



**INVESTIGATION OF THE EFFICACY OF TRANSLANGUAGING AS A
PEDAGOGY FOR READING LITERACY AMONG GRADE FOUR LEARNERS**

By

Dawn Mbalenhle Gumede

1841553

Research report submitted in fulfilment of the requirements for the degree.

Master of Education (MEd)

(By Coursework and Research Report)

In the

Faculty of Humanities

Applied Language and Literacy Education (ALLE Division)

UNIVERSITY OF THE WITWATERSRAND

Supervisor: Professor L. Makalela

Date: 25 September 2025

Copyright Notice

The copyright of this thesis vests in the University of the Witwatersrand, Johannesburg, South Africa, in accordance with the University's Intellectual Property Policy.

No portion of the text may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, including analogue and digital media, without prior written permission from the University. Extracts of or quotations from this thesis may, however, be made in terms of Sections 12 and 13 of the South African Copyright Act No. 98 of 1978 (as amended), for non-commercial or educational purposes. Full acknowledgement must be made to the author and the University.

Declaration

I, Dawn Mbalenhle Gumede, student number 1841553, declare that this research report is my own original work. Any other resources that were used have been fully accounted for and acknowledged. It is submitted for the degree of Master of Education by Coursework and Research Report, Year of Study 1, Full-Time at the University of the Witwatersrand, Johannesburg, and Wits School of Education. It has not been submitted before for any other degree or examination in any other university.

Signed by: D. M. Gumede

A handwritten signature in black ink, appearing to read 'Dawn', is written on a light-colored background.

Date: 25/09/2025

ABSTRACT

This research report was located from a larger study which was conducted at the Hub for Multilingual Education and Literacies (HuMEL) which sought to explore how grade four learners can learn and improve their reading comprehension of isiZulu and English through translanguaging. Translanguaging implores bilingual and multilingual speakers to make use of their linguistic repertoire when learning a second language. The study explored how effective translanguaging was in enhancing reading development among isiZulu mother-tongue speakers who are learning English as a second language at grade four level. The data was collected through parallel-mixed-methods research that made use of a quantitative as well as a qualitative research method to augment and improve the quality of the experiment. The aim of this study was to investigate the efficacy of translanguaging as a pedagogy for teaching reading literacy to grade 4 learners as they learn how to read English and isiZulu for comprehension. The key findings show that there is scope for inclusive and successful educational methods in South Africa through the translanguaging of isiZulu and English. Teachers may establish nurturing learning environments where students can flourish academically and culturally by adopting translanguaging techniques and putting the suggested solutions into practice. This will allow learners to make the most of their linguistic resources and succeed in both isiZulu and English. Educators and legislators may be trained to create more successful plans to improve literacy results and create an inclusive and fair learning environment by recognizing and taking advantage of this association. Translanguaging should be promoted to develop multiple language literacy and comprehension. The study recommends that learners need to be provided nurturing learning environments where they can flourish academically and culturally by adopting translanguaging techniques and putting the suggested solutions into practice, they will be able to read with comprehension. This will also allow students to make the most of their linguistic resources and succeed in both isiZulu and English. Additionally, the government could also promote translanguaging to develop multiple language literacy and comprehension skills as they are the compilers of the curriculum that is used to educate the learners. If it is not fostered at an early age, then it will be difficult to implement in later stages of education. The ability for cultural diversity to enrich language learning lies in this

spectrum. Finally, educators and legislators may create more successful plans to improve literacy results and create an inclusive and fair learning environment by recognizing and taking advantage of this association. If it is not fostered at an early age, then it will be difficult to implement in later stages of education or be misinterpreted as code-switching. The ability for cultural diversity to enrich language learning lies in this spectrum.

ACKNOWLEDGEMENTS

First and foremost, I am deeply grateful to God for carrying me this far and always providing for my academic, emotional, and personal needs. 2023-2024 was the most academically and emotionally challenging one yet, and conducting this research took so much strength, resilience, support, and guidance from my family and most importantly, my supervisor.

I would firstly like to extend my deepest appreciation and gratitude to my supervisor, Professor Leketi Makalela for his invaluable guidance and mentorship throughout this research journey. His expertise, insight, commitment, support, assistance, and unwavering patience and dedication in ensuring that this research journey was a success has been greatly appreciated.

There are several other people who have played an enormous role in contributing significantly to my learning journey whilst aiding and cheering me on throughout this voyage as I was conducting this study. I express my sincerest gratitude to them for contributing to the completion of this research report.

I am also grateful to Mr. Chimanda, Dr. Maria Prozesky, Dr. Ilse, Dr. Peter Merisi, Dr. Clarah Dokotela, the SiRead and HuMEL team from the Hub for Multilingual Education and Literacies for their constructive feedback and suggestions throughout the drafting and revision phases of this report. Their insightful comments significantly improved the clarity and coherence of my write-up. A special word of gratitude to Dr. Nqobile Zulu for his editorial work and comments on my drafts.

Finally, I would like to thank my parents, siblings, and friends/colleagues for always being there, for their unwavering support and understanding and for being my strongest support structure. This research report would not have been completed without their involvement and assistance.

ABBREVIATIONS

ATR	Attitude to Reading
COE	Clarity of Expression
LOLT	Language of Learning and Teaching
HuMEL	Hub for Multilingual Education and Literacies
MA	Metalinguistic Affordances
MC	Meaning Continuum
ORF	Oral Reading Fluency
PIRLS	Progress in International Reading Literacy Study
LRC	Literal Reading Comprehension
RCS	Reading Comprehension Summary
RI	Reading Inference
RP	Reading Proficiency
R2	Coefficient of Variation
SA	South Africa
TI	Trans-inferencing

Table of Contents

ABSTRACT	4
ACKNOWLEDGEMENTS	6
ABBREVIATIONS	7
LIST OF TABLES	11
1.1 Background of the study	12
1.2. Statement of the problem	14
1.3. Research Aim.....	15
1.3.1. Research Objectives:	15
1.3.2. Research questions	15
1.4. Motivation/ rationale.....	16
1.5. Significance of the study	16
1.6. Standard definitions of terms	17
1.7. Outline of the study	18
CHAPTER 2: LITERATURE REVIEW.....	19
2.1 Introduction	19
2.2 Theoretical framework	19
2.2.1 Translanguaging as a theoretical framework.....	19
2.2.2 Translanguaging defined.....	20
2.2.3 Effects of translanguaging as a method of improving Oral Reading Fluency (ORF)	21
2.2.4 Effectiveness of Translanguaging in Information retell tasks	22
2.2.2 Reading/ Reading comprehension as a sub-framework of translanguaging	23
2.2.3 Inferential Reading skills in English and isiZulu (bilingual reading)	24
2.3 Conclusion	25
CHAPTER 3: Research Methodology	26

3.1.1 Introduction	26
3.1.2 Research design	26
3.1.3 Population and Sampling	27
3.1.4 Data Collection and Instruments	27
3.1.5 Data analysis	29
3.1.6 Ethical Considerations (Validity and Reliability)	30
3.2 Conclusion	30
CHAPTER 4: Data Presentation, Analysis, and Interpretation	31
4.1 Introduction	31
4.2 Perceptions and Performance on Reading	31
4.2.1 Attitudes to Reading	31
4.2.2 Oral Reading Fluency or Reading Proficiency (RP) in English	33
4.2.3 Oral Reading Fluency or Reading Proficiency (RP) in isiZulu	34
4.2.4 Literal Reading Comprehension (LRC) in English	35
4.2.5 Literal Reading Comprehension (LRC) in isiZulu	37
4.2.6 Reading Comprehension Summary (RCS) in English	39
4.2.7 Reading Inference (RI) in English	39
4.2.8 Reading Inference (RI) in isiZulu	41
4.2.9 Inferential Statistics	43
Table 9: Paired T-test and Correlation between Reading Proficiency in English and isiZulu	43
Table 10: Paired T-Test Correlation between Reading Comprehension in English and isiZulu	44
Table 11: Paired T-Test Correlation between Reading Inference in English and isiZulu	44
Table 12: Paired T-Test and Correlation between SPMA in English and isiZulu	45
Table 13: Paired T-Test and Correlation between WSPMA in English and isiZulu ..	45

Table 14: Paired T-Test and Correlation between Reading Comprehension and Reading Inference in English.	46
Table 15: Paired T-Test and Correlation between Reading Comprehension and Reading Comprehension Summary in English.....	46
Table 16: Paired T-Test and Correlation between Reading Inference and Reading Comprehension Summary in English.	47
Table 17: Paired T-Test and Correlation between Reading Comprehension and Reading Inference in isiZulu.....	48
Table 18: Paired T-Test and Correlation between Reading Comprehension and Reading Comprehension Summary in isiZulu.	48
Table 19: Paired T-Test and Correlation between Reading Inference and Reading Comprehension Summary in isiZulu.....	49
4.3 Qualitative analysis.....	50
4.3.1. Meaning continuum (MC).....	51
4.3.2. Trans-inferencing (TI).....	53
4.3.3 Metalinguistic affordances.....	55
4.3.4 Clarity of Expression	57
4.4 Conclusion.....	58
Chapter 5: Summary, Findings and Recommendations.	59
5.1 Introduction.....	59
5.2 Summary of the Study	59
5.3 Findings of the Study.....	60
5.4 Recommendations for practice:	66
5.5 Recommendations for further research:	68
5.6 Conclusion of study	69
References	70

LIST OF TABLES

<u>Table 9: Paired T-test and Correlation between Reading Proficiency in English and isiZulu</u>	43
<u>Table 10: Paired T-Test Correlation between Reading Comprehension in English and isiZulu</u>	44
<u>Table 11: Paired T-Test Correlation between Reading Inference in English and isiZulu</u>	44
<u>Table 12: Paired T-Test and Correlation between SPMA in English and isiZulu</u>	45
<u>Table 13: Paired T-Test and Correlation between WSPMA in English and isiZulu</u> ..	45
<u>Table 14: Paired T-Test and Correlation between Reading Comprehension and Reading Inference in English.</u>	46
<u>Table 15: Paired T-Test and Correlation between Reading Comprehension and Reading Comprehension Summary in English.</u>	46
<u>Table 16: Paired T-Test and Correlation between Reading Inference and Reading Comprehension Summary in English.</u>	47
<u>Table 17: Paired T-Test and Correlation between Reading Comprehension and Reading Inference in isiZulu</u>	48
<u>Table 18: Paired T-Test and Correlation between Reading Comprehension and Reading Comprehension Summary in isiZulu.</u>	48
<u>Table 19: Paired T-Test and Correlation between Reading Inference and Reading Comprehension Summary in isiZulu</u>	49

LIST OF FIGURES

Figure 1: Attitude to Learning.....	32
Figure 2: Reading Comprehension in English.....	37
Figure 3: Reading Comprehension in isiZulu.....	38
Figure 4: Reading Inference in English.....	41
Figure 5: Reading Inference in isiZulu.....	42
Figure 6: Themes that arose.....	50

CHAPTER 1: INTRODUCTION

1.1 Background of the study

Multiple scholars and research studies including the Progress in International Reading Literacy Study (PIRLS) results from 2021, accounted for a great percentage (81%) of South African learners in schools who struggle with reading comprehension in the intermediate phase. There are numerous reasons advanced, one of them being that reading, or the act of teaching reading and language as being viewed in a the “monoglossic” sense, (Makalela, 2015, p.15) which means that it taken as an act that takes place independently. Woolley and Woolley (2011) accounted for reading comprehension as a skill that learners are taught in the early stages of their schooling careers. Moreover, they account for reading as a cognitive or mental and practical process (Woolley & Woolley, 2011). While reading may be a useful skill, researchers have proved that South African learners struggle with reading comprehension thus requiring intervention to combat the reading crisis. This study proposed translanguaging as a method that may be used in reducing the catastrophe. Translanguaging is a concept utilized by multilingual language speakers. It described the way bilingual and multilingual language speakers may make use of their linguistic repertoire to understand, clarify, and interact with the world they live in.

The term "translanguaging" was devised by Cen Williams in the 1980s (as cited in Lewis, Jones & Baker, 2012), who made use of the concept to outline the process of using two languages in the same context. This is different from several former systems of bilingual education that have been used previously to distinguish dialects or languages by periods or days. Vogel and Garcia (2017) argued that the notion of translanguaging suggests that occupying two or more independent language structures as was the previously assumed description for bilingual or multilingual speakers, they can now choose and arrange any of their languages from a standardized linguistic repertoire. Translanguaging is also an amplification of the idea of utilizing two languages in one sentence, which is the conversational strategies used by language users while also speaking multiple languages, frequently at the same time.

Sembiante (2016) argues that by deliberately making use of different languages, multilingual speakers have developed the necessary skillsets to overcome tough social and cognitive challenges in a peculiar dynamical way. Thus, translanguaging is concerned with difficulties or challenges that are associated with language formation or construction, clear communication, the resolution of language, and the intellectual processes that lie beneath language use. Thus, bilingualism leads to translanguaging. He extends upon the argument by stating that the notion of translanguaging is commonly used in educational contexts which then refers to any circumstance that multilingual speakers who make up the majority of language groups worldwide experience. “This involves intricate linguistic familial relations, the use of code-switching, and how one's perspective of their own multilingualism is affected by such usage”, (Sembiante, 2016, p.46). Furthermore, this expounded into a pedagogical strategy that utilizes multiple languages throughout a lesson in a classroom.

Later studies and articles such as that of Garcia (2020) gave a translanguaging view of literacy which spoke to how Latinx bilingual learners employed their complete linguistic and multimodal abilities by drawing upon their entire set of resources for meaning making, employing all facets of themselves as they interacted with textual material. This further accounted for the fact that reading comprehension was not a problem that was faced in South Africa only, but was in fact, a global crisis that could be addressed through translanguaging thus “making it possible for bilingual students to become educationally repositioned as successful readers” (Garcia, 2020, p.562). Furthermore, through translanguaging, students have the chance to apply prior knowledge of their first language to explain and provide understanding of the ideas and concepts being taught in the second language. Rafi and Morgan (2022) stated that translanguaging should be perceived as a transformative act in a reading classroom, as it could address the reading comprehension problem that the students were facing at university level. This further accounted for reading comprehension as a problem that stemmed from the foundation phase which could be resolved through the incorporation of translanguaging. It was against this background that this study sought to explore how effective translanguaging was in enhancing reading development among isiZulu mother-tongue speakers who were learning English as a second language at grade four level.

1.2. Statement of the problem

It has been reported to date in various bodies of knowledge, and on news tabloids, and newspapers that South Africa is facing a reading crisis as 81% of SA's grade four learners cannot read for comprehension or meaning (Morris, 2024). Makalela (2015) argued that children or learners at grade four level cannot read for meaning in any language which is concerning. This begs the question of, how did the learners in question make it past grades one - three without any reading comprehension in their home languages and or English which is the medium of instruction? Meanwhile, Spaul (2013) says that most South African pupils cannot read, write and compute at grade-appropriate levels, with large proportions being functionally illiterate and innumerate. This further confirmed that there is indeed a problem within the South African schooling system especially in the reading proficiency of learners. While Spaul's (2013) article accounts for these problems, it does not delve into the main sources of these problems or fully account for them adequately. It merely mentions these problems and states the outcomes or results associated with them. It focuses on how South Africa is recognized when compared to the rest of the neighboring countries and on a global scale.

