



**Translanguaging as leverage for developing
inclusive communication in superdiverse contexts
of inner-city schools**

Vol 7, 2025

Published By

The Unit for Distance Education, Faculty of Education
University of Pretoria, Groenkloof Campus
Cnr of George Storrar and Leyds Street, Pretoria, South Africa
Web address: <https://upjournals.up.ac.za/index.php/tetfle>
Email address: tetflemanager@up.ac.za
ISSN 2788-6298 (Online)

About the Journal

The Teacher Education through Flexible Learning in Africa (TETFLE) and other developing contexts online journal is a refereed, open-access e-journal that publishes original research on distance teacher education in Africa. TETFLE aims to create a platform for researchers and practitioners on glocal matters that relate to distance teacher education on the continent. Publications cover issues of content, pedagogical consideration, technology and management in distance education. Exemplar papers with rigour showing research evidence are most appreciated.

TETFLE also publishes review articles and book reviews. The journal currently appears once in a year, with an additional special edition from accepted biennial conference papers, as applicable. The journal is the official journal of the Distance Education and Teachers' Training in Africa (DETA) biennial conference, hosted by the Faculty of Education, University of Pretoria, South Africa.

Indexing

TETFLE is indexed by the Directory of Open Access Journals (DOAJ).



Editorial Team

Editor-in-chief

Folake Ruth Aluko (University of Pretoria)

Associate editors

Mary Ooko (University of Pretoria)

Marie Hyleen Mariaye (University of Mauritius)

Etinosa Olayinka (University of Pretoria)

Editors of the special issue

Dr Erasmos Charamba

National College of Ireland

[linkedin.com/in/erasmos-charamba-729105833](https://www.linkedin.com/in/erasmos-charamba-729105833)

Prof Judah Makonye

University of the Witwatersrand

City of Johannesburg, Gauteng, South Africa

[linkedin.com/in/judah-makonye-736048141](https://www.linkedin.com/in/judah-makonye-736048141)

Prof Peter Aloka

University of the Witwatersrand

City of Johannesburg, Gauteng, South Africa

[linkedin.com/in/peter-aloka-02a94a29](https://www.linkedin.com/in/peter-aloka-02a94a29)

 **TETFLE** TEACHER EDUCATION THROUGH
FLEXIBLE LEARNING IN AFRICA
JOURNAL


Official publication of the Unit for Distance Education
Faculty of Education
University of Pretoria
Web address: <https://upjournals.up.ac.za/index.php/tetfle>
Email address: tetflemanager@up.ac.za

Translanguaging as leverage for developing inclusive communication in superdiverse contexts of inner-city schools

Clifford Kgabo Dihangoane

Department of Educational Psychology
University of Pretoria, Pretoria, South Africa
Email: kgaboclipford@gmail.com

Margaret Funke Omidire

Department of Educational Psychology
University of Pretoria, Pretoria, South Africa
Email: funke.omidire@up.ac.za  <http://orcid.org/0000-0002-5784-7734>

DOI: <https://doi.org/10.35293/tetfle.v7i1.5478>



Abstract

This article reports on the findings of using translanguaging as leverage for developing inclusive communication in superdiverse contexts of inner-city South African schools, where English is the language of instruction. The study employed sociocultural and experiential theories and a qualitative research approach. Purposive sampling was used to select the two participating schools. The participants comprised eight teachers and 33 learners from two inner-city secondary schools in Pretoria, Gauteng province, South Africa. Data were gathered through classroom observations, focus group discussions, semi-structured interviews, and workshop reflections and were examined using inductive thematic analysis. The findings revealed participants' awareness of the pedagogical benefits of translanguaging for concept clarification, heightened motivation and interest in the subject, learner engagement, and improved academic performance. Furthermore, there was an acknowledgement of learner identity, inclusive communication in learning, and acceptance of language and cultural differences with improved learner-teacher relationship. Some teachers were sceptical about the implementation processes, while most learners enjoyed translanguaging and benefited from it, as opposed to monolingual English classes. Challenges of raising teacher awareness of the benefits of translanguaging and implementation can be addressed using distance education for teacher professional development of in-service teachers. Future research is required to explore the integration of translanguaging methods with assessment activities and the model for support through distance learning avenues.

Keywords: English second language; inner-city school; inclusive communication; multilingualism; superdiversity; translanguaging.

Introduction

A rapid increase in immigration contributes to the development of superdiversity, as migrants enter the country with diverse languages, cultures, and beliefs. South African schools, which are the context of the current study, have become superdiverse environments due to the combination of South African and foreign learners. Although language diversity is not a new phenomenon, teachers or education systems are mainly grounded in using one language for the purpose of teaching and learning in countries like South Africa, as per their language policies (Mayor et al., 2012). This approach is a major challenge in schools, as classes are multilingual, yet learners are being taught in one dominant language, with most learners not able to comprehend the language of instruction. This approach negatively affects the learners' academic performance, including their confidence and attitudes.

Superdiversity refers to the multifaceted diversification of communities worldwide across various dimensions, including language, race and ethnicity, countries of origin, socioeconomic status, educational attainment, and migration history (Park et al., 2018). Multilingualism denotes the capacity to utilise, communicate, or compose in multiple languages (García & Wei, 2014).

Multilingual practices in education are used to bridge language gaps among superdiverse learners in the classrooms. Having multilingual learners in superdiversity contexts of inner-city schools is challenging for both teachers and learners, as there is no inclusive communication, which also affects social interaction, as some teachers and learners do not know each other's languages (García, 2023). Some learners come to school being proficient in their home language only (Mayor et al., 2012). When learners are introduced to instructions in a second language, but lack proficiency in that language, it negatively affects their academic performance (Rodríguez, 2009). According to Omidire (2019b), being taught in a language in which one lacks sufficient academic ability has unwanted consequences that have been well documented, however, in the past, learners' home languages have been excluded as practical tools for early learning. Teachers are also not equipped to deal with complex experiences that learners bring from "multiple places, cultures, and languages" (Rodríguez, 2009, p. 18). This implies that active assistance is required in helping schools, learners, and teachers alleviate the language hurdles that have emerged in the multilingual world (Ayob, 2020).



According to Ayob (2020), globally there is a need to use different languages, including the first language (in the current study, first language refers to the learners' mother tongue, while home language refers to the language of teaching and learning) of the learners in classes, for teaching and learning. This statement is supported by García and Wei (2014), that learners' first languages should be integrated into learning, thereby alleviating the effects of an imposed monolingual language, while enhancing teaching and learning. The imposed ideas of monolingual teaching are rapidly giving way towards methods that develop upon many overlapping linguistic repertoires (Ayob, 2020). The primary language should be integrated into the learning environment, moving away from enforced monolingual practices, particularly in multilingual contexts (Mgijima & Makalela, 2016).

It is of the utmost importance that the education system regards linguistic diversity as a resource and not a challenge. Sub-Saharan Africa should integrate multiple languages for teaching and learning across the curriculum (Chikiwa & Schafer, 2016). Research shows that an effective strategy to bridge the learning and communication gap is translanguaging, which strives to close the gap between learners' altered life domains (García, 2023), inspiring learners to acknowledge and utilise language diversity as a resource for learning which assists all learners to develop and prepare for a globally interconnected society, and modify operational methodologies (García & Wei, 2014; New London Group, 1996). Translanguaging is a genuine "pedagogical approach involving the use of one language as a scaffold for language development and learning in another" (Omidire, 2019a, p. 4).

