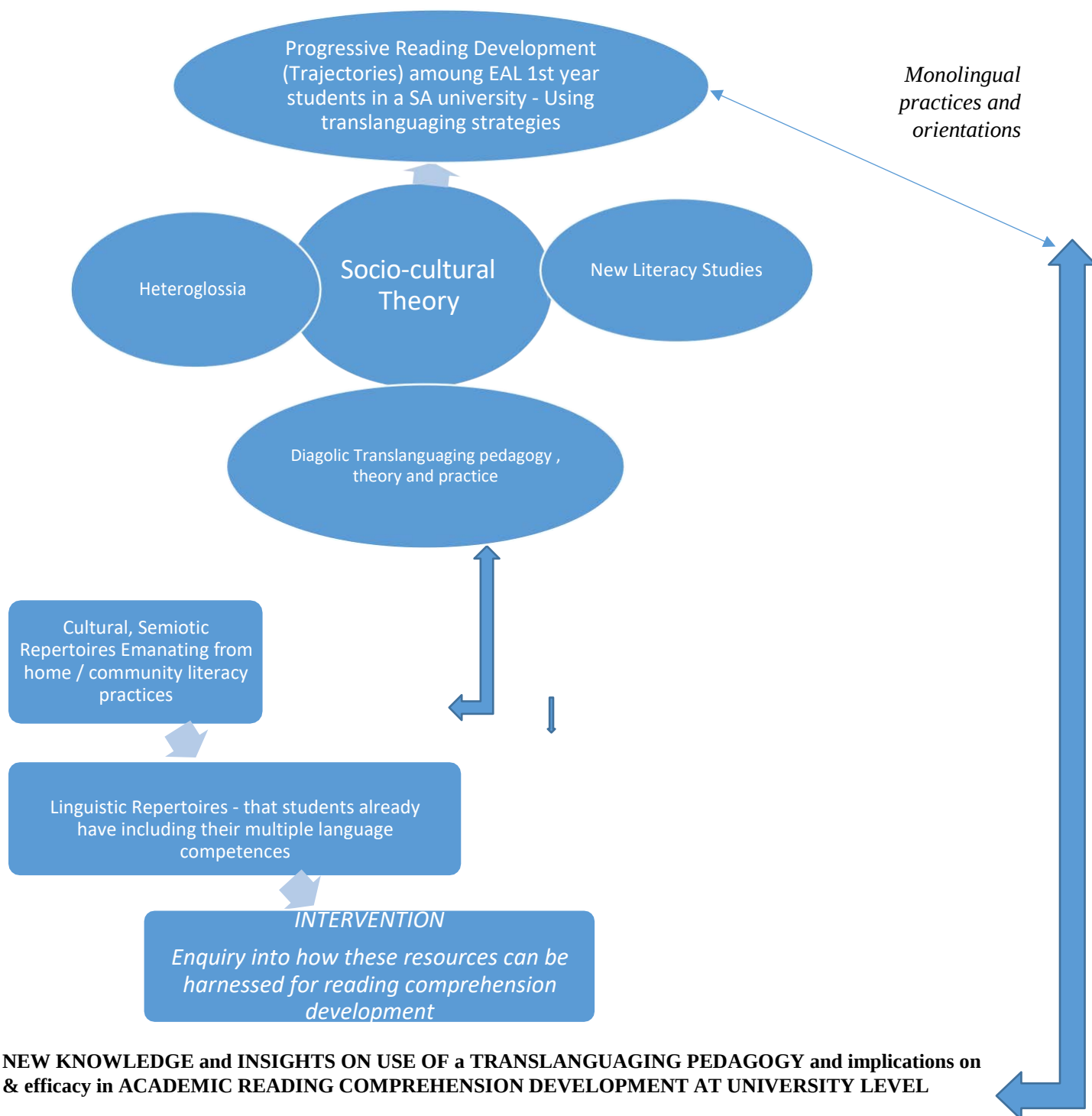


Figure 1 *Conceptual and Theoretical Framework*

The first area of literature relevant to the current research is that on literacy, and more importantly, socio-cultural angle or approach to literacy connoted in this research project. Key researchers in the field are referenced, and attention will be given to the definitions and how writing and reading literacy is understood within this approach as well as their relationship with the current study.

The study also utilizes heteroglossia concepts to understand how translanguaging pedagogy can become a useful catalyst in developing academic reading in the setting of a multilingual university. The second area of literature relevant to the current research is that on the theoretic genesis of Heteroglossia.

These foundations focus on the connections or links between language as constructed by society, on multiple voices, meaning-making, dialogic pedagogy, and concepts of language interface. (the analysis of my data will be premised on an application of Mikhail Bakhtin's (1981, 1982) theories, including Heteroglossia, and his conceptual understandings will be privileged.)

This study also espoused NLS (New Literacy Studies) as a theoretical frame since it stresses the pertinence of culturally perceptive instruction in growing students' knowledge and proficiencies (Davies, 2012; Kell, 2011; Perry, 2012). NLS is accordingly appropriate to the present study since the investigator pursued understanding how first-year students utilized embedded cultural repertoires and reconstructed their prior literacy knowledge as they decoded and interpreted content meaning from academic, discipline-specific text to gain new content knowledge related to the discourse of their discipline. This complex process means that EAL readers decipher and navigate meaning from discipline-oriented texts in their languages and discursive repertoires and then try to reconstruct, express, paraphrase, and critique the textual meaning in English. In the context of this study, NLS advocates that literacy forms part of social practice literacy rather than the acquisition of skills (Perry, 2012).

The third part is allocated to the links and connections concerning culture and university learning, given the interest of the study in understanding the role of cultural and linguistic repertoires of students in developing academic reading strategies and skills that work in university contexts. The third section reviews literature related to NLS and its relationship to new initiatives for an alternative reading pedagogy for the setting of the study.

A subsection related to an area of literature included in this review is on the relationship (tension) between home and school literacies between centrifugal and centripetal forces, subordinate and

dominant discourse, and cultures. Furthermore, these impact on reading literacy in a super diverse and urban university setting. This area of study will be relevant given that the current research aims to explore

- how cultural or home literacy practices, and their linguistic and cultural ‘toolboxes’ influence students’ academic reading literacy
- how the mediation of reading literacy using translanguaging and dialogical pedagogy in higher education influences students’ efficiency in critical academic reading.

The literature related to this study discusses translanguaging strategies as an alternative to current academic reading development and pedagogy. The final broad area of literature included in this review is on translanguaging studies research. This area will be relevant because the current research project strives to understand if and how translanguaging can be utilized in academic reading at a South African University. The chapter hence reviews the previous work done, which supports the background to this research.

2.2. 1 Sociocultural Theory

A body of thought related to this research is the sociocultural theory. Using the theoretic premises of sociocultural model and the ideas that are parallel to translanguaging reading pedagogy. The researcher aims to scaffold these connections to the current research. Considering these theories when designing experimental reading activities for translanguaging teaching and learning, creating awareness when taking field notes, examining research participants’ interactions, and acknowledging them in data analysis will connect the foundation for the relevancy to this study.

Rooted in sociocultural theory is Vygotsky's (1978) idea, learning is social. Moll, Amanti, Neff, and Gonzalez (1992) established the theory of funds of knowledge. It has roots on the premised foundation that students bring information and knowledge learned from their communities and homes to the classroom. Moll et al. (1992) specifically looked to the exchange of knowledge inside the established networks within learner's communities. The work of Heath (1983) explored teachers and families in two communities and the literacies that children brought to school based on their home-life experiences. Her classroom research focused on how teachers utilize the knowledge of their children in their teaching. Using those as mentioned earlier, sociocultural theorists support the study of translanguaging as a forerun to academic reading development. Using sociocultural theory to fuel

culturally relevant teaching ways and methods in which students make use of their repertoires in the classroom is one way to explore the questions of this research. The work of both Moll et al. (1992) and Heath (1983) also subscribe to teaching actions that can be utilized in the classroom spaces to support culturally and socially embedded relevant teaching practices. The sociocultural structures guiding this research offer potential strategies for both academic teaching reading in South Africa and in culturally as well as linguistically super-diverse classroom contexts.

More contemporary understandings of literacy argue for what has gotten termed a socio-cultural approach, recognizing that literacy does not occur in a vacuum but is always a socially situated act:

Reading and writing are not primarily mental acts; they are primarily socially situated acts. From this view, there exists nothing, such as writing and reading in general. We always read and write within a specific social practice (Lewis 2001, p. 16).

As pointed out by Razfar and Gutiérrez (2003):

... sociocultural notions like *event*, *activity*, and *practice* subsequently moved literacy studies from the individual as a unit of analysis where autonomous cognitive processes get examined under controlled experimental conditions (Goody 1968; Ong 1982) to a broader unit of analysis, 'the social practice' (Heath 1986; Scribner and Cole 1981:42)

Perhaps the most crucial point to note in adopting a socio-cultural angle and stance to literacy is that just as literacy practices, both spoken and written, are embedded in (and constructed by) social structures; considerably infused with the dominant ideologies of the culture within which they get transmitted and reproduced (Heath 1983; Street 1993; Gee 1991; Millard 2003).

Socio-cultural theorists, therefore, accept the ideological and culturally entrenched nature of literacy practices. Such an approach to literacy 'stresses the implied important position of socialization in meaning-making of literacy for participants and is hence about social institutions via which the procedure occurs and not just the specific 'educational' ones' (Street 1995, p.29).

Socio-cultural literature was relevant as the research was framed within the social, cultural paradigm, which encompasses translanguaging. The research was premised and rooted in sociocultural theory with a pronounced emphasis on the cultural aspect. A good understanding of this theoretical framework enabled the researcher to develop suitable and appropriate socio-cultural teaching and learning translanguaging strategies in the intervention, which are so central to the project. Also, data would get analysed using such literature, especially when we considered how much of participants'

cultural resources, from a translanguaging perspective, had a role in developing critical reading aptitudes and skills at the university level.

The study used literature, including ethnographic case studies in the methods through which literacy gets performed inside stipulated cultural contexts, and particularly the South African context. As this is a reading intervention, the researcher needed to design models of literacy instruction and socio-cultural as well as translanguaging pedagogic techniques that reflected the social-cultural context of the research participants and that provided links between the literacy worlds of students and literacy culture and ways of thinking, doing and being within formal educational contexts, for example, university settings. ". According to (Millard 2003, p. 430), a grasp of literacy needs full, intense explanations of real practice in diverse cultural contexts. It is inadequate, nevertheless, to commend and praise simply the wealth and diversity of literacy practices. We also require daring theoretical examples that accept the dominant role of relations of power in literacy practices. Hence, the socio-cultural theoretical framework to analyse and interpret the data was used and forms a large part of the literature review.

The study focuses on reading comprehension development, which is at the heart of literacy. According to socio-cultural views, literacy is an ideological, social practice. The research participants have their literacy practices and cultural resources, which the researcher hoped to bring into reading comprehension pedagogy. So, there was a need to understand and draw from socio-cultural perspectives not only in the analysis of data but in making choices of pedagogic strategies to use. According to socio- culturalism, literacy practices are purposeful and multiple, and some are advantageous over others - Barton and Hamilton (2005a); Street (2014); Millard (2003), Street (2009); L. Street (2009); Luke (2003a); Luke (2003b). Within the concept of literacy as social practice, the socio-cultural theory posits that literacy has a profound interweave in social, cultural, and power structures, and a social, cultural perspective allowed the researcher to consider the socially-cultural dispositional aspects that the research participants would and should bring to the intervention. One cannot just import materials, ideas, or methods at will to the classroom for pedagogic purposes. So, in the translanguaging treatment, there was a need to adopt a socio-cultural perspective, which would be useful in bringing the participants' values and resources to the comprehension reading intervention.

It was, for example, necessary to draw from literacy practices that characterize 'African' societies in developing sound pedagogical strategies that are not foreign to the participants. Non-Westerners get often viewed through Western literacy lenses (Street, 2014; Rogers and Mosley (2006). It becomes

imperative to view them for who they are and acknowledge, empower, and transform these non-westerners using resources familiar to them. So socio-cultural perspectives were essential and gave a solid foundation to this study and so needed to feature significantly in the literature review. According to social culturists, young learners need to connect the known to the unknown and often live in different literacy worlds than those represented in schools. The researcher needed to consider which life domains contextualize literacy practices for South African university students at the research site and clarify the participants' literacy practices and values that we could import into formal classrooms to teach reading. Also, translanguaging is located within the socio-cultural framework and implies that *the community has a significant influence on the literacy practices of students.*

Socio-culturalism also argues that culture is realized through language. Language and language use are never independent of social context. Cultures represent patterned systems of making-meaning practical experience Duranti (2009). Language always connects, to power, cultural models, social relations, and political beliefs, values and attitudes, places, and things (Gee, 2004; 2015). This connection is why a variety of the students' languages were used as resources in the intervention. Their languages became a synthesized and fused part of their literacy practices. The participants were multi-lingual and bi-literate.

2.2. 2 Summary: Theoretical Framework

In summary, the theoretical framework to design the intervention, analyse and interpret the data was drawn from the following socio-cultural approaches, concepts, theories, and scholars from among others:

- Sociocultural and sociolinguistic approaches to language/literacy (Barton & Hamilton, Gee (2004, 2015), Heath (1983), Heath (1988), and Street (2009,2014). These scholars see language/literacy practices as infused with meaning and purpose, dynamic and malleable and shaped by social, cultural, historical, and political structures and forces. Literacies are patterned by culture and power. Literacy gets perceived and taken as social-practice, e.g., Barton & Hamilton (2005); Luke (2003), who view literacies as multiple, associated with life domains, associated with power, purposeful, embedded in social relationships, historically situated, dynamic and changing.
- Language & Literacy as multiple, situated and multiple voices coming into contact, as well as literacy, being a social practice (Bhaktin, 1986; Street 2009, 2014)

- Literacy is an ideological, social practice, and cultural practice. Literacy practices here are manifold and deliberate, and some advantage over others (Street, 2003, 2005), Barton and Hamilton, 1998, 2005)

The researcher's stated commitment to approach the research aim of understanding how multilingual university students could utilize translanguaging, including their own cultural and linguistic resources and repertoires to approach the demands of academic reading and reading-pedagogy, drew on the concepts of Heteroglossia and dialogic pedagogy. The approach also necessitates a socio-cultural view of literacy (Janks, 1996b). Linking language, social-cultural context, and ideology, and adopting a sociocultural theory of language, therefore, demanded an approach to literacy that equally premises such interrelation.

2.2 .3 NLS (New Literacy Studies)

The New Literacies Studies (NLS) hypothetical model, according to the New London Group (1996) locates all performances of literacies inclusive of writing and reading inside numerous language variations and multi-literacies frames admitting and recognising the significance and weight of cultural, historical, social, and authority-vested power undercurrents in marking out, guiding and assessing the literate lives of all human beings and societies.

NLS necessitates the acknowledgment of multiple competencies or literacies vis-à-vis literacy and the societal or communal practices at any location and point in time and questions, "whose literacies?" are domineering and who are ostracized or rebellious (Wingate, 2012; Gee, 2012). Davies (2012), Mills (2010), and Stephens (2000) proffer that NLS goes past and beyond the schooling environment into a specific field that recognizes AEL readers' sense of who they are and their individualities in making intelligence or meaning. Perry (2012) contends that literacy as the social practice may not explain the process of how people learn to read and write, but it can help to describe what types of knowledge needs exist in order to engage in given literacy practices effectively. Through NLS, this study intends to create responsive classrooms that acknowledge AEL academic readers' voices. (The aim is to engage them in collaboration where they interface with one another about the academic texts they are reading and the content knowledge they extract from such texts. Another aim is to use communication to examine the position and function of literacy in their daily lives (see Gee (1999); Knobel and Lankshear (2006); Pahl and Rowsell (2011); Stein (2007); Davies, (2012); Janks (2013); Barton and Hamilton (2005a) and Street and Street (1995).

This study draws from sociocultural perspectives and is concerned with understanding how the populace makes use of literacy in their lives to make literacy pedagogy evocative and pertinent by accepting and merging students' home and community ways of practicing it (Perry, 2012; Gee, (2005; 2015).

2.2 .4 Culturally Relevant Pedagogy

2.2. 4.1 Culture

Rollnick (2000) argues that culture is associated and concerns itself with a social tradition and heritage - those characteristic behaviors which get conveyed from a single generation to the next. While the notion of culture includes collective mental artifacts such as symbols, ideas, beliefs, and aesthetic perceptions, .it also embodies the distinctive forms of discourse..." (2000:98). She maintains that learning is a type of social practice, which is inseparable from the social settings and the and the culture inside which it occurs.

Much scholar-research has been done on investigating the challenges faced by foreign or culturally different students when learning in a different cultural environment such as the UK, Australia, Canada, and the USA. The following list of studies exemplify some of the research as mentioned above: Furnham (2004); Brennan (2005); Cortazzi and Jin (1997); Burke and Wyatt-Smith (1996); Myles & Cheng (2003), Cadman (2000); Deem & Brehony (2000) as well as Brennan *et al.* (2005). Generally, cultural differences get recognition as one of the chief tests for especially international students in Western-style universities regarding dealing with literacy practices, discourses, cultural clashes, understanding the customs and rules. These differences in culture have an overt impact but also indirectly influence students' educational studies. Jin and Cortazz (1997) believe that the differences of culture embedded in higher education include differences in academic ways, cultures of communication, cultures of literacies and discourses, and cultures of learning. They make a detailed comparison of academic expectations in Britain and China, for example, to show that the academic cultures in these two countries are different. They argue that these differences one of the explanations of why Chinese students' academic performance does not meet the academic requirements of British universities. Jin and Cortazz (1997) suggest that the misunderstandings in communication between overseas students and their tutors or local students result from their different cultural backgrounds, behaviors, and beliefs. We can infer that South African students coming from cultures and discourses different from those expected of them and dished out in university face similar problems and challenges. The translanguaging pedagogy experiment of this current study intended to find ways to incorporate students' cultural resources that they may bring to the reading classroom and use this to

develop reading literacy at university. So, the literature on culture and culture-discourses related are pertinent to the topic and aims of the study.

Ivanič (2004) researched with a group of adult learners who entered higher education as mature students and who faced many challenges, including adjusting to the academic environment after being out of the classrooms for many years. In her view, students who are moving into tertiary institutions may encounter an 'identity crisis.' However, this "crisis" is never a consequence of shortfalls within students but results from an incongruity between the community and social contexts that have constructed and brought about their identities in history and the novel societal and community context into which they are inward bound (2004: 12). The South African undergraduate students who are the subjects of the research are entering new social contexts and new discourses in their academic field and in academic reading, which may unsettle and even clash with their previously established cultural and social identities. Nasir and Hand (2006), from a sociocultural-perspective on culture and education, highlighted, "sociocultural theory may be valuable in the initial phases to trace the connections between cultural and classroom practice, including repertoires related to participation among ethnic groups" (p. 458). The concord and discord that exist in classroom talk require our attention. This demand is a call made by the current study.

If we, as educators, desire to establish authentic pedagogical experiences with learners from diverse cultural and linguistic settings, we need an awareness of the innumerable factors that form students' experiences and Discourses (Gee, 2015). Discourses, hence, are "socially situated identities" that are ever-present in the classroom (p. 3). Thus, it is crucial to learn about and accommodating students' diverse cultural contexts Gee (2015) highlighted that learners would cast-off "educators and educational institutions that they see as alien, oppressive or hostile to their home-based identities" (p. 39).

2.2. 4.2 Culturally Relevant Pedagogy

Culturally Relevant Pedagogy (CRP) includes the practice of aligning classroom instruction with culturally diverse students' intellectual, linguistic strengths and with their prior knowledge - so that they can make connections with the new content. These links ensure they are not working in a vacuum

Culturally responsive pedagogy stems from the foundation of, practices from sociocultural theorists, and engages learners in being critically conscious thinkers.

Critically conscious individuals better meet the demands of society and often reconfigure their own beliefs. Gay (2018) CRP includes teaching practices that are equitable for all children. Gay (2018) states, "Culturally responsive teaching is validating and affirming"

(p. 31). CRP teaching practices extend beyond the classroom into the community, connect instruction to children's lives while encouraging collaborative learning among children (Ladson-Billings, 1994). Ladson-Billings (1994,p20) explains that teaching, which has cultural relevance, is a pedagogy that gives power to learners intelligently, emotionally, politically socially by using cultural references to impart information and educational skills, and attitudes.

A goal of this research explores CRP blended with translanguaging pedagogy in creating trajectories for academic comprehension reading at the university level. This goal is a feat relatively 'new' in reading the research. Acknowledging what those before this researcher have researched and defined as CRP, infused translanguaging pedagogy, and its components is a crucial foundation for this research. This infusion provides the underpinnings for this investigation concerning the questions the study asks. The field notes recorded, and the planning of the translanguaging workshops, tutorials, and activities in the intervention, CRP theories also scaffolded the researcher as he began coding the data.

The field of literacy education calls for studies that apply theories of CRP to classroom practice, for example, Gay (2018); Gay & Howard (2000); Ladson-Billings, (1995a) & (1995b) or Gay & Howard (2000). Gay (2018) explained the basis for CRP strategies suggested for teaching with a culturally relevant stance. The first of these theories of culture embedded in every activity that occurs in a school, "whether that is curriculum, instruction, administration, or performance assessment" (p. 8). It matters not if educators are aware of it or not, culture affects the everyday decisions in classrooms across America. Gay (2018) also explained that the typical strategies deemed to teach children from diverse backgrounds effectively stem from a deficit perspective, which will continue to perpetuate the cycle of injustices in teaching practices.

The goal of teaching that responds to culture promotes children's cultures while helping them obtain academic excellence (Ladson-Billings 1995a & Ladson-Billings 1995b) The explanation offered through (Ladson-Billings (1995a & 1995b supporting culturally relevant teaching, is for children to experience success academically and to develop cultural proficiency and critical realization. A culturally responsive approach to teaching will cultivate a climate for academic excellence by capitalizing on the knowledge and language learners come with to the classroom (Gay, 2018). The CRP structures grounding this research are a basis for this work on academic comprehension development in a South African university.

2.2 .5 Heteroglossia: related theories and concepts

The research participants in this study were linguistically and culturally super-diverse, as well as heterogeneous students at a university in South Africa. An outline and structure that can accommodate their functional heterogeneity is the notion of 'heteroglossia' or many ways of speaking in a social setting that was theorized and originated from M. Bakhtin (1986). M. Bakhtin (1982) argues that our words are words of others as determined by the socio-historical context.

This Bakhtinian view means and illuminates that in a world controlled by heteroglossia, no utterance makes sense in isolation and that all texts reflect that other texts exist, and they can only get understood in these conditions and terms. It also means that monologue does not exist, that all use of language is the conversation. Dialogue is at the center as a notion in Bakhtin's theory. According to Bakhtin, our words are the words of others. So, the students who are participants of this study, came to the reading classroom with multiple voices picked up from and shaped by their culture and communities; these utterances, are enclosed by innumerable coatings of other voices (and coatings of culture) within which the writer's voice (and culture) must sound (p. 278). Bakhtin calls this coating and seizure of utterances "social and historical heteroglossia"(Dialogic Imagination, p. 272).

Echoing and reinforcing similar ideas (Wong, 2006, p. 199) adds, "We use language that we have heard from other voices, and these voices are in turn discursive products of their historical status and their membership in various social fraternities. Heteroglossia exists as a force for trans and diversity." It is this researcher's contention and conviction that these multiple voices need to be accommodated by the kinds of alternative translanguaging and dialogic pedagogy utilized in this current research.

The heteroglossic view accentuates the role of language in locating speakers and their texts within the heterogeneity of social locations and worldviews that function in any culture. Home language experiences rooted in a student's own culture and the referred to, multiple voices, can have a positive impact on the kind of academic reading literacy achievement pursued in this study. The writer asserts that developing reading literacy to which this study intends to contribute requires the espousal and taking up of a multidimensional, socio-cultural, and heteroglossic frame.

Culturally foreign and exclusive monolingual pedagogy dished out at South African universities ought to stop confusing students - who have their own cultural, linguistic, and multiple voices wired in their very souls. Reading programs ought to engineer reading-instruction in a familiar language, using familiar voices, discourses, and cultures which define the very consciousness of the students. Such strategies may work as a link to success because decoding, sound amalgamation, and commonly broad

comprehension approaches and techniques transfer amid languages that use phonetic orthographies" N. Lesaux and August (2006). Multilingual students, as are the subjects this study, express themselves from a manifold and intricate, culturally-historical, and social stance, which, in consequence, makes-up their individuality. Such a constitution of subjectivity needs consideration in literacy development, including in developing trajectories for academic reading. Multilinguals speak in a plurality of voices and multiplicity of discourses, which need accommodating in reading pedagogy as is attempted in this study.

This way, this study departs from traditional research on reading literacy by experimenting, proposing, utilizing, and endeavoring to understand the effect of alternative and new heteroglossic, translanguaging pedagogy.

2.2. 6 Centripetal forces: Implications on literacy pedagogy

From a Bakhtinian standpoint, socio-linguistic communes are the sites of a conflict between centrifugal and centripetal forces. M. M. Bakhtin (1981) distinguished centripetal language-related powers, wielded and exercised by official modes buttressed by the cultural or organizational institutions, from centrifugal powers, which are bent on protecting and conserving the existence of unofficial dialectal modes. He identified the centripetal forces with the social developments of ideological, political, institutional, and cultural, centralism, and domination. Bakhtin discussed how the unifying (centripetal) forces of language act to collate the connotations and denotations of lexes. Centripetal forces endeavor to amalgamate and create one common language (Stewart, 2010).

As in universities and other contexts of teaching and learning, centripetal forces create environments of monologism - utterances biased to one side and "monologized pedagogical dialogue. Within the paradigm of the old-style conventional lecture room, learning tasks get inclined to be monologic and founded on power-infested and power-based dialogues. Authoritative-dialogue becomes fused with control, power, and authority. According to Bakhtin (1981:342), the authoritative stances and word can be tricky since it "is located in a distanced zone." In monologized instructional discourse, "a thought is either affirmed or repudiated" by the clout or power of the instructor. Bakhtin devised the expression "monologized pedagogical dialogue." The learner's subjectivity articulates itself only as a slip-up.

2.2.6.1 Centripetal forces: Implications in literacy pedagogy

In contrast, centrifugal-forces are the creations of language and social-diversity. Bakhtin (1981) states that these forces are the human languages that people voice and express, or 'heteroglossia,' This is terminology for the language multiplicity in society. Heteroglossia depicts the point that societies or cultures lack unity. Heteroglossia is a diversity of strong opinions and their agreeing significances or meanings and perspectives of humanity and the ecosphere. According to Cohen & Uhry, (2007:304), heteroglossia is the 'notion of an array of modes of verbal or spoken communication in a social world.

Heteroglossia is inclined to shift language to an assorted range of connotations and denotations of distinctive terms or expressions and consists of a wide diverse-mixture of assorted ways of expressions, inclusive of 'multivoicedness.' Heteroglossia – centrifugal force – thrusts linguistic components in numerous paths. These are the various modes of expression in a societal setting. Bakhtin's notions of heteroglossia get tailored to understand the environment of UJ with its linguistically and culturally super-diverse students.

Centrifugal forces are associated with dialogic conversations from the inside, which is buttressed by no force or authority at all and is usually not visible nor known in the social environment, Bakhtin (1981:342). The dialogues and words of others affect the way we reflect and become cogent from the inside for us. With wired-in influential dialogues and conversations, one appropriates the words of others, reform the terminology, and create one's voice.

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2.2.7 The contact zone – Centripetal forces vs. Centrifugal forces

Bakhtin was careful to highlight that he subscribed to the belief that language is at the mercy of heteroglot frictions of the centrifugal powers or forces of speech soon after they come into living dialogic communication (Stewart 2010). In Bakhtin's (1981) contends that there exists a tension in the middle of systems and language "laws" (centripetal-forces in society with language units and functions (centrifugal forces) typical of a heteroglossic settings with varied viewpoints and voices.

Bakhtin (1981: 345) clarifies that we fight versus numerous types and amounts of power and 'authority,' and these grapples happen in what he terms a 'contact zone.' Such is the instance with the dialogues of instructive or pedagogical institutes (like the university context in this study) and students. The 'contact zone' is the communal region where where 'monologic' discourses of universities and 'multi-voiced' discourses of students meet and occasionally are in tension with one another.

From a Bakhtinian perspective, universities in a first-year student's life use an authoritative discourse. Native South African students, for example, struggle against the authority of universities and are drawn into a 'contact zone.' Concurring with Bakhtin, the writer argues that students' dogmas conflict and collide with the word of the authority of higher education institutions, as the authoritative (dominating) word must not get questioned; it must always get embraced without dispute.

Such a disconnect between the *multi-voiced* students' and the *monologic* and “*authoritarian enforced discourses*” of universities may explain why academic reading at South African universities remains a challenge and justifies why alternative translanguaging and dialogic pedagogy as proffered in this study, may address the problem,

Bakhtin's concepts create a sound premise and basis for ruminating how forming openings where multiple voices have equal influence and can result in knowledge-construction. Other scholars like Mahiri (2004: 223) elucidate that, for the society to exist, heteroglossia, or the attendance of multiple voices, is essential. Classrooms ought to become locations where heteroglot voices (Bakhtin, 1981) are represented hence add on the contextual nature of language to promote and cultivate critical thinking. This why Bakhtin's theories are essential to this study. The conflicts that are between opposing perspectives requires educators to invent spaces for conversation between students' cultural identities or for Discourses to occur.

2.2. 8 Dialogic Pedagogy

Dialogic instructional practices utilized in this translanguaging pedagogy experiment are based on and informed by Mikhail Bakhtin's Dialogic Pedagogy. The researcher believes such pedagogy is apt for multi-voiced teaching contexts because, unlike standardized practices driven by centripetal forces, such pedagogy; amplifies the chances for educational mediators to partake and involve in learner-focused schooling practices. This research project thus uses the theories of Mikhail Bakhtin to serve as the basis for teachers who seek substitutes for scheduled and timetabled lessons. A Bakhtinian take of language can and should be the foundation for the formation of a dialogue in teaching and learning, which can assist mediators and learners in negotiating the complexities of pedagogy in multilingual contexts. More importantly, perhaps, Bakhtin's theories in this project serve as a framework on which we, as educators, might build our arguments supporting the implementation of alternatives to authoritative and monologic usual period proficiency and rote learning instructional activities.

- In a project focusing on reading development in super-diverse multi-lingual South African

learners, instructional activities based on dialogue become difficult to ignore. Arguably such activities get enriched by discussion, designed to nurture critical thinking through dialogue and aim for constructing scholars' proficiencies to reflect analytically, also see - Kohn (2000); Schultz and Fecho (2005); Luke (2004); Luke and Woods (2009); Nichols and Berliner (2007); and Berliner (1995). Additionally, such activities educate students, promoting deep learning by increasing prospects for learners to engage in pedagogy concerning subject-matters of natural appeal and significant pursuits (Stewart 2010). It is the hypothesis of this study that Dialogic pedagogy allows instructors and learners to employ the dynamic, contextual nature of language to ensure learning and departs from the banking-model of pedagogical practices as described by Paulo Freire (1970), which situates learners as inert, or inactive recipients of knowledge-bearing information (Stewart 2010). According to Applebee (2008), many classrooms persist with teacher-dominated talk that has insignificant or no link to the settings in the lives of students. Fecho and Botzakis (2007) add that when educational-instruction gets alienated from the situations of learners' lived life, classrooms turn into sites where the adoration and enthusiasm of scholarship come to perish. Educators can cultivate the fondness of learning by making classroom focal points for authentic pedagogy. Authentic learning is functional and involves "organic assimilation" (which is what I theorize Translanguaging pedagogy may achieve.), starting from within" (Dewey, 1902, p. 9) . A pedagogy firmly grounded in dialogic principles and conscious to the nuances of language can aid teachers to harness students' experiences and contexts to actively involve them in education that cultivates and foregrounds the critical thinking competencies that learners required for academic success.

Exploring the position played by talk and conversation in instructional activities, as is the case in this research project, maybe an essential step towards fostering a theoretical framework that promotes classrooms in which students actively participate in this learning space instead of as passive recipients, if not 'warehouse' of knowledge.

This study, following the philosophy of New Literacies, is not based on the communication of knowledge from educational-mediators to learners and attempts to move away from banking model instruction, which positions learners as 'empty vessels' to be crammed with information by their instructors. Bakhtin's dialogic pedagogy articulates and encourages critical inquiry, and which requires mediators and learners to take a vigorously functional part in the educational procedures and developments. Making authentic talk the focus of instruction as in this study creates room for pedagogy

to become a multi-voiced act that provides both mediators and students the chance to become active participants in meaning-making. It permits the mediating instructors and learners to construct knowledge in partnership as they strive to reach appreciation of the unique worldviews that other classroom stakeholders bring with them to the classroom daily. According to Kohn (2000: 131), authentic dialogue permits educational facilitators to feel for the learners'; " point of view." In instances where the views and ideas of mediators and learners are lively and dynamic partakers in the learning and teaching talk, lively, receptive comprehension can work in agreement with inquisition to enable reading literacy learning.

Investigating and scrutinizing the specific culturalization impact on the verbal utterances that interlocutors select when they seek to interface one to the other is impossible without permitting the multiple voices that exist in classroom discourses Bakhtin, 1981:277). For classroom messaging to be achievable, we need the ability to make intelligence of the senses and interpretations that develop from different contexts. Bakhtin (1986) argues that we all have an "inalienable right to the word" (p. 121-122). In this study, the writer maintains that opportunities for learning are enhanced by dialogic pedagogical practices when teachers can generate environments for learners' distinct cultural-historical frameworks to support and add to the pedagogic dialogue.

Unfortunately, the teacher-centered example of education that treats students as a warehouse of knowledge has been the custom in schools and educational establishments, including universities. It creates cultural contact areas (Fecho, 2004) imprisoned in dominant Discourse. This research project attempts to initiate educational tasks that maintain attention to the classroom communication that occurs as words get used in live speech and learning.

2.2.9 The Dialogic Nature of Culturally Responsive Teaching

(CRT) departs from the monologic classroom dialog model which banks knowledge in students, and it creates maneuvering room for heteroglot opinions, which brighten up teaching and learning. CRT means that instructional dialogue responds to the diverse cultures that educators and learners possess on arrival in the classrooms. Nystrand (1997: 89) highlights that "what students bring to class," determines the success of dialogic instruction." If students' Discourses or "funds of knowledge" - González, Moll, and Amanti (2006) - are to participate actively in a conversational pedagogy, teachers will have to consider culturally responsive teaching.

Teachers cannot involve in this kind of instruction without creating room for conversation; classrooms need to become havens where heteroglot voices (Bakhtin, 1981) are represented to add on the relative make-up of language and to cultivate critical and analytical reflection. It is the stance taken by this study that the diverse students who are present in every classroom space make pedagogy a multifaceted act of navigating inherent cultural differences. The emphasis of this empirical research is understanding and getting knowledgeable about the cultural contexts of the participant students to generate the aptitude to associate with them on a personal and individualistic level, which creates links with them that nurture didactic interactions and develop academic reading literacy at university.

2.2.10 Reading: models and history

Literature and research on reading and reading models trace as far back as the 1970s when psycholinguistic models dominated it, for example, work on the autonomous reading models, Gough (1972), which encompass the bottom-up reading model. Then we have scholars like K. S. Goodman (1979) who advocate for a psycholinguistic model of reading instead, which is 'top-bottom.' And then the "reading wars" that ensued between these two models. Coady (1979), developed the rudimentary psycholinguistic model. The schema theory followed this model in the 1980s, which views reading and comprehension as an interrelated communicative process and exercise between the written word and the academic reader's previous backdrop knowledge of the world, Carrell and Eisterhold (1983). The schema theory, by the onset of the twenty-first century, has come under scholarly scrutiny and criticism as rather inadequate. Many scholars view the theory as rather silent on the concept and role of cultural background in the reading process. Identifying a cultural link that may impair comprehension as problematic, Burgoyne, Whiteley, and Hutchinson (2013) document that Learners of English-as-an-Additional Language (EAL) often have difficulties with reading comprehension relative to their monolingual peers.

The reader's cultural backdrop and cultural-based and biased discursive repertoires that the reader brings to the reading task can be a more critical resource in unpacking, decoding, understanding, and critically appreciating a given text. This position is part of the hypothesis taken by this research project. The integration of text input with translanguaging strategies and diverse discursive repertoires that diverse, multilingual scholars come-with to the literacy classroom can facilitate reading comprehension. The hope is that this hypothesis gets tested, adding new knowledge on whether we, as educators of EAL students of reading, can tap into those cultural and perhaps inherent, wired, culture-specific discursive resources, 'customs,' patterns and traits that EAL students bring to reading comprehension tasks.

2.2.11 Reading as gravely problematic in South Africa

Weak reading amongst learners as an aspect restricting literacy development has been a grave concern for both educators and education managers worldwide - see Donald, Condry, and Forrester (2003); Asimov (2006); Muhammad (2013); Baer, Baldi, Ayotte, and Green (2007); Talebinejad and Matou (2012); Grabe (2009) and Chaka (2015). In efforts to address myriads of reading problems, reading-mediators have gotten launched at different times in South Africa - e.g., E. J. Pretorius and Machet (2004); Dotwana (2009) and Donald & Condry (2003). Reading research has also been reported in overseas locations like North America - e.g., Baer *et al.* (2007); Grabe (2010); Asimov (2006) and Britain - Silliman and Wilkinson (2004)); Chall, Jacobs, Baldwin, and Chall (2009); Heinz (2004) and Center (2005). However, unlike South Africa, other worldwide countries seem to have been making better headway in reading development hence faring better in international reading assessments. For example, multiple research reports from abroad (e.g., Kamil (2003) and (2004); Biancarosa and Snow (2006); Alvermann (2001); Haager, Klingner, and Vaughn (2007) and Heller and Greenleaf (2007); have sanctioned reading comprehension teaching (in their research settings) as a critical avenue to enhance students' recall and grasp of the domain-specific content-information area classrooms.

Sadly, South Africa lags globally in reading literacy. A major study of literacy proficiencies of Fourth and Fifth Grade pupils done in 40 nations, South Africa, occupied the bottom slot, accomplishing position 40/40, Baer *et al.* (2007). The reading situation in South Africa has not changed much since. Additional reading research has not ever been more crucial at this juncture.

2.2.12. 'New' context-based and 'home-grown approach to reading pedagogy

Trudell and Schroeder (2007) write with a focus on issues related to reading research methodology in African contexts. They contend that scholars need to use reading methodologies for African languages. They also warn against "avoiding" what they term linguistic and pedagogical imperialism. They give a compelling argument versus utilizing reading models and strategies conceived and drawn up in very different settings for and different historical, social uses of languages. Instead, they recommend harmonizing reading models in 'Africa to the linguistic' identities of the students' 'languages" (2007:165). The authors refer to testimony that the comprehension-reading procedure and digestion are dissimilar "for languages with an orthography." When reading like languages, decoders depend" more on phonology" since "the sound-symbol agreement is comparatively straight."

(see also Shroueder 2013) .

However, in languages with an excluding coherent or steady orthography, readers use more verbal strategies. Trudell and Schroeder, therefore, propose that the orthographic elements of Bantu languages obtained in many African countries may mean that African reading problems cannot be addressed using European or American solutions. This study extends reading pedagogy by utilizing 'home-grown' pedagogy that is driven by the multiple and varied linguistic and semeiotic repertoires of the students themselves.

2.2. 12.1. Calls for reading interventions in South Africa

In South Africa, numerous studies (e.g., Cekiso and Madikiza (2014); Dotwana (2009); Horne (2002); E. Pretorius and Ribbens (2005); Le Cordeur (2010b), Hartney (2011), Pretorius and Matjila (2004) and Pretorius (2002); agree that school readers are not reading at the notch anticipated of them in a definite level. An ever-present puzzle that most Advanced Education establishments in South Africa are at present living and re-living is that numerous scholars arrive for university education exhibiting lower than expected levels of writing and reading competencies as documented by Bharuthram (2012), Ngwenya (2010); Nel, Dreyer, and Klopper (2004); Ralfe and Baxen (2012). The past twenty years have witnessed many writings in the available literature on the significance of reading-literacy inclusive of implications of teaching students diverse reading techniques to enhance comprehension reading. Alvermann et al (2010); Dreyer & Kopper (2004); Caskey (2008); Alvermann and Marshall (2012), Falk-Ross (2002), and Ngwenya (2010) exemplify this literature.

The South African reading literature reviewed indicates that the reading approaches taught, and the techniques used to impart these techniques differ in the varying investigative studies. An emerging theme and recommendation, however, is the continued call for reading interventions to improve throughput rates. Some research initiatives spanning South African universities (Fraser & Worku, 1999 - in Bharuthram (2012) -; Ngwenya 2010; Perkins 1991; Ngwenya 2010; Balfour, 2012; Starkey, McKenna & Bharuthram; 2007) have long-established that the over-all language and reading standards of the bulk of first-year students endure with low and inadequate and that a substantial number of learners would risk-failing if no interventions are provided.

One proposition is that firm and decisive action must be undertaken at the school-level to augment the overall reading and literacy-competencies of all South African students. Hence, inescapably for

students entering advanced education institutions, Bharuthram's call (2012) is that the current disconcerting reading confronting and challenging tertiary literacy-education requires emergency literacy mediations. This very study is a response to these calls.

By using new approaches based on translanguaging theory and pedagogy, this current study attempts to thrust further the limits of reading-knowledge even further and to contribute to resolving some of the reading problems that bedevil South Africa at university. The hope is that this research will attempt to fill in the apparent gap in reading-research, primarily where heteroglossic and translanguaging practices are employed to develop academic reading. Equally, the hope is that the research will be a stimulus and incentive for educational establishments to foster conversations on the vital significance of literacy pedagogy, particularly reading. This study suggests that all stakeholders in the field of education commit seriously to a translingual launch that will see to the growth of the mediation of reading procedures and develop reading pathways that are relevant and effective for complex, diverse multilinguals societies like South Africa.

2.2.12.2. *Shortcomings: South African empirical reading research*

At present, there is no agreement regarding apt pedagogy that seeks to address how to teach critical academic reading aptitudes and proficiencies at the tertiary level. There are, however, claims in the body of reading-research that specific models and reading techniques can be applied and can augment pupil enactments in assessments of text-comprehension and remembrance - see Le Cordeur (2010b); Vacca, Vacca, and Mraz (2011) and Le Cordeur (2010a). Despite such claims, reading problems persist, and this study proposes a new translanguaging approach in a quest to satisfy the ongoing need for reading mediations to advance academic output rates.

Other South African reading research initiatives -, for example, Chaka and Booie-Ncetani, (2015) in Chaka (2015) -, have ignored reading pedagogy and intervention issues, choosing instead to focus on investigating the extent of the reading difficulties and assessing reading comprehension, recall and summary skills in a Grade 10 class. As with several other empirical reading research initiatives in South African, the focus is on assessing how bad the reading situation is. There is no focus on action in terms of experimenting with alternative pedagogy or even just investigating current reading

pedagogy and monolingual practices as the source of the reading problem. This current study intends to do just that.

Overall South African research on reading is still in its infancy, and, currently, there seems to be still minimal understanding about solutions to the low -literacy levels achievement among South African learners in general. Conclusively, in the South African context, there exists insufficient knowledge on solutions to the reading problems alluded to thus far, especially given the backdrop of multicultural, multilingual city-settings like Johannesburg, which is the context of this research project. This study tries to address the knowledge gap in reading pedagogy. The changing demographics of our schools require a discerning look into the mismatch of reading pedagogy practices, and the students served in the classroom. Translanguaged and culturally relevant practices that get adopted in this study are increasingly becoming an avenue to eliminate the current disjointed classroom experiences, including the reading pedagogy of diverse children (Gay, 2018; Howard, 2010; Edwards *et al.*, 2010).

2.2.12.3. Interventions that help at the tertiary level?

Out of the several reading research initiatives undertaken so far, noted is Rose (2006, 2011, 2012), who claims that the R2L (Read to Learn) intervention increases reading levels from double to four times the standard rates in a single year — following up on this, in a one-year reading intervention and action research in South Africa conducted by Wildsmith-Cromarty and Steinke (2014) utilizing the Read to Learn (R2L) model with IsiZulu speaking pupils at tertiary level. Narrative reading texts were the focus of this investigation. The study claims results suggest such intervention can contribute to upgrading reading but concedes that students had difficulty with academic reading.

The participating students in this study were trained to comprehend and read chosen genre-specific narrative, expository, and academic texts. They got help via a process of 'scaffolding,' in which they finally learned how to independently write and read a text of the same type, employing the six phases of the R2L pedagogical sequence. However, the researchers recommend that further research is still required to address critical academic reading adequately. This call for further research is a suggestion that perhaps a knowledge the reading research gap continues exists. We still know little about academic reading pedagogy.

Additionally, the South African **R2L (Reading to Learn)** program has been mainly with done a primary school focus in its inception. It has had its focus on how learners reading issues and concepts related to comprehension versus text decoding and when and how learners make the transition from comprehension to decoding. There is a heavy concentration of **Read-to-Learn** approaches in primary school, but not in tertiary institutions, as is the concentration of this current study. In addition, this

study is not just about reading in general, but focuses more on critical engagement with the text, critiquing the text and bringing and giving something to the text. Unlike previous empirical studies, this is what this study is doing.

- There are two possible reasons which may explain why South African reading research has generally proved unable to resolve our literacy and reading problems. Firstly, it may be because of orthodox practices that are still almost rectilinear and monolingual in emphasis. Secondly, it is possible that in South Africa we continue to marginalize our linguistically and culturally varied students by engaging in reading classroom *practices that engage children in school-based tasks without building on the strengths that children bring to the classroom, with no application to children's lives, instead focusing on traditional academic standards, without regard for the child's culture*, (Ladson-Billings, 2014).

The current study hopes to compliment further, broaden on, and develop reading research by drawing on the alternative hitherto little-used culturally-sensitive translanguaging classroom pedagogy and theoretical ideas grounded in socio-cultural and Bakhtin's heteroglossia framework. The study is premised in the translanguaging paradigm and on dialogic instruction, which departs from traditional reading models. Such instruction is appealing as it gets characterized by the teacher's consideration and uptake of student ideas and the utilization of students' cultural and linguistic repertoires to develop their reading comprehension using more than just a single language. The study thus expands on knowledge on reading instructional interventions that seek to help inefficient, linguistically diverse readers develop and apply reading knowledge across a variety of academic contexts and to harness their repertoires of discursive, linguistic, and cultural strategies for developing critical academic reading at the university-level.

2.2.12.4. Addressing the reading gap at the university level

In order to gratify the reading needs and requirements of our current crop of students, educators are pressured to grow effectual didactic means for teaching reading comprehension and reading technic use. Emerging research in the domain of translanguaging and literacy (e.g., Makalela 2015; Makalela and Mgijima 2016; Madiba 2014) positions this paradigm as an apt alternative to monolingual practices for resolving academic reading issues in super diverse and multilingual communities. However, there is a research-scarcity both abroad and locally to uncover more data about using translanguaging as a forerunner and springboard to catapult comprehension reading development. The common denominator for many of the investigators is to concentrate more on the nature of numerous

known problems and issues besetting comprehension reading pedagogy and moaning about the sad state of affairs in the reading domain in general rather than on heteroglossic-translanguaging reading pedagogical alternatives precisely. The latter is the explicit focus of this study. Reading research has been rather silent on alternative, 'new' literacies, and translanguaging approaches to addressing the South African reading problem at the tertiary level. Also, reading research has tended to side-track and circumvent the specific problem of developing critical academic reading at university. Boakye (2015), for example, in a study done with first-years in a tertiary institution in South Africa, investigated a very different focus on reading, namely the connection between self-efficiency, reading ability, and development. Nel *et al.* (2004), in another study, reports on the assessment of reading profiles of a class of first-year students at Potchefstroom University in order to verify the extent of the reading difficulties and make endorsements according to the reading help and backing required by these students. Howie *et al.* (2008), in yet another study, are more concerned about the extents and levels of reading proficiency in South Africa. Whereas (Dreyer and Nel; 2003) are more focused on benefits from strategic reading mediation offered in a technology-infested university learning environment. There is much silence around the utilization of the translanguaging paradigm to address reading problems in South Africa and other similar multilingual contexts. This research project attempts to break that silence.

The current study makes the case that there is paucity in translanguaging reading research and that the reading problems highlighted thus far may have been worsened by utilizing monolingual, practices, methodologies, and mediation strategies that are inclined to prolong the notion that pedagogy should only get done in a mono language. We need to stop treating languages as water-tightly distinct and separate unconnected systems in classrooms with multiple languages. Such beliefs ignore the essential competencies that enhance reading skills while concurrently traversing languages crosswise. This study wanted to initiate ground-breaking reading pedagogy by investigating and experimenting with a substitute teaching methodology in which reading growth can get augmented by utilizing multiple linguistic reserves and other semiotic repertoires in university reading classes. The allusion to this method is translanguaging (Hornberger & Link, 2012, Garcia, 2009)

2.2.13. Translanguaging as pedagogy, practice and ideology pedagogy

This section reviews translanguaging literature and presents translanguaging as a suitable, workable, and alternative pedagogy to monolingual practices developing academic reading trajectories at a first-year undergraduate level. The focus is on literature that can more shed light on the treatment and application of relevant background, cultural as well as semiotic and linguistic knowledge when making

sense of academic texts during reading. At present, there is no agreement concerning appropriate schooling that pursues tackle how to instruct critical academic reading. The teaching of critical thinking skills in academic reading tends to get embedded in the mediation and facilitation of reading comprehension. Embedment blurs the vitality of teaching critical educational-text reading as a distinct skill that aids comprehension.

Translanguaging has proven to be one of the exemplary prototypes that boost learners' higher cognition proficiencies in reading growth and progression (Garcia, 2010; Garcia 2013; Garcia. 2014; Garcia, 2017; Hornberger & Link, 2012). The definition is "a purposeful interchange of languages in written and spoken, and productive and receptive modes," according to (Hornberger and Link (2012: 262) and Makalela (2014a: 2). Translanguaging is part of 'new' initiatives and critical opportunities of research that have started to query the legitimacy of strict borders round languages and the monolingual lenses with which literacy has thus far gotten viewed. Relatedly, therefore, substitute pedagogical strategies for multilingual classrooms have begun to accept concurrent employment multiple languages in pedagogy for either communicative or academic subject- matter topics, including writing and comprehension reading. This approach purposefully criss-crosses between the language of output and input in the course of a lesson, hence permitting a pupil to reflect analytically and voice their thoughts in any language they are contented. García's notion (2009) of translanguaging is precious since it gives a view of language grounded on the ways bi/multilinguals employ language to converse and connect. García argues multilingual learners employ and put together language diversities, including educational utilities of language, sinuously and strategically, contingent to the context. Garcia (2009) conceptualizes translanguaging as many communicative practices and natural discursive-habits in which bilinguals involve when making intelligence of their bilingual worlds" (p. 45).

- These discursive and communicative practices and natural-habits include but are not confined to switching codes and language alternations, translation, and interpretation, using multimodal forms of communication as well as semeiotic repertoires and cross-mixture language practices according to García (2009) and García and Sylvan (2011). Encapsulated in translanguaging view, these discursive and communicative practices, are employed tactically as an aspect of a perspective on intelligence-making and bilingual acts born out of bilingual standards and customs of interaction and messaging - García and Wei (2013)

2.2.14. The importance of translanguaging research and literature

So far, there is, nevertheless, a scarcity of empirical research that has scrutinized the efficacy of translanguaging when instructing learners how to harness suitable backdrop information, cultural, semiotic, and linguistic repertoires in decoding and critiquing academic texts. Research on teaching the skills of critical and analytical reading of texts leans towards implanting this ability into instructing comprehension competencies in general. This embedment obscures the impact of teaching critical academic-text reading as a distinctive skill that assists in understanding in comprehension-reading. This study, therefore, presents, draws from and investigates, the results of translanguaging as pedagogy and theory when teaching first-year university students how to apply their multiple discursive and communicative repertoires when critically decoding texts during academic reading.

This investigation project aims to extend the boundaries of knowledge in its attempts to contribute to other existing but rare research initiatives that posit translanguaging as pedagogy, assist in overcoming barriers to University Education, particularly in South Africa. This 'new' concept of translanguaging has had most acceptance in challenging pedagogies that view languages as isolated and separated in the processes. This study adds to the rare body of translanguaging pedagogy research. It expands the idea of translanguaging as a communication-form that relies on a willingness to engage and participate in communicative practices that greys or cracks and breaks past seeming borders and barricades between languages, signs, codes, and cultures. The vision is that the study will reduce skepticism on the efficacy of translanguaging techniques and models to teaching and learning literacy and add currency to the already existing but still rare local and international research that sets up translanguaging positively. The study contributes to, and entrenches, the emerging research that celebrates translanguaging as an alternative pedagogy which makes possible engagement with peoples' histories, biographies, and trajectories in educational practices, while simultaneously challenging deeply embedded perspectives of language as structural hierarchies.

This study has a premise on the translanguaging archetype. Translanguaging is a conception that refers to pedagogy in a polyglot learning space in which a scholar gives output in a mono language and receives input in another one (G. Lewis, Jones, and Baker (2012); and D. Baker (2013)). The pedagogical routine purposely swaps the language form of input and production in a well-thought-out and organized way to intervene in and facilitate information digestion (G. Lewis, Jones & Baker, 2012). Ophelia Garcia has widened the theoretical idea to add on multiple communicative language habits the multilingual individual uses at the educational institute, in the street, and yonder to frame and convey ideas to make intelligence of the world and life experiences, Garcia (2009).

Said differently, translanguaging bolsters sense-making utilizing at least two languages utilized in a functionally vibrant and amalgamated way. Translanguaging contrasts with other language acquisition theories like the linguistic and the threshold postulations in that it recognizes the assorted linguistic multiplicities a student has attained as a one-track repertoire which a student utilizes to convey meaning (Celic & Seltzer, 2011).

Contrary to the idea that languages depend, feed and leak into each other, the threshold hypotheses advocated by Jim Cummins (2005), purports that the growth of an additional language in educational settings is dependent on first to second language transfer, translanguaging agitates for the concurrent utilization of the students' linguistic repertoires to get, build and transmit knowledge. The linguistic and the threshold hypotheses provide the idea that they take-on a linear strategy to linguistic development – a proficiency must be acquired in a single language originally and then moved on to an extra one at a future phase or time. Moreover, these hypotheses appear to engage a monoglossic approach to how language gets acquired in that they take the languages in a student's “communicative toolbox’ or repertoire as isolated and unconnected and isolated entities. In real meaning, these conjectures appear not to make provision for standard core competencies that promote skills crosswise languages, which might sanction parallel growth in two or additional languages.

