

Translanguaging for Epistemic Access in a South African University Classroom: An Exploratory Study

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Abstract

The heterogeneous student body of universities has led to a need for urgent transformation of different aspects of higher education. In South Africa, this transformation agenda places an emphasis on the curriculum and teaching and learning methods, including the integral role of language, especially following the #FeesMustFall movement. This transformation seeks to align curricula and teaching methods with the diverse student body. Legislative and policy documents, such as the National Language Policy Framework for Public Higher Education Institutions and the White Paper for Post-School Education and Training, mandate integrating transformative approaches such as multilingualism into teaching, research, campus signage, and university administrative processes.

This study explored using students' primary languages in university classrooms to facilitate learning and how the knowledge embedded in these languages can enhance learning outcomes. It addresses the gap between policy intentions and the practical implementation of multilingualism in higher education, highlighting the role of linguistic diversity in promoting equity and inclusion. The research is guided by theories emphasising the relationship between language and learning, epistemic access, and ontological considerations. Heugh's concept of transknowledging is proposed as a transformative approach, advocating for integrating students' multiple knowledge during learning processes to foster social justice and transformative education. Legitimation Code Theory (LCT), specifically its Semantics and Autonomy dimensions, is employed to analyse the effects of multilingualism on epistemic access.

Data was collected through classroom observations and follow-up interviews conducted in an Extended Studies classroom, where students engaged with threshold concepts using their primary languages. The follow-up interviews captured students' perspectives on their experiences with multilingual learning and their experiences on teaching and learning.

The findings reveal that students effectively use their primary languages and embedded knowledge to facilitate understanding and epistemic access when enabled to do so. This study underscores the transformative potential of multilingualism in higher education and recommends capacitating university lecturers in multilingual pedagogies, conscientising

students about the benefits of multilingualism, enforcing policy implementation, and valuing linguistic diversity to promote inclusive education practices.

Isishwankathelo

Abafundi abahlukeneyo ababhalisa kwiiyunivesithi bakhokelele kwimfuneko yenguqu engxamisekileyo kwiinkalo ezahlukeneyo kwiiyunivesithi. Umba wenguqu kwiiyunivesithi eMzantsi Afrika ugxininisa imfuneko yokuguqula izifundo ezibandakanya iikhosi ezifundwa kwiiYunivesithi (*curriculum*) neendlela zokufundisa nokufunda. Ulwimi ludlala indima ebalulekileyo, ingakumbi emva kwentshukumo ye-*#FeesMustFall*. Olu tshintsho luqinisekisa ukuba iindlela zokufundisa kunye nezifundo zekhosi (*curricula*) zibonise kwaye silandele iindidi ngeendidi zabafundi abahlukahlukeneyo. Izakhelo zomthetho, ezifana neSakhelo soMgaqo-nkqubo weLwimi kaZwelonke kumaZiko eMfundo ePhakamileyo kaRhulumente (*National Language Policy Framework for Public Higher Education Institutions*) kunye ne-*White Paper for Post-School Education and Training*, zigunyazisa ukudibanisa iindlela zokuguqula ezifana nokusetyenziswa koolwimi-ninzi (*multilingualism*) ekufundiseni, uphando, izixhobo nemiqondiso esetyenziswa ngamaziko emfundo ukukhokhela abafundi nendwendwe ekhampasini (*campus signage*) kunye neenkqubo zeyunivesithi (*university administrative processes*).

Olu phando luphonononge ukusetyenziswa kweelwimi eziphambili zabafundi kumagumbi okufundela eyunivesithi, ukuququzelela ukufunda kwaye luhlale indlela ulwazi oluza nezi lwimi lunokuphucula ngayo iziphumo zokufunda. Olu phando lujongana nomsantsa phakathi kweenjongo zomgaqo-nkqubo kunye nokuphunyezwa (*implementation*) kokusetyenziswa koolwimi-ninzi kwimfundo ephakamileyo, iqaqambisa indima yokwahluka kweelwimi ekukhuthazeni ukulingana nokubandakanywa kwelwimi ezahlukeneyo kumaziko emfundo aphakamileyo. Olu phando lukhokelwa ziingcamango ezigxininisa ubudlelwane phakathi kolwimi kunye nokufunda, ukufikelela kulwazi (*epistemic access*), kunye nokuqwalaselwa kwezinto eziza nobume bobukho (*ontological considerations*). Ingcamango ka-Heugh ye-*transknowledging* iphakanyiswa njengendlela yokuguqula, nekhuthaza ukudibanisa ulwazi oluninzi oluza nabafundi xa kufundwa. Oku kuye kukhuthaze ubulungisa kwezentlalo kunye nemfundo eguqukileyo neguqulayo. I-*Legitimation Code Theory* (LCT), ngokukodwa imilinganiselo yayo i-*Semantics* kunye ne-*Autonomy*, zisetyenziswe ukuhlalutya iziphumo zokusetyenziswa koolwimi-ninzi ekuncediseni nokufikeleleka kulwazi (*epistemic access*).

Idatha yaqokelelwa ngokuqwalaselwa kwamagumbi okufunda kunye nodliwano-ndlebe olulandelayo (*follow-up interviews*) lusenziswa licandelo le-*Extended Studies* , apho abafundi bebenzisa iilwimi zabo zasekhaya ukufunda ulwazi olutsha nolubalulekileyo kwizifundo zabo. Udliwano-ndlebe olulandelayo lwabamba iimbono zabafundi ngamava abo ngokufunda iilwimi ezininzi kunye namava abo ekufundeni nasekufundiseni.

Iziphumo zolu phando zityhila ukuba abafundi basebenzisa iilwimi zabo zasekhaya ngempumelelo kunye nolwazi oluza nazo, ukuququzelela ukuqonda kunye nokufikelela kulwazi abalufumana eyunivesithi xa bevunyelwe ukwenza njalo. Olu phando lugxininisa amandla okusetyenziswa koolwimi-ninzi kwimfundo ephakamileyo kwaye lucebisa ukunika ukufundisa abahloli baseyunivesithi ukuba nagafundisa njani bebenzisa oolwimi-ninzi. Ukuqulunqa abafundi malunga neenzuzo zokusetyenziswa koolwimi-ninzi, ukunyanzelisa ukuphunyezwa komgaqo-nkqubo, kunye nokuxabisa ukwahluka kweelwimi ukukhuthaza iindlela zemfundo ezahlukeneyo nezibandakanya iilwimi ezininzi.

Declaration

I, the undersigned, **Sisonke Mawonga**, declare that this is my own work and all the sources I have used or quoted have been acknowledged by means of complete references. This work has not been submitted previously in its entirety or in any part, at any other higher education institution for degree purposes.



Sisonke Mawonga

16 September 2025

Date

Dedication

This thesis is dedicated to our dear friend, Sabelo ‘Sabz’ Sawula, whose bright spirit and unwavering friendship illuminated our shared journey. Though he departed before us, his memory continues to inspire us. May your soul rest in peace, Sabz.

I also dedicate this thesis to the resilient students who arrive at university with empty hands and face formidable barriers, including language obstacles. Despite these challenges, they persevere and ultimately succeed. Your determination serves as a beacon of inspiration to us all.

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Chapter 1: Introduction

1.1 Introduction

In response to legislative mandates and guidelines promoting multilingualism in Higher Education (HE) to strengthen Languages Other Than English (LOTE), numerous efforts have been made by Higher Education Institutions (HEIs). These efforts include initiatives such as trilingual signage, communication with staff, and creating multilingual teaching and learning environments. However, despite the multilingual composition of student bodies, English remains the primary Language of Teaching and Learning (LoTL) in most institutions. This practice poses a barrier to learning and does not ensure students achieve epistemic access; instead, it merely grants them physical access to the university. Furthermore, many university students come from educational backgrounds that inadequately prepare them for success in HE. Language proficiency significantly impacts students' progress and learning in university, notably when the LoTL differs from their primary language. Some students may lack fluency in the LoTL, making academic work at a higher level with that language more challenging.

This study investigates the effectiveness of using students' primary languages for learning at the university level. It explores how multilingualism can enhance students' learning experiences by incorporating their languages and repertoires alongside English, the LoTL, to facilitate learning.

This chapter provides an overview of the study's background, the general context, objectives, and limitations. Additionally, it outlines the content of subsequent chapters. The first section focuses on the background of the study.

1.2 Background of the study

Multilingualism in education in post-apartheid South Africa has become a critical area of research, particularly following the recognition of languages other than English (LOTE) as official languages in the Constitution. Subsequently, language policy plans were introduced to

outline and guide the implementation of these languages in the education sector. Research on multilingualism has focused on various aspects, including basic education (Guzula, 2021; Mbude-Shale, 2013; 2019 Heugh, 2021) and higher education (Prah, 2017; Gambushe, 2020; Lepheana, 2021; Gobodwana, 2022), with diverse areas of inquiry such as terminology (Gambushe, 2020), lexicography (Wababa, 2024), literary studies (Mazwi, 2017), and teaching and learning (Nkoala, 2022).

This study centres on multilingual pedagogies in higher education (HE) and explores how students and lecturers can leverage students' primary languages and knowledge to facilitate learning. While several studies have examined the use of LOTE at the university level (Wildsmith-Cromarty, 2022; Nkoala, 2022; Somlata, 2018; Thondlana, 2022; Lepheana, 2021), this study focuses explicitly on harnessing students' knowledge and repertoires to access new knowledge. Legitimation Code Theory (LCT) serves as the analytical framework for examining multilingual pedagogical processes and determining whether leveraging students' linguistic repertoires facilitates learning. LCT is frequently used to analyze various disciplines and how knowledge is constructed within them (Maton, 2014).

The Language Policy Framework for Public Higher Education Institutions of South Africa (2020), hereafter referred to as the 'Language Policy Framework,' mandates the implementation of multilingualism in HE. This mandate emphasizes the development and intellectualization of LOTE through teaching, learning, and research. Consequently, institutions are tasked with strategizing and implementing multilingual pedagogies to contribute to the intellectualization of these languages, the transformation agenda of HEIs, and the adoption of alternative learning approaches. In accordance with the guidelines of the Language Policy for Higher Education (2002), the Rhodes University's (RU) language policy (2019) stipulates the exploration of multilingual strategies such as translanguaging in the classroom to facilitate learning. Additionally, departments such as the Centre for Higher Education Research, Teaching and Learning (CHERTL), as mentioned in the policy, are tasked with providing initiatives to develop teaching and learning strategies and courses to support the implementation of translanguaging. Various HE institutions have collaborated to develop initiatives and strategies for implementing multilingualism in HE pedagogical practices, as discussed within the legislative framework of this study.

Data collection for this study was conducted within the Commerce Extended Studies Programme (CESP) Management 1F (Man 1F) classes, which provide additional support to students who also attend Management 1 mainstream classes. The choice of these classes for data collection was informed by the predominantly under-resourced schooling backgrounds of the students, their potential for success in HE, and their need for additional support. These classes typically have small class sizes, and students share similar demographics and require alternative teaching approaches, such as increased class discussions and concept exploration.

The researcher's role in this study is that of both participant and lecturer. Employing an Action Research (AR) design, the study investigates the lecturer's use of multilingualism in the classroom for learning purposes. The researcher's positionality in the study, including potential influences on the research problem, is addressed in Chapter Five. Data collection involved recordings to mitigate biases and manage power relations, and a research assistant was enlisted to conduct follow-up interviews. These measures were critical as the participants were the researcher's students. The following section articulates the statement of the research problem of this study.

1.3 The Statement of the Research Problem

The surge in enrolments in higher education (HE) has increased the prevalence of students who speak languages other than English (LOTE), rendering the HE landscape increasingly multilingual. In addition to policy mandates for multilingualism and diverse teaching approaches, student movements like #FeesMustFall have advocated for transformation and the decolonization of teaching methods in HE. These movements have highlighted the need to scrutinize teaching practices and institutional culture, emphasizing that these practices should resonate with students' identities (Mkhize, 2021). Thus, students' knowledge and languages must be reflected in these academic spaces, particularly as the increased enrolments have not necessarily translated into equitable throughput rates (Maniram & Maistry, 2018). This has spurred calls for an inclusive HE environment that harnesses students' repertoires and knowledge to foster the creation of new knowledge.

Conversely, language has long been recognized as a significant factor influencing student learning. Scholars such as Obanya (2001), Banda (2000), and Alexander (2000) contend that students' languages play a crucial role in the learning process, highlighting the importance of adopting multilingual learning approaches. Incorporating students' languages into their education can lead to more meaningful learning experiences, where students actively contribute to knowledge creation rather than merely reproducing existing knowledge (Boughey, 2005). Language is pivotal for students' epistemic access, as it is a conduit for accessing knowledge embedded within languages.

Furthermore, the knowledge embedded in language holds significant potential for unveiling new knowledge within the university setting. Heugh (2021) advocates for a transknowledging approach, which promotes the exchange of diverse knowledge systems and utilises students' existing knowledge to access new insights. This approach fosters collaborative knowledge creation among students and, according to Bovill et al. (2015), enhances critical thinking skills.

This study proposes using students' primary languages in the classroom due to its myriad benefits. Rhodes University's (RU) policy explicitly supports the implementation of multilingualism and advocates for removing language barriers to learning. Thus, integrating students' knowledge and repertoires into the classroom can enhance their familiarity with the subject matter. Additionally, this study employs Legitimation Code Theory (LCT) as an analytical framework to assess whether leveraging students' repertoires facilitates learning and promotes cumulative learning outcomes when LOTE are utilized. This approach enables the tracing of knowledge pathways and the negotiation of knowledge across different linguistic contexts. Autonomy pathways, which will be further discussed in the theoretical framework chapter, play a crucial role in achieving this objective. The subsequent section elaborates on the objectives of this study.

