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**Translanguaging as a responsive pedagogy
for enhancing reading comprehension in bi/
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Translanguaging as a responsive pedagogy for enhancing reading comprehension in bi/multilingual classroom contexts

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Abstract

Classroom situations have globally shifted from monolingual to multilingual perspectives due to globalisation and movement across the world. This has raised awareness of the fluid and porous nature of linguistic boundaries between and across nations. The situation necessitates adoption of new approaches in teaching and learning in multilingual classroom contexts. Translanguaging pedagogy is one of the approaches that allows concurrent use of several languages in multilingual classrooms. This article investigates how teachers could use translanguaging to develop reading comprehension in bi/multilingual classroom contexts. The participants were four Grade 5 teachers, two of whom teach English and two teaching Sesotho. The study employed a quasi-experimental design and used pre- and post-tests on reading comprehension, in both English and Sesotho. The experimental group was subjected to a translanguaging intervention between the pre- and post-tests periods to determine the impact of the intervention. The results showed that the experimental group outperformed the control group confirming translanguaging as a pedagogy that could improve learners' reading comprehension. The study concludes and recommends translanguaging as relevant in assisting teachers' use of learners' linguistic repertoires to improve reading comprehension in multilingual classroom contexts.

Keywords: Linguistic repertoires; monolingual; multilingual; pedagogy; reading comprehension; translanguaging.



Introduction

Worldwide migration has contributed to the identity of people to become fluid and complex (Garcia & Lin, 2017). The intranational and international levels of mobility have raised awareness of the fluid and porous nature of boundaries, not only between nation states, but also between the 'named' languages (Makalela, 2019). This has caused the linguistic shift from literacy to bi/multiliteracy where "most people aspire to gain competency in two or more languages" (Alexis, 2023, p. 59), which has become a norm and a reality for many people. The belief of a child acquiring a second language at a particular age has now become history and impractical, as children acquire multiple languages at an early age. Linguistic diversity has extended to the classroom contexts and as a result, teachers must be prepared with appropriate pedagogies in developing reading comprehension of learners from different linguistic backgrounds. Teachers should know and understand the need to change from a monolingual approach to the one that would fit the prevailing circumstances of multilingual classrooms. The purpose of this study is to examine the feasibility of using translanguaging as a pedagogy that could assist teachers in developing bi/multilingual learners' reading comprehension. This is because reading is considered the backbone of language proficiency and a tool that is normally used to assess fluency in a language, which is reflected through the ability to understand, infer, and retell what one has read (Sefotho, 2019). Bi/multilingual reading comprehension development needs consideration, as it remains under-researched and under-theorised, especially in the African context where there is a growing population of bi/multilingual learners. There is, therefore, a need to consider strategies or pedagogies that could be relevant and be used by teachers in developing reading comprehension in the new era of multilingualism. It is important to rethink and look at how knowledge of more than one language could be used as a resource and not a barrier in bi/multilingual classroom settings.

Classroom situations have also shifted, globally, from the monolingual perspective to a bi/multilingual state. Learners come to the classroom with diverse linguistic knowledge and competence in more than one language. However, this diverse linguistic knowledge appears to have been rarely utilised to enhance learning. In most classroom situations, the use of language is a monolingual one, one language at a time (Charamba & Nkomo, 2022; Sefotho, 2022), where it was historically believed that there could be some language 'cross-contamination' if languages are used concurrently. It was believed that "separating the languages, the teacher avoids, ... cross-contamination,

thus making it easier for the child to acquire a new linguistic system as they internalise a given lesson” (Jacobson & Fattis, 1990, p. 4). Qureshi and Aljanadbah (2022, p. 247) note that “historically, languages were considered separate entities; hence, any use of a first language (L1) in a second language classroom was frowned upon and considered as an interference in the second language (L2) development”. This is also supported by Creese and Blackledge (2010) who indicate that moving between languages in one classroom has “traditionally been frowned upon in educational settings, with teachers and students often feeling guilty about its practice” (p. 105) yet using these languages would be “a pragmatic response to the local classroom context” (p. 105). Research has proved that there is no ‘contamination’, but it is a resource to knowledge (García & Otheguy, 2020) when all the languages are being used concurrently. Thus, the authors argue, it is because there is no separation of languages, but a single linguistic system in the mind of a bilingual or multilingual person (Garcia & Otheguy, 2020). Therefore, it is recommended that teachers be trained to use relevant approaches in multilingual classroom contexts. There is a need for change from the ‘old’ monolingual approach to accommodate the status quo and use the linguistic resources that learners bring to the classroom (Sefotho, 2022). Regardless of research and recommendations on the concurrent use of languages, teachers continue to inherit the pedagogy of separating languages in their teaching in bi/multilingual classroom situations. The historical monolingual approach has been found not to be appropriate in bi/multilingual classroom contexts.