2.3 International translanguaging research: A critical overview

The sad reality in the current domain of literacy pedagogy is simply that legitimized monolingual pedagogical practices are still alive despite the complex multilingual contexts in which they get practiced. This phenomenon is not only abroad but also in South Africa, where a disjuncture exists between multilingual policies and actual practice, which encourages an "English "only approach in teaching and learning. Such disempowering pedagogy is grounded in theoretical frameworks that purport to avoid cross-contamination of languages within the same pedagogical space by proposing a separation of languages.

Luckily, recent research in the research area of translanguaging ((e.g., Vaish and Subhan (2015); Creese and Blackledge (2015); Pacheco and Miller (2016); Blair (2016) has challenged long-held beliefs in monolingual pedagogy, proposing a bilingual as well as multilingual orientation to classroom teaching and learning across the board. However, there are infrequent instances in which bilingual, multilingual, and translanguaging pedagogy and practice in literacy education gets celebrated

positively. This study seeks to further endorse and expand on available knowledge on translanguaging theory and in classroom practice and comprehension reading development at the tertiary level.

Previous research - for example, ., García, Bartlett, and Kleifgen (2007) - exemplifies that improved metacognitive and cognitive competencies get accomplished when translanguaging strategies get employed in a bi/multilingual classroom. Canagarajah (2011a) postulates that translanguaging promotes self-confidence and esteem in one's self and to gain from the individual's background to convey messages effectively with a definite say. A brief account of some examples translanguaging empirical research is below.

2.4 International empirical research on Translanguaging: Case studies

In her empirical research, American Hornberger's (2005) findings establish that we learn best when multiple languages catering to our increasingly linguistically diverse are used by learners. She has shown that diverse students who speak different languages and their teachers can work together so that pedagogy meets their needs. She has also shown that this does improve results.

Jim Cummins (2000) says we need to pay more attention to micro-interactions within learners and his empirical research in concurrence with other multi and bilingual research, which, however, is still in its infancy. Cummings (2000) has indicated that students can draw on linguistic and cultural discursive resources that students carry to the classroom. The current study sought to broaden the epistemic limits of such empirical research. It sought to elevate multilingual education in comprehension literacy to new levels of acceptability as alternative pedagogy for multilingual learning contexts like South Africa. Blair (2016Makalela (2015a)), for example, nuanced accounts of the educational functions of meshed languages in which English and Spanish emergent bilinguals in Fourth Grade use in and outside of class. This qualitative investigative research, which was conducted in the USA over a year-long period at a schooling institution and in learners' homes, captures how six central learners from two classrooms (a bilingual and an English medium) employ and shuttle to and from repertoires of Spanish and English. The writer contends that these ways have essential repercussions for scrutinizing the "language dominant in school."

The outcomes show that even though instructors overtly edify some facets of academic language and literacies, learners tactically take from trilingual repertoires to achieve academic activities and converse for academic ends and functions in different settings. Using translanguaging approaches, which considered the learner's complete linguistic repertoires, this research-study laid bare the

student's ways of utilizing language(s) (not just a single language or an extra one) and thus helped redefined what the term 'academic language.'

Much as this research is relevant to any translanguaging research.

Though most of these instructors did not speak learners' languages of heritage, they watched and detected them merging learners' languages in their literacy teaching in creative, ground-breaking, and productive ways. They shared three different snap views of translanguaging pedagogies from their instruction. Makalela (2015; Creese and Blackledge (2010a)) cites an example of Wei's (2011) study of a British monolingual schooling culture that researched spaces created for translanguaging via a blend of surveillance of translingual practices and verbal reflective reports by the youth of Chinese origin (who also spoke English as an added language). The study exposed that that Chinese students successfully created productive, analytical, and imaginatively-inspired spaces for themselves using the conversational resources that they had, notwithstanding the overbearing monolingual framework of British tuition.

Creese and Blackledge (2012; 2010) studied and scrutinized the interactional interface of bilinguals in two educational institutes to verify if translingual classroom techniques function well. They uncovered that their research subjects instantaneously utilized at least two languages to transmit more explicit communications to one another. To intensify inclusiveness, partaking, and heightened understanding throughout the learning process, the mediators utilized elastic and malleable bilingualism as a pedagogical method to get students involved. In some of the captured instances, a facilitator presented a thought in mono language and elucidated on it in a different one. Alternatively, they queried in a particular language and envisaged the pupils to re-join in another. They deduce that one language was indispensable to the other to make a maximum and complete meaning or gist. In the first study, Creese and Blackledge conducted classroom observation of pedagogical interactions, which were video recorded and transcribed for analysis and in which translanguaging got used in teaching. They found out that using translanguaging, the teacher was able to teach, speak to, and effectively communicate with a range of learner-audience with a range of linguistic abilities. Through heteroglossic techniques and permitting rapid code-switching, the teacher successfully connected with the audience. In the end, the students were able to produce standard Gujarati. Using translanguaging, the learners arrived at the desired outcome of learning standard Gujarati.

In the other similar case study conducted in a Panjabi Classroom in Birmingham, Creese, and Blackledge (2012) demonstrated from a discourse analysis of translations, transliterations, and

translanguaging classroom communication episodes, that we could teach bilateral/multilingual immigrant students using translanguaging pedagogy. The United Kingdom has a monolingual orientation to education and an 'English only here' policy – notwithstanding that immigrant students are coming to the classroom with many languages. Using the learners' languages and resources, the researchers found out and concluded that multilingual students felt capable because they were working and learning in their languages and repertoires.

2.5 Language boundaries and repertoires

Recent translanguaging research in multilingual settings challenges the dominant understandings of multilingual communication outside school contexts. Blackledge and Creese (2017), for example, report on, discursive interfaces with an emphasis on the body as an aspect and measurement of the semiotic range. Their research draws on Busch's (2014) concept of repertoires, which posits that repertoires are both linguistic, involving language use and semiotic, involving aspects of non-verbal communication such as kinesics. The research project took place over four years, at multiple sites. It took the form of linguistic ethnography that investigated how people interact and connect in super-diverse metros in the United Kingdom. The research contexts were butcheries in the city market. The authors reflect on and explore three communicative episodes at the butcheries between the butchers and their clients. They found that the interlocutors, use gestures located and positioned as communicative resources. The writers also explored the body as a reserve of semiotic repertoire in another study involving a butcher man of Chinese origin as he makes a sale in a haggling exchange with East European clients. In a third example, a Chinese lady customer employs a 'Chinese' nonverbal gesture and cues to signify the amount and quality of offal she intends to buy from an English butcher's assistant. Each of the illustrations got chronicled in the progression of the drawn-out and lengthy ethnographic fieldwork in the Birmingham butcheries. As a result of detailed scrutiny of these interactions, Creese and Blackledge (2017), conclude is that there are different 'languages' in the ecology of interaction.

They contend that when people's biographical and linguistic track records hardly correspond, they trans language via the use of a wide-span of semiotic repertoires.

Drawing on Creese and Blackledge (2017), this current study contends that researchers and education practitioners ought to look more outside the classrooms and at communities for spontaneity of '*language*' which can be brought to the classroom because the multilingual classroom is a versatile, communicative space. This study contributes to extending translanguaging research and knowledge into complex, super diverse classroom spaces like an urban South African university and comparable

contexts. This research is done by using translanguaging as a forerunner to academic comprehension reading development at a South African university.

2.6 Local translanguaging research

Translanguaging research has begun creating versatile classrooms in South Africa. Makalela (2014) used translanguaging techniques successfully with student teachers in a translanguaging course at Wits University and also reported success with primary school pupils in a reading development intervention in Limpopo (2014). Mbulungeni Madiba, Van der Walt, and Hibbert (2014); Mbulungeni Madiba (2013) researched the concept development with the University of Cape Town students within the framework of translanguaging and also reported success. The late and great Wits Professor Pippa Stein investigated and tried multimodality (Kress & Van Leeuwen, 2001) with participants from the Eastern Cape and also reported success. Palfreyman and Van der Walt (2017) have reported on multilingualism of lecturers and students adding to our understanding of versioning and interpretation as a pedagogical technique by underscoring its usefulness when co-teachers in bilingual education programs synchronize their professional practices, thereby making available proof of disseminated grasp and cognizance.

D. Mkhize (2016) conducted out a qualitative case-study using an ethnographic approach to explore the use of effortless everyday language resources by fourth-grade learners as a tool for epistemic access in an English class. Her research draws on translanguaging, to reinforce recent empirical studies that dispute monolingual and monoglossic language habits, which tend to curtail students' learning and complex identities. Data was collected from classroom observational notes, video recordings, and interviews with the teacher, the learners, and the principal. She discovered that students who enlisted a broad reach of discursive and communicative resources in the classroom had improved access to English and responded favorably to the classroom activities. Despite classroom habits that limited students' learning, learners who adopted diverse linguistic discursive resources created room to get involved in meaningful learning and represent their multiple identities beyond the stereotypical ones. Mkhize deduces from this observation that translanguaging is indeed a substitute pedagogy that is suitable for the acquisition of English academic literacy in the middle phase and calls for instructive practices that back inclusion of students' everyday language communicative and discursive habits to augment active learning and support learners' multiple identities.

Also, in South Africa, the propensity to move linking languages has been recorded in numerous other researches, specifically those carried out in city schools, for example, Plüddemann (2011), Mbulungeni Madiba and Mabileletja (2008) and Van der Walt and Ruiters (2011). These studies show that

monolingual pedagogy is problematic in urban schools, given the degree to which home languages become mixed with English. Hence the conclusion that, in many metro settings in South Africa today, a monolingual emphasis that persists with a severe use of the English-only approach would be alienating to learners (Plüddemann, 2011). In agreement with (Mbulungeni Madiba, 2013), this research project contends that complementary language use in comprehension reading development at higher and tertiary education levels in South Africa is likely to enable students to contribute and share profoundly and expressively in knowledge construction, propagation, and usage.

Madiba (2014), working on an ongoing UCT White Board Project, explores Translanguaging pedagogy in a higher education South African context and draws a few lessons from natural translanguaging in a UCT Maths class. He distinguishes between natural translanguaging, which is used by students and official translanguaging, which is used by teachers. Madiba, like other South African scholars working with translanguaging theories and pedagogical practices, concedes that there is a disjuncture between the many multilingual educational policies promulgated in South African and the actual practice.

2.7 Lessons from the translanguaging body of literature

In concluding the literature review chapter, the researcher contends that Canagarajah (2011b) is correct when he says there is a "long way to going." He says this about and in terms of scholarly efforts to close the gap between and matching the multilingual educational policies, actual classroom practice, and the diverse students themselves. This current research takes one step further in closing that knowledge gap by engaging translanguaging as a forerunner to academic comprehension reading development in the classroom at the university level. In bridging the disparity between our multilingual language policy and classroom practices, the current research attempts to supplement existing research knowledge of translanguaging pedagogy, theory, and practice. It does so by contributing to the professional appreciation of translanguaging use in academic comprehension reading at University in South Africa. Madiba, in his on-going work on concept development at university, comes close to what this study intends to achieve. However, this study goes beyond and enriches concept development work being done by Madiba and his colleagues because Madiba does not necessarily focus on academic reading at a level this study intends. This study also goes beyond the work on translanguaging and literacy in multilingual literacy-classroom spaces being done by Makalela in different parts of South Africa. Makalela's tertiary education focus on literacy has been mainly on Nguni language acquisition in teacher education programs and not necessarily on academic reading.

This current research extends knowledge in the research domain of translanguaging pedagogy in urban multilingual higher-education classroom spaces in academic reading, perhaps even opening up further avenues around the work on multimodality carried out by the late Wits University Professor, Phillipa Pippa Stein (2003; 2007; 2008). Stein also cited in (Hornberger, 2007b) worked on two projects on trainee language educators in Johannesburg. The two projects encouraged students' utilization of a span of mimetic resources in their intelligence-making, inclusive the verbal mode both -spoken and written- forms. Stein explored "ways of working as a teacher using certain pedagogies which reevaluate the values of a resource and assert in the classroom place," explicitly intending to ascribe the same worth to resources taken along to class by both historically privileged and deprived students. Stein shows how such pedagogies produce new energy, which takes people forward. Hopefully, this current study will take us an inch further in the domain literacy development.

2.8 Conclusion

A review of relevant previous work on pertinent topics related to the study has been given and completed in this chapter. This work starts from the theoretical framework and then narrows down to specific topics and sections with emphasis, especially where the proposed research got recommended as future work. The focus is on recent in-depth literature underpinning this study, that is, social-cultural theory with an emphasis on the cultural aspects, new literacy studies, heteroglossia, translanguaging literature as well as various theories and empirical research on the academic reader's literacy and its pedagogy. The first part of the chapter defends the conceptual and theoretical framework that got utilized in the research and operating hypotheses and ideas interconnected to this study get utilized so that they get comprehended within the settings of this study. The attention of the second section of this chapter is the literature review to assist the researcher in detecting the gaps and bridge the gaps to avoid replication. Finally, the chapter delivers a brief conclusion which critiques the salient features of the literature reviewed as well as illustrating how the study may push even further the boundaries of knowledge on reading.

In the next chapter, the methodology and research design of this study as an empirical investigation of the will get described.

CHAPTER 3:

METHODOLOGY

3.1 INTRODUCTION

The study aimed to experiment with translanguaging in an academic reading classroom at university to assess its effectiveness on the achievement of epistemic access to academic textual content and on ways of knowing, interpreting, and making sense of and engaging with the text. The chapter before explored the literature study and presented a discussion of relevant and recent literature on the topic. The chapter aimed to build a broader understanding about the nature and meaning of the research problem by discussing and distinguishing what has gotten done from what needs to be done and to establish the context of the research topic or the problem

In order to achieve its stated aim, the research embraced a mixed methodology to investigate the efficacy of translanguaging strategies in developing academic reading at the university level. Thus, the current study adopted the mixed-method research design to facilitate the attainment of the research objectives, which were to:

- To investigate the effectiveness of translanguaging strategies and students' linguistic and cultural repertoires, in developing academic reading comprehension for content knowledge and critical thinking.
- To explore the viability of students' repertoires, translanguaging strategies, and practices in the teaching, learning, and development of academic reading comprehension.

Using this mixed method design allowed the researcher to:

- develop a Translanguaging Theory and reading model followed by testing/extension
- Measure reading development using grounded concepts
- Augment evaluation in the study with a better understanding of intervention implementation

This chapter explains the research methodology utilized. Attention gets given to the rationale for adopting this methodological stance, the selection of the participants and sampling methods and strategies, data compilation, and evaluation and testing of the data collected, and a description of the measuring instruments used. The chapter further outlines the procedures taken on to warranty the soundness of the data in the research.

3.2 Research Paradigm.

The study used an interpretivist paradigm because it consists of first-year academic reading students' subjective experience as members of the HEI.

Interpretive research is constructed socially by human actors, which includes knowledge of reality (Andrade, 2009; Schwartz-Shea, & Yanow, 2013; Scotland, 2012; Walsham, 2006). The study explored meaning-making practices of first-year academic reading within students while showing how those practices configure to generate observable outcomes concerning their academic achievement and performance at an HEI. The researcher attempted to understand the phenomena of academic reading using translanguaging through assessing and examining the meanings participants assign to them. Interpretive research concentrates on how persons invent and relate their own personal and interpersonal explanations or meanings as they interconnect with the world surrounding them.

The Interpretive paradigm is focused on theory building and is heavily interpretivist, including in-depth face-to-face interviews. There is much analytical work. Interpretivism has the following unique characteristics, which are/were aligned with the study:

Seeks an understanding of the world by creating:

- **own** meanings (**interpretations**)
- Participants construct **subjective meanings** of their experiences in life and work or educational contexts
- **Multiple** meanings and a **complexity**

The **Positivist paradigm** (Creswell, 2003; Punch, 2005 and Johnson ,2007) is also significant to this study, particularly since a mixed research design was undertaken. Positivism positions the researcher as a scientist and this is so in the study considering the quasi-experimental test design of the project and its translanguaging theory and practice testing component. The study partly aimed to test and verify or refute the efficacy of translanguaging in reading pedagogy.

3.3 Ontology

Ontology is involved with what constitutes reality and how we can understand existence (Hay, 2011). Ontological elements are different in the interpretive paradigm. In the context of this study, the reading practices of the multilingual participants differ in Higher Education institutions. Interpretive research aims to understand how first-year students as social-group members perform their personally specific realities and give them meaning, and to show how these meanings and beliefs make up their actions (Denzin & Lincoln 2011; Hay, 2011).

3.4 Epistemology

Epistemology is concerned with what makes up the sound and convincing knowledge and how we can obtain it. From an interpretivist perspective, knowledge claims are socially constructed and understood through the mental processes (Scotland, 2012; Tuli, 2010; Vaivio & Sirén, 2010). In this

study, knowledge was negotiated within cultures, social settings, and the relationship between students and lecturer in institutions of higher education to enhance their academic reading as they languaged in the process of developing their academic reading at university. Cole (2006) supports this epistemological view. In addition, Weaver (2006) and Olson (2006), claim that the interpretive paradigm delivers a chance to pay attention to and note the vocal expressions, apprehensions, and practices of research respondents. In this case, the interactions and communication between students, lecturer, and the researcher are a testimony to this.

3.5 Rationale: Methodological Stance

This section provides a rationale for employing a mixed-methods research design in an experimental study on academic reading seeped in the first-year university student participants' multiple cultures, languages, and constructed realities.

This study was essentially a case study. However, it also takes the form of mixed research with a quasi-experimental design within-subjects, thus utilizing the fusion of quantitative and qualitative approaches. This methodology provided the researcher with variation in data collection that led to greater validity and answered research questions from several perspectives to ensure that there was no gap to the collected data. This view has the support of researchers such as Denscombe (2008) and Reams and Twale (2008), who argued that a mixed-method approach is essential to lay bare evidential data from different standpoints to strengthen the corroboration of data, which leads to less bias and an increase in data accuracy.

Although there are limited studies investigating literacy development issues and translanguaging pedagogy, some of the available studies used qualitative method designs whose qualitative components get adapted in this study (e.g., Creese and Blackledge (2010,2012); D. Mkhize (2016); Mbulungeni Madiba et al. (2014); Mbulungeni Madiba (2013); Palfreyman and Van der Walt (2017). Other available studies used mixed methods (e.g., Makalela (2015); Makalela and Gijima (2016); Makalela (2014). The studies previously conducted established the premise for a mixed research design components for this study. This study thus borrows from both quantitative and qualitative facets in previous research. A mixed-method study includes the gathering or analysis of both data in one study. However, the design attempts to combine the two approaches at one or additional phases of the investigative process. It includes bringing together qualitative and quantitative investigation methods or paradigm elements (Johnson and Christensen, 2004). Sandelowski (2003) concludes that a mixed-

method approach is methodologically fashionable and a way to exercise methodological ecumenism. Onwuegbuzie and Leech (2005: 387) view mixed-method methodology as making use of many outlooks, hypotheses, and research procedures as an asset in academic research. They make valid claims that mixed methods studies can be better quality contrasted to research produced by either quantitative or qualitative research alone. There is copious substantiation that intermixing methods can free pathways for empirical studies in social sciences and literacy research, and this explains why this design was adopted.

Scholars like Sandelowski (2003) cited in Paltridge and Phakiti (2015) in agreement, support use of this design in studies similar to the current one, pointing out that there exist two primary purposes for combining mixed methods:

- a. To attain a complete understanding of the aim of the phenomenon. In the instance of this study, understanding the phenomenon of using translanguaging in academic reading development at the university level.
- b. To authenticate one collection of results and conclusions against another and thus triangulate data.

3. 6 Mixed method

The mixed-method research design was particularly suited to the investigative study on literacy development at university, for several reasons. The first reason is its capability of expanding understanding of a complicated concern. From the viewpoint of Mertens (2007), mixed methods have unique worth or usefulness when we need and aspire to research a problem entrenched in an intricate societal or learning context. This study sought to understand how using translanguaging practices in a sophisticated, multilingual university space could lead to developing academic reading trajectories. Paltridge & Phakiti (2015) point out rightly that merging and multiplying the number of research approaches utilized within a specific research venture would extend the scale of the research-study and deepen the researchers' capacity to conclude the conundrum under scrutiny.

Secondly, qualitative and quantitative paradigm elements got used measuring intersecting but diverse components of a phenomenon, generating a deepened grasp by exemplifying, expounding, or elucidating on precise features. Complementary discoveries can yield a completer representation of the world of human and literacy-education. This complementary character of mixed methods underlines the conception of the QUAL – QUAN 'division of labor' whereby quantitative research gets

utilized to study a novel phenomenon and cultivate a preliminary hypothetical theory. For example, in this study, a clear hypothesis is that translanguaging pedagogy theory and practice, which is somewhat a new phenomenon, can be utilized to develop comprehension-reading pathways at university. This hypothesis then got assessed and experimented with concerning the extent of spread in the populace by a quantitative method.

Thirdly, mixed methods were suitable because qualitative and quantitative paradigm components could be used in sequence so that the discoveries of the original method could appraise the development of the second. Also, the research design allowed the researcher to stretch further the range and breadth of the study. For example, quantitatively, the techniques got used exploring the processes of a translanguaged academic reading pedagogy program and qualitative methods to assess the program's after-effects through pre-and post-testing. The mixed design allowed for corroborating of findings through 'triangulation.' Additionally, Mixed Method research was suitable for a study of this nature, which was exploring the degree to which cultural repertoires may aid academic reading. This suitability is because such a method could include culture in the design by giving a voice to everyone who was part of the reading development exhibited performance that gets examined. The reasons given above justify the research design selection.

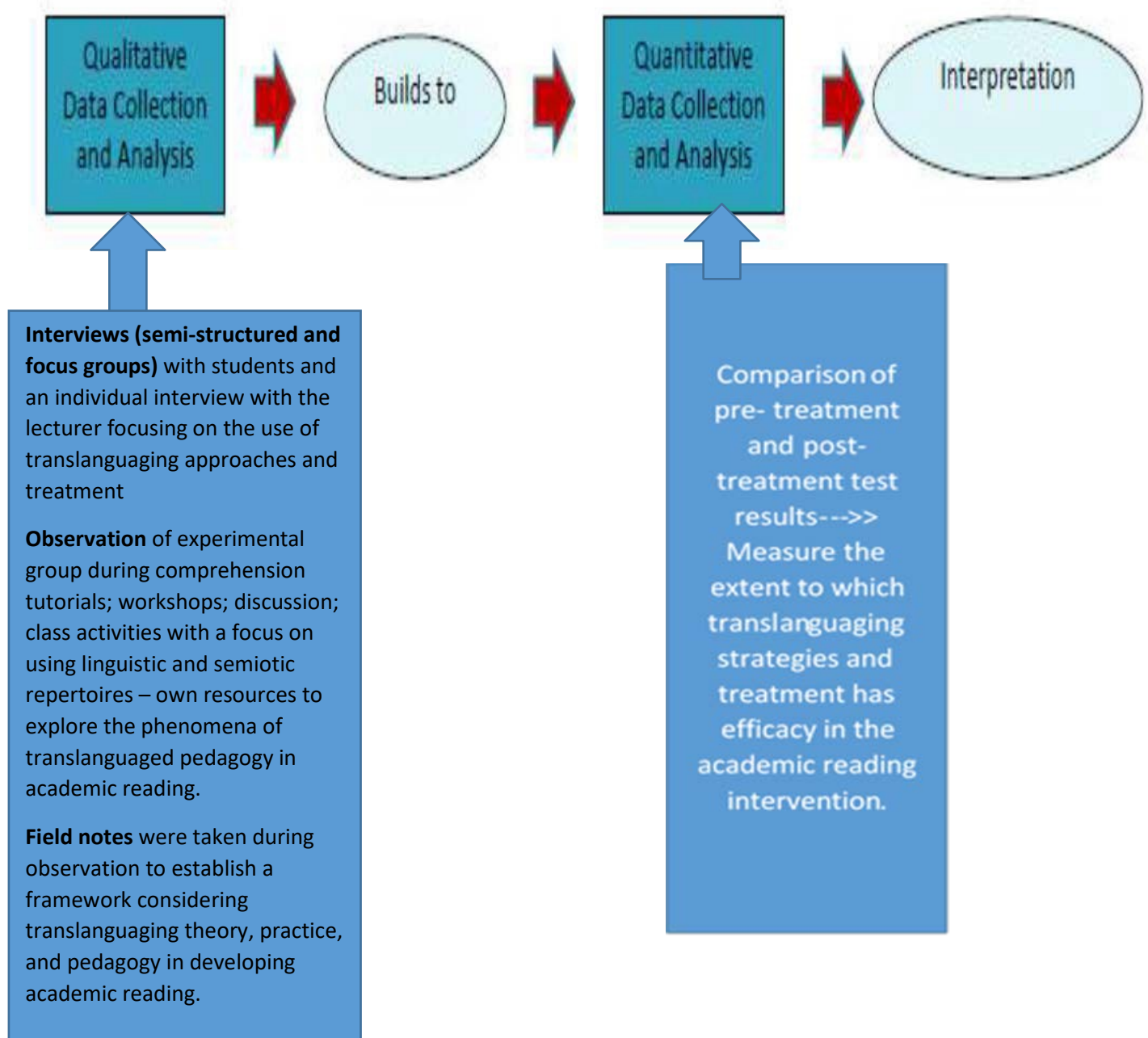
3.7 The Type of mixed-method model used:

QUAL  - Quan

The study had a Sequential Exploratory design with two components, qualitative and quantitative. For the quantitative methodology, a sequence of assessments that encompassed pre-tests and post-tests, consisting of typically open-ended and closed comprehension interrogative test-items on academic texts and a replica experimental study, got used. The comprehension questions required participants to read an academic article critically and to involve with and ponder on it academically by answering assigned questions in short paragraphs and responding to text-based comprehension questions. Interviews, observations, artifacts, and field notes got used to gather data for the qualitative segment of the data set. The study thus consisted of two stages with a qualitative stage dominating and with follow up pre and post-tests. Testing data supplemented primary qualitative data. Figure 2 on the next page illustrates how the Sequential Exploratory design got used in the study.

Figure 2 : Sequential Exploratory design

The QUAL strand is considered exploratory, to be followed by further testing and verification during the QUAN phase



The utilization of sequential mixed method research provided a specific perspective of the world to increase the possibility of achieving findings that are more trustworthy and relevant.

3.8 Quasi-Experimental design:

Methodologically the study took an interventionist approach. Two other available study projects (Makalela, 2009; Kerfoot and Van Heerden, 2015) used a similar interventionist approach. These studies entailed modest research ventures to put to trial postulations about the likely gains of multilingual pedagogical practices and pedagogies based on specific genres. The explorations assessed and contrasted an 'experimental' group with a control or regulator group and pre- with post-intervention test-exam grades to measure the end-product of the intervention. The hypotheses testing required intensive guidance of teachers. This study followed in the methodical footsteps of these previous researchers.

A mixed-methods inquiry, employing a merger of qualitative and quantitative approaches and utilizing the potencies of qualitative and quantitative investigations together, was used. The quantitative research part assumed the shape of a quasi-experimental study. According to Dörnyei (2007), if research is quasi-experimental, it seeks to uncover whether the participants' behavior could get transformed after exposure to some intercession or premeditated and prearranged learning experience. This plan matched this study well since the researcher would be adept at ascertaining the cause-effect correlation linking the intermediation to the (pupils') accomplishment. Moreover, this plan or model would permit the data attained to get analyzed inside and amongst the groups of research participants.

The study employed a sequential exploratory strategy as a type of mixed research.

Flyvbjerg (2006) conceptualizes the sequential exploratory techniques as consisting of the foundational phase of data assemblage and analysis done qualitatively. It is then followed by the second part of data compilation and analysis completed quantitatively. This sequence develops on the outcomes of the first qualitative stage...weightiness is usually consigned to the primitive stage, and the informational-data is merged through being linked relating the qualitative data evaluation and the quantitative data set.

At the very least, the intention and function of this tactic were to utilize quantifiable data and grades to support the construal-reading of qualitative conclusions. The topmost stress of this prototype was to study a phenomenon initially. The quantitative part was construed and built in such a manner that new knowledge could be found and exposed to confirm, verify, and back the quantitative connections and links.

Morgan (2007), proposed that this design-model is apt to use when assessing characteristics of a new or surfacing hypothesis following-on from the qualitative stage and that it can likewise get utilized to typify, qualitative results to contrasting samples. This characteristic befitted this kind of research, which sought to test the efficacy of translanguaging as an emergent theory, pedagogy, and practice in the domain of reading literacy.

This mixed-methods archetype was thus alluring for numerous motivations. The investigator was able to compile the two strands of data all together through a solo data-gathering stage. It quantitatively and qualitatively provided the inquiry with the gains of both sets of data. Besides, by exploiting the diverse dualistic approaches in this way, the investigator gained perspective from the diverse kinds of data or various planes inside the research-study.

3.9 Research subjects:

3.10 Population and sampling

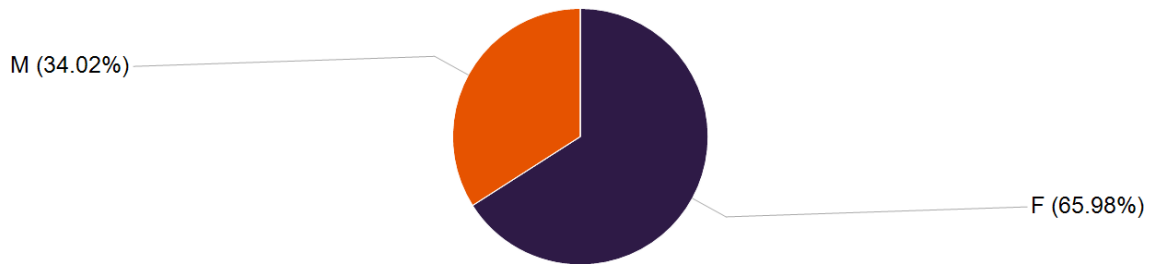
Polit and Beck (2004:234) define a sample only as a “subset” that “represents” the research’s target “population.” Sampling in mingled methods research comprises non-probability and probability sampling, which gets designed to generate a sample that will speak to research questions by focusing on both depth and breadth of information across the research strands (Teddlie & Yu, 2007). Purposive sampling got employed in this investigation due to the qualities of participants, including the lecturer, possessed e.g. of being competent in three or more local South African languages and their willingness to provide the information under their knowledge and experiences in terms of relevance and depth of the translanguaging phenomenon under study. The design chosen by the researcher enabled him to develop a detailed description of experiences regarding the phenomenon (experimenting with translanguaging theory, practice, and pedagogy) under study. The research sampling of this study included 25(= n25) in the original experimental study and 42(=n42) in the replica study, randomly selected student volunteers between the age of 18 and 25 years who registered for their year-one of diploma level studies in the Faculty of Humanities at a South African university. The students were of different socio-economic status given the typical diversity of students currently enrolled at universities in South Africa, but the majority were born and bred in the townships. All of them were studying towards a diploma qualification in Strategic Communication Management & Public Relations. Public Relations students were mainly selected because sound communication inclusive of impeccable reading competence that encapsulates a deep understanding of the texts read is a prerequisite in the discipline of strategic communication and public relations. However, this is also true for other disciplines, and the sample was typical of first-year South African university students too. For the

public relations student, reading is crucial because not only does it complement and extend information learned in lectures, but it also continues to be important in work-related situations where PR is at the center of organizational communication strategy. At risk-students with communication and reading skills problems, as identified by the first semester results, were mainly targeted for the intervention and were given priority in the selection and sampling. The reasoning was that they would benefit more than all the others from the research project. The students got randomly assigned to control and experimental groups. The first study had 12 (n=12) students in the control class and 13(n=13) in the experimental group. The replica, an extensive study conducted the following academic year, had 25 (n=25) in the control group and 17 (n=17) in the experimental group. The lecturer in the intervention taught the participant students Communication Management 1B COM1BB11 (CPR1BB1 & ICP1B11) as part of their PR qualification. Academic comprehension texts and articles on the discourse of this course and module were used in the intervention.

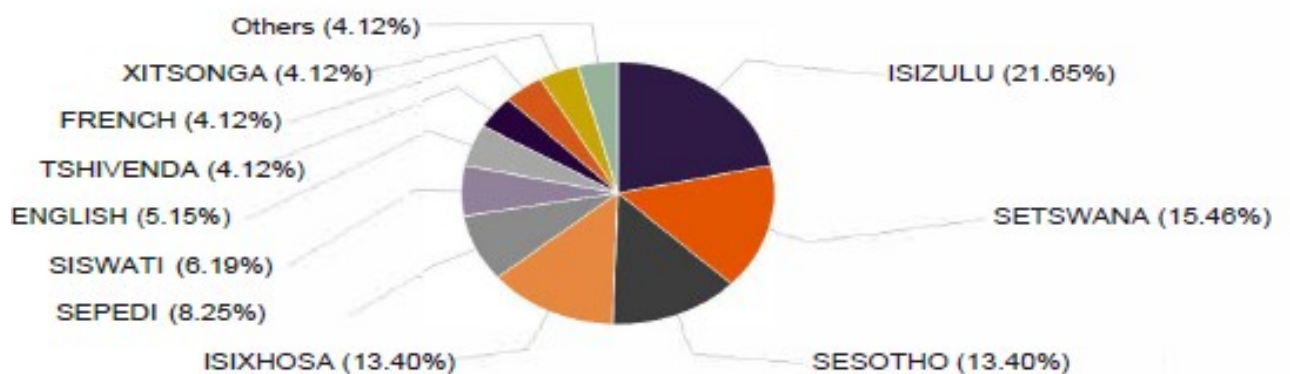
Purposive and convenient sampling was utilized in this study due to the qualities that participants possess in terms of varying proficiency at least 3 of the 5 South African languages in which the lecturer participant had proficiency (Burns & Grove, 2007; Petty et al., 2012). Convenience applied in that the researcher was already part of the community at the site employed as a lecturer. Respondents got deliberately selected due to the evidential data they possibly would deliver in responding to the inquiry questions of the research-study regarding their academic reading practices (Bryman, 2012; Teddlie & Yu, 2007). Students' diverse backgrounds and different academic reading proficiency levels motivated the investigation of how academic reading could get developed higher education South African settings using an intercultural intervention. There also existed a real need to assess the efficacy/effectiveness of the developed translanguaging reading model and intervention.

The researcher administered a Language Repertoires / Resources Information Survey to establish the language backgrounds, experiences, profiles, and skills among the participants. The short language biography survey permitted the researcher to familiarise with and describe the extent and nature of linguistic diversity manifest in the reading classroom. This knowledge, in turn, also allowed the researcher and participant lecturer to plan for, develop, and generate translanguaging intervention strategies that were appropriate for the targeted multilingual students involved in the study. The language information survey indicated languages that were likely to be used by participants in the course of the intervention.

Figure 3
Participant Demographics
Gender



Home Languages



3.11 Data collection instruments

The quality of data collected by the researcher using mixed methods was determined by the quality established for the QUAL and QUAN phases through the validity and credibility of data. In other words, data quality in QUAN research got centered on validity and reliability, while data excellence in QUAL investigation was grounded on credibility and dependability - Thomas & Magilvy, (2011); Teddlie & Tashakkori, (2009). Data could get collected in several ways and methods depending on the study to accomplish research objectives (Barusch *et al.*, 2011; Burns & Grove, 2001). The researcher used a language repertoire information survey and focus-group, semi-structured interviews and semi-structured observation with an observation protocol after considering their overall appropriateness to the research regarding the quality of the collected data and the length of the data collection period. Data gathering tools permitted the investigator to methodically and procedurally gather data on the research participants, settings, and phenomenon. This systematic approach allowed for a fuller picture and insights into the research issues and focuses. The utilization of several procedures allowed the

investigator to corroborate the conclusions. An analysis of the pre-intervention meeting and the language resources information survey helped the researcher to adjust focused and semi-structured interview questions.

3.12 Initial consultation

The researcher was given the authorization to investigate the university. The data gathering tools and instruments were designed for two phases since sequential exploratory research design involves qualitative and quantifiable data collection and analysis. The research supervisor provided the validation of data collection instruments before the study commenced.

3.13 Developing a viable Translanguaging academic reading model

3.13. 1 Experimental design and Translanguaging strategies

A comprehension reading treatment cum experiment using translanguaging techniques got conducted on the experimental group made up of 12 participants (n=12) in the initial study and 17 participants (n=17) in the replica / extended study. The experiment made use of at least three of all indigenous South African languages in the explicit teaching and learning of academic comprehension reading as well as in all the pedagogical activities involved in the intervention. The intervention took place over ten weeks and consisted of one lecture and three weekly tutorials of 1 hour each during regular university periods. The lectures and tutorials were timetabled for Tuesdays, Wednesdays, and Thursdays weekly. Additional workshops, tutorials, and other pedagogical group activities were done on Saturdays from 09:00 a.m. to 10:00 am every Saturday for two consecutive weekends.

The pedagogical strategies which got used with the experiment class got replicated from translanguaging approaches derived from recent multilingual literature and scholarship that argue that languages need understanding, "from what the speakers do with them, rather than from their formal structure" (Makalela, 2014:3).

The strategies were consistent with translanguaging theory, which has a premise on the acknowledgment of complete consideration of talkers' conversational and expansive assets and that their speeches are "fluid."

3.13.2 Developing translanguage teaching and teaching activities

The teacher is part of the students and not a fountain of knowledge. The teacher's or rather mediator's function and responsibility is to enable. Also, nudge and poke them. The teacher engages with using his multiple linguistic repertoires and is at par with the students.

Plurilingual pedagogical approaches and philosophy underpinned the learning and teaching design in the project. They see pupils as a driving force tactically mobilizing trilingual, multi-semiotic inventories. This approach is an outlook and understanding in harmony with research-inquiry that recommends that ALL (entire) languages are dynamic in the intellectual processing of knowledge, e.g., van Heuven and Dijkstra (2010). The view above is in sync with Cook's (1992, 2012) conception of 'multiple competencies,' the mixed and synthesized linguistic proficiencies encompassing knowledge assimilation and construction from at least two co-existing and intersecting languages. This perspective of proficiency and literateness was taken through the intervention and allowed the project learning activities to steer clear of a primary deficit position. This view permitted an understanding and appreciation of linguistic repertoires as asserts to get used in enabling access to knowledge.

The focus was on languaging -what speakers and writers do with language. The position which translanguage takes is that language exists as both *action (verb)* and *practice (noun and verb)*, plus never exists as a straightforward scheme of grammar and configurations or discrete sets of competencies. For this reason, translanguage stresses the cognitive act and practice of languaging bi/multilingually. Hence the word's suffix is – ing. In designing the reading model, overarching consideration got given to 'translanguage' as defined by (Garcia 2009, Creese and Blackledge 2010). That is, as the transmissive conveyance of messages constructed on the pedagogical tenet that takes from all semiotic and language capitals accessible to boost schoolroom engaged-sharing and academic-involvement. This point needed demonstration with and in each reading class activity. The consistent objective was to allow as many students as possible to do this.

The reading activities needed to be, and the design got conceptualized following what Garcia and Wei (2013:40) refer to as 'social and cognitive activity.' Thus in group activities and pedagogy design, the lecturer's dominance was limited as much as possible, to and sensitively point and nudge students in a 'right' a direction – signposting them – and getting them started on engagement with texts. The intention was to attend to *cognitive aspects* – that is, allow students to think freely but in a language tool most accessible to them – and try to get meaning by any resources and means most natural to

them. They were encouraged to – interrogate academic texts using their languages. Thus, attending to the *social aspects*. The pedagogy sought to democratize the reading classroom, empowering all students notwithstanding of etymological background to accomplish at a matching above average level and to adjust relationships and interactions of power in the schoolroom via the cooperation in the production knowledge.

3.13.3 How Translanguaging Strategies used

The control groups (n=12) in the original study and (n=25) in the replica study were tutored employing English as the vehicle of teaching as per mainstream monolingual campus modules wherein the usage of languages different from the pursued language (English) is strictly restricted. The teaching took place during regular periods as prescribed by their timetable.

Extra, unused tutorial periods that participants had got converted into reading intervention classes. Hence, academic reading classes and periods were created for the experimental group and added to their regular timetable. For this experimental group, reading intervention classes were held for three periods weekly. The duration of each reading period was one hour. The whole intervention took ten full weeks. Teaching venues were booked in advance with the university's management before the commencement of the intervention.

The experimental group used pedagogical approaches that accentuated the malleable and elastic usage of English and their diverse home-grown languages in all their varieties. The rule of language interchange got cultured in this reading-class, with learning tasks planned in respects that permit the synchronized usage of these languages. The emphasis in translanguaging treatment emphasized using learners' languages and resources as much as possible in interactions and thus promoted students' ability to work and learn in their languages and repertoires.

The student participants were urged to bring a bilingual dictionary (English and their home language(s)) to class as a resource. However, they also used Google multilingual dictionary app to check on word semantics in different languages used. The university library also loaned us bilingual dictionaries. Also, there were instructions for students to partake in multilingual comprehension text-reading discussions set up by the researcher and their multilingual lecturer. Emphasis was on achieving understanding of content, concepts or notions first then giving the output in English.

The researcher collaborated with the multilingual participant lecturer in planning the intervention and using several explicit teaching strategies such as:

- Constrictive elaboration, which allowed students to criss-cross between languages, to extend meanings beyond the language input, and to enhance deeper understanding through talk.

- Concept literacy development

Main and new disciplinary concepts in the selected comprehension reading texts were translated and unpacked in indigenous (home languages). The texts were selected from a compilation of relevant course academic readings done by the researcher in consultation with the subject lecturer. The selected comprehension texts allowed for concept literacy development which is the "ability to read understand and use the learning area-specific words and terms and related language forms which are part of knowledge formation in different disciplines or content areas" (Young et al., 2014: 5)

- The instructor explicitly made use of other languages to compare and contrast meanings of concepts in the given texts and to extend meaning outside the language input received in one language English.

- Multilingual concept literacy tutorials were conducted to provide scaffolding for concept literacy through multilingual glossaries, which formed part of the intervention. These focused on inter-transferability across languages and promoted access to concepts by all the eleven languages of South Africa. There were discussions of concept words found in texts in the formative exercises. Students were allowed to use both English and their home language. Exercises and activities required students to look at the definitions of several terms from given academic texts and to define each in their home language and to give an equivalent term on a sheet provided. They would then report to the whole group in mixed language and English

- Students in groups were encouraged to brainstorm in any language, write discussion notes in any language they know, and report to the group through the medium of English with allowances for less confident students to use alternation of home languages and English.

- Students were required to read texts in English and to retell text content in their home languages and then write summarised ideas in English and their languages.

These strategies combined led to a resourceful and analytically diagnostic evaluation of the student's knowledge-acquisition processes. These processes made usage of the total of linguistic and semeiotic stocks that are accessible in the lecture, seminar, or tutorial.

3.13.4 Examples of actual translanguaging pedagogic activities

Participants got assignments and activities of text-based questions for discussion in their languages. During group work, participants expressed the textual concepts as a story. The instruction was to narrate the story using culturally inherent storytelling techniques to teach other peers, a textual concept, or a content idea. The instruction given was also to use proverbs from their communities to explain the content in the discussion. Tasks involved reading two articles from different but related sources from our reading items of then – synthesize the information. The output could be in any way. The participants only needed to navigate meaning in their languages, and then we discussed them after. Additionally, and at times, they translated a concept, e.g., *Ethnocentricity*, and explained the translations in their languages to each other. Besides, the students tried to find proverbs from their communities, which seemed to represent and explain a concept, idea, or content aspect of a text or section of a text read.

3.13.5 The interpretation of text-terms and concept meanings

All the participants, including the lecturer and students, engaged in the kind of scholarly interpretation and vocabulary inference in which they looked for terms either in English, Sotho, Tswana, Zulu, Xhosa, or Swati, depending on the languages activated and at play during the academic activities. This kind of educational translingual interpretation of terms mirrors a definition of a similar concept by Pienaar, and Cornelius (2018). The participants tried to facilitate the translingual interpretation of academic vocabulary and concepts. The researcher tried to capture this phenomenon in data collection for later analysis.

Following Pienaar (2018:26), a version of translingual educational interpretation got used in which the facilitator and students in bilingual or multilingual reading classrooms interpreted text-related concepts and terms simultaneously in more than one language.

The chosen texts or academic readings were in English. Students (participants) who were not that proficient in English read and were encouraged to interpret the text in all their languages. The interpretation was usually a collective effort and, at times, done individually. If a student wanted to ask questions, they could do so in their languages and the other receivers would with the assistance of other students interpret the question into English for the others. The students themselves interpreted class responses to the text into different languages.

3.14. A summary of translanguage activities

- The teacher explained Formative exercises using traversing between many languages
- Students took notes during independent reading time in any language
- Annotations got done using their languages
- Student participants were urged to Brainstorm and outlined their ideas in any language
- Try their ideas aloud in any language before speaking or writing it in the text language
- Created a summary in any language shared with other multilingual students, to share with speakers of that language.
- Kept multilingual vocabulary lists
- Researched on a topic using all their languages.
- Wrote a mini-essay in which ideas from the different readings in the intervention got synthesized.

3.15 Classroom implications:

The activities got designed to achieve the following outcomes:

- Prod the undergraduates to converse and debate exigent or novel text-matter via reason and reflect- twosome- share learning tasks
- Buttress prevailing grasps and comprehensions of ideas and views by requesting the scholars to summarise and or reword material in their languages
- Grow the undergraduates' metalinguistic consciousness and realization via tasks that promote cross-linguistic comparisons and contrasts, for example, translations and cognate instruction.
- Create an assortment of literacy and literateness ways that transform multilingualism into the norm rather than exempting it.

Please see Appendix 1 for a detailed intervention program with dates and specified lesson schedules and plans of what happened chronologically – and systematically - during the operation of the developed translanguage-reading model.

3.13 1 Translanguage treatment conditions summarised

During the translanguage treatment, students there was explicit teaching, using detailed lesson plans, how to identify main content points and concepts, summarise and paraphrase them, analyze the information and draw inferences on meanings explored when reading. The students received textual

information synthesis and critical engagement with texts, which forms a central part of critical academic reading. The reading extracts for formative activities utilized for the translanguaging 'curative' intervention came from the students' set books and a compilation of course readings (for example, Moss and Tubbs (2006); Shockley-Zalabak (2015)) as well as google scholar academic articles after consultation with the lecturer. All texts were subjected to an online readability level test. The participant lecturer had an input in the selection of the texts, as he was the co-ordinator of the module in the PR department. (See appendix 2 for all texts used)

3.15.2 An example typical reading treatment class activity

- A typical reading treatment class followed the following procedure, for example:

One to two paragraphs from selected academic texts were employed to present the theory or idea of reading a script in a single language and responding to interrogations in a changed one.

- Subsequent grappling with the first two paragraphs of reading-allocations, the number of paragraphs got increased to four. Students were given copies of published reading extracts from academic texts, which were pulled-out verbatim in English from the original text.

3.15.3 Typical classroom / tutorial activities

The following technique, specifics of which were summarised in the lesson plans (see Appendix 1), was followed when approaching an academic text for the first time during a class focused on the reading skill of text inferencing.

Before reading – student participants were urged to make predictions from scanning headings and subheadings concerning the manuscript that was going to be studied, plus what they predicted about the text based on the critical concept and content words that got typically furnished at the preliminary phases of the procedure.

During reading – Reading was done individually and piecemeal – a few paragraphs at a time. The facilitator often checked through probing questions directed at the participant readers to verify or redirect their predictions and interpretations to ensure faithfulness. Reflection and voicing aloud tactics, as sketched in Pennell (2002), were espoused and implemented, in which the facilitator read-out aloud selected sections of the script, stopped at definite junctures, and asked questions whose

reactions may well only be given by having content and concept insight or grasp as well as getting into reasonable extrapolations and analysis. Then the facilitator articulated his rationale on textual matters to support students in making accurate elucidations or interpretations. Dialogic pedagogy, which puts the apprentice scholar at the axis of scholarship and learning and the lecturer on the periphery - as a mere facilitator-, was central throughout the reading activities. Students were *marshaled* on how to yoke previous information or data already in existence and to use their own linguistic, cultural, and semiotic repertoires to work out the meaning and give an output of the text read.

For interrogations and queries whose responses could get sited in the article and yet not detailed plainly in any specific section of the text, students needed to make available substantiation on which they built their intellect and logic. Each reaction a student propositioned was frequently tracked by the interrogation, "How do you know? Please, support the answer." which was asked in a changed language from the English academic-text. Organizing and permitting the undergraduates to explicate their replies, buttressed them to reason profound around what they were undertaking. The instructor modelled the decoding, inferencing, an analytical and interpretive procedure allowing students to continue with dialogue and discussion in groups using their discursive resources. Then individually, they could commence embracing the essential stepladders, in conclusion, fruitfully intellectualizing, analyzing, and decoding textual information autonomously.

Subsequent to the reading – when the facilitator had completed reading sample segments of the article and paragraphs, the academic reading initiates, scanned, skimmed, and studied the academic article in full and questioned one another regarding what they had recently gone through. They were invited to sum-up and paraphrase in brief paragraphs what the extract was concerning (the foremost and critical view(s)). They received no instruction on which language to use. They were also stimulated to enquire around concept words, jargon, lexis, expressions, and assertions t they did not grasp and absorb. Students were allowed to criss-cross between languages of their choice in all the discursive pedagogical activities.

3.15.4 The weekend workshops

Translanguaging classes were run during weekends over two weekends from 09:00 to about 10: 30. The first part of the translanguaging session ran for about 30 minutes from 09:00 to around 09: 30. Of particular importance during these workshops were the students' language practices in the tutorials - and how students draw from their linguistic repertoires to understand discipline-specific

concepts on the academic subject of Communications Management 1. Typically, the lecturer introduced key concepts and topics and gave an overview of the topic before students got broken into groups for group discussions and activities on the concepts and or summary skills of the day. The students could use any medium during class activities. There were usually long exercises from 09h: 00 to 10h: 30. All activities were video and audio recorded for translanguaging interacting data and to see how students use their repertoires to understand and tackle communication concepts and problems. The students' worked on the exercises, which were in English, and they responded using their languages. The interactions were transliterated and interpreted for conversion for data analysis. Concerning student talk, a note was taken when students used their own or mixed languages. The exercises were in English, and the students used natural translanguaging (their languages spontaneously in their discussions and were encouraged to move between language resources available to them.)

Translanguaging routines and procedures were exploited to openly coach the research participants in what ways to decode texts for content, interpret and express output after reading and draw inferences of contextual meanings from a manuscript. In addition, they were coached on how to do so by harnessing pertinently applicable, related information and their own cultural, linguistic, and community-based literacy and everyday discursive resources. Participants were probed in diverse languages, different in comparison to the responses (hints and pieces of evidence) drawn from the article. They could use any verbal communication of choice to supply their rejoinders. Throughout the pre-reading and the viewing phases of each session, the class members had to offer responses vocally, but for the post-reading undertakings, it was mandatory to work in pairs and sometimes groups and transcribe their responses. For queries whose responses could in the extract, although not obviously specified, learners were expected to furnish confirmation by pinpointing the section of text to which they based their reasoning, interpretation, and output.

3.16 The Quantitative Element of the Research

3.16 1 Test design

Quantitative data gathering was done in two fragments. The initial was a pre-test valuation focused on critical reading and appreciation of an academic text of the control and experimental groups together. The additional was a post-translanguaging critical reading assessment that came close to the original series of evaluative quantifiers and was extracted from the prescribed readings for the course.

3.16.2. Pre and post-critical reading tests.

The students were subjected to a reading model of academic texts (passages) of similar levels of sophistication and lengths as samples for teaching translanguaging comprehension strategies. The student participants were given two texts, which were representative of the discourse of the discipline PR Management and Communication management in general.

The first test was administered as a baseline (and diagnostic in purpose) to gauge the levels of critical engagement of students with academic texts before treatment and intervention. The second test was given after formative academic reading activities and assessments.

It tested achievement after the intervention. The research participants were given the text with specific and explicit instructions and higher-order questions, which assessed critical processing and appreciation of the academic text. Both texts centered on Organisational Communication Management, which is a topic central to the discourse of the discipline. The students read the texts in English, had questions answered in the student's language, and then translated into English.

The assessments included critical reading competency procedures. First, unrehearsed and unseen 1000-word texts were pulled out from discipline-specific google scholar articles and course readings (with the assistance and approval of the module-lecturer). The texts were academic (peer-reviewed) articles grounded in the discipline and dealing with discipline-related concepts. The undergraduate readers had never set eyes on the texts, at least in the class reading activities. However, for formative tasks and assessments, some texts were given and read as homework.

A second text was selected for the post-test. Additionally, a neutral supplementary text got chosen to avoid material bias. An unrehearsed 1000-word extract was taken from a comparable source to the pre-test. The post-test was administered four weeks after the finish of the translanguaging intervention and class experiences.

In both the pre and post-test measures, the students had to go over the 1000 word- count extract and answer the given questions within 90 minutes. The researcher and two moderators assessed each student, including selected scripts according to a memorandum, and pre-prepared marking guidelines.

3.16.3 The test texts

The tests were conceived and planned to measure the students' competences to decode the content, critically comment, and draw inferences from the texts with insight. The text-based test-items were in

English. Each test was written during a lecture period within the university's timetable. Each of the two tests had a different reading passage but was pegged at the appropriate and same cognitive and academic level, as determined by an international online reading level gauge. The selected articles, therefore, were subjected to reading level checks. Comprehension questions were founded on the information in the articles and open-ended. They were geared to measure the notches of reasoning, perceptiveness, intellect, and analytical, discerning as well as fact-finding skills. To achieve this end, the academic readers needed to give answers in written form. The students were expected to use applicable and pertinent concepts and background knowledge in crafting their responses. Another expectation was for the students to support their insights with factually correct and to inference text information. The test design gave the researcher the ability to make deductions from the answers to determine whether learners could draw inferences, critically comment, interrelate concepts, analyze, and demonstrate understanding. The examiner and moderators ensured the selected articles for test purposes were first and foremost, academic, related to the disciplinary discourse, and finally had a word count of about 1000. The sources of the test and intervention articles texts were, therefore, textbooks and course-readings. All academic texts utilized were subjected to a readability level test to ensure the quality and appropriateness in text-level.