1.4 The Research Objectives

The objectives of this research are outlined as follows:

1. **To observe and describe the patterns and use of LOTE in the Man 1F classes.** The student's classes were recorded, including conversations between students when they discussed discipline-specific concepts and tasks given to them. Students were allowed to use any language in the classroom during exploratory or discourse-specific talks when speaking to the lecturer. The lecturer's presentational talk was also recorded to observe if there are any LOTE that the lecturer uses in the classroom.
2. **To identify and analyze multilingualism strategies employed in the classroom to facilitate epistemic access.** Given the presence of multilingualism among students, this objective aims to recognize the multilingual strategies utilized and assess their effectiveness in promoting learning.
3. **To examine the implementation of multilingualism for enhancing epistemic access in university classrooms.** LCT was used to evaluate whether multilingualism and the utilization of LOTE contribute to cumulative learning outcomes and whether students' languages and knowledge aid in creating new knowledge. Additionally, recommendations were provided on how institutions can further leverage students' knowledge and languages to promote epistemic access.
4. **To assess the impact of multilingualism on enabling epistemic access.** Follow-up interviews with students were conducted to gather their perspectives and experiences regarding using their primary languages in formal learning settings. These interviews were used to gauge whether students' primary languages facilitate epistemic access and explore their opinions on multilingualism as a teaching strategy.

1.5 The Scope and Limitations of the Study

The follow-up interviews were voluntary, and students were requested to sign up, if they were available, to participate in the follow-up interviews. In filling in the consent forms, a question asked students to participate in follow-up interviews. Twenty-three students consented to participate in the follow-up interviews. The researcher then drafted interview slots for the research assistant to contact the students who consented to sign up for the follow-up interviews. The researcher requested that the research assistant draft an appointment time sheet for the students to sign up for interview slots. Only twelve students signed up for follow-up interviews; some did not respond to the emails that the research assistant sent requesting to set up a meeting. Participation of more students in the follow-up interviews would have helped with various perspectives on their teaching and learning experiences using LOTE. The reason for students' availability might also be that follow-up interviews were conducted after the classes were recorded, which was at the end of the semester. So, the students were also busy at that time trying to prepare for their end-of-semester examinations. As a reflection, maybe the researcher and the research assistant should have arranged for the interviews to be during term time.

1.6 The Outline of Chapters

This thesis is divided into eight chapters, and this section outlines how the chapters have been divided.

Chapter One: Introduction

This chapter provides a general overview of the study with the background, goals and limitations that might have had an impact in conducting the study. The chapter also briefly presents the theoretical framework used to conduct the study.

Chapter Two: Background and Context of the Study

This chapter presents the legislative context that frames the study. The chapter begins by providing an overview of the Extended Studies Programmes (ESP) in HE then describes the

composition of the Commerce ESP at RU. Various legislative documents including a report on the use of LOTE in HE is discussed. This includes an outline and discussion of legislative documents such as the RU Teaching and Learning Policy (2019), The Language Policy Framework for Public Higher Education Institutions (2020), and The Rhodes University Language Policy (2019) which act as guidelines for using multilingualism for learning and teaching in HE as well as the Extended Studies Programmes, which is the site of data collection for this study.

Chapter Three: Literature Review

This chapter discusses relevant literature related to this study. It also presents how other studies have used multilingualism in teaching and learning in HE contexts.

Chapter Four: Theoretical Framework

The theoretical Framework chapter presents different theories that frame the study. These are discussed in the context of the study and how they contribute to building the argument in the study. This study uses a combination of theories, such as ontological approach theories and those from multilingualism and language learning, to advocate for the use of students' repertoires and primary languages for learning. LCT is then used as a framework to analyse the multilingual practices enacted during the data collection.

Chapter Five: The Methodology of the Study

This chapter provides a narrative of the methodology followed by this study. The chapter discusses the research design of the study, namely Action Research (AR) and its relevance in the study, and then the processes of ethical clearance in conducting the study as well as the methods used in collecting the data.

Chapter Six: Data Presentation and Analysis I

This chapter presents the first data presentation and analysis in this study. The chapter provides an outline and demographics of the participants, then foregrounds the context of the data.

Finally, the chapter presents and analyses students' perspectives and experiences on using LOTE in their learning contexts and of the Commerce Extended Studies.

Chapter Seven: Data Presentation and Analysis II

This chapter presents and analyses the data from the classroom where multilingual pedagogies were enacted. The chapter presents and analyses the multilingual pedagogies and how the lecturer and students used their primary languages and repertoires to supplement learning and teaching for epistemic access. In this chapter, LCT is also used to analyse if cumulative learning (epistemic access in this case), was facilitated by multilingual pedagogies in the classroom.

Chapter Eight: Discussion of Findings, Recommendations and Conclusion of the Study

This chapter discusses the findings from the study in the context of the relevant literature and theory. The chapter then provides recommendations either for further research or in response to the findings and finally provides the overall conclusions of the study.

1.7 Summary

This chapter discusses the general background of the study, which is the use of multilingualism in HE and its framework. The study focuses on multilingual pedagogies in university classrooms, leveraging on students' primary languages and repertoires. The study also presented the research question and its objectives. The next chapter discusses the contextual framework of the study.

Chapter 2: The Context of the Study

2.1 Introduction

This chapter discusses the structure of the Commerce Extended Studies Programme at RU and the policy guiding the use of LOTE in teaching and learning contexts in higher education in South Africa. The policy developments aim to democratize the education system and expand access to education for all students. This chapter provides a legislative context for the study, focusing on documents that guide equal access to education. The documents include legislation, White Papers, and Green Papers, which outline guiding principles for providing democracy, equity, and quality education within universities.

The chapter begins by discussing the White Paper for Post-School Education and Training, which explains the motivation behind Extended Curriculum Programmes. The Policy Framework for Extended Studies Programmes (2019) is then analysed, elaborating on these programs and the types of students admitted to them. The chapter continues with an outline of university policies that provide guidelines on using LOTE in teaching and learning contexts, ensuring equal access to education for all students. These policies are the university's Teaching and Learning Policy, Language Policy Framework for Public Higher Education Institutions, and Rhodes University's language policy.

2.2 White Paper for Post-School Education and Training (2013)

The White Paper resulted from *the Green Paper on Post-School Education and Training* that was released in 2012. The White Paper is meant to set out goals that need to be met by 2030, and it was developed following the responses from the Green Paper, which had comments from educational institutions and Sector Education and Training Authorities (SERAs), including other stakeholders from the Department of Higher Education and Training (DHET). The Post-school system, according to the White Paper (2013), consists of all the institutions that fall under the purview of DHET. However, for this context, the focus will be only on the universities and access to universities. The White Paper is meant to set out strategies on how the capacity of post-school education can be improved to meet the needs of the stakeholders

involved, and it outlines policy directions that guide DHET and the institutions to contribute to building a developmental state with a vibrant democracy (White Paper, 2013).

The main objectives of the White Paper concerning this study are expanded access, improved quality and increased diversion of provision within the institutions, and a post-school education and training system that is responsive to the needs of individuals, namely students, in this context.

In the context of universities, DHET emphasises improving quality and promoting diversity across institutions. This includes providing a range of high-quality options throughout the system while increasing participation rates. The DHET policy also commits to developing and supporting African languages within universities. However, this can only be achieved if resources and materials are made available and if students are encouraged to use their languages in academic settings. The White Paper (2013) supports this mandate, highlighting the potential for African languages to become languages of literature, science, and academia.

The White Paper's focus on African languages primarily centres on their development as academic disciplines within language departments, including through enrolments and language acquisition courses. It states:

“A cross-disciplinary approach to a renewed focus of developing African languages in universities is necessary, one that integrates African languages into the formal programmes of institutions. Targeted resources, materials and support must be provided. Some universities require that students of, for example, medicine or social work take a course in an African language...” (White Paper, 2013: 38).

This excerpt illustrates how the document prioritises language acquisition. However, it is important to note that the White Paper's objectives extend to 2030 and that there are additional policy documents that target specific areas within higher education, such as the policies on language. The White Paper (2013: 38) also emphasises the potential for African languages to develop as languages of literature, science, and academia. This aligns with the focus of this

study, which advocates for teaching African languages not only for acquisition, but also as tools used across academic and professional domains.

According to the White Paper (2013), a differentiation policy framework has been put in place in universities. This framework is meant to improve access, participation, and success for all South African students to various forms of educational opportunities, and these are meant to be the priority focus for national policy, with an acknowledgement that they are a challenge for the university sector. This framework is meant to provide a variety of learning strategies and pedagogical methods for diverse student bodies where there will be support for both flexibility and innovation.

According to the White Paper (2013), the low throughput and poor student success rates raise substantial equity issues. Despite the demographic changes within the student bodies of universities (CHE, 2010), studies still reflect that black students, especially those who come from disadvantaged backgrounds, are still affected by low graduation rates (Gambushe, 2015; CHE, 2010). The White Paper, therefore, calls for the relationship between equity of access and equity of outcomes to continue being a crucial area of focus.

There are certain reasons stipulated in the White Paper (2013: 32) with regard to the poor performance of students from these backgrounds. These are not limited but include the following:

- The inequality of the schooling system as well as access to ‘high-quality schooling’
- Some students are under-prepared for university study
- There are several factors impacting student success, these include insufficient support for both academic and social adjustment to university life

According to the White Paper (2013), significant attention has been given to the above problems. There is also funding that has been targeted for several years to support academic development in institutions, including funding for the ES programmes. Strengthening teaching and learning across the university system is mandated to be a priority, including curriculum development initiatives to improve success.

The next section is going to discuss the policy framework of the ES programmes within South African universities as well as the curriculum development initiatives of these programmes.

2.3 The Policy Framework for Extended Studies Programmes

The Policy Framework for ES Programmes (2019) was finalised in July, 2019 and is unpacked in this section with the intention to provide a definition of ES Programmes in South African HE. An ES programme refers to a formal undergraduate degree or diploma programme where its minimum duration is lengthened by a year with the intention to incorporate substantial academic provisions. Such programmes are meant to develop students and are additional to the coursework prescribed for the regular curriculum, as they are designed to strengthen the educational foundations that might be needed for underprepared students to succeed in their programmes. The main purpose of the ES programmes is to facilitate learning, and the formal time for completion might be extended by at least a year longer than the mainstream programme.

2.3.1 The Objectives of the ES Programmes

The overall target group for ES Programmes are students who are underprepared for university and are at risk of failing or dropping out, but who also show potential of succeeding when provided extra support. There are two categories of students to be considered for placement on ES programmes:

- Target Group A: This group refers to students who meet minimum university entry requirements for a regular programme, but are at risk of failure or dropping out if they are put in the mainstream programmes. According to the Policy Framework for ES Programmes (2019), research shows that the throughput rates of the first-time entering cohort of students are at 46%. Therefore, the remaining 54% either drop out or take excessively long periods to graduate. This means that more than half of the students in mainstream programmes fail to graduate within the minimum period. It is acknowledged that there may be non-academic factors such as societal conditions, lack

of career guidance, or economic conditions which might contribute to these dropouts. It is also important to acknowledge the academic factors that contribute to the dropout rate. Several studies indicate that there are factors such as academic under-preparedness (CHE, 2010), LoTL (Gambushe, 2015), and academic literacies (Boughey, 2016) that act as major obstacles to student learning and success. This then calls for learning interventions and support in more effective forms than the current strategies used in mainstream programmes. This is when these students get admitted into the ES programmes, even though they meet the minimum admission requirements for the mainstream programmes.

A primary role of ES programmes, according to the Policy Framework (2019), is to assist students who are underprepared for university despite meeting the minimum requirements. Carefully planned and well-designed ES programmes are expected to provide such students with the academic support and the literacies required for them to complete their studies at university successfully. This, then, is expected to influence throughput rates while promoting equity of access and outcomes, which is a government strategy for improving HE performance and transformation.

- Target Group B: This group refers to students who do not meet minimum university entry requirements for a regular programme, but do meet the statutory minimum admission criteria and are deemed to have the potential to succeed if they are provided with adequate academic support. In promoting redress and equity, students who are judged to have the potential to succeed in a programme if they have access to effective academic development interventions, they also get admitted into the ES programme. Most black students, particularly, might not have been able to enter university because of their school-leaving results impacted by educational inequalities. ES programmes then provide a more inclusive entry criteria where students are selected based on their potential and where they are provided with a supportive curriculum structure and interventions that can facilitate the students' success. This is when the ES programmes get to advance equity of access and success and actively promote transformation, especially in areas where inclusivity in mainstream programmes is still a challenge. Admitting students from this target group means that there are certain conditions that need to be followed. According to the Policy Framework (2019) these are as follows:

- There is a systematic approach that is followed when assessing students' academic potential.
- Thorough assessment is necessary to evaluate the level of under-preparedness that the ES programmes can successfully address.
- Admission of students into this category should not compromise the provision of students from target group A into ES programmes, unless there are transformation exceptions as a justification. In other words, students in target Group A should always remain a priority as they already meet the minimum admission requirements into university, but are only at a disadvantage because of their schooling.

The following section discusses the Commerce Extended Studies Programmes at RU in accordance with the above policy framework. The discussion will specifically focus on the models followed by CESP and how CESP is formed, with a motivation of choosing this programme as the context for this study.

2.3.2 The Commerce Extended Studies Programme at Rhodes University

The Extended Studies Programme at RU was first established in 1994 and it was the only Commerce Extended Studies Programme (CESP) that existed. In 2004, the Science and Humanities ESP were also formed and were under the Extended Studies Unit (ESU) (Ellery, 2016). ESU at RU is housed under the Centre for Higher Education Research, Teaching and Learning (CHERTL), responsible for academic staff and student development. Unlike the Science and Humanities ESP, CESP runs over two years. The following section will describe the curriculum of the CESP and how it is formed.