Historical antecedents of translanguaging

Translanguaging denotes the way in which bilingual individuals seamlessly utilise their linguistic resources and disregard established language classifications to construct meaning and communication (García, 2023). Translanguaging encompasses more than elucidating how multilingual individuals articulate themselves when faced with a monolingual environment. The prefix "trans" indicates that bilingual individuals employ their linguistic practices to transcend state-sanctioned language systems (Vogel & García, 2017, p. 3). Translanguaging differs from code-switching, which segregates languages into distinct codes or structures that are alternated for communication (Velasco & García, 2014). Code-switching is restricted, as it perceives bilingualism as distinct languages rather than a fluid phenomenon.

Translanguaging enhances the efficient use of the Language of Learning and Teaching (LoLT) while fostering the advancement of the home language. Instead of shifting to English in Grade 4, as is typical for most South African learners, extending the use of the home language, perhaps beyond primary education, would promote the enhancement and consolidation of the home language (Alexander, 2012; Heugh, 2013). Marginalising or degrading the primary or native language is a disadvantage to some pupils (Probyn, 2019). In other cases, the implicit message of the hidden curriculum indicates that some learners are marginalised and less accepted in the school setting, compared to their peers.

Bartolomé (1994, p. 176) criticised the deficit viewpoint commonly attributed to “subordinated learners”—non-English-speaking, working-class youths who are generally regarded as less competent within the educational framework. The author contended that such learners frequently occupy a marginalised position in educational institutions, influenced by both overt curricular decisions and covert signals within the hidden curriculum (disregarding or devaluing learners’ native languages, prioritising English, and harbouring expectations or assumptions that certain students possess lesser capabilities due to their linguistic or cultural backgrounds) (Bartolomé, 1994). The prioritisation of the dominant school language over home languages may seem pedagogically warranted, although it can impede learners’ development of academic language (Benson, 2004). Individuals learning a secondary language rather than their original tongue may be regarded as inept or lethargic. Such deficit perceptions foster intolerance and discrimination (Del Carmen Salazar, 2013). The difficulties encountered by learners in mastering an additional language are frequently attributed to their cultural and linguistic backgrounds, rather than acknowledging the impact of the learning process itself (Del Carmen Salazar, 2013). The disparity between a learner’s native language and the language of teaching may impact the educational process.

Most learners in South African schools receive instruction in their native language throughout the foundation phase (Grades R–3), however, this practice ends in the intermediate phase (Grades 4–6) and beyond (Department of Basic Education (DBE), 2010). While 80% of children in the foundation phase receive education in their native language, fewer than 30% persist in learning in their home language during the intermediate phase and subsequent levels (DBE, 2010). Mda (2004) acknowledged that language is essential to learning and underscores the important link between



linguistic recognition and basic human rights. The language rights specified in Section 6 of the South African Constitution (1996) and the Language in Education Policy (Department of Education (DoE), 1997) are shaped by the views on language expressed in the Constitution (Mda, 2004).

Disregarding an individual's language, culture, and history in an educational setting may lead to a degrading experience. Bartolomé (1994) argued that a humanising pedagogy may be realised by considering the environments, backgrounds, and viewpoints of learners. Mother tongue comfort signifies the joy of employing one's own language, which allows a person to feel truly themselves while immersed in their expressions and thoughts (Childs, 2016). Zinn and Rodgers (2012) asserted that both learners and teachers benefit from acknowledging their identities and competencies. As stated earlier, most learners and teachers in South Africa employ their primary language in foundation phase environments, hence simplifying the acquisition of linguistic and conceptual skills with relative ease. The shift from Grade 3 in a home language to education in a different language eliminates the familiarity of the known language.

Translanguaging may function as a deliberate and systematic approach to augment the use of the mother tongue or primary language inside the intermediate phase. The native language can thus function as a medium for the requisite educational language. The aim would thus be bilingualism or multilingualism rather than prioritising competency in the LoLT. Bilingual or multilingual individuals have a unique approach to interacting with people who understand the same languages. They can articulate responses with sophistication, in stark contrast to the limited communication abilities of monolingual individuals (García, 2009). "On being a multilingual being" elucidates the fluid interaction possible as languages proficiently and effortlessly emerge from the speaker's mouth. Implementing a humanising pedagogy requires "listening closely, being present, communicating, and paying attention" (Zinn & Rodgers, 2012, p. 87).

Translanguaging, as a multilingual tool, can augment an individual's presence in interpersonal encounters. Implementing emancipatory linguistic practices in educational contexts presents numerous problems. Heugh (2015, p. 280) cautioned that "multilingualism, especially in education, signifies various interpretations across distinct contexts". Thus, understanding the social context in which languages are employed is crucial (Hoadley, 2011). Teachers, not curriculum policymakers, determine classroom dynamics and their experiences require thorough examination.

In “*A Cry from the Classroom*”, Childs (2016) depicts the challenges encountered by teachers through vivid imagery of violence: they are bludgeoned and bruised, battered and broken, sliced and slashed, scarred and scraped, emphasising their fragility and insufficiency.

The teacher’s identity is diminished when they fail to meet the needs of learners and the curriculum. This shortcoming frequently emerges in the inadequate implementation of multilingual pedagogies, such as translanguaging. Although studies continually acknowledge the need of translanguaging, instructors often display diminished enthusiasm for its application. Besides time limitations, some conceptualisations of language practice also provoke resistance to translanguaging. When languages are viewed as rigid systems with fixed boundaries, it becomes difficult to recognise the fluid interchange among them. The impact of linguistic viewpoints from the Global North continues to be substantial in South African curricular materials and pedagogical methods. Conceptualisations of language as separate and independent entities, developed in Europe around the late 19th century, persist in shaping present language practices. These views are challenged by a more sophisticated understanding and utilisation of language that originated in Africa (Heugh, 2015). Traditional language training isolates languages to avert the pollution of their original forms (García, 2009; Makalela, 2015). Conversely, contemporary language education approaches promote the amalgamation of languages, acknowledging the significance of dynamic linguistic practices in authentic communication (García, 2009; García & Wei, 2015; Heugh, 2015; Hornberger, 2006; Hornberger & Link, 2012; Link, 2018). Expanding upon a previous collaboration with Hornberger, Link (2018) contends that translanguaging must be adopted not merely as a classroom technique, but as a vital teaching approach that challenges monolingual ideas and validates learners’ linguistic identities. Notwithstanding this, the South African educational curriculum persists in categorising languages into home language, first additional language, and second additional language, thereby, supporting the notion of languages as discrete and independent systems. This method does not accurately represent the linguistic experiences of learners and educators, whose daily lives entail continual interactions among languages.

In response, experts promote a more humanising pedagogy that respects the complete humanity of both educators and students. Del Carmen Salazar (2013) underscored the importance of a humanising pedagogy for the success, well-being, and



resilience of both teachers and learners. This pedagogy, shaped by Freire's principles, allows teachers and learners to develop into more complete social, cognitive, and transformative individuals actively participating in the world (Freire, 1972). "More fully human" emphasises that incorporating an individual's language, culture, and history in the classroom promotes fulfilment and well-being (Childs, 2016, p. 36). Translanguaging strategies enable fluid transitions between domestic and academic languages. This liberating process promotes and enhances learning.