For assessment purposes, students were expected to give their responses in the English language of the article and questions. The tests were moderated by fellow lecturers and complied with standard assessment practices in South African institutions of higher learning.

3.16.4 Quantitative data analysis

It was crucial to ascertain the efficiency of the “modus operandi” of the translingual intervention. It was vital to detect and measure any improvement in academic reading proficiencies. It was essential to find out if any gains were derived from applying everyday cultural-discursive resources and background knowledge when summarising text content, analyzing, interpreting, and making extrapolations. Hence, a detailed marking rubric got used for the marking. The findings and test grade results from the two tests (before and after the intervention) got analyzed, likened, equated, matched, evaluated, and contrasted for significance. For this purpose, and to obtain measures of central tendencies (mean) and dispersion (standard deviations), the investigator used the descriptive Statistical Package for Social Sciences (SPSS). In other words, the quantitative data from the scores of critical reading achievement were analyzed utilizing graphic, expressive and factual statistical methodologies to measure and make sense of dominant propensities, trends, shifts, and mark distribution. Ultimately,

a paired t-test was utilized to scrutinize the grades of the ‘examinations’ to equate and parallel *mean values* and to authenticate if the findings indicated any statistical significance. The computations for the t-test were placed and fixed at an alpha value of 0.05 to quantify statistical significance.

3.16. 5 Reading effects from a Quasi-Experimental Intervention

Doing experiments again is a standard practice usual for nearly all disciplines. In line with this scientific standpoint, the experimental intervention of this current study was replicated. All experiments are a blend of *signal*, the authentic, concrete *effect* of a variable on a repercussion, and *noise*, the coincidental, unpremeditated *miscalculation* intrinsic in the investigational process or modus. In conceiving, planning, and analyzing the experimental aspects of this current study, the aspiration was to amplify and make the most out of the signal-to-noise proportion so that the researcher could get precisely correct conclusions. The view taken in this research project was that one other way to increase understanding, extend data, and generate overall results would be replication.

Gould & Kolb (1964: 748) and Schweizer (1989), define replication as an empirical research approach to validate results. This method repeats research procedures to test previously reported results. The same experiment is done again and again to confirm the results. The current study partly aimed at results that are not only dependable in a single investigative intervention; it also aimed at findings that could get detected to repeat in future experimental mediations. Hence, replication became an attractive methodological option.

The simplest way to put in practice the methodology described above was a follow-up replicate (extension) study, which was conducted in the academic year following the original intervention study. In this study, the experimental conditions were a direct replication of the earlier experiment. The function of the extended or follow-up study was to show that identical findings, as exposed in the initial study, could be obtained with a new group of students. The current study, therefore, confirmed hypotheses or results by a repetition procedure, which is the basis of any scientific conception. Hunt (1975) points out that there exist efficient ways to verify and validate researchers' understandings, explanations, and interpretations via replica designs. Such designs are followed up by expansion experiments or studies. Guided by the assertions above, the researcher opted for a replicate experiment design to avoid a one-time study of phenomena. Instead, the researcher opted for this design because reliability and accuracy are likely to be undisputed, and the conclusions can get publicized as implicit theories.

3.16.6 The concept of replication in the research model and design

The mixed methodology used in the study was dependent heavily on an experimental design, which validated the merit of replicating essential results. This research project was a close replicate attempt, reflecting prominent replication attributes in methodology. Duplication was necessary to advance the investigative research (Monroe (1992)). A repeated experiment shows that identical results can be obtained anywhere else by another researcher. This quality was essential to ensure objectivity. The replica became proof (Schmidt, 2009: 3) that the first experimental intervention conducted the previous academic year reflects the knowledge that any researcher could get in any other identical investigation done in a different time, university, and with different research subjects or students.

3.16.7 Close Conceptual Replication in the methodology

Lykken (1968) highlights that authentic and operational replicas imply a maximized possibility of an identical repetition and literal copying of the entire research methods and strategies that can be optimally achieved or attained by the initial experimental researcher. This type of direct replication model was an attractive option for the research. After all, the researcher was the first investigator and knew first-hand the original procedure. However, it became clear that Experiment B could not ever be the precise reproduction of experimentation A since exact replication is impossible. For this reason, the **study's methodology got guided by** Brandt MJ et al.'s (2014) guidelines for conducting similar experimental studies.

Utilizing close replication, the researcher aimed to recreate the original inquiry as meticulously as conceivable so that preferably, the solitary dissimilarities amid the two were the sure ones (Schmidt, 2009; Tsang & Kwan, 1999). The rationale for replication remained that should effects be shown in a second of the testing context and with another sample as in another academic year; the finding would be strengthened. This cyclic_sequence is referred to by all academic researchers as triangulation (see also Tybout and Calder, 1987 and Sternthal et al., 1993) .

In the replication, the researcher attempted to minimize the variances between the duplication and the initial experiment. The replication was not a study in isolation, and so the statistical results were diagnostically equated and contrasted to the findings of the first experimental research. The import,

significance, and sense of this evaluation were judiciously and meticulously deliberated on in the discussion section of the thesis.

3.17 The Qualitative Element of the Research

3.17.1 Case study

The case-study model fitted this exploration because it enabled the researcher to focus directly on particular students and educational activities and, therefore, to conduct an in-depth and detailed study. Wallace (2006) and Bassey (1999), outline the key features of a didactic case-study describing it as *empirical* inquiry. A case study can, among other things, enquire into stimulating facets of educational endeavors and undertakings, or curriculum, or plan, organization, or scheme. "This can be done in order to inform the judgments and decisions of practitioners or policymakers" (Bassey, 1999:58).

Hence, to answer the research questions, a qualitative, exploratory, descriptive, interventionist, and contextual as well as quasi-experimental design was used. In a case study, "... the actual data gathered by researchers is specific to a particular context" (Gillham, 2010:12), and thus the outcomes may not be numerically or measurably generalizable. Nevertheless, the researcher still anticipated that the study would provide an insight into how translanguaging techniques can help develop comprehension reading in South African universities.

There was an element of 'field' research. The study was to be mostly qualitative. Knobel and Lankshear (2004:84) refer to qualitative research as "field research," where data collection tools primarily involve observations of "real-life events." According to Gillham (2010:10), such methods focus on the type of proof - what people inform you, how they act that will allow you to get the meaning of what is taking place. Consequently, participants are directly involved in data construction (Knobel and Lankshear, 2004:88). A Qualitative Case Study strategy got utilized using qualitative methods such as interviews and observations. Interviews let the investigator explore the minds (thoughts, intellects, mentalities, attitudes, sentiments, observances, and even awareness) of the research subjects. Interviews also provided vital information on the learning and teaching experiences of the participants in order to appraise and assess their learning experience of academic reading through translanguaging strategies. Observation of translanguaging lessons and discussions permitted the description and visual exploration of translanguaging pedagogy. It allowed for the description of the text reading experience. The lesson, tutorial, and workshop observation transcripts got combined with interviews.

After dividing the students into a control (regulator) group and an experimental (investigational) group in line with the quasi-experimental design of the project, the researcher observed the experimental groups' progress during the intervention period: evaluating them in order to scrutinize and investigate whether students understood the academic texts effectively and critically and how they did so. The control group was never exposed to the intervention treatment. It continued with usual scheduled lectures and tutorials as per the official timetable and at the period during which the experimental group received treatment. This lack of treatment for the control group qualified and empowered the investigator to liken and contrast the two groupings and determine the impact of the intervention. The focus also centered on whether the lecturers and reading activities done by the experimental group were effective. This focus was reasonable, mainly when participants' own linguistic and cultural discursive repertoires were utilized in teaching in an academic comprehension reading development context. The focus was also on the role of translanguaging pedagogical strategies in understanding and gaining epistemic access to academic texts read. All reading pedagogical activities were videotaped and audio recorded for later transcription and analysis. Field notes were also taken from class and group observation during the entire treatment. Participants were also asked to keep a reflective diary of their experiences in the translanguaging intervention. Group and individual interviews on the effects of the translanguaging strategies were also conducted. The transcripts from the video, audio recordings, reflective pieces, and interviews allowed the researcher to analyze in detail and qualitatively aspects of the experimental translanguaging intervention.

The experimental group of students and the participant lecturer were asked to write reflective pieces in a language(s) comfortable to them, relating to their translanguaging experiences in the teaching of the academic reading comprehension intervention. Thematic Content Analysis techniques were used for this portion of the research.

3.17.2 Data Collection Techniques details

Thus, in this case-study, a source of data was information from class observation focused on pedagogical activities, interactions as well as discursive resources used in the experimental group. Inclusively, semi-structured individual and group interviews were conducted. Also, the students and the lecturer were asked to write reflective reports about their pedagogical experiences. Artifacts were also collected and examined. These included the scripts and writings of reading assessments given. The assessment was according to developed assessment criteria. The expectation was that student

performance in the assessment exercises would shed light on their levels of academic text understanding after reading.

3.17.3 Classroom participant observations in this study

There were classroom observations conducted in this study. Johnson and Onwuegbuezie (2004: 4) who concur with Walkowitz *et al.* (2004) note that, ordinarily accepted is that "observation is not a perfect and direct window to reality." Stated differently, what gets observed is the researchers' version of reality and not the whole truth. The researcher, therefore, acknowledges observation in this study is limited to his knowledge and grasp (Walkowitz *et al.*, 2004) as well as his understanding.

The author's role as participant-observer was to observe translanguaging in action during the intervention's lectures, workshops, and tutorials only – only what was essential to the research questions was noted. The researcher video recorded the translanguaging academic reading lessons, workshops, tutorials, lectures, and activities in general over the ten weeks in which the intervention ran and wrote notes immediately after the sessions, having viewed the video data over and over again. The observation notes are a combination of what he saw happening and his impression of events as they unfolded. In his transcriptions, the researcher also included field notes that he generated during the participant observation — the researcher utilized Transcription 'gisting' Gibbs (2010) and Dempster and Woods (2011). The field notes represent only the core or condensed account. The transcripts are, therefore, fractional depictions, discerning, and located in links to the aspirations of this study (Lapadat and Lindsay, 1999; Davidson, 2009). The main goal was to explore the efficacy of translanguaging in students' interactions with text and other readers of the same text. Therefore, the observer -researcher decided not to write out the audio-video footages in their wholeness. The interviews and the pre and post-tests from the quantitative thread of the research data filled-in the missing information because there was no possibility of observing everything.

3.17.4 The 'nitty-gritty' of observation procedures

An observation schedule assisted with taking field notes of the reading intervention sessions. Field notes started while students engaged in activities and then completed after each workshop and exhaustive video reviews. Observation of the interactions in the classroom was crucial and had a clear purpose. In particular, the researcher observed and recorded translanguaging in action in the reading intervention to analyze and evaluate its efficacy in academic reading pedagogy. The focus of the

observation was the translanguaging space created in the intervention - freedom for the performance of translanguaging, also, as legroom and liberty crafted via translanguaging” (Li Wei, 2009).

Using observation of multilingual practices by participants when they *languaged* as they battled with the texts encountered, this section retells ordinary moments of their experiences and interactions within the translanguaging reading intervention. This observation data section attempts to capture their multilingual ways and the inventiveness and analytical selves shown via such ways, including how knowledge was constructed as the participants engaged with academic texts as observed in the 'translanguaging space.' The observation focus was thus on the multilingual student participants' analytical and inventive utilization of the complete array of their socio-cultural capitals in engagement with the prescribed academic texts. In other words, the observation was interested in how students *translanguaged* going both amid and crosswise dissimilar linguistic constructions and schemes and transcending them. It was essential to observe the full span of linguistic and communicative performances of the multilingual participants in tackling the academic text.

Observation enabled the researcher to 'see' how *participants* went beyond the combination of language structures and into the interchange amid and across language schemes, the communication of information, and the way values got depiction, characteristics, connotations, and associations in their *deep battles* with the texts read. Observations focused on the processes of the research-subjects striving to make intelligence of their global awareness and the word of the text, in this case, the researcher made notes of students' linguistic acts by themselves as well as with the others with whom they interacted. Such acts formed an integral part of the analytical process. The language acts formed part and parcel of the analysis because - the participants are trying to make meaning of their world and word; the researcher is attempting making meaning of the research-subjects' endeavoring to make intelligence of their world and the text - Smith, and Osborn (2008).

In summary, the researcher observed participants interacting with other students speaking a variety of their African languages and English in several reading activities. He made a specific note on new usages of the languages. Nearly all classroom observation-data and some of the interactions in the planned translanguaging reading activities were video-recorded and transcribed with field notes also taken and merged with the transcription data. In what follows, the writer first presents the prototypical observation data then discuss widespread trends and themes that came out from the observations concentrating on critical and creative utilization of the multilingual resources or “toolbox” the student participants had. The description and discussion of observation data intermingle with the author's

construal and judgments on what he watched and perceived. The observation data tries to capture the inspired, inventive, and diagnostic moments in the participants' multilingual natural engagement with academic reading acts during various stages of the intervention. The reading classroom '*gisted*' observation transcripts from the video evidence and field notes indicate and identify which phases of the reading lesson and translanguaging strategies applied, namely at the very beginning (previewing), during(viewing), or after(reviewing) a reading.

3.17.5 Non-participant observation

The researcher was usually, especially when the participant lecturer took his lessons, never or marginally preoccupied in the class setup or goings-on, and he can be characterised as a non-participant spectator. During the observation of the translanguaging intervention, detailed field notes were made, which formed the basis of later data analysis. The classroom observation focused on pedagogical interactions, that is, observing language usage in the classroom discourse to determine the degree to which students' languages were used and mixed in comparison to the dominant language. Observation aimed for insights into languaging distinguishing between translanguaging, which was used by students and the translanguaging, which was used by teachers. Thus, the researcher observed the language practices during the treatment to see how students draw from their internal linguistic inventories in communicative interactions to appreciate and participate plus connect with disciplinary concepts and texts. To facilitate the accuracy of data, the researcher also made some editorial notes, which are "notes written after observations" (Knobel and Lankshear, 2004:92). A colleague also took field notes to triangulate the data further.

The subject lecturer conducted the translanguaging instruction, which was also video- recorded for analysis. The observation involved completing historical field notes. Observation approaches allowed the researcher far more insights into classroom interaction. It told a fuller story of the classroom concerning the use of linguistic and cultural repertoires in the intervention.

3.17.6 Integrating participant observation data

The trying out of the hypotheses required demandingly meticulous direction of teachers. Consequently, this meant that, at times, the observation was also participatory to some degree. This participatory aspect was the case when the researcher had to – out of necessity – work collaboratively with the

lecturer, offer guidance and, at times, facilitate tutorials. Hence, non-participant observation and participant-observation data gathering procedures were complementarily utilized jointly in this project.

Hence, the researcher also assumed the role of participant-observer because he also partly participated in conducting and facilitating the intervention and recorded his experiences and observations. A dual, overt role was assumed since the researcher, who was on sabbatical research, was employed as a lecturer at the research site and had taught the participants before. Therefore, the students identified him as both a researcher and as a lecturer. As with participant observation studies, the researcher was in respects already part of the experimental group observed.

Also, the research participant lecturer was only available once every week for the weekly intervention lecture. This unavailability meant that the researcher had to stand in and facilitate during tutorials and workshops, which were held twice weekly. By taking over the role of facilitator too, the researcher could see the reality of the communicative interactions in the reading program from the position of the actors. He was, therefore, able to interpret the symbols and meanings underpinning classroom and communicative interaction during the reading intervention in keeping with Lee and Newby's (2012) notion of participatory observation. The researcher, in these instances, typically became participant-observer with influence on the path or outcome of the intervention he was also observing.

3.17.7 Observing by video recording

Writing field notes and participating in activities was extremely complicated. It was also not an easy task to keep track of the multimodal, non-verbal cues, and facets of the reading classroom's discursive communication. Moreover, it was difficult to recall all that was mentioned and enacted in the manner and disposition that was as mentioned and performed. Consequently, it was helpful for the researcher to have additional video recordings of the intervention's proceedings. Video recordings were done when the researcher participated and as well as when he did not get involved in the intervention activities. This data compilation tactic resulted in footage of the translanguaged exchange of ideas during the intervention and provided the investigator with entree to and retrieval of the shades of talk and related data, comprising non-verbal aspects of communication. These aspects were video-recorded in detail.

The visual information allows the researcher to get insights and understand what transpired entirely (for example, student-student and students – text encounters). Finally, audio-visual footage allowed

the investigator to replay recordings repeatedly for transliteration of pertinent occurrences and forthcoming events during the intervention. This understanding got very valuable and of use in the analysis process. The video data was transcribed to supplement field notes.

3.17.8 Interviews

Interviewing includes an extensive range of "forms and a multiplicity of uses" (Denzin and Lincoln, 2011:645). Two distinctive interviews, both being semi-structured, were conducted. The main reason for conducting semi-structured interviews was to allow for greater flexibility during the sessions as it was thought preferable not to get tied to a rigid schedule. Semi-structured interviews were also useful in helping the researcher "probe responses; develop themes that emerge in the course of the interview that provide valuable and relevant information" (Knobel and Lankshear, 2004:98). Interviews elicited information from learners and the lecturers as another means of data collection and to facilitate triangulation.

The study had focus groups. One of the reasons for having group interviews with learners was that learners might feel more relaxed in a group and less intimidated by the researcher. Questions were framed around the students' reading development and learning experiences from the intervention and their evaluation of the reading pedagogy strategies.

The interview with the translanguaging teacher was framed around his teaching experiences, the challenges involved, the weaknesses and strengths of the translanguaging techniques used, and his preference for the methods and languages of instruction. Transcriptions of all interviews were made based on audio-recordings. During interviews, this study adopted the phenomenological approach (Nyamathi and Shuler, 1990), because it could be used to get an understanding of the everyday experience of the respondents regarding their reading as they traversed via languages during the reading intervention.

In this study, focus group interviews created a means of partaking, membership, and relating amongst the interviewees (De Vos *et al.*, 2005; Kroll *et al.*, 2007). These kinds of interviews should be perceived as a means of bonding people. They were a potent instrument of revealing genuineness and of exploring intricate comportment and motivation. They generated copious volumes of actual and authentic data in a brief interlude (Nyamathi and Shuler: 1990).

The phenomenological approach was employed to appreciate the ordinary experiences of the research subjects regarding their literacies as they traversed multilingually in their academic reading activities and lessons.

To conclude the section on interviews, in this study, the researcher used focus groups because it created a procedure and means of partaking in idea generation and comparative relations among the research participants. It also created data from multiple voices and socially oriented research procedures, which put control of the interaction into the hands of respondents rather than the researcher. Throughout interviews, the researcher listened and learned from respondents. Focus groups provided the researcher with an excellent opportunity to appreciate the way respondents see their reality as they became more involved in the study.

3.18 Pre-treatment meeting

In the beginning and after several meetings with the participant lecturer, a call was made in one of the lectures for student volunteers for the project. A pre-treatment meeting was conducted in one of the vacant classrooms on campus. The researcher introduced himself to respondents and explained to them the aim of the intervention. He explained his role and their role and reminded them that they could withdraw from participation at any time if they were uncomfortable. This initial meeting acted as an icebreaker before the treatment commenced. Participants got issued with a program cum course guide (course pack) for the reading intervention. A language proficiency, skills, experience, and cultural identity information profile-survey was administered during this introductory meeting to provide descriptive data of participants.

3.18.1 Methods and Techniques for Data Analysis

Knobel and Lankshear (2004:87) refer to data analysis as a "process of making sense or meaning" from detailed descriptions appropriated throughout fieldwork. The scrutinization of data was partly done through thematic content analysis. The content was picked out by topics. The themes that emerged (from what people say), critical opinions, ideas, controversial elements, universal orientation, and topics that interviewees jump to, formed the grounds of the thematic analysis. Field notes, as well as transcripts from interviews, were reviewed by looking for patterns and identifying themes linked to the development of critical academic reading seeped in the linguistic and cultural repertoires of the participants.

Selected and shortened translanguaged data (in which participants used indigenous- own- or mixed languages) were first transcribed, then a translation into English was provided. Statements, discourses that mainly related to academic reading processes, instruction, and learning, were identified, and the researcher looked for patterns in these statements and discourses. Concerning the interview data, and written work on reading tasks from participants, a thematic content analysis was also done. Discourse analysis was later made of translations, transliterations, and translanguaged classroom-communication episodes to establish the potency of local, 'home' languages in developing academic reading proficiency.

3.18.2 How observation data got analyzed

In short, observation data was partly encoded and captured in categories. The categories were condensed to themes and sub-themes. The intention was to verify whether translanguaging pedagogy could be used successfully or usefully in developing critical academic reading in Communication Management courses. Another expectation became finding out if translanguaging pedagogy had efficacy when used to develop the critical academic reading of texts at the university level.

In examining and analyzing the observation data, the researcher partly borrows from a method, called Moment Analysis (Li Wei 2011). This kind of analysis aims to capture what seems to be spontaneous acts that are semiotically and profoundly meaningful to the interlocutors and the follow-up acts of these communicators. It pays attention to what prompted such acts and the result of such instants, as well as the responses by other publics. Moment Analysis (Wei, 2011) got taken up and modified by the study. Wei (2011) highlights the notion of the unrehearsed language acts of multilinguals and the results or implications of these spontaneous acts for the interlocutors involved. Moment Analysis was adopted and adapted within the framework of the translanguaging space and the academic reading tasks for which translanguaging pedagogy. The focus for the observation was how students (*in the captured ordinary moments*) used their linguistic and any other communicative resources at hand to engage with academic texts. The observation transcripts were coded with memos using thematic analysis for emerging trends and themes.

The qualitative data were examined and interpreted using a universal reductionist approach in which the data was reread numerous instances until saturation point to attain the themes. The thematic analysis got done, and verbal reports from participants supported each emerging theme.

3.18. 3 Data analysis: Details

Analysis of data is a process of organizing and eliciting meaning to highlight good evidence, submitting deductions, and sustaining decision-making (Ritchie *et al.*, 2013; Silverman, 2013).

According to Teddlie and Tashakkori, (2009), mixed methods data interpretation and analysis involves QUAN and QUAL data scrutiny in which the data gets merged, linked, or amalgamated to address the research problem(s). Mixed methods data interpretation and commentary requires knowledge of strategies used to analyze QUAN and QUAL data. QUAN data are analyzed using various statistical techniques. In this study, descriptive statistics and SPSS software were used for QUAN data to summarize data to permit the investigator to understand better the data trends and inferential techniques to test hypotheses and further examine the findings of the descriptive statistics. On the contrary, the researcher embraced an *inductive* slant in analyzing QUAL data. This adaption got done with the data which was recorded without prior knowledge or conception of the phenomenon under investigation to address the main research questions on the efficacy of translanguaging in academic reading pedagogy. The research questions involved producing what Green and Thorogood (2009) summarise as novel notions and hypotheses, explaining the phenomena, studying links amid mindsets, viewpoints, behaviors, and pieces of knowledge.

According to Bowen (2006), *inductive* analysis refers to the trends, ideas, and clusters of broken-down scrutiny that emerge from the evidential-data. The themes surface from the data instead of being dumped on findings (Hopwood, 2009). These themes emerge after data collection and during and after data has been analyzed to reach saturation point. The researcher used similar data analysis techniques (*first, breaking text into units of analysis, i.e., a line of text, or a paragraph or more, second, presenting units into categories or themes*). This approach synchronizes with the Grounded Theory tactic, which submits the conclusions in categorized themes in the interest of creating a grounded understanding of the phenomenon. Bowen (2006:2) declares that grounded theory is created and fashioned by themes wherein "themes surface from the data during interpretation and analysis, capturing of meaning or experiences drawn from varied situations and contexts." In this regard, the researcher created abstract categories, including the core categories in the process of data analysis. Grounded theory is a robust inquiry technique that provides information that enhances teachers' interaction and understanding with their students in a complicated situation (Charmaz, 2014; Corbin

& Strauss, 2014). The themes derived from individual interview responses transcribed focus group interviews, which stemmed from semi-structured interview data.

Finally, the researcher used basic descriptive statistics and SPSS software, which include the standard and mean deviation. This quantitative data also included grids, charts, and diagrams representing occurrences and phenomena. The graphs also aided in the descriptions of the data, providing simple summaries about the investigation population sample and assessments, including test measures. Descriptive statistics also helped the researcher to reach deductions that go beyond the instant data alone and decide on statistically significant variances in the analysis of the closed-ended questionnaire. Then, the researcher prepared tables and graphs to illustrate and demonstrate the academic structure of how EAL university readers appropriate themselves in academic reading.

3.18.4 Data trustworthiness

Data trustworthiness depends on the reliability and validity of the instruments to produce accurate results (Zohrabi, 2013). To ensure the acceptability and validity of the research, the researcher used language and cultural information profiles, focus groups, and individual interviews and tests in data collection. According to ER Babbie (2010), validity refers to how precisely and truthfully the tool echoes the notion to be gauged to guarantee that the findings are meaningful. The researcher used these data collection instruments to warranty the validity of the results as the data collected from one instrument corroborated with the data from the other. In other words, validity establishes if the research honestly assesses and measures what it was meant to measure or how accurate the research findings are. Reliability provides consistency, dependability, and replicability of the results - Zohrabi, (2013). Reliability ensures the results are consistent and dependable. The researcher piloted the instruments to test if the instrument or research tool addresses the research problem.

In the quantitative phase, the researcher determined the measurement of validity by considering and appraising the following types of validity (concurrent convergent, predictive discriminant, and content). Quantitative data reliability was evaluated, as well. Thus, the researcher also determined the trustworthiness of qualitative data by using the following six strategies identified by Teddlie and Tashakkori (2009):

- A long engagement (spending enough time with respondents to foster trust, learn about respondents, and test misinformation),

- Persistent observation (helping the researcher to use his/her observations to address his research questions),
- Triangulation techniques (using multiple sources and methods to represent the reality or realities of the respondents best),
- Member checks (asking respondents to verify the researcher's interpretations and representations of their reality-events, phenomena),
- Thick descriptions (analyzing multiple levels of meaning of reality-events, phenomena) and
- Reflexive journal (generating a diary in which the investigator records information as an instrument and research method).

Thus, validity and reliability factors worried the investigator while planning, scrutinizing and evaluating results, and ascertaining the eminence of the study. The researcher also considered credibility, transferability, dependability, and conformability.

3.19 Credibility

Credibility involved in establishing trustworthiness in the research results depended on the wealth and vitality of the information gathered, instead of the amount of data gathered. In this study, the researcher gauged the accuracy of the findings through many sources of data collection, member checking, and pilot testing of instruments. The researcher had also worked at two different universities, which makes him familiar with the culture of the university. He consulted the management of the Humanities Faculty and the head of the Department of Strategic Communication and PR to ensure credibility of the results regarding documents and activities related to first-year students' academic reading before the actual data collection sessions. The researcher used purposive sampling in the initial phase of data collection and random sampling in the second phase. Respondents were given a chance to refuse to get involved in the study to ensure honesty, accurate information, and voluntarism. The researcher also welcomed colleagues, peers, and academics to comment and scrutinize the research project, both at the departmental and faculty level.

3.20 Transferability

Transferability refers to the level to which the results can be implemented or replicated in other contexts (Babbie & Mouton, 2001). It gets is considered as a form of external validity and the extent to which findings could be applied or transferred to situations outside the study that generated the findings. The researcher used verbatim quotations of respondents and full descriptions of the research

context to ensure transferability. This view supported by Bloomberg and Volpe (2008:87), who argued that transferability is about "how well a study has made it possible for the reader to decide whether similar processes will be at work in their settings and communities by understanding in-depth how they occur at the research site." In the settings of this study, first-year students' academic reading challenges across South African tertiary institutions are the same. Therefore, it will be easy for readers to transfer the findings of this study to any Higher Education Institution in South Africa and globally; hence, the study is concerned with the academic reading of first-year students who are multilinguals.

For transferability, this study considered Cole and Gardner, Marchionini, and Teague and Pitts's work as follows (as cited in Andrew Shenton, 2004) wherein respondents are given a chance to volunteer to participate in this study and got given enough time to respond to text interrogations adequately. The researcher used an information survey and focus group and individual semi-structured interviews, reflective reports as well as observation, and artifacts in order for the finds of the study to be transferable and to enable him to get rich data. The use of these different data collection methods also accommodated all respondents, since some respondents may feel free to respond to the questions by writing while others are comfortable through interviews. In order to get rich data, the researcher gave respondents enough time to express themselves. In the situation of this study, the researcher made sure that all data collection sessions became average, not very long, and not very short by considering the academic obligations of respondents. To put it differently, the researcher piloted testing in order to estimate the correct time required for data collection. This piloting helped the researcher to make sure that all data were captured without being compromised due to the time factor.

3.21 Dependability

Dependability guarantees that the investigation conclusions might be repeated and are consistent (Shenton, 2004). It is interrelated to reliability and assesses the quality of the amalgamation of data compilation, data scrutiny, and construction of a deduction or hypothesis. The standard on which the study is done, examined and presented measures dependability. In the settings of this study, the researcher ensured dependability by intersecting from other data collection instruments and individual semi-structured interviews. Replication (extended-repeat study), coding/re-coding of data, and peer examination were also used.

3.22 Conformability

According to Rolfe (2006), conformability is a measure of the degree to which the data support findings. It interrogates how the study's discoveries and conclusions are backed by the data sets. This explanation means that conformability steps must get taken to guarantee that research findings are the bits of knowledge and thoughts of respondents and not biases of the investigator (Shenton, 2004). This process establishes whether the researcher had a predisposition in the course of the study stemming from the presuppositions, and the unique views and insights that the investigator brings to the study. To reduce bias, the researcher in this study completed an audit trail throughout the study to demonstrate how data were collected, leading to the results and recommendations.

3.23 Research site

The research got conducted at a South African university in Johannesburg (Faculty of Humanities - Department of Applied Communicative Skills and Strategic Communication and PR). Research data were gathered in the second semester of 2017 and 2018.

3.24 Research ethics

The investigator complied with the universal conventions of ethical research and protected the rights research participants. He ensured no harm befell the research subjects in any manner. Intimate personal details such as their names and institution remained undisclosed during the data collection process - see Creswell (2007), and Frankel & Wallen, (2000). The investigator utilized agreement documents wherein the respondents authorized the study and willingly consented to partake in the research.

The research proposal, together with letters explaining the nature of the research project, a list of the interview questions and consent forms regarding both participation in an interview, video, and audio-taping of the lectures, workshop discussions and interviews respectively, had been prepared and sent to the Faculty of Humanities Ethics Committee for approval. The names of research participants remained private in the research report.

Also, the investigator took the following additional measures to protect the research participants and to act as required ethically:

1. He asked for permission to video record intervention lessons, and discussions specified that the footage was for investigation purposes only.
2. As a provision, if the treatment proved to be successful, it would be offered to the group of participants and other students in the same enrolled group who did not receive it previously.
3. Hence, in line with ethical research practice, the translanguaging treatment was not only for a fraction of the students who preferred to participate in treatment or investigative study. Instead, the mediation should be seen in the light of remedial intervention (also known as developmental intervention), which is signed to support students in reaching anticipated literacy proficiencies in fundamental academic competencies or abilities. Hence, the intervention was also targeted at any volunteer student who had problems with comprehension reading and may have required assistance in achieving epistemological access.

3.25 Reading intervention programme: daily & weekly activities

Table 1 schedule

Dates, Days and period times	Topic	Main Readings	Focus & Reading academic skill to dev	Task
23 July – 27 July Departmental Offices – Monday to Friday (Week 1)	Train and prepare lecturer for the reading intervention		Lecture familiarisation with Translanguaging pedagogy	Purposive Sampling Researcher and participant lecturer's meeting and mentoring on translanguaging strategies and how we will use them

Mon 23 July to Fri 27 JULY (Week 1) TUESDAY 24 JULY 08.00h to 9.35 h GH201 Double period	Pre-intervention meeting with research participants and explaining research purpose Fill in the consent form. Administer language skills / profile/ experience survey			Introductions: Ice break before the treatment; the intention of the study; roles and expectations. Fill in consent forms. Fill in language skills/profile/ experience survey
23 July to 27 (Week 1) Thursday 13:00h to 14:35h (To be confirmed) Double period	Pre-intervention Baseline Test on Academic Reading	Pre-test paper		Write and Answer Comprehension — short questions and multiple choice from given text. 1 to 1 ½ hour.
Week 1 1 Wed PR ACADEMIC READING DEVELOPMENT ARD1BB1	Briefing meeting	Check on problems and do paragraph readings Orientations to translanguaging reading	Help students with translanguaging techniques to apply to their reading tasks	Facilitated by Researcher
Week 2 Tuesday 8 Aug 0800H to 9.35 h B GH 201 13:00h to 14:35h	Reading 1 Non-verbal communication in intercultural communication	Hasler, Beatrice S., et al. "Real-time gesture translation in intercultural communication." <i>AI & Society</i> 32.1 (2017): 25-35. (test text to get used as reading resource) bilingual dictionary (English and their home language(s))	Textual Content internalization and unpacking. Synthesis of textual ideas. An accurate understanding of ideas. Comment on ideas in a text.	Individual reading followed by group discussion. Group discussion on short questions assigned by the lecturer. Plenary session to report and get feedback from the whole class.
7 August to 11 Aug Week 3 Tuesday 8 Aug 13:00h to 14:35h B GREEN 5	Reading 2 Multicultural communication	Guirdham, Maureen. <i>Communicating across cultures at work</i>. Palgrave Macmillan, 2011.	Define and discuss intercultural communication as based on the reading Based on readings Describe and discuss the effects of intercultural communication	Groups will be assigned different parts of the text to work on and then report back to class in any language resource of choice. All class members participate in in-text discussions. Plenary session. Write notes in any language

Week 3 Wed 10:30-11:15 (one period) Wed 9 Aug PR ACADEMIC READING DEVELOPMENT ARD1BB1 B GREEN 6	Briefing meeting	Check on problems and do paragraph readings Orientations to translanguaging reading	Help students with translanguaging techniques to apply to their reading done this week. Discussion and group work	Briefing meeting Facilitated by Researcher
Week 4	Reading 3 Barriers to intercultural understanding: Ethnocentrism	Bizumic, Boris, and John Duckitt. "Article on the nature of ethnocentrism (2012): 887-909.	Explain the concepts of ethnocentrism and stereotyping	
Week 5	READING 4: Organisational Communication: Internal communication	Yeomans, Liz, and Liam FitzPatrick. "Internal...communication." eprints.leedsbeckett.ac.uk (2017).	Paraphrasing and summarising skills: These must demonstrate text understanding and interpretation levels and the ability to engage critically with the text.	
19 – 23 September	SEMESTER BREAK	SEMESTER / COURSE BREAK	COURSE BREAK	COURSE BREAK
Week 7	Variables in the accurate perception of others Improving the accuracy of one's perception-Paraphrasing	Lecture notes and Tubbs & Moss Chapter 9, pg: 181- 187	Identify factors of Perceptual inaccuracies of others	<i>Focus is on paraphrasing - Record group's interaction pattern and activities</i>
Week 8	Types of groups & group dynamics-note-taking and information selection. A bit on multimodality	Prescribed book Chapter 11, pg: 227-238	Explain the concept of groupthink Discuss the four phases of a typical group's development	<i>Focus is on note-taking and selection of relevant textual information- Choose one factor and apply it to a practical situation.</i>
Week 9 Five weeks after intervention 0800H to 9.35 h B GREEN 6 OR 13:00h to 14:35h B GREEN 5 (to be confirmed) 5 October Reading Intervention ends	Post-intervention Test on Academic Reading	Post-test		Write and Answer Comprehension — short questions and multiple choice from given text.1 to 1 ½ hour.
Week 10 onwards Interviews 5 October 10:30-11:15	Interviews	Interviews	Interviews	Interviews

3.26 Conclusion

This chapter draws attention to the procedures employed to tackle the research purposes of the investigation. It also highlighted the research method, research plan, and demarcation of the populace, sampling tactics used to handpick the research site and the respondents. In this study, mixed methods allowed the researcher to swell knowing from one strategic technique to another to validate the conclusions. The researcher drew on the extent of generalization provided by quantitative study with a depth of full understanding provided by qualitative research. The researcher adopted the sequential exploratory research design wherein the gathering and interpretation of qualitative data were pursued by the gathering and scrutiny of measurable data. The researcher gave precedence to the qualitative stage in order to explain quantitative results. The study design explored specific findings fuller or helped explain unexpected results by using focus group interviews and individual semi-structured interviews to understand the results of a quantitative study better. The researcher gathered all data personally, and privacy got upheld in the study. Chapter 4 (the ensuing chapter) concentrates on the presentation and interpretation of outcomes.

CHAPTER 4:

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

The previous chapter emphasized the procedures utilized to address the study's aims. It also drew attention to the research method, research project, and demarcation of the populace, sampling procedures utilized to choose the research location, and of the actual research participants. This chapter presents the findings and analysis of data on the academic comprehension reading development study at a university institution in South Africa. The presentation of the chapter is through a mixed-method approach whereby qualitative and quantitative data are analyzed using a sequential exploratory strategy, as described in section 3.9 of chapter 3. The data are sequenced, explored, and developed from the objectives emanating from the study, which explores liberating academic reading comprehension pathways among English as an Additional Language first year Strategic Communication and Public Relations students at a South African University.

4.1 OBSERVATIONS

4.2 Data Description: The emerging themes from observation data

Several themes, which closely echo and reinforce those from the interview data, emerge from this observation data. The section examines the following four listed major emerging themes from the coded and gisted-observation transcripts about the intervention: *1. Translanguaging academic reading spaces as enabling, empowering, and liberating sanctuaries of fluid meaning-making. 2. The nature of dialogue in the translingual reading classroom: Teacher and Student talk. 3. Multiple discursive language practices: Non-verbal; Visual and Multimodal aspects of text engagement .4. The Benefits of the translanguaging academic reading intervention.*

4.2.1 Translanguaging spaces: enabling, empowering liberating and fluidity

Participant students enjoyed the provision of a so-called "translanguaging space" (Li Wei, 2011; 2017), where learners and students can draw from their languages. The discussion happened in different languages, in this space. One language was used as input but another language as the output. Observation data reveals that students benefited hugely from the multilingual opportunities delivered by the translanguaging academic reading space. There are many examples of flexible multilingualism (Blackledge and Creese; 2009) in approaching texts amongst the student participants in the mentioned translanguaging space. Table 1 below comprises excerpts of interactions' in translanguaging spaces from the field and observation transcription notes taken during and completed after several translingual reading sessions. Analysis and commentary follow the transcript.

TABLE *Field and transcription notes of reading sessions (lecture and workshops, tutorials)*
Moments in minutes represented as, e.g., 01:00-02:00 for a minute.

Descriptive & Reflective field and video transcription notes	
Lecture: Text preview. Topic: Introduction to reading on Communication Barriers focus on critical vital concepts and vocabulary in context. Length of video activity 34 minutes. Number of students 18	
Facilitator: (<i>Referring to a word in the text</i>) So what did you say miscommunication means and refers to in Zulu? What do you call it?	1
Student: Uma singanzwana (<i>Zulu</i>)	2
Facilitator: What is that? Miscommunication? Uma singanzwana (<i>All students, nod, and chorus agreement</i>).	3
Facilitator :(<i>Referring to text</i>) So when there is miscommunication, there are several reasons why Uma singanzwana (we miscommunicate) when communication takes place. Furthermore, one of the reasons is umsindo.	4
Facilitator: This student said noise in Zulu is Umsindo? – Students nod agreement. (<i>noise in Zulu NB noise is another keyword which is representing a significant concept dealt with in this chapter on barriers to communication</i>) ...So there is also interference to communication that comes from umphakati. Which we may call umsindo umphakati. Internal noise. This internal noise is noise from inside the communicator.	5
Tutorial/workshop: Text viewing during the session. Length of video activity 16 minutes. Number of students in video – 9	
(<i>Field notes</i>) In the video, the facilitator hardly speaks except to give group reading tasks and moves around, listening in to the group discussions in each group. The students have space to work on their own and do the reading activities using translanguaging techniques and draw on their communicative resources. There was an affordance of translanguaging reading space. The following notes are sketches of snippets from brief group conversations.	6
Group1 This group is reading (viewing) and discussing the section on the general problem of intergroup communication: <i>Outgroup co-variation effect and In-group favoritism</i>	7
They discuss in partly English, and most use vernacular connectives like “Kuti; ukuti...” to create cohesiveness, coherence, and fluidity in expressing their thoughts, impressions, and interpretations of the text content.	8
One student reads a section identified as problematic line by line and explains her interpretation and understanding to others who listen and respond with additional information or agreement about what has been said by other participants on the text- content	9

They comfortably crisscross between IsiZulu, IsiXhosa, English but also with some sprinklings of Tswana. I notice students naturally discussing in pairs their mixing vernacular and English and jotting down in their notebooks and the margins of the text.	10
The students mark the text with pencils, underlining and annotating as well as simultaneously speaking in a mixture of languages about how they understand the text, at the moment, as they simultaneously read and discuss the text piece by piece. Identify points.	11
03: 20 – 03: 48 exemplified in these moments of the clip. Discussion is lively, and the students look studious, engaged with the tasks and discussions. They show investment in the tasks.	12
Group 2 09:47 – 10:12 The two Zulu speaking students continue with their collaborative task on summary writing, with one of the students scribing their output in Zulu. They are observed discussing in Zulu and reaching consensus on keywords in the text.	13
11: 10 -12: 31 Zulu interaction in writing the summary in pairs. THINK –PAIR –SHARE example... Also, from 13: 10 – 14:12 minutes in the clip, there is a collaboration, in summary, write up discussing and writing up together in Zulu.	14
Extending text meaning in Zulu. Students monitor each other for understanding. Evident in their evaluation, then agreement or addition of information. Pair collaborations explain how the tackled texts in Zulu between these two	15
Group 3 05:39- 06 48 In group 3 there (observed) is a robust interaction between the students as they read their assigned section is in Tswana and English. They read the text and explain to each other the content. Look relaxed and fluidity in the discussion. This group is discussing the section on stereotyping, prejudice, and ethnocentrism as barriers to communication. In this snippet, one student does not quite clearly understand the concept of stereotyping on the ground of disability. The other two explain to her, their understanding using Tswana and Zulu and the joy and excitement at finally getting the point is evident in the smiles and. Confirmation of understanding and repeating in her own words and language before they move on to the next section.	16
Tutorial group work: Text Review - 4 students: Discussion after individual readings on Stereotyping and other barriers to multicultural communication. 35 minutes	
Background: Students had gone over the readings on Ethnocentrism and other barriers to communication like stereotyping individually. The student in the video had just confidently and quite remarkably just given an oral output and summary of a read a text on Ethnocentrism and another article with a focus on the concepts related to stereotyping as a barrier to communication in multicultural contexts.	17
The summary is given in mainly Zulu but with sprinklings of English. Four group members are Zulu speaking students.	18
Others nod agreement, interjecting, "Yes. Number 1" in approval. They all agree that the explanations which were given first in Zulu and then in English were very good. He explained well, they say.	19
00:25- 00: 42 Another student explains in Zulu why the given explanation is satisfactory and accurate and articulate. He confidently gives his own Zulu version of the ideas represented in the text to reinforce and support the validity of the responses from the first student.	20
Student 1 01: 12 – 02: 04 <i>It (ethnocentrism) can be positive and negative at the same time. If a student looks at ethnocentrism, it is all about self- centeredness as I have said earlier, but when you look at the positive side, you see that it is more akin to patriotism.... more like loving your culture. Shuttles into Zulu "... noma ufuna ukukhombwa ukuthi iculture yako uyitanda kangakani kodwa Uma usubukao ngendlele enegative ukuthi uyibeka phambili. That is where ujaja annye ama Culture yingakho ngithi mina it can be detrimental and positive at the same time.</i>	21
<i>("You want to show how much you love or like your culture, but when looking at the negative side or aspects, ethnocentrism is terrible because one puts one's culture first. That is where one starts prejudging other cultures. That is why one says it can be detrimental and positive at the same time. This opinion has a basis on an understanding of the text, and I can quote if required.)</i>	22
36:21 – 38:30 The students then go into a lively and robust debate on whether or not stereotyping is objective or biased. The discussion is in their languages and a mixture of Zulu, English, Tswana, and Xhosa as well as Sotho.	23
36:21 – 38:30 = translanguaged debate summary. One student mixes and moves between isiZulu and English in summary. The students indicate text understanding and that they did so by engaging the text in their languages and English as well and using idiomatic expressions and proverbs.	24

The students indicate to the facilitator as the session ends that at times when they are at a loss in terms of understanding a concept or word, they switch to other languages that they have as resources and get over the difficulty that way.	25
They concede that Ethnocentrism may not exist as a word in African languages, but it is still understandable, and there are various ways of representing its meaning and characteristics in African languages and from a cultural standpoint.	26

The facilitator actively created translanguaging space and cultivated the principle of language alternation in this class by encouraging students to brainstorm and provide alternative meanings of text -concepts and words in their languages. The creation of active translanguaging space is demonstrated in the preview, in paragraphs 1 -5 (Excerpt 1 below) of the observation transcripts.

Excerpt 1

Lecture: Text preview. Topic: Introduction to reading on Communication Barriers focus on critical vital concepts and vocabulary in the text. Length of video activity 34 minutes. Number of students 18	
Facilitator: (<i>Referring to a word in the text</i>) So what did you say miscommunication means and refers to in Zulu? What do you call it?	1
Student: Uma singanzwana (Zulu)	2
Facilitator: What is that? Miscommunication? Uma singanzwana (<i>All students nod and chorus agreement</i>).	3
Facilitator: (<i>Referring to text</i>) So when there is miscommunication, there are several reasons why Uma singanzwana (we miscommunicate) when communication takes place. Moreover, one of the reasons is umsindo.	4
Facilitator: Someone said noise in Zulu is Umsindo – Students nod agreement. (<i>noise in Zulu NB noise is another keyword which is representing a significant concept dealt with in this chapter on barriers to communication</i>) ...So there is also interference to communication that comes from umphakati. Which we may call umsindo umphakati- internal noise. This internal noise is noise from inside the communicators.	5

In the example above, the facilitator actively encourages the student to identify and explore meanings of the main concepts like “*miscommunication*” using a variety of repertoires available to the reader, for example, which one student suggests the Zulu alternative “*Uma singanzwana*.”. The students also provide “*umsindo*” for “*noise*” in communication” and “*umsindo umphakati*” for “*internal noise*.” The lecturer consciously created translanguaging opportunities for students to exchange ideas through his questioning. The emphasis here is on the flexible use of English and students' different home languages. The teachers' pedagogy, in this example, promoted the simultaneous use of these languages, thus permitting a comfortable translanguaging space for the students. The instructor's role here facilitates multiple voices in reading activities. He deliberately nudged students into a translanguaging mode, giving them the space to do so. In other similar instances, the facilitator engaged with using his multiple linguistic repertoires with the students. He demonstrates the educational theory that takes from meaning-making and linguistic funds accessible to augment schoolroom involvement and scholarly engagement with and in the translanguaging class reading activities. The above excerpt exemplifies how the main content was modelled using translanguaging and unpacked in indigenous (home languages);

in the preview of academic texts. In creating and maintaining this 'translanguaging space', in their interactions, the lecturer and students struggled together and went together through the difficulties of finding alternatives in indigenous languages for technical terms. The teacher and students became partners in learning. Greater mutuality was created between the learners among themselves and the teacher as they worked collaboratively, Jim Cummins (2007).

Once the translanguaging space was provided, students thrived in their academic reading in several ways. They, as shown in paragraph 8 of the field notes, started with using vernacular connectives like "*Kuti; ukuti...*" to create cohesiveness, coherence, and fluidity in expressing their thoughts, impressions, and interpretations of the text content. The observer noted that student participants were transferring information and aptitudes crossways speech in carrying out the activities - Velasco and Garcia (2014), in what Cummins (2008) identifies as the transmission of metacognitive and metalinguistic stratagems. Examples from the field and observation notes include line 13, where the researcher notes, "*...They are observed discussing in Zulu and reaching consensus on keywords in the text.*" Another piece of evidence is in paragraph 14, where the transcript indicates "*...there is a collaboration, in summary, write up discussing and writing up together in Zulu.*"

Another example can be found in paragraph 16, "*In group 3 there (observed) is robust interaction between the students as they read their assigned section in Tswana and English. They read the text and explain to each other the content.... In this snippet, one student does not quite clearly understand the concept of stereotyping on the ground of disability. The other two explain to her, their understanding in Tswana and Zulu and the joy and excitement at finally getting the point is evident in the smiles*" Once translanguaging space got created, the students were free to use their acquaintance of the two or more diverse languages to accomplish assorted reading assignments. Prototypical examples given above and elsewhere in the observation data, the participants were observed shuttling crosswise languages in order to make intelligence of hard or abstruse words in all languages at their disposal. For example, in paragraph 25, "*... The students confess when at a loss in terms of understanding a concept or word, they switch to other languages that they have as resources and get over the difficulty that way*". Their procedure of reinventing a text from one language version to an extra got observed as 'translation and interpretation' as branded by Cervantes-Kelly (2010: 43). Translanguaging space allowed students to engage in "exploratory" talk that sought to establish working definitions in their languages of specialist terms used in the text.

The cited evidence from the field and observation notes show that using translanguaging during collaborative reading is a useful pedagogic resource that helps students to understand texts. Students worked collaboratively. They guided each other in the Zone of Proximal Development (Vygotsky, 1978) and used their everyday natural languages. They learned from each other. They were adept at going into their current terminology or growing it. They cultivated and fostered vocabularies in their languages and that of the manuscript versions as they read and sought for the import and essence of exigent words through a conference with classmates. There were ownership and pride evident. No one got left behind in understanding text meaning. The fact that students moved together in understanding text issues is akin to what Makalela (2016b) refers to as Ubuntu translanguaging.

The data supports Makalela's (2016b) claim that ubuntu translanguaging gives students full access to full meaning-making. Using their socio cultural-historical consciousness in the form of Ubuntu translanguaging means students are dependent on themselves to make meaning. There was accommodation for all students' ideas. In addition, the text got transformed through this kind of translingual engagement, and the levels of understanding were intense. The students achieved a deeper meaning of text content and concepts (Baker, 2011, p289). They read the text, paraphrased, and explained in home languages, which allowed them to work at a higher cognitive level. In the group exploratory talk, translanguaging in the *translanguaging space* meant, the students are involved in many speech acts. When students use language, they are doing something. In talking (using their languages); therefore, the students are doing a cognitive act and becoming knowledgeable in the subject matter of the text. Student talk was exploratory, as they seemed to be learning from the readings through talk. When the students were struggling with translations and offering alternatives for English terms, they were also engaging in "exploratory talk." It would appear that exploratory talk became a vehicle for learning from the academic texts. Perhaps as they struggled with terms and tried to come to grips with concepts, they were learning.

Translanguaging space meant opportunities for critical and reasoned engagement in reading activities were based on translingual dialogue and was not the silencing of classroom dialogue. The student in the following extract was able to give a compelling argument in debating the nature of ethnocentric in the text review captured in the following excerpt 2.

Excerpt 2

Student 1 <i>01: 12 – 02: 04 It (ethnocentrism) can be positive and negative at the same time. If one looks at ethnocentrism, it is all about self- centeredness as I have said earlier, but when you look at the positive side, you see that it is more akin to patriotism.... more like loving your culture. Shuttles into Zulu “... noma ufuna ukukhombwa ukuthi iculture yako uyitanda kangakani kodwa Uma usubukao ngendlele enegative ukuti uyibeka phambili. That is where ujaja annye ama Culture yingakho ngithi mina it can be detrimental and positive at the same time.</i>	21
<i>("You want to show how much you love or like your culture, but when looking at the negative side or aspects, ethnocentrism is terrible because one puts one's culture first. That is where one starts prejudging other cultures. That is why one can say it can be harmful and positive at the same time. This has a basis on my understanding of the text, and I can quote if required to do so.)</i>	22

Here the student exhibits critical thinking at work. He questions the stance that Ethnocentrism is a negative influence in society as postulated by the text. The student has a conversation with the text and challenges the writer from the point of content knowledge and of the author's position. He modifies the authors' view of ethnocentrism and justifies the positive aspects of the phenomenon that is not necessarily in the text. He generates debate quickly, naturally shuttling between languages, and thus demonstrates insight into the controversial nature of the text-topic. This student goes beyond text meaning because of having been given translanguaging space. Reviewing the text in the home languages (with a collaborator or grouping, or facilitator who shared their home-grown lingos) and back to the English was thus beneficial. Such reviews included moments of discussing, summarizing, and analyzing the text using translanguaging. This step helped the students to illuminate and transfer what they absorbed in the English text, congealing their grasp of the substance and domain-specific vocabulary.

4.2.2 Discussion: Value in translanguaging reading and learning space

To conclude this section, we can also surmise that students need a translingual and multilingual space, in which they can breathe their living, read, and learn without restrictions. In this section, the student participant academic readers show remarkable and impressive ingenuity and analytic qualities in their multilingual ways, by breaking the cultural and linguistic conventions of the traditional monolingual reading classroom. By crisscrossing languages and communicative repertoires, the students can position themselves flexibly and strategically as competent readers who engage fully with academic texts in their field of study.

Due to the provision of space to translanguage, the research-subjects percolated languages transversely. They could borrow from and into their obtainable terminology or grow it. They acquired

and widened vocabularies in their lingos and that of the academic-writings as they made sense the text and combed for the meaning of demanding words via discussion and talk with peers and facilitators. James Cummins (1979) denotes this hypothesis as *linguistic interdependence*. Makalela (2016) refers to it as Ubuntu translanguaging and argues that it represents cultural competencies. The students ripened their intellectual dexterities since the undertakings that necessitated them to interchange languages made them deliberate around the precise use of words and related terminology. The discoveries here, consequently, denote that the translingual assignments empowered the academic readers to transmit 'culture-specific genre information transversely-across- languages Gentil (2011:16). In this way, students digested the text information as opposed to indigestion (Garcia 2009). The outcomes are also in sync with Dehkordi and Shafiee's (2016) research paper, which unearthed summary writing drills to be an effectual agency of supplying a framework for terminology connotation and denotation as well as form and use augmentation. The translanguaging approach is seemingly empowerment for linguistically the participants. The findings affirm Mashiyi's (2014: 153) claim that the mingling of lingos fosters sense-creation and entrée to 'the curriculum.'