Researchers recommend a need for applying flexible pedagogies that will fit the existing bi/multilingual paradigms (Creese & Blackledge, 2010). This calls for new and diverse approaches or models of teaching to teacher training institutions in to equip teachers with ways of utilising knowledge of more than one language as a resource in bilingual or multilingual classroom settings to enhance learning. Translanguaging has been recommended as one of such approaches that could enhance the simultaneous use of two or more languages (Chu, 2017; Garcia & Wei, 2015). Several studies that were done in various parts of the world (Garcia & Sylvan, 2011, Wei, 2018) suggest that translanguaging in bi/multilingual classroom settings “creates positive experiences at school and maximises pedagogic and cognitive benefits” (Sefotho & Makalela, 2017). While there is vast research on translanguaging as an approach in bi/multilingual classroom contexts, there is a scarcity of research on its effectiveness on bilingual reading comprehension levels/categories especially in the Global South. Research that has been conducted on reading comprehension in South Africa, shows



that learners have poor reading comprehension which impact on their academic performance (Hurst & Mona, 2017). This study, therefore, is intended to investigate the effectiveness of translanguaging as a pedagogy to enhance bi/multilinguals' reading comprehension skills in South African multilingual classroom contexts. South Africa is one of the countries that support the incorporation of more than one language in the teaching and developed policies to that effect. It has developed a policy based on its eleven official languages, "including English, the de facto lingua franca of the new world community" (Alexis, 2023, p. 59). These official languages shape the country's language in an education policy, which is implemented in all public schools. The language policy embraces the bi/multilingual status and incorporates the use of more than one language in schools (Centre for Environmental Rights, 1996)). Research confirms that learners can enhance literacy and oral competency in their weaker language when they simultaneously use all the linguistic resources they have (Alexis, 2023). Translanguaging is recommended as an appropriate pedagogy in making use of the linguistic repertoires that learners bring to the classroom (Sefotho, 2022) to develop their reading comprehension. It is, therefore, against this background that the current study investigates the possibility of using translanguaging as a pedagogy in developing reading proficiency in bi/multilingual classroom settings.

The effectiveness of translanguaging

Translanguaging is defined as a practice that helps bi/multilinguals make meaning using two or more languages concurrently (Sefotho & Makalela, 2017); a process of meaning-making where linguistic boundaries are fluidly crossed over and disrupted (Makalela, 2019). Translanguaging brings about the idea of languaging—which is what people do with the language and not what the language is (Wei, 2022). This means it embraces the use of languages as communicative resources, not bounded entities. Translanguaging is about transcending and breaking such boundaries and differences (Wei, 2022). It is considered as "one step further from multilingualism in challenging the racio-linguistic ideologies that view bilingual learners as having separate languages and languaging lives ... a pedagogy for inclusion and social justice" (Wei, 2024, p. 203–204). It, therefore, appears to be an appropriate model that could be used by teachers to build on the appropriate methods of teaching in bi/multilingual classroom contexts. Furthermore, translanguaging is considered as an approach that allows one to utilise the knowledge of various linguistic repertoires. One could receive information through one language and produce the output in another language or languages

(Baker, 2011; Garcia, 2009). In other words, one could read or listen to a text in L2 and retell the text in writing or speaking in L1 (Sefotho, 2019). This idea of making use of the linguistic knowledge originated from Williams (1994), where students were allowed to internalise and understand the information in a language that they easily understand (Welsh), and then give an output in a target language (English). This approach was used to enhance deeper understanding of the subject matter (Hassan & Ahmed, 2015) and to improve their understanding and proficiency of the target language, while making use of the several languages they know. Williams (2002, p. 4), noted that “in translanguaging, the pupil internalises the words they hear, assign their own labels to the message or concept, and then switches the message or concept to the other language; augments the message or concept and supplements it”.