The use of the translanguaging approach as a supportive strategy in multilingual classrooms is generally impacted by external challenges related to the South African socioeconomic macroclimate, which profoundly influences the teaching and learning process, including outcomes (Omotoso & Koch, 2017). Consequently, the translanguaging strategy has significantly enhanced learners' social and academic experiences by providing support and facilitating the learning process in classrooms (Cummins, 2019; García, 2019; Ncobo et al., 2016; Omidire, 2019a). The current study's findings indicate that translanguaging has been fundamental in promoting inclusive communication and maximising learner involvement in classrooms. This method served as a crucial support resource by integrating various languages, hence enhancing the learning process and comprehension among superdiverse learners in bilingual classrooms (Leask, 2019). The implementation of translanguaging in classrooms fostered a sense of belonging, confidence, and comfort; enhanced learner-teacher relationships; promoted active learner participation; bolstered self-efficacy; cultivated a sense of self-identity; clarified concepts; increased subject interest; engendered a positive attitude towards learning; facilitated inclusive communication; improved academic performance; and embraced learner diversity (Makalela, 2018).

Teachers' and learners' experiences in superdiversity classrooms

Research has shown that teaching in superdiversity contexts where multiple African languages are used as LoLT, has become a new and innovative pedagogical approach in South African schools (Gobodwana, 2023). Translanguaging is one of the effective approaches employed in the classroom to promote inclusive pedagogy and learning, in particular communication (García, 2023). This approach is used for content clarification as well as maximum learner participation. According to García (2023), this approach was very helpful and learners were able to clarify certain words of information in their respective languages especially if they did not understand in English. This presupposes a specific degree of expertise in those languages. Research by Mgiijima and Makalela

(2016) recognised IsiXhosa as one of the most intricate African languages, posing comprehension challenges for some learners, even among native speakers. Ngcobo et al. (2016) similarly articulated apprehension that students with inadequate competency in their African languages may experience exclusion during classroom instruction and learning. These studies emphasise that although translanguaging is frequently seen as a novel instructional approach, its efficacy is contingent upon learners' linguistic proficiency and the wider social environment. Consequently, it is essential to acknowledge translanguaging not alone as an instructional strategy, but as a social accomplishment that arises from and strengthens learners' cultural and linguistic identities. Translanguaging involves an individual's utilisation of their many linguistic resources for communication, as well as the collaborative interplay between languages, wherein meaning is co-created with others (Ticheloven et al., 2021).

Teachers in global, regional, and national educational systems encounter a variety of sociocultural and linguistic diversity among ethnic groups of learners (Krause & Prinsloo, 2016). This requires the teachers to be ready and trained to teach in such classrooms and be willing to allow learners to speak and learn in their languages that the teachers are not familiar with (Gobodwana, 2023). In one study, teachers regarded the implementation of translanguaging in multilingual classrooms as being very efficient (Feller, 2021). Consequently, this research showed that translanguaging is the most strategic resource to be used daily in multilingual classrooms as a method of leveraging the learners' linguistic repertoires that develop inclusive learning and communication (Gobodwana, 2023). Translanguaging has been regarded as an educational approach that compliments the learners' linguistic interiors (García & Wei, 2018).

According to Charamba (2022), translanguaging promotes maximum participation, supports translanguaging practices, and improved academic performance. This suggests that translanguaging is the most effective method for instruction in schools when some learners lack proficiency in the language of instruction (Bonomi, 2020). It is believed that using translanguaging, learners develop their multilingualism and become proficient without compromising the development of English language proficiency (Ndhlovana & Charamba, 2023).

Teacher and learner attitude towards translanguaging

According to Makalela (2015), when multiple languages are used for teaching and learning, subject interest and content comprehension increases among learners.



This method has demonstrated efficacy in enhancing inclusive communication and reducing academic challenges or failures due to a comprehensive knowledge of the concepts (García, 2023). Research indicates that the language attitudes of both teachers and learners may vary due to distinct contextual circumstances, including professional, personal, and institutional influences (García, 2023). Teachers must maintain a positive approach towards translanguaging to foster a peaceful classroom environment, particularly in the context of superdiversity (Bialystok, 2018; Ismaili, 2015). While most teachers involved in the current study had a favourable disposition towards translanguaging, research indicates that participants in previous studies demonstrated both negative and positive attitudes towards the practice.

Despite the minor challenges teachers may encounter, they must retain a cheerful demeanour to foster an enjoyable classroom environment, while acknowledging the linguistic variety among learners (Bialystok, 2018; Ismaili, 2015). When teachers engage with learners during lessons, by permitting them to utilise their complete language repertoire, they facilitate the occurrence of translanguaging, which fosters positivity among learners and leads to progressive classroom lessons (Omidire & Ayob, 2020). While some researchers contend that translanguaging poses a threat to legacy languages, García (2023) asserts that it is the most crucial approach for culturally superdiverse learners to communicate effectively within a learning environment. The current study indicates that although all the learners had positive feelings towards the general implementation of translanguaging in the classroom, some learners underrated the usage of their ethnic tongues (García, 2023). Their reason for undervaluing their indigenous languages was that they regarded them as a problem instead of a strategy and resource used to improve learner academic performance and maximise their participation during teaching and learning (García, 2023).

The effect of translanguaging on communication

To realise its transformational potential, translanguaging must provide multilingual and bilingual learners with the same opportunities afforded to monolingual learners (Wei & García, 2022). Language, race, and gender must not perpetuate divisions that result in disparities in education (Wei & García, 2022). Historically, numerous African languages have been segregated due to ethnic, cultural, and linguistic disparities; however, through translanguaging, these languages are acknowledged and utilised in educational settings as resources to augment academic interactions and understanding of concepts in multilingual classrooms (Charamba, 2021).

History has shown that language has never been an obstacle to formation of new relations among people from different races and ethnicity (García, 2023). This was proven by the Mapungubwe and Monomotapa people who had linguistic diversity, but had built relations through trade and interethnic marriages (Manyanga & Chirikure, 2019). This is demonstrated in the present study as learners differed linguistically, however, were able to work together using different languages, not forgetting that some of the learner's parents are married to foreign nationals and yet are able to communicate and live together. The use of, and interconnection between languages is endorsed by the Language Policy of 2020, whereby multilingualism is promoted in South African institutions of higher learning. Translanguaging procedures encompass the enhancement of receptive and productive skills through communication and written text methods, enabling learners to practice utilising many languages (Makalela, 2015).

Translanguaging is used in multilingual classrooms where learners are afforded a chance to utilise their complete linguistic capabilities (Nyimbili & Mwanza, 2021). The advantage of translanguaging is that it reduces limitations among languages and disturbs language fixity in monolingual classroom practices (Carrim & Nkomo, 2023). It encourages uniform structures to allow active communication and participation through the learners' indigenous languages in the English classrooms for which they are also advised to use both their indigenous language and English (McKinney, 2020). Social inclusion allows learners to communicate and reach out to one another on a personal and family level, which helps learners to become close, socialise linguistically, and share their heritage, which ultimately enables translanguaging among them (McKinney, 2020). A study conducted by Sefotho (2022) at two South African primary schools, investigated the application of Ubuntu translanguaging as a systematic method to enhance multilingualism. The research employed semi-structured interviews and classroom observations to examine educators' integration and comprehension of language policy in fostering multilingualism. The teachers still experience some challenges in navigating effective methods of teaching through translanguaging and thus, recommend the use of the Ubuntu translanguaging approach, which is a structured method of teaching and learning in African languages. This approach was endorsed by Makalela (2016), who believes that it fosters inclusion in society. This indicates that the concept of employing translanguaging in South African languages inside multilingual classrooms should serve as a resource to foster inclusion within society, aligned to language in education policies of the country (García, 2023). It has also been found



that translanguaging empowers a harmonious environment, supportive of the learners' learning, and making them feel included (Omidire & Ayob, 2020). Moreover, the affordances of distance education can be employed for in-service teacher training and teacher professional development to enhance teachers' understanding of best practices in the implementation of translanguaging as a multilingual pedagogy. According to research conducted by Ndhlovana and Charamba (2023), utilising a translanguaging approach in multilingual classroom encourages the beneficial development of social and cognitive outcomes. Translanguaging requires transformation and decolonisation in the educational context, offering prospects for the formation of identity and providing a safe and positive linguistic experience for learners (Ndhlovana & Charamba, 2023). This perception challenges monoglossic philosophies that are prevalent in South African classroom contexts. The translanguaging method allows language diversity, and disregards language inequalities and hierarchies, because of its suppleness and dynamic nature (Ndhlovana & Charamba, 2023).