These discoveries are also reinforced by Street (2003, 2011), who maintains that educational context influences thought in literateness. Translanguaging allowed for an epistemological movement or, shift from '*fixity to fluidity*' in accessing and making meaning from texts. The language alternation increased reading performance and gave the participant students an edge.

Hence, the creation of translingual spaces meant students 'naturally' used their desired voices and linguistic resources at hand to allow them fluid access to the meanings of terms, providing a pathway to the comprehension of text concepts. Translanguaging legroom legitimized a function for the background language(s) in educational institutes, steering students towards amplified self-esteem and investment in scholarship. An increase in self-worth signalled that the provision of translanguaging space and sessions resulted in – or the outcome was the transfer of text knowledge, at least in the instances alluded to in this section.

4.3 The nature of dialogue in the translingual reading classroom:

4.3.0 Teacher and Collaborative Student talk

4.3.1 Teacher and student talk

This part focuses on teacher talk and firstly presents prototypical, selected moments of the video transcript combined with relevant field notes, which speak to this sub-theme. Table 2 below comprises excerpts illustrating teacher talk from the field and observation transcription notes taken during and completed after text-previews of the translingual reading sessions. Analysis and a commentary discussion follow the transcript extracts.

TABLE 2 *Field and transcription notes of reading sessions (Teacher Talk)*

Descriptive & Reflective notes, video transcript, and observation notes.	
First lecture 2018 NVC: Length of activity 50 minutes. Number of students – 20	1
Facilitator: Oubulela Sepedi? (<i>Who speaks Sepedi?</i>) Students raise their hands). And then, Zulu? (more raise their hands). Kugcwele abantu abakhulumayo (So most are Zulu Speaking). Kukhona abathethago Xhosa? (Anyone who can speak Xhosa?) Wena ukhulumani ilanguage yakwo? (You what language do you speak?) Student: IsiZulu Facilitator: IsiZulu. Okay. So, the majority speak Zulu, but still, kusho ukuthi angcke sikhulume amanye amalimi se try kuexplainer imean. If or obatla kubutsa botso kaseTswana or obathla bolela ka Sepedi, that is also welcome. (Speaks in Venda and also mixes Tswana, Zulu, and English)	2
He begins with unpacking the word globalization as used in the text. He finds Zulu alternatives to explain the concept 27 - 28 minutes into the lecture.	3
The observer noticed that soon after the lecturer engaged local indigenous languages, the students lighten up, smile, become attentive and followed his explanations much more closely, refraining from chatting amongst themselves	4
This video clip records the introduction of a lecture on an academic text dealing with the concept of Ethnocentrism in Communication.	5
Facilitator: Any student can raise it, and we will try to look at it sibane ukhuthi 'fitter' kanjani so ka Sepedi le ka leng badibetsa deema, ke deema leng Dekka like proverbs and idioms which then summarize or give any student here knowledge. So, going back to the concept of Ethnocentrism. It is like self-centeredness, which involves an in-group expression of an ethnic group. It is an expression of self-security or purity of one's ethnic group, and self-centeredness is at the core of the concept.	6
Facilitator: Laba bakhuluma isi Zulu. If we are talking about self-centeredness, mina niyi understand kanjani masthi umuntu. In Zulu, how can anyone explain self-centeredness. Is there any idiom, proverb, or proverb that can help us summarize all this?	7
Field notes- class observation lecture one summary The lecturer began by introducing himself and indicated his mother tongue is Tshivenda but that he was also fluent in Zulu, Xhosa, Sepedi, and Tswana. He talked in general about ethnocentrism. He indicated that the objective of the lecture was to unpack the concept of ethnocentrism, "in our mother tongue." The lecturer asked about what languages the students speak. Most indicated Zulu and other Xhosa and Tswana. The lecturer eased into local languages but also crossed between local languages and English. The use of the local languages acted as an excellent and effective icebreaker. Students paid attention when communication got conducted in local indigenous languages. They were drawn in and invested. They came alive and yet were also relaxed.	8

4.3.2 Teacher talk

Teacher-talk from observation-data can be analyzed and discussed from several angles. Firstly, the lecturer began the first preview lecture by introducing himself and indicated his mother tongue is Venda but that he was also fluent in Zulu, Xhosa, Sepedi, and Tswana. In excerpt one above, he uses indigenous languages when he asks students to indicate their language proficiencies in the local language. The observer researcher notes in the paragraph, *"I noticed that soon after the lecturer engaged local indigenous languages, the students lighten up, smile, become more attentive and followed his explanations much more closely, refraining from chatting amongst themselves."*

Here, it is evident the lecturer's use of a local language isiZulu, a widely spoken language in Johannesburg, acts as an icebreaker as it elicits some smiles and laughter. The students seem more attentive and relaxed as if appreciating that local languages are valid even in a classroom context. The suggestion here is that if the facilitator shares the same languages as the students, the synergy is stronger, the translanguaging more fluid, and the students more receptive. The use of the local languages acted as an excellent and effective icebreaker. Students paid attention when local indigenous languages got used. They were drawn in and invested. They *"look serious, yet we also relaxed"* (paragraph 8). However, that does not mean monolingual lecturers or educators are not able to enact translanguaging reading pedagogy.

On the contrary, all educators can carry out translanguaging strategies, while their usage may possibly fluctuate, as tactics get altered to suit the categories of scholars they instruct and their potencies and assets. Evidence to support this point lies in that the researcher himself, although hardly proficient in the languages of the students, was still able to facilitate many more tutorials and workshops in this intervention than the lecturer in the observation evidence in the excerpt. The writer believes that even a monolingual teacher can enact translanguaging. For such educators, the only prerequisite is to cogitate on the bi/multilingualism of their pupils as an asset and capital for teaching and learning. The only vital ingredient to achieve this feat is amity, and an inclination surrenders complete educator domination, and don of the outlook and stance of an apprentice, rather than of instructor.

A common finding in the initial modeling lessons, interaction, and translingual exchange in the first paragraph by the instructor was the prevalence of recitation Lemke (1990), which is distinguished by instructor-steered recitation. Teacher narration-like talk happened despite the teacher's use of local languages, and even when previewing the reading and unpacking the word *globalization* as used in the

text in paragraph 3 in the excerpt when the teacher finds Zulu alternatives to explain the concept. Similarly, in paragraphs 6 and 7, he unpacks "*ethnocentrism*" crossing between languages. Repetition, recitation (Lemke, 1990), coaching, and elucidation got utilized in these examples. Recitation is usually frowned upon by the principles of dialogic pedagogy. However, in these instances, *recitation* (exploited quick, succinct, curt and terse rejoinder/ interrogation cycles to remember or assess that anticipated to be familiar already), *instruction* (conveying to students what needed to be done and how to get it done), and *exposition* (exposing conveying material and amplifying) issues and matters was beneficial. The recitations became a constructive pedagogical device when intended for explicit and overt aims and objectives (Wells, 1993). Using recitation to unpack main content in indigenous (home languages) in the preview of the text had clear specific goals. The teacher here modelled academic reading using translanguaging to takes from on all intelligence-creating and language toolboxes or asserts available to improve and increase schoolroom input and studious involvement with and in the class reading activities.

Therefore, the Initiation Response Feedback (IRF) recitation prototype (Sinclair and Coulthard, 1975) in the form of lecturing in the preview stages of the reading gets categorized as an efficient means of sharing information with students. The lecturer here is preparing his students for readings on multicultural communication, ethnocentrism, and non-verbal communication. He gives the necessary background knowledge to begin studying the text. Students have the opening to develop context. This initial and seemingly teacher-centered approach may have reduced students' engagement in activities, but it - nevertheless - served a productive purpose. The lecturer, in these instances, provided students with access to textual and concept content background. He also got the students to do things, ordering, instructing, and controlling them, thus organizing the teaching process and scaffolding. Arguably, the IRF recitation dialogue pattern here ought to be viewed as appropriate and valuable use of instructional time. There, therefore, was a place for a bit of goal-oriented IRF dialogical patterns in the translanguaging reading pedagogy.

Also, as expected in a text preview lecture, there was more teacher talk than student talk. However, the reading lecture and subsequent tutorials and workshops progressively and increasingly became even more and more "conversation-driven" when combined with activities and dialogic pedagogy calculated to give the undergraduates an opening to confer what they had read, acquired and understood. During similar stages, students added to the knowledge, sharing their knowledge.

In this excerpt two and elsewhere in the observation data, the lecturer and students, using translingual dialogue, picked out quotations from the text, which struck them as central and translated these. Some students to explain, analyze, and critically appreciate the concept of "self-centredness" also used proverbs and idioms. The lecturer, together with students, summarized and explained the concepts as presented in the academic article on ethnocentrism. Proverbs, idioms, and wise African sayings were also used in African languages to summarize. There was much probing from the lecturer concerning the idea of "*self-centeredness*." He asked students to translate the idea of self-centeredness. Students eagerly engaged with this concept from the text using a variety of local languages, especially Zulu, in the translations. One student suggested in Zulu that a possible translation of self-centredness in his language is, "*ukuzibekela pambili*." Students gave other suggestions in Sepedi. A Venda suggestion was "*uzitongisa*."

There was much vigorous nodding when the class agreed with translations given and suggested. Another student suggested that some Tswana names that embody ethnocentric tendencies and inclinations. One such name, when translated to English, would read, "*We are not like them*." Other quotations from the text that got tackled, translated, and discussed included "*ethnic cohesion*" and "*superiority complex*." The lecturer and students assisted each other and collaborated in coming up with suitable translations in local languages. Fluidly using a mixture of languages, the students and lecturer debated the good and bad aspects of *ethnocentrism*. The debate was lively and produced exciting and textually relevant ideas.

The researcher concludes that using translanguaging to drive classroom dialogue and conversation on the readings, the facilitator became part of the discussion as an equal member of the group or class, but was also self-effacing, allowing the voices of students more translanguaging space and time to engage with the texts and amongst themselves in their multiple voices. Translanguaging used in this way deepens textual knowledge and makes learning enjoyable. Both the lecturer and the learners used it alternatively. Sometimes language was used in a manner that demonstrated the used languages as inseparable. The use of mixed languages built the cognitive levels of the students, and the text-related translingual dialogue allowed the students to discuss academic comprehension tasks and confirm comprehension through collaboration resulting in a deeper understanding of the text content.

4.3.3 Student talk

Observation data revealed that there was more Student Talk during group reading tasks, particularly those tasks that involved viewing and reviewing academic texts. The translanguaging driven dialogic reading classes got done as small group assignments in which the mediator took a more circuitous and self-effacing role, retreating to allow the groups freedom to work and discuss without direct intercession. Student participants observed contributing as well as engaging the multiple voices of group members in dialogue and conversation on text concepts and vocabulary. Such translingual conversations were visibly and expedient and constructive for expanding and intensifying their grasp of certain conceptions and theories in the field of Communication.

Figure 3 below comprises excerpts illustrating student talk from field and observation transcription notes taken during and completed after text-views and text-reviews sessions of the translingual reading intervention. The excerpt is prototypical of translanguaging in which there is language engagement or use in doing the academic act. There is also language use in thinking about, evaluating, understanding, and analyzing text content and articulating that understanding or text insight. A commentary discussion follows the transcript extracts.

FIG 3 Field and transcription notes of reading sessions (Student Talk)

Descriptive & Reflective notes video transcript and observation notes.	
Video activity length 16 MINUTES: Translanguaging tutorial/workshop session 2017.	1
Group1 This group is reading and discussing the section on the general problem of intergroup communication: Outgroup co-variation effect and In-group favoritism The students mark the text with pencils, underlining and annotating as well as simultaneously speaking in a mixture of languages about how they understand the text, at the moment, as they simultaneously read and discuss the text piece by piece. Identify points.	2
Group 2 I notice students naturally discussing in pairs their mixing vernacular and English and also jotting down in their notebooks and the margins of the text. 13: 10 – 14:12 The two Zulu speaking students pare observed engaged in a collaborative task on summary writing, with one of the students scribing their output in Zulu. They are observed discussing in Zulu and reaching consensus on keywords in the text collaboration, in summary, write up, discussing, and writing up together in Zulu. Extending text meaning in Zulu. Voice monitoring each other for understanding. Evaluating then agreement or addition of information represents how texts got tackled in Zulu between these two.	3
In Group 3 In group 3, there (observed) is a robust interaction between the students as they read their assigned section is in Tswana and English. They read the text and explain to each other the content. Look relaxed and fluidity in the discussion. This group is discussing the section on stereotyping, prejudice, and ethnocentrism as barriers to communication. In this snippet, one student does not quite clearly understand the concept of stereotyping on the ground of disability. The other two explain to her, their understanding of Tswana and Zulu and the joy and	4

excitement at finally getting the point is evident in the smiles. The student confirms understanding and repeats in her own words and language before the group move on to the next section of the text. 05:39- 06 48.	
Video Length - 35 MINUTES: Tutorial on Ethnocentrism and stereotyping Review	5
Student 1 (contributing to the translingual discussion and engaging during a text review session) S: <i>Showcasing one's culture or what one does in one's culture - that is, ethnocentrism in an optimistic and positive light. Patriotism. What of the negatives? Once ungayibeka pambili uyibona ukuthi ungcono bese uyaqala ukujaja other cultures yila oqalo khona ukuthi lokhu kwi culture yethu siyakwenza, thina Iya xhawula lokhu ema Vhenda Alala phansi maye bingelela. (Translation: Once one puts oneself first, one sees oneself as superior, and one starts comparing and judging other cultures against one's own, which is unfair. In our culture, we shake hands when we greet. Vendas lie down when they greet. So, who should judge who and whose greeting rituals are better?</i>	6
Video Length - 57 MINUTES: Tutorial on ethnocentrism. A group of girls	
Discussion is lively, and students come to life. There is a lot of hand gestures and nonverbal communication to complement the verbal messages given in a mixture of Zulu and English, but with Zulu being the more dominant and preferred debating language.	
05 – 3 minutes into the video (contributing to the translingual discussion and engaging during a text viewing session) Student 2: She gives the Zulu equivalence of the concept of self-centeredness, prejudice as central characteristics of Ethnocentrism and elaborates extensively mixing Zulu, Tswana and English while being encouraged by the nods and positive feedback from group members who interject further contributions in the three said languages.	7
Other students: The other students strongly agree with her interpretation of the text. Zulu, English and Tswana get interchangeably used. The group members readily add contributions in a complimentary manner, and by this time they are all mixing, meshing, and crisscrossing between English, Zulu and Tswana and Sotho.	8
Student 3: One student, volunteers a Tswana infused approach. She reconfigures the concept of ethnocentrism from a Tswana perceptive. In her culture, people who are not proud of their ethnic group and adopt the ways of others are "looked down upon" and referred to as " <i>Magalagadi</i> ," and she explains how this term re-expresses Ethnocentrism as represented in the text.	9
Still, with the concept of ethnocentrism, the group unpacks the concepts of in-group and out-group as conceptualized in the journal article. The students read the relevant section. " <i>lauzale lekona</i> " 11:11 -11- 13 is suggested as a Zulu equivalent of in-group by one student. The facilitator gives a Shona version of the concept calling it " <i>mumwewedu</i> " to the amusement and excitement of the students...	10
11: 48-11: 49 In <i>Setswana</i> , ' <i>mogaetsu</i> ' suggests one student. Meaning, "one of blood," she thoroughly explains. " <i>Mtase</i> " is further suggested as a Zulu equivalent. And " <i>Mkaya</i> " There is much smiling, laughing, and outward displays of enjoyment of the tutorial sessions. Students are also studious and severe in their concentration levels.	11
" <i>Kibuti</i> " in <i>Tswana</i> refers to someone who is looked down upon possibly on the grounds of not belonging to in-group. The word shows the contempt associated with ethnocentric prejudice. Students refer to jokes and ridiculing made on other different ethnic groups in ethnocentric hostility. Examples for the student's cultures, communities, and society to demonstrate the concept are numerous.	12
In a text viewing and discussion session, students also use proverbs from their cultures and language groups to represent the idea of ethnic favoritism. A common proverb found in Zulu, Tswana, and Shona representing ethnocentrism when loosely translated means, " <i>Whatever food you get, eat with family because those not of your blood have a weak memory. They forget generosity easily</i> " This proverb shows mistrust of foreigners. Students give Zulu versions of the proverb from minute 35: 36 -37:00 in the session video	13

4.3.4 Student text-engagement: cultural and linguistic communicative repertoires

A general analytical description of the above excerpt reveals that, in all the instances given, the discussion of text concepts using multiple languages is deep, wide-ranging, and personal. We have, for example, in paragraph 13, an illustration from students' own cultures and society in text analysis and viewing in the use of the proverb "*Whatever food you get, eat with family because those not of your blood have a weak memory. They forget generosity easily.*" This proverb, which has Zulu, Tswana, and even Shona versions, is used to show the mistrust of foreigners. Students in the examples given above, also use their languages with a mixture of English. Discussion flows because languages get mixed, and students make choices about which language or lexicon item to use, when, and why. They make free, linguistically natural choices when they choose the language most comfortable, practical, and communicative for them (according to the text context and tutorial group context). In paragraph 9, for example, one student reconfigures the concept of ethnocentrism from a Tswana perspective. In her culture, people who are not proud of their ethnic group and adopt the ways of others are "*looked down upon*" and referred to as "*Magalagadi*". She explains how this term re-expresses ethnocentrism as represented in the text. In paragraph 10, one student suggests "*lauzale lekona*" as a Zulu equivalent of in-group. Students move between English and their language mixtures when discussing and viewing a text among themselves. Observed in paragraph 11 is one student who suggests '*mogaetsu*,' which in Setswana means "*one of my blood*," as she thoroughly explains. "*Mtase*" and "*Mkaya*" are further examples suggested by other students as Zulu equivalents. These modes and undercurrents of dialog contributed to interest and perception (students reacting to and carrying onward the conceptions of the academic texts) and scaffolding. Such talk facilitates language awareness and the use of scaffolding for meaningful negotiation and construction of desired voice in reading comprehension text. The translingual talk seemingly led to the successful transfer of text content and ingestion of novel reading learning and scholarship from the texts to prevailing knowledge-information and grasp.

Students in the cited examples are enjoying working out meanings in different languages and finding out they can express academic concepts accurately in other languages that they know other than English. They have fun turning academic jargon into pure speech. For example, in the field notes in paragraph 11, it is observed, "*There is a lot of smiling, laughing and outward displays of enjoyment of the tutorial sessions.*" Demonstrated here is a good understanding of the concepts covered in the text. It is also evident that the students are taken in by the tasks and have a serious attitude, which shows investment in the reading tasks.

Student participants came to the reading classroom with multiple voices picked up from and shaped by their culture and communities. Through a process of reading from the relevant sections in the text and simultaneously engaging with the text in other languages, they know, like Tswana, Zulu including communicative language tools like idiomatic expressions and proverbs in those languages, students were able in their multiple voices to engage profoundly and with deep understanding with academic texts. Idea articulations and communication is fluid and versatile. The reading lessons relied on 'genuine' communication in which students used all the linguistic and cultural communicative discursive repertoires available to them at hand. The observation data suggests that they did so fluidly with languages leaking into each other. The cross-pollination of languages foregrounded the language resources students have at hand during meaningful communicative exchanges on academic texts. The results suggest that translanguaging through collaborative learning enhances students' comprehension of texts when using their languages for meaning-making and understanding text-words.

4.3.5 Collaborative translingual talk

Collaboration instruction created spaces for academic reading pedagogy to become a multiarticulate activity that offered the facilitators together with students the prospect to be active participants in meaning-making. When the perspectives of facilitators and students are dynamic, involved, and functional partakers in the translingual didactical exchange of ideas, which was not only self-motivated, reactive but also perceptive grasp operated in sync with analysis to aid and advance text acquaintance and wisdom. Clear evidence of the phenomenon is in paragraph 10, where the field notes indicate while working on the text concept of ethnocentrism, a group of participants unpacks the concepts of in-group and out-group as conceptualized in the journal article. "The students read the relevant section. A Zulu equivalent of *in-group* is suggested as "*lauzale lekona*" by one student. The facilitator gives a Shona version of the concept calling it "*mumwewedu*" to the amusement and excitement of the students..." In Setswana, one student contributes, it is '*mogaetsu*,' which means "one of my blood," she thoroughly explains. "*Mtase*" is further suggested as a Zulu equivalent as well as "Mkaya."

In the discussion of texts, alternative perspectives transacted with one another as observed and noted in the field-notes in paragraphs 7, 8, and 9 of excerpt three above. **Student 2**, for instance, *"gives the Zulu equivalence of the concept of self-centeredness, prejudice as central characteristics of ethnocentrism and elaborates extensively mixing Zulu, Tswana, and English...The other students strongly agree with her interpretation of the text. Zulu, English, and Tswana get used interchangeably.*

Group members added on contributions in a complementary manner, and by this time, they are all mixing, meshing, and crisscrossing between English, Zulu and Tswana, and Sotho.

*Furthermore, **Student 3** volunteers a Tswana infused approach. She reconfigures the concept of ethnocentrism from a Tswana perceptive. In her culture, people who are not proud of their ethnic group and adopt the ways of others are "looked down upon" and referred to as "Magalagadi". She explains how this term re-expresses Ethnocentrism as represented in the text"* Richard Beach, Eddleston, and Philippot (2004), documented that "when students are bringing a range of different voices and perspectives [to a discussion] they are more probable to agree or disagree with each other, leading to a lively exchange of ideas" (p. 88). Adding to this view, Mahiri (2004:223) contended that when students or interlocutors agree or disagree in interaction, it all suggests the inevitable need for a sense of commune. This view of meaning construction is Bakhtinian. The existence of community requires heteroglossia, or the attendance of multiple speeches and opinions, is desirable, as was illustrated in the moments captured in the excerpt example above.

M. I. J. Paxton (2009) convincingly contends that, through collaborative work and translanguaging, students themselves can grow academic vocabulary, terminology, and registers in their own (African) languages. There is clear evidence in paragraphs 10 and 11 of excerpt three where the text's term *in-group* is equated to, "*lauzale lekona*" or "*Mtase*" in IsiZulu, or "*Mkaya*" and as '*mogaetsu*' in Setswana. Concepts and text meaning here get coined and developed using a multiplicity of languages in the interface. This observation evidence validates studies by - Ngcobo *et al.* (2016), Mbirimi-Hungwe (2016), Motlhaka and Makalela (2016), and N. Mkhize and Ndimande-Hlongwa (2014), who showed how such a plan is possible with students at Universities in South Africa. Using their socio cultural-historical consciousness in the form of Ubuntu translanguaging - Makalela (2016) - means students are dependent on themselves to make meaning.

Translingual discussion and multiple collaborative voices ensured students avoided rote learning, which results in superficial retention of information. Students worked in groups using multiple fluid discursive, communicative, and linguistic resources. They had a translingual dialogue. This kind of dialogue proved critical in collaborative learning activities and developed academic language awareness. There is considerable research evidence, which suggests that cooperative reading results in a greater understanding of a text than conventional approaches to teaching reading comprehension - Mitra (2019); Momtaz (2015); Gani, Yusuf, and Susiani (2016). Using translanguaging during collaborative reading is a useful pedagogic resource, which helps students to understand texts. It shapes the program for classroom talk and discourse, promoting collective discovery and absorption of

knowledge among students in the Zone of Proximal Development - Helm and Dabre (2018); Motlhaka and Makalela (2016); Portolés and Martí (2017); Bikowski and Vithanage (2016).

Locating and framing “education as, interrogation, questioning, or inquiry provided a gap for learners to explore text topics cooperatively and of utilizing the views propounded by cohorts -Harste (2001). The significance of granting student independent exploration of topics meaningfully using their own communicative resources echoes throughout the research done so far on inquiry teaching - e.g., Heath (1983); Short and Burke (2001); R. A. Beach and Hynds (2006); Hillocks (1982); Lensmire (1994); Kohn (2000); Graves (1999). The observation evidence suggests that translanguaging enables the exchange of diverse opinions, as well as multiple voices in engagement with academic texts, and minimizes anxiety. Translanguaging allowed students to engage in collaborative discussion hence enhanced and deepened understanding of the text.

4.3.6 Translingual inquiry dialogue

The observer noted that translingual group talk was as a mode of communication accompanying the academic reading activities. The construction of multiparty speech, where the undergraduates are intertwining each other's inputs mutually through translanguaging, connecting one to the other, developing ideas cumulatively was the work of translingual investigative and analytical dialogue. Such transactions are the kinds of exchanges depicted in this observation data section of the study. Infusing translanguaging in the reading program meant that ‘language’ became a tool used to access epistemic learning from texts. In-group conversation and translanguaging reading activities stimulated the undergraduates to generate a vast selection and span of connotation and imports by exploring, sharing, and enquiring about text content. Good examples and observation evidence of this are in paragraphs 2, 3, and 4 of excerpt 3.

In these examples, the researcher notices **Group 2** students naturally discussing in pairs, mixing vernacular and English. In the cited excerpt evidence, two Zulu speaking student’s observation notes indicate engaged in a collaborative task on summary writing, with one of the students scribing their output in Zulu. They are observed discussing in Zulu and reaching consensus on keywords in the text collaboration in their summary write up. They talk and write up together in Zulu. In this way, they extend academic-text meaning in Zulu. They monitor each other for understanding, evaluating text information, and then end up agreeing or adding information to the discussion. In **Group 3**, observed is robust interaction between the students as they read and tackle their assigned section in Tswana and

English. They read the text and fluidly explain to each other the content. In paragraph 4, the field notes read:

"This group is discussing the section on stereotyping, prejudice, and ethnocentrism as barriers to communication. In this snippet, one student does not quite clearly understand the concept of stereotyping on the ground of disability. The other two explain to her, their understanding in Tswana and Zulu and the joy and excitement at finally getting the point is evident in the smiles. The student verifies understanding and repeats in her own words and language before the group move on to the next section of the text."

The participants here were cognitively engaged in reading pursuits while concurrently or simultaneously developing their intellectual reading skills. This extract is prototypical of the intelligence-sharing undertakings that are a recurrent category of transactions identified and classified in the observational evidence for this investigative inquiry. Such events broadly incorporate an interchange of information by the students. In other captured instances, such events integrate the resolving complications. Regular rotations in a conversation need asserting opinions or shreds of evidence, clarifying as well as rationalizing a notion, plus explaining a declaration. From this data, we can surmise that translingual dialogic tasks have their role in academic reading tasks done in the classroom to distribute opinions, information, or ideas. Translingual questioning interchange presents the possibility to unlock chances aimed at text erudition since learners participate. Hence, students launch to innovative and applicable languages and language forms that emerge during such interaction. The student participants achieved common understanding through translingual inquiry; they wondered (played with leeway, cogitating, ruminating, discovering) and had translanguaged text debate that guided as well as prompted. The students built other class or group members' inputs (through increasing translingual talk). They narrowed down options and expedited the 'takeover' of text discernments and theories using their multiple voices.

4.3.7 Conclusion: translingual collaborative classroom and student talk

The talk highlighted in this observation data section was born out of the translanguaging design of the intervention. Also, it played a role in teaching and learning of academic reading literacy. Unarguable translanguaging embraced and engineered a more extensive inventory of dialog that contained additional investigative, info-pursuing, and analytical-based conference concerning engagement with academic text tackled in the intervention. Dialogic translanguaging yokes the power of conversation to extend and stimulate the academic readers' reflections and push forward their learning and understanding. Home language experiences rooted in a student's own culture (multiple voices), were accommodated and utilized in the translanguaging and dialogic pedagogy.

There was a provision for the plurality of voices and the multiplicity of discourses of multilingual students. The reading pedagogy accommodated the plurality and multiplicity of the speeches of the multilingual student participants.

Translanguaged dialogue supported or deepened students' extrapolation and learning of concepts in the prescribed readings of Communication 1. Translanguaging in text-discussion meant opportunities for engagement in reading activities became based on dialogue. The intervention was thus not silencing of classroom dialogue. Conclusively, translanguaging in the given evidence serves as epistemic democratization in which there exists thinking between two, three, or more languages. Linguistic changeableness becomes the model, fashioning academic reading pedagogics from pupils' linguistic and cultural ways.

4.4 Multiple discursive language practices

Translanguaging is a concept that refers to educational performance and habit in a multilingual schoolroom in which a student passes inputted knowledge in one language and obtains outputted material in a different one (Baker *et al.*, 2012). Ophelia Garcia (2009) has expanded and magnified the notion to embrace many communicative and conversational language performances and ways a multilingual individual gets involved in the educational institute, at home, even yonder. These communicative practices create, frame, and articulate ideas and thoughts to make intelligence of the world. She has drawn-it-out, extending it to explain and describe multilingual expansive and transmission ways external to the schoolroom. Her amplification embraces a varied assortment of multiple transmission performances in three-dimensional, graphic, and articulated modes. This section presents and analyses the prototypical discursive language practices, non-verbal, visual, and multimodal aspects of text engagement during the intervention. Fig 4 below captures and gives such moments, followed by analysis and commentary.

FIG 4 Field and transcription notes of reading sessions (Non-verbal; Visual and Multimodal aspects of text engagement)

Descriptive & Reflective notes, a video transcript, and observation notes.	
Tutorial Length of activity 16 minutes. Number of students – 20: Stereotyping and Ethnocentrism Read	1
It seems that this first to use of a local language Zulu, spoken widely in Johannesburg, acts as an icebreaker is it elicits some smiles and laughter . The students seem more it is and relaxed as if appreciating that local languages are valid even in a classroom context.	2
The observer noticed a lot of hand gesture movement as part of NVC to complement verbal messages, for example, the use of finger- gestures inverted commas to indicate the idea of people who discriminate against others based on a superiority complex of one form or another. Another student uses a gesturing demarcation with a hand to indicate the concept of boundaries and barriers that haunt problematic communication, as expressed in the text.	3
Text viewing : Furthermore, gesture works when clarifying (<i>the idea of stereotyping on the grounds of gender to others</i>). There is mimicking in the NVC of closing down the face and eyes. THIS NVC indicates (ignorance or gullibility or unintelligence). According to this student, other people take advantage of what they see as ignorance or lack of intelligence in others. Therefore, they see inferior in others in this way. Such discrimination gets explained as a severe barrier to communication in their accurate, insightful, and critical interpretations of text content. The hand gesture of both hands opened up to create a sense of separation and no- tolerance as a characteristic of stereotypical and discriminatory behavior, which creates barriers and disharmony in the text. Meaning of the textbook - content is extended and deepened in this way.	4
Students are eager and keen for the next tutorial and ask about when and what time we will meet again	5
Tutorial: 34 minutes Video on Translanguaging critical key concept in vocabulary NVC Read	
Text viewing; Facilitator: If one does this (<i>starts banging on the desk with his fist, which makes a loud banging noise. (Continues with the banging each time he mentions the word umsindo LINKING WORD MEANING to the idea of physical – external- disruption, interference and barriers to clear communication)</i> ... One is causing umsindo. (<i>Students giggle at the replacement of noise with umsindo in the English sentence- Fascinated by the fluid mixture of different languages but which when they interface create clarity in message encoding</i>)	6
Text view The students are happy with the text interpretations of the definitions and meanings of ethnocentrism and stereotyping. They laugh and smile, celebrating their understanding of the concepts in their own Zulu. Lots of laughter	7
During this session, the observer notices students (without having been instructed to do so) spontaneously referring to the smartphones and checking word meanings and semantics on online bilingual or multilingual dictionaries. They consult online dictionaries and the Internet using their mobile phones, which they consistently used as a multimodal resource.	
50-minute video 2018 1st lecture modeling translanguaging – Text on NVC	
Text-preview ...the participant researcher and lecturer mimed out and simulated a scene in which a beggar is persistently begging for money from a rich man who is not willing to give anything away. The communication between the two is internally non-verbal, making use of only and hand gestures to fulfill the communicative functions of non-verbal communication. The students watch the non-verbal frank episode with interest, with some even laughing. Using IRF, the facilitator establishes that students who have no problem interpreting the multimodal non-verbal meaning in the simulated interaction.	8
Text-view Following up on examples of non-verbal communication given in the text, the lecturer asks the students to provide their models of how they communicate respect nonverbally in their own cultures. He demonstrates how respect gestures operate in his own Venda culture by bowing his head and asks students to give their personal culturally relative examples. He also illustrates how Venda women sleep or lie on the ground to ensure respect. Also, he simulates how men showed respect by kneeling or taking off their hats. In Venda, he says, they call it "urosva." Students indicate that they are aware of this gesture of respect. Using IRF	9

A Xhosa student suggests that they show respect non-verbally <i>by taking off their hats(miming taking off the hat)</i> in the presence of a respectable individual. Another student gives the example that newly Zulu culture the men kneel as a sign of respect. Another student says in their learning, they clap their hands to show respect. <i>A Tswana student indicates that in Tswana culture, direct eye contact is vital. She uses her fingers, pointing to her eyes to illustrate her points nonverbally.</i> Another student says, <i>on the contrary, in his Xhosa culture, one avoids eye contact (by actually looking down). One looks down when speaking to a respectable person like one's father.</i> N.B In all these examples from students, they mime or gesture the non-verbal forms of communication as they share the information with classmates.)	10
Students cluster chairs around the desks in groups. They create learning centers in small dialogic groups	11

4.4.1 Students visibly having fun with words

Kinesics; body motion, including gestures, movements of the body, facial expressions, e.g., smiling, frowning, gestures, and posture. Alternatively, even silence was revealing in the observations.

Observation data indicates that students had much fun turning academic jargon into pure speech in their multiple linguistic resources. Their joy was written all over their faces as implied in the field notes in paragraph 7 wherein students are viewing and reading the text, working out meanings of academic terms in the text.

“Text view: *The students are happy with the text interpretations of the definitions and meanings of ethnocentrism and stereotyping, and they laugh and smile, celebrating their understanding of the concepts in their own Zulu. Lots of laughter.”*

Student participants’ faces were an index of their minds. Here, the facial expressions convey, “...*happiness and excitement.*” Their “*laughter and smiles,*” possibly expresses the Joy emanating from articulating and simplifying understanding freely using languages they want and use at home.

Throughout the intervention, the participants' facial expressions, tone, and thoughts get evaluated. The evaluation allowed the researcher a complete picture to analyze. The video evidence provided a close look into the span of emotions and allowed the researcher to map mood and disposition among participants. In the observation data of FIG 4, the observer indicates that the students enjoy the translanguaging intervention in its entirety and show investment as well as intrinsic motivation. The observation data positively describes and visually notes the students as “*Fascinated by the fluid mixture of different languages*” ...” *Lots of laughter*”, “*smiles and laughter*” and “*Students are eager and keen for the next tutorial.*” (Paragraphs 6, 7, 2 and 5 respectively). There are numerous instances

in the observation data where gaze indicated concentration and interest - *suggesting involvement*. This use of nonverbal communication cues signals that translanguaging was working in the academic reading intervention, and more importantly, the students were enjoying themselves as displayed - and learning at the same time.

4.4.2 Teacher use of multiple discursive language practices

In many ways, teacher use of non-verbal communication worked in similar ways that teacher talk worked in the recitation during text review. Teacher non-verbal communication took the form of a monologue, which was used for *exposition* (imparting text information and explaining text content). The following excerpt from the field and video transcript from paragraph 9 of FIG 4 tell a story:

Text viewing: Tutorial Nonverbal Communication reading

Following up on examples of non-verbal communication given in the text, the lecturer asks the students to provide their models of how they communicate respect nonverbally in their own cultures. He <i>demonstrates respect gestures in his own Venda culture by bowing his head and asks students to give their personal culturally relative examples. He also illustrates how Venda women sleep or lie on the ground to ensure respect. Also, he simulates how men showed respect by kneeling or taking off their hats. In Venda, he says, they call it "urosva."</i> Students indicate that they are aware of this gesture of respect.
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In this example, the teacher "*gestures respect in Venda culture*," "bowing his head," and demonstrates how women "*sleep or lie on the ground to show respect*." After this initiation from the teacher demonstrating and exposing the text concept, the students themselves give non-verbal feedback to share how non-verbal communication works in their cultural contexts.

A Xhosa student indicates that they *show respect non-verbally by taking off their hats in the presence of a respectable individual*. Another student gives the example that in Zulu culture, the men *kneel as a sign of respect*. However, other students say in their culture; *they clap their hands to show respect*. A Tswana student indicates that in Tswana culture, *direct eye contact is vital. She uses her fingers, pointing to her eyes to illustrate her points nonverbally*. Another student says, on the contrary, in his Xhosa culture, one avoids eye contact and looks down when speaking to a respectable person like one's father. *(In all these examples from students, they mime or gesture the non-verbal forms of communication as they share the information with classmates.)*

The observable non-verbal communication recitations can be viewed as an advantageous pedagogical instrument when designed for explicit ends and aspirations - Wells (1993). In the examples above, the goal is exposition and information sharing on text issues.

Using recitation to unpack main content in indigenous (home languages) complemented by non-verbal communication in a preview of the text had clear specific goals as shown in this other example from Fig 4, paragraph 4 wherein the facilitator is explaining a critical key concept in vocabulary in the text on Non-verbal communication.

Tutorial; 34 minutes Video on Translanguaging critical key concept in vocabulary NVC Read
Text viewing; Facilitator: If one does this (<i>starts banging on the desk with his fist, which makes a loud banging noise. (Continues with the banging each time he mentions the word umsindo LINKING WORD MEANING to the idea of physical – external- disruption, interference and barriers to clear communication). It causes umsindo. (Students giggle at the replacement of noise with umsindo in the English sentence- Fascinated by the fluid mixture of different languages but which when they interface create clarity in message encoding)</i>)

The teacher here modelled academic reading using translanguaging to derives and takes from all intelligence-making and language assets or capital accessible to boost schoolroom partaking and scholarly involved-action with and in-class reading tasks. The teacher's use of non-verbal communication also repeated what was said verbally. Non-verbal communication got used to accent the text-concept of "noise" or "*msindo*." As in this "*msindo*" example, the instructor uses nonverbal behavior to emphasize what he is saying verbally through attracting attention to the message source by use of an external source — banging the table to represents and emphasizes the *concept of noise* in communication contexts. Facilitators used non-verbal devices to emphasize written or verbal text messages in the previews. Non-verbal cues got utilized to expand and enhance the meaning of what the text said verbally. In this example, the instructor's non-verbal behavior matched the verbal message of the book. The simulations cited in the examples here are part of the facilitator's aim to model meaning-making using non-verbal communication in multimodal strategies so that students can also use these when making and negotiating to mean. Students are made aware that this is a legitimate and viable way of meaning-making, and those such types of communication are a fraction of their linguistic “toolbox’ or repertoires. The instructor sought nonverbal techniques to permit text intents, tenors, imports, and settings to become spectacles, that refracted text meanings in assorted styles and encouraged similar evocative nonverbal communications to transpire amid the scholars. Translanguaging, in these examples, aided text meaning-making using two, three, or more languages utilized with nonverbal cues in a dynamic and functionally integrated manner.

4.4.3 Students use of multiple discursive language practices and NVC

To underline the mutability translanguaging transmission assets or funds, Garcia utilizes an allegory of an automobile (medium) designed for every bit of topography whose trundles stretch-out and elongate and shrink, bend and tighten, then distend or straightens and then unfolds. Such a vehicle (medium) makes achievable, over potholes and jagged landscape, the advancement that is rough, rutted, and lopsided but correspondingly continuous and effectual - Garcia (2009;45). Once conceptualized from this outlook, this notion is all-encompassing of every bit of transmission modes, expressions, and communicative assets that symbolize multilingual transmission (including nonverbal) exterior to the schoolroom. The researcher observed that student participants used kinesics movements unconsciously and spontaneously to both to receive and send different messages on the prescribed texts.

Such nonverbal communication generated and displayed student engagement in the text-subject matter and didactic interaction amongst themselves in multiple ways, as revealed in paragraphs 3 and 4 of FIG 4, during moments in which students are caught group-viewing (reading) of a text on Ethnocentrism and stereotyping. In these examples, we have observations of students working in small groups. In paragraph 3, the researcher notices a lot of hand gesture movement as part of nonverbal communication to complement verbal messages. For example, there is the use of *"finger- gestured inverted commas to indicate the idea of people who discriminate against others based on a superiority complex of one form or another."* Another student uses *"a gesturing demarcation with a hand to indicate the concept of boundaries and barriers that haunt problematic communication as expressed in the text."* In these examples, the students exhibit multiple ways of communicating meaning other than language, which forms part of the communicative repertoires, which students bring to class — such repertoires, which are at hand for harnessing in academic reading activities and development.

Another good example is in paragraph 4 of the excerpt. The pattern, during a text-viewing session, shows gesture used when clarifying (the concept of stereotyping on the grounds of gender) to others. *The student mimics in the form of closing down the face and eyes to indicate (perceived ignorance or gullibility or unintelligence).* The student nonverbally explains to group members how other people take advantage of what they see as ignorance or lack of intelligence or gullibility, resulting in stereotyping others, labeling them inferior. Such discrimination, as explained, is a severe barrier to communication in their accurate, insightful, and critical interpretations of text content.

The hand gesture of both hands opened up to create a sense of separation and no- tolerance as a characteristic of stereotypical and discriminatory behavior, which creates barriers and disharmony in the text. The meaning of the text content is shared, extended, and deepened in this way. Body movements got incorporated as part of translanguaging to engaging in meaning-making and sharing a wide array of text messages. Students' use of their nonverbal communication repertoires in translanguaging provided more opportunities for engagement with academic texts; improve the quality of didactic interaction. It created a positive learning climate that promoted social interaction and .the clarifying (exposition) of text concepts and terms.

4.4.4 Spatial Communication in the intervention

Another important visual aspect of the observation data reveals that students also used spatial means of communication. They clustered chairs around the desks in groups, creating learning centers, in small dialogic groups. In such characteristic use of group sitting arrangements, students used space or distance to create conducive translingual dialogue, which communicated text-content messages. The observable chair arrangement created a "social and personal zone" (in the form of small groups) where translingual text discussions and transactions took place. In these observed groups, students had the translanguaging space to do reading tasks, to discuss, brainstorm, and have translingual conversations on academic texts.

4.4.5 Other multimodal and translanguaging forms of communication utilized

Through the translingual academic reading intervention, students brought their smartphone to class. Observation reveals students using these smartphones to check word meaning in bilingual dictionaries or on the internet. They made use of websites like **Google Translate** to translate individual words, from English to the home languages or from the home languages to English. In interviews, students state that they googled '*difficult terms*,' '*big words...definitions from the phone*,' and '*debated*'. Students compared and discussed the different multilingual explanations and meanings from the google dictionary and the translation sources they accessed. The internet can be effectively used with multilingual reading classes if we tackle it with trilingual ends and purposes in awareness. Internet inclusive of electronic media use, translation tools, and dictionaries were crucial, as a translanguaging opportunity.

Also, the internet accessed through phone gadgets supported the bilingual (multilingual) academic readers as a multilingual resource, which deepened multilingual talk. The researcher had not planned for internet use in the intervention but was pleasantly surprised when he observed students "googled" and "debate" in their discussions. Students were mostly **interacting with multimodality** when they googled from their devices and discussed them. As learners interchange and swap between languages in their reviews, they adopt and use a superfluity of sense-making resources - Halliday (1978). These *multimodal* intelligence-making capitals comprise syntactical codes that interface inside learners' entire linguistic and transmission assets. Also included in these collections of communicative assets are, written documents or manuscripts, plus the complete forms of non-verbal transmission and interaction; the Internet encompassed - Kress (2009) and Kress and Van Leeuwen (2001).

Makalela (2015) postulates for syllabuses and educational programs plus education fabricated on various repertoires of the schoolchildren. He also reasons that educationalists need to concede to linguistic changeableness that intersects language communications with one another. This intersection of transmission assets, included their knowledge of digital electronic communication and linguistic capitals, as observed when they used their smartphones. All this shows an unprompted utilization of digital-technologies, that is, smart-cellphones that had broadband-access and Google. It seems reasonable to conclude that using digital gadgets and the internet in vocabulary inquiry as multimodal, multilingual resources helped multilingual academic readers to sharpen electronic-media literateness in both their homespun and novel lingo.

Silence during communication also conveys meaning during the process. It has a range of purposes: contemplation, fear, shyness, concentration, or even boredom.

4.4.6 Conclusions

To summarise and conclude this section, text information got communicated in numerous nonverbal and multimodal ways. The researcher paid attention to all forms of non-verbal communication embracing gaze, kinesics, haptics, chronemics, and even proxemics in observation, as well as the use of space and smartphones. All of these signals conveyed vital information about the viability of the translingual reading intervention. Concentrating on participants' non-spoken communication and multimodal ways, the researcher got positive insights into the efficacy of translanguaging academic reading pedagogy.

4.5 The Benefits of the translanguaging academic reading intervention

Observation data visibly revealed that the translanguaging reading pedagogy and interventions could yield a wide range of benefits. The observed successes in theoretical reading comprehension and cognitive engagement with text issues because of translanguaging are massive. Prototypical observation data evidence is presented, analyzed discussed in this section under the following subheadings: a). Cognitive Benefits: Critical thinking, vocabulary inquiry, and text engagement, and content digestion. b). Benefits Summarizing and Paraphrasing skills. c). Cultural repertoires as resources in the reading and comprehension of academic texts and d). Affective benefits.

4.5.1 Benefits: Critical thinking, vocabulary inquiry, engagement and digestion

The observation data revealed that students crisscrossed, in different ways, between languages in text inquiry and engagement. The benefits here cited and observed here relate to intellectual and reasoning processes as well as how textual-educational knowledge got was acquired and advanced, as demonstrated in Excerpt 1 below from video and field notes transcripts.

Excerpt 1

Descriptive & Reflective field and video transcription notes
Translanguaging Tutorial / Workshop session 2017: Length of video activity 16 minutes.
In this video, the facilitator hardly speaks except to give group reading tasks and move around, listening in to the group discussions in each group. The students have space to work on their own and do the reading activities using translanguaging techniques. Afforded is translanguaging reading space. The following notes are sketches of snippets from brief group conversations.
In Group 3
In group 3, there <i>(observed)</i> is a robust interaction between the students as they read their assigned section is in Tswana, Zulu, and English. They read the text and explain to each other the content. They looked relaxed and had fluidity in the discussion.
This group is discussing the section on stereotyping, prejudice, and ethnocentrism as barriers to communication. In this snippet, one student does not quite clearly understand the concept of stereotyping on the ground of disability. <i>The other two explain to her their understanding of Tswana and Zulu.</i>
05:39- 06 48 Student 5: This student still does not understand the part of disabilities Student 6: Disabilities stereotyping has examples. For instance, some people see someone in a wheelchair as abnormal and undermine him/her. So already such people stereotype the disabled because they judge him or her by his appearance. <i>(Mixes Tswana and English here)</i> Student 7: That one for disability is the same with tsotsis. If they look at a victim of crime, they see the victim as stupid. Even if one is mentally disturbed and tsosties think they are talented in comparison <i>(Explains a bit further in IsiZulu)</i>

Student participants here typically engage the multiple voices of group members in dialogue and conversation on text concepts and vocabulary. Participants shuttled across languages to make intelligence of difficult words in all languages at their disposal. Their procedures and efforts of rearticulating the manuscript from one version to another fit the description of what Cervantes-Kelly (2010:43) allude to as, '*translation and interpretation*.' This described processing of information via language interchange has a further demonstration in other translingual reading classroom episodes exemplified in the field observation notes in Excerpt 2 below:

Excerpt 2

Descriptive & Reflective field and video transcription note: excerpts from various translanguaging Tutorial /Workshop sessions
She (<i>student</i>) gives the Zulu equivalence of the concept of self-centeredness, prejudice as central characteristics of Ethnocentrism and elaborates extensively mixing Zulu, Tswana and English while being encouraged by the nods and positive feedback from group members who interject in the three said languages. <i>NB 2: 05 – 3 minutes into video 1.</i>
...another student agrees with the interpretation given in largely Zulu so far, volunteers a Tswana infused approach. Also, she reconfigures the concept of ethnocentrism from a Tswana perceptive. In her culture people who are not proud of their Ethnic group and adopt the ways of others are "looked down upon" and referred to as " <i>Magalagadi</i> ," and she explains how this term re expresses Ethnocentrism as represented in the text
... Observed unpacking the concepts of in-group and out-group as conceptualized in the journal article: Next, the group deals with the idea of ethnocentrism. The students read the relevant section, engage, interrogate, and interact with it individually. They use a mixture of languages even in thought processes, and in the discussion. " <i>lauzale lekona</i> " is proposed as an equivalent of in Tswana by one student. In Setswana, ' <i>mogaetsu</i> ' suggests one student. Meaning one of blood, she thoroughly explains. " <i>Mtase</i> " 11: 48-49 becomes a further suggestion as a Zulu equivalent. And " <i>Mkaya</i> "

All the extracts in excerpt two above highlight the value of utilizing "own languages" in facilitating students' epistemological access to academic texts. The participants moved across languages. As exemplified here, they were capable enough to exploit their current terminology and lexis or grow it. This way, students digested the text information as opposed to indigestion (Garcia,2009). Above are examples of what Makalela (2016) calls a form of ubuntu translanguaging, which represents cultural competencies. The English language of the academic text makes sense in interface with the other words of the students. The participants collectively guided each other via the complex process of creating and communicating meaning with more clarity and text understanding. The use of one language in text meaning-making here is incomplete without the other. (Makalela 2016; Creese and Blackridge 2010). The students developed their vocabularies in their styles and that of the texts as they read and hunted for the insinuation of tough terminologies via discussion with other multilingual colleagues. In groups, unpretentiously, the undergraduates depend on peer's language assets to confront unfamiliar and unknown as well as problematic jargon. This cooperation was visibly and advantageous for

intensifying their perceptions of theories and views in the field of Communication. The text got transformed through this kind of translingual engagement exemplified above, and the levels of perception were very profound. The students achieved a deeper meaning of text content and concepts (Baker, 2011, p289)

Reinforced and recorded in another multilingual classroom research are similar findings, e.g., Nomlomo and Mbekwa (2013); Nomlomo (2007); Prah (2006); Heugh (2003) and Webb (2004). Recent research also validates the perceptive and reasoning rewards of the multiple transmission resources in numerous advanced schooling branches of learning such as languages, literacies, kinds of literature, and psychological studies, e.g., Motlhaka and Makalela (2016), Ngcobo et al. (2016); Mkhize et al. (2014); and Paxton and Tyam (2010). The instructive worth of translingual discussion and meaning-making in vocabulary inquiry and is thus broadly approved by various academics in the discipline of literacy in academics. This current study further confirmed it as revealed in the translingual dimension to the discussion on academic texts.

One of the most precise messages that came across during the observations and exemplified in Excerpt 2 earlier is the evidence that students seemed contented with their verbal selves as multilingual. They seemed to be enjoying real pleasure in with the linguistic assert-funds they own. The researcher observed a series of vastly imaginative and inventive usage speeches or verbal communications. For illustration, the observer overheard the scholars regularly employ crisscrossed speeches between their varieties of languages and English to explain and clarify the meanings of words and concepts. Students' active involvement in different vocabulary development activities across languages enhanced word or vocabulary learning rather than treatment as passive recipients of the information.

Translingual dialogic reading pedagogy, as demonstrated in the observation evidence of Excerpt 2 and the current study, positions students as critical thinkers rather than "*rememberers*" (Nystrand, 1997, p. 91). We have here examples of how the student-participants utilized tactics of dialog coaching through translanguaging. They formulated sense when they circumnavigated symbolized and denoted as well as experienced common lexes and expressions in the reading schoolroom. Infusing translanguaging in the reading program meant that 'language' became a tool used to access epistemic learning from texts much more than conveyance lingo for moderately transitory and casual communication. Translanguaging reading activities stimulated the undergraduates to fashion a massive variety of connotations and senses from the academic manuscripts. The reader-scholars discovered, shared, and were inquisitive about the content of the text, doing so in the languages of their lifeworlds.

The participants were cognitively engaged in these reading pursuits simultaneously or concurrently developing intellectual reading skills. There was an observation of students using all their linguistic resources to explain difficult words and vocabulary, and they were restrained by the English monolingual knowledge, which can only get communicated from a single dimension.

The establishment of multiparty conversations - where these learners were interlacing one another's involvements through translanguaging, connecting as peers, and cumulatively cultivating ideas - was the work of translingual collaborative interrogative exchange of ideas.

The observation data suggest that translanguaging through collaborative learning enhances students' comprehension of texts when exploiting their innate languages to appreciate the essence and gist of new jargon and other terminologies, rather than entirely relying on dictionary use for meaning-making. There were text-language clarification and meaning understanding. As in excerpt two, students engaged in intreating, expounding and transferring as well as converting talk drawing from their cultural and language background to guarantee that their colleagues listened and were able to know text's philosophies and other substantive matters (Hungwe, 2019; Makalela and Mgijima, 2016; Makalela, 2015).

Through a process of reading from the relevant sections in the text and simultaneously engaging with the text in other languages, they know, like Tswana, Zulu, and the idiomatic expressions and at times proverbs in those languages, students were able in their multiple voices to engage profoundly and understanding with the text. Idea articulations and communication was fluid and versatile. Therefore, the use of students' linguistic communicative repertoires in translingual group discussions on texts, can encourage cognitive and active engagement in learning to formulate import and value plus apprehend thoughts from scholastic readings (Mbirimi-Hungwe, 2016; Alamillo, Yun & Bennett, 2017; Mendoza & Parba, 2019). Translanguaging, as revealed by observation evidence, serves as a form of epistemic democratization, which facilitates thinking between two, three, or more languages - regarding linguistic mutability as the standard and putting together reading pedagogics from the learners' verbal ways. Accessing additional language and communicative resources supported or deepened participants' extrapolation of text meaning and the learning of text concepts in Communication 1. There was no disruption or contamination in making meaning due to the utilization of multiple voices in the reading classroom. Instead, students tapped into their 'ubuntu' translanguaging and DNA for fluid meaning-making. The languages leaked into each other fluidly with the result that there was an

achievement of deep text understanding. The African student can move cognitively and academically with this.

4.5.2 The Other Socio-Cognitive Benefits

Presented, analyzed, and discussed under the following themes: Brainstorming, Summary Writing, and Paraphrasing are the other socio-cognitive benefits of using translanguaging approaches in collaborative learning to enhance reading comprehension.