Makalela (2015) problematized the reasons as to why learners in South African school's struggle to read for meaning or at all. He accounted for the fact that learners or children are raised in multilingual households and backgrounds and, when they get to grade one, they carry that knowledge with them to school and to the classroom. However, this knowledge is ignored as the learners begin to learn English rather than it being used as a building block for them to learn the new language. Furthermore, he stated that the real reason the learners cannot read is due to teaching and learning being "construed from a monoglossic lens", (Makalela, 2015, p.15). This meant that, rather than the teaching and learning being viewed and done in one language at a time, the incorporation of the learner's native language and the language of teaching and learning (English) may be blended. The main problem that this study aimed to address was how translanguaging could be implemented as a pedagogy for teaching learners in the intermediate phase how to read for comprehension and meaning, in attempts to curb the reading crisis that South Africa is facing.

Although previous research; i.e., studies by Makalela in 2015 and Garcia' in 2020 had attempted to account for translanguaging as a method for teaching language it had not delved deeper into the issue of reading and teaching reading using two or more languages to aid bilingual and multilingual learners in comprehending what they read which is what this study aims to achieve. Furthermore, the objective of this study was to investigate how the above-mentioned learners could use what they already knew from their native language (isiZulu) to learn how to read in English and vice versa. This study attempted to respond to the main questions and the objectives stated below.

1.3. Research Aim

The aim of this study was to investigate the efficacy of translanguaging as a pedagogy for teaching reading literacy to grade 4 learners as they learn how to read English and isiZulu for comprehension.

1.3.1. Research Objectives:

- To evaluate whether the use of the translanguaging method improved inferential reading skills in both isiZulu and English.
- To measure the effects of translanguaging as a method of improving oral reading fluency (ORF) in both languages.
- To analyze the effectiveness of translanguaging information retell tasks (summary writing) through re-organization of information from one language to the other.

1.3.2. Research questions

This research was guided by the following research question and sub-questions:

- Does translanguaging improve inferential reading skills in the learners in isiZulu and English?
- Can controlled tests be used to prove that translanguaging is an effective method of improving the learner's oral reading fluency in both languages?
- What is the effectiveness of translanguaging in information retelling tasks from one language to the other?

1.4. Motivation/ rationale

The motivation or rationale for the study derived from my personal experience with language and reading. I had always wanted to be a language specialist which led to me pursuing teaching or education rather as a means to achieving that goal. I then learned that I was enthusiastic about imparting knowledge, thus, where the love for wanting to educate children about language developed. I found it to be fascinating. As the years progressed, I noticed that my nephew who was in grade four in 2023, was part of the statistics of learners who could not read for comprehension nor write in his native language isiZulu. This aroused my interest to read more and investigate why this was the case. I also sought to find a solution that could aid my nephew and other grade four learners who struggled with the same predicament. Beyond this rationale, although Makalela in 2015 and in 2016, Wei (2024) and Garcia in 2020-2024 attempted to address the notion of translanguaging and its efficacy, these studies were not sufficient to address this concern that this study aimed to investigate in a comprehensive manner that responded to the research questions posed in this study. This then prompted the conducting of this study as a means of closing the gap in literature.

1.5. Significance of the study

Reading is one of the most significant skills to possess, thus making it important for one to know how to read for meaning and understanding in any language. This study endeavored to establish translanguaging as a valuable pedagogical approach for challenging the dominance of monolingualism and enhancing reading comprehension among multilingual learners in diverse linguistic environments. It sought to do this by equipping scholars and teachers, as well as the novice teachers, with the necessary knowledge of how to better teach reading to the students as they gravely require their assistance. It also aimed to provide a strategy that could and should be implemented in order to help combat the reading crisis that South Africa is facing. Furthermore, it was significant in the sense that it offered both the learners and their educators an opportunity to make use of an African language while teaching English which might be complex since it was not the language that children speak at home or in the play grounds. It provided the learners with an environment and platform to be comfortable

with making use of their native language while learning a language that is foreign to them.

Moreover, it added to the body of knowledge for researchers who might have the same question and are seeking a solution for the reading crisis that South Africa is battling with as a country.

1.6. Standard definitions of terms

This study adopted the following definitions as interpreted in the body of knowledge and in their standard definitions.

Bilingualism: Grosjean (2013) defined bilingualism as a contextual definition and further explained it as being competent and possessing the knowledge, use, and recognition of more than one language.

Code-switching: Gardner-Chloros (2009) defined code-switching as the conscious process of shifting between two or more languages during speech or in writing.

Monolingualism: Being competent in one language only.

Monoglossic view or sense: Refers to a situation or context where only one language is used or considered valid. It implies a monolingual perspective, often excluding or marginalizing other languages or language varieties.

Multilingualism: The ability to make use of two or more languages.

Literal Reading Comprehension: The ability to comprehend or grasp a reading text as it is.

Translanguaging: The state where children, learners, or people are encouraged to make use of what they already know in their home language to learn or understand another language.

The standard definitions above were used as operational definitions in accordance with their standard descriptions.

1.7. Outline of the study

Chapter one consists of the background of the study, the problem statement, research objectives, and contains definitions of key concepts.

Chapter two consists of a detailed literature review outlined in this chapter. The review was based on the following key subtopics and theoretical framework: Reading, Reading crisis, Reading literacy and comprehension, Translanguaging as a theoretical framework as well as Translanguaging as a theme, Oral reading fluency, Inferential reading skills, Effectiveness of translanguaging in Information Retelling tasks (summary writing).

Chapter three consists of the research design and the methodology for data collection and analysis. This study derived from a larger study, which made use of a quasi-experimental research design and the research was conducted through a parallel-mixed-methods research study that made use of both the quantitative and qualitative research method.

Chapter four comprises a broad presentation, analysis, and a discussion of the findings derived from the collected data.

Chapter five contains a summary of the findings and the study as a whole and presents the concluding remarks of the study.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter is organized into two sections, the first one being a review of the theoretical framework on translanguaging as well as reading comprehension. This chapter and the second part deals with the literature review that studies translanguaging within the reading comprehension domain. It sought to give a simplistic view of reading and linguistic interdependence of the concepts as a theoretical framework as they guided this study in its aim and objective to develop a solution that accounted for both translanguaging as the method and as a theoretical framework of addressing the reading comprehension calamity that South Africa is facing. The literature was organized thematically to clearly identify and depict the gap within the body of knowledge and to show that the reading crisis has been ongoing throughout the years.

2.2 Theoretical framework

2.2.1 Translanguaging as a theoretical framework

The theoretical framework presented herein served the purpose of contextualizing the study, which investigated the efficacy of translanguaging as a pedagogy for reading literacy among bilingual and multilingual grade four learners in South African classrooms. Translanguaging, identified as a valuable pedagogical strategy by Garcia' (2023) thus theoretically framing the current research study, which aimed to disrupt the hegemony of a dominant single language in the learning and teaching process. Initially, this section examined the prevalence of single language hegemony in South African schools. Subsequently, it delved into the theoretical and pedagogical aspects of translanguaging, illustrating how this strategy serves as an intervention to challenge the hegemonic practice of exclusive language use in learning and teaching. The discussion extends to translanguaging connection to language policy and planning, highlighting its potential benefits in the educational context.

2.2.2 Translanguaging defined

The term "translanguaging" originated from the works of Cen Williams, a prominent scholar in the 1980s, who initially used the term "trawsieithu" to characterize a language practice involving the deliberate and systematic use of two languages within the same lesson. Translanguaging referred to a language practice wherein there is a deliberate incorporation of two or more languages in the classroom (Lewis, 2012). In contemporary usage, translanguaging encompasses both a language practice involving the intentional process of alternating between languages and the theoretical considerations underlying it. "Many of the scholars in the fields of language scholarship and second language education such as García & Kleyn, 2016; García & Wei, 2014; Makalela, 2015; Otheguy et al., 2019; Poza, 2017 have recognized the benefits of translanguaging pedagogies for opening up spaces where students can co-construct identity, negotiate meaning, enhance content and linguistic proficiency, and experience academic success" (as cited in Rafi & Morgan, 2022, p.2). Thus, multiple scholars have defined and redefined the concept of translanguaging and attempted to incorporate it in their deferring quests of applying it as a pedagogy or method of addressing the issue of monolingual biasness, posited as a theoretical framework. They, however, did not account for how the said students could utilize and implement translanguaging within their day-to-day learning practices, which is where this study attempts to curb that gap.

Within the broader spectrum of multilingualism, translanguaging is situated alongside related language activities such as code-switching, translation, and other language practices (Childs, 2016). Code-switching, which is normally compared or confused with translanguaging, is a brief deviation from the Language of Learning and Teaching (LoLT) to the home language of learners, which was discussed, as direct translation from one language to the other. It involves the repetition of oral or written text in the more accessible home language of learners (Probyn, 2015). These practices are often viewed as departures from the monolingual ideal, being responsive rather than planned. The core concept of translanguaging involves the intentional and systematic simultaneous use of two languages within a single lesson in the classroom (MacSwan, 2017).

Teachers play a crucial role in setting the language(s) of input and output, encouraging learners to utilize all languages in their linguistic repertoire to enhance the understanding of the subject matter (Canagarajah, Baker, Garcia, and Wei, 2014). As a result of his findings, Goli (2021) characterizes translanguaging as a pedagogical tool that "integrates various activities that encourage speaking, listening, reading, and writing in any of the languages the participants can use to communicate and make meaning." This multifaceted approach underscores the potential richness and effectiveness of translanguaging as an instructional strategy in diverse language-learning environments, thus centering the entire study around translanguaging as it seeps into the conceptual terms referred to in the subsequent sections. It will be used in its local context as it is a framework that underpinned the aim of this study.

2.2.3 Effects of translanguaging as a method of improving Oral Reading Fluency (ORF)

The impact of translanguaging as a method to enhance Oral Reading Fluency (ORF) is a topic of significant interest as transcribed by Mgijima and Makalela (2016) who highlight that translanguaging is characterized by the intentional and systematic use of multiple languages within the learning environment. It holds potential effects on ORF in bilingual and multilingual learners which include the facilitation of a more comfortable and natural learning environment thus serving as a positive effect. Moreover, they add that allowing learners to draw upon their entire linguistic repertoires and including their native language(s) may reduce anxiety associated with language learning and promote a sense of linguistic security. Although they account for advantages that translanguaging has on the learners, they do not fully delve into the main concern that still needs to be unpacked in addressing the reading crisis that this study sought to do.

This, in turn, means that translanguaging could positively influence oral reading fluency by fostering a more relaxed and confident reading experience in the grade four learners. Additionally, translanguaging may contribute to a deeper understanding of the text and bilingual and multilingual learners can use their linguistic flexibility and repertoires to access a broader range of vocabulary and language structures which may potentially improve comprehension and expression during oral reading. Finally,

the intentional interchange between languages may also provide cognitive benefits that the learners may accumulate as they engage in a richer linguistic context, (Mgijima & Makalela 2016). However, Vaish and Subhan (2015) state that it is essential to consider potential challenges or variations in the effects of translanguaging on ORF such as the proficiency in each language, the specific linguistic features of the text, and individual learner characteristics which may influence the outcomes. Additionally, the level of support and guidance provided by educators in implementing translanguaging practices can significantly impact its effectiveness in improving ORF.

2.2.4 Effectiveness of Translanguaging in Information retell tasks

Zhou, Chen, and Wang (2022) speak to the effectiveness of translanguaging in information retell tasks and state that it has garnered attention as educators seek innovative approaches to enhance language learning outcomes, particularly in multilingual settings. They further account for translanguaging and state that it is characterized by the strategic and purposeful use of multiple languages which presents potential advantages for information retell tasks. Additionally, one potential benefit is the facilitation of expressive proficiency which allows learners to draw upon their entire linguistic repertoire (Garcia, 2023) which would be comprising their native languages. Furthermore, translanguaging may provide a more comprehensive and nuanced means of expressing and retelling information (Zhou, Chen, & Wang, 2022). This further means that learners can leverage their linguistic flexibility to convey complex ideas while fostering a deeper understanding of the content.

Furthermore, translanguaging may contribute to improved comprehension as it allows multilingual learners to utilize their linguistic diversity to access a broader range of vocabulary and articulate concepts with greater clarity when engaged in information retell tasks. This process may enhance their ability to comprehend and communicate information effectively which will lead to more successful information retelling performances (Zhou, Chen, & Wang, 2022). However, the effectiveness of translanguaging in information retell tasks may vary based on factors such as language proficiency, the nature of the task, and individual learner characteristics, (Makalela, 2015). Moreover, educators play a crucial role in guiding and supporting learners in navigating translanguaging strategies effectively by providing clear

instructional guidance. This can empower learners to make strategic language choices that optimize their performance in information retell tasks, allowing for the exploration of the effectiveness of translanguageing in information retell tasks to provide insights into its potential benefits for expressive proficiency and comprehension in multilingual educational contexts.

2.2.2 Reading/ Reading comprehension as a sub-framework of translanguageing

Snow and Sweet (2003) interrogated the concept of reading or reading comprehension in their quest to rethink the translanguageing concept. They defined reading as a technique or procedure for obtaining meaning. Pretorius (2008) argued that learners in South African schools are not able to read or fully grasp what is written on the texts as a result of having limited to no access to reading materials that can aid them to practice reading and, without systematic exposure to reading materials, learners have less opportunities to practice reading skills and develop solid reading habits. This resulted in their general literacy levels and educational accomplishments being impacted negatively. Snow and Sweet (2003) further accounted for the three fundamental elements or dimensions of reading comprehension which are, the text, the reader, and the activity are what matters as far as reading comprehension is concerned. They posited that everything that takes place during the process of reading is influenced by a social-cultural context or is rather socio-culturally dependent (Snow & Sweet, 2003). The three elements of comprehension raised a lot of questions which this study aims to address.

In addition, (Snow & Sweet, 2003) also made mention of the fact that teaching reading has become increasingly intricate as learners are expected to know how to read difficult texts which affects their comprehension. However, this chapter of the reading merely accounted for the surface level of what reading comprehension is and what elements are essential when thinking about this process of reading. It did not go deeper in its explanation of how the learners may improve in their comprehension capacity or what methods could be implemented to aid the learners who struggled with reading complex texts. Thus, being unable to fully encompass themselves according to the above-mentioned foundations that make up reading comprehension, Pretorius & Spaul (2016) argued that it is due to learners being taught how to read in English

while it is their second language. Reading is enforced onto the learners in a language that the majority of the learners in South Africa do not understand the intricate structures of English, as it is not the native or first language (L1).