Translanguaging benefits

Translanguaging is not merely the incorporation of many designated languages into classroom practice; rather, it is fundamentally “reconstitutive and transformative of the power relations between the named languages in society” (Wei & García, 2022, p. 322). According to Wei and García (2022), it is important to understand translanguaging and its potential to decolonise education, especially because teachers focus only on the institutional LoLT; thus, teachers must fully engage learners' full repertoire. Overall, inclusive educational practices can be developed, and such practices should not categorise the languages of multilingual learners as primary or native vs supplementary or additional (Wei & García, 2022). The implementation of translanguaging during teaching and learning has been shown to be effective and efficient to the learners, as they understood better and enjoyed being taught, since multiple languages were used to assist them (Wei, 2011).

Translanguaging is emphasised as enabling learners to have a sense of acceptance in the multilingual classroom, and learners react positively to this approach (García et al., 2017). According to Probyn (2019), most South African learners are multilingual and speak African languages, however, power and recognition is given to English, which is aligned to their school language policies. The learners' multilingual abilities are influenced by their diversity, economic factors, and urbanisation; therefore, the concept of translanguaging plays an influential role, emanating from the sociocultural

factors (Bourdieu, 1991). When translanguaging is implemented in the classroom, collaboration and association are developed among learners, and meaning-making is created effectively (Mgijima & Makalela, 2016). Translanguaging allows for learners to leave the constraints of one particular language, and additionally permits them to use any of the languages they are familiar with to make educational meaning of academic concepts (Makalela, 2015).

Translanguaging is important and beneficial to learners, because it gives them a sense of self-identity and belonging, and stimulates team work and social cohesion (García, 2023). When multilingual learners from the same contextual backgrounds, including the teachers, are placed in the same classroom setting, a non-threatening, but harmonious and learning effective environment is activated (Omidire, 2019a). Permitting learners to utilise their native languages in the classroom, fosters a positive educational environment, social space, and instructional classrooms, which support creativity and innovation from learners (Leask, 2019). It further allows learners to communicate and represent their morals and identities more efficiently (Kepe & Linake, 2019). The creativity and critical thinking of multilingual learners should be allowed to flourish as they develop their own comprehension skills through their unique language use (Wei & García, 2022). According to Shohamy (2013, p. 229), “translanguaging is one such example of moving freely within, between and among languages”.

According to Williams (2002), translanguaging is a multilingual educational approach that employs many linguistic strategies, wherein teachers, as facilitators of information, endeavour to create bilingual and multilingual opportunities for learners, considering their cultural backgrounds, identities, and the learning environment. Adamson et al. (2019) suggest that this provides the learners the opportunity to discuss educational concepts. To this end, translanguaging in the context of the present study advocated the development of inclusive communication during teaching and learning, which improved learner participation and subject interest with the teachers facilitating learning. Numerous scholars have emphasised that translanguaging enables learners to utilise their linguistic resources to facilitate teaching and learning, hence enhancing their comprehension of the subject matter or concepts being presented (García, 2019; Garcia & Wei, 2014; Lewis et al., 2012; Wei & García, 2016).



Study purpose

The objective of this research was to examine translanguaging as leverage for developing inclusive communication in the superdiversity contexts of inner-city schools. This research also aimed to explore and elucidate educational challenges and concerns from various perspectives during translanguaging strategies, particularly educational concepts. The research sought to understand the extent to which translanguaging strategies are significant; their advantages and disadvantages were explored, with a focus on inclusive communication. The guiding research question was: How can translanguaging serve as leverage for developing inclusive communication in the superdiversity contexts of inner-city schools? A qualitative approach was employed to address the research topic.

Participant selection

Participants were selected from two South African inner-city schools (A and B). The two participating schools were selected through purposive sampling. English serves as the medium of instruction in both schools, which were chosen based on their diversity, as they have learners of multiple races from different provinces of South Africa as well as from outside the country. The selected participants were eight middle school teachers with teaching experience in diverse inner-city schools, all of them second-language teachers employed in fee-paying public schools in Pretoria, and 33 Grade 8 learners aged from 13 to 15 years old from schools A and B, as they have been exposed to a second language for several years and are expected to be proficient at this level (Cummins, 2019). The participants were chosen according to their multilingual capabilities in superdiversity schools. Table 1 below provides more details of the participants' characteristics.

Table 1: Selection of participants

Case	Participant Count	Educational Level Taught	Teaching Experience (years)	Data Origin
School A	Four (4) teachers	Grade 8	1–36	Semi-structured interviews Questionnaires
	Eighteen (18) learners	Grade 8 learners (aged from 13 to 15 years)	N/A	Focus group discussions Questionnaires
School B	Four (4) teachers	Grade 8	1–20	Semi-structured interviews Questionnaires
	Fifteen (15) learners	Grade 8 learners (aged from 13 to 15 years)	N/A	Focus group discussions

Study context

The current study was conducted in Pretoria, South Africa at two urban high schools located in distinct areas of the city. School A is situated on west side of the city, and School B is in the Pretoria CBD. This research was conducted in school terms two and three of the academic year; term 2 runs from April to June, while term 3 runs from July to September. Most learners attending these schools were from the local vicinity. Some walked to school, some used taxis and buses, and others were dropped off and collected by parents. The learners represented diverse cultures, religions, and ethnicities and were from South Africa and countries such as Zimbabwe, and the Republic of Congo. The languages spoken included Shona, Tsonga, French, isiZulu, and many other African languages. All these data were obtained through questionnaires. The teachers' home languages were also diverse, and included Shona, Afrikaans, English, Tsonga, Ndebele, and isiZulu. The two schools involved in this study are tuition-based high schools located in urban areas. The schools have limited resources, and the classrooms are of moderate size, equipped with certain teaching and learning materials such as charts on the walls, and projectors, although some are not



working. The schools are very big and open, with educational facilities separate from the playgrounds, resulting in minimal noise levels at both institutions. The learners were well disciplined.

Data collection approaches

The Institutional Ethics Review Committee of the University of Pretoria granted approval to conduct the research. Permission was also obtained from the Gauteng Department of Education, and the principals of the two participating schools. Informed consent was obtained from the eight teachers as well as the 33 learners of the schools and their parents. Both the study's participants and the participating schools will remain anonymous and confidentiality will be exercised in all aspects. The participants' responses were audio and video recorded with their permission.

Information was gathered through focus group discussions, semi-structured interviews, workshop, classroom observation, field notes, and questionnaires. A workshop was conducted in each school with all the participating teachers, on translanguaging and how to implement it in the classroom. Videos on translanguaging were played for participants to enhance their understanding. Sixty questionnaires (30 for teachers, 30 for learners per school) were given to potential participants at each participating school to complete individually as a way of collecting their biographic information. Only the teachers and learners who returned the questionnaires participated in the study. Most of the participants did not complete the questionnaires due to their unwillingness to participate. The questionnaires assisted in identifying participants and understanding their background. Semi-structured interviews were conducted using audio and video recording to explore in-depth knowledge, understanding, thoughts, feelings, and attitudes on the use of translanguaging as leverage for developing inclusive education.