Colin Baker (2011) developed William’s practice into translanguaging. The author considers language as what people do with it to make meaning and not what is defined to be. Furthermore, other linguists such as Garcia (2009), brought the practice to the classroom situation where they see a classroom as an environment where learners bring all their linguistic repertoires which could be used as a resource. Considering this, Makalela (2019) and Otheguy et al. (2015) present translanguaging as an approach that allows learners to access their full linguistic repertoire without having to be constantly aware of socially and politically defined boundaries of named, national, and state languages. According to Wei and Garcia (2022), one should acknowledge the existence of the ‘named’ languages as representations of identity, social, and cultural background of a person (Creese & Blackledge, 2015). This is an indication that there are no boundaries between languages in multilinguals. Translanguaging is about transcending and breaking such boundaries and differences (Wei, 2022) as multilinguals do not think in a ‘named’ language, ‘one at a time’. Instead, there is a cognitive interdependence known as the common underlying proficiency (Chu, 2017) which originates from Cummins (1979) theory of language interdependence. Translanguaging emphasises that all funds of knowledge—including linguistic repertoires, acquired through all languages and in all cultural contexts, should be valued (Wei, 2022) and used as communicative resources in the process of meaning-making. For the current study, translanguaging is considered as a pedagogy that allows learners to use all their linguistic repertoires, their home language, and English as a second language, to enhance their reading comprehension. Nur et al. (2020, p. 971) show that “translanguaging is accurately adapted to facilitate inference-making strategies using the learners’ mother tongue and English in the same classroom lesson ... [and it is]



a way to reinforce students' bilingualism in using all of their languages as a resource for learning, reading, writing, and thinking in the classroom". This implies that for translanguaging to take place, one must be proficient in more than one language, and this can be measured through one's ability to comprehend text in the languages, which is a skill that is gained through reading.

Reading comprehension and translanguaging

The primary step in determining reading comprehension in bilingual learners is the ability to identify facts which appear within and beyond a text (Sefotho, 2019). Sefotho (2019) further argues that reading comprehension encompasses the ability to derive meaning from what is being read (Piper et al., 2015) and being able to think beyond what is in a text. It is, therefore, considered to be a sign of proficiency in a language (Coyne et al., 2007) if one can have understanding that goes beyond the text. Translanguaging is in line with the component skill of reading comprehension to construct a better reading understanding. Nur et al. (2020) confirmed that this practice is a way to enhance reading comprehension and proficiency. It could, therefore, become an approach that could be adapted into teachers training to prepare them for teaching reading comprehension. Reading is an active and complex process that involves certain skills for one to comprehend text (Sefotho, 2019). It requires understanding written text, developing, and interpreting meaning, and using meaning as appropriate to understand the type of text, the purpose, and the situation (Chu, 2017). Reading further requires one to make use of the linguistic and metalinguistic knowledge to fully understand text (Sefotho, 2019). To determine reading proficiency in a language, there are three basic areas that must be considered, namely vocabulary, fluency, and comprehension. In terms of this paper, the focus will only be on reading comprehension which has been identified as an essential component of literacy (Chu, 2017), as it involves one's ability to interact with text and derive meaning from it (Piper et al., 2015). The meaning could be seen from the learners' lower level of thinking which encompasses literal and recall comprehension skills from the higher level of their thinking, which is inferential skills (Sefotho, 2019). Translanguaging intervention was used in making use of more than one language in developing reading comprehension.

Methodology

The study adapted a quasi-experimental design that applied the pre-test-post-test to a control and an experimental group from two bilingual public schools in a township in Johannesburg, South Africa. The participants were four Grade 5 teachers, two from each of the two bilingual public primary schools that were purposively selected based on meeting the requirements for the study. Grade 5 was chosen, because it is the level where learners are expected to have fully reached a certain level of proficiency in the two languages, in this case, Sesotho and English. This proficiency would then allow teachers to apply translanguaging approach in their teaching using the two languages. A battery of tests, which had two parts, one in Sesotho and another similar one in English, was used for a pre-test and post-test on reading comprehension. Learners from both the control and experimental schools were given a passage, first in English and another comparable one in Sesotho, to read with understanding and then answer the questions that followed. The questions incorporated the three categories of reading comprehension, namely literal, inferential, and retell. Questions on literal comprehension tested learners' cognitive ability at different levels and the ability to recall what they read. Inferential questions tested the learners' ability to think beyond what they have read. The last question tested their ability to retell what they have read, where the language of input was different from the language of output or vice versa. The structure of the questions was similar in both the pre-test and the post-test.