The programme comprises Accounting, Introduction to Computers, Theory of Finance, Economics and Management (Faculty of Commerce booklet, 2023). There are three structural models that each of the courses are designed on, namely, fully foundational, extended, and augmenting models.

Fully foundational models refer to courses that are not aligned with any mainstream courses and are meant to assist students with adapting to some of the work and expectations for students within the university (Boughey & McKenna, 2021). For instance, *Introduction to Computers* is a fully foundational course meant to assist students with computer literacy for academic purposes. Students are taught how to produce text documents in Microsoft Word, create spreadsheets in Microsoft Excel, and use Microsoft PowerPoint for slideshows and other presentations (Sewry, 2010). Assessment in this course is done through formative and summative tasks. The formative tasks are meant to monitor students' progress throughout the semester, while the summative tasks are exams administered at the end of the first semester.

Extended models are where the contact time between the lecturer and students is extended and doubled as opposed to mainstream courses (Boughey & McKenna, 2021). For instance, in the mainstream, the total duration of *Accounting and Theory of Finance* is one and half years, one semester for *Theory of Finance* and one year for *Accounting*. However, in ES, *Accounting* runs for two years and *Theory of Finance* runs for one year. These courses are assessed through two yearly examinations because they have more assessments if there is additional time. There are other formative assessments in these courses throughout the year.

Augmenting model courses are run together with mainstream courses. The students also enrol in mainstream courses, such as *Management and Economics*. In their first year, the students are enrolled in Management 1F, which is under the CESP, then Management 1, which is in the Management Department. So, the students double their contact time, and the augmenting courses are more attached to mainstream courses. The pedagogic practice of Management 1F is where the lecturer reinforces what has been taught in the mainstream and develops students with skills to become better academic writers. Mainstream assessments are discussed and unpacked in the augmenting courses, but students also have assessments that are unique to CESP. Assessments in these courses are through formative assessments and are mostly essays and presentations. These are aligned with topics dealt with in the mainstream. There is no summative assessment for these courses, but students write a final assessment that has a similar weight as their coursework mark. The lecturer also works closely with the mainstream lecturers to ensure alignment between the two courses.

Management 1F, the course used in this study, falls under the augmenting model. The lecturer in this course uses a range of pedagogic methods, such as multilingualism, to unpack and discuss the content used in mainstream. The teaching methods in this class are thoroughly discussed in Chapters six and seven. The sampling of this class as a site of data collection is fully discussed in Chapter five of the methodology chapter.

As stated above, the CESP courses are tabled below, divided into two years.

<u>Year 1</u>	<u>Year 2</u>
Management 1	Economics 1
Management 1F (Augmenting)	Economics 1F (Augmenting)
Introduction to Computers (Fully foundational)	Computer Science 112F
Theory of Finance (Extended)	Statistics 1C
Accounting 1F (Extended)	Accounting 1G (Extended)
	Commercial Law 1

Table 1: Illustration of the CESP at RU

The above structure was adapted with the ‘*Extended Programme with an Integrated Foundation Phase*’ in mind. This is because most times, according to Boughey & McKenna (2021), ES Programmes get separated from the mainstream courses, and they would sometimes also focus only on generic academic skills with no alignment to the content offered in the mainstream. This then contributes to student failure when the students take mainstream courses only. The approach used in CESP has some courses embedded in what is taught in mainstream courses, allowing students always to see the connection and the interrelatedness of their courses to mainstream courses, and able to relate their courses and use the skills offered in both streams in an overlapping manner. This is also a principle of the institution’s teaching and learning policy (2019), which states that RU is intended to move towards the provision of a flexible curriculum which ensures that support and development of students is embedded in mainstream learning.

The next section discusses the legislative context of using LOTE in teaching and learning at university.

2.4 The RU Teaching and Learning Policy (2019)

The university's Teaching and Learning policy is reviewed every five years and is the responsibility of the university's Teaching and Learning Committee. The policy states that its purpose is to guide all teaching and learning activities in the university, ensuring that they draw from the university's niche in the HE system. Moreover, to ensure that they contribute to an environment that allows diversity among students and for them to thrive as quality learners (RU Teaching and Learning Policy, 2019).

The policy acknowledges the importance of the university geographical context and that it should contribute to the policy's guiding principles. This then means that the surrounding context can act as a guide in terms of the knowledge produced in the university as the type of students that the university attracts, including the knowledge that the students bring. Concerning this research, this reason acknowledges that there might be diverse student bodies within the university, and the teaching and learning practices need to acknowledge them and their needs, which are also related to the context.

Another reason for the policy is the acknowledgement of different types of knowledge and learning. The policy further acknowledges that academic knowledge and knowing are other forms of knowledge and one way of knowing that has been privileged in the university (RU Teaching and Learning Policy, 2019). The student support programmes have been implemented to help students in their discipline-specific knowledge contexts. In the context of this study, ESP courses such as *Man 1F* are there to support students and equip them with knowledge and the 'tools' to perform in the Management discipline.

The policy also acknowledges the influence of Western knowledge and states that knowledge from across the globe and from different experiences needs to be acknowledged. Moreover, understanding the knowledge provided at university will not be linear for all students as they

come from different backgrounds and have had different schooling. Therefore, it is essential to acknowledge that some students might be better equipped and prepared than others to receive knowledge offered at university (RU Teaching and Learning Policy, 2019). This means that universities are responsible for addressing this ‘challenge’ through teaching methods that will make explicit forms of knowledge dominant in different disciplines. The policy acknowledges the potential that language holds as a resource that can contribute to students’ learning in making sense of knowledge. The policy further states that it acknowledges the value of students’ languages and that they are crucial and need to be drawn upon in teaching and learning. This acknowledgement is important in this study as it speaks to one of its objectives, which is to identify how multilingualism (including students’ languages) can be used to facilitate learning. Therefore, this policy acknowledges the value of students’ primary languages and the fact that there is knowledge embedded in these languages. This knowledge is encouraged to be harvested and used in teaching and learning.

The principles governing the policy that are related to this study are as follows:

- The policy insists that the university must ensure that students’ experiences as they engage with the nature of academic knowledge and ways of knowing are understood, using their previous learning experiences as a point of departure. This study argues that these experiences should be used as a resource, making sense and contributing to producing new knowledge.
- The policy also emphasises that all forms of knowledge should be considered and that there should not be dominating knowledge, such as knowledge from the Global North. Instead, all forms of knowledge must be included in the curriculum. Moreover, teaching is not about disseminating knowledge, but inducting students into the nature of academic knowledge and how it can be known (RU Teaching and Learning Policy, 2019). This means that students can also develop themselves into knowers using their ways of being while making sense of and understanding academic knowledge.
- The policy emphasises that the university must ensure that “wherever possible, African languages are used to support learning and teaching” (RU Teaching and Learning

Policy, 2019: 07). This principle enforces multilingualism and speaks to the aims of the policy and its acknowledgment that students' languages have the potential of contributing to the students' learning. Therefore, these languages must be developed and used. This is going to be discussed further in the RU Language Policy.

- The policy also emphasises that staff should be equipped and developed to fulfil their roles as academic teachers. Concerning the above principle there are certain strategies, such as the multilingual pedagogy strategies, that need to be implemented to contribute to equipping the staff. Also, the staff would have to be equipped with strategies such as implementing inclusive and alternative pedagogic methods that will include more student participation during teaching and learning.

There are multiple directives tasked with the responsibility of implementing this policy. CHERTL is one of the key departments mentioned in the policy to drive the implementation of the policy. This is more especially with enforcing and supporting academic staff in their roles so that they can perform some of the functions mentioned in the policy. Moreover, academic staff are also deemed responsible for their own development and reflection on the curriculum and pedagogy that they teach. This includes drawing from a range of methods that they can use in ensuring that students' learning is effective. In the context of this research, this is more related to what Paxton (2007) stated - that academics must always be innovative and come up with pedagogic methods that will include allowing students to use their range of languages (and knowledge) in their learning.

2.5 The Ministerial Report on the Use of African Languages as Mediums of Instruction in Higher Education (2015)

This section reflects on the *Ministerial Report on the Use of African Languages as Mediums of Instruction in Higher Education (2015)*. Other documents that provide a legislative mandate and background on multilingualism in South African HE will not be included in this study. Those documents include the Constitution (1996), the National Education Policy Act (1996), and the Higher Education Act (1997), the previous language policies and policy frameworks such as the Language Policy Framework for South African Higher Education (2001) and the

Language Policy for Higher Education (2002). Instead, this section will mention their contribution as they constitute the background of the *Ministerial Report on the Use of African Languages as Mediums of Instruction in Higher Education (2015)*.

This Ministerial report is a consequence of a task team appointed by the Minister of the Department of Higher Education and Further Training (DHET) in 2012. According to this report (MAPALHE, 2015), The Ministerial Advisory Panel on African Languages was appointed to report on the progress of African Languages in HE and how they could be used as mediums of instruction as previously envisaged in the Language Policy for Higher Education. This also applied to the Ministerial Report on the development of indigenous languages as a medium of instruction in higher education. The MAPALHE Report was then consolidated in 2015 by a consultant, who looked at the work conducted by the Task Team from 2012. The report traces the development of African languages in HE and how they have been implemented, especially their use through multilingualism and as LoTL.

The report recognises and acknowledges the importance of multilingualism in HE and its potential role. Moreover, it acknowledges the language problem in HE where, for instance, students who speak LOTE are disadvantaged when compared to their peers, who speak English (the LoTL) as a primary language. Even though more cognitive and socio-cultural benefits are attached to language in education, implementing multilingualism and using LOTE has not sufficiently progressed. The report highlights and notes that multilingualism has not been implemented fully in HE, especially in learning contexts where it could be potentially used as a resource. The report then evaluates the legislative frameworks of multilingualism in HE and whether current practices of HE contribute to implementing LOTE in teaching, learning, and research.

Concerning the legislation surrounding multilingualism in HE, the report acknowledges that these policies acknowledge the importance of African languages and their roles in HE. However, English is still a priority in HE practice. The LOTE, instead, are there to supplement English, which is still hegemonic. The report also provides an overview of the language

choices of public universities in the country. Most of them have identified an indigenous language to work on, and also had a language policy published.

The report also highlights the state of teaching, learning and research in indigenous languages, which is relevant to the context of this research. The Panel noted that African Language Departments were expected to be the leading entities in teaching and researching these languages. However, the Panel observed some issues as paraphrased below:

- There is no growth in the student numbers in language studies and little research in language studies.
- The way these languages are taught is structural, and areas such as literature are mainly taught. No contemporary approaches reflect current social phenomena that can make them appealing to students.
- In some institutions, these languages are taught through a different dominating language, English or Afrikaans.
- There is little teacher training in African Languages, and student teachers are not trained on teaching these languages. Research that is related to learning in multilingual contexts does exist. However, there is no research on how multilingualism can facilitate learning where the LOTE is a learner's primary language.
- Findings and recommendations of research conducted in HE at the postgraduate level are never considered enough to influence policy or HE practices. Research is also available in the LoTL, but this does not include African languages.

Even though the above issues exist, some initiatives and practices are taken by institutions in advancing African languages and multilingualism. For instance, teaching and research practices in the LOTE include:

- Offering vocation-specific language courses. For instance, at RU, there is isiXhosa for Journalism, and isiXhosa for Health Sciences at the University of Cape Town (UCT).
- Offering African Languages as home languages, focusing on traditional linguistics, literature and applied language studies
- Teaching language-related subjects in the medium of African languages.

- Focusing on discipline-specific multilingual wordlists or glossaries to develop language usage.
- Encompassing all the above and presented in English – at the post-graduate level.

The report states that various institutional entities, such as language departments, centres of teaching and learning, and language committees, are responsible for advising institutions on implementing institutional language policies. This is also emphasised in the 2020 Language Policy Framework.

As stated, this report covers all the critical factors that concern the development of African languages in HE. However, this study used the report to look at what it says about using these languages in teaching and learning.

One of the report's general observations was that language policies of HEIs do not have clear implementation plans and directives of the roles and responsibilities towards implementing multilingualism and prioritising LOTE (MAPALHE, 2015:36). This observation is extended to the fact that there is also no monitoring of any implementation plans that would be laid out at national and institutional levels. Ultimately, the report concludes that while policies were already in place in most institutions, there was still a challenge regarding compliance with the policies.

Another concerning observation mentioned in the report is that national policies have limitation clauses such as 'where possible,' 'where practical', etc. (MAPALHE, 2015). This has been a trend at both national and institutional levels, and institutional policies are also filled with these clauses, which sometimes become a hindrance when people are trying to push for implementation.

Language has been recognised as one of the contributing factors to student success, and is directly related to the research questions of this study. However, the research conducted on language studies is not used to influence planning in terms of teaching practice or policy-making at institutions.

Research conducted at university should be used and should influence policy making. Moreover, no pedagogical plans within institutions seem to be made to inform multilanguage use for students whose primary language is not English. As stated in the previous chapter, there is an acknowledgement that language, to some extent, acts as a barrier to learning. There has also been research conducted on language and multilingualism and how they can be harnessed as a resource (MAPALHE, 2015: 37). However, these have not been fully implemented and embraced at the policy level at institutions.

There were also positive observations, such as collaborative research among institutions focusing on developing multilingual resources such as glossaries. This type of research, though, is not new as Madiba (2010) and Jonker (2015) have written about some of these projects. Some institutions are also more capacitated and have language centres and directorates that push for the implementation of multilingualism; for some institutions, these responsibilities are handled by some departments, as illustrated in the RU language policy.