4.5.3 Brainstorming

On numerous occasions, the reading intervention participants held a group discussion to produce ideas around the text information. During text previews, viewing and reviews students working in groups brainstormed across languages about their readings. Translanguaging facilitated the process of freethinking and generating ideas about texts across languages as exemplified in the field notes of observation data transcription extracts in **Excerpt 3** below:

Video transcript and observation field notes. Brainstorming Ethnocentrism – Text viewing
Text viewing the first sections of an article on Ethnocentrism. Individual reading and discussion, unpacking of content using social and linguistic tools of communication to understand the text. Students generate text related ideas using their local cultural examples, which they give to match textual concepts and cases. In efforts to unpack the text concepts in group discussion, one student gives the Zulu equivalence of the idea of self-centeredness, prejudice as central characteristics of Ethnocentrism and elaborates extensively mixing Zulu, Tswana, and English, while being encouraged by the nods and positive verbal feedback from group members who interject and generate fresh ideas in the three said languages. NB 2: 05 – 3 minutes into the video.
Text preview: Brainstorming ideas on and giving context to reading on Non-Verbal Communication
The text introduces the concept of non-verbal communication. One student elaborates in quite some detail on how non-verbal communication operates and functions in his Xhosa culture. The student switches and fluidly moves between English and Xhosa during his contribution. He points out, giving examples that even within cultures, differences arise in the use of non-verbal communication between urban and rural people.
Students compare the contributors' information to the text-information in front of them. Engagement with the text is visible and evident in reading or jotting something like mind maps in different language symbols in the margins of the academic document and their notebooks. Group feedback and generation of ideas done across languages(Zulu, Xhosa, English, and Tswana)
The students have the relevant academic article in front of them throughout these translingual text-based discussions and can refer to them. Already students seem to be engaging with the text and to be relating the class discussions (in which languages get mixed) to text content. This engagement gets illustrated by how the responses attempt to link and connect to textual ideas.

In the text previewing and viewing in the excerpts and extracts above, brainstorming through translanguaging promoted an upsurge in students' enthusiasm, self-assurance, and partaking. This finding gets mirrored by the optimistic and cheerful students' behavior (*freely engaging in discussion,*

independently making text annotations and mind maps in any language). This conclusion is in sync with research-papers by Makalela (2016), Carroll and Sambolín Morales (2016), and Motlhaka and Makalela (2016). Traversing between languages available to them, the students generated fresh ideas about the text in many ways during text preview and view stages. Observation shows them jotting down notes and making mind maps in all languages available to them. The use of different languages by the students provoked further text discussion and ideas, as in the examples in the extract above. By using their own linguistic and communicative repertoires, the academic readers did things differently by using their languages and hence provoked thought processes on the text. Extensive use of their words is likely to have ignited fresh ways to look at the academic documents.

Additionally, in all reading activities typified in Excerpt 3, participants broke and built text ideas to get a range of text information. They broke down and generated texts into different pieces of information for understanding. They also brainstormed the good and bad aspects of ethnocentrism and challenged text ideas this way. The use of students' language repertoires that they have at hand helped them to brainstorm and understand the meaning of new and tricky words and complex syntactic rules as well as gave cognitive support that allowed them to work at a higher cognitive level than they would be if they were restricted to English only. An extract from an observation data transcript in Excerpt 3 above clearly demonstrated this. Text learning got achieved through the support that the academic readers received from their peers when they work using translanguaged exploratory talk in pairs or groups. The students employed the meaning of the English words used in the academic texts and extending it to home languages through their metalinguistic knowledge and translanguaging. Using translanguaging, forced students to think and compose. There is evidence of thinking and producing due to translanguaging in the observation data. The participants were able to get involved and engage in versioning the text from the English to the African.

4.5.4 Summary Writing and Paraphrasing Skills

The student participants read the text and paraphrased as well as summarised in-home languages, which allowed them to work at a higher cognitive level. Students worked collaboratively. They guided each other in the Zone of Proximal Development and used their everyday natural languages. They learned of the text from each other. The prototypical extracts from the field notes and observation transcripts captured in Excerpt 4 below clearly demonstrate this phenomenon:

Excerpt 4

Video transcript and observation field notes 57 min Tutorial on the text on Ethnocentrism
36:21 – 36:38
Background: Students had gone over the readings on Ethnocentrism and other barriers to communication like stereotyping individually. The student in the video had just confidently and quite remarkably just given an oral output and summary of a read a text on Ethnocentrism and another article with a focus on the concepts related to stereotyping as a barrier to communication in multicultural contexts. The summary is given in mainly Zulu but with sprinklings of English. The facilitator requests the student to give his overview in English for the benefit of those who have little knowledge of Zulu. Here the student now provides his overview and output in English, managing to similarly impress his peers who marvel, laugh and smile and cannot hide their fascination that the text meaning got well represented in the output summaries of the text given; in local languages (Zulu) and then in English. The 4 group members are Zulu speaking students
<u>Students get instruction to summarize the whole discussion, which in essence summarize the academic text under scrutiny. This task they do in their languages and a mixture of Zulu, English, Tswana, and Xhosa as well as Sotho. Translanguaged summary. Mixes and moves between Zulu and English in the review.</u>
The students indicate text-understanding and that they did so by engaging the text in their languages and English as well and using idiomatic expressions and proverbs. They suggest that at times when they are at a loss in terms of understanding a concept or word, switching to other languages that they have as resources and gets them over the difficulty that way. They concede that Ethnocentrism may not exist as a word in African languages, but it is still understandable, and there are various ways of representing its meaning and characteristics in African languages and from a cultural standpoint. Another critical and keyword and concept that was deemed essential but difficult is narcissism. They paraphrase it as self-importance, and further use their languages to find equivalences and alternatives of words and text concepts in their speeches.
<u>35-minute tutorial on ethnocentrism and stereotyping: 4 members</u>
Based on three previous readings done so far, one of the students begins a topic and text-focused discussion by giving an explanation, summary, and paraphrase of What Ethnocentrism and stereotyping is in Zulu, and then in English, he also mixes languages (Zulu and English- but summarizes text points mainly in Zulu.
08:30 to 0923 – 09 35 Here he is giving an English version of his understanding as represented in the text. Earlier, he gave his summary and paraphrase in Zulu. An excellent example of using English and then Zulu and mix languages in explaining and paraphrasing content from text. Also, expressing opinions on the text content ideas. Such a version Shows a clear, accurate, and critical understanding of concept ethnocentrism. Other students make a summary and paraphrase contributions of their own in their languages but mixing with English. Students are relaxed and enjoying the tutorial discussion.

In the summarising and paraphrasing episodes captured in the extracts above, there was text ownership and pride evident. No one got left behind in understanding text meaning. There was accommodation for all students' ideas. Vygotsky's Zone of Proximal Development (ZPD) where grouping affiliates employ mediational and educational agency mutually to craft, get, and transmit connotation (sense) with a multitude of resources and all their language systems where scaffolding is central to learning as a socially constructed process (Mothaka & Makalela, 2016) underpins the collaborative summary writing. The students used both their home languages and English for an in-depth understanding of the text.

In this case, students articulate and write ideas from a text in their first language to make meaning and gain understanding and knowledge of the book as cognitive support that allows them to work at a higher cognitive level than they would be if they were restricted use English only (Hungwe, 2019).

Working in this manner, students got empowered with an understanding of difficult and unfamiliar words and phrases by using their linguistic resources from all language resources to enhance their knowledge of the target language. Moreover, to formulate ideas and create text content (Motlhaka & Makalela, 2016).

Paraphrasing was easier when languages were mixed and more fluid for all. The academic readers' engagement learned from each other and expanded each other's vocabulary, communications, and ways of understanding the text. Realized were the concepts of narcissism and ethnocentrism and examples thereof when languages and words from different languages are mixed. Some cases of text concepts in communication come from the students' own cultures. The students got empowered with an understanding of difficult words. Such empowerment had social-cognitive benefits. They brainstormed using multiple fluid linguistic resources, and this increased confidence and participation levels (Makalela 2016; Carolly and Morale 2016; Motlhaka and Makalela 2016).

The observation data in this section affirms and confirms a substantial body of research evidence, which suggests that collaborative reading, leads to greater comprehension of a text than traditional approaches to teaching reading comprehension (Mitra, 2019; Momtaz, 2015; Gani, Yusuf & Susiani, 2016). This study argues that this is more so if translanguaging is utilized and infused into the collaborative reading. Translingual dialogic reading instruction improved students' powers of communication, summarizing, and paraphrasing.

4.5.5 Cultural repertoires in the reading and comprehension of academic texts

Student participants came to the reading classroom with multiple voices picked up from and shaped by their culture and communities, and they made use of these cultural repertoires to access the epistemological content of the texts. They incorporated proverbs from the cultures and societies in text interpretation and output. Also, they made use of their smartphones, which are multimodal gadgets that represent their youth culture. All this shown in the prototypical extracts in Excerpt 5 below:

Excerpt 5

<u>35-minute tutorial on ethnocentrism and stereotyping: 4 members</u>
As typical with all lessons and tutorials observed so far, students are video-recorded using online multilingual dictionaries and multilingual Internet sites from their mobile phones to check on vocabulary - they consistently use this as a multimodal resource.
50 min 2018 lectures based on the readings on Nonverbal and multicultural communication
Following up on examples of non-verbal communication given in the text, the lecturer asks the students to provide their models of how they communicate respect nonverbally in their own cultures. He demonstrates how to respect gesture in his own Venda culture by bowing his head and asks students to give their personal culturally relative examples. He also illustrates how Venda women sleep or lie on the ground to ensure respect. Also, he simulates how men showed respect by kneeling or taking off their hats. In Venda, he says, they call it "urosva." Students indicate that they are aware of this gesture of respect.
A Xhosa student indicates that they show respect non-verbally by taking off their hats in the presence of a respectable individual. Another student gives the example that newly Zulu culture we men kneel as a sign of respect. However, another student says in their culture, they clap their hands to show respect. A Tswana student indicates that in Tswana culture, direct eye contact is significant. She uses her fingers, pointing to her eyes to illustrate her points nonverbally. Another student says, on the contrary, in his Xhosa culture, one avoids eye contact and looks down when speaking to a respectable person like one's father. The students talk or respond in Xhosa, Zulu, and Tswana, respectively. The teacher validates the students' ideas and praises them using their respective languages.
Students are using their cultural backgrounds in the form of examples to familiarize themselves with ideas in the texts. Cultural familiarity prepares them for a deeper understanding of the content of the academic articles when they read in detail. Their cultural psych acts in sync and supports their understanding of the text. This psycho-analysis approach to reading, which utilizes cultural background, seems to be in use here.
<u>57 min Tutorial with the girls' group on ethnocentrism</u>
The discussion moves on to a Sotho perceptive of Ethnocentrism based on the text content, and another student volunteers a Sotho equivalent of the concepts. The Tswana student quickly adds that even in Sotho, there are proverbs that exhibit and are pregnant with the ideas of ethnocentrism. She gives good examples that are agreed to by other group members. (05:15 – 05:59)
She demonstrates how idioms and proverbs are sites of and mines of ethnocentric ideas as represented in the text. Give the output in the form of idiomatic and proverbial expressions and HER African culture and language. 3- 5 min snippet.
While another student agrees with the interpretation given in largely Zulu so far, volunteers a Tswana infused approach. MOREOVER, she reconfigures the concept of ethnocentrism from a Tswana perceptive. In her culture, people who are not proud of their Ethnic group and adopt the ways of others are "looked down upon" and referred to as "Magalagadi," and she explains how this term expresses Ethnocentrism as represented in the text.

As shown in the from the extract on the 35-minute tutorial on ethnocentrism and stereotyping above, online bilingual and multilingual dictionaries and multilingual Internet sites get accessed by students using their mobile phones, which they consistently used as a multimodal and youth culture resource. They made use of Google translator and online bilingual dictionaries. Cummins (1979) discusses this thought as a form of the interdependence of a linguistic kind. The undergraduate participants fostered and advanced their perceptive flairs as the goings-on that needed them to interchange and traverse tongues generated contemplations concerning the proper usage of linguistic modes and correlated jargon and another lexicon. The discoveries, consequently, signposts that the translingual performances (e.g., using everyday gadgets that typify their digital cultural life) enable the academic-

readers linguistic transference of 'culture-specific; information of text-types transversely ' (Gentil, 2010: 16). The outcomes also mirror Dehkordi and Shafiee's (2016) investigation, which located reading drills using translingual resources to be the right way of affording a framework for terminology denotation configuration and the enrichment of usage of those terms. The translanguaging approach seemingly empowered the participants. The findings confirm Mashiyi's case (2014: 153) that admixing of languages endorses intelligence-creation and entree to the schooling agendas'). Street (2003, 2011) reasons that educational context influences thought in literateness also reinforces these findings.

The observation data in excerpt five also shows that students collaborated, using proverbs from their community to explain the text content in the discussion. This phenomenon can get analyzed and interpreted using Rosenblatt 's (1995) notion of the word "transaction." According to this scholar, pupils use their attained data of life and verbal communication "as the raw materials" that start new practices and involvements (p. 25). The set-ups that arise amid persons and cultures produce prospects for communication and perceptive cognizing to advance and grow. Languages and words assume a life of their own when multiple cultural settings come together. These words may either find harmony with other words from other cultures. Alternatively, the words may be in dissonance from those other cultures. Through a process of reading from the relevant sections in the text and simultaneously engaging with the text in other languages, they know, like Tswana, Zulu and the idiomatic expressions and proverbs in those languages, students are able in their multiple voices to engage profoundly and with deep understanding with the text. Idea articulations and communication is fluid and versatile. Students seem to understand that discussion in the academic texts is not foreign to their lives and backgrounds and that they even have good examples from there on cultural history, which directly relates to textual content. They exhibit more confidence and give more in-depth, textually associated comments. Textual examples compared to proverbs for better insight into the concept.

Proverbs worked well for the South African first-year university academic readers.

From a socio-cultural view, epistemological orientation depends on socio-cultural, historical context. Leketi Makalela (2016a) and (2016b) points out, for instance, that reading speed and literacy, in general, is culturally measured. In African cultural backgrounds, for example, slowly speaking is a sign of respect. Also, rhetorical practices emphasize call and response. This orientation spills over into reading rendering the reading slow. In English or western cultures, reading fast and understanding go together, whereas, in Africa, slow reading and knowledge are more aligned. The African literacy practices are reader, hearer, responsible. It is the responsibility of the reader, receiver, or hearer of messages to figure out or work out the meaning. In English, culture the maxim of straight to the point

rules. This maxim and epistemological orientation are opposed to the circumlocution that typifies African ways of knowing. Proverb use in academic reading activities for the South African students, allows for that culturally relative circumlocution, thus aligning students' cultural orientations to reading tasks and to learning from the reading. Proverbs typify African ways of knowing, and hence they worked successfully as a cultural resource in approaching academic texts for the African participants. Proverbs, as a culturally related literacy resource, had a real impact on epistemology, meaning-making, and pedagogy for such translingual students. Pedagogy and teaching practice or methods need to be aligned to the Epistemology – ways of knowing of the students. This alignment had a real impact on epistemology, meaning-making, and pedagogy for such translingual students. Conclusively, reading pedagogy, and teaching practice or methods need to be aligned to the Epistemology – ways of knowing of the students. Translanguaging is innovative, cohesion, and togetherness in meaning-making. The African student can move cognitively and academically with this "cohesion," emanating from the use of culturally wired communicative resources. The African student is able, this way, to move cognitively and academically when they engage with texts in their reading.

4.5.6 Affective Benefits

All the observation evidence in this section (4.5) indicated that translanguaging enables an exchange of assorted thoughts owing to the low- nervousness condition, which permits for the working -out of imports from diverse standpoints via deliberating, enquiring, and shaping procedures that facilitated the scholars' conception and internalizing of crucial thoughts. Translanguaging in reading activities enabled the exchange of diverse opinions, as well as multiple voices and engagement with academic texts and minimized anxiety. Students exchanged different views due to low tension and anxiety. Allowing students to use their languages naturally and expressing themselves in words most comfortable and workable for them lowered stress. Each group member participated actively. Active participation improved the didactic quality of the talk.

4.6 INTERVIEWS – INDIVIDUAL AND FOCUS GROUP

4.6.0 Analysis of the participants' subjective experiences

As stated at the beginning of the chapter, this research determined to consider students' use of sociocultural translingual strategies to test the academic reading efficacy of reading intervention, particularly as learners, translanguaged in reading tasks via the utilization of dialogical pedagogy. The

data on the students' subjective experiences relating to academic reading activities got gathered in the interviews conducted after the completion of the course (intervention). Individual and focus group interviews got conducted with sixteen respondents in total, wherein respondents and the researcher talked about the efficacy and viability issues of the translanguaging academic reading intervention.

Specifically, in the interviews, the students were asked to answer the questions framed around their reading development, vocabulary acquisition, and pedagogic experiences from the intervention and their evaluation of the reading pedagogy strategies. The interview with the translanguaging lecturer became framed around his teaching experiences, the challenges involved, the strengths and weaknesses of the translanguaging techniques used, and his preference for the methods and languages of instruction. The efficiency of translanguaging in the development of academic words and metalinguistic awareness aspects get highlighted in the metacognitive interview responses of the multilingual participants. The following major themes and minor themes emerged from the interview data:

- 4.6.1 Reading problems related to the challenges in academic vocabulary acquisition*
- 4.6.2 Home vs. School-based Language Systems and Literacies*
- 4.6.3 Difficulties with educational vocabulary and reading problems acknowledged*
- 4.6.4 The mismatch between Western and African rhetorical practices as a reading problem*
- 4.6.5 Metalinguistic Awareness and Cross-linguistic semantic awareness insights*
- 4.6.6 Metalinguistic awareness: The morphological aspect.*
- 4.6.7 Cross-linguistic semantic awareness insights*
- 4.6.8 Vocabulary inquiry across multiple voices and languages*
- 4.6.9 Individual-level: Engagements and interactions with academic texts and difficult vocabulary*
- 4.6.10 Pair level: Dialogic engagements and interactions with writing and vocabulary*
- 4.6.11 Group and Class level: Collaborative Reading Engagement and vocabulary inquiry in a Translanguaging Space*
- 4.6.12 Online Bilingual Dictionaries and Translation Tools as Translanguaging Resources*
- 4.6.13 Memory Recall and retention*
- 4.6.14 Rich Data*
- 4.6.1. Conclusions to the section on vocabulary and metalinguistic awareness*

Each theme gets presented and analyzed below, beginning with introductory remarks to section 4.6.

4.6.1 Reading problems and challenges in academic vocabulary acquisition

In first-year university classes, scholars toil with sizeable volumes of disciplinary jargon. All academic readers must "take up" the concepts read, as well as the language used in academic texts. Hence, adequate comprehension requires accurate word and sentence processing. To read and understand academic textbooks of their level, first-year university students must cultivate a significant depository of scholarly terms and expressions. Should students fail to comprehend the writing and speech of texts, they cannot conceivably identify and absorb the subject-matter and gain epistemic access to the manuscript. Contemporary psychological exemplars of reading pedagogy concur that the significance and crucial part enacted by linguistic expertise in reading for knowledge is a reality that we ignore at our literacy peril. Scholars who subscribe to these claims comprise Perfetti and Stafura (2014), Gough and Tunmer (1986), and Kintsch (2004).

Researchers such as Farnia and Geva (2013), Mancilla-Martinez and Lesaux (2011) and Kieffer and Lesaux (2008), maintain that vocabulary knowledge is a predictor of perceptive reading insights in both native and additional English users. However, becoming familiar with a new idea is a complicated interior mental process - Vygotsky (1986). Perfetti & Stafura (2014) have shown that linguistic awareness and expertise make up a weighty contribution to insightful and accurate reading abilities. Such language knowledge they argue impacts on terminology identification and appreciation competences as well as sense-making proficiencies. This section (4.6) focuses on issues related to vocabulary and metalinguistic awareness.

4.6.2 Home vs. School-based Language Systems and Literacies

All teaching and academic reading activities utilize verbal communication to convey thoughts and ideas and to cultivate educational usages of words. Regularly (in monolingual contexts where English is the first language of learners), students are taught in a familiar language already acquired and continuing from homes and communities. However, in linguistically diverse contexts, the tongue utilized in monolingual educational agendas mismatches with the trilingual learner's assortment of linguistic ways. Moreover, the stringent language partitioning prevalent and utilized in various monolingual oriented educational institutes mismatch trilingual students' language ways and habits.

Sociocultural research - e.g., Fillmore and Fillmore (2012), Fang, Schleppegrell, Lukin, Huang, and Normandia (2008), Fang (2012) - has uncovered that native speakers of English benefit when this familiar language gets used for academic purposes in their native school. However, students who have

English only as an additional language suffer. Predictably, they face reading difficulties, especially when confronted with the complicated jargon of school texts.

4.6.3 Challenges with academic vocabulary and reading problems

In the metacognitive interviews, respondents are aware of this “academic language and vocabulary problem and barrier to reading,” and they viewed it as a challenge and hurdle that required attention from the very beginning of the intervention as revealed in the numerous pieces evidence from the extracts from Excerpt 1 below.

Excerpt 1.

STUDENT 1: So sometimes, one gives a meaning, which occurs in one's mind, and it seems that is the meaning, but maybe it is not the meaning. If one uses the wrong meaning in understanding the text, then you will have an incorrect understanding.
STUDENT 2 This is about understanding English texts, English academic texts using ones' languages. However, now, if one gets taught in Xhosa only, it is not going to chase away the problem that one has with English. I'll be biased in favor of Xhosa only and will not accept the universal nature of languages and knowledge and the international environment. It is not going to help me much.
STUDENT 3: Oh, yes. I think I had a problem with the word, prejudice. I was like, 'aah. What is this word about?... The problem that comes to mind is the problem of not understanding some of the words in the academic texts.
An example is the word prejudice, which I mentioned earlier. However, I came across many problematic words.
STUDENT 4: I think even students in England when they come across big difficult words, they also stumble like us...It is terrific that you mention the key to language because when we started with this intervention. When I started, especially in Comm 1 1BB1, I realized that I am in Gauteng. I come from the Eastern Cape. When you're traveling on the bus, it's 12 to 13 hours to get here. So, you come to this strange place. Your first objective is to fit in-I was there in Eastern Cape, Eastern Cape. I am at present here. You are trying to fit in here. Not only the Joburg style; But the environment also, the academics - The University- its Gauteng. So, I thought I'm going to get taught in English; I am away from home as far as language is concerned. Now there is the use of top English itself. Yes, I am not a stranger to English, but now I am away from an environment
TOYILE: You have been studying in English, but you also speak English at home...I come from a Xhosa background where everyone in the house speaks Xhosa. So, when it comes to coming to school now, you are taught in English. However, I think the core; Why this project has been started is because many students, like black students, come from backgrounds other than English. We have been struggling to understand academic texts because of the English, even if you speak English at home. However, the English you speak at home is not the same as the English that you write an academic essay on. So that is a different animal. So, it's about understanding that. You cannot use your plain English in an academic essay. Even in the streets there, they do not speak the academic language. It is a watered-down version and an informal type of English.
TOYILE: Because of our problem, those who do not come from English backgrounds. The disadvantage is that in our maybe..., I'll Make an example of a Xhosa school. There where I come from, the schools are Xhosa, but you find out that our language is not academically developed. There are English words, like stereotypes and ethnocentrism. These words; These big English words that we have been coming across. However, one finds that in one's language, there is not a direct equivalent word to describe this...

LECTURER: Another issue relates to the idea that these concepts in the texts are not there in indigenous cultures and languages. They are not concepts that are similar or the same. These concepts are not part of the students' culture and world. One needs to be creative and innovative in terms of finding translation alternatives for academic terms in local indigenous languages.

The extracts above are a clear indication that reading comprehension and academic language and vocabulary difficulties are, primarily, the result of the participant undergraduates' challenges understanding the educational language of university texts and stem from the mismatch between the university and home language and literacy systems,

"I come from a Xhosa background where everyone in the house speaks Xhosa. So, when it comes to coming to school now, you are taught in English..."

The participant lecturer adds his voice to this, pointing out the tension between home and school literacies, and painting it as a big challenge.

"Another issue relates to that these concepts in the texts are not there in their indigenous cultures and languages ... These concepts are not part of the students' culture and world. "

There were vocabulary related difficulties in academic reading. Similar to Krashen's ((2012) observation about the reading challenges of linguistically non-native learners, the investigator noted that academic prattle or pointlessly impenetrable and complex constructions obscured transmission and challenged discernment of the hypothetical words of the scholastic manuscripts. Thus, the exclusive use of English to access the knowledge behind academic words and concepts unequivocally produces a blockade to education for these scholars. Hence, the students' problems with concepts seem to be due to the incongruences between the communicative ways of the students and how academic text content is communicated and structured as hinted by Perkins (2007).

The significance of the above interview data is that, in such reading interventions, as in this study, participants must acknowledge that they have a vocabulary problem. This way, they invest more in addressing the problematic vocabulary issues as in the evidence above, because they have identified and acknowledge them. Once the problematic word has gets noticed, the chances of it getting recalled are improved if the student actively expands upon – or cognitively, reflects and engages with – this vocabulary item (e.g., Hulstijn, 2001; Barcroft, 2004; 2006;2007;2009). The more the reader engages with the terminology, the stronger its memory or recall (Schmitt, 2008; Laufer & Hulstijn, 2001;).

These extracts are an indication that already, the students are monitoring their reading for problems. The intervention partly aimed to address this skill.

In the course of the reading intervention, it became clear that those students who monitor their reading had more success with academic reading, as this improved their ability to self-regulate to ensure comprehension during the reading process. The act of checking one's understanding in which the academic reader internalizes awareness or realization of grasp in reading, and adopts tactics to tackle perception problems harmoniously, is crucial for academic reading success. Therefore, it needs no overemphasis that in an educational reading intervention of nature carried out in this study, demands become that participants acknowledge and take note of their language and vocabulary problems to ensure these get specifically addressed. That progress gets monitored in the quest for better reading and understanding.

It is evident then that the reading problems of typical South African university students, which prompted this study, especially about issues around academic language, are real and not a fabrication. Translanguaging provided a way to make text content comprehensible and deal with the vocabulary problems indicated earlier. Makalela (2014) and Makalela and Fakude (2014) argue that perhaps translanguaged reading pedagogy can help us prevent our students from 'barking' or 'chanting' texts that they do not understand and just following words on the document without any meaningful analysis or critical appreciation. Bilingual and trilingual scholars can use all their accessible languages to ascertain links that bridge and terminology understandings, Growing scholars' multilingual awareness advantages learners in forming these links autonomously, heightening conception and interpretation . Translanguaging offered fertile ground for the further cultivation of multilingual awareness. So, as it became a useful strategy in developing academic reading, offering more direct ways to access and take ownership of text substance, grow scholastic terminology, and extend as well as sharpen reasoning of the multilingual EAL reader bilingual. Additionally, the educational usages communication ripened, as will be demonstrated in the next sections and with the subsequent sub-themes.

4.6.4 Mismatch between Western and African rhetorical practices

Another challenge that emerges from the data and links to the problem discussed above is the issue of the mismatch between rhetorical practices in English academic texts, which have an alignment to the West, and African rhetorical practices and language operating systems.

The following is a transcript of selected sections, an individual metacognitive interview with Andi. Although the transcript is rather lengthy, it particularly illuminated the theme of 'mismatch between Western and African rhetorical practices as a reading problem.' The transcript precedes description and commentary.

The vignette context below is that the respondent is gets probed about a recent test that students wrote in which they would have used academic sources also in the intervention's readings.

Excerpt 2

59	Researcher:
60	Is the mark you got out in the test given by your lecturer an improvement from the past?
61	Andi:
62	It is an improvement. Last semester I passed, but it was not a very good pass. Although I wasn't expecting this pass of 52% mark in this more recent test. I am hurt that I got this mark after all the hard work that I put into the revision. The intervention did help in this latest test, but I think the problem was with me. Maybe I did not understand the question very well. Only if I had followed the question, I would have come up with better responses.
63	Researcher:
64	Which questions did you answer in the test?
65	Andi:
66	I answered the question on ethnocentrism and stereotyping. I did not get a good mark, not because I do not understand what ethnocentrism in stereotyping is. I realized what ethnocentrism and stereotyping all about are, but maybe I failed to link it to the question.
67	I do not remember the exact problem that was asked. However, I think the question asked us to describe two barriers of intercultural communication and to explain how each is a barrier. The question said something about principles, but I do not remember very well. I think it talked about the principles that are used to preserve diversity. However, I am not sure what preserve means.
68	Researcher:
69	To preserve is to...
70	Andi:
71	To protect?
72	Researcher:
73	Yes, to protect diversity...So if you preserve something you ensure, it stays for long. So maybe we are looking at diversity. What is diversity?
74	Andi:
75	Diversity? How can I explain this? Like two, aah...I mean, aah...Different perhaps races mixed together. Differences. So, diversity means different people are coming together.
76	Researcher:
77	Yes. It may be racial diversity, which means different races come together. It may be different men and women, older people, and young people; Zulus, Xhosas, Tswana, Nigerians, and so on. So that would be diversity.
78	Andi:
79	I see, Sir.

80	Researcher:
81	Now, does ethnocentrism and the way you understand it promote diversity and our differences?
82	Andi:
83	I think ethnocentrism, its...its...It... Should I use the word discriminates?
84	Researcher:
85	(Hums approval)
86	Andi:
87	Aah...When we...We find it hard to...to...To communicate with other people because we...we...we... We are so proud of our own cultures. So, that becomes a barrier because...So ethnocentrism doesn't promote all preserve our differences if we are ethnocentric.
88	Researcher:
89	It doesn't. So, you were supposed to go in that direction and then explain further white ethnocentrism doesn't allow us to be who we are in our difference to others. So, for some ethnocentric people who have a Shona or Xhosa background, mixing with the Zulu people like yourself will be a problem. The ethnocentrism prevents us from communicating well is really not have much respect or liking for other ethnic groups. So, it becomes now in a barrier. So, I think you were supposed to go in that direction. Did you go in that direction?
90	Andi:
91	Can we just read what I wrote if you don't mind? I would read, and you will listen. So, I started off by defining ethnocentrism. So, I said (reading her marked script verbatim), "... ethnocentrism is the degree to which you favor your own culture out of all the cultures that are out there. Being ethnocentric means that you put your own culture first and regard it as being superior to other cultures. Ethnocentrism is when an individual, for example, judges Xhosa people by their culture of the young men going to the mountains for circumcision is being madness or insanity. When one is ethnocentric, that person favours his ethnic group or in groups and rejects those who are out-groups. For example, a Zulu person may not want to involve themselves or himself with other groups because they believe they are better than those out-groups. Ethnocentrism results in discrimination, racism, and this narrows communication or intercultural communication because no relationship can get formed if people from different cultures discriminate against each other. This action results in less diversity tolerance. Conflict may arise within the organization because different people of different cultures do not understand each other, and they won't want to do things according to how they should get done. They do things according to their own cultures.
92	Researcher:
93	What do you think if you had given examples there? Do you have models that you can provide? Give more examples just to make your point come through.
The test question which she refers to in the transcript excerpt above and to which she responded got framed as follows:	
TEST QUESTION	
<i>Identify and discuss two main barriers to intercultural communication, also identify and describe the principles to preserve diversity in intercultural communication. Provide appropriate examples where necessary. [50]</i>	

In paragraph 62, the student is "*hurt*" by the mark; she got after "...so much hard work..." in preparation. She cannot understand and concludes, "*Maybe I did not understand the question very well. Only if I had understood the question, I would have come up with better responses.*" In line 68, she labels herself a *failure* once again, "*I think the problem was me...*" "*I did not understand the question...*" "*I failed to link to the question.*" Her self-blame indicates her feelings of "*deficiency*." This deficiency to the author's mind stems from the fact that Andi has always got *labeled* repeatedly when she '*fails*' to meet the expectation of academic discourse. Some studies have viewed the above problem from a student deficit perspective. Such data paints English learners academically lower than their English-speaking peers, entrenching the derogatory description that identifies bilinguals, trilingual or multilingual learners, and any academic weakness they may have as a "problematic" (Ruíz, 1984; Gutiérrez & Orellana, 2006).

The view taken by this study departs from the deficit position and takes into consideration that, Andi's rhetorical patterns may be at odds with those of the institutionalized academy and that herein lies the problem. The problem is not with her. This study takes a more productive approach to develop students' multilingual linguistic repertoire focusing on the strengths that students demonstrate. One strength often viewed as the problem is that African students can be circumlocutory in their rhetorical patterns in negotiating content meaning and making sense of the word and the world. However, we need to be cognisant these students eventually DO get to the point, and they DO get there. The issue here for the researcher is simply that the student's circumlocutive rhetorical patterns are at odds with the in Western ways of navigating meaning that characterize the western-oriented reading classroom. For example, in American and English academic writing, exact and particular points, and straight forward, direct backing gets required and expected, according to Eli Hinkel (1997) . However, the circumlocutive approach is what seems wired in Andi, and she is thus disadvantaged when compared to an academic reader whose ways of knowing are grounded in the explicitness and straightforwardness of the west.

What we ought to do is to capitalize on this rhetorical pattern to meaning-making and help students marry it to the more direct Western rhetorical patterns of academic texts scribed in English and to the academic word. This way, we may transgress the deficit narrative of African multilingual readers and writers. The rhetorical arrangement of a text tends to be culturally specific. Rhetorical differences in English reading processes and text structure and the African rhetorical patterns of thinking and accessing important text information cannot become ruled out when EAL students read, tackle, and engage with texts written in English.

In paragraph 63, Andi faces a 'roadblock' when confronted with the phrase "*preserve diversity*" in the test question. "*I think it (the test question) talked about the principles that get used in order to preserve diversity. However, I am unsure what preserve means.*" However, a few lines down the transcript, the researcher gently guides her around the vocabulary 'roadblock' by gentle probing, "*To preserve is to...?*" Eventually, the student, on her own and in her circulatory way, finds not one but two synonyms of "*preserve*," namely "*protect*" and "*promote*" (lines...). It takes considerable time to get to this point, to allow for the circumlocution path to meaning. Such time is not always available under the exam conditions in which she wrote the test. Besides, exam responses force one to answer directly and explicitly even if one has not fully digested and processed the meaning of "*preserve diversity*" in the question terminology. After going over the vocabulary hurdle, we see Andi line 83 to 87, now confidently working with '*ethnocentrism*,' a concept she already understands and linking that concept to "*preserve diversity*." In a hesitant, circular fashion, with thought processes indicating pause and hesitation, "*it's... it's...it's...*" she continues to reason that '*ethnocentrism discriminates*. 'The view taken by this research-study is that Andi is not an unintelligent student. She just approached text and meaning differently.

Further evidence of the clash of rhetorical patterns between home and school exhibited in her response to the test question that she reads out to the researcher in her sadness and puzzlement as to why she did not get a good mark. In her mind and world, she has said all the information on the question and should deserve a good mark. Nevertheless, she does not get one. What is noteworthy about her response, which she reads verbatim, is that she gives many details at the begin '*I started off by defining ethnocentrism ...*' after this she is too elaborate in her definition (almost overdoing it) and her topic sentence comes almost at the end of her orally read out paragraph. These rhetorical moves clash with academic writing and information presentation conventions, which favor directness and having the topic sentence right at the beginning. In an academic world in which there is an expectation for information to be direct and explicit, Andi risks here labeling as a deficient and digressive and being awarded a low mark, as was the case here.

Further examples of this phenomenon in which home-based rhetorical patterns, clash with university-based ones, are demonstrated in the following extracts in excerpt 3 in which Jonny, another student in the study complains that when they summarise academic texts and ideas in them, from English to their language, it becomes too long, laborious and time-consuming.

Excerpt 3

Jonny:
Okay. The things I want to know, neh. Will that not be time-consuming for you and very long? Like to translate every language
Choral agreement: Yea, but
Jonny:
So, so translating something, let's say ethnocentrism, translating it into Zulu, Pedi, or Tswana. Don't you think that it will be an extra effort, which is time-consuming and lengthy? English is straight to the point. You do fill pages.
Fekeza:
It is time-consuming, and it may be longer, but then it doesn't matter. If it is going to benefit you, you might as well do it. If it helps you understand, it's worth it.
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Participants (Jonny) and even Fekeza acknowledge that the use of indigenous local African languages in giving text output tends to be lengthy and indirect, mainly when text-based ideas are summarised and paraphrased in prose. Whereas text output given in English summaries and paraphrasing tends to be shorter and more direct. This difference may result from an African culture of being indirect. Students generally complained that when they wrote summaries in their indigenous African languages, the responses were invariably very long.

The rhetorical orderliness of a text tends to be culturally specific. Rhetorical differences in English reading processes and text structure and the African rhetorical patterns of thinking and accessing important text information cannot get ruled out when EAL students read, tackle, and engage with texts written in English.

In academic texts written in English, there is a directness in the use of topic sentences, support sentences, and concluding sentences. The idea is to assist the reader in getting direct access to text content via the clear-cut titles, headings and topic sentences, and the linear arrangement of text ideas in structure. The rhetorical structural organization of texts or summaries and comprehension questions on texts tends to be culturally specific. Based on socio-cultural considerations, African rhetorical patterns are long winding because the African thought processes and rhetorical moves are more measured and circumlocutive and yet, still, valuable cultural and rhetorical resources that help the African student to navigate reading and work out meaning in texts written in English.

One respondent Fekeza, who stated, *"It is time-consuming, but then it doesn't matter. If it is going to benefit you, you might as well do it. If it helps you understand, it's worth it..."*, affirmed this assertion.

English rhetorical patterns value explicitness and directness, attaching great importance to the experience and voices of the individual. This Western view of the self leads to direct language in the text, including specific titles, headings and subheadings, explanations, definition explications, and exemplification too. In the African cultures of the participants, individuals desire to maintain social harmony or sociable relationships among members of the group, and too much self-expression gets regarded as problematic or even socially harmful. To achieve social harmony and to avoid individualism, African language speakers express viewpoints in a roundabout way. They frequently and intentionally delay the real subject by referring to something else or by using suppositions before getting to the issue in question, and they often expect the audience to infer meanings instead of stating their views explicitly. The primary challenge the African oriented students face when reading English text in English and producing text content and out-put in English is the transfer of a variety of types of indirectness into English. They tend to support and argue their identified text points using an indirect approach. EAL readers of all cultural backgrounds, therefore, need explicit guidelines for organizing their ideas following the typical conventions of the English-speaking world, so that they can perform better and maximize EAL readers' comprehension. Thus, teaching academic reading should involve developing learners' competence with English rhetorical conventions. This way, their summaries of text points from comprehension passages would be more succinct, precise, and concise.

Jonny's excerpts show that without clear and precise instruction and scaffolding of rhetorical rules crosswise languages, learners from languages that hardly get used in academic dialogs are likely disadvantaged when unexplained differences between language-specific rules never get addressed, to avoid any confusion and invalidation of the identities of African learners (Motlhaka & Makalela, 2016).

African language speakers tend to have a rhetorical unity that is far from the original stance, which is reader-responsible language, unlike English, which is a writer-responsible. It is essential to acknowledge those unique cultural ways of message conveyance in the English school textbooks clashes with the messaging ways of the African reader. These cultural differences may create wrong perceptions that the African reader is illogical when such a reader expresses confusion with texts written using “foreign” cultural patterns of communicating the scholastic messages.

4.6.5 Metalinguistic Awareness and Cross-linguistic semantic awareness

Metalinguistic awareness as a vocabulary development related concept has a strong presence in the interview data. Metalinguistic awareness is a slippery concept, and the writer will dwell on it a bit longer than usually expected so that its relevance as a theme is demonstrated and appreciated. It refers

to competence to converse about, examine, and reflect about language apart from the specific meaning of each term or word. It is the competence to view words out of their contexts as objects and use and examine them independently (Gombert, 1992; Shulman & Capone, 2010). Metalinguistic consciousness or sensitivity is a combination of various skills or proficiencies that link to language form and structures: syntactic, morphological, lexical and phonological awareness (Bialystok et al., 2014) The concept is abstract. It may be clarified *as insight* into how language is pregnant with meanings as well as its utilization and its configuration. Research has shown that bilingual and multilingual students, the likes of which participated in this study, have a reservoir of knowledge resources about word connection and nuances of word meanings. (Lasagabaster 1998, Ramirez et al., 2013)

Metalinguistic awareness relates to a unique skill to uncover connotations from linguistic hints and to understand obscurities and double meanings in the language (Edwards & Kirkpatrick, 1999). It is a relevant concept in this study since previous research suggests that multilinguals like the research participants may get endowed with some additional metalinguistic awareness, which aided the understanding of texts written in the English language of school discourses. It is a theme expected in the findings and discussion sections of a translanguaging study exploring bilinguals, multilingual subjects, language codes, and reading.

According to Achugar, Schleppegrell, & Oteíza (2007), metalinguistic abilities and comprehension-reading and are connected. Reading literacy educators of bilingual and multilingual students need to take full advantage of this metalinguistic assert that research shows their students possess at a higher level in comparison to their monolingual peers. The translingual reading program undertaken in this study allowed the participant multilingual students to display their inherent metalinguistic awareness, developing it further. Additionally, students used their metalinguistic awareness complemented by their linguistic repertoires to manipulate the academic language of the text allowing for simplification, dissection, breakdown, and ultimate digestion and synthesis of meanings embedded in the academic, domain-specific language.

The evidence suggests students used and developed their metalinguistic assert to their advantage in simplifying, breaking up the academic language, then translating and facilitating understanding of words used in the academic texts they read. The prominent aspect of metalinguistic awareness emerging from the interview data had to do with knowing language forms enough to “... *break it down*”. Students indicate that their knowledge of language structures, allowed them to manipulate pathways to text content. It is hard to speculate what they exactly mean by ‘*break it down*’.

Nevertheless, the suggestion is that they used all their other linguistic repertoires inclusive of their knowledge of African languages to manipulate and simplify academic language for text interpretation and information uptake. However, what we can say with a degree of confidence is that students were aware enough of language organization and structure to be able to use their other repertoire to break the word, then translate it, and use it in a sentence and context. Also, indisputable is that they employed their home languages to achieve this feat.

Student 1:
<i>This approach that we learned, allows us to break down and simplify using our languages and to bring down the concept or idea of academic words' meanings, and therefore allows us to explain clearly, much more clearly what the word is when someone asks us. You can even put it in your own language.</i>
Focus group line: 22 – 22
Student 2:
<i>So now, I am able to dissect texts critically, and that has helped me a lot in my understanding.</i>
Focus group Line: 133 – 134
Student 3
<i>(You) May need to put that word in more straightforward, less formal English in order to deepen understanding. So, in the same way, we here simplify the word by putting it in our own languages. Also, I think it's possible to think in both English and your local languages at the very same time</i>

The interview excerpts above reveal a knowledge awareness of how their home languages, in this case, Zulu, Xhosa, Sepedi, Tswana, and Swati, interfaced when students tackled academic texts seeking word meanings. Students used this to their full advantage to 'dissect the text,' 'break it down,' and 'translate' and in their 'interpretation.' The translanguaging intervention offered the space for students to use their metalinguistic awareness to advantage, as shown in the excerpts.

What is noticeable in all the above quotations is an excellent level of metalinguistic awareness activated by the reading activities and vocabulary challenges. Out of necessity to understand the English text, the students' metalingual awareness naturally comes to the fore. They can "breakdown 'simply' and 'dissect' 'concepts' and words like 'ethnocentrism' to 'explain much more clearly.' In this way, the students used their inbuilt metalinguistic awareness to maneuver around word meaning and concepts and, in the process, sharpened their academic language skills and vocabulary in the discipline of Communication. This evidence partly demonstrates the efficacy and benefits of translanguaging pedagogy in developing academic reading in university contexts. Conceptual

difficulties of EAL students can get overcome by multilingual manipulations of language generated by the students themselves using their metalinguistic awareness to which they have a better advantage than their monolingual peers.

Klein, as far back as (1995) found that multilingual students who learned English as their third or fourth language learned the language faster than bilinguals who learned English only as a second language. Griessler (2001) found that pedagogy in a third language had a positive impact on competence in any language, which got learned and acquired previously Thomas (1988) surmises that this benefit in learning another language as a result of enhanced metalinguistic awareness in bilinguals in comparison to monolinguals. The study hypothesized that more languages at one's disposal lead to better metalinguistic awareness and higher chances of understanding of text written in another language than that of the reader. Stated differently, the more receptive the multilingual student is. When multilingual students become exposed to the translinguaging reading intervention of this study, their metalinguistic awareness actively revealed itself and developed even further as they tackled academic texts written in English.

It makes, therefore, great sense to abandon the monolingual practice in reading-classrooms of bilinguals and multilingual learners and to initiate translinguaging pedagogy and translingual ways of approaching academic texts, which give students some space to use and further develop their metalinguistic awareness, as was the case in this study. The only problem seems to be our adherence to monolingual ideologies and practices “...we have not improved even after years of being subjected persistently to monolingual ways of learning.” (Jessner,1999:201). Even one of the research respondents similarly comments on this issue in the metacognitive interviews:

*Actually, I think this intervention is assisting us to **understand the words**. Because even though we have been learning and were being taught in English since grade 1, but we have not been excelling in our **interpretation** of academic words and texts. Which means there is a problem.*

One central fallacy that Makalela (2014; 2015) pays attention to is the one that considers languages as firmly distinct, unconnected, separate and also 'uncontaminated by any extraneous linguistic impurities. This study unearthed evidence of vocabulary building by research-participants using of their inherent metalinguistic skills.

The translinguaging reading intervention opened space for metalinguistic awareness to operate and helped students to determine and work out the multiple meanings of terms using multiple languages to

infer those very meanings. Students chose flexibly from a range of communicative repertoires. Translanguaging allowed students to profit by permitting them to "simplify" and "breakdown" "academic words." It also provided multilingual students with a more profound and insightful understanding of scholarly manuscripts. They acquired the power to break down academic notions into streamlined forms through dialogic engagement in which their awareness of language modes and structure come into play. From this point, students can take back sophisticated texts to first principles.

4.6.6 Metalinguistic awareness: The morphological aspect

According to (Bialystok et al. (2014), metalinguistic awareness is a mixture of many abilities that connect to, among other skills, morphological awareness. Morphologically complex words nominalizations are present in academic texts. Students tried to overcome this reading hurdle by inquiring into the roots of fresh terms. Using metalinguistic awareness to sniff into the roots of these words helped the scholars to perceive novel links transversely- crosswise languages. It helped them work out 'meta linguistically' the latest jargon that they encountered. The translanguaging space afforded by the intervention empowered them to unpack complex words and develop skills in decomposing morphologically complex words. Student-participants unpacked complex vocabulary items by simplifying the English, doing a translation and breaking down the new problematic word morphologically, as illustrated in the excerpt below:

Wise
<i>Even if one looks at the word ethnocentrism. It is a big word, but I can now break it into ethnicity being at the center. These two words, ethnicity, and center are easy to understand, even in Swati and Zulu. They are easier used and more precise in my own language. So, your ethnic group is your only focus (center) if you are ethnocentric.</i>

Here the student shows an ability to study a word, work out how it gets formed, and infer its relationship to other words in the same language. He is simultaneously making a cross-linguistic transfer of meanings. He can break the word into **ethno-** (*ethnic*) **centrism-** (*at the center*). The student has the sophistication use-to-use the word in different parts of speech, in the right context, and a sentence as in the quote. The word is utilized first as a noun "**ethnocentrism**" and then as an **adjective** '**ethnocentric**' demonstrating mastery of functional language to some degree by the student. This study confirms other research findings, e.g., Kieffer & Lesaux, (2008, 2010), that have also publicized that aptitudes in breaking down morphologically intricate terms are advantageous for progressing the reading-comprehension proficiencies of schoolchildren.

There are English words, like stereotypes and ethnocentrism. These words! These big English words that we have been coming across. However, you find that in your language, there is not a direct equivalent word to describe this, but when you like to translate it, you make it easier. For that word in your language, you can form a sentence or a paragraph to make it easier for you to understand.

Meshing languages made it possible for students to sometimes, expand the meaning to a full text or paragraph to give an improved discernment of text perceptions, which was essential in the formulating of students' individual and original *descriptions, explanations, classifications, characterizations or delineations* of problematic or incomprehensible jargon.

The students got involved in semantic awareness across languages: This step engaged on the word-meaning words, by using the context of their meaning with illustrations, which employed home languages, and the English of the texts' languages using sentences. This promoted fluency in all languages used. Home languages enabled these readers to construct a bridge to analyze semantic features of what English words in the text meant and compare these features to home languages.

Implementing this biliterate practice brought to the surface various linguistic proficiencies

'We learn new words, and we learn different explanations.'

Vygotsky (1962:110) maintains that a learner who can articulate the same idea in languages that are different, gains the ability to 'see his speech as a single specific and exact system amidst numerous, and this leads to increased awareness of how language works. The knowledge that words phrases and sentences can have multiple meanings progresses comprehension by permitting the person who reads to ponder elastically about the apt connotation or import. Translanguaging allowed this to happen.

This quote from the interview data shows translanguaging brought to fore some metalinguistic skills that potentially influenced academic performance and reading, such as the ability to make and understand inferences. Additionally, it was sharpening the skills of using and understanding multiple meanings of words. The evaluation and regulation of the comprehension of a text necessitate the knowledge that the word-items are pregnant and loaded with multiple conceivable meanings, perspectives, and substitute clarifications that require contemplation. Translanguaging created room for developing this ability to think and manipulate language, which is crucial for reading.

4.6.7 Cross-linguistic semantic awareness insights

When discussing word meanings, a bright and discernible pattern emerged from the interview data. The students report using the semantic-meaning of the English words used in the academic texts and extending it to home languages through metalinguistic knowledge and translanguaging. Crosslinguistic awareness encompasses that the learner sees the matches between diverse linguistic systems. In the course and process of becoming more capable in a second or third language, the student should become more sensitive to these similarities with their first language and begin to seek them out (Jessner, 2006) actively. In the process of becoming more skillful academic texts readers, the readers should consider awareness of the similarities in the English-written academic texts, with their own indigenous local South African languages, and begin to seek them out actively.

Vocabulary inquiry meant the undergraduates burrowed into their many languages in order to discover verbal resemblances and variances amongst terminology or jargon that they encountered. They made comparisons to the multiplicity of home languages that they already had, as demonstrated in the excerpt below.

Andi

*Oh yes. I think I had a problem with the word, prejudice. I was like, 'aah. What is this word about?' I asked Betty and I...She said it's judging. Yes. Furthermore, in Zulu, it means, "**ukuthathela or ukubukela Bantu pansi.**" It is like looking down on other people or just having your bias in a negative way against other people, especially those who do not belong to your in-group.*

As clearly shown above, the engagement of cross-linguistic semantic awareness insights helped students to grasp other connotative associations athwart – or crossways languages. It helped them work out the latest stock and specialized terminology they would likely encounter within disciplinary contexts in the future. Perceiving the English expression "prejudice" juxtaposed and next to "**ukuthathela or ukubukela Bantu pansi.**" extended students' vocabulary as they came across such academic English words. They developed diverse linguistic ways of giving similar, mirror meanings to the same word or jargon.

The excerpts below provide further evidence of how translingual academic reading interventions can harness and further develop the metalinguistic awareness that students bring to class, creating pathways to semantic awareness and knowledge of text content.

Excerpt

<i>If you use your wrong meaning in understanding the text, then you will have a wrong understanding. However, once you find out the dictionary meaning of the word, you can easily translate it, and then you have an accurate understanding of the word. Only then will you know how it is used and what it means.</i>
Toyile
<i>I crisscrossed between languages. The crisscross happens when you are trying to figure out what does it mean in English, what does it mean in my language Xhosa. This way, I had a better and improved understanding of my comprehension of the text or problematic areas of the text. After some crisscrossing between English and my language Xhosa and in context, I could say finally, okay this is what it means</i>
Andi
<i>It was easy for us because even if you were to apply this process and type of understanding a text in a test, you start by translating into your very own language and try to think...okay. What does this mean in my own language? Then after fiddling out what it means, you can be able to take it back to English.</i>
Siya
<i>If we do not translate or maybe relate the text with our everyday life, we have a minimal understanding. You have not understood the text if you cannot put the writer's words into your own.</i>
Siya
<i>I think this translanguaging intervention! It's not like when you translate the text in own our home languages; it has a totally different meaning in our home languages. So, it's...I do not know, but when we translate the text to different languages, we have a better and clear understanding of the original concept. So, translating does not get us off the rail. For example, if this is a cold drink (holding a cold drink can), it doesn't mean that in Swati, it means tea, or it becomes a beer (laughter). No. This intervention is not introducing us to strange meanings; it is helping us to understand the original meanings clearly. Translating is not saying something else. It is just helping you understand better what has already been said.</i>

New words for students got tackled using different metalinguistic strategies. Translanguaging helped multilingual student participants to use their linguistic awareness (learned from their other languages) to enquire successfully for meaning in new academic language encountered in their readings. Cross-metalinguistic awareness skills became further developed in the process. Putting home and school language ways together with and beside each to the other made it conceivably workable for the multilingual scholars to discern language topographical qualities explicitly. The students exhibited and were permitted to employ language form of awareness desirable to grow further linguistic abilities. They shifted from concentrating attention on lexical-level perception. Instead, they began exploiting frameworks from their everyday life and languages instead of using individual words to build comprehension of the text. This way, scholars attained healthier articulation or eloquence, as well as an understanding of the readings.

4.6.8 Vocabulary inquiry across multiple voices and languages

In the interviews, the students reported that when confronted with difficult concepts in their academic reading tasks, they use both home languages and English in processing those challenging new concepts or vocabulary to developing their understanding. Students report using all their linguistic resources to explain difficult words and vocabulary and that they did not get confined to just their limited acquaintance with English. The students also used contrastive elaboration. Using all the languages obtainable to them, they contrasted their definitions of problematic academic discourse terms, vocabulary, and concepts in their discussion and dialogue at individual and pair and group levels. In doing so, they were language meshing and shuttling between their languages, extending meaning beyond the text and reaching co-ordinances in vocabulary meanings hence overcame hurdles associated with limited proficiency in the academic English language of the texts. If two vocabulary words from different languages got put side-by-side, students could analyze what they saw in their minds. Placing different languages next to each other brought provided fresh analysis dimensions, namely, how terminology-items connote in the community-grown languages, vis-à-vis interpretations, and utilizations in English. Whether they worked in groups, pairs, or as individuals, the interview findings are that students were alternating languages of output and input in readings in order to box out of using only one language fixedly as is often experienced in monolingual classrooms. García and Kleifgen (2010) view this phenomenon as evidence of the research subjects naturally using their entire tongues to compose import and sense in the world. For the students, realizing harmonies and correlations, crosswise languages was a healthy way to absorb and fortify their perception of academic vocabulary.