The purpose of the study was to investigate the effectiveness of translanguaging as a pedagogy that could be adopted by teachers in teaching bi/multilingual classroom contexts. This was done through offering translanguaging to an experimental group and comparing the performance of the learners from the selected school to that of learners from a control group. School A was subjected to a reading comprehension intervention during the four weeks gap between the pre-test and the post-test. School B, which was the control school was not subjected to an intervention. During the intervention, teachers from the experimental group were trained by the researcher to use the translanguaging pedagogy to enhance learners' reading comprehension skills. These participants made use of the learners' linguistic repertoires to make meaning of the comprehension texts that were part of their syllabus. Learners were allowed to engage their own languages in understanding the text and the output was in another language that was required during a specific lesson. Teachers from the control group, however, were restricted to using one language at a time, that is, using



only Sesotho during Sesotho lessons and only English during English lessons, which was the standard approach that they used prior to the research. The two approaches to teaching were used to test the efficacy of translanguaging in bilingual classroom contexts. Inferential statistics was used to analyse data. The results from the pre-test and post-test were compared on both the experimental and control groups and analysed statistically to identify the performance difference of the learners. For the purposes of the current study, an assessment was made on whether receiving the translanguaging intervention made any difference on the performance in the post-test (Sefotho, 2019). This was to determine the impact of the translanguaging treatment/intervention, versus where it was not applied. The performance of both the experimental and the control groups was compared to test the effectiveness of translanguaging. This was to enable teachers to assess the effectiveness of translanguaging in developing learners' reading comprehension skills. The study, therefore, was underpinned by the translanguaging framework as a pedagogy that allows learners to make use of their linguistic repertoires to enhance reading comprehension. The focus was on literal, inferential, and retell reading skills. These skills were assessed using both Sesotho and English as the two languages that were regarded as the languages of the schools where research was conducted.

Results and discussion

The results presented in this section include the pre-test and post-test percentages on the three categories of reading comprehension skills, namely; literal, inferential, and retell. These categories are considered as vital in testing reading proficiency in a language. It should be noted that in both schools the number of learners differ between the pre- and post-tests. School A, which is the experimental school, 32 learners took the pre-test, and 36 took the post-test. School B, which is the control school, 54 learners took the pre-test, but when the post-test was administered, there were 59 learners. This indicates that some learners were missing when the pre-test was administered. The difference in numbers was not a variable, was insignificant and did not have any effect on the results.

Table 1 below presents the results for the performance of the learners from the literal comprehension questions on both the pre-test and post-tests for both the experimental (School A) and the control (School B) groups. To determine the effectiveness of translanguaging intervention, comparison was made between the performance in the pre-test and the post-test from both the experimental and control

groups in their ability to answer literal comprehension questions in both English and Sesotho.

Table 1: School A (experimental) and School B (control) performance in pre- and post-tests on literal comprehension

School	Text Language	Test	N	Mean	Std. Deviation	Sig	Sig. (2-tailed)
A	English	Pre-test	32	3.0313 [61%]	1.12119	0.196	0.000
		Post-test	36	4.4167 [88%]	0.93732		
	Sesotho	Pre-test	32	2.1250 [43%]	1.36192	0.027	0.001
		Post-test	36	3.3611 [67%]	1.69289		
English (t=-5.548; df=66; p<0.05) Sesotho (t=-3.333; df=65.4; p<0.05)							
B	English	Pre-test	54	3.1667 [63%]	1.32821	0.345	0.838
		Post-test	59	3.2203 [64%]	1.43920		
	Sesotho	Pre-test	54	2.5185 [50%]	1.07705	0.924	0.034
		Post-test	59	2.9831 [60%]	1.21046		
English (t=-0.205; df=111; p>0.05) Sesotho (t=-2.147; df=111; p<0.05)							

Source: Adapted from Sefotho (2019)

The results of the t-test (Table 1) indicate a statistically significant difference at an alpha value of 0.05 between the pre-test and post-test of school A, an experimental group. The performance of school A in the post-test exceeded the international minimum benchmark value of 75%. The results, therefore, show the translanguaging intervention has been useful to improve literal comprehension skills. This means, translanguaging could be a relevant approach that teachers could use in improving learners' reading comprehension and is, therefore, worth being included as a pedagogy of teaching in teachers' training institutions. The results also present translanguaging as an approach which develops literal comprehension among bilingual learners, especially in developing the second language, in this case, English (Sefotho, 2019).

Table 2 below represents the Inferential ability of the learners from both the experimental and control groups. The statistical analysis was done on the performance of the learners on both the English and Sesotho texts to determine and compare their inferential skills on both languages. The comparison was also made between the two schools to determine the effectiveness of translanguaging.