Based on the observations from the report, the following recommendations can then be made:

- The overall, critical and consistent recommendation of the report is that there needs to be an implementation plan and monitoring of the language policy. This will then allow accountability on the actions and implementations of the language policy
 - This includes timeframes and timelines of guided actions and responsibilities of specific tasks that would be delegated to certain entities for implementation
 - Commitment is also another recommendation under this main recommendation, especially at the national policy level. This is when the government would have to do away with the limiting causes where possible, and commit to investing in LOTE and its implementation.
- Another recommendation highlighted in the report relevant to this study is making these languages visible in HE teaching and learning spaces. Therefore, focus should be on implementing pedagogical practices that include LOTE.
 - DHET is recommended to be the key role player that can perform audits and document good practices supporting alternative multilingual pedagogies that support students' learning processes.

- o This has been recommended through research on how LOTE can be used in critical disciplines to assist in empowering students' learning, therefore enforcing policy into practice.
- o Research could also play a critical role in instances where gradual bi/multilingual learning processes are introduced, where LOTE is used in supporting learning.

As stated, this report was meant to review the progress of the status of South African LOTE in HE. Following the publication of this report, DHET then drafted the Language Policy Framework for Public Higher Education Institutions (2020). This policy was gazetted in October 2020 and has become effective since January 2022. The next section will discuss and outline the provisions of the policy framework.

2.6 The Language Policy Framework for Public Higher Education Institutions (2020)

This section discusses the Language Policy Framework for Public Higher Education Institutions (2020) (hereafter 'Language Policy Framework') and its inferences on LOTE in teaching and learning in HE. The policy framework acknowledges the role of language and its potential to be a barrier to access for students whose primary language is not English in South Africa; therefore, LOTE must be developed to facilitate epistemic access while also developing these languages.

The policy framework (Language Policy Framework, 2020: 10) states its purposes as follows:

- It aims to provide direction for developing and strengthening indigenous South African languages as languages of scholarship, teaching, learning, and communication in HE.
- Another aim of the policy framework is to provide guidelines on developing, implementing, monitoring, and evaluating institutional language policies.
- To also contribute to the transformation agenda in HE in a manner that can enhance and uplift the status of previously disadvantaged South African languages to fortify inclusivity and social cohesion.

These purposes respond to some of the recommendations and observations stated in the Ministerial Report, such as the lack of precise implementation and monitoring of the use of LOTE in HE. This then illustrates commitment from DHET, as the purpose includes a response to the Ministerial Report. The policy framework also states that it is foregrounded and underpinned by legislative mandates such as The Constitution (1996), The Higher Education Act (1997), and other legislation mentioned in this chapter. These legislative documents share imperatives such as the importance of HE in valuing LOTE, their potential to be sources of knowledge, and their ability to inform learning in various disciplines. Promoting multilingualism, language equity, and LOTE for redressing purposes is also a prioritized imperative.

Certain principles mentioned in the policy underpin its implementation, especially in relation to teaching and learning using LOTE. These are meant to guide the interpretation and application of the policy as follows:

- Encouraging the recognition of multilingualism as a resource that can facilitate epistemic access, cognitive development, inclusiveness and transformation in HE.
- Recognising the critical role languages play in knowledge creation, transmission and cognitive development. This includes how languages can lead to effective participation in knowledge creation.
- Aiming to promote access and success in HE.
- Ensuring the use of official languages as mandated by specific legislation, while also recognising linguistic and cultural diversity within HE.

The policy statement consists of the critical mandates that the policy holds as part of legislative instruction for HE institutions. These have been stated in the policy statements relevant to this study as follows:

- The policy states that it recognises that HE is important in promoting multilingualism for social, cultural, and intellectual development (Language Policy Framework, 2020). In other words, the policy admits that multilingualism can play a role in one's intellectual development and that using multiple languages in teaching and learning in HE can contribute to different ways of development of society.

- Therefore, according to the policy, institutions must develop strategies, policies, and implementation plans to promote multilingualism. The policy mandates that institutions must identify two official languages (besides the languages of teaching and learning) that they will develop for scholarly discourse and communication.
- The policy commits to developing and studying historically marginalised LOTE and that institutions must develop language plans and strategies indicating ways to enhance the development of these languages as languages of scholarship.
- HE institutions are mandated to assist in preparing language practitioners, teachers, translators, etc, to serve the needs of the country's multilingual society. In the context of this study, this policy mandates institutions to prepare language practitioners and lecturers to develop strategies and train other colleagues, such as monolingual lecturers, in teaching and using multilingualism because the student body is multilingual.

The policy statement also identifies **domains** that the languages should be used in:

- Using these languages as languages of teaching and learning is recognized as a critical domain as this has positive effects. Therefore, universities are mandated to adopt a flexible approach when using English as LoTL, where the LOTE will be used to support learning.
- Concerning the above statement, where there is competency in using other languages, it is mandated that these competencies are nurtured to support learning and facilitate learning in LOTE. This will then contribute to enforcing inclusivity in learning.
- Institutions must demonstrate their language plans and investments towards developing LOTE as teaching, learning, and research languages. This then includes continuous research by institutions that explore and document strategies for intellectualising the LOTE for use in HE.

The **enablers** of the policy mandates are as follows:

- Institutions are expected to develop or revise their language policies to prioritize LOTE for purposes of teaching, learning, and scholarship. The policies are also expected to indicate and identify strategies they will adapt and follow to make these a reality.

- It is also mandated that these can be implemented through collaborations within and between institutions. These collaborations focus on strategies to foster multilingualism and ensure equal access to knowledge for students. One of these collaborative projects is the BAQONDE Multi-institutional Project.
- Multilingualism and linguistic diversity must be fostered through institutional culture.

The policy further commits that DHET works with the relevant government departments to enforce multilingual education that embraces all LOTE starting from the school level (Language Policy Framework, 2020). This is meant to be one of the strategies focusing on preparing teachers for a multilingual teaching environment, emphasizing South African LOTE. Developing teaching and learning materials such as dictionaries and glossaries is also a focus. Therefore, the Department focuses on strengthening existing terminology banks used by different HE institutions. These plans will contribute to eradicating the duplication of terminology development and help to integrate existing multilingual materials that can be used in learning.

As stated, the Policy Framework requires institutions to revise and develop their language policies in alignment with its provisions. These must be accompanied by clear implementation plans, which will be reviewed annually to monitor progress. The Department commits to monitoring the plans, and the policy framework states that this will be done through submissions of progress reports. The Department has also committed to making implementation resources available to institutions. This has been made possible through funding that has been made available for public HE institutions for between 2024-2026. This has to focus on the implementation of multilingualism and includes infrastructure from the Department. At the same time, institutions, on the other hand, are expected to promote student access and success and ensure that students are not excluded from supporting language services.

The Higher Education Management Information System (HEMIS) has been planned to be used as a system for data collection and analysis on the implementation of institutional language policies and the Language Policy Framework. This is part of the planned monitoring strategies for the implementation, use and development of LOTE in HE. Another form of monitoring

that the policy framework commits to is institutional visits. This is to evaluate whether institutions adhere to the policy. These have been implemented and done through language audits that have been monitored through a Language Resources Audit. This has been an initiative of Universities South Africa (USAf), through its Community of Practice for the Teaching and Learning of African Languages (CoPAL); they worked with universities towards the implementation of the Language Policy Framework (SADiLAR, 2023).

Since the Policy Framework mandates that institutions revise or develop their language policies, the following section discusses the language policy of Rhodes University.

2.7 The Rhodes University Language Policy (2019)

The RU Language Policy discussed in this section was first revised in 2003, and there have been subsequent revisions in 2005, 2014 and 2019. The institutional entities responsible for this task are the University Language Committee, The Office of Equity and Institutional Culture, and The Registrar's Division. The policy is also said to have a review cycle every three years. Therefore, this policy is due for review, but the university currently uses the 2019 policy.

The following principles underpin the policy statement:

- Recognising that the LoTL is English and the university's day-to-day business is conducted in English;
- Creating an environment where a language is not a barrier to equity of access, opportunity, and success;
- Promoting multilingualism and the development of academic languages and literacies of the languages of South Africa, where necessary and practicable, and
- Creating conditions where isiXhosa is used as a language of learning and teaching.

The policy further recognises historical and conditional realities and states the following:

- The LOTE, alongside English, can be used through translanguaging in teaching and learning, for example, in tutorials;

- The policy states that other languages can be used alongside English where necessary and practicable in university official business, and
- The university's signage and official documentation should be trilingual in recognition of the recommendations of the institution's Transformation Plan.

The policy recognises predated legislation and states that it is aware of the potential that language holds in contributing to transformation (RU Language Policy, 2019). It then further states its objectives. However, the 'objectives' also come as recommendations, and the policy states that the "...objectives are recommended where necessary and practicable and subject to University's resources" (RU Language Policy, 2019). The objectives related to this study are as follows:

- The promotion of the use of isiXhosa, Afrikaans, and English through vocation-specific and additional language courses for staff and students;
- Requirements in professions are to be addressed by offering courses such as Conversational isiXhosa to produce multilingual graduates;
- Promotion of the development and literacies of academic languages - isiXhosa, in this context, through teaching, learning, and research to redress the marginalisation of indigenous languages at the departmental level;
- Establishing a Language Task Team and a Language Services Centre;
- Ensuring that translation and interpreting into isiXhosa and Afrikaans is provided for students and staff where necessary and feasible, and
- Supporting and using isiXhosa as an additional language of work for staff on lower occupational levels.

The principles governing the policy have been stated as a commitment, and the policy states that the university commits to:

- Equity, social justice redress;
- Epistemological access for all students;
- Social cohesion through the promotion of multilingualism and translanguaging;
- Respect for linguistic and cultural diversity;
- Increased levels of inclusion of staff who have proficiency in isiXhosa, and
- Being underpinned by the provisions of the Constitution.

The policy identifies entities responsible for its implementation and states that it is important to consider equity, practicality, and the essentiality to redress past injustices. The university's Centre for Higher Education Research, Teaching and Learning (CHERTL) and other relevant departments have been mentioned and tasked to provide the necessary development of teaching and learning strategies and courses to implement translanguaging. The policy states that Departments or Schools that have specific expertise must develop academic languages and literacies of isiXhosa as part of redressing the marginalization of indigenous languages (RU Language Policy, 2020). The monitoring of the language policy is stated to be the responsibility of the Language Committee and should be done through the Committee meetings.

The policy also specifies departments and their responsibilities towards the implementation of the policy. Relevant departments have been referred to CHERTL for capacity building for lecturers to use multilingual and translanguaging teaching and learning strategies and to facilitate the dissemination of information related to these strategies. The policy states that the proposed Language Services Centre, Human Resources, and the Institutional Planning Unit must provide translation and interpretation services, while departments and relevant Schools, such as the School of Languages, are mandated to develop academic languages and literacies of isiXhosa.

The policy acknowledges the importance of students' languages for learning, and encourages multilingual strategies like translanguaging to be used in learning and teaching. It is therefore important that strategies that implement multilingualism are continually being devised, and that there are collaborations done within and between institutions, as proposed by the Language Policy Framework (2020). The BAQONDE Multi-University Project is an example of such collaboration. This project was a collaborative started in 2021 until the end of 2023 and its main objective was to enforce the development of African Languages in Higher Education through multi-university collaboration. The project was funded by the Erasmus Mundus programme under the European Union. Participating South African universities included Rhodes University, University of Kwa-Zulu Natal, North-West University, and the University of the Western Cape (BAQONDE, 2023). The project's activities included training and dissemination activities. Training activities were meant to expand teaching skills that could be used in the classroom to address students' needs where multilingualism was being used to

facilitate learning. Dissemination activities, on the other hand, included presenting the project's activities in events such as conferences, workshops, and seminars held at various institutions and organised by representatives from the University of the Western Cape and Trinity College, Dublin.

2.8 Summary

Chapter 2 provided an overview of the ESP at RU, focusing on the Commerce Extended Studies Programme (CESP). This programme is the site of data collection for the study. The Chapter began by discussing the White Paper for Post-School Education and Training, which outlines the provision of ESPs. The Policy Framework for ES Programmes was also discussed, providing an elaboration of the programmes and the types of students who are accepted into these programmes. Additionally, the Chapter discusses the structure of the CESP at RU.

Chapter 2 also explored various policies related to teaching and learning that inform the use of LOTE in higher education. The Ministerial Report on the use of African Languages as Mediums of Instruction (2015) was discussed, as well as national and institutional language policies that mandate the use of LOTE in higher education.

Chapter 3: Literature Review

3.1 Introduction

Chapter 3 reviews the relevant literature for the study, which explores multilingualism as a strategy for promoting epistemic access in classrooms where students primarily speak LOTE. It begins by introducing and unpacking the concept of epistemic access, particularly in the context of HE, and argues that language plays a crucial role in enabling students to achieve such access. It evaluates the use of students' primary languages in learning, emphasising the benefits of bi/multilingualism. The value of using multiple languages in education is critically examined, with particular attention to their pedagogical benefits.

Additionally, the chapter focuses on the South African HE context, where multilingualism has increasingly been adopted as a strategy for enhancing learning outcomes. It also discusses the concept of bilingualism, outlining its goals and types. It further explores the relationship between bilingualism and cognitive functioning, as this study aims to assess the effectiveness of multilingualism—a concept that builds upon bilingual foundations. As such, the chapter examines theoretical perspectives on the connection between language and academic achievement. The discussion then extends from bilingualism to multilingualism, considering strategies that can be applied in teaching and learning. This focus is particularly relevant in the South African context, which is more linguistically diverse than some contexts from which dominant scholarship on bilingualism and bilingual education developed. The chapter also explores the theoretical underpinnings of translanguaging, its pedagogical applications, and the significance of using students' primary language when implementing this approach.