4.6.9 Text engagements and interactions: Individual level

In the extracts on Excerpt below, students talk about how they carried out vocabulary inquiry alternating languages at the individual reading level:

Excerpt

<i>When you translate text from English and bring out the meaning in your own language, it means you now own the text. You own the text now, and you put it back.</i>

<i>Moreover, you can elaborate instead of copying or memorizing someone else's ideas, which is limited. It is like you are now doing better in interacting with ideas and concepts</i>
--

<i>I think our understanding! If we do not translate or maybe relate the text with our everyday life, we have a very limited understanding; You have not understood the text if you cannot put the writer's words into your own.</i>
--

Siya
<i>"I would underline every word or expression that is problematic and write a little 'nyana' something in the margin or around the text-word in my own language(s)"</i>
Andi
<i>It was easy for us because even if you were to apply this process and type of understanding a text in a test, you start by translating into your very own language and try to think. Okay; What does this mean in my own language? Then after fiddling out what it means, you can be able to take it back to English.</i>

In the extracts above, the process of achieving word meaning as used in the text involved going back and forth between the English and Zulu and clarifying in English and Zulu.

In the extract below, the student talks about how expressions link transversely, crossing languages, and how the different articulations in diverse tongues can convey the same thoughts.

Siya
<i>I think this translanguaging intervention. It's not like when you translate the text in own our home languages; it has a totally different meaning in our home languages. So, it's...I don't know, but when we translate the text to different languages, we have a better and brighter understanding of the original concept. So, translating doesn't get us off the rail. For example, if this is a cold drink (holding a cold drink can), it doesn't mean that in Swati, it means tea, or it becomes a beer (laughter). No. This intervention is not introducing us to strange meanings; it is helping and aiding us to understand the original meanings. Translating is not saying something else. It is just helping you understand better what has already been said in the text.</i>

It is making an inquiry into these kinds of questions, as exemplified in all the extracts above, which helped participant undergraduates to reflect on and reason more intensely about the lingos they utilize daily. Equating vocabulary from quite a few lingoes is likely to have deepened this skill for students. Students compared important terminology and their undertones in a few languages. For example, with words as "*narcissism, prejudice, stereotyping, ethnocentrism, and globalization*" mentioned elsewhere in the interview data. They reflected on the insight provided by translations of such academic vital words. As the apprentices engaged with difficult texts individually and independently, they developed lexis tactics. They acquired and used a range of academic and discipline-specific phrases and words accurately and demonstrated independence in accumulating vocabulary knowledge they came across an unknown or unfamiliar term significant to academic comprehension.

4.6.10 Pair level: Dialogic engagements and text interactions

Cross-linguistic vocabulary inquiry got also carried out at a pair level before being taken to group and class levels, as shown in the following interview extract:

Andi
<i>Oh yes. I think I had a problem with the word, prejudice. I was like, 'aah. What is this word about?' I asked Betty and I...She said it's judging. Yes. Moreover, in Zulu, it means, "ukuthathela or ukubukela Bantu pansi." It is like looking down on other people or just having your bias in a negative way against other people, especially those who do not belong to your in-group.</i>

This student has compared the meaning of "prejudiced," which is equivalent to "**ukuthathela or ukubukela Bantu pansi**." in isiZulu. She gets a second meaning from a reading partner and then from the lecturer and the other students, and after some self-monitoring in which she modifies her original definition, she reaches a confident conclusion as to the correct, contextual meaning of "*prejudice*" as used in the text. This way, translanguaging bridged the perceived distance between English and other languages and melted the vocabulary barrier that may have hindered a critical understanding of the word and text, while fast-tracking metalinguistic awareness and vocabulary development.

4.6.11 Collaborative Reading, Engagement and vocabulary inquiry

In groups, unsurprisingly, participants counted on peers' linguistic wealth to confront recent, unknown, and problematic lexis. The vocabulary inquiry across multiple voices and languages, thus, assumed the shape of a partner inquiry and conversation, as shown in the following interview excerpts. The difficult concepts and vocabulary that students encountered in their academic reading tasks acted as linguistic targets that became the common denominator for speakers of diverse tongues as they tried to unpack them and reach consensus on meanings. They succeeded.

Excerpt

Student A
<i>But then, we tried because I remember doing this group work with these other girls. We were not discussing ethnocentrism, but this other group work on the text dealing with stereotyping. Even though we didn't translate through the exact same words but, some words maybe had a similar meaning even though the meaning was not exact...but they had a similar meaning</i>
Student B
<i>Some of the words we are not familiar with. So, when we get to explain them in our own languages, that's when we get to understand what they really mean. This improved my vocabulary and understanding of English also. I am not ignorant</i>

anymore. Before this group work, I used to precisely cram what was on the slides and explain no further. However, in the group readings and study group, we didn't cram. We discussed. I still have a good understanding of the ideas and topics, and I have gained more in my vocabulary.

Naturally, the novice academic readers trusted one another's linguistic knowledge and resources to face and deal with new-fangled vocabulary. The students engaged in colleague dialog in their local indigenous languages. Interview responses indicated that the students reading and learning text content through the medium of home languages and English was perceived to facilitate understanding.

Excerpt

Andi
<i>Oh yes. I think I had a problem with the word, prejudice. I was like, 'aah. What is this word about?' I asked Betty and I...She said it's judging. Yes. Moreover, in Zulu, it means, "ukuthathela or ukubukela Bantu pansi." It is like looking down on other people or just having your bias in a negative way against other people, especially those who do not belong to your in-group.</i>
Fikize
<i>I remember I was explaining what ethnocentrism and I am was using my language. I was trying to understand the text more. So, for me to do that, it was easy because I used my language first, and then I remember after explaining it to myself in Zulu and to other members, I explained to again in English to all the rest in the class. This is what I tried.</i>

The excerpts above show that, through dialogic engagements and interactions amongst themselves using all the communicative repertoires available to them, participants were able to detect the denotations or senses of the terminology in context. After the words got defined following extensive multilingual engagement using their languages, the student could now translate them back into English or any other language they preferred to use. In this way, students utilized "translanguaging" stratagems throughout small cluster reading assignments in innate and imaginative ways, and within what Li Wei (2014) refers to as "translanguaging space."

Excerpt

We were discussing this other group work on the text dealing with stereotyping. Even though we didn't translate through the exact same words, but some words maybe had a similar meaning. However, in the group readings and study group, we did not cram. We discussed. What is this word about?' I asked Betty and me...She said it's judging Yes. Moreover, in Zulu, it means...after explaining it to myself in Zulu and to other members, I explained to again in English to the rest of the class.

As shown in the extract above, students learned from sharing know-how and proficiencies, with the more expert Zulu, Xhosa, Pedi or Sotho -speaking student partners, for example, acting as an expert while steering the translations in local indigenous African languages. Conversely, the student more

dexterous with English, became the *English expert* who guided the clarification of concepts expressed English - Martin -Beltran, (2010; 2010).

Dialogue gave set in motion assorted bits of intelligence or connotations of the terms. These dialogic situations provided the undergraduate participants with multiple contacts with textual, domain-specific notions, or vocabulary items. Such numerous acquaintances to the concepts and text-ideas are indispensable for a student to appreciate diverse textual connotations, senses, or bits of intelligence. Providing students with mere definitions to memorize as traditional dictionaries do, results in a superficial understanding of concepts as aptly expressed by the following student who implies engagement with the text prevents text or vocabulary concept regurgitation without comprehension:

'When you translate text from English and bring out the meaning in your own language, it means you now own the text. You own the text now, and you put it back. Furthermore, you can elaborate instead of copying or memorizing someone.'

Baker (2011) jogs our memory, retelling us that learners may not be processing the information by regurgitating the words of the text or copying words in monolingual coaching circumstances. In contrast, when scholars enjoy free room and openings to translanguage in reading, it "means that the subject" substance has to be "digested" and processed, Wei and Garcia (2011: 289). Asserted differently, in a translanguaging space, the scholars were obliged to generate meanings of the text to share and partake. That space got provided in talk and consultation using local languages either in groups or in pairs or with the teacher. Stahl and Fairbanks (1986:76) underscore that a strategy that bequeaths multiple contacts to an expression or lexicon is likely to hold a more significant influence on vocabulary building compared to a stratagem that provides the limited learner references of the word matched with a synonym or utilized in a sentence. When they got confronted with difficult, unfamiliar vocabulary, they engaged in dialogue with peers in their multiple home languages and English and compared various levels of the possible meaning of the problematic vocabulary or language. By doing so, they were able to explicate some of the nuances (contrastive elaboration) that got revealed through other languages at play, English included. Explication was done simultaneously with languages working together, in line with what Makalela (2016) terms *Ubuntu translanguaging*, a condition, and phenomenon in which the meaning of one language cannot get achieved without the sense, meaning or intelligence of the other. Such linguistic competence and exertions are in line with the definition of translanguaging provided by Makalela (2015). He categorizes as a -fluid communicative language practice" where the languages of output PLUS input were deliberately

juxtaposed - (p. 16). Creese and Blackridge (2012) would say of this that "meaning in language cannot exist without the other.

Student participants were able through translanguaging to achieve concordance of word meaning. This concordance of meaning happened when multiple voices converged, and meanings from a flexible range of multiple languages were agreed upon in group, pair or class, and dialogue and even in monologue when students read texts individually. The participants debated, engaged with, or discussed (either in, groups, or in, metacognitively in individual reading tasks) difficult words they encountered. The dialogic processes led to the agreement of opinions and harmony in meaning, resulting in a concrete understanding of the words. There was concordance from the multiple voices used — that means they were expressing the same thing. That thing became embedded in the students as they took ownership of the word and concepts and could now use them with confidence and the accuracy derived from the shared multilingual, translingual inquiry. Wei (2011) highlights that these practices need a translanguaging space where the interchange between communication systems and the movement of information and knowledge is possible in two, three, or more languages. Translanguaging spaces represent the availability of substitute and other ways, whereby the learners can talk about their reflections and understandings in the languages obtainable to them.

The implementation of multiliterate instruction, as was the case in this study, requires and needs space-creation where two or more languages can interact, interplay, and support the communicating process by using the multiple linguistic resources bi or multi-lingual have at hand. This complex, vocabulary acquisition space was made possible by the fluid environment of languages without boundaries. The flexibility of crisscrossing between languages in meaning-making ensured understanding of terms and knowledge of how to use those terms in the right context. The examples of students' excerpts given about group or peer discussions suggest that apprentices' day-to-day language performances are acceptable and valid assets that can get utilized in the reading schoolrooms. These resources can be possible entryways from which scholars can deal with academic reading. Consequently, education practitioners ought to produce and deliver spaces and openings for students to involve in and absorb such translanguaging, which "contravenes and subverts language grading pyramids." Translanguaging does expand and extend "ways of doing" that get usually appreciated in educational institutes that exist outside of students' homes, communes, and worlds" (García & Li Wei, 2014: 68). This process is what Johnson, Seltzer, and García, (2017) refer to as *together/juntos* instructional design, and what Makalela (2016) refers to as mentioned earlier, as *Ubuntu translanguaging*.

4.6.12 Online Bilingual Dictionaries and Translation Tools

Numerous examples from the interview data show that new words for students got collaboratively tackled by using different strategies, including online bilingual dictionaries translation tools accessed from their phones. The following excerpts are revealing on this:

excerpt

...there are some(texts) with big words which needed you to maybe Google the definitions of the words at first and then once you find the Google definition from the phone and then you can translate it into your home language

When one comes across confusing terms, you Google it. Try to understand it in their own languages. Try to understand the definition of the term in your own language. Then get to understand what the texts are really talking about.

There is one word that we encountered in our reading. What was it? P something. When we read it, we thought it meant something else, but we got the right meaning after googling and debating about it. After we googled it, we found the definition

... When we read it (a vocabulary item), we thought it meant something else, but we got the right meaning after googling and debating about it. After we googled it, we found the definition. However, once you find out the dictionary meaning of the word, you can easily translate it, and then you have an accurate understanding of the word. Only then will you know how it is used and what it means.

In the above excerpts, the students report that they made use of websites like Google Translate to translate individual words, from English to the home languages or from the home languages to English. The students googled 'difficult terms,' 'big words...definitions from the phone,' and 'debated'. They "Google it," trying to "understand the definition of the term in your own language. Then get to understand what the texts are really talking about." Students compared and discussed the different multilingual, explanations, and meanings from google dictionary and translation sources they accessed. These translanguing conversations gave the multi-lingual academic readers an authentic reason to draw on all of their languages to make meaning and best understand the content. It also provided cognitive engagement for the bi/multi-lingual readers by having them utilize their multiple languages to synthesize the vocabulary and semantic information they would have gathered. The Internet can be effectively used with multilingual reading classes if we approach it with multilingual goals in mind. Internet and electronic media engagement, translation tools, and dictionaries were crucial, as a translanguaging opportunity. In using the online bi and multilingual dictionaries combined with discussion and 'debate' and moving away from a focus on lexical-level understanding, instead of individual words to build comprehension of the text, students achieved better fluency in reading.

Also, the internet accessed through phone gadgets supported the bilingual (multilingual) academic readers as a multilingual resource, which deepened multilingual talk. The researcher had not planned for internet use in the intervention but was pleasantly surprised when students reported that "we googled" and "debated" in their semantic discussions. Students were primarily *interacting with multimodality* when they googled from their devices and discussed their findings. As students move between languages in their discussions, they deploy a plethora of semiotic resources (Halliday, 1978). These multimodal semiotic resources include interactional linguistic symbols within their full linguistic repertoire, textual artifacts, as well as facial expressions, gestures, physical representations, and interaction with the Internet (Kress, 2009). Makalela (2015) posits for curriculum and instruction that build on multiple repertoires of the learners and in which the educators acknowledge the linguistic fluidities that overlap into one another. This overlap of repertoires, including their digital literacy and linguistic repertoire, was manifest in interview statements showing the spontaneous use of technology, that is, mobile phones that had access to the Internet and Google. It seems reasonable to conclude that using digital gadgets and the internet in vocabulary inquiry as multimodal, multilingual resources does more than help multilingual academic readers and other learners hone media literacy in both their home and new languages.

4.6.13 Memory Recall and retention

Interview data also reveals that when students engaged collaboratively in elaborating on word meaning, their semantic awareness was not only improved, but they also recall, and memory of word meaning and form were entrenched. This phenomenon is evident in the following excerpts:

Excerpt

Student 1:
<i>Every time I see ethnocentrism, it already rings a bell in my mind and my mother tongue. It is like when you think your Zulu is more significant than everything else. Like ngikumbule in my own language. So, every time you see... in academic texts...those words that you were studying and translating into your home language. Every time you see those words, you remember, "oh... yah</i>
Student 2:
<i>We were crisscrossing in our discussions of terms and concepts even last week. We mixed languages when we commented, like English, Zulu, Swati, so that you will also have a general lasting understanding. If someone said something in a language that we did not understand they would have to explain to us, in the languages that we do understand. That is how we did it. Whether it is Zulu Swati or English, it is still the same idea.</i>

What we see here is that the students translanguaged and meshed languages, mixing Zulu, English, and Swati to collaboratively discuss and elaborate on vocabulary meaning in multiple language codes. This collaborative translingual dialogue, allowed them to ‘remember’ and ‘have a general lasting understanding.’ Student 1 goes further and says, “*Every time I see ethnocentrism, it already rings a bell in my mind and my mother tongue,*” and that bell associates with a comparable meaning in her language, “*It is like when you think your Zulu is greater than everything else. Like **ngikumbule** in my own language.*” An argument made in this research is that the more students’ linguistic repertoires get used in-text engagement and elaborative discussion on critical concepts fluidly and terms, the more the students understand and remember those discipline specific concepts and terms and how they get used in concepts. Creating optimal conditions for the use of these diverse repertoires, in turn, widens their range of domain-specific academic terms, for example, “*ethnocentrism*” in this case.

From a vocabulary learning perspective, once students found a word to be linguistically motivated and elaborated upon in mixed languages, it became more accessible for the said them to remember this word. An explanation lies in the fact that considering the link and relationship between a particular word form and its meaning in varied languages created a memory trace that facilitated recall of this word. This finding supports other studies in the field which claim that once a word has gets noticed the likelihood of it getting remembered is improves if the students energetically elaborate on – or said differently, cognitively engages with – this word (e.g., Barcroft, 2004, 2006, 2007, 2009; Hulstijn, 2001). The more the reader engages with the word, the stronger its memory fingerprint will be in the reader’s mind (Laufer & Hulstijn, 2001; Schmitt, 2008). A study by Candry et al. (2017), asked learners to rate how well the form of a new word fitted its meaning and to motivate why they gave a special rate urging them to engage with both meaning and form. They found that the more a learner elaborated on an unknown target language word, the better form and meaning recall was. The interview evidence here, therefore, suggests and reveals a translingual approach to enhanced comprehension. The interview data reveal that students recall enhanced when they were allowed translanguaging space to use all their linguistic repertoires, including IsiZulu, Swati, and English.

4.6.14 Rich Data

The interview and observation data revealed wealthy data. The study showed that the use of translanguaging techniques created rich contexts and fertile ground for growth in academic language proficiency and improved reading comprehension gains. The study revealed that there were significant comprehension gains because of the translingual reading intervention. It seems, hence, that the teaching of English on its own from other languages of the students is not beneficial (Makalela, 2016).

In other words, reading classroom translanguaging agrees with the view that multilingualism is a social practice and its practices form part of a healthy brain activity where language systems have no separation framed in segmented and isolated boxes (Wei, 2011).

4.6.15 Conclusions: vocabulary and metalinguistic awareness

This study experimented with and researched the use of translanguaging in providing epistemic access to students engaged in an academic reading intervention at the first-year university level. The main finding the use of translanguaging methods in an academic reading class, where reception of text content in a language is intentionally used side by side to the text content production, is an effectual way to teach and learn academic reading in multilingual contexts. The research has shown that the academic-readers understudy preferred the translanguaging approach, which gives room to increased semantic awareness of scholarly textbook language and academic reading success. Reading proficiency skills can be improved through the use of the learners' home language. There is, however, a need for more detailed studies that experiment with translanguaging, mainly where cultural communicative repertoires are used in a diversity of academic classrooms to assess its effectiveness in opening up pathways to knowledge in a “natural” way.

4.7 Proverbs

4.7.1 “Proverbs are part of our daily lives” - Harnessing cultural tools for reading

The power of proverbs and idioms in drawing learners' attention to given academic concepts is excellent. The intervention deliberately engaged students' indigenous knowledge by using proverbs and guided the learners into the new text knowledge situation, and in understanding the textual academic content. The interview responses and data endorse the study’s approach of using ‘familiar’ communicative tools like proverbs in the academic reading activities as demonstrated in Extract 1 in the following quotations:

Excerpt 1

Student 1
<i>I know. I know Proverbs. Usually, when we speak with our grandparents, we use them</i>
Student 2:
<i>In my case, the proverbs were very helpful. Because my grandparents use them a lot when they are speaking. Even if you do something wrong, they will rebuke you using Proverbs. So, I have an improved understanding of the Proverbs and what they mean. So, if I see something and relate to the proverb, I will have a much deeper understanding of it because it is something I know from my upbringing and background</i>

Student 3
<i>I think proverbs were useful. I think they helped me to understand the concept of ethnocentrism more because, Usually, where I come from, we communicate with Proverbs. So, I can think of one proverb that says, ...what does it say? But then it means something like, do not disrespect other people because you don't know where you will land, you know. So, sometimes you will find yourself at their place.</i>
Lecturer:
<i>...the students are familiar with idioms and proverbs No! Students were not confused because most of our students, they are multilingual. It is just that once one starts doing this academically, one will find that the issue of academics and language, the issue of using academic language, becomes a challenge to the students. We use proverbs and idioms. Our history is passed on using these language devices and oral tradition. This is why we tried to use idioms and proverbs to explain much better. However, you also find they know about idioms.</i>

All the respondents above identify with proverbs as something they “know.” Proverbs are “used,” they say by their “grandparents” and in their communities. In their home environments, they “communicate,” “use them a lot,” “usually” and can relate and link them to school text ideas as student 2 says, “...if I see something and relate to the proverb, I'll have a much deeper understanding of it because it is something I know from my upbringing and background.” The lecturer agrees with the students and repeats, “they are familiar with idioms and proverbs... they know about idioms.”

This statement shows that proverbs were well placed in the intervention because they formed part of the communicative and literacy practices that students were already familiar with and could, therefore, be used as appropriate and natural bridges to leverage readers into the academic discussions of text from a familiar socio-cultural perspective. Proverbs in this study were, therefore, an example of cultural resources, which, from a translanguaging perspective, had a role in developing critical reading skills at the university level. Therefore, proverbs represent a valid mark of historical development and the cultural setting of communities of the participant readers. They become cultural language products, created and used in the “world of participants and social situations for social purposes” (Honeck 1997, 31). Therefore, they offered a familiar pathway to the “strange” academic rhetoric of the text, thus transforming into an asset that students brought from home to tackle academic classroom texts. Proverbs were useful in meaning-making, and the transfer of academic ideas at the input phase of reading text as ideas in the text could get representation in familiar ways and rhetorical practices that the to which readers could relate. So, in support of this point, student 2 says, “...if **I see something and relate to the proverb**, I'll have a much deeper understanding of it because it is something I know from my upbringing and background.” Similarly, Student 3 declares that “Usually where I come from, we communicate with Proverbs,” He relates some of these proverbs in an analogical comparison with textual concepts like ethnocentrism and “they helped me to understand the concept of ethnocentrism.”

We can conclude therefore that proverbs were and can be used to aid learners or readers who may face difficulties to academia and academic, social science concepts in texts, to enter into the life-context of those academic texts and concepts by relating and connecting their everyday lives to the academic concepts encountered in academic readings of their discipline. As socio-cultural theorists suggest, cultural tools serve to guide learners from what they know toward the unknown (Hodson & Hodson, 1998; Rogoff, 2003). This theoretical view seems supported by the interview evidence above. Increasingly, researchers in the use of "cultural tools" are discovering that in order to have various cultural groups functioning and participating, in the culture of academic texts, it is vital to embrace the ways these groups know or learn. See (Barker, 2004; Eijck & Roth, 2011; Gilbert et al., 2005; Lee, 2003; Lipka et al., 2005). The lecturer says of proverbs in the excerpt above, *"We use proverbs and idioms. Our history gets passed on using these language devices and oral tradition. A proverb is a story with characters and aspects of this genre. Proverbs represent family structures, characters, and storylines."*

In sum, proverbs assisted in drawing learners' attention to given Academic concepts and cannot be underestimated. These social and educational instruments can be used in an academic reading to attract more students into the sub-culture academia. An argument made by this research-study is that culturally familiar communicative tools like proverbs and short narratives can be appropriate and effective academic pedagogical reading tools. The lecturer himself endorses the power and usefulness of proverbs and is full of praise on the content clarity and understanding that results from their use, as shown in the excerpt four below:

Excerpt

Lecturer:
<i>Yes. Yes. The problem with English is that...literal translation is sometimes not easy. Like dealing with academic concepts, for example, ethnocentrism. When one tries to translate the whole concept of ethnocentrism loosely, one will find that it will lose meaning sometimes. It does not even make sense. A person would not understand. However, if one uses the proverb, one will find that just one proverb will summarize and explain everything and give a bigger picture of the whole scenario, clearly showing what is happening. The beauty is that one can easily translate into English and achieve more significant and more precise and effectual meaning.</i>
<i>For example, I know of a colleague who had a misunderstanding with another good professor. This colleague of mine is Shona speaking; he used a Shona proverb in retaliation. He threw out a proverb. He did not even use Shona but translated the proverb into English. He warned that "You must not try to massage a porcupine." (he laughs) So, so one sees, such proverbs are powerful. One sees, anyone knows a porcupine. You do not have to search for the meaning. It is apparent.</i>

4.7.2 Proverbs as scaffolds to concepts in the reading and text.

Proverbs were deliberately and explicitly incorporated in the reading intervention and lessons by the lecturer as an inbuilt pedagogical design meant to harness social tools as an asset that students bring to the academic reading classroom. Besides, we experimented with them as useful tools in the teaching of social science concepts and academic reading. It was essential to find out if this had worked for students, and when asked about it in the interviews the idea of proverbs' infusion in reading pedagogy emerged as a significant theme on its own, and this is what the students had to say about their use in extract two below:

Extract 2

Wise
<i>Furthermore, it also helped to know how to use proverbs. So, we were also linking concepts to the proverbs. We were saying, for example, this is how the concept is being reflected in the proverb. This concept is what this proverb is actually explaining and showing it.</i>
Andi:
<i>In Zulu, we say, "Unyawo alunampumulo." It means do not disrespect other people because you might find yourself in a difficult situation tomorrow and they will be the ones to help you. Alternatively, they would remember your disrespect and won't help you. I related this to the idea of judging other groups. You don't need to judge will disrespect them. As a solution to ethnocentrism, you made think of that proverb. And it will help you think about solutions.</i>
Bambi:
<i>Proverbs and idioms helped me. Because if we use the idioms and proverbs somewhere, somehow, we understand that our proverbs can link with those English ideas in the text or rather ideas written in English. I can understand it much better when I can change the sentence to my own language using my own home language proverbs.</i>

In excerpt two above, all three students quoted agree that proverbs used in the intervention acted as scaffolds for the learning of the concepts in academic reading and texts. Wise says, “ ...we were also **linking concepts** to the proverbs,” and Andi illustrates with a Zulu proverb how she was able to get text insights into the follies negatively pre-judging out-groups and the concept of prejudice in intercultural communication. Bambi testifies to the fact that “**we understand that our proverbs can link with those English ideas in the text** or rather ideas written in English.” A clear argument from these interview statements is that socio-educational tools (stories, proverbs, anecdotes idioms) can be used successfully to scaffold students' learning of academic and social science concepts in their field of study and related scholarly texts. Proverbs opened doors to insightful ways of making a point. For example, with Andi's metacognitive interview response above, a proverb was drawn on to discuss prejudice, ethnocentrism as a concept and issue in the text on intercultural communication.

The findings indicate that these genres of communication have gotten used as a base on which academic discipline related concepts in texts are presented to students or, in other words, to scaffold students into understanding the concept embedded in an academic text. The students' reflections also reveal that their knowledge base as impacted, as illustrated in extract three below:

Extract 3

Using proverbs and idioms to and linking or associating these with ideas and concepts from the text helped because it gave us a clear picture of what ethnocentrism is. Take, for example, the proverb of the dove, which leaves the family nest and flies away to an unknown territory. Iis warned before it leaves not to cry or distress if the strangers in the foreign territories pluck out its feathers. We could relate this proverb to the concept of ethnocentrism and mistrust of strangers and foreigners or people of different ethnicities. It provided us a clear picture of what ethnocentrism is and how we should understand it.

There is a story behind every proverb or idiomatic expression. Avraamidou and Osborne (2009) , in a study evaluating the use of stories in science teaching, suggest that a familiar good story should foreground scientific (conceptual) notions for it to lead to meaningful learning. That is, the narrative text embedded in proverbs has to be followed with expository text (scientific or factual information) so that the reader understands the connections. This procedure seems to resound and echo in except two above. The interview data here reveals that students and their lecturer adopted a mixture of the narrative in the proverb and expository, explicit academic text to help engage with text-related information at the reception level of text input. In extract 4 below, the lecturer explains proverbs were especially useful because of the stories embedded within them, which leverage text-understanding for the AEL reader:

Excerpt 4

<i>Lecturer</i>
<i>Nevertheless, remember in African languages, we tell stories. We use proverbs and idioms. Our history gets passed on using these language devices and oral tradition. Even when I used proverbs and idioms, there are stories and storytelling involved in interpreting and making sense of these language devices. Even if one looks at this proverb, which says, "if you do not travel, you end up marrying your sister," Even here a story gets told, it is a story with characters and aspects of this genre. Proverbs represent family structures, characters, and storylines.</i>

Interview data in this section illustrates how the narrative text (proverbs) was used to the foreground and open insights into information on text content, e.g., ethnocentrism and then the expository text to provide the academic facts. The marrying of the narrative and the expository text was apparent in this interview data. Taken together, therefore, this author argues that indeed, the proverbs and their stories enhanced the students' understanding of academic text-related information, particularly regarding

concepts related to barriers in intercultural communication as presented and represented in the read text. As pointed out by other researchers, if we evaluate, we see there is power in narrative texts which privilege educational-cultural tools like narratives, proverbs, and idioms in the learning of academic reading and concepts they carry (Gilbert et al., 2005). The reflections that accompanied what the students had read showed the power of guided participation and how narratives, proverbs, and idiomatic expressions can work in classrooms to promote learning and develop academic reading competency. The academic readers were able to not only emotionally connect with the proverbs and stories therein, but also understand the textual academic explanations. To conclude the discussion, we can assert that students are always inclined to learning, and under proper circumstances, they can construct their knowledge. Vygotsky (1978) advocated an apprenticeship or guided learning for students as they develop. The students got interested in learning when tasked with academic reading and text information based on their needs and interests. These made the students in control of their learning, which is one's Vygotsky's suggestions on how best learning can occur. The students' testimonies about proverbs in this section re-emphasize Vygotsky's observations

4.7.3 Cognitive semantic analysis: metaphor, proverbs, and analogies

Proverbs are highly suitable for cognitive semantic analysis since they are structurally similar to primary conceptual metaphors: they are short and concise. The interview data indicate that participants in the reading intervention used them as such in analogies to analyze and gain critical insights into textual concepts for more profound meaning and understanding as demonstrated interview quotes from the two students in excerpt 4 and 5 below:

Excerpt

Peddie:
<i>With idioms and proverbs, it helped me when we were reading the text on ethnocentrism and the other one stereotyping. When you gave us an example of Shona proverb which warns about "not looking down on poorly cooked "pap" "because such "pap" can actually fill your stomach any help you survive. This proverb helped us to understand. The idea sticks in your mind for a long time, and the proverb helps you to understand the nature of ethnocentrism and stereotyping. Especially with ethnocentrism! It shows us and warns us that we ought not to be too quick to negatively judge something based on what you see or how it behaves. Alternatively, how you perceive it without knowing that, that something will help you, or useful or maybe that that something is good.</i>

In excerpt 4 above, Peddie, demonstrate how she used proverbs to extend the meaning of the text beyond its representation in the text. Using proverbs, she was able to “understand” the text related concepts of “ethnocentrism and ...stereotyping” by directly comparing to and finding similarities of in these concepts to the proverb which warns against biases and prejudgments if even you have one

has not put their thinking or perception of others to the test. Through proverbs, students could extract many ideas on how we think, how we conceptualize and categorize the world, and relevantly relate this to the perceptions under discussion in the academic domain-specific texts. Proverbs allowed this student to process the textual information over time and digest it, instead of barking the text and parroting the ideas at a surface level. *"The idea sticks in your mind for a long time, and the proverb helps you to understand the nature of ethnocentrism and stereotyping."* Excerpt 5 below is more telling and revealing of this point:

Excerpt 5

Andi
<i>There is another Zulu proverb that goes, "Hamba Juba bayacuthapha mbili." Literary translated it is warning a dove, saying, "Go dove, but they will pluck your feathers off wherever you go." The meaning is that, may I use an example, they mean that; When you are not doing something that your parents want you to do, and they give up on you, "saying aag! You might as well go because, like, you will find out. Wherever you go, you will see, you will face the dire consequences of leaving home in that strange place, with strange people who do not know you.</i>
<i>The feathers will be plucked off in those strange places, and the dove will not be able to fly anymore. It will not be a flying dove anymore. So, the dove invites problems to itself by leaving its home and people and not following the ways of its people and flying off to foreign lands, and people will mercilessly pluck off its feathers, rendering it flightless. The dove encounters problems because it flies out of the in-group. It flies out of the family and gets into problems. The concept of in-group and outgroup relates to this proverb. We can see the concept of ethnocentrism there too. If you stay in your ethnic group, in your Zulu group, and you do the Zulu thing, you will be okay. But if you go out there and do things that you were warned against by your people are family or group, something terrible will happen to you. And so, this proverb can also help you to remember the concept and start discussing this idea because it is something that you can get from this proverb</i>

The interview excerpt above helps us understand how Andi, who was part of the students in the university reading intervention appropriated proverbs, explains and enhance their understanding of concepts and issues covered in the discipline related articles they read in the intervention. These proverbs, as narrative texts, are in this case, used to scaffold the reader into a different way of thinking, resulting in a critical appreciation of textual and conceptual explanations as the reflective interview extract of Andi reveals. Proverbs typically enhanced their understanding. In numerous analyses of metaphorical expressions embedded in proverbs that got used, cognitive semanticists emphasized a particular relation between such expressions and processes of conceptualization; that is, ways of experiencing the word and world around us. Given the fact that a proverb got used to express a particular metaphorical meaning in Andi's example above, we can consider it a metaphorical expression as a whole and, within it, identify the process of metaphorical mapping and relating constituents of the conceptual domain in the student's strategy to understand text meaning using proverbs. Also, with proverbs as can be seen by the way the student's investment, becomes a means of achieving a stimulating effect and of drawing attention to the more severe issues of the academic ideas

under discussion in the text read. Andi was even able to relate the common analogy and text idea to her own life, her "*parents... giving up on you*" because one chooses to fraternize with foreigners and strangers. There are emotions and feelings in the paralanguage of the parent character in her interpretive analogy, "*saying aag! You might as well go because like, you will find out.*" Gilbert et al. (2005) noted that proverb stories like the one she tells allow feelings to be part of the learning, and this was evident in her reflective interview.

As illustrated in excerpt 5, therefore, the ways of understanding any conventional metaphor require an effort of analogical thinking and force students into analytical and critical mode. Andi shows this when she explains how she used proverbs as an avenue to the analytical understanding of the concepts of in-group and out-group in the text *ethnocentrism*; the result is an analytical output of the text-content. The processing of analogies in proverb usage is, therefore, a process of understanding the socio-cultural implications tied to relating a target domain with a specific source domain. This finding corroborates Silver's (2001) finding in a similar study that through cultural-educational and social tools as proverbs, the students were able to explain concepts. Therefore, the conclusion is that proverbial stories used together with academic text information explanations are potent in enhancing students' knowledge of given discipline and discourse related textual issues.

To sum up this section, the power of proverbs in drawing learners' insightful and analytical attention to given academic concepts in texts read is immense. These educational tools can and should be used in academic reading to attract more students into the sub-culture academia. A conclusion is that culturally familiar communicative tools like proverbs, narratives, and idioms can be practical academic reading pedagogical tools.

4.7.4 Text recall and memory factor in proverb use

The students report in their interviews that proverbs helped them with retention and recall of the concepts and even with difficult but meaning-laden words that they encountered in the reading of academic texts in their field of study as shown in excerpt five below:

Excerpt 5

Andi
<i>This is what and then you relate it may be to your proverbs. Maybe every time you see the word, you remember that proverb, and you say to yourself, "Oh, okay," and you have an understanding. So yes, when we were writing the examination, there are some words which when we read them, we just thought of proverbs and we just thought of what we had discussed in our groups and class, in our home languages. Moreover, it helped us to understand better.</i>
Xolile:
<i>It was helpful because there was a time when we used our own idioms and proverbs from our own local languages, comparing them to the text ideas in English in concepts like ethnocentrism. The reason we did this was so that we remember the concepts easily when we have to apply the content. We remember and understand the concept and content of the text. It made it easy for students to relate to academic reading. This is because, we didn't read with the mindset that we just want to read, but the mindset of understanding the whole content of the text</i>

Both students in excerpt 5 above use the word "*remember*" to describe and explains one of the several benefits of proverbs when used as foregrounding or together with academic texts and the ideas or text input they carry. This educational use of proverb corroborates Silver's (2001) finding that the use of familiar stories are powerful mnemonics because of their being easy to recall.

Therefore, when we teach academic reading of domain-specific texts, the reason behind such deliberate usage of proverbs lies in the fact that what gets said in the text is remembered best when expressed with a relevant proverb. A proverb is powerful when used this way (Järv 2009, 258). The text's input is "*remembered*" because the proverb is attractive and familiar, and through that, the readers invest attention in the critical concept or argument or even word encountered in the reading. Used and incorporated with a socio-cultural translanguaging lens, narratives, proverbs, and idiomatic can be powerful tools for accessing and understanding academic text information and concepts. They are potent mnemonics. As established by many science educators who are looking at how narratives can be used in academic reading. (see Cavendish, Stopps, & Ryan, 2013, Gilbert, 2001; Jonassen & Hernandez-Sorano, 2002; Konicek -Moran, 2013; Negret, 2003).

4.7.5 Development of critical reading skills

The respondents report that proverbs allowed them to become critical readers, as evidenced in Excerpt 6 below:

Excerpt 6

Xolile
<i>For me, the proverbs were helpful in your way. Because when you maybe take a subject like ethnocentrism; when you like to discuss the portent excellent and evil aspects of ethnocentrism. Because there are Proverbs of the negative aspects of ethnocentrism in Xhosa, but also about the good. So, when... when you... It helps you when you combine them. When you tackle an academic text, you do not look at ethnocentrism and just say it is wrong or right without much evaluation. You do some serious consideration before reaching any conclusions. You elaborate, but also you take your proverbs from the good and the bad in your consideration and evaluation. You can write a two- or three-page essay and even elaborate. Moreover, the reader cannot help but want to read more about it. So, you can elaborate on the right side and the wrong side, which our lecturers encourage us to do.</i>
Siya
<i>Proverbs allowed us to look at the negative and the positive aspects of the concepts that we focused on in academic reading.</i>

The students here Toyile and Siya here are actively responding to the reading that they did. He is asking questions about the reading. In particular, they are examining the strengths and weaknesses of the reading's argument. Toyile evaluate the “*potent good or bad aspects of Ethnocentrism*,” while Siya thinks it is essential to “*look at the negative and positive aspects of the concepts*” Both students here consider how ‘*strong*’ the argument is, that is, how compelling it is and use proverbs to evaluate the balances or imbalances in the argument. The students are concerned with why the author says what he or she says. Here the students demonstrate high levels of comprehension and text engagement. The readers here use some external criteria from their own experiences, including proverbs to evaluate the quality, values of the writing, the author's reasoning, simplifications, and generalizations. With the help of proverbs, they react intellectually with the material. Toyile shows us proverbs have the power to start a rational and elaborate conversation. “*You can write a two- or three-page essay and even elaborate. Moreover, the reader cannot help but want to read more about it. So, you can elaborate on the good side and the bad side which our lecturers encourage us to do*”.

By expressing and rationalizing their opinions of a topic from their readings, in their home language and proverbs, students were more able to support/contradict those opinions when learning text-content in a new language. Students were able to review the topic/text in the home language and using proverbs, and back to the new language. This included discussing and analyzing the text/topic back in the home language using proverbs and through the use of translanguaging. This step helped the AELs to clarify and negotiate what they learned in the English academic text, solidifying their understanding of the content. Karabuga and Kaya (2013: 621), regard this reading as a way of solving a problem in which the readers make an exertion to understand the sense and meaning, from, phrases, words, ideas, information, arguments, claims, and viewpoints in a text. The students here expose that reading is

more in-depth than a superficial browse of text language. It incorporates readers' active engagement with the text, exposing the profound meaning of the text, including the writers' cues and implications (Harfenik & Wiant 2012: 79). The ability to extrapolate and evaluate the main ideas from the text constitutes the meaning-making process, which is the comprehension process that is required when reading (King 2007). To sum up, literacy instructors need to consider that in using an educational tool like proverbs, deep comprehension gets achieved in which readers - as demonstrated Except 6 - were able to progress beyond literal comprehension to using the text combined with prior knowledge and utilization of proverbs to construct understanding.

The lecture seems in full agreement that proverbs cultivated critical thinking skills and compels students to think and engage with the text for "deep understanding." This educational process gets clearly illustrated in excerpt seven below:

Excerpt 7

Lecturer:
<i>. But in terms of understanding! In terms of creating an understanding of the ideas! It proved important to use the home languages of the students and to draw from their culture. For example, this was the case when we used proverbs. However, again, African proverbs make one think. One needs to put on one's thinking hat to make sense of the sayings, proverbs, and idioms. Proverbs..., African proverbs can be abstract, but they forced the students to think deeply about the issues in the text and the concepts introduced by the reading. Students got forced to interpret the meaning of these proverbs and in addition to thinking deeply, thus encouraging or promoting critical thinking. African proverbs make one think. In interpreting, one gets forced to think, and it can work in promoting critical thinking</i>
<i>Position: 90 - 91</i>

Here the lecturer points out the many benefits of proverbs, which paved the way for understanding. The axioms allowed students to 'draw from their languages'. Thinking is thus almost natural and effortless since students do not have grapple with complications of using English only. The other clear benefit is that proverbs allow and force students to think, "African proverbs make one think." This quality in proverbs permits students to dig deep into the concept and appropriate the idea in the text through deep engagement. The lecturer endorses the use of proverbs in making meaning with versions at an intellectual, thinking level, and so should we have given this endorsement evidence.

4.8 Understanding

The word "understanding" featured most strongly in comparison to all other terms and was conspicuously dominant in a lexical search of all the interview data. 'Understanding' got used by respondents so extensively in metacognitive reflections and accounts of the interview data about their experiences with the intervention that it naturally emerged as a significant theme generated by interview data. Some factors that enhanced text-understanding, like, cooperative translingual dialogues on text-content, the use of proverbs, and vocabulary inquiry across languages, have got discussed already. However, a recurring theme associated with "understanding" seems to be that it has to do with using one's language(s) together with the English of the text, to penetrate the text word, concept or meaning. It is associated further with the idea and notion of translanguaging as driving the extension and expansion of meaning in academic vocabulary. When all languages worked together in cahoots, academic readers seamlessly gained epistemic access to senses beneath and beyond the academic vocabulary of the texts they read. When this is happening, then the full meaning of an "understanding" is realized. Out of more than 100 quotations, the following six are presented prototypes in except one below:

Excerpt 1

Fekazi
<i>When you read the text, you do not interpret it in English only. Because if you do so, you tend not to understand some of the words</i>
Toyile
<i>For example, if you think of stereotype, you are not thinking of translating to Xhosa. You are straining to look at it from an English point of view so that when you come to an exam or test situation, there is a lot of English! Big words!</i>
<i>Moreover, now you wonder to yourself, where do I start? How do I tackle this? However, now, since this intervention, you take that and put it in your home language, and it becomes easier to understand.</i>
Siya
<i>It's like when you are taking notes from your reading, you are not taking notes or taking down precisely what the writers say, but you are putting it in your own internal, inside words and language, which means that you understand what that author is saying. However, if you just write what they are saying exactly (verbatim) when it comes to studying time, you</i>

are just rereading the same old text that you never understood in the first place. You are not getting it. It is like you are cramming and memorizing everything. You will have problems with the exam; I am sure of that.

Andi

Because sometimes, I would read the text and ask myself, "What do I understand here? I am trying to understand." However, I did not understand anything. However, then, since this method got introduced to me, I can say, "Okay. For me to understand, I need to translate." You see.

The common denominator in all the quotes above is that understanding means using both English and one's language in meaning-making. Only when all words at one's disposal get used together can real meaning be achieved. Toyile says using English alone when faced with understanding roadblocks will not work. *"But now since this intervention, you take that and put it in your home language, and it becomes easier to understand"* Fekezi states that, *"When you read the text, you do not interpret it in English only. Because if you do so, you tend not to understand some of the words"* For Andi achieving "understanding" has become easy after the intervention. She declares, *"Okay. For me to understand, I need to translate. You see,"*. For Siya, *"It's like when you are taking notes from your reading, you are not taking notes or taking down exactly what the writers say, but you're putting it in your own internal words and language, which means that you understand what that author is saying"*

It is as if all these students are reading from the same script and echoing Crease and Blackledge, (2010:108) who define translanguaging. *"The meaning of the message is not clear without both (ALL) languages."* This approach deliberately alternated the language of input and output during reading tasks, thus allowed the students to think and express their ideas in any linguistic-mode, even a hybrid-form that they were comfortable. This fluidity in the meaning-making by using all the languages they had is what this writer suspects the students partly refer to as "understanding."

For these students, who speak multiple languages at home beside the additional English, the translanguaging strategies in the intervention validate their home language practices. It also extends how the home language gets used, enabling bilingual or multilingual students to practice reading and writing in the additional language. **Students fostered** their ability to move fluidly among multiple languages. Seeing how their words compare with to the English of the texts, helped them grow as bilingual people and even improved LOTL as revealed in these extracts

Moreover, the ability to read and write multilingual versions enables students to gain different perspectives, and this is what they rightly refer to as "understanding." The evidence here shows that Translanguaging has the potential to expand thinking and understanding. As a result, it is clear;

enabling students to utilize all of their languages to understand new words broadened that vocabulary and helped them comprehend texts.

Additionally, using translanguaging in reading literacy activities seems to have enabled students to develop first a voice through language practices with which they are familiar, "... *in my language*," they all say. Translanguaging, as a literacy process, has been shown to develop the thinking, reasoning, and organization of ideas that is essential to read, write and speak well through new language practices (Fu, 2019). This study is in harmony with this view. The study evidence above confirms this and endorse it as well as recommends translanguaging to literacy educators of bi and multilingual academic readers.

When they moved between languages and either “ *translated* ‘ or put, “ *it in... own words and language*”, students were able to review in their home languages, and this gave them the confidence of understandings. Siya says boldly, “*For me to understand, I need to translate. You see.*” Reviewing the topic/text in the home language and back to the new language and discussing, summarizing, or analyzing the text/topic again in the home language and via the use of translanguaging seems synonymous with the students' idea of text "*understanding*." From the evidence above, this step helped the Bi-Multilingual student participants to clarify and negotiate what they learned in English, solidifying their understanding of the text-content and words.

To conclude this section, it seems safe to assert that the study confirms literature that calls for translanguaging in reading development and other academic activities. Differently stated, translanguaging indorses and fosters meaning-making in using two or more languages, which get utilized in a lively, flexible, fluid, purposeful, practically integrated method. In essence, translanguaging this case study fits the description of a workable pedagogical process through which a facilitator allowed learners to formulate and share ideas using a tapestry of vocabulary in their entire linguistic repertoire. It allowed a space for the multilingual language learners to apply different dimensions of their experiences and linguistic knowledge into one coordinated and meaningful performance, and they rightly equated this with "*understanding*."

4.9 Versatile reading classrooms: Free & confident at last

The participants got asked for evaluative comments about the intervention. They got quizzed around issues on language preferences during the translanguaging lessons, activities, and tutorials on academic reading. The students, pointing to problems of social justice concerning monolingual classrooms. They agreed that meshing and mixing languages was a refreshingly liberating experience, especially in

comparison to the usual monolingual classes, which institutionalized an English only prescription. Illustrations of these reflective sentiments are in the following selected extracts in Excerpt 1

Excerpt 1

Andi
<i>I can now talk and participate, but I think and feel that I need to work on my English. However, if given a chance to speak in Zulu, as was the case in this intervention, I would tell more. I can talk. I can use English, but using English only makes me close down a bit. It just blocks my mind, and I start feeling that, "Yoo! I do not know anything." I just feel so, so empty that I cannot talk. Especially when I have to in front of the class; Because we all have different levels. Some grew up communicating in English, unlike some of us. So, I get too afraid when I have to speak in front of the class in English because I know people to judge other people without knowing them and they stereotype them</i>
Siya
<i>However, simultaneously, when you were handling the intervention as well, you conducted it in a way that allowed us to express ourselves in our languages and to translate from English. I think sometimes you do have something to say, and you always hear the comment in your mind. However, you do not know how to express it in English adequately. And then you just decide to stay with it because you do not have enough English bundles to show it. So, if a platform gets created where people can engage in their different languages, you can express different ideas as in comments and questions. So, it has helped in terms of participation and group discussion. You are no longer a stooge who gets regarded as suitable for nothing and with nothing to offer because of language problems. You can always say something.</i>
TOYI
<i>The problem we were facing is that when we came to university, before this project for intervention, no one was explaining things to us in the Afrikaans that we learned in high school. Now there was no one explaining things to us in Xhosa to make you understand. We got forced to use English, English, English, and English only. English is the Alpha and the Omega. I think it (learning) is about reaching our full potential. My conviction is that we have got limited too. This intervention took everything to different views. I have started to think differently.</i>
Lecturer
<i>They feel home. You can see the anticipation. Furthermore, I think it is a kind of new experience for them. You could see their faces that they were very much involved and positive that it would help them. Speaking in their language and allowing them to speak in their tongues came in value instruction. It aids in adding serious value</i>

4.10 The monolingual bully

The students viewed the use of English only in the traditional monolingual classrooms as frustratingly imprisoning and boxing them up in a language landscape and pedagogy that was neither beneficial nor enjoyable but rather thwart with oppression, fear, and negative stigma. Andi states in excerpt one above, *"...using English only makes me close down a bit. It just blocks my mind, and I start feeling that, "Yoo! I do not know anything." I just feel so, so empty that I cannot talk. Especially when I have to language, talk or converse in front of the class! I get too afraid when I have to speak in front of the class in English because I know people to judge other people without knowing them, and they stereotype them."* Andi here sounds tormented when every day in English dominated monolingual classroom, she feels "blocked" and "afraid" because she knows she will get "judged."

Furthermore, stereotyped" based on her English language deficiencies and the perceived links to low academic performance. She is recognized as an inadequate, interior, and limited academically. For Andi, speaking in English as an added-language that was fractionally acquired much later in life, is very intimidating in a large class the

So, she g is compelled to "close down a bit' when English only is used in class and ironically, supposedly for learning. In this way, Andi is denied active participation in her education and engagement with issues and concepts in academic texts and classes. This denial is a clear example of the kind of social injustice perpetrated by monolingual, English only pedagogy. Another tormented voice about the inhibiting severity of monolingual practices comes from Siya, who feels trapped and gagged in that he has no linguistic room to maneuver, articulate, or express his thoughts in English-only classes. Siya says, *"...However, you do not know how to express it in English properly. And then you just decide to stay with it because you do not have enough English bundles to express it."* Toyi also complains bitterly and repeatedly about the way the English only curriculum has been forced down the throats of students in monolingual classrooms. *"We got forced to use English, English, English, and English only. English is the Alpha and the Omega. My conviction we have got limited too."* From this evidence, it is clear that in monolingual literacy or any academic classrooms for that matter, students' ways of speaking are often very much controlled and silenced. The students seem to find the culturally, Eurocentric, and west-infused educational institutions severely alienating too. The respondents exhibit an impression that they are intensely opposed to the strict language separation used

in monolingual oriented programs at all times. Also, they seem here to be calling for a decolonized curriculum, which becomes a social justice issue.

The monolingual bully is at the center of educational and literacy development challenges, as demonstrated above. Monolingual ideologies arguably have adverse and unfavorable significances and impacts for the academic-positioning of the African readers as well as for their active participation in their pedagogy, particularly in terms of literacy development. In monolingual environments, bilingual and multilingual students are at a distinct disadvantage as they are unable to draw on all of their background knowledge and are unable to share their bilingual thinking process with others, as evidenced in the complaints and feelings of imprisonment expressed above. A monolingual framework of schooling, curricula, and assessments, unfortunately, is imbued with a oneness ideology, such as "one nation, one language" and "one classroom, one language" (Makalela, 2015). This oneness ideology views students' first language as irrelevant or even an obstruction to learning English and content-area academic knowledge. In those spaces, bi / multilingual students' bi-multilingual lived experiences are often rendered invalid and even pathologized in such a framework. This unjust neglect drawback a multitude of South African students who commence and conduct their classes in an 'imposed' mono language setting. Besides this, the imposition of one language, there also exists a reproduction of monolingual norms that seem to benefit no one.

It, therefore, becomes a social justice issue, since students are impacted negatively by discrimination through language, or bullied by monolingual biases in education. This amounts as demonstrated by Siya, and Andi. To stripping children/learners of their home language. Learners' linguistic and even cultural identities get side-lined and relegated with the harmful result that they lose self-integrity, independence, and voice due to this form of linguistic domination. Additionally, they are denied their participating power and rights in classrooms because their voices get muted, and they are prevented from entering into a conversation or analyze and think about their daily realities and lived experiences to enhance academic performance and achievement. Students are forced to discard their own culture and language. Then fill the void with the dominant culture and language just in the quest for elusive educational achievement. The students feel stigmatized, and they are seen as inadequate with poor command of English and subjected to fear humiliation, subjugation. Language becomes a struggle-zone, symbolic of imperialistic coercions that foster language domination to silences the academic development of the African child.

Understandably, there is a growing body of scholarship, which is increasingly focusing on language and its links to social justice issues. (e.g., Babaci-Wilhite, 2013 ; Bostad, 2013 ; Skutnabb - Kangas,

1994 and 2000; Kembo - Sure and Ogechi, 2009). The educational utilization in the classroom of languages that one carries at all is increasingly begetting advocacy as a human rights issue. (Gyagenda and Rajab-Gyagenda 2014, 149.). Contemporary calls to disestablish the colonial vestiges in education also incorporate the absolute and urgent need to transform the academy by way of making it adaptable to the socio-cultural and linguistic realities of South African society and the communities that inhabit it. Scholars like Breetzke and Hedding (2016) are optimistic that this kind of translingual transformation in education could and should get enacted.

In terms of social justice, it is becoming clear, as demonstrated in the analysis of interview texts above, that in the college education systems of South Africa, teaching and assessment strategies are not fair for those students who fractionally speak English as an add-on language or none whatsoever. English as an additional language or not at all! Hurst (2015;2016). Additionally, it is also becoming equally apparent that new teaching and learning practices, as well as 'new ways' of learning, need severe and practical considerations if we are sincere, to move towards democracy and social justice in literacy development, and the academy. Ultimately, it is the responsibility of all stakeholders] to respond to this imperative. Students learning within a socially-just pedagogic framework should not be impacted negatively through linguistic or any other discrimination Cumming- Potvin (2009: 84) concur with the researcher when they state that the kind of linguistic bias as described above is unacceptable in this contemporary society. Unfortunately, English currently discriminates in many ways, as revealed in the quoted extracts above, and often against the very students that South African education policy is presently aiming to prioritize. It is unfair to demand learners to 'force-use' a single, unfamiliar, often difficult language, when it is possible, nay; more natural and more efficient to get them to use their linguistic resources. Educational managers are hence morally obliged to trans lingually transform and other forms of pedagogy in higher education and elsewhere in educational spaces - McKinney (2016). Gyagenda and Rajab-Gyagenda (2014, 159) put it aptly when they advocate and argue that, real education liberates and empowers but never subjugates or disempower. The study demonstrates academic reading development, which can get done by way of adaptable multilingual pedagogy.