Table 2: School A (experimental) and School B (control) performance in pre- and post-tests on inferential comprehension

School	Text Language	Test	N	Mean	Std. Deviation	Sig	Sig. (2-tailed)
A	English	Pre-test	32	1.2188 [61%]	0.75067	0.098	0.006
		Post-test	36	1.6944 [85%]	0.62425		
	Sesotho	Pre-test	32	1.1250 [56%]	0.79312	0.596	0.823
		Post-test	36	1.1667 [58%]	0.73679		
English (t=-2.852; df=66; p<0.05)				Sesotho (t=-0.225; df=66; p>0.05)			
B	English	Pre-test	54	0.8333 [42%]	0.77093	0.000	0.767
		Post-test	59	0.8814 [44%]	0.94841		
	Sesotho	Pre-test	54	0.5741 [29%]	0.81500	0.021	0.106
		Post-test	59	0.3390 [17%]	0.70979		
English (t=-0.296; df=110; p>0.05)				Sesotho (t=1.629; df=106; p>0.05)			

Source: Adapted from Sefotho, 2019

The results in Table 2 show the mean increase in the inferences ability of learners in school A, from the pre-test to the post-test. There is a mean increase of 24% from the pre-test to the post-test in English and a slight increase of 2% in the Sesotho test. This suggests that the translanguaging intervention has helped learners to gain a higher mean in the English language than in their Sesotho home language. Statistically, this means that the difference is significant at an alpha value of 0.05 ($t=-2.852$; $df=66$; $p<0.05$) in an English test, whereas the results from the Sesotho test are not statistically significant. The implication is that translanguaging has developed learners' inferential

skills more in the second language than in their first language. Sefotho (2019) refers to this as breaking the hegemony of English as the sole language of literacy.

When looking at the results from the control group, school B, there is a slight increase in the post-test performance from the pre-test, which is not statistically significant. This implies no difference between the initial pre-test and the post-test in this group. The Sesotho test performance was even better in the pre-test than in the post-test. The t-test results reveal that the differences are statistically not significant at an alpha value of 0.05 ($t=1.629$; $df=106$; $p>0.05$). This means learners did not perform well in both tests. Therefore, the results from both schools confirm translanguaging as a pedagogy that could be useful in developing inferential reading comprehension skills (Nur et al., 2020; Sefotho, 2019). Teachers could, therefore, benefit from using this approach in their teaching.

Table 3 below represents the results obtained from the learners' ability to retell a text from one language to another. Learners were given a text in English and requested to retell it in Sesotho and vice-versa. The results from both the experimental and control group are shown in comparison of the performance between the pre-test and post-test and between the two groups.

Table 3: School A (experimental) and School B (control) performance in pre- and post-tests on retell comprehension

School	Text Language	Test	N	Mean	Std. Deviation	Sig	Sig. (2-tailed)
A	English text	Pre-test	32	0.8750 [44%]	0.90696	0.357	0.033
		Post-test	36	1.3333 [67%]	0.82808		
	Sesotho text	Pre-test	32	0.6250 [31%]	0.75134	0.841	0.000
		Post-test	36	1.4167 [71%]	0.73193		
English ($t=-2.178$; $df=66$; $p<0.05$)				Sesotho ($t=-4.397$; $df=66$; $p<0.05$)			

School	Text Language	Test	N	Mean	Std. Deviation	Sig	Sig. (2-tailed)
B	English text	Pre-test	54	0.4815 [24%]	0.63664	0.000	0.000
		Post-test	59	1.0339 [52%]	0.90907		
	Sesotho text	Pre-test	54	0.5370 [27%]	0.63582	0.000	0.003
		Post-test	59	0.9831 [49%]	0.91899		
English text - (t=-3.766; df=104; p<0.05) Sesotho text - (t=-3.021; df=104; p> 0.05)							

Source: Adapted from Sefotho (2019)