3.2 The Issue of Epistemological Access

According to Morrow (1994), when students are enrolled at an educational institution, it does not equate to having full access, especially to the knowledge offered. When they hear the concept of education, they become confused and fail to distinguish between formal and

epistemological access. Morrow (1994) provides a distinction between these two concepts. Formal access refers to physical access to institutions of learning, but epistemological access refers to access to knowledge that is created at a university. He further states that unlike formal access, where one can have entitlement to, epistemological access requires an effort from the beneficiary (Morrow, 1994; Gamede, 2005). In other words, for one to have access to education offered at university, they also need to put in effort towards achieving what they want. For example, by studying and making sure that they pass. Epistemological access is where one participates actively in an academic practice throughout the knowledge-production process. Epistemological access is important and can lead to meaning-making and knowledge production; therefore, according to Amos (1998), when one is enrolled at university, they are expected to indicate that they can use what they have been taught. This, according to Morrow (1994), does not only lie with those who are to provide services such as education, but also with the beneficiary.

Before problematising Morrow's concept of epistemological access, it is important to provide another feature that Morrow (1994) associates with epistemological access. According to Morrow (1994:40), epistemological access "...cannot be given to someone, but it is rather learning how to be a successful participant in an academic practice." Morrow (1994) acknowledges the importance of resources such as the library and books to support this learning, but states that it is primarily important that one puts in effort and tries to be part of the learning processes. Morrow also notes that the students need to understand the norms and behaviours accepted within the discipline. If that happens, it becomes easy for the teacher to contribute to the learners' epistemological access. However, the South African HE context is complicated with equity issues, so access to knowledge offered in HE is not as easy. There are other factors such as students' social and economic backgrounds. Issues extend to the fact that access to knowledge might be a challenge for some students because of the language used in teaching and learning, and also because the HE system might be different to the high school system that students might be used to.

Even though Morrow clarifies the concepts of access and emphasises participation in epistemological access, he does not illustrate how one can achieve this epistemic access if the resources provided for one are insufficient. For example, students who are used to being

taught in their primary languages might find it difficult when they are taught only in English at university. Epistemological access requires being willing to be part of the academic practice and the institutional culture, practices, and environment, which are important to look at and determine whether they are conducive to learning (Gamede, 2005). In other words, for Morrow, epistemological access is where one enters university and follows the norms to be successful without questioning the institutional culture or whether the institution is responsive to the students' needs. This is further elaborated below.

Some educational institutions have remained unresponsive to the social change that happened after the apartheid era, and the students are expected to only abide by the rules of the institutions without prioritizing transformation to accommodate the diverse student body. According to Gamede (2005), Morrow does not problematise the unresponsiveness nature of the institutions, but rather accepts them as a norm. Even though universities are meant for learning, they are still part of a bigger social context and when there is change in a political landscape of the country, the people will talk and think about knowledge production and the values underpinning knowledge (Gamede, 2005). Therefore, epistemological access does not only rely on the students, but the institutions, academics and support services need to also be responsive for students to access learning. It is important not to overlook the duty of institutions to support students - especially where students come from different backgrounds. For instance, it is important to explore teaching methods that can benefit students who speak LOTE primary languages, especially if they are coming from schools where they were taught in their primary languages.

Morrow's concept also overlooks how the university curriculum might favour and exclude some students as the students' prior knowledge and experiences are not considered (Gamede, 2005). Therefore, revisiting their policies and considering the type of students enrolled at the university is rather important. Since the post-apartheid era, the student body in South African universities has become heterogeneous and diverse (Higher Education Monitor, 2010; Maseko, 2011). This means that more students speak LOTE within these campuses, and most come to university with the need to capacitate them into being active students (Madiba, 2009; Paxton, 2009). Studies on access and success have investigated the effect of a second- language medium of instruction on those whose mother tongues do not play any role in learning

(Ngcobo, 2007; Heugh, 1995; Mqgqwashu, 2011). This brings up the importance of prior knowledge and bilingualism in South African HE.

3.3 An Ontological Turn for Learning

Mack (2000) defines ontology as how one's views are influenced by one's "being" or existing knowledge, and such views are also based on one's previous experiences. For this context, the ontological approach to learning is defined as where knowledge is interpreted using students' reality to facilitate meaning-making in the learning process and, consequently, quality learning. So, the individual's being is mainly influenced by what they have been exposed to. Before one has an intellectual understanding of a phenomenon, they first 'experience' it (Mack, 2000). This shows the relationship between education and ontology: the process of access to knowledge can be successful if the ontological approach is considered so that what is being learned can be placed within the context of what is known. If this process is managed carefully, meaningful and quality learning can be achieved.

The notion of ontology explored in this section refers to the nature of being and how individuals perceive and experience their existence. This understanding is argued to contribute significantly to the learning process. In this context, knowledge is contextualised within specific ways of being, which are often inseparable due to the social contexts that influence thought and behavior (Dall'Alba & Barnacle, 2007). Interventions such as academic literacy programmes have been implemented in universities to promote meaningful learning experiences (Ellery, 2015; Boughey, 2002; Thomson, 2008). Boughey (2000) and Thomson (2008) characterise academic literacy as a set of skills that enable individuals to engage effectively within academic discourse. This process occurs through pedagogic practices designed to 'socialise' students into their respective disciplines' accepted norms and concepts. Several studies (Ellery, 2016; Dall'Alba & Barnacle, 2007; Parker & Goicoechea, 2000; Barnett, 2009) advocate for an ontological approach to learning in conjunction with academic literacy.

With the ontological approach to learning, knowledge gets created, embodied and enacted during learning. According to Dall'Alba and Barnacle (2007: 683):

Rather than treating knowledge as information that can be accumulated within a (disembodied) mind, learning becomes understood as the development of embodied ways of knowing... ways-of-being.

Ellery (2011) further states that when students are exposed to the transfer of knowledge only, they tend to reproduce what they are being taught without 'living' the knowledge. Therefore, the existing lived experience and knowledge of students must be integrated in the facilitation of learning. To facilitate effective and meaningful learning, extensive research on access and success in HE has considered an ontological approach where students are 'socialised' in their disciplines so that they can have epistemic access to knowledge.

As the above suggested approaches propose an intervention for the socialisation of students within their specific disciplines to access the discourse, this research study proposes that the students should be guided, through pedagogic intervention, to draw from their own languages the key elements of their ontologies to access knowledge in the disciplines. Language is considered to play a very important role in the facilitation of cognition and meaningful learning, which leads to transformational positive goals for education and society (Bamgbose, 1991; Adams, 1993; Cummins, 2001; Obanya, 2004).

According to Bamgbose (1991) and Obanya (1995), transformative education is possible if one is taught in a language in which one is most proficient. Active and meaningful participation becomes difficult if one is not taught in a language that one fully understands, or in which one is fully proficient. Proficiency in this context not only refers to the ability to speak and understand the language but also to acquire a set of skills, attitudes, and values related to that language. The model proposed by this study is one where students can draw from their ways of being and their languages and linguistic repertoires for learning. This could happen in a way where isiXhosa, for this context, can be used by the students to facilitate learning and also to have meaningful contributions towards creating new knowledge. Mgqwashu (2011) states that using one's language offers epistemic access, but this does not only refer to the use of isiXhosa to support teaching and learning. Rather, it suggests relevant ways in which indigenous languages can also be used to engage with people's everyday experiences. The use of these languages is not only limited to support learning, but it also promotes multilingualism, which

is one of the main objectives of the HE language policy framework.

HE learning does not only include absorbing knowledge (Ellery, 2011; Barnett, 2009; Mgqwashu, 2011), but should ensure that students question the knowledge they are getting by using other sources for different perspectives that can contribute to knowledge production. During this learning process, students must make inferences and conclusions about what they are learning (Mgqwashu, 2011). The students are expected, when drawing certain conclusions, to “...take a different position derived from values and attitudes related to what counts as knowledge, and how it [this knowledge] can be known within various disciplinary discourses” (Mgqwashu, 2011: 164). These prerequisites, as stated by Mgqwashu, are usually based on one’s ontologies and experiences, which include one’s language and culture. For example, using your own experiences and knowledge when learning a difficult concept potentially allows easy understanding of that concept. Drawing from a language that embodies one’s lived experience and knowledge can enable one to relate new knowledge to what one already knows. Thereafter, one can draw conceptual relations from their experience before transferring them into a second language. In other words, it becomes less difficult for students to develop their cognitive skills and, simultaneously, bring their values and attitudes to acquiring knowledge of the discipline they are learning. This research study proposes a similar approach to the one that Mgqwashu (2011) presents, but it extends the proposal by providing strategies that can be used - such as multilingual strategies.

The initiatives of using students’ primary languages for learning should involve ways in which these languages are used in a relevant way that can help students with meaningful engagement of knowledge in their disciplines. In other words, there must be an environment that embraces the use of primary languages and ways of knowing in a manner that is more relevant and engaged with the people’s everyday experiences. Ntuli (1999) comments that allowing African learners to use unique skills drawn from their own natural, social, and historical environments is important. Haire and Matjila (2008) refer to this as moving from the known to the unknown, where students would be building on the information and experiences that they already have.

This exposes a need for the introduction of pedagogies that integrate knowledge with the direct experiences of (African) students.

According to Mgqwashu (2011) and Haire and Matjila (2008), learning in African languages and education did not start in Africa during the colonial period. Batibo (2001) also states that in most African societies, there was an emphasis on traditional forms of education where there was a transmission of cultural values and skills within cultural groups. According to Makalima (1981), in the culture of Xhosa people, before writing came the information used to be passed from one generation to another through oral teachings by elders to the younger people – usually done while engaging in everyday chores. With the onset of European imperialism and the introduction of writing in African languages, the ways of teaching and education changed. African languages were not used for higher levels of learning, and therefore were not developed for that purpose, like other European languages (Maseko, 2011; Mawonga, 2015). Western influence and education systems were perpetuated and this has led to most African people undermining their own languages.

According to Brock-Utne (2000), most African people perceived European languages to be the languages of development and wanted more access to them, even in their schools. This, according to Mgqwashu (2011), has robbed the African languages of the potential that they have for them to be intellectualized and used in other disciplines. According to Maseko (2011) and Roy-Campbell (1998) (cited in Mgqwashu, 2011) disciplines such as Mathematics, Chemistry and Medicine had their technical vocabularies and concepts made available in African languages even though their use at that time had different objectives.

There is a need to develop indigenous languages in South African HE. Introducing courses that will develop the students' cognitive thinking and academic writing in their languages would allow exposure to academic discourse of the language (Mgqwashu, 2011). This type of exposure would allow the students to draw from their own experiences and knowledge when developing and contributing to knowledge.

3.4 The development of bilingualism

Different scholars define bilingualism differently (Baker, 1993; Garcia & Wei, 2014; Reyes, 2008); each definition usually depends on a certain context. Baker (1993) and Reyes (2008) state that a proper definition of bilingualism involves different factors, such as the fact that one can acquire different language skills in many ways. For example, one can be fluent in speaking one language, while they are fluent in reading and writing the other. Therefore, people have varying skills (listening, writing, reading, etc) in each language, and that makes it difficult to have a fixed definition of a bilingual person. According to Baker (1988), the context in which one uses the language may count, for example, if one is fluent in two languages and the other is only restricted in the context of home.

Based on these definitions, bilingualism and multilingualism are conceptually similar, but the main difference is that bilingualism refers to when one has the ability to use two languages, and multilingualism includes more than two languages. It is noteworthy that according to these studies (Cummins, 2002; Baker, 1993) most theories on language use developed under bilingualism, then multilingualism became a focus and an extension later, because of different contexts such as in African society - where multiple languages existed simultaneously. However, the concept is similar. This study mostly focuses on multilingualism because of the context of South Africa, which is multilingual rather than bilingual. In the context of South Africa, there are multiple languages. Therefore, this extends from bilingualism to multilingualism. However, these concepts are similar to each other. In the Eurocentric contexts, sometimes both languages referred to might have a similar status and be developed on the same level. In the African contexts, where some indigenous languages might not be dead, 'multilingualism' is mostly used when referring to the African context.

On the other hand, Reyes (2008) states that each bilingual person is a unique individual who uses both languages to integrate knowledge of and from them both – knowledge that usually functions independently. According to Reyes (2008), the important aspect of bilingualism is that languages are used to interact with one another to increase the functionality of each. Garcia and Wei (2014) emphasise that using more than one autonomous language is important to bilingualism. This also applies to multilingualism. When people in certain contexts speak more

than one language, they can be regarded as multilingual even if they are not fluent in any of the languages. Treating each language as two separate structures can be problematic as multilingualism needs to be understood as a process where there is no linguistic interference, and the familiarity of the bilinguals with both languages is allowed (Garcia & Wei, 2014; Reyes, 2008). In other words, when multiple languages are kept apart, the flexible conveyance of knowledge between the languages becomes disintegrated.

According to Reyes (2008), bilingualism may be described as simultaneous and sequential. Simultaneous bilinguals refer to when one grows up and learns two languages in their social context. In contrast, sequential bilinguals develop proficiency in their primary languages before they acquire a second language (Reyes, 2008). Bilingualism emerged because of contact between two different language communities. Therefore, it becomes more than just speaking two languages; it is also about developing a bicultural worldview through diverse sociocultural experiences. This is one of the values associated with bi/multilingualism, that it allows one to look at the world differently, and use different lessons as there is knowledge embedded in each language. According to Reyes (2008), negative perceptions might view bilinguals as being caught in between two languages without proficiency in any. In contrast, being bilingual allows one to use their experiences and knowledge of the two languages and cultures to contribute in their abilities to negotiate social realities. As language has an influence on one's culture, this then means acquiring more than one language allows one to be part of two worlds with different beliefs and values that make them more liberal.