Huang (2024) explores reading as a skill that is learned using various methods, arguing for the attitude that learners ought to have towards reading. He further expands his argument by underpinning it with the predictive factors for reading comprehension abilities in Indigenous high school learners or students who are instructed through various teaching methods. One of these methods being the attitudes that the learners or students have towards reading and further extends that the above-mentioned methods have an impact on the learners' overall performance thus, being impacted by their attitude towards reading since reading is viewed as a skill that involves factors that influence the learning outcome of the learners. This argument ties in with the overall aim of the study as it opens room for various pedagogies or methods for learners to learn how to read in differing languages for comprehension.

2.2.3 Inferential Reading skills in English and isiZulu (bilingual reading)

Mgijima and Makalela (2016) conducted a study that investigated the effects that translanguaging had on bi-literate inferencing and its strategies specifically focusing on grade four learners. They argued for “a literacy model that integrates skills and practices drawn from all accessible linguistic repertoires of learners when dealing with reading development at elementary grades since this helps learners develop a sense of self, which in return allows them to be active participants in their learning development at elementary grades”, (Mgijima & Makalela, 2016, p.1) This meant that the learners were active participants in their own learning and that, in order for them to learn they needed to access knowledge from all the languages that they were exposed to.

Although the above seemed to be addressing a valid reason as to why learners are not able to read for meaning; Mgijima and Makalela (2016) suggested that learners need to develop the capacity to draw inferences as it is one of the crucial necessities for reading comprehension. Furthermore, “It may help a reader understand complex

and subtle implicit messages conveyed through the choice of particular vocabulary by the writer” (Mgijima & Makalela, 2016, p.86). This further highlighted that when a reader makes inferences, they are able to understand and to grasp messages that are embedded in a text and make meaning out of them. García (2023) further built on Mgijima and Makalela’s (2016) argument by acknowledging that learners should be allowed to make use of their native languages as it enabled them to bring in their full linguistic repertoires. However, Garcia (2023) did not include how this could be done merely highlighting that this would benefit the learners and enable them to become better bilingual readers.

2.3 Conclusion

The chapter reviewed the two theoretical frameworks that are relevant for the study, namely, translanguaging as a frame as well as reading comprehension. These frameworks in combination offer grounding as they look at the efficacy of translanguaging for reading comprehension. Further, the chapter reviewed thematically the issues that comprise of reading comprehension and the effects of translanguaging according to the themes that were identified such as inferencing, information re-tell tasks. All these studies reviewed, however are limited as they have not fully delved into one being a solution to combat and make the other simple for bilingual and multilingual learners, hence, this study explored the intersection of using the method called translanguaging to assist in the understanding of reading comprehension bilingually in English and isiZulu. This study was conducted systematically to expand and add to the body of knowledge, thus filling the gap and to show how translanguaging was implemented in bilingual classrooms and the following chapter will address the research methodology that was utilized in this study.

CHAPTER 3: Research Methodology

3.1.1 Introduction

The following section will discuss the methodology of the study as it aligns with the study objectives. In this context, the goal was to evaluate whether the use of translanguaging could enhance learners' inferential reading skills in both isiZulu and English, while also examining its influence on oral reading fluency in bilingual and multilingual classrooms. This research falls within an evaluative paradigm, emphasizing the assessment of learners' performance. The study was located under an evaluative research paradigm that evaluated and assessed the learners' knowledge of the native language (isiZulu) and how they used what they know in isiZulu as a building block to understand and learn how to read in English.

3.1.2 Research design

The study was conducted through parallel-mixed-methods research that made use of both the quantitative and qualitative research methods in order to augment and improve the quality and depth of the experiment. The study was located or framed under a larger study that was conducted in the Hub for Multilingual Education and Literacies (HuMEL) whereby ten schools were randomly selected. The larger study conducted the experiment in all the eleven official languages in South Africa and with learners ranging from grades three to ten. However, for purposes of this study, I chose to work with and focus on the grade four learners in the isiZulu home language classroom. Reason being, it is the most critical age where they would be exiting the foundation phase where the groundwork was laid (grades one-three) and entering the intermediate phase which builds on the skills that they acquired in the foundation phase. It is in grade four where the learner's literacy skills are fostered, enhanced, and more complex subject matter is introduced thus, making it a pivotal focal point.

The quantitative part involved a quasi-experimental (within subject experimental) research design which assessed the learner's reading performance through a translanguaging controlled test. The study was conducted through a mixed-methods study to provide other researchers and scholars with sufficient and a wide range of results and to indicate that extensive research was conducted and conducted to produce the best possible outcomes. This study made use of a quasi-experimental

research design which evaluated the said test so as to achieve the objective of this study in accordance with the research aim of this study.

The qualitative part was collected and recorded through a series of information retelling tasks whereby the learners re-wrote or summarized sections from the controlled (translanguaging) test from one language to the other (from English to isiZulu and vice versa) as part of the data collection process.

3.1.3 Population and Sampling

The population included forty-four (44) grade four learners who were between the ages of eight and ten years old on average, from a school that fell between quantiles 1- 3 schools which are called high-poverty schools situated in a township area. They were taught in the medium of isiZulu, and being in grade four, this would be their first year of being taught in English. The learners were selected using a simple random selection process to avoid any bias. The school already had the learners in a class, and the study made use of the class that the learners were already situated in (intact group) i.e., grade 4B. The study made use of a school that falls within the quantile 1- 3 in a school from the list of schools that the Hub for Multilingual Education and Literacies (HuMEL) had worked with, within Gauteng. The school was selected randomly from the list of schools that participated. The school was selected through a multi-stage sampling which was a simple random selection of an intact group of grade four learners. The study worked with 44 learners in the classroom of the selected school and all 44 of them wrote the translanguaging test. Since this was both qualitative and quantitative research study, it was still within the required threshold.

3.1.4 Data Collection and Instruments

The learner's reading comprehension was evaluated through a controlled test as in the attached Appendix. The test sought to measure the learner's attitude towards reading, their reading proficiency and lastly, whether they could produce reading summaries while making inferences in their native language (isiZulu) as well as in English. Once they had written the controlled test, the learners were offered a short intervention to educate them on how to go about applying translanguaging in their classroom. The intervention was conducted to enlighten them on what

translanguaging is and how they could implement it as a skill and method for teaching reading at grade 4 level which is the entry point whereby the learners will be transitioning from learning how to read, to reading to learn (Mgijimi & Makalela, 2016).

The interventions included:

1. Bilingual Instruction: To promote understanding and learning, teachers instructed students in both isiZulu and English. This method helps learners bridge the gap between what they are learning and what they already know about language.
2. Translanguaging: During a single session or conversation, teachers and students switch between languages, utilizing whichever language works best to express meaning. Translanguaging facilitates smooth communication and understanding through translanguaging tasks that encourage more in-depth interaction with the content
3. Language Mediation: When presenting new ideas or clearing up misunderstandings, teachers translate, clarify, or explain things in isiZulu, the learners' home language. By facilitating connections between new and pre-existing linguistic knowledge, language mediation aids students in developing a deeper comprehension of the subject matter.
4. Bilingual Peer Tutoring: Pairing students with varying language proficiencies allows them to support each other's learning through peer tutoring. In this approach, more proficient language learners can help their peers understand concepts by providing explanations or translations in their native language.

The intervention took place over a period of one week as this was a short research report. After the intervention, the teachers gave learners a week to practice translanguaging while I conducted observations to prove whether they had successfully grasped and implemented it during their teaching and learning periods. The tests and intervention were conducted during the learner's free or study periods (30-35 minutes per day) to avoid interrupting teaching and the running of lessons. It further observed the ethical protocols and restrictions.

The controlled test contained a series of structured test questions that required the learners to retell or summarize information (to trans-language) from one language to the other. This section was then analyzed qualitatively to “follow proper steps needed to be followed and action taken to ensure the review is accurate, precise, and trustworthy,” (Snyder, 2019, p.1). This meant that I could analyse the data collected and verify if students were able to trans-language given that they had an intervention. With this data, a statistical analysis was done descriptively and inferentially.

3.1.5 Data analysis

The data collected was analyzed through a thematic data analysis for the qualitative section. Data analysis was done using Microsoft Excel data analysis tool and through cross-comparison of the results for each language against the other according to the themes. As mentioned, an intact group of forty-four (44) learners in one classroom wrote the test. However, only twenty-three percent (23%) of the learner’s scripts were chosen and analyzed qualitatively for purposes of this study as this was a short research study that was framed from a larger study. Descriptive statistics were measured quantitatively which included measures like central tendencies (means) and measures of dispersion (standard deviation), inferential statistics were paired t-test to measure the learner’s outcomes against English and isiZulu. The statistical significance measured at an alpha value of 0.05 and the information gathered during the data collection stage was coded and transcribed for future use by other scholars when conducting their research studies.

A regression analysis was done with isiZulu as the dependent variable and English as the independent variable. The co-efficient of variation was checked to verify how much variation in isiZulu is caused by English and the statistical significance was noted. Microsoft Excel Data Analysis tool was used for the inferential data analysis. Furthermore, correlation analysis was done to measure the relationship between isiZulu and English all reading codes using the Pearson correlation co-efficient. Furthermore, the data was analyzed according to the translanguaging themes that arose during the data collection stage as the study aimed to identify common patterns and responses during the controlled test. Moreover, the data was analyzed both

qualitatively and quantitatively in order to better depict the range and quality of the entire study using the data that was collected.

For the qualitative section, I was looking at whether the learners could make inferences, summarize, and lastly, retell the given stories from one language to the other, from isiZulu to English and from English to isiZulu. Forty-four participants wrote the controlled test, and for purposes of this section, I selected ten (10) participants' scripts or tests through randomized selection to ensure fairness as mentioned above.

3.1.6 Ethical Considerations (Validity and Reliability)

Since this study was conducted through a mixed-methods approach, the data collection, gathering, and analysis of the data that was collected was illustrated and analyzed in various ways to ensure that the information presented was reliable and valid. It was important to note that working with human participants required full discretion and approval from both the ethics committee as well as the Gauteng district of education, the director of the Hub for Multilingual Education and Literacies (HuMEL), and lately, permission from school where the research was carried. The approval and agreement of the learners as well as their parents was also sought and granted. The outcomes and approvals from the afore-mentioned participants determined how the study was conducted. The anonymity of the learners was prioritized, as well as their physical and emotional well-being. Thus, no learner was forced to participate in the study as it was entirely voluntary. Moreover, the questions that were asked then influenced the findings and direction of the entire study.

3.2 Conclusion

This chapter discussed the methodological components utilized in this research report. Furthermore, it described the data collection instrument that was used and how it was used, as well as the data analysis, ethical considerations, and limitations of the study. The participants selected for this study were fourth-grade learners enrolled in a low-income school in the Gauteng province. The study's findings will be analyzed in the following chapter below prior to drawing a more formal and finalized conclusion.

CHAPTER 4: Data Presentation, Analysis, and Interpretation

4.1 Introduction

This chapter presents an analysis, and interpretation of the data that was collected during the investigation of the efficacy of translanguaging as a pedagogy for reading literacy among grade four learners. The aim of this chapter was to depict the results according to their standard deviations and means. Therefore, the aim of the chapter is to present the data, offer analysis and interpret the findings. Furthermore, it enabled the researcher to examine the impact that translanguaging had on the reading of grade 4 learners.

4.2 Perceptions and Performance on Reading

In this section, the data was analyzed quantitatively according to themes that emerged as attitudes, inference and proficiency. The data presented in this section of chapter four was collected using a controlled translanguaging test. It will be presented quantitatively in tables and diagrams below. A report of the descriptive statistics calculated for variables utilized will be provided and coded in the sections below.

4.2.1 Attitudes to Reading

The test measured the learner's attitude (A) towards reading. The figure and table one (1) below display the results of the learner's attitudes towards reading:

Figure 1: Bar Graph on Attitude to reading

*Figure 1: Attitude to Learning*

Figure 1 above shows the distribution of the scores of all the 44 participants. Most of the participants scored a total of 5 (15 participants) with only 5, scoring a total of 2.

Table 1: Attitude towards reading (A)				
No.	Min	Max	Mean	SD
44	2	5	3.8	1.0

The table above shows that out of the 44 participants who rated their attitudes, there was a minimum score of 2 and a maximum score of 5. The average or mean value was 3.8 with a low standard deviation of 1.0133. This means that, when the mean value of 3.8 is converted, it gives us a percentage of 76% which indicates that the learners have a positive attitude towards reading, thus leading one to delineate that

the learners will find it comprehensible to read in both English and isiZulu. These findings concur with earlier findings in literature as in Huang (2024) who says that the learners' attitude towards reading impacts their overall reading comprehension.

The standard deviation of 1.0 suggests that these results are generalisable to say that the group is homogenous in their attitudes or views on reading. Furthermore, this means that the learners have the same or a similar attitude towards reading as most of them obtained a mark of 3 out of 5, thus further proving that the results above can be trusted and are generalisable for the purposes of this study.

4.2.2 Oral Reading Fluency or Reading Proficiency (RP) in English

This section of the test measured the learners Oral Reading Fluency and Proficiency (RP) or what is known as pace. The learners were given a story in English which they had to read for one minute. Once the minute was over, they then circled the word they stopped at and counted how many words they read in that minute. The results of their reading proficiency are summarized in Table 2 below:

Table 2: Oral Reading Fluency or Reading Proficiency (RP) in English				
No. of learners	Min. no. of words	Max. no. of words	Mean	SD
44	32	230	99.7	44.3

The table above displays that all the 44 learners in the classroom read the English story. The minimum number of words read in a minute was 32. The maximum number of words read was 230. The average or mean value of words that could be read in a minute was 99.7 with a standard deviation of 44.3. The mean or average indicates that this is a true representation of the study based on the low standard deviation. Moreover, the low standard deviation displays that this group of learners are a homogenous group as their results are not widely dispersed which means that they are spread out extensively or broadly distributed thus, leading one to conclude that the above results can be trusted.

The above results do, however, indicate that the reading in English among grade 4 learners is below their expected reading levels as they do not meet the reading benchmark of 75%. Additionally, the results indicate that the learners are only capable of reading approximately 100 words per minute in the English classrooms. Canuto, Lumidao, Ballagan, Calya-en Jr, Laoyan, and Oplas, (2024), argued that enhancing elementary students' Oral Reading Fluency takes place through repeated reading. As a result the above statistics thereby justify as to why the learners are incapable of reading proficiently.