4.11 African languages validation - a positive impact

The Interview data presented in Excerpt 1 above on research participants' evaluation of the translanguaging reading pedagogies suggests positive responses overall to the approach. Students found their languages valued and legitimized within the academic space; they were no longer silenced or considered inferior. Andi says,

Andi

I can now talk and participate, but I think and feel that I need to work on my English. However, if I get given a chance to speak in Zulu, as was the case in this intervention, I would talk more. I can talk. I can use English.

Similarly, Siya's response points to multilingualism as one aspect of the course, drives the linguistic freedom in the classroom. The pedagogies used in this course may ultimately lead to increased engagement by students, as reported by this student:

Siya

However, at the same time, when you were handling the intervention as well, you conducted it in a way that allowed us to express ourselves in our languages and to translate from English. So, if a platform gets created where people can engage in their different styles, you can express different ideas as in comments and questions. So, it has helped in terms of participation and group discussion. You are no longer a stooge who is good for nothing and with nothing to offer because of language problems. You can always say something.

Toyi also reports that the intervention has helped him in developing his full potential as a reader and, as a student indicating, *"This intervention took everything to different views. I have started to think differently."*

The interview data strongly suggests that, when new voices are released, histories of subjugation get brought forth, building a future of equity and social justice. Translanguaging ways in academic reading literacy and elsewhere empower all bi/multilingual students who, under the current climate, remain chained and shackled by negative monolingual biases. Arguably, the experience of expressing their multilingual, African linguistic and cultural backdrop, inclusive of the use of those African languages integrated with the other languages of their lives, positively repositioned the African language-speaking students. Their experiences and languages were validated. This validation was seemingly a welcome rarity for them, mainly because the university maintains an environment in which the monolingual and exclusive use of English is a forced norm. Importantly, the student-participants in this translanguaging reading intervention were those who are usually silenced. Speaking exclusively in English, when one's proficiency shows severe limitations, can be intimidating in a large class, as pointed out by Siya in Excerpt 1. However, when the linguistic modes get alternated, naturally, bi/multilingual learners transform into confident, self-assured scholars who are more articulate in the use of their language capitals. Judging from the interview data, this seems to have been the case in the current interventional study.

4.12 Translanguaging in the reading classroom, "adding serious value."

A pedagogy premised on translingual discourse and sensitivity to language and cultural nuances can help facilitators draw upon students' identities and experiences as well as their linguistic and cultural repertoires producing learning and literacy that nurtures the critical thinking competencies that students need for success.

For example, the Lecturer points out

Lecturer
<i>They feel home. One can see the anticipation. Moreover, I think it is a kind of a new experience for them. One could see their faces that they were very much involved and positive that it would help them. Speaking in their language and allowing them to speak in their languages came in value instruction. It aids in adding good value.</i>

In the translanguaging space, students were highly engaged, confident, and lively in the reading classroom. We see from this response, translanguaging playing an inclusive role and enabling maximum participation (Manyak 2008; Bauer & Manyak 2008). It also plays a "valuable" role in activating students' "*involvement and positivity*"- something, which would be hard to elicit if only one language were used in the intervention. It is reasonable to argue that "the linguistic landscape of the classroom and the school should be reflective of students' home languages and cultures. The same should apply to the content that students are learning" (Kleyn, 2016, p. 204).

The interview data also powerfully implies that, when new voices get freed, histories of suppression get ejected, while a future of equity and social justice gets built. This data demonstrates how students responded positively to the translingual reading pedagogies highlighting the educational advantages they bring. This data is clear testimonial proof that creating and developing the use of seamless and flowing language rehearsals in literacy and other classrooms, frees ways of thinking and dialoguing, ultimately combating the harmful impacts on muting-control

The implication is that the AEL reader's capacities are enabled when a heteroglossic and multimodal orientation to language practices and meaning-making are taken up. Additionally, the inclusion of a translanguaging space legitimizes a role for the home language in school, leading to students' increased self-esteem and investment in learning.

The practical implications of translanguaging mean that educators must provide a so-called "translanguaging space," where learners and students can draw from their languages. These are spaces

where educators allow students to draw on their languages and discover amongst themselves. It helped when students discussed text related concepts in the language in which they felt confident. The inclusion of a translanguaging space legitimizes a role for the home language(s) in school, leading to students' increased self-esteem and investment in learning. It is something our future teachers should take notice of and implement in their classes. Education, including reading pedagogy, needs to be transformed translingually. One of the most critical interfaces is language. Multilingualism provides a better education, fights the monolingual bully in educational spaces. Furthermore, it is just a universal cause. To create multilingual literacy courses as attempted in this case study is not an impossible task.

4.13 FINDINGS: QUANTITATIVE DATA

Reported below are the results of the factorial ANOVA.

4.13. 1 Tests of Within-Subjects Contrasts

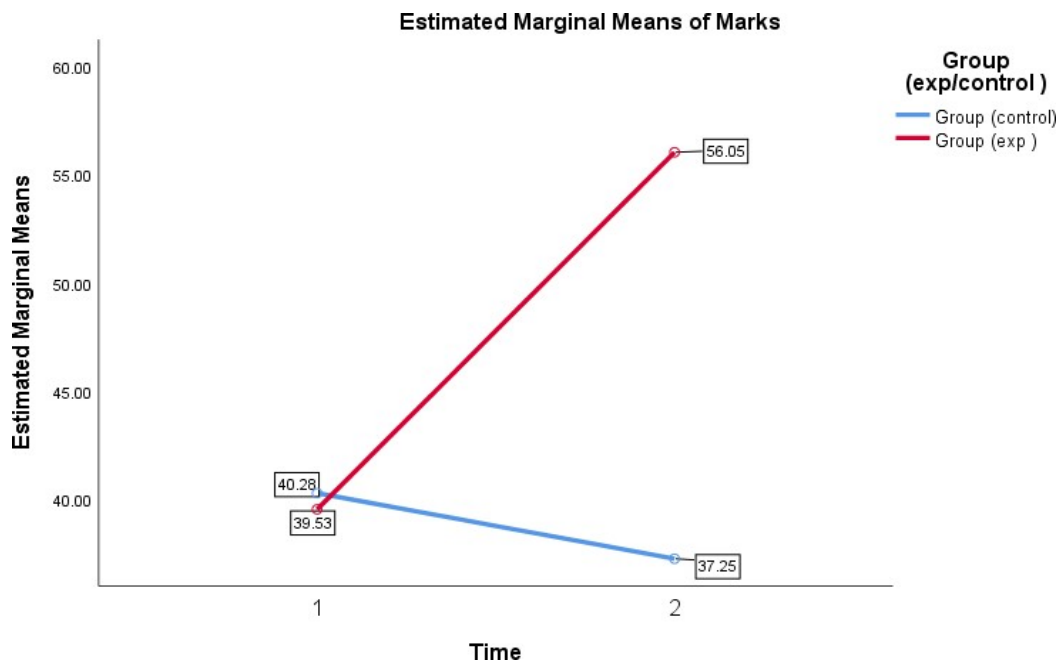
Tests of Within-Subjects Contrasts							
Measure:	Marks						
Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Time	Linear	2040.117	1	2040.117	43.738	0.000	0.332
Time *	Linear	4288.450	1	4288.450	91.941	0.000	0.511
Group							
Error (Time)	Linear	4104.640	88	46.644			

4.13.2 Tests of Between-Subjects Effects

Tests of Between-Subjects Effects						
Measure:	Marks					
Transformed Variable:	Average					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	336490.279	1	336490.279	1790.057	0.000	0.953
Group	3656.390	1	3656.390	19.451	0.000	0.181
Error	16542.009	88	187.977			

Tests of between-subject contrasts show that there is a significant main effect of time ($F(1) = 43,738$, $p = 0.000$, $\eta^2 = 0.332$.) There is thus a significant difference between pre- and post-test for the group as a whole. Tests of between-subject effects confirm that there is also a significant difference between the experimental and control group $F(1) = 19.451$, $p = 0.000$, $\eta^2 = 0.181$. More importantly, there is a significant interaction between Time and group $F(1) = 91.941$, $p = 0.000$, $\eta^2 = 0.511$.

The nature of the interaction portrayed graphically below shows that, for the control group, there was a slight decline in marks from pre- to post-test, while for the experimental group, there was a definite increase in marks from pre- to post-test.



4.13.3 Paired Samples Test

The **pre-test** tested academic reading proficiency before the translanguaging treatment got executed. The **post-test** tested academic reading competencies after the translingual treatment (which was administered to the experimental group only). The paired t-test gets utilized to **compare** the means of the two grouped samples (experimental and control groups) of related academic reading comprehension test results or data, Field (2013).

A paired sample t-test got done to investigate the significance of the shift from pre- to post-test between the pre- and post-test scores of the experimental and control groups, respectively. Results are reported below and shows that, for the control group, the difference between pre- and the post-test score was not significant at the 5 % level $t(46) = 2.154, p = -0.037$. Since the marks declined in the control group, it was not in line with expectations, and no further investigation is needed. For the experimental group, the increase in score from pre- to post-test was significant $t(42) = -11.202, p = -0.000$.

Paired Samples Test									
			Paired Differences						
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Group (control) No translingual treatment	Pre-test score - Post-test score	3.032	9.652	1.408	0.198	5.866	2.154	46	0.037
Group (exp) Translingual treatment	Pre-test score - Post-test score	-16.512	9.666	1.474	-19.486	-13.537	-11.202	42	0.000

The paired t-test had intentions to reveal the difference between (comparison of) the two groups (control and experimental), and their marks or scores in the two tests (mark after and mark before the translingual intervention). The two groups and their marks are related to the same tests that they both wrote and were assessed according to identical measures, standards, and criteria. The mean and standard deviation scores are paired for comparison and difference as visualized in the table above.

4.14 Results Quantitative Data

The Paired Samples Test table above automatically gives the sample summary data.

In the table the t statistic, ($t = 2.154$, and $p = 0.037$) for the control group. For the experimental group ($t = 11.202$ and $p = 0.000$) for the experimental group. ($t = 3.231$), and ($p = 0.004$); i.e., a minuscule probability of this result occurring by chance, under the null hypothesis of no difference. The null hypothesis is rejected, since $p < 0.05$ (in fact $p = 0.037$) for the control group and ($p = 0.000$) for the experimental group. The explicit translinguaging invention, not chance, led to this result. Besides, it

is reasonable to conclude that the mismatched monolingual pedagogy of the control group, not chance, explain their performance as revealed in the stats.

4.15 Conclusion Quantitative Data:

There is strong evidence ($t = 2.154$, and $p = 0.037$) - the control group and ($t = 11.202$ and $p = 0.000$) – experimental group - that the translanguaging intervention enhanced marks. In this data set, the experiment upgraded and bettered marks, on average, by approximately 2 points. It is also vital to look at the 95% Confidence Interval (95% CI). The difference in scores is sensibly important, not simply statistically significant.

Also, the data set presented above conveys that there is evidence to suggest that the research partakers experienced statistically significantly greater failure rate ($p = 0.037$) for the control group which went without treatment than ($p = 0.000$) for the more successful experimental group which was exposed to translingual treatment in the academic reading intervention. The quantitative results show (mean = 3.032 units, SD = 46) for the control group and (mean = -16.512 units, SD = 42) for the experimental group. The 95% confidence interval for the difference is (0.198) and (19.486) for the control and experimental groups, respectively.

The data presented in this quantitative section backs the development of academic reading translingual pedagogical programs that utilize translanguaging strategies to improve and progress academic reading literacy pedagogy.

4.16 Discussion

4.16.1 Academic comprehension reading achievement

The results of this study indicate that the translanguaging learning approach in academic reading with the Experimental group resulted in higher achievement than the traditional monolingual teaching approaches of the Control group. Moreover, and, the readers in the control group who received zero translanguaged reading treatment, had a regression. The reason for the increase in students' academic reading achievement (with the experimental group) could result from the students' communally crisscrossing and shuttling between languages in engaging with and explaining texts and receiving explanations on texts in which the concepts can be effortlessly understood and taken up. Translingual, multi-voiced dialogic pedagogy resulted in cooperative learning giving more translanguaging space

and opportunities for students to discuss, solve problems, generate solutions, provide ideas, help each other, and give text competent and knowledgeable output.

Alternatively, the biblically derived phenomena of the "Mathew Effect" could cause the reason for the regression in students' academic reading achievement and scores. In the educational literacy and literacies community, "**Matthew Effect**" refers to the idea that in reading (as in other areas of life), those who have something already get more and those who have nothing or little get more mediocre as an analogy in reading literacy development. When students fail at early reading and writing, as is the case with the control group, they begin to dislike reading, and reading achievement deteriorates with time. They read less than their classmates in the experimental academic reading class who become stronger readers due to the translanguaging intervention. If students start poorly as readers, the downward trend continues, until and unless an intervention like the treatment administered to the experimental group gets given.

4.16.2 Translingual cooperative approach improves academic reading

The results from quantitative data also indicate that the translanguaging treatment inclusive of cooperative and translingual learning approach in reading literacy increase attitude towards reading academically and also improve score-quality in text-comprehension tests. The probability is that when students work in groups, using their languages, they feel that they can depend on others for help and engage with academic texts more fluidly and meaningfully with more profound understanding.

4.16.3 A translanguaging academic reading model for 1st-year multilinguals

In interpreting the results, it becomes clearer that, literature and research on reading and reading models have a long history but have failed to address the South African reading literacy problem. The regression of the control group students is testimony to this conclusion. Traditional methods of teaching reading comprehension fall short and cannot satisfactorily, nor acceptably cater for the South African multilingual academic reader. There have been numerous model-proposals from as early as 1879 when Emile Java did the first work about the moments of the eyes. Since then, we have had a multitude of model proposals. For example, the Bottom-Up Model (e.g., Flesch 1955; Gough 1972), which considers the importance of the written or printed text as it brings about reading. The Top-Down Reading Model, e.g., Goodman and Smith (1971), is also sometimes referred to as the primary idea-driven model. This model utilizes the senses and meanings provided by the literary reader to the text. Reading becomes a "psycholinguistic guessing game (Goodman, 1988;2014). The Interactive Reading Model -- (e.g., Rumelhart (1977) and Stevens & Durkin (1992) - is an attempt to combine the two models, the top-down and the bottom-up. It selects the strong points of both models and integrates

them in learning to read. Many other autonomous reading models, schema theory and schemata (Formal and content) models, psychological, intertextuality, and sociolinguistic model exist. Nevertheless, all have not resolved the reading scourge in South Africa.

Many of the models, if not all, have been found inadequate for multilingual contexts like South African. Rumelhart's (1977) linear information processing model, for instance, tends to be direct and does not accommodate the circumlocution rhetorical practices of the sample in the study, as demonstrated by the retrogression and reversion of the control group. The "guessing game" of the psychological model is inefficient, impractical, and perhaps impossible to make predictions about the reading when reading topics that are entirely new and foreign or intensely academic. More importantly, the models have restrictions as a result of monolingualism, which, according to (Makalela 2014a), can be detrimental to multilingual students and limit their transformative, creative, and critical values. Hence, the conventional models presented above do not completely address all the areas of reading comprehension and fail to harness the cultural, rhetorical practices, linguistic and discursive resources of the multilingual reader in African languages. The current study attempts this and seemingly succeeds as proven by the reading progress of the experimental group. Conclusively, mismatched models do not appear to work in South African and similar contexts fully, and we continue to witness high levels of failure, especially where reading and comprehension is concerned. The mismatch and resultant failures necessitate developing own reading models, as has been attempted and confirmed by the data presented and analyzed in this chapter and is proposed below.

4.16.4 The 'New' Translanguaging Academic Reading Model

The study has attempted to synthesize relevant reading model information gathered in the past in order to generate a better model for the targeted multilingual students. It borrows from interactive and new literacies models, which stress the need to nurture and promote a diversity of new kinds of literacies that ensure education is relevant to the challenges, demands, and competency requirements of the modern era and age. New literacies focus on a shift from traditional to unique, less conventional socio-cultural practices. A defining feature of the proposed model, which sets it apart from previous ones, is that it incorporates pedagogical strategies that emphasize the flexible use of English and students' different home languages in all their varieties. Cultivated in this principle of language-alternation is grown in this reading class, with activities structured in ways that enable the simultaneous use of these languages. The new proposed model characteristically taps into the epistemic advantages of

translanguaging pedagogy using plural language practices and strategies in comprehension reading development for undergraduate students in a multilingual context

4.16.5 The ‘new’ translanguaging Academic Reading model explained.

This model can work by any reading instructor but may work better if the facilitator shares languages with the learner for more fluid communication and dialogue during language interface. Throughout reading activities, students are given space to translanguage, to be themselves, and to use languages and discursive resources that they are comfortable with and bring to class.

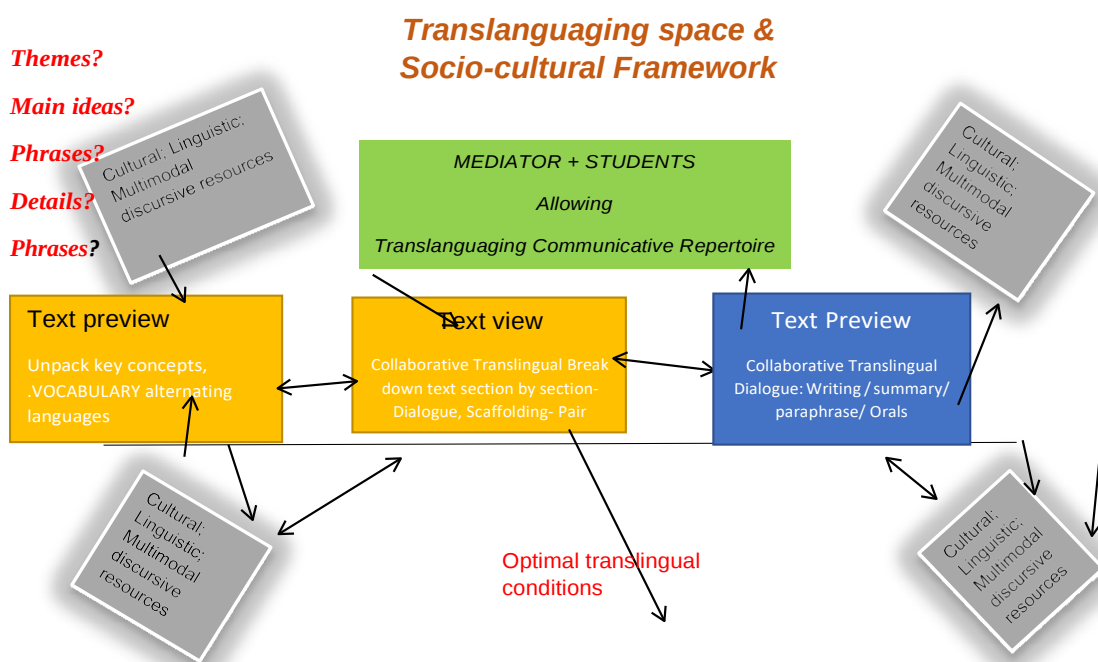
The pre-implementation phase of Model	
Mediator Plans- prepare t clear and concise translingual instructional strategies ready beforehand. Have an emphasis on Agenda: goals, plans, and knowledge to use formative and summative assessments to monitor student learning.	
Select course readings guided by the appropriate reading levels, course, and discipline-related content.	
A standard academic article can be covered easily in a week, over three periods of 3 hours each.	
Mediator Plans- prepare t clear and concise translingual instructional strategies ready beforehand. Have emphasis Agenda: goals, plans, and knowledge to use formative and summative assessments to monitor student learning.	
Activities and Roles	
Mediator, Intermediary, facilitator	Academic reader
Facilitates the reading pedagogy. Nudges. Mediates; Aims for students cantered class. Plans and uses - Explicit translanguaging teaching strategies	Collaborate in reading tasks and challenges. Talk, talk, talk about the text using their languages or comfortable languages at their disposal. Use own linguistic, cultural and discursive communicative resources, e.g., proverbs from their communities to explain the content in a discussion
The mediator models translanguaging reading strategies through action, and allows the student to discover answers for themselves. Engages own multiple linguistic repertoires with the students (if conditions permit). Introduces the concept of reading	Keep multilingual vocabulary lists. Think- pair- share reading activities The vocabulary inquiry across multiple voices and languages

a text in one-language and answer questions in a different one.	Make predictions and inferences from scanning headings and subheadings about the text that they read in their languages.
Use formulated linguistically pluralistic instructional strategies that embody focused goals, plans, and monitoring feedback	Flexible use of English and different home languages in all their varieties Criss-cross between languages, to extend meanings beyond the English language used in the text. Use both English and home language.
The mediator identifies the main content points and concepts. Point out Main, and new disciplinary ideas in the reading texts to unpack in indigenous (home languages) Provide the connection between the knowledge in languages of students if possible. The mediator guides helping to scaffold on the knowledge and skills they already possess — especially their rhetorical, cultural, and linguistic resources.	Read individually and Piecemeal – a few paragraphs at a time (one or two).
	Try to process and interrogate the information using the languages. provide evidence-based on reasoning
	After reading – ask each other questions about what they have just read
Sets up literature circles: Literature Circles have guidelines of learning tasks, assign sections, and other reading activities, but run by students. The students get assigned reading material on course readings, and groups formed based on multiple languages and cultures they share. Homogenous bilinguals work together. Prompt students to discuss challenging or new content through think- pair- share activities	Meet regularly on a scheduled basis to discuss in multiple languages and voices, the readings, given, and own topics addressed come from the students.
Evaluations and monitoring & Sum up: Reinforce. Main concepts. USE LOCAL languages as far as possible.	
Implementation Phase of Model	
Divide reading tasks and text according to Review, View, Preview categories	
Prepare for and do group and pair reading functions that make use of multiple languages	
Focus on themes, main ideas, details, phrases, and words in translanguaged engagement with and discussion of the text — concept literacy development. Main and new disciplinary concepts in the selected comprehension reading texts unpacked in indigenous (home languages).	
USE Constrictive elaboration, which allows students to criss-cross between languages, to extend meanings beyond the language input, and to enhance deeper understanding through translingual talk. Have a whole class or small group sharing of meaning-making using multiple languages and other discursive repertoires. Meaning-making changes as students share and interact with each other, the teacher, and the text. Ensure language all used. Are comfortable with what they have.	
Simultaneous use of more than one language in the classroom for either language or content subject teaching and learning, including writing, summaries, paraphrasing, and comprehension reading practiced. Reviews and paraphrasing activities are done in any language using new vocabulary in context.	
Translingual dialogues & conversations about academic texts and so personal connections made.	
Be creative and ensure optimal translanguaging conditions for the best results.	

When groups finish sections, chapters, or articles assigned, the readers share in their multiple voices and languages with their classmates about their reading, topics, and then new groups are formed based on further reading selections. Homework attempted as modelled increase the independent reading time. Allow multilingual dictionaries into examination venues too.

A monolingual mediator can conduct this translanguaging classes. What is just required is willpower and to implement the model according to the unique needs of participants and the dictates of a socio-cultural translanguaging framework. FLEXIBLE MODEL

4.17 The proposed translanguageing Reading Model



Translanguageing space & Socio-cultural Framework. Multiple-voices engagement.

FIG 5: Developed Translanguageing Academic Reading Model for multilingual at first-year tertiary level

4.18 Conclusion

The purpose of this mix-methods quasi-experimental research study was to explore the impact of using translanguageing techniques and students' own cultural and linguistic communicative repertoires naturally as a tool in developing academic reading in undergraduate Communication 1 students. This chapter presented the data results from the various data collection tools used: (a) observation, (b) metacognitive individual and focus group interviews, (c) pre-test and post-test assessments of insightful and critical academic reading achievement at the appropriate level. Themes were shared for each qualitative and quantitative data presented to capture evidence of the academic reading engagement and development levels identified. This conclusion of Chapter 4, therefore, gives the data summary organized in line with the research questions and in the order in which it was presented. Firstly, observation data of the academic reading classroom during the translanguageing treatment

revealed that the participants in various ways employed teacher and talk, as well as non-verbal behavior and other multimodal and culturally relative semeiotic repertoires, efficaciously. Such use of discursive resources drove students to interact more penetratingly and deeply with text content and, in this way, facilitated the uptake of textual knowledge and ideas. The observation demonstrates how participants in the experimental class translanguaged going both between different linguistic structures and between systems and going beyond them. Additionally, the observation data revealed a full range of linguistic and communicative performances of the multilingual participants as they tried and often successfully to tackle and fully engage with academic texts. Individual and focus group semi-structured interviews got transcribed, and themes emerging also presented. The results pre-intervention and post-intervention tests assessing comprehension reading achievement and critical engagement with given texts were analyzed and compared to ascertain if and how respondents in both the control and experimental groups developed, sustained, or changed their academic reading performance in the testing. The focus group and semi-structured interviews were transcribed and themes emerging presented. In the subsequent chapter, the focus will be on summarizing the main findings in the study. The significance of findings, the contribution of the study, recommendations from the study, the shortfalls of the study, further research, conclusion, and overall reflection on the research will share focus in the next chapter.

CHAPTER 5:

OVERVIEW, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This study was an investigation on the effectiveness and value of translanguaging strategies in academic spaces, to enhance reading comprehension development and critical thinking in super-diverse, multilingual English-as-additional-language university students in a first-year university module. Additionally, the objective was to explore whether it is reasonable, practicable, and viable to use translanguaging strategies and practices in the pedagogy of reading comprehension to enhance accurate and critical decoding of texts in a first-year module. Addressing the academic reading problem required a mixed-method study experimented with alternative translanguaging practices on an academic-reading course basis for the duration of a 10-week translanguaging intervention. The reading intervention involved students with more than one, two, or even three languages at their disposal for use in academic reading tasks. This chapter draws material together, summarizes, and comments on the significance of the main findings. The part of the thesis also includes the contribution of the study, recommendations from the study for policy and practice changes, and further research. Also appearing in the chapter are the limitations of and a conclusion.

This study has focused on translanguaging strategies that effectively harness the socially and historically shaped cultural and linguistic communicative resources of first-year students to help improve academic reading. It partly aimed at proposing alternative sociocultural-based translanguaging reading techniques or practices to effectively improve the academic reading skills of first-year university students at a metropolitan South African University. Another objective tested through a test design if the intervention had or worked at all. The impetus for the study was the next primary and specific research questions:

Main research questions

- How can the use of various discursive, linguistic, and cultural resources brought by students to the classroom enhance content knowledge understanding and critical thinking and analysis in the academic reading of AEL students in a course at a local University?

- To what extent is translanguaging a viable strategy for developing content knowledge comprehension in academic texts among multilingual first-year university students in South African?

Specific research questions:

Are there any academic gains in academic comprehension reading proficiency stemming from the use of translanguaging strategies or interventions?

What cultural and linguistic repertoires and strategies do translanguagers adopt to help readers interpret academic texts accurately and critically as a result of a translanguaging intervention?

3. To what extent do(es) translanguaging intervention(s) grounded in students' cultural and linguistic repertoires, enhance achievement and scores in answering academic comprehension questions from texts related to the discourse of a social science subject at the university level?

5.2 Overview of the main results in the study

The main findings on each objective and each question are as following:

5.2.1 Objective 1:

Objective 1 Investigate and assess the *efficacy and value of translanguaging strategies in academic spaces, to enhance reading comprehension development and critical thinking in super-diverse, multilingual English-as-additional-language university students in a first-year university module.*

The findings on assessing the *efficacy and value of translanguaging strategies, in academic spaces, to augment reading comprehension development and critical thinking in the multilingual EAL university student participants*, are presented and discussed in chapter 4. These findings were activated by the research question that seeks to determine whether there any academic gains in academic comprehension reading proficiency stemming from the use of translanguaging strategies or interventions. The salient findings on the profits and efficacy of the treatment are summarized according to themes as follows:

The main results on each objective and each question are as following:

5.2.1.1 The gains, value and effectiveness of the translinguaging reading intervention

This study shows that there were significant comprehension gains because of the translingual reading intervention. The use of translinguaging techniques created opulent contexts and extensive ground for growth in academic language proficiency and improved reading comprehension gains.

5.2.1.2 The value of the translinguaging reading and learning space

This study found that there is value in giving students translinguaging collaborative reading and learning space. The use of mixed languages built the cognitive levels of the students, and the text-related translingual dialogue allowed the students to discuss academic comprehension tasks and confirm comprehension through collaboration resulting in a deeper understanding of the text-content, deeper text-knowledge, and learning joy. Students learned from each other as they tackled texts together. They were able to reach into their existing vocabulary or develop it. They developed vocabularies in their languages and that of the readings as they read and searched for the meaning of challenging words through consultation with classmates. There were ownership and pride evident. No one got left behind in understanding text meaning. The study reveals that using translinguaging during collaborative reading is a useful academic resource, which helps students to understand texts, live their life, read, and learn freely. Translinguaging space meant opportunities for critical and reasoned engagement in reading activities were based on translingual dialogue and was not the silencing of classroom dialogue. It provided a way to make text content comprehensible and deal with vocabulary problems. By crisscrossing languages and communicative repertoires, the students can position themselves flexibly and strategically as competent readers who engage fully with academic texts in their field of study.

The study shows translinguaging allowed students to gain an understanding of unknown words through multiple entry points and to make connections between languages, which in turn permitted them to "simplify" and "breakdown" academic concepts. Translinguaging space allowed students to engage in "exploratory" talk that sought to establish working definitions in their languages of specialist terms used in the text. It also provided the multilingual students with flexible strategies to continue learning new vocabulary independently by introducing more profound and creative ways of exploring a word using their language repertoires and personal connections in a natural communicative way. The study demonstrates that students developed decontextualization skills; they first broke down academic concepts into simplified forms through dialogic engagement in which their awareness of language forms and structure came into play. In reading literacy pedagogy, it suggests, hence, that, using English

in separation from home-based languages of the learners is not needed, neither is it beneficial. (Makalela, 2015b).

Translanguaging space allowed students to engage in "exploratory" talk that sought to establish working definitions in their languages of specialist terms used in the text.

5.2.1.3 Benefits: Critical thinking, inquiry, engagement, and digestion

This study found that translanguaging enhanced reading comprehension in that students benefited cognitively from getting enrichment in the sphere of academic content knowledge of texts read. During text previews, viewing and reviews students brainstormed across languages about their readings. Translanguaging facilitated the process of freethinking and generating ideas about articles across languages. The student participants read the text and paraphrased as well as summarized in-home languages, which allowed them to work at a higher thinking level. The empowerment of students resulted in which there existed an understanding of difficult and new words and phrases by using their linguistic resources from all language resources to enhance their knowledge of the academic text's language. The study affirms and confirms a substantial body of research evidence, which suggests that collaborative reading, leads to greater comprehension of written communication than traditional approaches to teaching reading comprehension (Mitra, 2019; Momtaz, 2015; Gani, Yusuf & Susiani, 2016). The study argues this is more so if translanguaging is utilized and infused into the collaborative reading. The testimony is that translingual dialogic reading instruction improved students' powers of communication, brainstorming, summarizing, and paraphrasing. All this implies that translingual reading-classrooms have the potential to be productive for students who are negotiating AEL reading tasks in the mainstream classroom and offer them a unique pathway or trajectory towards full academic reading development.

5.2.2 Objective 2: Reasonability, practicability, and viability of translanguaging

Objective 2: Explore whether it is reasonable, practicable, and viable to use translanguaging strategies and practices in the instruction of reading comprehension to enhance accurate and critical decoding of texts in a first-year module.

The findings on examining whether it is reasonable, practicable and viable to use translanguaging strategies and practices in the training of reading comprehension to enhance accurate and critical decoding of texts in a first-year module came from the answers on the research question:

To what extent is translanguaging a viable strategy for developing content knowledge comprehension in academic texts among multilingual first-year university students in South African?

The findings identified the following themes:

5.2.2.1 A viable-workable strategy in academic reading literacy development.

The findings reveal translanguaging as a practical, workable strategy to develop academic reading. The translingual academic readers were with ease able to refer to each other for confirmation and sharing of information; in the final step, they achieved comprehension by relating to IsiZulu, IsiXhosa, Tswana, Pedi or any of their local home or own languages. Students' interactions among themselves, using their multiple languages demonstrate how translanguaging is the discursive norm among the bilingual and multilingual students. It also illustrates how easy it is to transform translingual, the reading literacy landscape, and the reading classroom. Students achieved the ability to draw on multiple repertoires to engage texts. Naturally, students relied on each other's linguistic capital to tackle different facets of the reading tasks. It took the form of a peer discussion in their local indigenous languages. This study reveals, therefore, that translanguaging intervention is workable, feasible, and implementable.

The translingual discussions of terms and text ideas in home and internally wired languages demonstrate students' high level of comprehension of the text and their ability to express this comprehension in a way that is relevant to their lives. Discussing the academic articles in the language(s) with which they were familiar, students were showing the feasibility of using their full linguistic abilities in a fluid and dynamic manner. The examples of students' discussions, text rewritings, summaries, and other reading tasks demonstrate that students were with ease, translanguaging across linguistic registers and languages while engaging their full range of linguistic repertoires. Such examples are an authentic reflection of the students' daily language practices working in harmony with school language practices. It also suggests that students' daily language practices are legitimate resources that can be used in the reading classrooms and can be viable gateways from which students can approach academic reading. The study shows that when academic readers at the tertiary level, are grouped into homogeneous language groups in translingual collaborative reading activities, they share information with their peers can meet expected reading standards.

5.2.2.2 Effective text interactions and engagement

Translanguaging practices, interactions in academic text engagement worked. The empirical findings in this study suggest that utilizing translanguaging strategies in an educational reading class where reception of text content in a language is both beneficial and desirable. Translanguaging reading pedagogy, which deliberately uses integrated language systems and diverse meaning-making communicative forms in the reception and production of text content, is an effective and practical way to teach and learn academic reading in multilingual contexts. The study has exposed that the academic readers under investigation embraced the translanguaging approach, which provides room to increased semantic awareness of scholarly textbook language leading to academic reading success. Reading proficiency skills can be enhanced by way of the use of academic readers' words. It helped and worked well when students discussed text related concepts in the languages that exist inside them and in which they felt confident. They were able to engage in versioning from the English to the Africans using all discursive resources at their disposal. This kind of engagement created more clarity than mental confusion or the mistakenly feared “contamination” of the English text. On the contrary, it created profound understandings of text concepts and in-depth knowledge of the prescribed academic texts.

5.2.3 Objective 3: Assessing students’ resources in a socio-cultural intervention

Objective 3: Assess what communicative resources students bring to class and their uses in a socio-cultural- intervention based on the translanguaging perspective.

The findings on assessing the nature of historical socio-cultural communicative resources that students bring to class and yoke to help with reading development in the intervention through mediation based on sociocultural translanguaging perspectives came from the following related questions:

- What cultural and linguistic repertoires and strategies do translanguagers adopt to help readers interpret academic texts accurately and critically as a result of a translanguaging intervention?
- How can the use of multiple discursive, linguistic, and cultural resources brought by students to the classroom enhance content knowledge understanding and critical thinking and analysis in the academic reading of AEL students in a course at a local University?

The findings identified themes as follows:

5.2.3.1 Linguistic communicative repertoires in meaning-making

The results show that students used all their linguistic collections inclusive of their knowledge of African languages to manipulate and simplify the academic language for text interpretation and information uptake. The *translanguagers* exchanged diverse opinions in multiple voices in their engagement with academic texts. The students actively engaged in drawing on their full linguistic repertoire when they encountered comprehension challenges. These challenges appeared to be vocabulary, semantics, or unfamiliar contextual problems emanating from texts under scrutiny. The study indicates that students had much fun turning academic jargon into pure speech in their multiple linguistic resources. Using two or more languages utilized in a dynamic and functionally integrated manner aided text meaning-making. There was a language synthesis and integration in collaborative group discussions that enhanced and deepened understanding of texts. The significance of permitting academic readers and other learners alike, independent examination and surveying of topics intelligently using their own communicative and discursive resources features in scholarship on inquiry pedagogy (e.g., Short & Burke, 2001; Beach et.al, 2006; Graves, 1999; Heath, 1983; Hillocks, 1982; Kohn, 2000; Lensmire, 2001). This study shows language repertoires or a "linguistic tool-reserve" rather than a mono language as a foundational resource that simplifies and leads to profound text understandings and learning.

The linguistic resources that students brought to class, which resulted in their linguistic ability and efforts in text engagement align with Makalele's (2015) description of translanguaging, which he describes as "a fluid communicative language practice where the languages of input and output were purposefully juxtaposed" (p. 16). The study shows students used languages at their disposal in an integrated manner, to make sense of the text, and to participate in meaning-making. Academic text-engagement meant, they talked and consulted in their languages either in groups or in pairs or with the instructor. The languages leaked into each other fluidly with the resulting in the achievement of deep text understanding. Baker (2011) reminds us that students within monolingual academic settings, may not be processing the information when regurgitating the words of the text or by copying words.

In contrast, when students have space and opportunity to trans language and deploy all their linguistic resources in reading, it "means that the subject matter has to be processed and 'digested'" (p. 289). The study shows that translanguaging is a candidate for the transformation of the linguistic landscape. It acknowledges the linguistic and cultural competences of our learners, and such pedagogy reflects the students' pathways of knowing and being.

5.2.3.2. Self-identity, cultural repertoires, rhetorical practices in reading

The study shows that successful teaching or learning in theoretical comprehension reading development is not limited to what the student knows but stretches to how students come to know (knowing about knowing or learning about learning). The study endorses this kind of meta-learning as a basis for success in academics. It shows that students' knowledge of themselves inclusive of their understanding of their language, culture, and discursive practices (for example., Creese and Blackledge 2010) plays a central role in fully developing academic reading proficiency. The study shows there was reading literacy success when students' multilingualism, cultural repertoires, rhetorical practices, and ways of knowing became a norm and a resource. It disrupted monolingual bias and strictures in reading literacy learning and teaching spaces, rejecting linear models to comprehension reading development and instead encouraging students to adopt reader responsible, circumlocutive, and indirect strategies to text comprehension reading. This strategy was aligned with the African student's identity, ways of knowing, and historical, cultural consciousness. The students adopted and used African literacy practices like proverbs that are reader and hearer responsible. In the English culture, the maxim of straight to the point rules. This maxim and epistemological orientation of monolingual reading classrooms as opposed to the circumlocution that typifies African ways of knowing and inherent in the proverbs that the African participants used. Hence the argument made is that culturally familiar communicative practices that were adopted and represent African students' ways of knowing as proverbs and anecdotes get shown by the study as appropriate and effective academic pedagogical reading tools.

Student participants made use of cultural repertoires, picked up from and shaped by their culture and communities, to access the epistemological content of the texts. The study reveals that students incorporated proverbs as tools from their cultures and societies in text interpretation and output. The axioms worked well for the South African first-year university academic readers. These participants come from African cultural contexts, and the translanguaging pedagogy aligned the reading pedagogy to the socio-cultural identity of the students. This way, students digested the text information as opposed to indigestion (Garcia 2009). The use of proverbs represents cultural competencies in academic reading pedagogy. The findings show that the readers were able to progress beyond literal comprehension to using the text combined with prior knowledge and utilization of proverbs to construct understanding.

The study shows proverbs formed part of the communicative and literacy practices that students were already familiar with and could, therefore, be used as appropriate and natural bridges to leverage the readers into the academic discourse of text from a familiar socio-cultural perspective. The study reveals that proverbs were an example of cultural resources adopted by participants, which, from a translanguaging perspective, had a role in developing critical reading skills at the university level. The intervention deliberately engaged students' indigenous knowledge by using inherently circumlocutive proverbs that guided the readers into text knowledge, and in understanding the textual academic content. Proverbs offered a recognizable pathway to the "strange" academic rhetoric of the text, thus transforming into a cultural asset that students brought from home to tackle academic classroom texts. The study reveals that proverbs were useful in meaning-making and transfer of theoretical ideas at the input phase of reading text as ideas in the document could get represented using familiar ways and rhetorical practices.

Also, students made use of their smartphones, which arguably are multimodal gadgets that represent their youth culture. From a socio-cultural view, the study took full advantage of the epistemological orientation of the participants, which depends on socio-cultural, historical context, and harnessed this in academic literacy and comprehension reading development.

5.2.3.3. Other multiple discursive and multimodal practices utilized by students

The translanguaging treatment revealed that non-verbal behavior and other multimodal and culturally relative semeiotic repertoires were employed efficaciously by the participants in various ways get an in-depth engagement with text content and in this way, facilitating the uptake of textual knowledge and ideas. The study shows students virtually interacting with multimodality (Kress, 2009; Halliday, 1978), which include nonverbal communicative cues and the spontaneous use of electronic gadgets and the internet in reading activities. Text information was communicated and accessed in numerous nonverbal and multimodal ways. Eye contact, gestures, posture, body movements, as well as the use of space and smartphones. The study shows that all these multiple discursive and multimodal practices adopted and utilized by students conveyed vital information about the viability of the translingual reading intervention. Revealed were optimistic insights into the efficacy of translanguaging academic reading pedagogy.

Makalela (2015) posits for similar literacy curricula and instruction build on multiple fluid repertoires of the learners an overlap into one another. This overlap of repertoires (digital literacy, linguistic, cultural, nonverbal, multimodal communicative practices) was manifested spontaneously as a result of

explicit translanguaging pedagogy in the study. This overlap reflected a relative newness of the acceptance of the sociocultural perspective.

5.2.3.4. Objective 4:

Objective 4: Assessing the efficacy and value of translanguaging strategies, in academic spaces, in order to enhance reading comprehension development.

The quantitative findings on assessing the effectiveness and value of translanguaging strategies, in educational areas, in order to strengthen reading comprehension development and critical thinking in the multilingual EAL university student-participants came from the following question:

To what extent do(es) translanguaging intervention(s) grounded in students' cultural and linguistic repertoires, enhance achievement and scores in answering academic comprehension questions from texts related to the discourse of a social science subject at a university level?

5.2.3.5. Optimal translanguaging conditions for reading success

The study evaluated the efficacy of the two approaches in the context of a reading intervention for first-year readers. Students ($n = 30$) were purposively and conveniently assigned to receive a translanguaging reading treatment, using specific translanguaged intervention for the experimental group, or typical traditional monolingual reading instruction, devoid of any treatment for the control group. Both groups were subject to pre and post comprehension tests of equal measure. The study shows that the experimental group was considerably, meaningfully and noticeably improved than the control group on assessed comprehension reading achievement in the post-intervention test. Significant effects favored the experimental group over the control group on short paragraph questions measuring academic text comprehension. The outcomes for the experimental group differed significantly from the control group. An analysis of the added value comparing the experimental group to the control (which did not get treatment) indicated that the experimental group showed a considerable acceleration of student progress in academic reading comprehension than in the control group.

The study reveals that the failure to provide, let alone optimize, translanguaging opportunities and conditions for the control group, may be a cause of imperfect reading comprehension. Contrariwise, the study demonstrates that reading pedagogy augmenting translingual requirements could improve reading comprehension in general. The experimental study supported this idea.

The study reveals that a significant training effect was present on students exposed to treatment in comparison to the control group. The results of the intervention statistically demonstrate greater reading success for the experimental group than the control group. The results of this study indicate that the translanguaging learning approach in academic reading with the experimental group resulted in higher achievement than the traditional monolingual teaching approaches of the control group. Moreover, and in fact, the students in the control group had a regression. The reason for the increase in students' academic reading achievement (with the experimental group) could be the student's crisscrossing and shuttling between languages in engaging with and explaining texts and similarly receiving an explanation on documents in which using communication tools via which the concepts can be easily understood and taken up. The results suggest that optimal translingual pedagogy in which students utilized ALL linguistic, cultural, and multimodal communicative resources resulted in improved scores in the post-test. The implication is that giving more translanguaging space and opportunities not only enables students to discuss academic texts, solve problems, generate solutions, provide ideas, help each other, and give text output, but test achievement scores also improve. Such findings from the quantitative strand of the study confirm and affirm the positive outcomes from the qualitative data advocating for the translingual transformation of academic reading pedagogy whose more comprehensive implementation gets hence recommended.

5.3 Significance of the results and the contribution of the study

It was worthwhile to undertake this study because it has shed light and provided insight into the specific translanguaging teaching strategies that can be best translated to educational programs in the teaching of academic reading. The results endorse that translanguaging allows leeway to in-depth understandings and reading success for first-year students through the socio-cultural paradigm.

Furthermore, the findings encourage teachers to model fluid dialogue in the academic reading class in order to implement successful literacy pedagogy, curriculum, and practice in higher education, simultaneously empowering and assisting students in negotiating power, and achieving academic success within the framework of university literacy education. The study may also enable lecturers of (EAL) college students, university administrators, policymakers, and curriculum designers to make informed decisions about reading pedagogy. More importantly, this study contributes to the knowledge needed to prepare students to meet the high expectations and demands of academic reading in higher education and could lead to efficient preparation of lectures and handling of course readings at the undergraduate level. There is hope the study helps lecturers acquire a greater understanding of the instructional factors and academic interventions that contribute to the growth of strong reading skills

and models for EAL readers. Besides, this study may also contribute to the knowledge needed to prepare students to meet the high expectations of academic reading in higher education. This could lead to efficient preparation of lecturers at the undergraduate level to have a greater understanding of the instructional factors and academic interventions that contribute to the growth of strong academic reading skills for EAL readers. The study is worthwhile because it undertakes an empirical investigation into the South African reading development problems at the university level.

Conclusively, the study contributes to knowledge about solutions to the academic reading problems, especially in the context of a multicultural, multilingual city or settings like Johannesburg which is the context of this intended research project in the South African context. It expands on existing knowledge on reading development in South Africa. The study proposes a “new” translanguaging reading model with strategies from which can get drawn interventions that may improve the academic reading competences

5.4 Recommendations from the study

5.4.1 Optimal Conditions: Maximizing and Optimizing Translanguaging

The results of this study revealed that translanguaging enables EAL readers to leverage on their multi-competence as academic readers by strategically interceding their reading and raising their consciousness about their discursive resources, which they in turn harness in the reading processes across languages.

Therefore, this study recommends that reading facilitators should create a reading and learning environment, which maximizes and optimizes translanguaging conditions in the reading classroom. A second recommendation calls for explicit translingual academic reading pedagogy so that nothing is left to chance and that unproductive digression remains minimized.

5.4.2 Use sociocultural reading strategies within a translanguaging framework

Additionally, this study recommends that literacy mediators should use sociocultural reading strategies within a translanguaging framework to access the knowledge ‘hidden’ in academic articles and textbooks. This study takes a more productive approach to develop students' multilingual linguistic repertoire focusing on the strengths that students demonstrate. One advantage often viewed as the

problem is that African students can be circumlocutory in their rhetorical patterns in meaning negotiations and making sense of the word and the world. However, we need to be cognizant that these students eventually DO get to the point, and they DO get there. What we need to do is to capitalize on this rhetorical pattern and any other socio-cultural communicative identities that aid meaning making and help students marry these to the more direct Western rhetorical modes of academic texts written in English and to the academic word. This way, we may transgress the deficit narrative of African multilingual readers and writers. The rhetorical structure or patterns and the orderliness of a text tend to be culturally specific. So, rhetorical differences in English reading processes and text structure and the African rhetorical patterns of thinking and accessing important text information cannot be ruled-out when EAL students read, tackle, and engage with texts written in English.

5.4.3 “Proverbs are part of our daily lives” - Harnessing cultural tools

The power of cultural literacy tools in the form of proverbs and idiom in drawing learners' attention to written academic concepts cannot be considered considerable. The intervention deliberately engaged students' indigenous and cultural knowledge by using proverbs and guided the learners into the new text information situation, and in understanding the textual academically.

The understanding shows that proverbs were well placed in the intervention because they formed part of the communicative and literacy practices that students were already familiar with and could, therefore, be used as appropriate and natural bridges to leverage students into the academic discourse of text from a familiar socio-cultural perspective. Proverbs in this study were, therefore, an example of cultural resources, from a translanguaging perspective and had a role in developing critical reading skills at the university level. They offered a familiar pathway to the "strange" academic rhetoric of the text, thus transforming into an asset that students brought from home to tackle academic classroom texts. Cultural communicative tools that form parts of students' communicative DNA were useful in meaning-making, and transfer of educational and theoretical ideas at the input phase of reading text as ideas in the text could get represented in familiar ways. These findings attest that EAL readers have benefited from the intervention. It follows and with a strong recommendation that reading literacy facilitators ought to consider using socio-cultural tools like proverbs, rhetorical patterns, historical socio-cultural literacy, and communicative resources brought to the class, which can lead to deep comprehension. Heeding this recommendation means readers can progress beyond literal comprehension to using the text combined with prior knowledge and utilization of discursive cultural repertoires to construct understanding.

This study also affirmed that the intervention assisted EAL readers. It recommends the adoption by South African universities and similar multilingual institutions of learning, of the proposed translanguaging reading model. More importantly, a recommendation is also made for further study with intentions of testing the model (which has been developed and proposed in the current study) further before adoption.

5.5 Limitations of the study

5.5.1 Small sample

One of the limitations of the study is that the participants-sample of fewer than 50 students (n=50) in each group was relatively small, considering it hardly reflected the large numbers in current university classes, which range between 150 and 300 students. The limitation is that the study both qualitatively and quantitatively needs to be interpreted within this inbuilt limitation of the small sample of the experimental and control groups. However, there is a need also to remain conscious that the study-sample was a small one because the intervention was an innovative educational approach to translingual reading literacy development, which yielded wealthy data. The finding can be generalized and seen as typical of multilingual university contexts. Relatedly the rich data generated, albeit the comparatively small sample, revealed effective ways of realigning students' ways of knowing and their resources to academic reading pedagogy.

5.5.2 Language barrier

One major limitation of this study was that the researcher did not fluently share the students' home languages. This lack of language proficiency meant that significant portions of the interaction and nuances in the translanguaging space might have got lost in the data. However, paradoxically, due to the translanguaging at work during reading activities, the researcher was able to record the undercurrents of student interaction in their own and home languages. The researcher was despite the mentioned limitation able to capture the moments when students achieved text-comprehension through careful observations, video recordings, and extensive field notes. Conversely, the democratization and dialogic nature of intervention allowed the researcher to mix and mingle with participants resulting in varying degrees of proficiencies in the various languages of the students.

5.5.3. Failure to resolve the debate on named and numbered languages

A common criticism of translinguaging theory is that although it talks of an integrated one language system that rejects the notion of languages as separate entities. Translinguaging proponents, the researcher included, still refer to languages in numbers and names even in translinguaging research and studies inclusive of this very study. Such reference appears somewhat contradictory and confusing as well as confused. This study professes guilt in the face of this criticism and concedes that failure to resolve the semantic debate may rightly appear as a limitation. However, a simple explanation to this is that when we refer to the external manifestations of language, we use social labels to name and number languages. Socially, people have always named languages. However, the researcher is also quick to rebate internally within individual interlocutors, and within translinguaging contexts, there is no language separation. Internally there are no boundaries. No one language but a communicative fluidity of repertoires. There is no one or two, singular or plural view of speech, but what we have is a communicative fluidity of repertoires. The naming and numbering point to the external manifestations of languages, and validly explained as such in this study.

5.6 Future empirical research

The study shows students primarily interacting with translinguaging and multimodality in their spontaneous use of electronic gadgets and the internet in academic reading activities. The use of technological gadgets emerged as a fascinating area that warrants and invites further research, especially considering that the Fourth Industrial Revolution (4IR) is becoming a reality. 4IR technologies are increasingly the vanguard of education and literacy too. A key success factor during this worldwide shift is the importance of new Literacies like translinguaging and communicative skills development in school and places of work. Empirical research in the suggested research areas is likely to inject in us the agility to change and adapt to this fast-changing world, which Frassinelli aptly describes in the following extract: *“We read and write texts, look at images, play videos and listen to music or speech on the same device, often at the same time. We have created new ways of communicating in which the written, the visual, the oral, and the aural constantly mix and remix”* (Frassinelli, 2019:16-17; 67-71). The results of all the mentioned, according to this writer, are a mixed and synthesized product of multifaceted messages and communications that create hybrid forms of dialogues and codes.

Translinguaging and literacy development scholars have a lot of future research space, opportunities, and obligations within and linked to the growth of the 4IR. The Fourth Industrial Revolution poses many empirical research questions on the fast-growing role of technological innovations and

convergence with reading and writing literacy within socio-cultural and translanguaging frameworks. Researchers may question how and explore how Africans and all who experience the daily realities of multilingualism in general, can use this new age to our advantage using literacy, inclusive of translanguaging to take humanity forward and make our linguistically diverse but connected world a better. Future empirical studies could well focus on the interface of digital media, new technologies, translanguaging, African literacy practices, and new literacies. Such future research seems called for not only in academic settings but also in workplaces and beyond.

5.7 Conclusion

This study aimed at investigating the effectiveness, usefulness, and value of translanguaging strategies, in educational spaces, in order to enhance reading comprehension development and critical thinking in super-diverse, multilingual English-as-Additional-Language (EAL) university students in a first-year university module. Additionally, the objective was to explore whether it is reasonable, practicable, and viable to use translanguaging strategies and practices in the pedagogy of reading comprehension to open up entry to text knowledge as well as accurate and critical decoding of texts in a first-year module. The results of this study revealed that translanguaging enables EAL readers to power on their multi-competences as academic readers by strategically facilitating their reading and raising their awareness and realization of their own linguistic, cultural, and multimodal discursive resources in reading processes across languages to better their academic reading. EAL readers use their translingual strategies as a resource and scaffolding to help them to access, retrieve, and evaluate educational text ideas, brainstorming, summarizing, and paraphrasing the texts. They comprehensively navigate and cross from English of the version to their languages in academic reading.

Linguistic, multimodal, and culturally relative semeiotic repertoires were employed efficaciously by the participants in various ways to engage more deeply with text content and, in this way, facilitating the uptake of textual knowledge and ideas. This study finds that the use of a translingual academic reading approach in an explicitly mediated translanguaging intervention across languages was advantageous for the participants. It revealed a full range of linguistic and communicative performances of the multilingual participants as they tried and often successfully, to tackle and fully engage with academic texts. Therefore, educational reading literacy facilitators are encouraged to use *translanguaged* sociocultural reading strategies to advocate and implement reading pedagogy based on students' reflected and shared experiences of reading in multiple voices and all languages at their disposal. This study also affirmed that the intervention assisted EAL to gain confidence in their ability

to read and interpret academic text across languages, notably when they used their community languages and cultural discursive repertoires to brainstorm ideas, break down and extend text-meaning. The findings demand us to give room to the development of academic readers who move between different linguistic, cultural, and rhetorical traditional ways of meaning-making. Reading and literacy instructors in practice, need to be sensitive to cultural, linguistic, and multimodal rhetorical traditions and literacy practices in different linguistic and ethnic communities. Students' cultural rhetoric conventions could be combined with other rhetorical norms to form an innovative and active engagement with and entry points to text-knowledge, understanding, and extrapolations of content inclusive of concepts.