Multilingualism is interpreted differently across contexts, shaped by distinct historical and sociopolitical factors. These variations underscore how multilingualism manifests uniquely based on context. Much of the existing work and theorisation on multilingualism has been grounded in European perspectives, which are not always applicable to African contexts. One emerging strategy, translanguaging, has gained popularity in Europe and has recently been adapted in African settings, with growing research exploring its applications in education. This will be discussed later in this chapter. However, it is important to highlight that these concepts vary according to contexts, and the South African context is discussed later.

3.5 Bi/multilingualism and Education

This section focuses on the types and aims of bilingual education, emphasising its pedagogical value in multilingual contexts. It explores how bi/multilingualism supports learning, particularly for students who speak more than one language, and examines key theories that underline the importance of language in education.

Much of the existing research (Baker, 1988; 1993; Baker & Jones, 1997; Reyes, 2008; McAlister, 2008; Cummins, 2000) centres on the pedagogical benefits of bi/multilingualism and the development of relevant theories. This section will critically engage with these theories, especially those advocating multilingual education, and examine their relevance to the study. Although this study focuses specifically on bilingual mother tongue-based education as a strategy for learning, the broader theories from the literature remain applicable. Additionally, the section will discuss how the aims of bilingual education differ depending on the institutional context.

Bilingual education is defined by Baker & Jones (1997) as the use of two languages in the classroom, but according to Garcia (1997), some factors need to be taken into consideration. The main factor would be for example, as illustrated in Mawonga (2015), whether the two languages are being used in the classroom by all students to acquire knowledge or is the other [primary] language used to teach the second language. Bi/multilingualism in the classroom becomes valuable if one uses it to enhance the learning process.

3.5.1 Types of Bilingual Education

Bilingual education has been defined by Edwards (1984, cited in Baker, 1988) as the type of education in which two languages are used within the school. The way these languages are used differ, and these varieties form the types of bilingual education available. Baker (1993) enforces the importance of differentiating between the type of bilingual education that

promotes the use of two languages in the curriculum and the type in which the minority language is not used, and it is only the use of the majority language that is emphasised. These two bilingual education models will be discussed in detail below.

The first model aims to phase out one language by replacing it with a majority language, and this model, according to Baker (1988, 1993), is called a subtractive or transitional bilingual education. The subtractive form is where there are bilingual children within the school, but monolingualism would be encouraged through the plans of phasing out the minority with an attempt to replace it with a majority language. Under the subtractive model of bilingual education, there are segregationist, submersion, and mainstream bilingual education programmes (Baker, 1988; 1993). The main aim of these programmes is to transform and move from minority to majority culture and language. For instance, schools that encourage learners who speak isiXhosa as a primary language to take courses that strengthen their proficiency in English without taking into consideration the benefit of the learner's primary language would fall into this category. In subtractive bilingual education, the LOTL is usually the majority language, and the children would be expected to participate in the classroom using only English. This also falls under Morrow's description of epistemological access where he states that students must follow the norms and behaviours of the institution to succeed, without the institution trying to accommodate the students. This is going to be discussed in detail under the section of translanguaging.

Another model is known as an additive or maintenance form of bilingual education. Additive bilingualism is where two languages are kept throughout all schooling and the children would be encouraged to be bilingual (Baker, 1988; Duvivier & Cuyun, 2008).

The additive bilingual education model consists of immersion, language maintenance, dual language, and mainstream bilingual education. The programme aims to make the learners bilingual and biliterate. Biliteracy refers to the ability to read and write in two languages, and being literate in both languages allows the learner to have more cognition (Rhor, 2012). Following the additive bilingual education model, to some extent it promotes multilingualism within the classroom and encourages the learners to also appreciate the value of their languages

(Alexander, 2000; Garcia, 1997; Baker, 1993). Each of the programmes are going to be briefly discussed below.

According to Baker (1993) and Cummins & Swain (1986), immersion bilingual education began in the 1960s in Canada when parents wanted their children to learn French, performing well in the curriculum while they would also be performing well in the English language. Immersion bilingual education enforces the cultures of both languages to be appreciated and recognised (Mawonga, 2015). An emphasis of this programme is that learning an additional language should not replace the minority language, but both languages should be used together to complement each other with the intention of achieving proficiency in the second language.

Language maintenance refers to when learners use their primary language at school as the LOTL with the intention of being fully bilingual (Baker, 1993; Baker & Jones, 1997). This programme allows the minority language to be maintained while the additional language develops. This programme will likely happen when the child's primary language is maintained and protected alongside the development in the majority language (Baker, 1993). Certain challenges faced by the programme include practical difficulties such as a lack of resources and support from experts for minority languages.

The dual language bilingual education programme occurs when both the minority and the majority languages are used together for teaching and learning (Baker, 1993). According to Garcia (1997) and Morrison (1990), the outcome of this programme is having balanced bilingual children with biliteracy that eventually becomes acquired in both languages. In mainstream bilingual education programmes, there are usually two majority languages and they are both used as LOTL. Biliteracy is guaranteed in this type of bilingual education as both languages are majority languages and are acknowledged. Another example of dual language instruction is Stellenbosch University's 2014 Language Policy, where both languages were used in teaching and learning. This policy, though, was considered to be discriminative as the LOTE and Afrikaans were not included in it (Salomone, 2019).

This research study proposes another similar version to the immersion bilingual education programme, with mother-tongue-based bilingual education being a focus. In this study, the students are expected to use their primary languages or any other language that they are familiar with to scaffold learning. This would be a model similar to Heugh's (2021) description of horizontal multilingualism, where languages are used across each other for different academic purposes. The use of the students' primary language for learning will assist in reaching epistemic access.

3.5.2 Aims of Bilingual Education

There are multiple purposes of bilingual education, and these can vary from one context to another. These factors would determine the type of programme or approach to be applied. According to Baker & Jones (1997), the first aim is to mix people into mainstream society and to encourage them to participate fully in the society where the other language taught plays a crucial role. This refers to when there are minority groups in a society - then these minority groups become acknowledged and can participate in the community as their languages are recognized.

To unify a multilingual society, use of different languages at school can contribute to support linguistic and cultural diversity of communities without labelling one language or culture as more valuable than the other (Sook Lee & Suarez, 2008). The gap between school and community would not be too wide as there would be unity and understanding among the people of the communities.

Bilingual education in the South African context is used for academic purposes and for social cohesion. This is where learners use their primary languages alongside the LOTL. This will be discussed in the section on the pedagogic value of bilingualism.

There are other aims of bilingual education, such as preserving ethnic and religious identity, or reconciliation between different and political communities. So, other objectives can lead to bilingual education without necessarily immersing learners in a different language. Bilingual

education does not always mean that both languages will be used equally in the classroom. Different languages can sometimes be introduced in the school to either develop or eliminate certain languages (Baker, 1993). However, as stated, this study focuses on bi/multilingual education for epistemic access. Therefore, the next section discusses multilingualism's importance and how it relates to cognitive functioning.

3.5.3 The Pedagogic Value of Bi/multilingualism & Cognitive Functioning

This section discusses the pedagogical value of multilingualism, focusing on the relationship between bi/multilingualism and cognitive functioning. It begins by examining how bilingualism positively influences cognitive development, as supported by various studies.

According to research by Baker (1988) and Cummins & Swain (1986), there is a clear relationship between bilingualism and cognitive functioning, with bilingualism shown to have positive effects on the cognitive development of children. Baker (1998) notes that beliefs about this relationship have evolved over time based on the results of various studies conducted on bilingual children. These studies often used IQ tests to assess creativity and divergent thinking. The findings consistently indicate that learning a second language is associated with cognitive benefits. Diaz & Klinger (1991) further assert that bilingualism enhances concept formation, creativity, analogical reasoning, and classification skills. Additionally, bilingual children have been shown to possess advanced metalinguistic skills (Baker & Jones, 1997; Diaz & Klinger, 1991). Bialystok (1991) defines metalinguistic skills as the ability to control and manipulate language, including its forms, properties, and structure - essentially, the capacity to use appropriate words and gestures in various contexts.

Several positive effects of bilingualism on cognitive development will be briefly discussed, with a more detailed explanation to follow. Bilingual children often demonstrate advanced metalinguistic abilities, particularly in their control over language processing. Diaz & Klinger (1991) highlight how bilingual children excel in verbal mediation, evidenced by their higher frequency of private speech, which aids in speech processing. These children also exhibit

superior performance in tasks that require both verbal and non-verbal skills. Cummins & Swain (1986) further suggest that bilingual children show greater cognitive flexibility compared to their monolingual peers.

To explain the cognitive advantages of bilingualism, this section draws on Vygotsky's (1962) theory of thought and language. Vygotsky argues that meaning lies at the core of thought and language and that words cannot exist without meaning. He distinguishes between thought and language by explaining that thought refers to an innate system that enables primary cognitive processes such as attention, memory and perception, all of which contribute to a child's intellectual development (Vygotsky, 1962; Diaz & Klinger, 1991). Language, on the other hand, serves as a mode of communication that develops from birth, evolving from basic forms like smiles and cries to more complex uses like words (Diaz & Klinger, 1991). While thought and language are initially independent, Vygotsky contends that this separation is short-lived as children soon begin to use language to process thoughts, plan and communicate. Eventually, language becomes a tool for thought processing, transforming internal thoughts into verbal expression (Levinson, 1997).

Vygotsky (1986) posits that using language as a tool for processing thought significantly influences a child's intellectual development. When children articulate their thoughts through speech, their cognitive processes become more flexible and organized, allowing them to plan and reflect on their responses rather than acting impulsively. The connection between thought and speech enables children to gain control over their cognitive processes by focusing on the structure of their speech. This relationship between thought and language plays a crucial role in cognitive development (Pinker, 1995; Levinson, 1997; Diaz & Klinger, 1991; Vygotsky, 1962).

Building on Vygotsky's theory, this section explores how cognitive functioning relates to bilingualism. According to Diaz & Klinger (1991), additive bilingualism at an early age leads to an increased awareness of language, with metalinguistic skills that enable children to understand the functions, norms and rules of both languages. These skills also enhance the use of language as a tool for thought. Children who are aware of language rules gain greater control over their use of language, managing to differentiate between and appropriately use both

languages (Diaz & Klinger, 1991). This awareness fosters creativity and contributes to improved cognitive performance in both verbal and non-verbal tasks. Additive bilingualism, by exposing children to two languages, equips them with the ability to use both languages to

their advantage. This development of self-regulatory cognitive functions further enables bilingual children to "filter" their speech effectively.

Cummins (1978) also highlights bilingual children's ability to detect grammatical inconsistencies in sentences, likely due to their exposure to multiple linguistic structures. This heightened sensitivity allows them to seek alternative solutions for meaning-making. Moreover, research by Johnson (1991) shows that bilingual children often provide more formal and detailed responses to questions, as their dual linguistic backgrounds offer them two distinct worldviews from which they can draw to construct meaning.

3.5.3.1 Education and Bi/Multilingualism in Africa

In spite of hegemonic monolingual ideologies, education in Africa is characterised by multilingual practices in line with student demographics and the practical realities of teaching. Teachers often resort to code-switching or code-mixing as monolingual instruction does not always resonate with students (Obanya, 2010; Batibo, 2009). Research has shown that meaningful engagement is enhanced when students' home languages are included. However, these practices are often stigmatised and under-documented, particularly in areas like multilingual assessment. Heugh (2021: 40) emphasises that multilingualism can only be fully integrated into education when certain conditions are met:

1. Validation of both local and international languages for teaching and learning across the curriculum (e.g., bilingual or multilingual education, including mother tongue-based education).
2. Explicit use of both local and international languages in written and spoken forms (purposeful code-switching).
3. Availability of bilingual or multilingual textbooks and learning materials.
4. Incorporation of bilingual or multilingual assessment practices.

When these conditions are met, complemented by normalized code-switching efforts, they yield better epistemic outcomes. Importantly, language is not learned in isolation but alongside other languages, reinforcing the effectiveness of integrated multilingual practices. These practices also facilitate the transfer of knowledge and beliefs embedded within languages.

3.5.3.2 Multilingualism as a resource for learning and transformation in South African Higher Education

Multilingualism is a reality in South African HE and the need for recognition has been emphasised by multiple legislative attempts such as the Constitution, Higher Education Act, and national and institutional policies. As stated, the effort that has been lacking is the implementation. Nosilela (2020) foregrounds these thoughts in her study when she extends the concept to Africa. She states that this has been a norm in Africa, and the governments have grappled with how multilingualism can be implemented in education. One of the reasons that makes this task difficult is that, to some extent, there is anxiety about which language to choose for effective teaching and learning.

Most South African universities have one language as the language of teaching, learning and research, but classroom contexts portray the presence of multiple languages (Paxton, 2007; Madiba, 2010). This means multilingualism is used as a resource in teaching and learning spaces, but there are still other factors, such as resources and the capacity of lecturers, to make this a reality. Studies (Paxton, 2007; Tanyanyiwa, 2014) show that students use their primary languages during learning, but these practices are not formalised. English and Afrikaans continue to be the languages of learning. This promotes more value for these languages, and it also devalues LOTE. Embracing LOTE would bridge this gap, leading to students using LOTE as a resource - but this needs to become a formalised practice. Teaching and learning in LOTE would promote the intellectualisation of these languages, while also allowing students to contribute to the knowledge-making process (Somlata, 2018). Banda (2009) further states that this approach equips students with the reflective ability, to some extent, to interrogate texts. Using their own languages would allow students to interrogate what they would be learning, promoting more participation. This would even make learning easier because there are students already proficient in LOTE, but these languages are not used as resources for learning. As demonstrated by theories on the relationship between language and cognition

discussed earlier, students' primary languages are useful tools for learning new knowledge. This is needed more emphasis, especially in a language that is not the students' primary language. It is important then that multilingual learning as a strategy is taken seriously as it can also contribute to transformation and social justice.