4.2.3 Oral Reading Fluency or Reading Proficiency (RP) in isiZulu

The participants were given another story to test their reading proficiency in isiZulu which they had to read for one minute. Once the minute was over, they then circled the word they stopped at and counted how many words they read in that minute. The results of their reading proficiency are summarized in Table 3 below:

Table 3: Oral Reading Fluency or Reading Proficiency (RP) in isiZulu				
No.	Min	Max	Mean	SD
44	9	142	63.2	33.6

The table above demonstrates that all 44 learners read the isiZulu story. The minimum number of words read per minute was 9. The maximum number of words read was 142 words. The average or mean value of words that can be read by a learner per minute was 63.2 with a standard deviation of 33.6. The SD is lower than the average or mean value for both the English and isiZulu reading proficiency results. These results can be deemed to be due to the SD being lower than the mean value.

When one compares the reading scales in both English and isiZulu as shown in the tables 2 and 3, there seems to be a wide difference in terms of the number of words that can be read per minute. However, it is important to note as stipulated in the

literature that Bantu African languages are “agglutinating” (Mahlanza, Magwenzi, Keet, and Khumalo, 2024, p.251) which means that the words are much longer when compared to the English words thus, making the two languages incomparable when it comes to the reading proficiency levels. As stated by Mkhwanazi and Marais (2024) that learners would read slower in isiZulu due to the agglutinating orthography that exists within the Nguni languages by which isiZulu is one of them, Moreover, when the results in Tables 2 and 3 are compared, it can be concluded that the learners in grade 4 struggle or cannot read proficiently in both languages as the results are below the expected reading levels. However, the reading benchmarks are different for languages. English is isolative in the sense that the words are read independently at a quicker speed as it is three times faster when compared to isiZulu (Mkhwanazi & Marais, 2024). Whereas isiZulu is agglutinative as the words consist of a lot of elements, thus the variation in the reading speed or pace only works for English and not isiZulu. This is to say that the number of words the learners can read in English compared to the number of words they can read in isiZulu should not be used determine their comprehension skills against each other.

Finally, the results in tables 1, 2, and 3 should be read within the context of language typologies or language differences in the manner of which they are written and spoken. As mentioned above, isiZulu is known in the body of knowledge to possess longer words thus, resulting in reading being slower in terms of the number of words being read per minute. However, this does not mean that the learners are necessarily slow as it is connected to the nature of the languages themselves.

4.2.4 Literal Reading Comprehension (LRC) in English

The test then assessed the learner’s literal reading comprehension after reading a story in English. They were given comprehension questions and the results of their performance in the test are summarized in table 4 below:

Table 4: Literal Reading Comprehension (LRC) in English

No.	Min	Max	Mean	SD
44	0	5	1.5	1.0

The table (4) above displays that all 44 (No.) of the learners in the classroom read the English story and answered the questions. The comprehension section was out of 5 and the lowest mark (Min) received was 0. The highest mark (Max) was 5 with a mean value of 1.5 and a standard deviation of 1.0. The lower standard deviation indicates that the results are not widely dispersed thus proving that this is a homogenous group, thus validating the findings and overall performance of the learners and can therefore be trusted. When converting the mean or average to a percentage it was revealed that the learners' reading comprehension was at 30%. This mean value is low as it does not meet the international benchmark for reading comprehension which should be at 75% (PIRLS, 2018), this further means that the learners do not understand what they read. These results further confirm what Makalela (2016) stated that the learners are three years behind in terms of their reading comprehension as the afore-mentioned mean of 30% indicates that they need three more steps to get to 100% as they barely just exited the first quarter from the maximum expected value.

Figure 2: Bar Graph displaying Literal Reading Comprehension in English

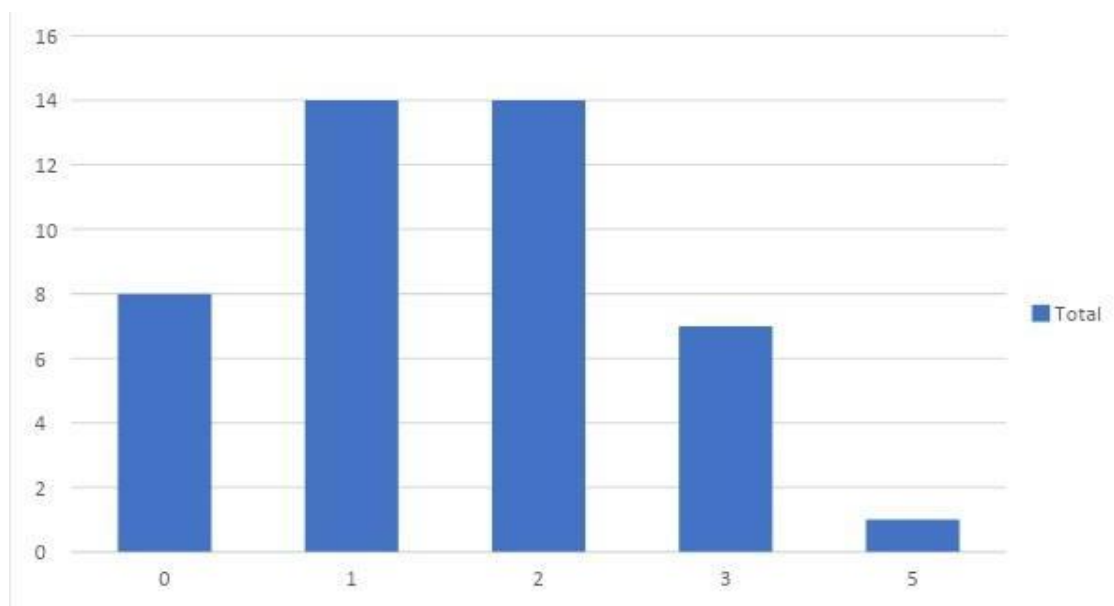
*Figure 2: Reading Comprehension in English*

Figure 2 above shows the distribution of the scores of all the 44 participants. Most of the participants (14 participants) scored a total between 1 and 2 with only 1 scoring a 5. The above figure is a further depiction of the above-mentioned results to enhance the study and emphasize the results produced by the learners in the English language.

4.2.5 Literal Reading Comprehension (LRC) in isiZulu

The learners were given an isiZulu story to test their literal reading comprehension. They were given comprehension questions in isiZulu and the results of their performance in the test are summarized in table 5 below:

Table 5: Literal Reading Comprehension (LRC) in IsiZulu				
No.	Min	Max	Mean	SD

44	0	2	0.5	0.6
----	---	---	-----	-----

Table 5 above displays that all 44 (No.) of the learners in the classroom read the isiZulu story and answered the questions. The comprehension section was out of 2 and the lowest mark (Min) received was 0. The highest mark (Max) was 2 with a mean value of 0.5 and a standard deviation of 0.6. This means that their comprehension levels are extremely low in isiZulu as well. The standard deviation is higher than the mean, which indicates that the learners deviated slightly from the mean. Furthermore, it means that the learners are a heterogeneous group as their results are different from one another. Moreover, the above results depict that the learners possess different levels of reading comprehension, and that a vast majority of the learners in the isiZulu classroom struggle with comprehension as they managed to score an average of 0.5 which is about 20%. One can conclude from the results depicted in tables 4 and 5 that comprehension among multilingual grade 4 learners is below their expected levels in both English and isiZulu, further opening a gap for more interventions and solutions being required to augment the reading literacy when comprehension is concerned.

Figure 3 below: Bar Graph displaying Reading Comprehension in isiZulu.

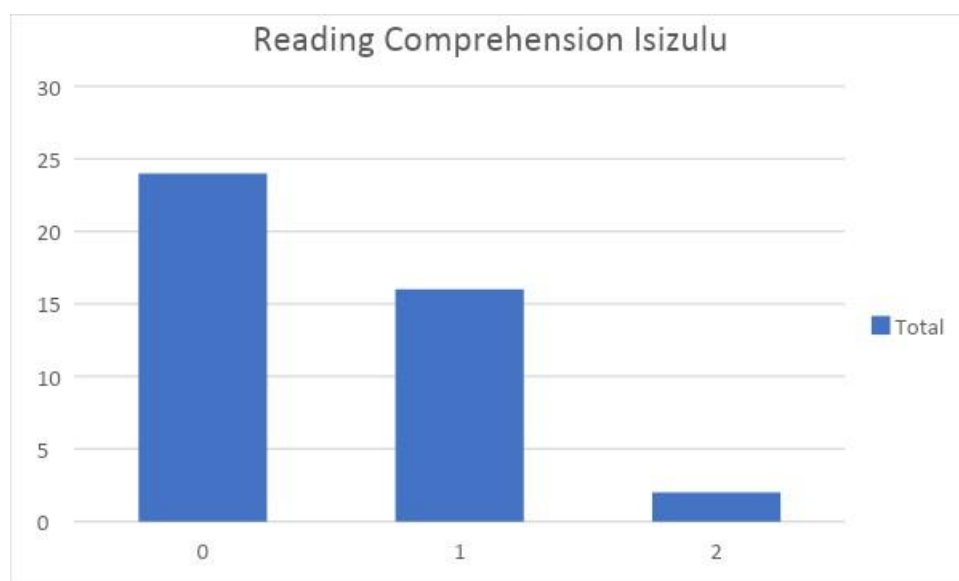


Figure 3: Reading Comprehension in isiZulu

Figure 3 above shows the distribution of the scores of all the 44 participants. Most of the participants scored a total of 0 (24 participants) with only 2 scoring a 2.

4.2.6 Reading Comprehension Summary (RCS) in English

Finally, the participants were assessed on their ability to summarize information from the English story. The results of their performance in this section are summarized in table 8 below:

Table 6: Reading Comprehension Summary (RCS) in English				
No.	Min	Max	Mean	SD
44	0	1	0.3	0.4

The table above shows that all 44 participants in the intact group read and answered the section that tested their reading inference skills. The section was out of a total mark of 1. The lowest mark (Min) received by a participant(s) was 0. The highest mark (Max) received by a participant was 1. It can be reported that more than 50% of participants received or scored a mark between 0 and 1. A further analysis of means and standard deviation was conducted on the isiZulu inference scores. The average or mean value was 0.3, which is quite low. The standard deviation was 0.4, which is slightly higher than the mean. Furthermore, the higher standard deviation demonstrates that the group is a heterogeneous group which means that their results are different from one another and that they possess different levels or skills when it comes to summary writing. Moreover, the standard deviation is higher than the mean which indicates that the learners deviated slightly from the mean.

4.2.7 Reading Inference (RI) in English

The participant's ability to make reading inferences was examined using the same English story or text. The results of their performance are summarized in the table below:

Table 7: Reading Inference (RI) in English				
No.	Min	Max	Mean	SD
44	0	1	0.2	0.4

Table 7 above shows that all 44 participants in the intact group read and answered the section that tested their reading inference skills. The section was out of a total mark of 2. The lowest mark (Min) received by a participant(s) was 0. The highest mark (Max) received by a participant was 1. It can be reported that the more than 50% of the participants received or scored a mark between 0 and 2. A further analysis of means and standard deviation was conducted on the English inference scores. The average or mean value was 0.2, which is approximately 15%, with a standard deviation of 0.4 which is higher than the mean. This means that the mean value is relatively low. Furthermore, the high standard deviation shows that the group is a heterogeneous group which means that their results are different from one another and that they possess different levels of reading inferences. Moreover, the standard deviation is higher than the mean which indicates that the learners deviated slightly from the mean. Nevertheless, the performance in the inference is dismally low and shows that the skill has not been developed or mastered by the collective. The 15% further indicates that they are not reaching a quarter of the expected performance which is concerning.

Figure 4: Bar graph displaying Reading Inference in English

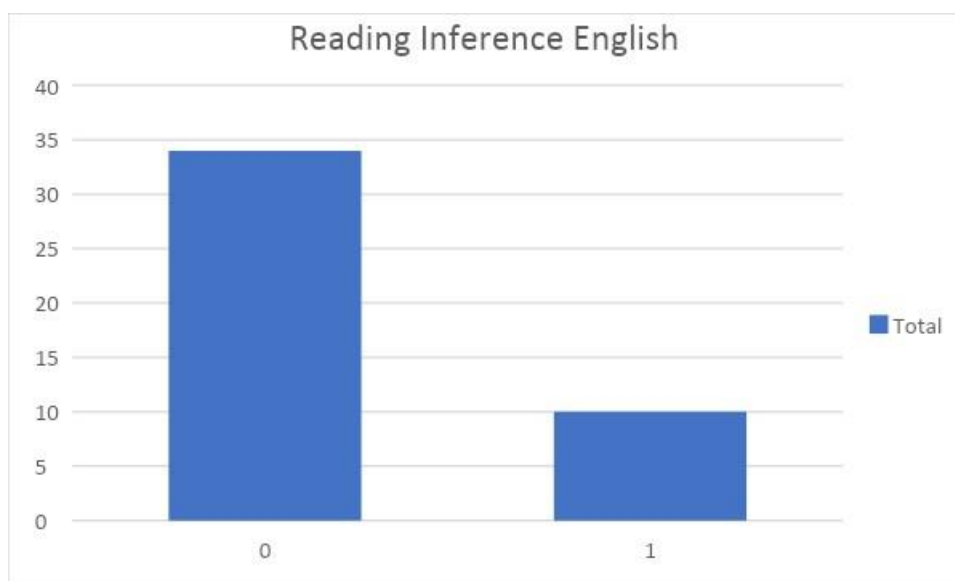


Figure 4: Reading Inference in English

Figure 4 above shows the distribution of the scores of all the 44 participants. Most of the participants (34 participants) scored a total of 0 with only 10 scoring a 1.

4.2.8 Reading Inference (RI) in isiZulu

The participant's ability to make reading inferences was examined using the same isiZulu story or text used in the above sections. The results of their performance are summarized in table 8 below:

Table 8: Reading Inference (RI) in isiZulu				
No.	Min	Max	Mean	SD
44	0	1	0.09	0.2

Table 8 above shows that all 44 participants in the intact group read and answered the section that tested their reading inference skills in isiZulu. The section was out of a total mark of 1. The lowest mark (Min) received by a participant(s) was 0. The highest mark (Max) received by a participant was 1. It can be reported that the majority of the participants received or scored a mark between 0 and 1.

A further analysis of means and standard deviation was conducted on the isiZulu inference scores. The average or mean value was 0.09, with a standard deviation of 0.2 which is also higher than the mean. This means that the mean value is quite low. Furthermore, the higher standard deviation shows that the group is a heterogeneous group which means that their results are different from one another and that they possess different levels of reading inferences. Moreover, the standard deviation is higher than the mean which indicates that the learners deviated slightly from the mean. It can be seen from this section based on the results depicted in tables 6 and 7 that the grade 4 learners' inferential skills are below their expected levels in both English and isiZulu as the mean values are low in isiZulu and in English.

Studies conducted by Makalela (2015) indicate that the inferences are dependent on the development of the basic skills thus if one does not possess the basic skills they ought to struggle when the stakes or standards are raised. The weak are becoming weaker over time, which is known as the Matthew-effect which happens when the standards are raised, since the learners had not developed the necessary skills required at the levels of reading comprehension. Thus, meaning that the learners are not ready to progress to higher grades, the foundation is weak and can only become weaker over time as shown by the pattern in the results from the study as a whole.