Focus group discussions were conducted using audio and video recording with the 33 participating learners across both schools, with two groups per school. One lesson was observed using audio recording, focusing on the implementation of translanguaging, learner response, attitudes and feelings, and the teacher's teaching and learning methods applied. Field notes were employed to document observations during interviews, focus group discussions, workshops, and classroom observations. Furthermore, a researcher's reflective notebook was employed as a mechanism to contemplate the study's procedure, facilitating necessary adaptations and modifications

(Maree, 2010). A reflective notebook was utilised to document observations, reflections, and opinions during the intended study. This reflective notebook fostered reflexivity and mindfulness by enhancing awareness to individual prejudices and preconceptions.

Thematic analysis was employed to identify, examine, and document the themes and sub-themes that arose from the data. The textual data was analysed to gain a deeper understanding of translanguaging as a tool for fostering inclusive communication in the superdiverse environments of urban schools. Colour coding was employed to distinguish the identified themes and subthemes. The inductive analysis facilitated the identification of the categories relevant to the topic of teachers and learners.

Findings and discussion

Positivity and improved learner participation

Findings from this study show that even though some learners had challenges with speaking their own languages, use of the translanguaging approach was beneficial, as some concepts were clarified and interpreted through numerous languages. This was also helpful to learners in the English medium of instruction who are not proficient in the LoLT. There was a notable contradiction from the learners, as they acknowledged the use of linguistic diversity in the class as being very helpful to them, in particular in concept clarification; they developed a greater subject interest, a positive attitude towards learning, inclusive communication, improved learner participation, learning about different cultures and languages “*You get to learn other languages*” (L4, FGD3B, R234); “*You also learn their culture*” (L3, FGD3B, R238), and improved relationships with their peers and teachers. The contradiction was that, while learners need to use diverse languages for learning, they felt this detracts from their opportunities to learn and speak English, which they believe essential for global interaction. “*Yes, because if they don’t learn English now, and let’s say we go out into the world, they are going to, the knowledge that they’ve learnt at school with that language, and if they had to communicate with another person, let’s say from the States or anywhere, they wouldn’t be able to interpret it*” (L5, FGD3B, R123). The lesson observation has shown that teacher 2 still confused translanguaging with direct translation/code-switching. The findings showed that the teacher was teaching the learners in Afrikaans and giving them direct translation to English, she was also code-switching along the lesson. “*Okay, translate (vertaal). The room is where it’s taking place (die kamer is waar dit plaasvind). They act (hulle tree op)*” (T2, LO, R5).



The South African Constitution states that every learner is entitled to be educated in their home languages; however, both these schools are using mainly two languages, English (home language) and Afrikaans (first additional language), in which most learners are not proficient. Using translanguaging, inclusive communication, learner confidence, subject interest, and positive attitudes were developed and active participation “*It’s what we need because ge o bua Sepitori (when you speak sepitori)? E tlisa vibe ya gore o kgone go enjoy lesson (it brings a vibe in the class during lessons)*” (L8, FGD1A, R50). Teacher 4 further emphasised that concepts are “*easily explained or better understood if there was reference to child’s home language spoken*” (T4, SA, R14). Translanguaging stimulated flexibility, positivity, and creativity among learners. A sense of belonging and learner self-identity was recognised using this method, which also stimulated maximum participation. This approach also gave both teachers and learners exposure to new languages and improved their listening skills. One teacher emphasised that “*sometimes there are some things that you might explain better in your own language. So, I believe that people should be given that opportunity to express themselves in their language where they feel comfortable...*” (T5, SB, R42). The study showed that as per the participating teachers’ and learners’ responses, they found it beneficial when using a translanguaging approach in the classroom, which was further emphasised by learner 1 who indicated “*...because it creates interest...*” (L1, FGD1A, R78), teacher 3 also appreciated the approach as the participant felt that learners have really improved “*...now it’s finally coming together...*” (T3, SA, R70) emphasising that the pedagogy enhanced educational results and classroom interactions.

Improved communication

Findings from the current study show that the participating teachers showed a positive attitude towards the implementation of translanguaging. They were comfortable and preferred this notion to monolingual teaching, as it built inclusive communication. Through the implementation of this approach, the teacher participants witnessed maximum learner participation; learners were comfortably and confidently able to express themselves during teaching and learning. This is complemented by teacher 3’s response who highlighted that “*...The benefit to the kids was to understand it better, you know my father used to work on the mines and they have a language like, almost like a trans language which they call “Fanagalo”, which was a mixture of a lot of African languages, everybody, even the white people working on the mines could understand it and it just made it easier to communicate ...*” (T3, SA, R22). Two participating teachers, however, had

concerns when learners used their multiple languages in the classroom, especially when they do not know the learners' languages, and were fearful of losing track of learner discussions and being unable to properly facilitate the learning process. The participants' concerns were influenced by the complaints from the learners that some of the learners laughed at their languages and gossiped about them taking advantage of the fact that these learners do not understand their languages.

The findings further indicate that all the participating learners acknowledged that using translanguaging in the classroom helped them communicate better, as they can actively participate, express themselves, and easily understand the subject content. Some believe that utilising their native languages has facilitated prompt responses to inquiries, enhanced communication, clarified concepts, ensured mutual understanding, encouraged questioning, and articulated thoughts effectively, provided support during challenges, and fostered comprehension among individuals. Although some learners did not appreciate the use of ethnic tongues as a support structure to maximise their participation and communication, *"Sir because... We can talk to each other mostly, you know. When I say something to them, it's like, ah, what is he saying?"* (L8, FGD3B, R88), research shows that when using the translanguaging approach, learning is simplified, and there is a thorough comprehension of academic concepts.

It has been found that learners used their multimodal language ranges efficiently to communicate and interrelate, with improved levels of communication and enjoyment among them (Carrim & Nkomo, 2023). Consequently, translanguaging nurtured learners' creativity and stimulated them to exceed expectations. The use of their full language range empowered learners to use their personal background, familiarities, and multilingual thoughts in the classroom (Carrim & Nkomo, 2023). The outcomes of the research have demonstrated that when flexibility among pupils through their diverse languages is allowed, creativity and improved communication are stimulated, as well as an increased participation in the classroom. Consequently, these findings indicate that translanguaging could be more extensively included into classroom practices across various educational settings.

Evidence indicates that translanguaging tactics and approaches can be integrated into the foundation phase to enhance learners' reading skills, as demonstrated in the research review (García & Lin, 2017). Teachers can discover pupils' background knowledge by concurrently utilising their heritage language and English, contrasting the two languages and employing intercultural and multilingual reading resources.



Utilising learners' backgrounds and incorporating texts that resonate with their experiences, establishes a connection to the material, so rendering the subject more relevant and improving reading comprehension (Carrim & Nkomo, 2023). Furthermore, learners' English vocabulary can be enhanced by home languaging, the application of translations, the incorporation of texts in learners' home language and English, the utilisation of multilingual resources, and the employment of learners' multimodal semiotic repertoire. Utilising terminology from learners' heritage languages and employing translations during and post-reading helps enhance speaking and listening abilities as well as comprehension of the text. Learners may consult the texts in their home language to comprehend the meaning of a word in the English text (García, 2023). Employing a bilingual print environment that incorporates vocabulary from learners' home languages and English helps enhance learners' English vocabulary. Moreover, the teacher can leverage learners' multimodal semiotic resources by employing gestures, visuals, facial expressions, and bodily movements to enhance the understanding of English vocabulary and subsequently, English reading comprehension. Overall, the findings of the current study suggest that implementing translanguaging in multilingual classrooms enhances inclusive participation, deepens conceptual understanding, and fosters a good learning environment. Although educators and students predominantly regarded the method favourably, certain apprehensions regarding linguistic exclusion and facilitation difficulties were also articulated.