As reflected by Madiba and Finlayson (2002) and Maseko (2010), the multilingual nature of the country is not entirely reflected in university classrooms, especially where LOTE is used as a language of teaching and learning. The sidelining of LOTE in teaching and learning means that access to and success for students are suppressed. LOTE, as the languages of the majority of South Africans, need to contribute to knowledge creation in HE – and further benefits their intellectualisation. More critically, knowledge creation is important for the transformation agenda in HE (Maseko, 2010). Multilingual pedagogy has the potential to facilitate knowledge and meaning- making. Notwithstanding the fact that university language policies emphasise certain languages, this study advocates for more languages to be available in the classroom. This does not dismiss what the language policy (2019) advocates for and acknowledges - that isiXhosa and Afrikaans, alongside English, are prioritised in the policy because of the geographical location of the university. However, this does not mean that more languages cannot be considered at the implementation level. This study advocates for a larger range of languages for students to have at their disposal, as they would be drawing from the repertoires embedded in those languages. This is what Heugh (1995) refers to as functional multilingualism. Banda (2009) supports the use of multiple languages by a student and states that LOTE have always been able to exist side by side and complement each other in multilingual contexts. There is no need for them to compete for spaces, but the complementary role of these languages needs to be acknowledged. However, it is still essential to note that the Eurocentric conceptualisation of multilingualism might not be able to work in African contexts. For instance, using multiple languages for the same purpose is a norm in African contexts, and multilingualism is not linear because the languaging process can happen in various ways. The mutual intelligibility of LOTE must not be ignored because even though there are many languages, the knowledge embedded in them might be overlapping.

Using conceptual frameworks and models from the Global North often fails to address the complexities of multilingualism in the Global South. In African contexts, language, beliefs and well-being are interconnected and must be acknowledged as such (Heugh, 2021). Multilingualism in the Global South must also recognise communal knowledge practices, which differ from the individualistic perspectives emphasised in the Global North. Knowledge production in these contexts is deeply rooted in community, reflecting the intertwined nature of language, identity and epistemology. Multilingual practices in education, therefore, extend beyond communication to include the cultural and epistemic resources embedded in students' linguistic repertoires. This approach aligns with the broader educational goal of fostering knowledge sharing and production.

Using diverse languages in university classrooms can enhance literacy skills among disciplines (Somlata, 2018). This means that there might be a deeper understanding of the subject content, and the students can participate meaningfully in knowledge creation. Brock-Utne (2012) narrates the consequences of using LOTE in HE in Tanzania. This has led to the development of conceptions of African philosophies that draw on the wealth of indigenous knowledge. Moreover, this has also facilitated the accelerated development of Kiswahili vocabulary in philosophy. According to Brock-Utne (2012), this encourages students to participate in critical discussions – an outcome confirmed by their lecturers.

For transformation, it is essential not to ignore the knowledge embedded in LOTE; this then calls for using these languages in teaching, learning and research. This delay can lead to the staggering of meaningful engagement. Significant, however, is that the prevalence of monolingual teaching and learning practices does continue to contribute to how other languages are perceived. According to van der Walt (2013), the students' language profile might keep changing over the years, but it is still possible to implement multilingual pedagogies. One would need to look at the needs of the current students at an institution and manage their multilingual pedagogy model based on that. For instance, one can use a range of multilingual strategies such as code-switching, translanguaging and terminology planning, depending on the needs of the students. The policy is important as a guideline, but an extent of willingness is urgently required to make it work. Implementing multilingualism can be fluid. Van der Walt (2013) states that

the shifts within student profiles and changes in student population discourage institutions, and that is why their language policies promote monolingualism. Even though that is the case, it cannot be the solution as this does not change the fact that language still acts as a barrier to the learning and success of students.

Some students enter school with the ability to speak the LOTL, which is English in this case, but use their primary languages to unpack the academic tasks because they cannot use English in this context (Setati et al., 2002). Then, once they have grasped the meaning of the concepts, they move to using them in English. This perpetuates the perspective that LOTE, which are students' primary languages, do not have value because they are only used in informal settings and are not formalised. Previous studies (Gambushe, 2015; Mawonga, 2015) confirmed that LOTE are primarily used in informal learning contexts. This study calls for a managed process to get students to use their primary languages for learning - thus enabling transformation.

Using LOTE during in an exploratory introduction, and where students also have their languages used in explaining certain discipline-specific concepts, can be useful up to a certain extent. This could be a good approach to multilingual pedagogy, but it might not be enough because students need to develop cognitive academic proficiency in their primary languages. Van der Walt (2013) insisted that institutions need to develop critical academic literacies in courses, including in LOTE. Ramani et al. (2007) illustrated the effects of the bilingual degree programme where students could write in Sesotho sa Leboa, even though English was the LOTL.

Terminology planning opportunities arise when LOTE are used during discourse-specific talk. This research study was conducted at Rhodes University, where practice of discourse-specific talk led to terminology being developed, and existing glossaries used. Multiple approaches can be used in the classroom when multilingualism is used for learning. The next section discusses the proposed approaches and how multilingual pedagogical strategies have been employed in South African HE classrooms.

3.5.3.3 Multilingual Pedagogies for South African Higher Education

The current efforts from different institutions indicate that there are multiple ways that academics and practitioners can use to implement multilingualism in their classes. This depends on a number of factors - such as student demographics, the discipline being studied and the capacity of the lecturers in terms of language proficiency. LOTE, namely the students' primary languages, need to be used in learning and teaching. Since the first Language in Higher Education Policy (2002), the national policy has been advocating for the use of students' primary languages in teaching and learning for epistemic access – thus providing a basis for language not to become a barrier to learning. The New Language Policy Framework (2020) also advocates for their implementation. This policy builds on the 2002 Language in Higher Education Policy, addressing some of its limitations.

The implementation of multilingualism is dependent on institutional and policy contexts, and there is no 'one-size-fits-all' strategy (Van der Walt, 2013). For instance, student demographics and lecturer competencies in languages can contribute to how multilingualism is implemented in a particular institution. Moreover, discipline content has to be considered.

Van der Walt (2013) states that in most contexts, lecturers become the focus in terms of knowledge and students' knowledge gets overlooked, which is why one would find that there are more monolingual practices perpetuated in teaching. Focusing on students' knowledge and harnessing their languages and knowledge is critical for their effective learning. Makalela (2013; 2015; 2021) and Madiba (2018) advocate for strategies that leverage students' full repertoires - such as translanguaging. Heugh (1999, 2003) introduced functional multilingualism, which advocates for written languages and societal multilingualism. Such strategies allow students to participate in the knowledge-making process, especially if guided during the learning process. Setati et al. (2010) demonstrated this in a school context, where they propose and show the importance and use of classroom talk for understanding. They clearly differentiated between exploratory talk and discourse-specific talk. Exploratory talk involves practices where students negotiate and make sense of the meaning of important concepts and unpack tasks in the classroom. Barnes (2008) explained this as a process where learners bring in their own knowledge as they unpack and understand the new knowledge. In

his study, Barnes demonstrated how learners were using their repertoires, going back and forth with their thoughts before getting to the final meaning and decisions about what was needed by them in their tasks.

Setati et al. (2010) used a similar method to Barnes, which included code switching during the discussions. They support this method because it allows teachers to listen to the learners' ideas, while harnessing their languages in the classroom as sources of knowledge in a multilingual classroom (Setati et al, 2010).

Setati et al. (2010) describe discourse-specific talk as times where learners present their work in English, and this would include formal language that includes academic registers. This is presented in writing. For instance, learners become formal when writing assessment tasks and use a certain discourse-specific language. Barnes (2008) refers to this type of talk as presentational talk. This is when the ideas have been fully organised academically, and mostly happens when answering questions in one language, which would be the LoTL. Setati et al (2010) promoted a process where learning begins in the students' primary languages using exploratory talk. This is a process where the students unpack the tasks in informal talk, which can be done in any of the languages with which the students are familiar. This process can either move to discourse-specific talk, where the engagement would be formal and in the LoTL, or there can be exploratory talk in English. A final movement can be a formal discourse-specific talk in English (See Setati et al., 2010: pp136). There are multiple possible "journeys" demonstrated in their study. Still, their main argument starts with exploratory talk with codeswitching in any available language, moving towards discourse-specific talk. During this process the LoTL can also be used, but in discourse-specific talk, it would be only the LoTL used - in writing and classroom teaching contexts. These processes are similar to what this study proposes, with the difference being that this study focuses on students' languages being part of the last stage of the learning process. In other words, the student's primary language, LOTE, should also be part of the final learning process in the discourse-specific or presentational talk Barnes (2008). This is illustrated in Figure 1 in the theoretical framework Chapter.

Van der Walt (2013) briefly described different forms of multilingual pedagogies that theorists have conceptualised, those which can be applied in HE. These include strict separation of languages, for instance, where languages are used and spoken during certain sessions and are separated in the classrooms. Van der Walt (2013) provided examples where some HE institutions have instructions in one language only. Other languages within the institutions are not mixed. Language arrangements, on the other hand, according to Van der Walt (2013), refer to instances where institutions would make efforts to empower minority languages and would allow languages that are not the LoTL to be used. This has been discussed in Somlata's study (2018), where he illustrated how Stellenbosch University uses English and Afrikaans in teaching and learning. The university's then Language Policy (2017) was a bilingual language policy, which stated that there would be instances where Afrikaans could be used instead of English. The difference, though, is that Afrikaans is not a minority language. But in making this point, it should be noted that there were instances where one language could be used instead of the main LoTL.

The above strategies have not been possible in the South African HE context, mainly because of the multilingual student body. Most students are used to mixing their languages in their language context. However, these languages have been used mainly informally. Separating the use of students' languages from LoTL may, according to Van der Walt (2013), be artificial. This is because of theoretical reasons, the interdependence hypothesis and the importance of language proficiency for learning.

In Garcia's argument (2009) about how bilingualism does not always lead to biliteracy, she proposed the need for a distinction between the two types of language arrangements when multiple LoTLs are used in one classroom. The first language arrangement would be in cases where languages other than the LoTL would be used for communicative purposes, and not necessarily engaging with academic content. Van der Walt (2013: 136) illustrated this approach as instances where, in HE contexts, there would be informal conversations in LOTE discussing the academic content, but formal conversations would be in the LoTL. This scenario is similar to what Setati et al. (2010) proposed, as discussed above. This has also been demonstrated in multiple studies (Madiba, 2018; Gambushe, 2015; Mawonga, 2015), where students discuss threshold concepts and might use additional materials such as glossaries - but write and report

back to the lecturer in English. Van der Walt (2013) makes a good argument when stating that even though there is multilingualism in this case, the approach does not support biliteracy. This also leads to the impression that LOTE are good for only exploratory talk. This study supports furthering this approach, preferring that LOTE are used in formal learning contexts.

The second language arrangement proposed by Garcia (2009) is where LOTE and LoTL are both used for informal talks and during formal talks. As stated above, this study agrees with this approach. Van der Walt (2013) also advocated for this type of multilingualism, with a stance that it facilitates biliteracy. This approach allows for the maintenance of both languages used and opens room for the development of both as academic languages. One of the challenges for this concept to be implemented in the South African HE context is that most lecturers are monolingual and not trained in biliteracy. However, some HE institutions have centres of teaching and learning which foster academic literacy for lecturers. Therefore, academic literacy should be fostered in a manner that promotes biliteracy. Ramani and Joseph (2007) demonstrated how the bilingual degree programme at the University of Limpopo was carried out. Students here used their primary languages even in their academic assessment tasks. This shows that there needs to be opportunities in HE where multilingual learning is given space, especially because students can also use their repertoires for meaning-making.

Heugh (2021), in her presentation during the Mother Tongue Day celebration at Rhodes University, stated that there are multiple gaps between biliteracy and academic literacy. Students enter university with diverse knowledge backgrounds from different linguistic groups, and some are marginalised. It is important to include their prior knowledge and primary language in the learning process. This will allow them to recognise and value their prior knowledge and languages as equally important in the learning space. Mkhize (2021) and Barnett (2010) stated that students come to university with their own ways of being and knowledge, and they sometimes use these traits to make sense of the knowledge that they get within the classroom. Some of this knowledge is also embedded in the students' languages. Harnessing these languages for learning, as Heugh (2021) proposes, allows two knowledge systems to be used during the learning process in the classroom. In the context of this study, some students speak isiXhosa as a primary language, and their prior knowledge is embedded in isiXhosa - whether it is Then they come to university and have to use English, which is the LoTL. During this learning process, they have to use English in their learning of new concepts – but, they can also draw from their prior knowledge based in isiXhosa. This prior

knowledge forms an anchorage point that helps them to make sense of the new academic concepts. This leads to knowledge exchange, which has mutual benefits for the students and is inclusive (Heugh, 2021).