Figure 5: Displaying a bar graph on Reading Inference in isiZulu

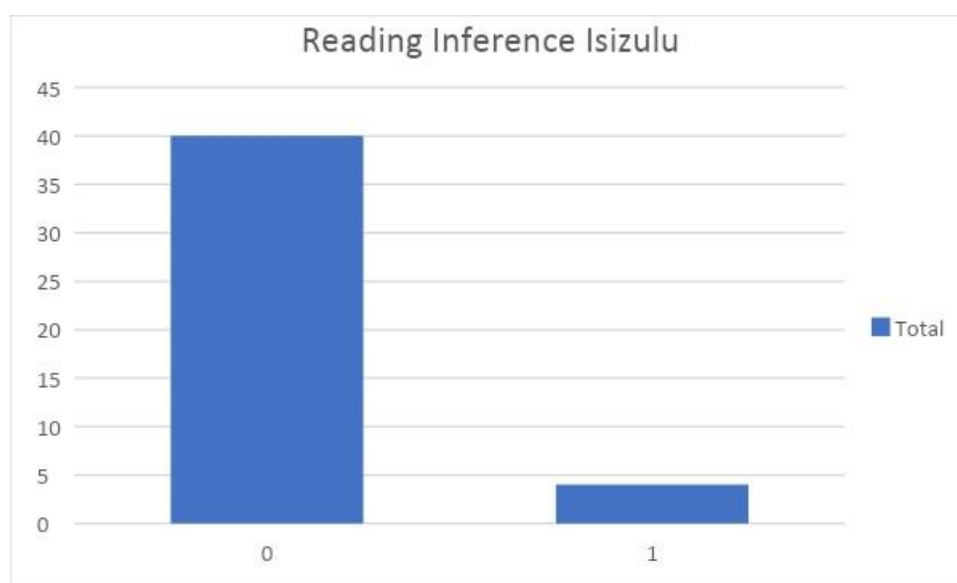


Figure 5 above shows the distribution of the scores of all the 44 participants. Most of the participants (40 participants) scored a total of 0 with only 4 scoring a 1.

4.2.9 Inferential Statistics

In this section, quantitative data was also analyzed through inferential statistics with both results and interpretation presented below.

CROSS-LANGUAGE ANALYSIS:

Table 9: Paired T-test and Correlation between Reading Proficiency in English and isiZulu

T-Test: Paired Two Sample for Means		
	<i>RP (ENG)</i>	<i>RP (ISIZULU)</i>
Mean	99,70	63,22
Pearson Correlation	0.41	
t Stat	5,50	
P(T<=t) one-tail	0,0000	

The table above shows that there is a medium positive correlation between RP English and RP isiZulu with a correlation co-efficient of 0.4045. This further depicts that a learner who can read proficiently in English is also able to read proficiently in isiZulu. The t test paired two samples to show that there is a p-value of 0.00 showing that there is a significant difference in reading proficiency between the two languages. This further means that the learners who read English can read isiZulu as there is a positive correlation between the two languages. However, the Matthew-effect does suggest as illustrated in the tables above and below that the weak are becoming weaker.

Table 10: Paired T-Test Correlation between Reading Comprehension in English and isiZulu

T-Test: Paired Two Sample for Means		
	<i>RC (ENG) (5)</i>	<i>RC (ISIZULU) (3)</i>
Mean	1,54	0,52
Pearson Correlation	0,25	
t Stat	5,99	
P-value	0.000	

The table shows that there is a weak positive correlation between RC English and RC isiZulu with a correlation coefficient of 0.249. This shows that a learner who can read with comprehension in English is also able to read with comprehension in isiZulu. The t-test paired two samples for means to show that there is a p-value of 0.00 showing that there is a significant difference in reading comprehension between the two languages. The differences in isiZulu are vast, demonstrating that the learners are not advanced in terms of their reading capacity in the isiZulu language.

Table 11: Paired T-Test Correlation between Reading Inference in English and isiZulu

T-Test: Paired Two Sample for Means		
	<i>RI (ENG)</i>	<i>RI (ISIZULU)</i>
Mean	0,23	0,09
Pearson Correlation	0,0001	
t Stat	1,77	
P-value	0,041	

The table above shows that there is no correlation between RC English and RC isiZulu with a correlation coefficient of 0.001. This further shows that a students' reading inference in English is related to the reading inference of isiZulu. The t-test paired two samples for means shows that there is a p-value of 0.041 showing that there is a significance difference in reading inference between the two languages.

Table 12: Paired T-Test and Correlation between SPMA in English and isiZulu

T-Test: Paired Two Sample for Means		
	<i>SPMA (ENG) (50)</i>	<i>SPMA (ISIZULU) (50)</i>
Mean	28,38	14,86
Pearson Correlation	0,73	
t Stat	8,96	
P-value	0.000	

The table above shows that there is strong positive correlation between SPMA English and SPMA isiZulu with a correlation co-efficient of 0.734. This shows that a students' SPMA in English is positively related to the SPMA of isiZulu. The t test paired two samples for means reflecting that there is a p-value of 0.000 showing that there is a significant difference in SPMA between the two languages. The English SPMA is significantly higher than that of isiZulu.

Table 13: Paired T-Test and Correlation between WSPMA in English and isiZulu

T-Test: Paired Two Sample for Means		
	<i>WPMA (ENG) (10)</i>	<i>WPMA (ISIZULU) (10)</i>
Mean	6,81	8,43
Pearson Correlation	0,13	
t-Stat	-5,14	
P-value	0.000	

The table above shows that there is a weak positive correlation between WPMA English and WPMA isiZulu with a correlation co-efficient of 0.131. This shows that a students' WPMA in English is positively related to the WPMA of isiZulu. The t test paired two samples for means to reflect that there is a p-value of 0.000 showing that there is a significant difference in WPMA between the two languages. The English WPMA is significantly higher than that of isiZulu.

WITHIN-LANGUAGE T-TESTS

Table 14: Paired T-Test and Correlation between Reading Comprehension and Reading Inference in English.

t-Test: Paired Two Sample for Means		
	<i>RC (ENG) (5)</i>	<i>RI (ENG)</i>
Mean	1,55	0,23
Pearson Correlation	-0,12	
t Stat	7,08	
P-value	0,00	

The table above shows that there is a very weak negative correlation between Reading Comprehension in English and Reading Inference with a correlation co-efficient of -0.12. The t-test paired two samples for means, showing a t-statistic of 7.07 with a p-value of 0.000. This shows that there is a significant difference in RC and RI within the English Language. The result shows that Reading Comprehension is significantly higher than Reading inference for the English Language.

Table 15: Paired T-Test and Correlation between Reading Comprehension and Reading Comprehension Summary in English.

t-Test: Paired Two Sample for Means		
	<i>RC (ENG) (5)</i>	<i>RCS (ENG)</i>
Mean	1,55	0,34
Pearson Correlation	-0,05	
t Stat	6,49	

P-value	0,00
---------	------

The table above shows that there is almost no correlation between Reading Comprehension in English (RC) and Reading Comprehension Summary (RCS) with a correlation co-efficient of -0.05. The t-test paired with two samples for means shows a t-statistic of 6.49 with a p-value of 0.000. This shows that there is a significant difference in RC and RCS within the English Language at a 5% significance level. The result shows that Reading Comprehension is significantly higher than Reading Comprehension for the English Comprehension Summary in English.

Table 16: Paired T-Test and Correlation between Reading Inference and Reading Comprehension Summary in English.

t-Test: Paired Two Sample for Means		
	<i>RI (ENG)</i>	<i>RCS (ENG)</i>
Mean	0,23	0,34
Pearson Correlation	0,41	
t Stat	-1,53	
P-value	0,067	

The table above shows that there is moderate positive correlation between Reading Inference in English (RI) and Reading Comprehension Summary (RCS) with a correlation coefficient of 0.41. The t-test paired with two samples for means shows a t-statistic of -1.53 with a p-value of 0.067. This shows that there is no significant difference in RI and RCS within the English Language at a 5% significance level. The result shows that the Reading Comprehension Summary is not significantly higher than the Reading Inference for the English Comprehension Summary in English.

Table 17: Paired T-Test and Correlation between Reading Comprehension and Reading Inference in isiZulu.

t-Test: Paired Two Sample for Means		
	<i>RC (ISIZULU) (3)</i>	<i>RI (ISIZULU)</i>
Mean	0,52	0,09
Pearson Correlation	-0,011	
t Stat	4,12	
P-value	0,00	

The table above shows that there is a very weak to non-existent negative correlation between Reading Comprehension (RC) and Reading Inference (RI) in isiZulu with a correlation co-efficient of -0.011. The t-test paired two samples for means shows a t-statistic of 4.12 with a p-value of 0.000. This shows that there is a significant difference in RC and RI within the isiZulu Language. The result shows that Reading Comprehension is significantly higher than Reading inference for the isiZulu Language.

Table 18: Paired T-Test and Correlation between Reading Comprehension and Reading Comprehension Summary in isiZulu.

t-Test: Paired Two Sample for Means		
	<i>RC (isiZulu)</i>	<i>RCS (isiZulu)</i>
	<i>(3)</i>	
Mean	0,52	0,43
Pearson Correlation	-0,069	
t Stat	0,726	

P-value	0,235
---------	-------

The table above shows that there **is almost no correlation** between Reading Comprehension (RC) and Reading Comprehension Summary (RCS) in isiZulu with a correlation co-efficient of -0.069. The t-test paired two samples for means shows a t-statistic of 0.726 with a p-value of 0.235. This shows that there is **no significant** difference in RC and RCS within the isiZulu Language at a 5% significance level. The result shows that Reading Comprehension is not significantly higher than Reading Comprehension for the Reading Comprehension Summary in isiZulu.

Table 19: Paired T-Test and Correlation between Reading Inference and Reading Comprehension Summary in isiZulu

t-Test: Paired Two Sample for Means		
	<i>RI (ISIZULU)</i>	<i>RCS(ISIZULU)</i>
Mean	0,09	0,431818182
Pearson Correlation	0,04	
t Stat	-3,98	
P(T<=t) one-tail	0,0001	

The table above shows that there **is almost no correlation** between Reading Inference (RI) and Reading Comprehension Summary (RCS) in isiZulu with a correlation co-efficient of 0.04. The t-test paired with two samples for means shows a t-statistic of -3.98 with a p-value of 0.001. This shows that there is a **significant** difference in RI and RCS within the isiZulu Language at a 5% significance level. The result shows that Reading Inference is significantly lower than Reading Comprehension for the Reading Comprehension Summary in isiZulu.

4.3 Qualitative analysis

The results in this section were analyzed qualitatively according to the themes that arose and recurred throughout the study as mentioned in Chapter 3. The results will be displayed in figure 6 below:

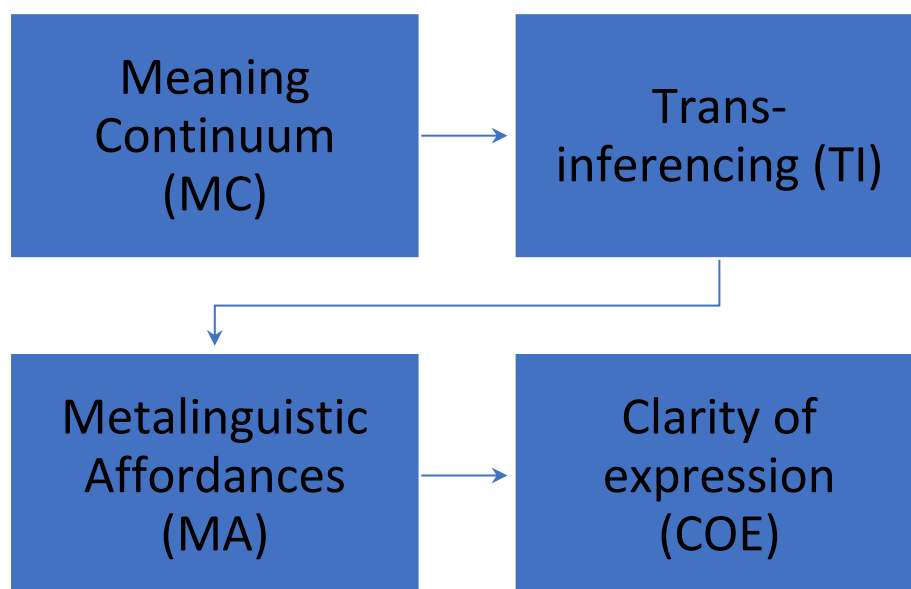


Figure 6: Themes

The table above illustrates the four themes that arose as this study was being conducted. The first one being, meaning continuum (MC), followed by trans-inferencing (TI), third was metalinguistic affordances (MA) and lastly, clarity of expression (COE). Upon conducting the test and analyzing the data, the study found that only six (6) of the selected 10 grade 4 learners/participants answered the sections on inference which were out of (2) marks as it contained two questions. Summary writing was 1 mark. Reading comprehension was also out 1 mark, and the last section on re-telling which 1 mark was. These sections added up to a total of 5 marks for both the English and isiZulu languages.

The themes were coded as in the paragraph above. These will be further discussed in the sections to follow according to the five moves of data presentation.

4.3.1. Meaning continuum (MC)

Meaning continuum in the context of translanguaging speaks to the continuation of meaning regardless of one starting a sentence in one language (English) and completing it in another (isiZulu) without altering the interpretation or meaning of that sentence. The study found that there was dynamic and flexible range of meanings that emerge through the intentional and strategic use of multiple languages within a communicative context, as paraphrased from Frings-Hessami (2022). An example of this can be seen in *Excerpt 1* below.

Excerpt 1

“Inka boya funa ukubulala amacande”.

“Ungasenzani isilwane esikhulu njengami kuhleka indlovu.”

Excerpt 3

“Inyoku yayi thathe amaqanda waku partridge.”

“Indlovu yayi lele iyon iyamemezayathi isilwane esikhulu indlovu yamuzwa.”

“The bird shouted louder, and elephant hear him elephant walk mother bird.”

The *Excerpts* above speak to the theme of meaning continuum as stated above and further exemplify and prove that the meaning was continued from English to isiZulu and vice-versa. The first learner/participant said that “inka boya funa ukubulala amacande” (*Excerpt 1*) which can be deduced to say that he or she was trying to explain what the snake wanted to do to the Partridge’s (the bird in the story) eggs. The participant says that “inka” which might be referring to the snake, “boya funa ukubulala amacande” wanted to eat/kill the eggs. Although there were some spelling errors in the learner’s re-telling and re-written sections of the story, the researcher was able to comprehend what the participant was trying to say, and the meaning was one.