The results from Table 3 portray an increase in the mean for post-test compared to the pre-test, when learners retell an English text in Sesotho. The difference is statistically significant at an alpha value of 0.05 ($t=-2.178$; $df=66$; $p<0.05$). The mean increase is even more prevalent when they retell a Sesotho text in English. The t-test results reveal that the differences are statistically significant at an alpha value of 0.05 ($t=-4.397$; $df=66$; $p<0.05$). This suggests that the group improved when retelling a text that was in their home language in English as a second language, because of the intervention. Learners could understand a text in one language and give an output in the other language at a relatively high level. The results prove that allowing learners to use their languages is an approach that could be adopted by teachers in their teaching of reading comprehension. It is, therefore, necessary to train teachers who would be in the position of making use of the languages that learners can speak, rather than using one language at a time. However, similar results appear even in school B between the pre-test and the post-test in both languages. Learners in this control group performed better in the post-test than in the pre-test. The results of the t-test, comparing the difference, show that the difference between the two groups in retelling an English text in Sesotho is statistically not significant at an alpha value of 0.05 ($t=1.610$; $df=93$; $p>0.05$). This insignificance does not, however, dispute the importance of the intervention, but shows the ability of learners to use both languages in understanding text. When retelling a Sesotho text in English, the experimental group outperformed the control group. This means, learners' understanding of a Sesotho text enabled them to retell the text in English. The t-test results reveal the difference to be statistically significant.

Table 4 below represents the overall percentage scores gained from the post-test in all the three areas of reading comprehension, literal, inferential and retell, in both groups. The comparison on the three variables, presented below, shows that the experimental group outperformed the control group in all the variables.

Table 4: Overall percentage scores

Text Language	School	Literal	Inferential	Retell
English text	School A	88%	85%	67%
	School B	64%	44%	52%
Sesotho text	School A	67%	58%	71%
	School B	60%	17%	49%

The overall percentage score, gained from School A in the English text literal comprehension questions, is 24% more than that of School B and only 7% in the Sesotho text. This implies that learners from both groups did not have difficulty in answering literal questions when the text was in Sesotho, but School B had difficulty in answering literal questions in English. The difference seems high in inferential questions regardless of the text language used. From both the English text and the Sesotho text, the difference performance is 41% between the two groups, which therefore, confirms the effectiveness of translanguaging as an inference-making strategy in both mother tongue and English (Nur et al., 2020). When retelling an English text in Sesotho, the percentage difference is 15% and when retelling a Sesotho text in English, the difference is 22%. This part also affirms the effectiveness of the translanguaging which enables learners to interact with text, derive meaning from it (Piper et al., 2015) and retell the text in another language. In general, the experimental group outperformed the control group in all the three areas of comprehension.

Conclusion

From the results, it is clear that the translanguaging intervention improved learners' different areas of reading comprehension. The practices that were applied during the intervention for the experimental group were 'translanguaging' approaches. Learners were allowed to discuss and respond to questions in any language that they were comfortable with. This was in line with what other researchers mention happens during the intervention. For example, Nur et al. (2020, p. 975) point out that:

The translanguaging process was used during the task given and presentation. The researchers found that students were independently easy to answer and understand the text well by using



translanguaging strategy, according to a significantly increasing task score. During the treatment, the experimental class could elaborate on their efforts more while doing the task given. Since the students did the tasks in a translanguaging strategy, they could actively share their understanding with other students.

Translanguaging pedagogy, therefore, could be adopted in teachers training to help them understand how to make use of learners' languages as a resource that can enhance learners' reading comprehension skills. It serves as a tool that helps learners make sense and meaning of what they had read (Wei, 2022). Reading comprehension requires the use of interrelated skills that develop over time, which involves language, understanding of content, and application of certain relevant strategies (Connors-Tadros, 2014). These could be achieved by equipping teachers with appropriate approaches that they could use in bi/multilingual classroom settings. They could benefit from making use of the 'language resources' that learners bring to the classroom. Nur et al. (2020) confirmed that a translanguaging practice is a way to enhance reading comprehension—to construct a better reading understanding and, therefore, an approach that could benefit teachers in their training to become effective in teaching reading comprehension. The results confirm that translanguaging enables learners to make use of the languages they know and promote their higher order thinking when their native language is involved in reading comprehension. Therefore, from the findings of the current study, a change from the old belief of using one language at a time to adopting relevant approaches of teaching comprehension to accommodate bi/multilingual classroom contexts, is recommended. Translanguaging is one of the pedagogies which does not only develop comprehension skills in a 'dominant' language, but in all languages and could be employed in bi/multilingual classroom settings as an appropriate model of teaching comprehension. It promotes a deeper understanding of the subject matter and helps learners recall what they have read (Hassan & Ahmed, 2015). Translanguaging also assists teachers in making use of the language resources that learners bring to the classroom. Therefore, it could be a useful pedagogy to be adopted by teachers in their teaching.

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