The kinds of academic reading successes reported in this study were born out of the translanguaging design of the intervention. It played a role in teaching and learning of academic reading literacy. Unarguable translanguaging embraced and engineered an extensive repertoire of discursive resources that contained exploratory, information-seeking, and inquiry-based discourse concerning engagement with academic texts tackled in the intervention. Dialogic translanguaging harnessed the power of translingual talk to stimulate and extend the academic readers' thinking and advance their learning and understanding. Home language experiences rooted in a student's own culture (multiple voices), were accommodated and utilized in the translanguaging and dialogic pedagogy. A plurality of voices and multiplicity of discourses of the multilingual students got also accommodated in the reading pedagogy. Translanguaged dialogue supported or deepened students' extrapolation and learning of concepts in the prescribed readings. Text discussion presented opportunities for engagement in reading activities based on translingual exchange. The intervention was thus NOT a silencing of the reading classroom dialogue. Conclusively, translanguaging in the study serves as epistemic democratization in which there exist thinking and the ability to read between two or more languages. Linguistic fluidity, as corroborated by the study, becomes the norm, building academic reading pedagogy from students' language practices.

Additionally, translanguaging space in which participants shuttled across languages, enabled students to tap into their existing vocabulary or develop it. The language alternation increased reading performance and gave the participant students an edge. Translingual spaces meant students 'naturally' used their desired voices and linguistic resources at hand, to allow them fluid access to the meanings of terms, providing a pathway to the comprehension of text concepts. They developed vocabularies in their languages and that of the texts as they read the text and searched for the meaning of challenging words through consultation with classmates and mediators. Cummins (1979) refers to this notion as

linguistic interdependence. Makalela - 2016(a); 2016 (b) - refers to it as Ubuntu translanguaging.) arguing that it represents cultural competencies.

The study showed that the use of translanguaging techniques created abundant contexts and lush ground for growth in academic language proficiency and improved reading comprehension gains. The successes in theoretical reading comprehension and cognitive engagement with text issues are massive. There was no disruption or contamination in making meaning when multiple voices and languages got utilized. Instead, students tapped into their ubuntu DNA for fluid meaning-making. The languages leaked into each other fluidly with the result that students achieved deep text understanding. The findings affirm Mashiyi's argument that the fluid use of languages 'promotes sense-making and access to the curriculum' (2014: 153).

A final endorsement is that academic literacy facilitators or instructors need to move away (and transfer students away) from the monolingual ways of decoding, comprehension, and transcription, which amounts to copying texts, to direct plagiarism and to a linear composition of the read text. Monolingualism is a form of cognitive arrest. Alternatively, by using sociocultural translanguaging frameworks in academic reading pedagogy, students are scaffolded to think, extrapolate, and give output in natural ways. There is evidence of thinking, text-information extrapolation, and composing in the study due to translanguaging. Participants were able to engage in versioning texts from the English to the African. This versioning created more clarity rather than mental confusion or the contamination of the English version. Students were released from the cognitive arrest that typifies the monolingual paradigm. Translanguaging allowed them to project and reflect on the academic text content. The only explanation for this reading success story is that the epistemological orientations of the students got aligned to academic reading pedagogy through translanguaging. This study reveals language and cultural repertoires rather than a mono language as foundational resources that facilitate deep learning in which input and output of text or message content get exchanged when students discuss the text, speak and read in two or three or even four languages. Translanguaging means students are dependent on themselves to make meaning when they engage with academic readings. By using sociocultural translanguaging frameworks in educational reading pedagogy, students got scaffolded to think and extrapolate and give output in natural ways. The insights from the study into the efficacy of translanguaging academic reading instruction are positive, and the pedagogy is therefore endorsed

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Appendices

Appendix 1: Ethics Clearance No 2017ECE001D granted by Wits School of Education

Wits School of Education



27 St Andrews Road, Parktown, Johannesburg, 2193 Private Bag 3, Wits 2050, South Africa. Tel: +27 11

717-3064 Fax: +27 11 717-3100 E-mail: enquiries@educ.wits.ac.za Website: www.wits.ac.za

6 April 2018

Student Number: 296453 Protocol Number: 2017ECE001D Dear Simbayi Yafele

Application for Ethics Clearance: Doctor of Philosophy

Thank you very much for your ethics application. The Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate, has considered your application for ethics clearance for your proposal entitled:

Progressive Reading Comprehension Trajectories among English as an Additional Language first year Strategic Communication and Public Relations students in a South African University

The committee recently met and I am pleased to inform you that **clearance was granted**.

Please use the above protocol number in all correspondence to the relevant research parties (schools, parents, learners etc.) and include it in your research report or project on the title page.

The Protocol Number above should be submitted to the Graduate Studies in Education Committee upon submission of your final research report.

A handwritten signature in black ink, appearing to read "M Makalela".

All the best with your research project. Yours sincerely,

Wits School of Education 011 717-3416

cc Supervisor - Prof Leketi Makalela

Appendix 2: Letter to the University of Johannesburg for Permission to conduct research



Faculty of Humanities School of Education

Department of Languages, Literacies, and Literatures

The Head of Department

School of Languages, Cultural Studies and Applied Linguistics (Department of Applied Communicative Skills - APB)

Faculty of Humanities University of Johannesburg

Dear Prof. Marné Pienaar

Request for permission to conduct research

My name is Simbayi Yafele, and I am conducting research for the purposes of a Ph.D. in Languages, Literacies and Literature at the University of the Witwatersrand.

The purpose of this study is to make a contribution in identifying teaching and learning strategies that can be best translated to educational programs in the development, teaching and learning of academic reading. The study experiments with translanguaging in an academic reading classroom at university to assess its effectiveness on ways of knowing, interpreting and making sense of the word and the world. In other words, it investigates the effectiveness and value of translanguaging strategies, in academic spaces, in order to enhance reading comprehension development and critical thinking in super-diverse, multilingual English-as-additional-language university students in a first-year university Communication Management course for PR Management students. The research aims to identify strategies that influence the reading success of first-year students through translanguaging and the social practice paradigm. It is universally undeniable that academic reading comprehension is central to acquiring academic literacy and affects the overall academic performance of first-year students who are required to access specific discipline knowledge and get initiated into the discourses of their disciplines through reading.

The study will work with 60 first-year students between the age of 18 to 30 registered for a diploma qualification in Strategic Communication and Public Relations Management from the University Johannesburg, Bunting Road campus. They will be observed during the experimental intervention workshops, lectures, activities and tutorials and will be asked to write reflective reports on the efficacy of the intervention. They will be divided into two equal groups, one experimental and the other control. They will be subjected to pre and post-testing on academic reading comprehension and asked to write summaries as well as critically answer evaluative questions on selected discipline-specific academic texts read.

They will be interviewed after the mediation-based translanguaging and socio-cultural intervention. The criterion used to select student participants and focus groups is based on their home languages which include Sotho, Venda, Pedi, Tswana, Tsonga and Nguni languages. In essence, all the 11 official and indigenous South African languages, in their multiplicity and diversity are expected to be represented in the participants. The class and interview research activities will also be video recorded for data.

The study was prompted by impressions on how first-year English- as- an-additional- Language (EAL) students generally perform with regard to academic reading. The study aims to contribute to the possibility developmental factors in the academic reading of EAL readers.

I am inviting your university to participate in this research which aims to develop EAL academic reading.

Confidentiality

Every effort will be made to protect (guarantee) the confidentiality and privacy of each category of participant. I will not use their names or any information that would allow them to be identified. In addition, all data collected will be anonymous and only the researchers will have access to the data that will be securely stored for no longer than 5 years after the publication of research reports, or papers. Thereafter, all collected data will be destroyed.

Participants must, however, be aware that there is always the risk of the group or cohort identification in research reports, but their personal identity will always remain confidential. They must also be aware that if the information they provided is requested by legal authorities I may be required to comply.

I will seek permission from the participants in the research needs. At no stage in the research will the identities of the institution, any staff or students be identified. The research participants referred to will be given pseudonyms. There are no foreseeable risks in participating in this study. The participants will not be paid for this study.

Individual privacy will be maintained in all published and written data resulting from the study. All research data will be kept at WSoE and destroyed between 3-5 years after completion of the project. You may withdraw permission for conducting the research at any time. I would be happy to answer any questions relating to the proposed research project and to address a committee if necessary. My contact details are given below. Alternatively, you can contact my supervisor, Professor Leketi Makalela, Languages, Literacies and Literature, School of Education at leketi.makalela@wits.ac.za or telephone number 011 717 3002.

If you are willing to grant permission for the research to be conducted, please sign in the space below.

Yours sincerely,

Mr. Simbayi Yafele syafele@uj.ac.za 076 539 4390

011 559 1274

The signature below grants permission for the abovementioned research to be carried out.

.....

The representative of the School of Languages, Cultural Studies and Applied Linguistics (Department of Applied Communicative Skills - APB)

Faculty of Humanities. Date.....

Appendix 3 Permission Letter granted by the University of Johannesburg

Appendix 3: Permission Letter granted by the University of Johannesburg



Faculty of Humanities
School of Education
Department of Languages, Literacies and Literatures

The Head of Department
School of Languages, Cultural Studies and Applied Linguistics (Department of Applied
Communicative Skills - APB)
Faculty of Humanities
University of Johannesburg

Dear Prof. Marné Pienaar

Request for permission to conduct research

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intervention. The criterion used to select student participants and focus group is based on their home languages which includes Sotho, Venda, Pedi, Tswana, Tsonga and Nguni languages. In essence all the 11 official and indigenous South African languages, in their multiplicity and diversity are expected to be represented in the participants. The class and interview research activities will also be video recorded for data.

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I am inviting your university to participate in this research which aims to develop EAL academic reading.

Confidentiality

Every effort will be made to protect (guarantee) the confidentiality and privacy of each category of participant. I will not use their names or any information that would allow them to be identified. In addition, all data collected will be anonymous and only the researchers will have access to the data that will be securely stored for no longer than 5 years after publication of research reports, or papers. Thereafter, all collected data will be destroyed. Participants must, however, be aware that there is always the risk of group or cohort identification in research reports, but their personal identity will always remain confidential. They must also be aware that if information they provided is requested by legal authorities I may be required to comply.

I will seek permission from the participants in the research needs. At no stage in the research will the identities of the institution, any staff or students be identified. The research participants referred to will be given pseudonyms. There are no foreseeable risks in participating in this study. The participants will not be paid for this study.

Individual privacy will be maintained in all published and written data resulting from the study. All research data will be kept at WSoE and destroyed between 3-5 years after completion of the project. You may withdraw permission for conducting the research at any time. I would be happy to answer any questions relating to the proposed research project and to address a committee if necessary. My contact details are given below. Alternatively you can contact my supervisor, Professor Leketi Makalela, Languages, Literacies and Literature, School of Education at leketi.makalela@wits.ac.za or telephone number 011 717 3002.

If you are willing to grant permission for the research to be conducted, please sign in the space below.

Yours sincerely,

Mr. Simbayi Yafele
syafele@uj.ac.za
076 539 4390
011 559 1274

The signature below grants permission for the abovementioned research to be carried out.

.....


Appendix 4: Letter for recruitment student participants



Title: Progressive Reading Comprehension Trajectories among English as an Additional Language first year Strategic Communication and Public Relations students in a South African University.

Background to the study including the nature of the research

My name is Simba Yafele, and I am conducting research for the purposes of a PhD in Languages, Literacies and Literature at the University of the Witwatersrand.

The study will be done during the second semester of 2017. It will work with 60 first-year students between the age of 18 and 30 registered for a diploma qualification in Strategic Communication and Public Relations Management from the University Johannesburg, Bunting Road campus who will be observed during the experimental intervention workshops, lectures, activities and tutorials and will be asked to write reflective reports on the efficacy of the intervention. They will be divided into two equal groups, one experimental and the other control. They will be subjected to pre and post testing on academic reading comprehension and asked to write summaries and critically answer evaluative questions on selected discipline specific academic texts read. They will be interviewed during and after the mediation-based translanguaging and socio-cultural intervention. The criterion used to select student participants and focus group is based on their home languages which includes Sotho, Venda, Pedi, Tswana, Tsonga and Nguni languages. In essence all the 11 official and indigenous South African languages, in their multiplicity and diversity are expected to be represented in the participants. The class and interview research activities will also be audio-taped, video recorded and audio- recorded for data collection.

The study was prompted by impressions on how first year English- as- an-additional- Language (EAL) students generally perform with regard to academic reading. The study aims to contribute to the possibility developmental factors in the academic reading of EAL readers.

Intention of the project

The purpose of this study is to make contribution in identifying teaching and learning strategies that can be best translated to educational programs in the development, teaching and learning of academic reading. The study experiments with translanguaging in an academic reading classroom at university to assess its effectiveness on ways of knowing, interpreting and making sense of the word and the world. In other words, it investigates the effectiveness and value of translanguaging strategies, in academic spaces, in order to enhance reading comprehension development and critical thinking in super-diverse, multilingual English-as-additional-language university students in a first year university Communication Management course for PR Management students. The research aims to identify strategies that influence the reading success of first-year students through translanguaging and the social practice paradigm. It is universally undeniable that academic reading comprehension is central to acquiring academic literacy and affects overall academic performance of first-year students who are required to access specific discipline knowledge and get initiated into the discourses of their disciplines through reading.

Procedures involved in the research

With the permission of all participants, I would like to conduct group and individual interviews related to the study with you (participants) and observe you (participants) in experimental intervention lectures, tutorials and activities in the aspects of academic reading in Communication Management. I would like to audio-tape, audio and video record all research activities and the interviews as well as collect samples of work. Reflective reports and any form of formative assessment exercises and assessment tasks papers will be collected. Finally at the end of my research, I would like to meet with some, if not all of you (participants) so that you may contribute to my interpretations and conclusions.

Potential Risks

While you (participants) might feel uncomfortable, anxious or stressful, there are minimal risks involved in participating in this study. You may for example feel uncomfortable with or may not wish to partake in the tape recording, audio recording and video recording. The researcher will ask you for permission to video record intervention lessons and discussions and please rest assured that the footage is for research purpose only. Those who do not want to be captured on the video recordings for whatever reason, will be either be exempted from video recordings altogether and/or cut out from the video. As well, their consent will be sought to edit the video recording in order to fully blur and conceal their identities.

Also the research does not "take away" from essential services like teaching and learning time as research activities will be conducted outside teaching and learning hours agreed upon with all stakeholders and participants in the research project.

Finally, as a provision, should the treatment (intervention) given to the experimental prove to be successful, I will offer it to the other control group participants and other students in the same enrolled group who did not receive it previously. Hence, those in the control and experimental groups will eventually be given exposure to the same content covered. This is a measure to avoid inequality between the groups. The content given to the one group will to be given to the other group at some point before the research project is finalised.

Potential Benefits

Because the findings of this research will provide participants with valuable information on academic reading practices of EAL readers with an African language background and an effective translanguaging, socio-culturally based intervention programme (with an emphasis on the cultural aspect) that considers their prior knowledge on how they can , use their own discursive resources and their home languages to develop their academic reading skills. and more importantly, how effective academic reading gives them epistemic access to readings and discourses in their chosen academic careers . Therefore, this research will propose interventions and techniques to support participants' academic reading practices to enhance and improve their EAL reading as the University of Johannesburg (UJ) is experiencing the challenge of having a significant number of 'underprepared' students like other universities across the world.

Informed consent

I recognize that participants are not capable of consent unless "informed". I have, therefore, disclosed the nature of the research, the aims, the duration, the risks and benefits, the nature of interventions throughout the study as well as indicate now the fact that, there will be no monetary compensation. Researcher details, and details of appropriate, Heads of Departments, student participants, concerned lecturers and departments have also been made part of the informed consent process. The data gathered will be used for conference presentations and publications. Permission from participants 2 in the research will to be sought for this and they will be made aware that the data will be used in these ways.

Confidentiality

Every effort will be made to protect (guarantee) your confidentiality and privacy. I will not use your name or any information that would allow you to be identified. In addition, all data collected will be anonymous and only the researchers will have access to the data that will be securely stored at the WSoE for no longer than 3-5 years after publication of research reports, or papers. Thereafter, all collected data will be destroyed. You must, however, be aware that there is always the risk of group or cohort identification in research reports, but your personal identity will always remain confidential. You must also be aware that if information you have provided is requested by legal authorities I may be required to comply.

Participation and Withdrawal

Your participation in this study is voluntary. You may withdraw your consent to participate in the project at any time during the project. If you decide to withdraw, there will be no consequences to you. Your decision whether or not to be part of the study will not affect your continuing access to any services that might be part of this study.

Future interest and Feedback

You may contact me (see below) at any time during or after the study for additional information, or if you have questions related to the findings of the study. You may indicate your need to see the findings of the research in the attached consent form.

Researcher name and contact details here :

Simbayi Yafele

simbayafele@yahoo.com

0176 539 4390 or 011 559 1274

Supervisor name and contact details here:

Professor Leketi Makalela

Head: Division of Languages, Literacies & Literatures

University of the Witwatersrand

Leketi.Makalela@wits.ac.za

Tel: 0117173002

Appendix 5: Consent form for students Informed Consent/Assent Form

Please report any instance of unethical research practice to Paul.Goldschagg@wits.ac.za or 011 717 3100

Project Title: Progressive Reading Comprehension Trajectories among English as an Additional Language first year Strategic Communication and Public Relations students in a South African University.

Investigator: Simba Yafele

Date:

Please mark the appropriate checkboxes. I hereby:

- ☐ ☐ Agree to be involved in the above research project as a participant.
- ☐ ☐ Agree to be involved in the above research project as an observer to protect the rights of:
- ☐ ☐ Student participants involved in the above project who are enrolled in my department;
- ☐ ☐ Agree that my staff may be involved in the above research project as participants.
- ☐ ☐ I have read the research information sheet pertaining to this research project (or had it explained to me) and I understand the nature of the research and my role in it. I have had the opportunity to ask questions about my involvement in this study. I understand that my personal details (and any identifying data) will be kept strictly confidential. I understand that I may withdraw my consent and participation in this study at any time with no penalty.
- ☐ ☐ I understand that even if I am in the control group, I will eventually be given exposure to the same content covered by the experimental group at some point before the completion of the research project.
- ☐ ☐ Please allow me to review the report prior to publication. I supply my details below for this purpose:
- ☐ ☐ Please allow me to review the report after publication. I supply my details below for this purpose:
- ☐ ☐ I would like to retain a copy of this signed document as proof of the contractual agreement between myself and the researcher **Simbayi Yafele**:

Phone or Cell number:
e-mail address:
Signature:

If applicable:

- ☐ ☐ I willingly provide my consent/assent for using audio recording of my/the participant's contributions.
- ☐ ☐ I willingly provide my consent/assent for using video recording of my/the participant's contributions.
- ☐ ☐ I willingly provide my consent/assent for the use of photographs in this study.
- ☐ I willingly provide my consent / assent for using the data collected and gathered for conference presentations and publications. And I understand that the data will be stored at the WSoE

Signature (and date):
Signature of person taking the consent (and date):

Please report any instance of unethical research practice to Paul.Goldschagg@wits.ac.za or 011 717 3100

Appendix 6: Individual interview schedule

INDIVIDUAL INTERVIEW SCHEDULE

1. How/When, did you engage in meaning making from academic texts using home languages and English?
2. What did you bring from your own life and community into the reading process during the reading project?
3. How did you use proverbs and wise African sayings in your reading of academic texts?
4. Can you share a personal experience where you used two or more languages during the course to reproduce text meaning and make sense of it or aid comprehension?
5. Did you crisscross between languages in your reading activities? When and why did this happen?
6. How has your participation in the reading course helped you to appreciate aspects of your own languages and culture as an approach to academic text reading - the good and the bad? How has the experience of engaging multiple languages to interpret and talk about academic texts helped you in approaching academic texts or readings?
7. Describe to me how if and how you used prior knowledge and experiences regarding the subject matter(s) in the readings?
8. What difficulties did you have when reading and how did you try to overcome them using the strategies, which were used during the course?
9. What do you think you did in order to improve your reading because of the reading course?
10. Has there been any change in your approach to reading academic texts after the course? Please explain and elaborate.
11. Do you still find reading a difficult academic text related to your disciplinary concepts and a challenging and perhaps scary experience?
12. Describe the type of reader you have become.
13. What is the importance of intervention through translanguaging forms of mediation (extracting meaning from texts and expressing it)?
14. Is there anything else that you would like to share with me about the intervention or any other comments you wish to make?

Appendix 7: Focus group interview schedule

<i>Interview schedule; Reflective report tasks; semi-structured observation schedule</i>
Interview schedule
Interview questions:
Learner questions
1. In relation to the translanguaging workshops, lessons and activities in general on comprehension reading what did you like or dislike about them and were they helpful to academic text reading? Why?
2. To what extent and how did you use your home language(s) in understanding and interpreting Academic texts written in English?
3. How did transfer from home language(s) to English and from English to home languages when you read to process a text influence the quality of your reading academic texts written in English?
2. In your view what were the strengths and weaknesses of the translanguaging techniques and strategies that you were exposed to?
3. Did using your own home languages help or interfere with your reading of the academic texts? Why?
4. Did you find use of multiple languages, useful as academic language(s) of when Mr Mabada introduced the concepts and readings and Why?
5. Were you able to freely and fully participate in class and discussions in your languages other than English only? Why or why not?
6. Would you have preferred the translanguaging lessons, activities and tutorials (on academic reading) in English only rather than your own languages or vise-versa – in English only rather than in your home languages?
7. Did you crisscross between languages in your reading activities? When and why did this happen?
8. To what extent did intervention through mediation and translanguaging techniques improve text reading?
9. How did you use proverbs and wise African sayings in your reading of academic texts?
10. Were there any benefits from use of these proverbs in developing your reading of academic texts?
11. Describe how you tackled and engaged with texts (written in in English) and reproduce the content and ideas in your home languages and then back to English?
12. Was this helpful in making you a better or more confident reader?
13. Did this reading course complicate or make difficult the reading of academic texts?
14. Which aspects of the reading program were most or least valuable?
15. How will you apply what you have learnt?
16. Would you recommend this reading program to other students? Why? What recommendation, would you make? Or Why not?

17: Is there anything else that you would like to share with me about your reading experiences during and after the academic texts during the course?
Reflective report
Please write a reflective piece (of at least a paragraph) on each of the translanguaging workshop, lessons, tutorials, activities and assessment exercise(s) that went with them. This simply means that you think about the most important aspects (positive and/or negative) worthy of mention about each translanguaging techniques in academic reading and put your thoughts in writing.
Lecturer questions- You may refer to the pilot where comments are related
1. Did you feel you were able to introduce the concepts and associated academic readings well in indigenous and multiple home languages of the learners?
2. Did the planning and lesson plans work out for you? Objectives, activities. What could have been done better or more? How would you evaluate the lessons you took?
3. Were student activities and teacher activities workable in the lessons you took. Why or Why not
4. What are your thoughts and comments on the use of proverbs in mediating text meaning?
5. Is this intervention a viable model to enhance academic reading of texts in your module?
6. How did transfer from home language(s) to English and from English to home languages when you modelled reading influence the quality of your effectiveness in unpacking and explaining concepts?
7.. Do you think the students benefited or were confused when home languages were used to talk about the course concepts and issues as reflected in the readings?
8. Do you think translanguaging techniques, the indigenous, and multiple home languages of the learners can be used successfully to unpack concepts in the course and related readings?
9. Share with me any memorable highlight and experience of instructing and guiding students through concepts in the readings in home languages. Would you actually prefer guiding students through concepts encountered in your course readings at university level in home language (s) or the multiple indigenous languages that students bring to class?
10. In your view is it possible to use multiple indigenous languages together with English fluidly for instruction and unpacking concepts encountered by students in their academic reading?
11. Can you think about a situation in the reading program and teaching in which you felt that students responded positively and/or negatively to class activities when home languages were used.
12. Which aspects of the reading intervention were most or least valuable from your point of view as a lecturer?
13. What challenges were there and which were the most important?
14. What recommendation, would you make about the whole program?
15. Is there anything else that you would like to share with me about the intervention or any other comments you wish to make? (Use of proverbs?)

Reflective report
Please write a reflective piece on of the translanguaging intervention and assessment exercise(s) that went with it. This simply means that you will think about the most important aspects (positive and/or negative) worthy of mention about translanguaging pedagogy, activities, reading and assessment exercises and put your thoughts in writing.
Non-participant and participant observation / semi structured observation schedule
Detailed field notes to be made. The classroom observation focuses on:
• Pedagogical interactions i.e. observing language usage in the classroom discourse to determine the extent to which students' own languages were used in comparison to the dominant language.
• The observation was meant to capture and describe translanguaging which is used by students and by teacher.
• observed the language practices during the treatment to see how students draw from their own linguistic repertoires in communicative interactions to understand communication and disciplinary concepts in the readings.
• To facilitate accuracy of data, will also make journalistic notes which are “notes written after observations” (Knobel and Lankshear, 2004:92).
• Use of observation protocol / scheme to deepen observation.(<i>attached</i>)



Appendix 8: Pre-Test and MEMO

FACULTY OF HUMANITIES

DEPARTMENT OF APPLIED COMMUNICATIVE SKILLS IN PARTNERSHIP WITH THE DEPARTMENT OF STRATEGIC COMMUNICATION

PROGRAMME	:	National Diploma
		Public Relations and Communication
SUBJECT	:	Academic Reading Development (Intervention)
COURSE CODE	:	ARD 1 BB1
DATE	:	August – Pre- Intervention Reading Test
DURATION	:	90 minutes
TIME	:	Afternoon
TOTAL MARKS	:	100
EXAMINER	:	S Yafele
MODERATOR	:	(Lecturer)

INSTRUCTIONS

1. Fill in all your details on the front cover of the answer book provided.
2. Answer all questions in the answer book provided.
3. Read through the entire paper and the article before you attempt to answer the questions. Reading through the paper and the articles should take you approximately 10 minutes
4. Number your answers correctly.
5. Please ensure that you complete the attendance register

SECTION A: SHORT ANSWER PARAGRAPHS

The purpose of this test is to assess you on how to critically read an article, and to engage with and reflect on it in an academic manner by answering the assigned questions in short paragraphs.

N.B Please note that both sections A and B are based on the passage below.

Read the following passage (edited version from an academic article extracted from Google scholar) and then answer the questions that follow.

Non-verbal communication and gesture in intercultural communication (Hasler; Salomon; Tuchman; Lev-Tov & Friedman)

Béatrice S. Hasler, Oren Salomon, Peleg Tuchman, Amir Lev ...

1 Globalization offers many opportunities for the establishment of international relations, multicultural networks, and workforces. While cultural diversity may enrich our social and work environment, failure to communicate effectively between cultures can become a stumbling block for intercultural meetings (Barna 1994). Although language is the most obvious barrier in intercultural encounters, nonverbal communication (NVC) is also known to vary across cultures (Andersen et al. 2003). Cultural differences in the use and interpretation of nonverbal signals provide an additional, often unconscious source of misunderstanding (Ting-Toomey 1999). Even if conversational partners speak the same language fluently, they tend to interpret nonverbal messages in a culture-specific way (Stening 1979); that is, according to the sociocultural conventions that each of them is familiar with.

2 When traveling abroad, we often mistakenly assume that we can circumvent language barriers by using simple hand gestures to communicate. However, as Archer (1997) stated, “just as there is no reason to expect an English word to be recognized internationally, there is no reason to expect a South African hand gesture to be recognized” (p. 80). The popular fallacy of a ‘universal language’ of gestures is likely to result in misunderstandings. Two common types of mistakes include (1) using a gesture that has a different meaning abroad and (2) failing to interpret a foreign gesture correctly (Archer 1997). Every traveller has probably encountered such misunderstandings, which may have resulted in funny, embarrassing, or even threatening situations. Cultural misunderstandings can influence interpersonal perceptions in a negative way, and thus, hinder the establishment of positive intercultural relationships. For instance, a person may be considered as rude or impolite without having the intention to appear in such a way.

3 Success or failure of intercultural contact depends on the extent to which each person understands the other’s culture (Schneller 1989). The ability to use and interpret nonverbal signals correctly is of particular importance for mutual understanding. The increasing need for global understanding has led to a vast amount of cross-cultural training materials, ranging from field guides that illustrate the cultural variety in NVC (Armstrong and Wagner 2003; Axtell 1998) to video documentaries (Archer 1991) and interactive online role-playing games (Johnson et al. 2004; Maniar and Bennett 2007). Courses are being taught at various educational levels, as well as for professionals in order to prepare them for business travels and effective collaboration in multicultural work groups. Such trainings typically do not only include the acquisition of foreign language skills, but aim to increase the awareness of cultural differences in (nonverbal) communication styles, norms, and expectations.

4 While trainings can be an effective method to prepare for an intercultural encounter, they are an expensive and time-consuming option. We propose an alternative approach to facilitate understanding between cultures instantaneously during an intercultural contact. This novel approach utilizes a real-time translator for nonverbal signals, similar to translation systems that exist for verbal messages. While such a translator could potentially be built for any type of NVC, our work is targeted toward a translation of arm and hand gestures with their respective meanings across cultures. The gesture translator is still at an early stage of its development but we are confident of possible use cases in global business meetings and intercultural conflict resolution and prevention.

5 Culture and communication

Culture in the ethnographic perspective refers to a code or system of meanings, historically shared among a group of people (Hall 1992). Cultural codes originate in shared traditions, beliefs, norms, and values that provide us with a complex frame of reference through which we perceive our environment and structure interpersonal activities (D’Andrade 1984). Shared meanings are communicated by means of natural language and other symbol systems within a cultural community. Ting-Toomey (1999) argues that we only see and hear culture through these verbal and nonverbal symbols. The ethnographic approach focuses on the ‘visible dimension’ in which culture is manifested; for example, by observing how communication codes (i.e., ways of speaking) vary across cultures. Accordingly, we define communication as the process of producing (i.e., encoding) and interpreting (i.e., decoding) meaningful verbal and nonverbal messages including gesture (Hall 1992). We use the term intercultural communication to refer to the symbolic exchange process in which two or more people from different cultures negotiate meanings in an interactive situation (Ting-Toomey 1999).

6 Researchers have been evaluating about what is regarded as a conversational gesture (McNeill 1992). The nonverbal messages conveyed by conversational gestures for example, serve multiple communicative functions. They can repeat,

accent, contradict, complement, or substitute for a verbal message (Liu et al. 2011). McNeill (1992) has introduced the notion of gestures as a continuum. He differentiates between four types of gestures in reference to Kendon's (1982) classification, ranging from gesticulation to pantomime, emblems, and sign languages. These types of gestures are placed on a continuum of different dimensions, which specify (1) the degree to which they accompany speech, (2) the extent to which they are conventionalized, and (3) the extent to which they possess linguistic and semiotic properties. As we move from (1) to (3) of the continuum, association with speech declines, while social regulation and the presence of language properties increase.

7 Gesticulation refers to spontaneous hand and arm movements that are closely linked to the activity of speaking. These speech-associated movements are idiosyncratic and do not adhere to any standardized form. Although researchers disagree on its communicative value (see Goldin-Meadow 1999), gesticulation is a common phenomenon across cultures and comprises a significant part of our nonverbal expressions. People even gesticulate when the listener is not in visible range (e.g., on the phone). It is also common for blind people to gesticulate when speaking to one another. (do gesture contribute significantly to meaning making researchers disagree on its communicative value)

8 Pantomimic gestures depict objects, events or actions, with or without accompanying speech. As in gesticulation, linguistic properties are absent in pantomimic gestures. However, in pantomime, sequences of gestures form a unit, which increases their semiotic function. Pantomimic gestures are less spontaneous than gesticulation, but they are not as conventionalized as emblems and sign languages.

Emblems are primarily hand gestures that are used in replacement of words or phrases. Emblems often have names or standard phrases to describe them, such as giving the "thumbs up", the O.K. sign, or waving good-bye. Each emblem has a direct literal translation to a corresponding word or phrase. Emblems have a shared (agreed-upon) meaning within each society, which makes them highly conventionalized. However, emblems are culturally specific. Their form and meaning may differ from one culture to another (Morris et al. 1979). Emblems are learned as specific symbols, but they are not structured like language.

Sign languages are fully developed linguistic systems used by deaf people to communicate, such as South African Sign Language (SASL). Sign language is taught explicitly. However, sign languages have enormous variations across cultures.

9 Cross-cultural differences in gestures

A person's cultural background influences how gestures are displayed and understood. Emblems in particular have been widely studied because of their heterogeneity across cultures (Morris et al. 1979). We differentiate between four cases of relations between emblematic gestures and their meanings across cultures. In the first case ("Equivalence"), a gesture that is used to communicate a specific meaning in one culture is different from the gesture used in another culture to convey the same meaning. For examples, pointing gestures, which carry the same meaning across cultures but are performed differently (e.g., using the index finger or the entire hand in order to refer to an object or person). In the second case ("Equality"), an identical gesture is used in two cultures and carries the same meaning in both cultures. Despite cultural variations in emblems, some are used in identical form and meaning across different cultures. For example, a circle formed by the thumb and index finger means "O.K." in the USA and many European countries. In the third case ("Confusion"), an identical gesture used in two cultures has a different meaning in each culture. For example, hand gestures like the "O.K." sign and 'thumbs up' carry different meanings across cultures and could be obnoxious or even insulting when interpreted wrongly. In the fourth case ("Absence"), a gesture that is common and has a clear meaning in one culture is meaningless in another culture. This case points to an interesting observation by Archer (1997) that gestural categories of meaning are not universal.

10 Communication is generally considered as successful if the sender's intention matches the receiver's attribution of the meaning (Salomon 1981). Schneller (1989) presents model of 'communication quality' defined as a function of decoding accuracy and interpretation certainty. According to Schneller (1989), three types of understanding may occur in intercultural communication: positive understanding, misunderstanding, and nonunderstanding. Positive understanding is given if a nonverbal signal has been correctly decoded by the receiver; that is, when the sender's intention is highly similar to the attributed meaning by the receiver. Misunderstanding is likely to occur if a nonverbal signal is interpreted by the

receiver according to a different culture-specific meaning. Non-understanding occurs in situations when transmitted nonverbal signal (e.g., gesture) does not exist in the receiver's culture and can therefore not be interpreted. Each of these types of understanding can either be conscious or unconscious.). Conscious positive understanding is likely if we are aware of the cross-cultural differences but possess the necessary skills in managing them effectively.

SHORT ANSWER PARAGRAPHS

Answer the following questions in short paragraphs of not more than 100 words per question. Any verbatim copying from the passage or plagiarism will be penalized. Try as far as possible to use your own words in your answers. You are expected to write full sentence and coherent paragraphs.

1. Paragraph 1 indicates that cultural differences affect the interpretation of nonverbal signals, and are often a source of misunderstanding in communication and can be a barrier in intercultural encounters. **Explain** the grounds on which the author makes this **assertion**. (10 marks)
2. Discuss the possible solutions provided in the passage for overcoming communication barriers associated with the use of non-verbal communication in culturally diverse communication settings and episodes. (10marks)
3. In your own words, explain the article's main point. Respond to this question in two paragraphs. (10 marks)

Text Readability Consensus Calculator

Purpose: Our Text Readability Consensus Calculator uses 7 popular readability formulas to calculate the average grade level, reading age, and text difficulty of your sample text.

Your Results:

Your text: **Non-verbal communication and gesture in intercultural communication** [\(show all text\)](#)

Flesch Reading Ease score: 35.4 (text scale)

Flesch Reading Ease scored your text: difficult to read.

[\[f\]](#) | [\[a\]](#) | [\[r\]](#)

Gunning Fog: 14.8 (text scale)

Gunning Fog scored your text: hard to read.

[\[f\]](#) | [\[a\]](#) | [\[r\]](#)

Flesch-Kincaid Grade Level: 12.3

Grade level: Twelfth Grade.

[\[f\]](#) | [\[a\]](#) | [\[r\]](#)

The Coleman-Liau Index: 14

Grade level: college

[\[f\]](#) | [\[a\]](#) | [\[r\]](#)

The SMOG Index: 11

Grade level: Eleventh Grade

[\[f\]](#) | [\[a\]](#) | [\[r\]](#)

Automated Readability Index: 12.1

Grade level: 17-18 yrs. old (Twelfth graders)

[f] | [a] | [r]

Linsear Write Formula : 11.5

Grade level: Twelfth Grade.

[f] | [a] | [r]

Readability Consensus

Based on (7) readability formulas, we have scored your text:

Grade Level: 12

Reading Level: difficult to read.

Reader's Age: 17-18 yrs. old (Twelfth graders)

ReadabilityFormulas.com, a free website to help you:

- 1) score your texts (documents, books, policies, technical materials, etc.) and
- 2) find the reading level and grade level that readers need to read and comprehend your text.

Memo / marking Guide Pre and posttests

Dear Marker

This is a marking guide/memo for the post and pre-tests.

Marking Guide

Directly or indirectly, several components in academic reading are tested in responses. These broadly comprise of understanding the content, expression, and presentation. Components such as evidence of thorough reading, skimming and scanning skills, application of understanding, and evidence of reflexive response, coherence and correctness, paragraphing and “effective” *language* are amongst the things sought for. In as much as this document contains suggested answers and formats, this is not to say that these are the only ways in which students may render their answers. It merely provides the assessor with a model to follow and apply.

SECTION A: SHORT QUESTIONS

The questions were supposed to elicit short paragraphed answers, comprehensible *language* as well as well-structured and reflective engaged sentences. In general, all questions must have been written with useful and understandable structure, coherence and sound topic development.

Guidelines for Marking Pre and post reading tests

Instructions for markers and moderators

- Provide adequate feedback on student competence and performance in answering questions. Focus on their ability to answer questions.

- Show how you arrive at a particular mark. Use the rubrics allocated for each question, and always specify marks for *content*, *language*, *structure* and *engagement* respectively.
- Write legibly, and in Standard English.

Content:	Language	Structure and Engagement
Is the response appropriate in relation to the requirements of the question? Have all the requisite elements been included?	Is the writing correct in terms of semantic cohesion?	Is the response written in coherent continuous/paragraph prose? Is there evidence of critical engagement, academic rigor and reflectivity?
5	2	3

*N.B Look for points.

Suggested answers and formats for each question:

1. Paragraph 1, indicates that *cultural differences affect the interpretation of nonverbal signals*, and are often a *barrier in intercultural encounters* as well as a *source of misunderstanding in communication*. **Explain why the author makes this assertion.** (10 marks)

Explain: Make a **clear and intelligible** statement. Write about the subject in your own words. Give **comments** or give your own point of view. Select area in text which answers question - REVISIT 1 AND 2 re-read to clarify assertion made reinterpret it then show why author says so. You make points verbatim from the text and then re explain to yourself.

Then comment or give opinion. E.g. agree that author's assertion is right. Suggested points.

- Codes, verbal and nonverbal, and how they are used in cultures vary depending on many influences. You should have an appreciation of the challenges that arise with people from different cultures/co-cultures seeking to communicate. Failure to communicate effectively between cultures can become a stumbling block for intercultural meetings.

Why according to writer?

- Nonverbal communication (NVC) is very different across cultures. Cultural differences in how we use and interpret or decode nonverbal signals can result in misunderstanding
- Even if conversational partners speak the same language fluently, they tend to interpret nonverbal messages in a culture-specific way, that is, according to the sociocultural conventions that each of them is familiar with. Non-verbal communication is culturally relative.
- We cannot avoid language barriers by using simple hand gestures to communicate because these gestures are based on one's culture.
- "just as there is no reason to expect an English word to be recognized internationally, there is no reason to expect a South African hand gesture to be recognized".
- There is no such thing as a 'universal language' of gestures. This is likely to result in misunderstandings.
- Mistakes include (1) using a gesture that has a different meaning abroad
- and (2) failing to interpret a foreign gesture correctly. Such misunderstandings, may have resulted in funny, embarrassing, or even threatening situations.
- Such misunderstandings in communication resulting not understanding the cultural relativity and CULTURAL base of NVC influence interpersonal perceptions in a negative way,

2. Discuss the possible solutions provided in the passage for overcoming communication barriers associated with the use of non-verbal communication in culturally diverse communication settings and episodes. (10marks)

Discuss: Examine by argument, especially written; debate. Explain terms or concepts in your own words. Give comments or give your own point of view

Solutions provided in the passage for overcoming communication barriers associated – Points

- understand the other's culture in intercultural contact
- interpret nonverbal signals correctly
- Cross-cultural training can help. Courses on effectively working together in multicultural work groups are a solution
- utilizes real-time translator for nonverbal signals
- **Students can add some of their own ideas** on how to deal with miscommunication due to differences resulting from Non Verbal Communication.

3. In your own words, explain the article's main point. Respond to this question in two paragraphs. (10 marks)

After a careful reading of this article, students should summarise in no more than 2 paragraphs the author's views on how are awareness of the cross-cultural differences and possession of the necessary skills in managing them effectively - enhances positive communication- when NVC is used. He also highlights the use of NVC, pointing out its potential as a barrier in intercultural communication.

The author argues for an awareness of the cross-cultural differences and a possession of the necessary skills in managing them effectively. He says it enhances positive understanding when NVC is used. Hence, communicators easily and accurately interpret Non-verbal signals from when communicating with people from other cultures. Additionally, we understand the other's culture in intercultural contact and so avoid misunderstandings in communication. If we are sensitive to each other's cultures, we will be able to decode and understand each other when we communicate non-verbally.

Appendix 9: Post-test and memo



FACULTY OF HUMANITIES

DEPARTMENT OF APPLIED COMMUNICATIVE SKILLS IN PARTNERSHIP WITH THE DEPARTMENT OF STRATEGIC COMMUNICATION

PROGRAMME : National Diploma
Public Relations and Communication

SUBJECT Academic Reading Development)

COURSE CODE : ARD 1 BB1

DATE : October 2017 / 2018

DURATION : 90 minutes

TIME : Afternoon

TOTAL MARKS : 40

EXAMINER : S YAFELE

MODERATOR : LECTURER

INSTRUCTIONS

6. Fill in all your details on the front cover of the answer book provided.
7. Answer all questions in the answer book provided.
8. Read the entire paper and the article before you attempt to answer the questions. Reading through the paper and the articles should take you approximately 10 minutes
9. Number your answers correctly.
10. Please ensure that you write your full name, surname and student number on the front page of your script

Function

The purpose of this test is to assess you on how to critically read an article, and to engage with and reflect on it in an academic manner by answering the assigned questions in short paragraphs.

Read the passage below and then answer the questions that follow.

Early society was egalitarian- men and women were equal, say scientists

<http://www.theguardian.com/science/2015/may/14/early-men-women-equal-scientists>

1. *(Study shows that modern hunter-gatherer tribes operate on an egalitarian basis, suggesting inequality was an aberration that came with the advent of agriculture)*
2. Our prehistoric forebears are often portrayed as spear-wielding savages, but the earliest human societies are likely to have been founded on enlightened egalitarian principles, according to scientists.
3. A study has shown that in contemporary hunter-gatherer tribes, men and women tend to have equal influence on where their group lives and who they live with. The findings challenge the idea that sexual equality is a recent invention, suggesting that it has been the norm for humans for most of our evolutionary history.
4. Mark Dyble, an anthropologist who led the study at University College London, said: “There is still this wider perception that hunter-gatherers are more macho or male-dominated. We’d argue it was only with the emergence of agriculture, when people could start to accumulate resources that inequality emerged.”
5. Dyble says the latest findings suggest that equality between the sexes may have been a survival advantage and played an important role in shaping human society and evolution. “Sexual equality is one of an important suite of changes to social organisation, including things like pair-bonding, our big, social brains, and language, that distinguishes humans,” he said. “It’s an important one that hasn’t really been highlighted before.”
6. The study, published in the journal *Science*, set out to investigate the apparent paradox that while people in hunter-gatherer societies show strong preferences for living with family members, in practice the groups they live in, tend to comprise few closely related individuals.
7. The scientists collected genealogical data from two hunter-gatherer populations, one in the Congo and one in the Philippines, including kinship relations, movement between camps and residence patterns, and through hundreds of interviews. In both cases, people tend to live in groups of around 20, moving roughly every 10 days and subsisting on hunted game, fish and gathered fruit, vegetables and honey.
8. The scientists constructed a computer model to simulate the process of camp assortment, based on the assumption that people would choose to populate an empty camp with their close kin: siblings, parents and children.
9. When only one sex had influence over the process, as is typically the case in male-dominated pastoral or horticultural societies, tight hubs of related individuals emerged. However, the average number of related individuals is predicted to be much lower when men and women have an equal influence – closely matching what was seen in the populations that were studied.
- “When only men have influence over who they are living with, the core of any community is a dense network of closely related men with the spouses on the periphery,” said Dyble. “If men and women decide, you don’t get groups of four or five brothers living together.”
10. The authors argue that sexual equality may have proved an evolutionary advantage for early human societies, as it would have fostered wider-ranging social networks and closer cooperation between unrelated individuals. “It gives you a far more expansive social network with a wider choice of mates, so inbreeding would be less of an issue,” said Dyble. “And you come into contact with more people and you can share innovations, which is something that humans do par excellence.”
11. Dr Tamas David-Barrett, a behavioural scientist at the University of Oxford, agreed: “This is a very neat result,” he said. “If you’re able to track your kin further away, you’d be able to have a much broader network. All you’d need to do is get together every now and then for some kind of feast.”
12. The study suggests that it was only with the dawn of agriculture, when people were able to accumulate resources for the first time, that an imbalance emerged.

“Men can start to have several wives and they can have more children than women,” said Dyble. “It pays more for men to start accumulating resources and becomes favourable to form alliances with male kin.”

13. Dyble said that egalitarianism may even have been one of the important factors that distinguished our ancestors from our primate cousins. “Chimpanzees live in quite aggressive, male-dominated societies with clear hierarchies,” he said. “As a result, they just don’t see enough adults in their lifetime for technologies to be sustained.”

14. The findings appear to be supported by qualitative observations of the hunter-gatherer groups in the study. In the Philippines population, women are involved in hunting and honey collecting and while there is still a division of labour, overall men and women contribute a similar number of calories to the camp. In both groups, monogamy is the norm and men are active in childcare.

Andrea Migliano, of University College London and the paper’s senior author, said: “Sex equality suggests a scenario where unique human traits, such as cooperation with unrelated individuals, could have emerged in our evolutionary past.”

From: <http://www.theguardian.com/science/2015/may/14/early-men-women-equal-scientists>

Answer the following questions in short paragraphs of not more than a 100 words. Try as much as possible to use your own words in your answers.

1. Referring to Dyble and Migliano, discuss how equality between the sexes shaped human society. **(10 marks)**
2. In paragraph 2, the writer states that “*our pre-historic forebears are often portrayed as spear-wielding savages*”. In your own words, discuss what could be the probable bases for such ‘portrayals’. **(10 marks)**
3. In your own words, discuss how agriculture is seen as the cause of inequality between the sexes. Provide two reasons whether you agree or not with this argument put forward by the author. **(10 marks)**
4. Write a paragraph in which you discuss whether these findings about equality in hunter-gathering societies are of any relevance to 21st century society. **(10 marks)**

Total: [40 marks]

POST INTERVENTION TEST MEMO AND RUBRIC final

SECTION A: SHORT QUESTIONS

The questions were supposed to elicit short paragraphed answers, comprehensible *language* as well as well-structured and reflective engaged sentences. In general, all questions must have been written with useful and understandable structure, coherence and sound topic development.

Guidelines for Marking Pre and post reading tests

Instructions for markers and moderators

- Provide adequate feedback on student competence and performance in answering questions. Focus on their ability to answer questions.
- Show how you arrive at a particular mark.
- Provide adequate feedback to the students, in order for them to be able to improve. This is the most important task. The examiner, researcher and other scholars only rely on performance feedback in order for him to analyse the levels of reading comprehension in relation to test performance appreciate the mark that is assigned . Therefore, give comments on the responses so that the moderator and second examiner can see how you came about giving that mark.
- This document has the assessment criteria and the symbols for marking. Use the rubrics allocated for each question, and always specify marks for *content*, *language* , *structure* and *engagement* respectively. You

should clearly indicate how you allocate the marks . Use the marking symbols, underline, or circle so that there is justification for marks awarded.

- Write legibly, and in Standard English.

Content:	Language	Structure and Engagement
Is the response appropriate in relation to the requirements of the question? Have all the requisite elements been included? At least 2 facts , issues or reasons based on text reading are key	Is the writing correct in terms of semantic cohesion? Is the writing clearly communicative (use of, terminology) and display semantic cohesion? meaning seldom obscured	Is the response written in coherent continuous/paragraph prose? Is there evidence of critical engagement, academic rigor and reflectivity?
5	2	3

***N.B Look for points.**

Short comprehension questions Rubric

MARK OUT OF 10 FOR CONTENT; LANGUAGE AND STRUCTURE & ENGAGEMENT

Score	Level	Criteria
8-10	1. EXCELLENT TO VERY GOOD	Content: <i>focused on assigned topic, thoroughly developed, clearly demonstrating critical reading comprehension and thinking skills(e.g. familiarity with - recognizing and recalling - the text-content, subject matter; understanding it; application of this information; analysis, for instance of relationships; evaluation, for example critiquing)</i> Vocabulary and language: effective word/idiom choice, effective constructions, mastery of key and concept words Organization: generating a piece of writing such as a short paragraph response with ideas clearly stated, succinct, well organized, logically sequenced, cohesive, and well-supported. Engagement: Excellent to very good engagement with text.
5-7	2. GOOD TO AVERAGE	Content: fairly sound demonstration of critical thinking and reading comprehension skills, mostly relevant to topic, lacks detail Vocabulary and language: satisfactory range, occasional issues of word choice, idiom, form, usage, but meaning not obscured , distorted or in doubt. Engagement: good to average engagement with text.
3-4	3. FAIR TO SHAKY: AT RISK	Content: not enough text understanding and substance or relevance, insufficient support for ideas Vocabulary and language: <i>small range key concept and words ,, frequent issues of word/idiom, choice, usage meaning confused or obscured</i> Engagement: weak engagement with text.
1-2	4. VERY SHAKY	Content: not pertinent or not enough material to evaluate

		Vocabulary and languaging ; little knowledge of key concept and words, idioms, word forms, or not enough material to evaluate does not communicate. Engagement: very weak to non-existent engagement with text.
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Questions on article “*Early Men and Women were equal*”

Suggested answers and formats for each question:

1. Referring to Dybel and Migliano, discuss HOW equality between the sexes shaped human society. All the responses should refer to the cited names.

Sexual equality led to pair-bonding (paragraph 4/5 on page 17 and 4th paragraph from the bottom on page 18) which assisted in the shaping of social organization and the development of language and expansion of communication network.

Reference should also be made to the last paragraph in which Andrea Migliano indicates that sexual equality allowed uniquely human traits such as cooperation with unrelated individuals to emerge, thus contributing to the shaping of society.

2. In paragraph 2, the writer states that “our pre-historic forebears are often portrayed as spear-wielding savages”. In your own words, discuss what could be the probable bases for such ‘portrayals’.

This is an open-ended question and does not necessarily depend on the text. The responses could vary from being at a macro, meso and micro-level. For example, responses could be based on socialisation processes (at a societal level), acculturation (between different cultures) and transmission process (home, family, school, social media, etc.). In other words, the portrayals are based on or emanate from these processes or are influenced by these listed processes. The following could be the agents: educators, the media (electronic and print industry), parents, grandparents, story tellers, folklore, educational institutions, etc.)

3. In your own words, discuss how agriculture is seen as the cause of inequality between the sexes. Provide two reasons whether you agree or not with the argument put forward by the author.

The response should be in the student’s own words and should include the following ideas: material (resource) gain and the beginning or formation of male to male relationships/ communication networks/connection etc.

The imbalance in power between the sexes was caused by the emergence of agriculture. When human beings began to accumulate resources, an imbalance emerged. Men began to form alliances and were able to marry more than one woman and have more children

When agriculture emerged, people began to accumulate resources for themselves. This led to men being able to marry more than one wife and, thus, have more children. Men dominated in pastoral or horticultural societies.

4. Write a paragraph in which you discuss whether these findings about equality in hunter-gathering societies are of any relevance to 21st century society.

Reference to the fact that humans were once egalitarian should be mentioned.

A discussion on whether sexual equality has been achieved in today’s society or not could be included. Responses should include a discussion on the (ir)relevance of these findings on today’s society. In the discussions, students may also make reference to the significance or impact of technology (for example, internet, social media and communication, networking, global village and networking, etc.) on the subject of equality.

Text Readability Consensus Calculator

Purpose: Our Text Readability Consensus Calculator uses 7 popular readability formulas to calculate the average grade level, reading age, and text difficulty of your sample text.

Your Results:

Your text: (Study shows that modern hunter-gatherer tribes o ...(show all text)

Flesch Reading Ease score: 47.8 (text scale)

Flesch Reading Ease scored your text: difficult to read.

[f] | [a] | [r]

Gunning Fog: 13.7 (text scale)

Gunning Fog scored your text: hard to read.

[f] | [a] | [r]

Flesch-Kincaid Grade Level: 11.1

Grade level: Eleventh Grade.

[f] | [a] | [r]

The Coleman-Liau Index: 11

Grade level: Eleventh Grade

[f] | [a] | [r]

The SMOG Index: 10.2

Grade level: Tenth Grade

[f] | [a] | [r]

Automated Readability Index: 10.8

Grade level: 15-17 yrs. old (Tenth to Eleventh graders)

[f] | [a] | [r]

Linsear Write Formula : 12.2

Grade level: Twelfth Grade.

f Readability Consensus

Based on (7) readability formulas, we have scored your text:

Grade Level: 11

Reading Level: difficult to read.

[Reader's Age: 15-17 yrs. old \(Tenth to Eleventh graders\)](#)

[\]](#) | [\[a\]](#) | [\[r\]](#)

[ReadabilityFormulas.com](#), a free website to help you:

- 2) score your texts (documents, books, policies, technical materials, etc.) and
- 2) find the reading level and grade level that readers need to read and comprehend your text.