The above-mentioned takes place within a setting that allows the bilingual and multilingual learners to utilize their full linguistic repertoire within the classroom. However, this usage of more than one language in a single space for learning and communicative purposes needs to be monitored and done intentionally and

purposefully. For example, in the translanguaging test, the learners were asked a series of questions in English and another section in isiZulu. They had to imagine themselves as the character from the story they were given, they then needed to tell us what they would have done if they were in that situation. Once they had answered the questions, they were then asked to rewrite or re-tell that same story in another language (if the question was in English, they had to rewrite or re-tell the story in isiZulu and vice-versa).

In reflecting on the above exercise, the researcher noticed that the learners could barely or struggled to transfer or carry the meaning of the words or of the entire section from one language to the other. For example, in *Excerpt 1 and 3* above, the learners attempted to re-tell and rewrite the story in the other language. From the *Excerpts*, it gathered that meaning was continued from one language to the other.

Flores and García (2013) state that translanguaging involves fluidly moving across linguistic boundaries, and the meaning continuum captures the idea that the interpretations and expressions within this practice exist on a spectrum. From the excerpts above, one can see that the participants did attempt to move fluidly across the linguistics boundaries, even though they could not spell some of the words correctly. For example, “amacande” (instead of amaqanda) and “Inyoku yayi thathe amaqanda waku partridge” (Excerpt 3) instead of “inyoka yayi thathe amaqanda waka partridge”. Furthermore, it acknowledges that the use of different languages is not a binary or fixed phenomenon but rather a continuum where meaning is shaped by the interplay of languages, contexts, and participants (Flores & Garcia, 2013). This simply means that the two languages that were utilized in the story have a relationship with one another which is displayed in the way in which the learners were able to retell and rewrite the story from one language to the other.

Additionally, Parra & Proctor (2023) speak to translanguaging continuum and, state that individuals draw on their entire linguistic repertoire to convey meaning, and this process is not confined to strict language boundaries. This simply means that spelling and grammatical errors can and may be ignored in this context as they are not as important in such instances where the learners are required to retell or re-write or summarize the story from one language to the other. Instead, it allows for a continuum

of meanings to emerge as individuals navigate and negotiate their linguistic resources to communicate effectively.

Finally, they mention that understanding translanguageing on a meaning continuum emphasizes its dynamic nature, highlighting the adaptability and variability in the creation and interpretation of meaning within multilingual interactions as demonstrated in *Excerpt 1 and 3* above. This concept underscores the richness and complexity of communication in diverse linguistic contexts, and this has been demonstrated and interpreted above.

4.3.2. Trans-inferencing (TI)

Trans-inferencing refers to the learners' ability to make inferences from one language to the other without losing the meaning from the language of input (English) to the language of output (isiZulu). An example of this can be seen below.

Excerpt 2

"Ngabe bekuyimi loyo kungabe seku citheka iblood".

"Kungaba uelephant uhluKile".

When analyzing *Excerpt 2* below we can see how meaning evolved as the learner/participant attempted to infer and retell the story through summary writing and reorganization of the information from the story from one language to the other (from English to isiZulu and from isiZulu to English). The learner produced what is called trans-inferencing without losing the context thus, enabling the reader to make out what the learner means in the *Excerpt* above. Additionally, the study showed that trans-inferencing within translanguageing encapsulates the dynamic and adaptive nature of communication when individuals intentionally draw conclusions or make inferences utilizing their entire linguistic repertoire. In translanguageing, meanings undergo a continual process of development, transformation, and enrichment. Wei (2018) speaks to translanguageing as a practical or everyday theory of language which permits us to ask big questions about some of the core apprehensions of linguistic theories such as language progression and meaning evolution.

The learner/participant in the above *Excerpt* was asked to tell us what they thought would happen in future, to retell the story, and to state what they would have done to stop the elephant without hurting the elephant's ear in isiZulu. The language of input was in English, and the learner was expected to respond in isiZulu (language of output). The learner/participant in *Excerpt 2* said that “Ngabe bekuyimi loyo kungabe seku citheka iblood”, which means that if it were him or her there would be bloodshed and, that the elephant would have gotten off “Kungaba uelephant uhluKile” as he or she would hurt it and there would be spilling of blood.

The evolution of meaning as accounted for by Ahmad (2024) in this context, acknowledged that translanguaging takes place in the classroom as a means of maximizing students' potential for meaning as well as drawing inferences which is still evolving as a pedagogical practice. This involves a dynamic interplay between languages, where individuals fluidly move across linguistic boundaries. The meanings of words or expressions evolve as they interact with and complement each other within this flexible linguistic space. This is reflected in *Excerpt 2* where the learner managed to comprehend what they were being asked in one language and answered in the other. The learner was able to make inferences using the information from the story (trans-inferencing). He or she was able to infer and re-tell what they thought would happen in future. Even though the spelling and grammar was a huge issue, one was still able to deduce the meaning as the participant was able to develop the meaning by answering what they thought would be the outcome in their own words as illustrated in *Excerpt 2* above.

“The meanings in translanguaging are context-dependent” (Ahmad, 2024, p18), meaning that the same word or expression may take on different nuances or shades of meaning depending on the specific context in which it is used. This allows for richer and contextually relevant communication, and this is evident in *Excerpt 2* where the learner was able to understand what was being asked within the context of the story and respond by accounting for the gruesome action of bloodshed. Additionally, cultural nuances and influences contribute to the evolution of meaning in translanguaging as the words or expressions may carry cultural connotations that add layers of meaning, shaping the overall communication experience.

This was shown in *Excerpt 2*, where we can deduce that the learner comes from a rather violent cultural background where it is believed that one needs to fight in order to receive the desired reaction or response, seeing as, the goal was to get the elephant to move. Ahmad (2024) states in not so many words that the evolution of meaning in translanguaging is also influenced by specific communication goals. The learner in *Excerpt 2*, knew that in order to achieve this goal he or she needed to inflict pain. Doing so would result in bloodshed “chitheka iblood.” He or she emphasized clarity, emotion, persuasion, or other objectives to ensure that the desired outcome or goal was achieved and for the meanings adapt to suit the communicative intent.

Trans-inferencing through translanguaging ensures that meaning continues to evolve which reflects a process of ongoing negotiation, creativity, and shared understanding within linguistic communities (Ahmad, 2024). This simply emphasizes the richness and adaptability of communication as individuals engage with multiple languages intentionally and strategically via translanguaging.

4.3.3 Metalinguistic affordances

This study showed that learners or students can enter into and become much more aware cognitively when utilizing more than one language where the meaning-making processes are different and this is referred to as metalinguistic affordances. The next section will discuss metalinguistic affordances as they apply to the study and, an example of this is found in *Excerpt 4* below:

Excerpt 4

“Isihlahla esikhulu sakhula phakathi enhlabathi”.

“Mina nginga yitsela ukuthi mayiye hlike”.

“There were ten eggs in portifish nest”.

Upon analyzing *Excerpt 4* above, one was able to gather what the learner was attempting to say as the learner made use of their metalinguistic affordances which indicated that the learner portrays a metalinguistic awareness of the differences of the ideas that were reflected in the story. As the learner answered: “There were ten eggs

in portifish nest” to the question, what do you think will happen in future? From the above, one could see that the learner saw differences in the languages and attempted to respond in a manner that depicts abstract thinking, thus, indicating an awareness of both languages being at play. The learner was able to deduce or comprehend that the first question was referring to Patridge the bird which is where he or she must have made the connection of the “nest” and the “number of eggs”. He or she exhibits higher order thinking to the original message despite he or she seeming to have misinterpreted the question

Additionally, it refers to the differences within the two languages that the learners recognize while also being able to use them interchangeably. This was to say that the learners or participants were aware of metalinguistic aspects within the story as it occurs when the learners were able to draw connections from original message and how the two languages project meaning for the same thing. Metalinguistic affordances indicate tension between the two languages which may result from various factors, including linguistic nuances, cultural differences, and the complexity of the source text.

Qiu (2024) accounts for misinterpretation as a common factor when devising Chinese paratexts and says that they end up adding subtitles for the viewers to comprehend them. This accounts for the fact that misinterpretation is common in linguistics or spaces where two or more languages are being utilized (during translanguaging). Thus, it is likely that a learner such as the one in excerpt 4 could misinterpret what was being said or required of them even though the learner was aware of the metalinguistics at play within the story.

Castañeda-Peña, Gamboa, and Kramsch (2024) also wondered about potential contradictions and mistranslations when working or utilizing a monolingual lens. In this context more than one language in a single text also speaks to contradictions or differences as a common matter that takes place when working with languages. This is evident in the excerpt above whereby the learner assumed or was aware of the two languages and how they operate differently (metalinguistic affordances) as the question was posed in one language and requiring them to respond in the other.

4.3.4 Clarity of Expression

In this data, the study found that clarity of expression was a recurrent theme which refers to the quality of communication that makes ideas, messages, or information easily understandable and comprehensible to the intended audience. This theme is evident in the Excerpts below.

Excerpt 5

“isinake sabaleka sayo thatha amacande awo ku elephant.”

“Indlovu izobulala lesinyoni zamisilwane esikhuluyeka ukunyakazazisa lesihlala sami.”

Excerpt 6

“Indlovu aphula amaqanda enyoka yayizithathela ukuthi yehlisa umoya.”

“Nginyoni icela ukuthi isuke ngiyi cazele ukuthi nginezingane.”

“A pade ande elephant said live that tree go to next tree.”

Excerpts 5 and 6 above are examples of good clarity of expression as they are easily understandable in both isiZulu and English. Upon analyzing *Excerpts 5 and 6*, one noticed that both participants translanguaged, meaning that they made use of isiZulu and English in the same sentence without it losing its meaning. They were able to preserve, clarify and express the meaning of what the story was saying, i.e., “isinake sabaleka sayo thatha amacande awo ku elephant,” and “A pade ande elephant said live that tree go to next tree”. These are examples of translanguaging and clarity of expression. The learners were able to clearly express their comprehension skills by making use of their linguistic repertoires. Moreover, the study found that this affordance was enhanced by the opportunity to make use of the translanguaging assessment tasks which enabled the students to express themselves fully and to be clear in their expressions, while also enhancing the quality of meaning-making which would not have been possible if the test was set in one language.

Ahmad (2024) speaks to clarity of meaning which I feel is also connected to clarity of expression as it involves using clear language that is organized in a logical manner and is presented using effective presentation techniques to convey thoughts or

concepts in a straightforward and concise manner. This is what the learners in the Excerpts above have demonstrated by using both isiZulu and English to answer the questions in the controlled test. Moreover, Ahmad (2024) conveys that clarity of meaning or in this case, of expression ensures that the intended message is conveyed accurately without ambiguity or confusion while also facilitating effective communication and comprehension.

Both learners in *Excerpts 5 and 6* managed to convey the message from the provided story accurately excluding the spelling errors. They used simple and precise language and avoided jargon or technical terms that may be unfamiliar to the audience or the marker while also providing sufficient context and structuring information in a logical sequence. In conclusion, I can say that clarity of expression enhances communication by making it easier for the audience to grasp the intended meaning of the message as demonstrated by the learners in *Excerpts 5 and 6* above.

4.4 Conclusion

In this chapter, results were presented. The first part dealt with attitudes and the learners' performances within reading comprehension and the major themes were fully explored, analyzed, and interpreted as they arose according to the five moves of data analysis and presentations. One can confidently state that translanguaging is indeed effective in reading for deeper levels of comprehension. Judging from the chosen excerpts, one can safely say that the learners were able to grasp the meaning and comprehend what is being said in the stories that were provided in the controlled test in both IsiZulu and English. Even though there were some mistranslations and misinterpretations, the learners were able to produce responses that showed that meaning continued (MC), evolved (EOM), and was clearly expressed (COE).

Chapter 5: Summary, Findings and Recommendations.

5.1 Introduction

In this conclusion chapter, the discussion will draw on the major findings of the study to conclude on the “Investigation of the efficacy of translanguageing as a pedagogy for teaching reading literacy among grade four learners.” The research questions raised in chapter 1 will be answered by reflecting on the results of the study looking at relevant literature and theories that were discussed in chapter 2. The aim of this study was to investigate the efficacy of translanguageing as a pedagogy for teaching reading literacy to grade 4 learners as they learn how to read English and isiZulu for comprehension.

5.2 Summary of the Study

The study aimed to investigate the efficacy of translanguageing as a pedagogy in improving reading comprehension among grade four learners in a public school. The study can be summarized as followings. In Chapter 1 the study sought address the aim of this study which was to investigate the efficacy of translanguageing as a pedagogy for teaching reading literacy to grade 4 learners as they learn how to read English and isiZulu for comprehension. This aim was underpinned by the following research question and objectives.

1. To evaluate whether the use of the translanguageing method improved inferential reading skills in both isiZulu and English.
2. To measure the effects of translanguageing as a method of improving oral reading fluency (ORF) in both languages.
3. To analyze the effectiveness of translanguageing information retell tasks (summary writing) through re-organization of information from one language to the other.

Research questions

This research was guided by the following research question and sub-questions:

1. Does translanguageing improve inferential reading skills in the learners in isiZulu and English?

2. Can controlled tests be used to prove that translanguaging is an effective method of improving the learner's oral reading fluency in both languages?
3. What is the effectiveness of translanguaging in information retelling tasks from one language to the other?

In chapter two, the study also reviewed relevant theoretical frameworks that are used in the field. The first one being translanguaging that is defined as the seamless merging of two or more languages in a single conversation without impeding the meaning, and the other being, reading comprehension from this particular angle. These frameworks in combination offer grounding as they look at the efficacy of translanguaging for reading comprehension. Further, the chapter reviewed thematically the issues that comprise of reading comprehension and the effects of translanguaging according to the themes that were identified such as metalinguistic affordances, meaning-continuum, trans-inferencing, and clarity of expression. However, the study found that the body of knowledge does not fully address the gaps in literature and that it is limited as it does not fully delve into aspect of translanguaging within high-poverty schools situated in the township areas of Gauteng.

Subsequently, the study dealt with the exploration of the research design which followed a parallel mixed-methods approach that made use of both the quantitative and qualitative research methods. The study was located or framed under a larger study that was conducted in the Hub for Multilingual Education and Literacies (HuMEL). The data collected was analyzed through a thematic data analysis for the qualitative section. Data analysis was done using analysis tools and through cross-comparison of the results for each language against the other according to the themes. The final item that the study completed was to run the analysis, present the findings, and interpret them within the appropriate framework in chapter four. The results are in found in the next sections.

5.3 Findings of the Study

The following section will look at the research objectives in detail, considering the findings. The research question asked was: Does translanguaging improve inferential reading skills in the learners in isiZulu and English? The research attempted to account

for translanguaging as a method for teaching language and delved deeper into the issue of reading and teaching reading using two languages, in this case English and isiZulu, to aid bilingual and multilingual learners in comprehending what they read. The study findings reveal that the aim was proven conclusively, the reasons of which will be detailed in the discussion below

When comparing the reading scales in both English and isiZulu of the 44 learners, there is a wide difference in terms of the number of words that can be read per minute. However, it is important to note that Bantu African languages are agglutinating which means that the words are much longer when compared to the English words. This makes the two languages incomparable when it comes to the reading proficiency levels.