Improved relationships

The findings from the current study show that most of the participating learners differed culturally, biologically, demographically, and linguistically. The linguistic diversity among them was deep, however, the learners have found ways to navigate communication gaps among them in the classroom through translanguaging. The findings show that there was a developed sense of cultural and linguistic differences, improved social cohesion, respect and discipline, positive learner behaviour, and a change in stereotypes and negative perceptions about other people's cultures and languages *"It doesn't have any effect on us because you can learn from different people. It educates you about other people... Culture, religion, and all of that."* (L9, FGD1A, R122). The learners all began to learn their peers' languages and culture *"And you get to learn, like, other languages from other kids"* (L9, FGD1A, R76).

Moreover, the teacher might encourage learners to utilise their entire semiotic repertoire during tale re-enactments to enhance reading comprehension. Learners can acquaint themselves with the structural elements of the English language by employing multilingual resources and utilising their native language. The use of multilingual texts and a multilingual print environment enable learners to analyse phonology, morphology, syntax, and semantics across different languages. Furthermore, by employing their home language, children can improve their comprehension of English language structure. Employing advanced cognitive skills and engaging prior information can enhance learners' verbal reasoning capabilities, hence improving reading comprehension.

The learners' past knowledge aids inferences, hence improving verbal reasoning and reading comprehension. The improvement of learners' oral language abilities can be accomplished by employing their heritage language in discussions and explanations, while juxtaposing the language of intake and output to promote deeper understanding. Employing diverse multilingual resources enhances learners' English literacy ability. The learners' literacy competence includes a comprehension of print concepts and genres. The use of multicultural texts, materials written in learners' native languages and English, together with a bilingual, print-rich environment, is beneficial in this setting. Teachers may create a multilingual reading nook comprising books from various genres to improve learners' reading and writing skills. Knowledge can enhance learners' verbal reasoning skills, hence enhancing reading comprehension.

The study's findings indicate that despite the drawbacks of translanguaging such as time consumption, uneven language usage in the classroom, and the involvement of teachers untrained in multilingual instruction or superdiversity, the eight participating teachers acknowledged that a translanguaging approach has been useful in terms of facilitating the teaching and learning process "*There is social...It improves the social relationships*" (T8, SB, R38). This is complemented by the response from the 33 participating learners who also agreed that the approach has afforded them the opportunity to freely communicate and actively participate in the classroom activities. Learners indicated that they felt "*included*" during teaching and learning "*Because we understand what he or she says*" (L7, FGD1A, R87). This method is important as it minimises disorder in the class, bridges the communication gaps, and further curbs many academic exclusions and challenges. Of the 33 learners, only four found it useful, however, complained about time consumption "*Because it's a waste of time*



explaining one thing in different languages” (L8, FDG2A, R 147), “It takes a lot of time and energy” (L2, FGD2A, R179); including language and religious imbalances “Yes, for some of us. We have Indians at school; we might not consider that religion because we say we are Christian. We have also Muslim people and we don’t consider their religion as well” (L4, FGD2A, R183); in the classroom as other languages are completely unknown to the rest of the learners, therefore they felt that their languages are not acknowledged. One participating teacher appreciated the approach, but was concerned that during assessment only English is used for which the participant wished that diverse languages should be used to enable comprehension of the assessment by learners “And I’ve seen it has also helped make them understand when their mistakes occur. But my main point is, it cannot be 100% the other language, if they are going to be assessed in another language. So, I don’t know if I’m making sense” (T8, SB, R18). The findings of the current study indicate a necessity to rectify inconsistencies and to re-evaluate a comprehensive analysis of classrooms (García, 2023). To this end, there is a need to accelerate translanguaging in schools as the use of this approach fostered open-mindedness, a sense of belonging and confidence, and improved inclusive communication in learners. The findings show that social cohesion was developed including improved relationships and collaboration among learners and teachers.

Based on the responses from the participating eight teachers and 33 learners, the findings revealed participants’ recognition of the pedagogical advantages of translanguaging, including concept clarification as the learners could better understand the concepts taught using diverse languages. The participating 33 learners further indicated that they experienced increased motivation and interest in the subject, enhanced their engagement during the lesson, and increased learner participation. Of the 33 learners, 30 learners felt the acknowledgment of identity, appreciated inclusive communication in class, and appreciated the linguistic and cultural diversity. All the participating teachers and learners acknowledged that it strengthened learner-teacher relationships, and a heightened sense of belonging “*We learn new things every day*” (L5, FGD2A, R206); “*We learn about other people’s culture. You learn about other people’s culture. We embrace other people’s culture*” (L1, FGD2A, R210). García (2023) asserts that both teachers and learners can get a more profound sense of humanity whenever their customs, traditions, and heritage are acknowledged and embraced within the educational environment. Arts-based methodologies, including poetic inquiry accompanied by pictures, were employed to bolster the case for integrating a translanguaging method into educational institutions and teacher education curricula.

Expertly crafted photos and writing can profoundly affect the viewer emotionally and intellectually (García, 2023).

The significance and impact of this investigation reside in the redefinition, scrutiny, or validation of fundamental aspects of the teaching and learning experience in multilingual classrooms. According to García (2023), the poetry featured also demonstrated that an innovative linguistic activity like translanguaging, is not a simple solution. Research shows that poetry and imagery served as poignant reminders that failing to accommodate learners and their identities dehumanises them, reducing them to mere reflections of their former selves (García, 2023). This context-specific endeavour encourages all participants to extract what aligns with their experiences and apply the insights to enhance educational methods in various settings. Insights into translanguaging provide a pragmatic approach to fostering more humane teaching and learning experiences in multilingual classrooms. Translanguaging is presented as an educational tool to harness the diverse linguistic and cultural assets that learners and teachers contribute to classroom environments.

Contribution and limitations of the research

The findings of the current study indicate that teachers acknowledge that there is a need for the implementation of translanguaging, as it has proven to be an effective strategy for teaching multilingual learners. Consequently, to enhance translanguaging, teachers should allow learners to fully optimise their linguistic repertoires and incorporate multilingual resources, multilingual writing activities, as well as multilingual reading groups or circles. Even though they are restricted by the schools' language policies, teachers firmly believe that the language policies should be amended to allow for efficient teaching and learning. The current study has shown that when learners are afforded the privilege to freely utilise their full linguistic repertoire through the process of teaching and learning, they become more active, their communication improves, and they perform well, as they can use their authentic voices. The study contributes to the knowledge on the use of translanguaging as leverage for developing inclusive communication in superdiversity classrooms for effective teaching and learning. Furthermore, the study shows that it is important that the education system regards linguistic diversity as a resource, rather than a challenge. Consequently, the Department of Education is required to redevelop new multilingual policies that allow for the implementation of translanguaging which will have implications on assessment tasks, time allocation of lessons, and resources such as multilingual textbooks and qualified



teachers. The current study will also assist the Department of Education in providing the necessary resources to ensure the smooth implementation of translanguaging in South African schools. A limitation of this study is that it was carried out in only two urban schools within a designated district. The limited sample size may render the results non-generalisable to other contexts within the same geographical region.