1. Finding number 1 shows that the learners had a learners have a positive attitude towards reading, thus leading one to delineate that the learners will find it comprehensible to read in both English and isiZulu. The positive correlation between English and isiZulu literal reading comprehension has several consequences for pedagogical approaches. Firstly, it emphasizes how crucial it is to advance literacy in isiZulu in addition to English. It may be beneficial to improve one's comprehension in isiZulu in order to improve comprehension in English, and vice versa. Furthermore, plans for bilingual education can be informed by knowledge of this association. Instructors might use their students' fluency in one language to help them learn the other. For example, teachers might use transferrable comprehension tactics to help students who are proficient in isiZulu to translate those skills to English, making the language shift easier.
2. Secondly, the study found that the inferencing levels of the learners have improved at high proportions after the translanguaging tasks were administered. Furthermore, it shows that translanguaging helps students to improve their inferential skills within the domain of comprehension.
3. Although the study also found that learners would read slower in isiZulu due to the agglutinating orthography that exists within the Nguni languages, it did ascertain that this does not mean that the learners possess a cognitive deficiency but rather that, the learners' reading proficiency of two languages is incomparable.

4. The study found that there was a gap in the amount of recall that the students had after the translanguaging test, which meant that translanguaging is effective in improving recalling skills.
5. The results of the study found that, although the learners have a positive attitude towards reading, they still struggled to read for meaning in both isiZulu and English. I am confident that the chosen research design and data collection tools employed to assess the effectiveness of translanguaging as a pedagogy for reading literacy were suitable for this study considering the constraints of time and financial resources.

The above is similar to the findings by Makalela (2015) who argued that learners at Grade four level cannot read for meaning in any language. Thus, with this being the case, it begs the question: Does translanguaging improve inferential reading skills in the learners in isiZulu and English? From the study's findings, the answer seems to be YES. However, this cohort of learners are still struggling with the basics of reading comprehension in their home languages and or English which is the medium of instruction. The fact that learners are 3-4 years below the reading age expectation indicates that even the inferential reading skills in both languages are below par.

The second objective sought to measure the effects of translanguaging as a method of improving oral reading fluency (ORF) in both languages. To do this, the study asked the question: Can controlled tests be used to prove that translanguaging as an effective method of improving the learner's oral reading fluency in both languages?

From the controlled test results, it can be concluded that the learners in grade 4 struggle to read proficiently in both languages as the results are below the expected reading levels. However, the reading benchmarks are different for the 2 languages. English is isolative in the sense that the words are read independently at a quicker speed as it is three times faster when compared to isiZulu. Whereas isiZulu is agglutinative, as the words consist of a lot of elements, hence the variation in the reading speed or pace implying that what works for English cannot be the same with isiZulu.

If the two languages shared intricate linguistic familial relations, the use of code-switching, and how one's perspective of their own multilingualism is affected by such usage then translanguaging would apply. However, in this case, the number of words

a learner can read in English compared to the number of words they can read in isiZulu should not be used to determine their comprehension skills against each other. Given that this was a research report scheduled to be completed on a full-time basis, there were time constraints that resulted in there no pre and post-tests conducted prior to the controlled test implied that it would be a difficult task proving the effective use of translanguaging as a method of improving oral reading fluency (ORF) from English to Zulu and vice versa.

Finally, the last objective sought to analyze the effectiveness of translanguaging information retell tasks (summary writing) through re-organization of information from one language to the other. To achieve this, the study sought to answer the question: What is the effectiveness of translanguaging in information retelling tasks from one language to the other? The study findings reflected in the 3 tables in chapter 4 revealed the analysis should be read within the context of language typologies or language differences in the manner in which they are written and spoken.

As mentioned earlier, isiZulu generally possesses longer words thus, resulting in reading being slower in terms of the number of words being read per minute. Hence, re-organization of information from one language to the other would be a challenging task, however, it is not impossible as this does not imply that the learners are necessarily slow as it is connected to the nature of the languages themselves. This is despite the fact that learners' attitude to reading is at a high of 76% as reflected in the study's findings as a possible task, on the basis that they receive ample time to practice translanguaging.

The findings revealed that there was a medium positive correlation between isiZulu and English reading proficiency. However, it is not a given fact that the students who could read English properly proficiently should read isiZulu too. The impact was positive but not significant as proven by the regression analysis. This is mainly because English is compulsory in many schools but there may be a lack of interaction between the two subjects as they are taught in their different framework and pedagogy. Many subjects like mathematics and sciences are mainly taught in English hence students might sharpen their English reading skills in another subject and not only in the mainstream English subject. The t-test showed that there is a significant difference in reading proficiency as the average for English was 99 words per minute

against 64 for isiZulu. This shows that students read faster when it comes to English than isiZulu. Hence translanguaging in reading proficiency might slow down the learners if there is more English than isiZulu while the converse is true. Henceforth, there is no evidence that translanguaging improves reading proficiency in learners of both isiZulu and English

Moreover, the study found that the weak learners are becoming weaker over time while the stronger learners are getting stronger, an effect known as the Matthew-effect which takes place when the standards are raised. The results show that the slope in isiZulu is trending downwards, confirming that learners are reading better in English than isiZulu. This may be attributed to the learners having not developed the necessary skills required at the levels of literal reading comprehension. These differences in individual ability and heterogeneity in the group can then reflect that individual capability is what is being indicated by the diverse results instead of what has been taught by teachers in class. Thus, meaning that the learners are not ready to progress to higher grades, the foundation is weak and can only become weaker over time as shown by the pattern in the results from the study as a whole.

The within-language tests and cross-language analysis of both reading proficiency and inference abilities between isiZulu and English prompts critical reflections on language-specific cognitive processes and cultural nuances. It raises questions about the linguistic structures and contextual cues inherent in each language that may influence inference-making. Factors such as vocabulary richness, and cultural references could contribute to the observed disparities. Moreover, the findings underscore the need for pedagogical approaches that acknowledge and address the differential development of inference skills across languages. Teachers must recognize that proficiency in one language does not necessarily translate to equal proficiency or inference-making in another language.

Strategies tailored to scaffold inference skills in both isiZulu and English are essential for fostering well-rounded literacy development among bilingual learners. Meta-linguistic affordances and clarity of expression have consequences when or during translanguaging. For example, mistranslation is the term for the incorrect or imprecise

translation of speech or text from one language to another and, because of linguistic variations, cultural differences, or the intricacy of the original material, mistranslation frequently produces poor depictions. In this instance, an illustration of mistranslation occurs when a learner answers incorrectly because they misunderstood the original message when translanguageing in isiZulu to English.

Conversely, the quality of communication that makes concepts simple for the intended audience to understand and comprehend is known as clarity of language. A case of poor translanguageing clarity of expression is when numerous learners were unable to accurately convey, preserve, and explain the content of a story in both isiZulu and English. This proved that the students were unable to successfully use their translations to convey their translanguageing comprehension skills. These instances have important ramifications for translanguageing techniques. Metalinguistic affordances draw attention to the differences within the two languages that might occur while working with different languages, highlighting the necessity of exact and correct translation to prevent inaccurate interpretations. The instances of clarity of expression, on the other hand, highlight the value of translanguageing in promoting comprehensible and clear communication and emphasize the significance of the deliberate and strategic use of language repertoires to accurately convey meaning.

The study offers a thorough examination of how meaning has changed over time in translanguageing, highlighting how communication becomes dynamic and adaptive when people purposefully use their whole language repertoires. Meaning evolution is shown as an ongoing process of growth, change, and enrichment that is impacted by several variables. Examples of students trying to deduce and retell stories through summary writing and information restructuring from isiZulu to English and vice versa serve as a demonstration of the evolution of meaning. A focus on the dynamic aspect of translanguageing draws attention to the flexibility and diversity in meaning construction and interpretation in multilingual encounters. In order to highlight the flexible variety of meanings that arise from the purposeful and deliberate employment of various languages within a communicative environment, the idea of a "meaning continuum" is developed. In this instance, we see that learners who are recounting

stories from isiZulu to English are clearly disconnected in meaning.

Additionally, culture-specific nuances, context-dependent meanings, and specialized communication goals are some of the factors that affect how meaning evolves in translanguaging. Context-dependent meanings in translanguaging enable richer and contextually appropriate communication, as the study makes clear. Language and expressions can have cultural meanings attached to them, which add levels of meaning and influence how people communicate in general. This helps to shape how meaning evolves over time. It is also important to highlight that, as learners' replies in the study show, people modify meanings to fit communicative intent, and that this process of meaning development is impacted by particular communication aims. Translanguaging emphasizes the variety and adaptability of communication as students consciously and strategically engage with various languages. Translanguaging is a process of ongoing negotiation, intervention, and common understanding across linguistic communities.

5.4 Recommendations for practice:

In this section, the study presents several suggestions based on the findings of the study, which could potentially enhance reading comprehension and literacy skills among grade four learners. These suggestions incorporate real-world scenarios that encourage learners to apply their linguistic skills in authentic real-life contexts, both inside and outside the classroom.

The first finding highlights that learners developed a positive attitude toward reading after engaging in translanguaging practices. As a result, the study suggests incorporating more translanguaging activities into the learning environment. This approach can promote positive learning experiences, leading to improved reading comprehension. The assumption of the research study as posed in Chapter 1 was that, in an educational setting, translanguaging between isiZulu and English has the potential to significantly improve communication and learning results. It is a dynamic and rich language practice. In South Africa, where isiZulu and English are both extensively spoken, translanguaging presents a beneficial chance to utilize students'

linguistic abilities for efficient instruction and learning. By incorporating students' language and cultural origins into the learning process, translanguaging promotes a sense of cultural validation and belonging. Students can access content in ways that suit their linguistic preferences when isiZulu and English are used interchangeably, which improves comprehension and engagement. Through translanguaging, students can improve their isiZulu and English skills and establish linkages between the two languages, supporting the development of multilingual proficiency. The sections below discuss the findings in light of the above assumption.

The study also found that learners' inferencing abilities significantly improved after completing translanguaging tasks. Thus, recommending continued integration of translanguaging strategies that aid students strengthen or enhance their inferential skills, particularly within reading comprehension.

The study identified that learners read more slowly in isiZulu due to the agglutinating nature of the language's orthography as discussed by Makalela and Mgijima (2016). However, this does not reflect a cognitive deficiency but rather highlights that students' proficiency in two languages varies. It is suggested to recognize and accommodate these differences, ensuring that reading assessments account for the specific linguistic challenges faced by learners.

Another important finding was the improvement in students' recall abilities after completing translanguaging tasks. To build on this, it is recommended to include more activities that promote recall and memory retention, further enhancing students' overall reading literacy.

Although learners showed a positive attitude toward reading, they still struggled with reading for meaning in both isiZulu and English. It is suggested to implement strategies that specifically target comprehension and meaning making, ensuring that students develop a deeper understanding of the texts they engage with.

Overall, these suggestions aim to foster a more dynamic and supportive learning environment ensuring that translanguaging continues to be an effective pedagogical tool for improving reading literacy.

Alignment of assessment practices with translinguaging approaches ensures that assessment procedures allow students to exhibit their proficiency in both isiZulu and English. Families of students must also be involved so that they recognize the value of home languages in students' academic and cultural identity development, and work together with other families, teachers, and communities to support translinguaging activities. Events such as cultural festivities and activities highlight the school community's linguistic and cultural variety while encouraging pupils to take pleasure in their heritage languages, such as isiZulu.

5.5 Recommendations for further research:

There remains a gap for more research to be done whereby researchers or scholars may find how translinguaging may be implemented and fostered. Conducting pre- and post-tests together with the control tests might give an indication of the number of mother-tongue speakers who are either competent or incompetent in utilizing or communicating in their first language i.e., isiZulu. If mother-tongue speakers struggle to converse or comprehend the language because they are not exposed to it from a young age, then it is to be expected that their reading rate of isiZulu will be much slower than normal. Thus, research could be conducted on how a second language like English can be introduced to the isiZulu learners as a way of applying translinguaging practices to learning. The pre-test would come in as and when they are introduced to English and the control conducted in-between. It is then that the reading comprehension, proficiency, and inference levels can be measured to indicate any improvement. This could not be done in this study as the selected data was part of a bigger study whereby ten schools were randomly selected. The larger study conducted the experiment in all the eleven official languages in South African and with learners ranging from grades three to ten, while the focus for this study was grade four isiZulu learners. Maybe studying a larger sample of isiZulu first language speakers might give different results.

Teachers should be encouraged to take a flexible stance when it comes to language use in the classroom, which will enable them to switch between isiZulu and English with ease depending on the requirements of their pupils and the material being covered. Teacher training needs to provide educators with translinguaging pedagogy,

professional development, and training, enabling them to successfully integrate isiZulu and English into their teaching methods. Teachers or educators should encourage students to express their ideas, opinions, and views in both isiZulu and English to provide them with the tools they need to actively engage in translinguaging practices.

5.6 Conclusion of study

The aim of this study was to investigate the efficacy of translinguaging as a pedagogy for teaching reading literacy to grade 4 learners as they learn how to read English and isiZulu for comprehension. The key findings reveal that there is potential use for inclusive and successful educational methods in South Africa through the translinguaging of isiZulu and English. If the learners were to be provided nurturing learning environments where they can flourish academically and culturally by adopting translinguaging techniques and putting the suggested solutions into practice, they will be able to read with comprehension. This will also allow students to make the most of their linguistic resources and succeed in both isiZulu and English. As another recommendation, the government could also promote translinguaging to develop multiple language literacy and comprehension skills as they are the compilers of the curriculum that is used to educate the learners. If it is not fostered at a young age, then it will be difficult to implement in later stages of education. The ability for cultural diversity to enrich language learning lies in this spectrum. Finally, educators and legislators may create more successful plans to improve literacy results and create an inclusive and fair learning environment by recognizing and taking advantage of this association. There is a need for longitudinal studies that will truly address the reading comprehension crisis not only in South Africa. It can therefore be concluded that translinguaging can be viewed as a solution to address the reading comprehension if implemented at the early stages of primary school.