Conclusion

The findings of the current study have shown the significance of the use of translanguaging and suggest that it is beneficial since it contributes positively to learner communication, participation, and performance. The study concurred with the findings from earlier research that indicated that utilising multiple languages in education enhances learner engagement; learners become more interested, positive, creative, and flexible, and most importantly, develop a deeper comprehension of the content or subject matter (Makalela, 2015). The current study has shown the positive influence of using the translanguaging approach in the classroom to facilitate learning and providing support to learners. This contributed to the alleviation of negative perceptions regarding the use of African languages for classroom instruction by learners; instead, learners appreciated and preferred this method as they enjoyed learning.

The current study revealed the challenges faced by both teachers and learners in the classroom, such as socioeconomic challenges, language policies, and social challenges. The study has closed a gap in the research literature by focusing on Grade 8 learners, as most prior research focused on higher grades and institutions. The use of translanguaging is, thus, recommended as part of the curriculum across the country and globally, as a way of improving teaching and learning in multilingual classrooms. Language policies should move away from monolingual pedagogies to multilingual ones. Translanguaging should be recognised as an effective strategy to be used in superdiverse classrooms across the curriculum. This research also recommends the integration of technology, which includes multilingual translating audio/videos, digital learning, and resources like textbooks being considered. Furthermore, one of the ways teachers could be supported to adopt the implementation of translanguaging is through distance education which provides an easily accessible way for further training, development, and support. It is recommended that future research should focus on the types of language policies that would best suit superdiversity classrooms where a translanguaging method is used, models of distance education that can be used, as well as the integration of the translanguaging method with assessment activities.

References

- Adamson, J.L., Coulson, D., & Fujimoto-Adamson, N. (2019). Supervisory practices in English-medium undergraduate and postgraduate applied linguistics thesis writing: Insights from Japan-based tutors. *Asian Journal of Applied Linguistics*, 6(1), 14–27.
- Alexander, N. (2012). The centrality of the language in the social sciences and humanities in post-apartheid South Africa: Revisiting a perennial issue. *South African Journal of Science*, 108(9).
- Ayob, S. (2020). *The utilisation of translanguaging for learning and teaching in multilingual primary classrooms*. Doctoral Dissertation, University of Pretoria. Pretoria.
- Bartolomé, L.I. (1994). Beyond the methods fetish: Toward a humanizing pedagogy. *Harvard Educational Review*, 64(2), 173–194.
- Benson, C. (2004). *The importance of mother tongue-based schooling for educational quality*. Paper commissioned for the EFA Global Monitoring Report 2005, The Quality Imperative. Retrieved from <http://unesdoc.unesco.org/images/0014/001466/146632e.pdf>
- Bialystok, E. (2018). Bilingual education for young children: Review of the effects and consequences. *International Journal of Bilingual Education and Bilingualism*, 21(6), 666–679.
- Bonomi, M. (2020). Mi (s) Lengua (s): Educational paths for Hispanic students within Italian schools. *Journal of Multilingual and Multicultural Development*, 41(1), 45–58.
- Bourdieu, P. (1991). *Language and symbolic power*. Harvard University Press.
- Carrim, A., & Nkomo, S.A. (2023). A systematic literature review of the feasibility of a translanguaging pedagogy in the foundation phase. *Journal of Languages and Language Teaching*, 11(2), 195–210.
- Charamba, E. (2021). Leveraging multilingualism to support science education through translanguaging pedagogy. In S. Karpava (Ed.), *Handbook of research on multilingual and multicultural perspectives on higher education and implications for teaching* (pp. 279–296). IGI Global. https://www.researchgate.net/publication/358810158_Leveraging_Multilingualism_to_Support_Science_Education_Through_Translanguaging_Pedagogy
- Charamba, E. (2022). Bridging discourses in science education through translanguaging amongst sixth-grade students in the Free State Province. *Journal of Educational Studies*, 21(3), 26–46.



- Chikiwa, C., & Schafer, M. (2016). Teacher code-switching consistency and precision in a multilingual mathematics classroom. *African Journal of Research in Mathematics, Science and Technology Education*, 20(3), 244-255.
- Childs, M. (2016). Reflecting on translanguaging in multilingual classrooms: Harnessing the power of poetry and photography. *Educational Research for Social Change*, 5(1), 22-40.
- Cummins, J. (2019). Should schools undermine or sustain multilingualism? An analysis of theory, research, and pedagogical practice. *Sustainable Multilingualism*, 15(1), 1-26. <https://doi.org/10.2478/sm-2019-0011>
- Del Carmen Salazar, M. (2013). A humanizing pedagogy: Reinventing the principles and practice of education as a journey toward liberation. *Review of Research in Education*, 37, 121-148.
- Department of Education (DoE). (1997). Language in education policy. <https://www.education.gov.za/Portals/0/Documents/Policies/GET/LanguageEducationPolicy1997.pdf?ver=2007-08-22-083918-000>
- Department of Basic Education (DoBE). (2010). *The status of the language of learning and teaching in schools: A quantitative overview*. Pretoria, South Africa: Department of Basic Education.
- Feller, N.P. (2021). Translanguaging and scaffolding as pedagogical strategies in a primary bilingual classroom. *Classroom Discourse*, 13(3), 312-335. DOI: 10.1080/19463014.2021.1954960
- Freire, P. (1972). *Pedagogy of the oppressed*. New York: Continuum.
- García, O. (2009). *Bilingual education in the 21st century: A global perspective*. Wiley-Blackwell
- García, O. (2019). Translanguaging: A coda to the code? *Classroom Discourse*, 10(3-4), 369-373.
- García, O. (2023). Translanguaged TESOL in transit. *NYS Tesol Journal*, 10(1), 5-10.
- García, O., Johnson, S.I., & Seltzer, K. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning*. Caslon Philadelphia, PA.
- García, O., & Lin, A.M.Y. (2017). Translanguaging in bilingual education. In O.Garcia, A.M.Y. Lin & S.May (Eds), *Bilingual and multilingual education* (pp. 117-130). Springer.
- García, O., & Wei, L. (2014). Language, bilingualism and education. In O.Garcia & L.Wei, *Translanguaging: Language, bilingualism and education* (pp. 46-62). Palgrave Pivot.

- García, O., & Wei, L. (2015). Translanguaging, bilingualism, and bilingual education. *The Handbook of Bilingual and Multilingual Education*, 223–240.
- García, O., & Wei, L. (2018). Translanguaging: Language, Bilingualism and Education, by Ofelia García and Li Wei. *Bellaterra Journal of Teaching & Learning Language & Literature* 11(1), 85–95.
- Gobodwana, A. (2023). *The use of translanguaging in assisting educators to teach African languages: A case study of Tshwane South Education District, Pretoria*. Doctoral thesis, University of Cape Town.
- Heugh, K. (2013). Multilingual education and literacy: Research from sub-Saharan Africa. *Language and Language Teaching*, 2(1), 5–9.
- Heugh, K. (2015). Epistemologies in multilingual education: Translanguaging and genre—companions in conversation with policy and practice. *Language and Education*, 29(3), 280–285. doi:10.1080/09500782.2014.994529
- Hoadley, U. (2011). Knowledge, knowers and knowing: Curriculum reform in South Africa. In L. Yates & M. Grumet (Eds.), *Curriculum in today's world: Configuring knowledge, identities, work and politics* (pp. 139–154). New York, USA: Routledge.
- Hornberger, N.H. (2006). Nichols to NCLB: Local and global perspectives on U.S. language education policy. In O. García, T. Skutnabb-Kangas, & M. E. Torres-Guzmán (Eds.), *Imagining multilingual schools: Languages in education and globalization* (pp. 223–237). Bristol, UK: Multilingual Matters.
- Hornberger, N.H., & Link, H. (2012). Translanguaging in today's classrooms: A biliteracy lens. *Theory into Practice*, 51(4), 239–247. doi:10.1080/00405841.2012.726051.
- Ismaili, M. (2015). Teaching English in a multilingual setting. *Procedia-Social and Behavioral Sciences*, 199, 189–195.
- Kepe, M.H., & Linake, A.M. (2019). *Translanguaging in the culturally diverse classrooms of a South African school: Towards improving academic success and literacy competencies, a paradigm shift to translanguaging?* 11th International conference on education and new learning technologies.
- Krause, L.S., & Prinsloo, M. (2016). Translanguaging in a township primary school: Policy and practice. *Southern African Linguistics and Applied Language Studies*, 34(4), 347–357. <https://doi.org/10.2989/16073614.2016.1261039>
- Leask, M.C. (2019). Enablers of teaching language for learning in multilingual classrooms. In M. F. Omidire (ed.), *Multilingualism in the classroom: Teaching and learning in a challenging context* (pp. 23–35). Cape Town: UCT Press.



- Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Developing its conceptualisation and contextualisation. *Educational Research and Evaluation*, 18(7), 655–670. doi:10.1080/13803611.2012.718490
- Link, H. (2018). Translanguaging and the multilingual turn: Epistemologies, ideologies, and practices in teacher education. In S.L. Thorne, J.S. Alim, & N.H. Hornberger (Eds.), *The Routledge handbook of language and identity*. Routledge.
- Makalela, L. (2015) Breaking African language boundaries: Student teachers' reflection on translanguaging practices. *Language Matters*, 46(2), 275–292. Routledge: Taylor & Francis Group.
- Makalela, L. (2016). Ubuntu translanguaging: An alternative framework for complex multilingual encounters. *Southern African Linguistics and Applied Language Studies*, 34(3), 187–196.
- Makalela, L. (2018). Community elders' narrative accounts of Ubuntu translanguaging: Learning and teaching in African education. *International Review of Education*, 64(6), 823–843.
- Manyanga, M., & Chirikure, S. (2019). The Mapungubwe–Great Zimbabwe relationship in history: Implications for the evolution of studies of socio-political complexity in southern Africa. *Goodwin Series*, 12, 72–84. <https://www.jstor.org/stable/26643042>
- Maree, K. (2010). *First steps in research*. First edition. Van Schaik. Pretoria
- Mayor, M., Adrian-Vallance, E., Marwick, K.C., Dignen, S., Handorf, S., Hollingworth, L., Manning, E., Murphy, M., Stark, M., & Wedgeworth, L. (2012). *Longman Dictionary of contemporary English. For advanced learners*. New Edition. Pearson.
- McKinney, C. (2020). Decoloniality and language in education: Transgressing language boundaries in South Africa. In J.A. Windle, D. de Jesus, & L. Bartlett (Eds), *The dynamics of language and inequality in education: Social and symbolic boundaries in the Global South* (p. 115).
- Mda, T. (2004). Multilingualism and education. In L. Chisholm (Ed.), *Changing class: Education and social change in post-apartheid South Africa* (pp. 177–194). Cape Town, South Africa: HSRC Press.
- Mgijima, V.D, & Makalela, L. (2016). The effects of translanguaging on the biliterate inferencing strategies of fourth grade learners. *Perspectives in Education*, 34(3), 86–93.

- Ndhlovana, S.N., & Charamba, E. (2023). The efficacy of translanguaging: A critical review of selected South African mathematics and science intermediate phase classrooms. *Journal of Languages and Language Teaching*, 11(3), 373-389. DOI: <https://doi.org/10.33394/jollt.v%vi%i.7904>
- New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60-93.
- Nyimbili, F., & Mwanza, D.S. (2021). Translanguaging challenges faced by teachers and learners in first grade multilingual literacy classrooms in Zambia. *International Journal on Studies in English Language and Literature*, 9(3), 20-31.
- Omidire, M.F. (2019a). Embracing multilingualism as a reality in classrooms: An introduction. In M.F. Omidire (Ed.), *Multilingualism in the classroom: Teaching and learning in a challenging context* (pp. 2-9). Cape Town: UCT Press.
- Omidire, M.F. (2019b). Experiencing language challenges in a rural school: Implications for learners' life aspirations. *Early Child Development and Care (ECDC)*, 190(10), 1619-1637.
- Omidire, M., & Ayob, S. (2020). The utilisation of translanguaging for learning and teaching in multilingual primary classrooms. *Multilingua*, 41(1): 105-129. doi:10.1515/multi-2020-0072
- Omotoso., K.O., & Koch., S.F. (2017). *Exploring child poverty and inequality in post-apartheid South Africa: A multidimensional perspective*. Working paper, University of Pretoria.
- Park, M., Zong, J., & Batalova, J. (2018). *Growing super-diversity among US dual language learners and its implications*. Migration Policy Institute
- Probyn, M. (2019). *Pedagogical translanguaging and the construction of science knowledge in a multilingual South African classroom: challenging monoglossic/post-colonial orthodoxies*. *Classroom Discourse*, 10(3-4), 216-236.
- Republic of South Africa (RSA). (1996). Constitution of the Republic of South Africa. <https://www.justice.gov.za/legislation/notices/2022/20220719-gg47049gen1156-Const-S6-Comments.pdf>
- Rodríguez, T. (2009). Family, schooling and language learning in a transnational context. *The High School Journal*, 92(4), 16-33.
- Sefotho, M.P.M. (2022). Ubuntu translanguaging as a systematic approach to language teaching in multilingual classrooms in South Africa. *Journal for Language Teaching*, 56(1), 1-17.



- Shohamy, E. (2013). The discourse of language testing as a tool for shaping national, global, and transnational identities. *Language and Intercultural Communication*, 13(2), 225-236.
- Ticheloven, A., Blom, E., Leseman, P., & McMonagle, S. (2021): Translanguaging challenges in multilingual classrooms: scholar, teacher and student perspectives, *International Journal of Multilingualism*, 18(3), 491-514. DOI: 10.1080/14790718.2019.1686002
- Vogel, S., & García, O. (2017). *Translanguaging*. CUNY Academic Works. https://academicworks.cuny.edu/gc_pubs/402/?ref=meaningfulmodalities.com
- Velasco, P., & García, O. (2014). Translanguaging and the writing of bilingual learners. *Bilingual Research Journal*, 37(1), 6-23.
- Wei, L. (2011). Moment analysis and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain. *Journal of Pragmatics*, 43(5), 1222-1235.
- Wei, L., & García, O. (2016). From researching translanguaging to translanguaging research. In S. May (Ed.), *Encyclopedia of language and education* (3rd ed., Vol. 10) (pp. 1-14). Springer. https://doi.org/10.1007/978-3-319-02329-8_16-1
- Wei, L., & García, O. (2022). *Not a first language but one repertoire: Translanguaging as a decolonizing project*. *RELC Journal*, 53(2), 313-324.
- Williams, C. (2002). *Enmill iaith (A language gained): Astudiaeth o sefyllfa drochi yn 11-16 Oed / (A study of language immersion at 11-16 years of age)*. Bangor University, Wales, United Kingdom, School of Education.
- Zinn, D., & Rodgers, C. (2012). A humanising pedagogy: Getting beneath the rhetoric. *Perspectives in Education*, 30(4), 76-87.