References

- Ahmad, S. (2024). Translanguaging: Students as Meaning Making Contributors. *International Journal of Language and Literary Studies*, 6(1), 15-28. <https://doi.org/10.15700/201503070014>
- Canuto, P. P., Lumidao, Y., Ballagan, A., Calya-en Jr, P., Laoyan, R. K., & Oplas, A. (2024). Enhancing Elementary Students' Oral Reading Fluency through Repeated Reading and Big Books. *International Journal of Learning, Teaching and Educational Research*, 23(4), 376-393. <https://doi.org/10.26803/ijlter.23.4.20>
- Castañeda-Peña, H., Gamboa, P., & Kramsch, C. (2024). *Decolonizing Applied Linguistics Research in Latin America*. Londres y Nueva York: Routledge. <https://doi.org/10.4324/9781003326748>
- De Sousa, D. S. (2016). *To be or not to be bilingual: Cognitive processing skills and literacy development in monolingual English, emergent bilingual Zulu and English, as well as bilingual Afrikaans and English-speaking children* (Doctoral dissertation, University of the Witwatersrand, Faculty of Humanities).
- De Sousa, D., & Broom, Y. (2012). Learning to read in English: Phonological and reading abilities of monolingual English and bilingual Zulu (L1) speaking children. *Education as Change*, 16(1), 83-96. <https://doi.org/10.1080/16823206.2012.692177>
- De Sousa, D. S., Greenop, K., & Fry, J. (2010). The effects of phonological awareness of Zulu-speaking children learning to spell in English: A study of cross-language transfer. *British Journal of Educational Psychology*, 80(4), 517-533. Portico. <https://doi.org/10.1348/000709910x496429>
- Flores, N., & García, O. (2013). Linguistic third spaces in education: Teachers' translanguaging across the bilingual continuum. *Managing diversity in education: Key issues and some responses*, 243-256. <https://doi.org/10.21832/9781783090815-016>
- Frings-Hessami, V. (2022). Continuum, continuity, continuum actions: reflection on the meaning of a continuum perspective and on its compatibility with a life cycle

framework. *Archival Science*, 22(1), 113-128. <https://doi.org/10.1007/s10502-021-09371-2>

García, O. (2020). Translanguaging and Latinx bilingual readers. *The Reading Teacher*, 73(5), 557-562. Portico. <https://doi.org/10.1002/trtr.1883>

García, O. (2023). Translanguaging Décloisonnement: An Epilogue. *Lidil. Revue de linguistique et de didactique des langues*, (67). <https://doi.org/10.4000/lidil.11441>

Heale, J., & McAllister, A. (2001). *The Tortoise and the Hare: An Aesop's Fable*. Frances Lincoln Limited.

Hernandez, A. E. (2013). The psycholinguistics of bilingualism ed. by François Grosjean, Ping Li (review). *Language*, 89(4), 963–966. <https://doi.org/10.1353/lan.2013.0077>

Hood, C., & Lodge, M. (2005). Aesop with Variations: Civil Service Competency as a Case of German Tortoise and British Hare? *Public Administration*, 83(4), 805–822. <https://doi.org/10.1111/j.0033-3298.2005.00477.x>

Huang, T. H. (2024). Predictive factors for reading comprehension ability in indigenous high school students instructed through various teaching methods. *Asia Pacific Education Review*, 25(2), 489–506. <https://doi.org/10.1007/s12564-023-09924-3>

Kovelman, I., Salah-Ud-Din, M., Berens, M. S., & Petitto, L. A. (2015). “One glove does not fit all” in bilingual reading acquisition: Using the age of first bilingual language exposure to understand optimal contexts for reading success. *Cogent Education*, 2(1), 1006504. <https://doi.org/10.1080/2331186x.2015.1006504>

Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Origins and development from school to street and beyond. *Educational research and evaluation*, 18(7), 641-654. <https://doi.org/10.1080/13803611.2012.718488>

Mahlaza, Z., Magwenzi, T., Keet, C. M., & Khumalo, L. (2024, September). Automatically Generating IsiZulu Words from Indo-Arabic Numerals. In *Proceedings of the 17th International Natural Language Generation Conference* (p. 254-271).

Makalela, L. (2015). Translanguaging as a vehicle for epistemic access: Cases for reading comprehension and multilingual interactions. *Per Linguam: A Journal of Language Learning*= *Per Linguam: Tydskrif vir Taalaanleer*, 31(1), 15-29. <https://doi.org/10.5785/31-1-628>

Makhathini, F. N., & Mncwango, E. M. (2020). Challenges with the teaching and learning of English language in a bilingual classroom. *Lwati: A Journal of Contemporary Research*, 17(2), 71-85.

Mgijima, V. D., & Makalela, L. (2016). The effects of translanguaging on the bi-literate inferencing strategies of fourth grade learners. *Perspectives in Education*, 34(3), 86-97. <https://doi.org/10.18820/2519593x/pie.v34i3.7>

Mkhwanazi, S., & Marais, L. (2024). Generation of segmented isiZulu text. *Journal of the Digital Humanities Association of Southern Africa (DHASA)*, 5(1). <https://doi.org/10.55492/dhasa.v5i1.5034>

Morris, L. (2024). PEDs for South African Schools. *Journal of the Digital Humanities Association of Southern Africa*, 5(1). <https://doi.org/10.55492/dhasa.v5i1.5020>

Parra, M. O., & Proctor, P. (2023). The translanguaging pedagogies continuum. *Journal of Education*, 203(4), 917-924. <https://doi.org/10.1177/00220574211053587>

Pretorius, E. J. (2007, March). What Happens to Literacy in (Print) Poor Environments? In IFAS Working Paper Series/Les Cahiers de l'IFAS (Vol.11, pp. p-60) IFAS.

Pretorius, E. J., & Currin, S. (2010). Do the rich get richer and the poor poorer? The effects of an intervention programme on reading in the home and school language in a high poverty multilingual context. *International Journal of Educational Development*, 30(1), 67-76. <https://doi.org/10.1016/j.ijedudev.2009.06.001>

Pretorius, E. J., & Spaull, N. (2016). Exploring relationships between oral reading fluency and reading comprehension amongst English second language readers in SA. <https://doi.org/10.1007/s11145-016-9645-9>

Progress in International Reading Literacy Study (PIRLS) scores, 2011 and 2016. (n.d.). <https://doi.org/10.1787/888934033897>

Qiu, J. (2024). The presence of source viewership in fansub paratexts. *Translation and Translanguaging in Multilingual Contexts*, 10(1), 54-73. <https://doi.org/10.1075/ttmc.00126>.

Rafi, A. S. M., & Morgan, A. M. (2024). Translanguaging as a transformative act in a reading classroom: Perspectives from a Bangladeshi private university. *Journal of Language, Identity & Education*, 23(4), 543-558. <https://doi.org/10.1080/15348458.2021.2004894>

Sandelowski, M., & Barroso, J. (2003). Writing the proposal for a qualitative research methodology project. *Qualitative health research*, 13(6), 781-820. South Africa. *Reading and Writing*, 29, 1449-1471. <https://doi.org/10.1177/1049732303013006003>

Sembiante, S. (2016). Translanguaging and the multilingual turn: Epistemological reconceptualization in the fields of language and implications for reframing language in curriculum studies. *Curriculum Inquiry*, 46(1), 45-61. <https://doi.org/10.1080/03626784.2015.1133221>

Soto, C., Gutiérrez de Blume, A. P., Jacovina, M., McNamara, D., Benson, N., & Riffo, B. (2019). Reading comprehension and metacognition: The importance of inferential skills. *Cogent Education*, 6(1), 1565067. <https://doi.org/10.1080/2331186x.2019.156506>

South Africa's reading crisis: What education, business and policy leaders weigh in on how to tackle South Africa's reading crisis. *Daily Maverick*. <https://www.dailymaverick/article/2022-02-07-sasa-reading-crisis>

Spaull, N. (2013). South Africa's education crisis: The quality of education in South Africa 1994-2011. *Johannesburg: Centre for Development and Enterprise*, 21(1), 1-65.

Sweet, A. P., & Snow, C. E. (Eds.) (2003). *Rethinking reading comprehension*. Guilford Press. <https://doi.org/10.1016/b978-0-08-044894-7.00511-x>

- Vaish, V., & Subhan, A. (2015). Translanguaging in a reading class. *International Journal of Multilingualism*, 12(3), 338-357. <https://doi.org/10.1080/14790718.2014.948447>
- Van Rooy, B., & Pretorius, E. J. (2013). Is reading in an agglutinating language different from an analytic language? An analysis of isiZulu and English reading based on eye movements. *Southern African Linguistics and Applied Language Studies*, 31(3), 281-297. <https://doi.org/10.2989/16073614.2013.837603>
- Vogel, S., & García, O. (2017, December 19). Translanguaging. Oxford Research Encyclopedia of Education. <https://doi.org/10.1093/acrefore/9780190264093.013.181>
- Wei, L. (2018). Translanguaging as a practical theory of language. *Applied linguistics*, 39(1), 9-30. <https://doi.org/10.1093/applin/amx039>
- Woolley, G., & Woolley, G. (2011). *Reading comprehension* (pp. 15-34). Springer Netherlands. https://doi.org/10.1007/978-94-007-1174-7_2
- Zhou, X., Chen, X., & Wang, Z. (2022). The effect of linguistic choices in notetaking on academic listening performance: a pedagogical translanguaging perspective. *International Review of Applied Linguistics in Language Teaching*, 62(2), 775-806. <https://doi.org/10.1515/iral-2022-0127>

Appendix**Controlled test**

Name & Surname:

School:

Educator:

Grade: **4**Date: **2023-(Month)-(Day)**

Gender:

Data Collector: **Dawn Gumede****Section A:** (Will be testing the learner's attitudes towards reading) **Tick Yes or No.****How do you feel?****Yes****No**

1. Reading is fun.

☐☐

2. I read a lot of books at home.

☐☐3. I learn how to speak confidently from
reading out loud.☐☐

4. Our teacher reads for us in class.

☐☐

5. I find reading difficult.

☐☐

Section B: (The first part of Section B will be testing whether the learners know how to spell in English, the educator will be given a list of 10 English words and the learners will be expected to spell what they hear) (20 marks)

1. Blossom

2. Circle

3. Measurement

4. Power station

5. Unicorn

6. Exclamation mark
7. Pandemic
8. Malnutrition
9. Traffic Cop
10. Reader

(The second part of Section B will be testing whether the learners can identify and circle the correct letter with the correct image if the same list if the words are spelled in IsiZulu). (20 marks)

1. Imbali

A



B

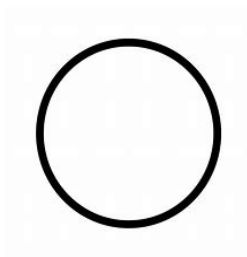


C

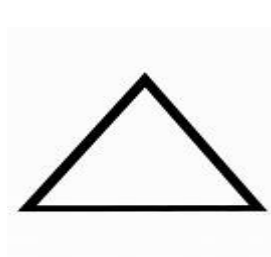


2. Indingiliza

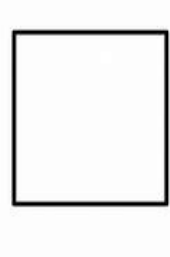
A



B



C



A

B

C



3. Isilinganiso noma Imeasurement

A

B

C

4. Ugesi



A

B

C



5. Ihhashi elimbalabala noma iUnicorn

Section C:

(In the first part of Section C, the learners will be given 120 seconds (2 minutes) to read a story in English and when the timer goes off, they will stop and circle where they stopped and write the number of words, they were able to read in 2 minutes).

The Tortoise and the Hare

In the woods there lived a very slow tortoise and a very swift hare. The Hare was a proud animal, fast and sleek, and well aware of his speedy talents. He would take delight in taunting the humble Tortoise.

One bright morning, the Tortoise was plodding along at his usual pace. Suddenly, bounding past him was the Hare! The Hare leapt this way and that, frantically running circles around the patient Tortoise. No matter how the Hare might cross his path or try to trip him up, the Tortoise calmly continued his stroll, undisturbed by the Hare's antics.

"Good morning, Mr. Hare," the Tortoise said.

"My goodness, you are moving quickly today."

"Ha-hah! That I am, Tortoise!" snapped the Hare. "But I cannot say the same for you.

You are as slow as a sloth!"

"This is true, Mr. Hare, this is true," replied the Tortoise.

"You know, Tortoise," said the Hare mockingly,

"I just saw a snail slithering along faster than you!"

"Perhaps you did, Mr. Hare, perhaps you did,"

said the Tortoise, all the while slowly continuing along the path. "I am a very slow creature," said the Tortoise, "but all the same, I would like to challenge you to a race."

"You? You challenge me to a race?" asked the Hare.

"Why, Tortoise, I could have run a race in the time it took you to make that challenge! Ha, ha, ha!" And with that, the Hare was seized with laughter. He laughed so hard that he fell over.

The noisy laughter of the Hare caught the attention of the other animals. "What's the commotion?" they asked.

In the second part of Section C, the learners will be given the same amount of time (2 minutes) to read the same story in IsiZulu and when the timer goes off, they will stop and circle where they stopped and write the number of words, they were able to read in 2 minutes).

Ufudu ne-Hare

Ehlathini kwakukhona ufudu oluhamba kancane kakhulu kanye ne-hare esheshayo kakhulu. I-Hare yayiyelilwane esiziqhenyayo, esesheshayo futhi esihle, futhi sazi kahle amathalenta akhe esheshayo. Wayezokujabulela ukuhlambalaza uFudu othobekile. Ngolunye usuku ekuseni olukhanyayo, I-Tortoise yayi-plodding kanye nesivivini sakhe esivamile. Ngokuphazima kweso, kuboshwe kudlule kuye kwakuyiHare! I-Hare leapt ngale ndlela nokuthi, ngokuphazima kweso ukugijima imibuthano ezungeze isiguli Tortoise. Kungakhathaliseki ukuthi uHare angase awale kanjani endleleni yakhe noma azame ukumkhubekisa, uFudu ngokuthula waqhubeka nokuhambahamba kwakhe, engaphazanyiswa ama-antics eHare. "Sawubona, Mnu Hare," kusho uFudu.

"Ukulunga kwami, uhamba ngokushesha namuhla."

"Ha-hah! Ukuthi nginguye, Tortoise!" kwaghekeza iHare. "Kodwa angikwazi ukusho okufanayo nani.

Uhamba kancane njenge-sloth!"

"Lokhu kuyiqiniso, Mnu Hare, lokhu kuyiqiniso," kuphendula uFudu.

"Uyazi, Tortoise," kusho uHare ngokuhlekisa,

"Ngisanda kubona i-anall slithering kanye ngokushesha kunawe!"

"Mhlawumbe wenza, Mnu Hare, mhlawumbe wenza," kusho uFudu, sonke isikhathi eqhubeka kancane kancane endleleni. "Ngilyalidaliwa esihamba kancane kakhulu," kusho uFudu, "kodwa konke okufanayo, ngingathanda ukukuphonsela inselelo emjahweni." "Wena? Ungiphonsela inselelo emjahweni?" kubuza uHare. "Kungani, Tortoise, ngangingagijima umjaho ngesikhathi kukuthatha ukwenza leyo nselelo! Ha, ha, ha!" Futhi ngalokho, iHare yabanjwa ukuhleka. Wahleka kakhulu kangangokuthi wawa.

Ukuhleka okuncane kweHare kwabamba amehlo yezinye izilwane. "Yini ukusiphithiphithi?" babuza.

Section D

1. Summarize the story English version in one paragraph of about 8- 10 lines in isiZulu.
2. Summarize the story isiZulu version in one paragraph of about 8- 10 lines in English.