Language and knowledge competences are important in translating knowledge into a different language. When learning happens in a different language, there is a transmission of knowledge that is taking place. According to Heugh (2021), this is because knowledge developed in one language may not necessarily be verbalised in another language. Heugh (2021) referred to this process as transknowledging. That is, transferring knowledge from one language into another language during the learning process. The notion of transknowledging is possible through using students' primary languages in the classroom, where they draw from their repertoires, accessing the LoTL and knowledge presented in this language (which would be English in this case). This process brings together common knowledge that is now expressed in two different languages. The process of transknowledging can also happen in the classroom where other strategies of multilingualism are used. This can happen in a classroom setting where students use translation or translanguaging.

Languages, when harnessed properly, can contribute to knowledge making in a way that will draw the knowledge embedded in the language. This, according to Ndhlovu and Makalela (2021) is an opportunity to unravel students' contributions, and lead to critical thinking. For more emphasis, this study proposes a transknowledging process that uses students' primary languages during exploratory talk to enable epistemic access. When planned carefully, this process can move over to discipline-specific talk as there would be opportunities for the use of terminology in students' primary languages that could come up during the code-meshing process. This then also allows the development of LOTE to continue.

Wildsmith-Cromarty et al (2022) reported on the Multilingual Pedagogies initiative at North-West University. According to Wildsmith-Cromarty et al (2022), this Short Learning Programme was a series of contact workshops that inducted academics within the university on how they could use multilingualism in their classes. This included showcasing how this could be done in the classroom, discussing the theory behind multilingualism practices and the rationale behind the training. According to Wildsmith-Cromarty et al (2022),

as the workshops progressed, they also focused on developing strategies for implementing multilingual teaching. These workshops opened up room for engagement between academics and for awareness of the challenges that students face. Also, those academics who are not linguists and do not work with language would also get a chance to look at their students' needs differently, acknowledging that they could use students as resources in their classrooms during the learning process. Workshops and initiatives like these confirm that multilingualism can be used as a resource, instead of always 'smuggling' primary languages into the classroom and not formally adding them to classroom practices. Garcia (2009) referred to this as awareness raising, and that it was important when introducing interventions that would widen access. Franceschini (2009) stated that this was also an essential step for validating multilingualism. Wildsmith-Cromarty et al. (2022) reported on a range of strategies used by participants in their study. One lecturer used Google Translate to translate definitions of certain key concepts in their classes. Sometimes, they would use synonyms or simple explanations of key concepts. Van der Walt (2013) also suggested other strategies, such as translanguaging (which will be discussed below), code-switching and code mixing.

Nkoala (2024), conducted a study where she looked at the lecturers' experiences of using multilingual pedagogies during remote teaching during the COVID-19 pandemic. According to Nkoala (2024), there were multiple challenges that the lecturers faced when using multilingual teaching. These challenges included students not being more active and participating because the online groupings were different from the in-person groupings, where students would group themselves. In this online mode, students were randomly put in breakaway rooms and were sometimes uncomfortable with each other to fully use their languages. Another challenge was that the sudden change to remote teaching had lecturers finding themselves in situations where they had to develop terminology and translate on their own to fast-track students' learning. Some of them were not trained in these tasks. This study shows the importance of planning and expertise when implementing multilingual teaching - academics need to focus on subject content, while language and teaching experts focus on the strategies to be used. The strategies chosen will have to be aligned to the nature of the subject content. When COVID-19 happened, there was little room for such planning, so some of these strategies were not effective.

Some of the multilingual strategies for teaching depend on classroom contexts and disciplines. After the Language Policy for Higher Education in 2002, there have been significant

interventions focusing on different strategies that can be used to facilitate learning. Madiba (2010), for instance, conducted a study using glossaries to fast-track concept literacy. Paxton (2009) enabled and facilitated multilingual tutorials and spaces where students would use their primary languages to discuss discipline-specific concepts. Other scholars like Antia (2017) used translanguaging and translation in lecture slides; translations of lecture materials (Antia and Dyers, 2019) and also provided options for students to use their languages in assessment (Antia et al, 2020).

Multiple multilingual pedagogies used in different classroom contexts in HE have been briefly discussed above, with the contexts and instances that motivate their use. Translanguaging, in the past few years, has become more popular and been used in various ways. It is, therefore, appropriate for this strategy to be discussed in detail as it is also advocated by the institutional Language Policy of RU.

3.5.3.3.1 Translanguaging

Translanguaging originated and became popular in the 1980s when there was a threatening endangerment of Welsh language by English dominance (Lewis et al, 2012; Garcia & Wei, 2014). It was used in Wales as a pedagogical strategy where students would move between English and Welsh during the learning process (Garcia & Wei, 2014; D'Hondt, 2017). During this time, students would, for example, be taught in English and would have to write in Welsh. Initially, the concept was similar to Cummins' description of linguistic interdependence, where both languages were used parallel to each other to strengthen them both. The concept was then extended, and its extension is based on the universality of language and the importance of repertoires during sense-making (Garcia & Wei, 2014). The notion of translanguaging was extended by other scholars to involve looking at language as one universal concept where one draws from different repertoires. This is similar to dynamic bilingualism.

Translanguaging as a strategy refers to a pedagogical practice where students and teachers can alternate repertoires for the purpose of facilitating learning (Garcia & Wei, 2014). This would happen in a manner where students would be asked to use different languages for different purposes, for instance, reading and writing. This was, in other words, a mechanism for students to leverage the languages they were competent in for their own learning.

When using translanguaging, the main aim is to make meaning and gain understanding while using two languages in which the student is proficient. According to Garcia & Wei (2014), Lewis et (2012), and Valesco & Garcia (2014), unlike traditional bilingualism, translanguaging does not view the languages of bilinguals as separate entities but rather as a system in which the bilinguals use their linguistic resources to make meaning. Valesco & Garcia (2014) emphasize that bilingual persons function through an interrelationship between language practices and form an integrated system for communication. In other words, translanguaging is a different language practice which disregards fixed language identities and promotes the use of culture, history and understanding for effective meaning-making.

To clarify the term further, Canagarajah (2011) refers to translanguaging as some strategy where multilingual speakers move between languages using their linguistic resources as an integrated system. According to Canagarajah (2011), the existence of two languages in the minds of bilinguals allows them to be interdependent, and unlike monolinguals, their minds are interconnected. This relates to Cummins' interdependence hypothesis discussed above: the hypothesis states that developing an additional language becomes more effective when taught through their primary language. However, Cummins' theory recognises languages, and translanguaging does not recognise them – but does acknowledge them as a system of repertoires. Therefore, languages are not two separate entities, but they do work together. Translanguaging acknowledges that languages are social constructs and bilinguals have one complex linguistic repertoire to select socio- culturally appropriate features for the task (Valesco & Garcia, 2014). According to advocates of translanguaging (Valesco & Garcia, 2014; Garcia & Wei, 2014; Creese & Blackledge, 2010; Canagarajah, 2011; Baker, 2011), bilinguals do not have L1 and L2, but they have one linguistic repertoire. They then use its features for sense-making and communication. Even though

translanguaging, like code-switching, uses two or more languages, these two bilingualism strategies are conceptualised differently. The next section discuss the distinction between translanguaging and code-switching.

3.5.3.3.1.1 The Distinction between Translanguaging and Code-Switching

Translanguaging and code-switching are sometimes used interchangeably in literature (Valesco & Garcia, 2014). According to Mokolo (2014), the similarity between translanguaging and code switching is the fact that multilingual speakers naturally move between languages. Garcia (2009), on the other hand, states that translanguaging focuses on the *use* of language rather than the language itself, whereas code-switching looks at the language itself. Translanguaging is centred on the practices of bilinguals and how they use language for communication purposes and to make meaning. Therefore, an important indicator of translanguaging is meaning-making - where linguistic repertoires are used for effective communication. For translanguaging, bilingualism without boundaries and how languages are used is a norm.

Code-switching alternates between languages, which are two separate systems. Speakers of a native language and second language switch within a sentence or between sentences. According to Mokolo (2014), code-switching has not been encouraged in traditional L2 classrooms, and students' L1 would be divided from L2, which is usually the LoTL and official language of the classroom. Van der Walt (2013) referred to this as language separation. Code-switching usually happens in multilingual contexts, especially in social contexts. Garcia and Wei (2014) differentiated between code-switching and translanguaging, stating that when code-switching, the speaker usually acknowledges the movement between languages. However, with translanguaging, one could be speaking, drawing their thoughts from a central 'place' while alternating mediums of articulation. Code-switching, therefore, is more deliberate in separating languages.

Translanguaging is also where one can use any available repertoires (even if they are semiotic features such as photographs and emoticons) for communication without relying on what is ‘normal’ language. So, communicating using emoticons and pictures is also part of translanguaging, as the main aim of translanguaging is to make meaning using language features and not necessarily relying on what has been defined as appropriate language by society. With growing multilingualism in our societies, there is also multilingualism in education institutions. This justifies the presence of translanguaging in education. The next section discusses translanguaging in education.

3.5.3.3.1.2 Translanguaging in Education

As stated above, translanguaging is a Welsh concept that refers to a teaching method of using different languages to make meaning. Translanguaging in education, according to Williams (2002) as cited in Garcia & Wei, (2014), also refers to using more than one language to enable understanding while one language could be developing the other. Garcia & Wei (2014) and Jaspers (2018). Implementing translanguaging at school is often seen to have transformative capacities: it will release bilingual subjectivities and change unequal social structures. Creese & Blackledge (2010) stated that translanguaging in education also assists in augmenting both languages, especially the weaker language. Translanguaging, according to Baker (2001), requires a deeper understanding than just translating, as it involves the processing of meaning and understanding.

According to Baker (2001), there are certain educational advantages attached to translanguaging, identified as follows:

- Translanguaging promotes a deeper and fuller understanding of the subject matter.
- It assists in the development of the weaker language.
- It may assist in facilitating between home and school links and cooperation.
- It may also help in the integration of fluent speakers with novice learners of a certain language.

Therefore, Translanguaging does not only assist with meaning and understanding, but also has other uses. From the researchers' perspectives, the cognitive processes involved in translanguaging are useful for retaining and developing bilingualism. For example, when one uses translanguaging in the classroom and shuttles between isiXhosa and English - with English as a weaker language - they manage to learn the meaning of certain terms in English while retaining the use of both languages. This would also help to develop English in relationship to isiXhosa, while still assimilating different worldviews from both the languages.

Translanguaging does not only assist in scaffolding learning, but it helps bilingual students to perform in multimodal ways in the classroom through writing, reading, taking notes and signing - and it also helps with extending their inner speech (Garcia & Wei, 2014). In this way, the learners would not be acquiring a new language, but integrating new language practices into their existing bilingual repertoires. In education, translanguaging happens through an engagement in complex practices that includes all linguistic repertoires (developing new ones and maintaining old ones while making sense of new knowledge). This, according to Creese & Blackledge (2010), offers learners the possibility of accessing academic content with the use of semiotic resources while in the process of attaining new repertoires.

Teachers use translanguaging to make meaning and for learning purposes - which facilitates creativity and transformation in education, according to Garcia and Wei (2014). This has also been recorded in South Africa (Makalela, 2015; 2014; 2016; Madiba, 2014; Prosper & Nomlomo, 2016; Probyn, 2015). There are different ways that translanguaging is used in schools to ensure that learners learn both content and language (Probyn, 2014; Prosper & Nomlomo, 2016). Each strategy is guided by a goal that each teacher has for their learners. For example, in Probyn's study (2014), the aim was to investigate whether bilingual pedagogy played a role in improving learners' understanding in contexts where English is the official LoTL. These goals from Garcia and Wei (2014) briefly discussed in the next section.

3.6.3.7 The Goals of Translanguaging Pedagogy

- **The first goal is to differentiate and adapt:** According to (Garcia & Wei, 2014), this refers to when a teacher wants to differentiate among students' levels and would try to adapt instruction to different types of students in multilingual classrooms. For example, if a teacher wants to differentiate between emergent bilinguals, monolinguals and bilinguals. The strategy proposed for this goal is translation. Translating content from one language to another will help the monolingual students and those who are not fluent in both languages. This is also useful because students' language competency levels are not always the same, and if some students are not highly competent in the LoTL, then they could use the translations.
- **The second goal is building background knowledge:** this is when the teachers want learners to make meaning of the content. Translanguaging can reach this goal by encouraging the reading of multilingual texts, the use of visual resources, research, and collaborative grouping and dialogue (Garcia & Wei, 2014). As discussed, incorporating different languages in sense-making draws from the knowledge embedded in those languages; therefore, translanguaging is also used for this purpose. This is demonstrated in the context of this study, where students draw from their knowledge in making sense of content discussed in class.
- **The third goal is deepening understanding and socio-political engagement:** this is when the teacher wants to develop and extend new knowledge and develop critical thinking and consciousness (Garcia & Wei, 2014). Possible strategies for this goal include use of visual resources; multilingual listening; reading and writing multilingual texts and use of inner speech. In the South African context, Makalela & Ndhlovu (2021) and Wildsmith-Cromarty (2018) demonstrate that when students draw from their linguistic repertoires, they are able to engage with the knowledge. This has also been argued by Barnes (2018), that using different approaches to learning enables and encourages critical thinking.
- **The fourth goal is cross linguistic flexibility:** this is when teachers want their students to be able to use language practices competently (Garcia & Wei, 2014). Use of different languages and media; translation; translanguaging in writing and speaking can be used for this goal. Van der Walt (2013) states that this is also used to accommodate students from different language backgrounds. For instance, the bilingual degree at the

University of Limpopo allowed students to illustrate their competence in English and SeSotho sa Leboa. This approach also assists in strengthening both languages as they are both used. This is similar to the flexible multiplicity approach to multilingualism that has been discussed.

- **The last goal is identity investment and positionality:** this is when a teacher attempts to engage learners and wants them to be able to demonstrate critical thinking and be creative. Most strategies discussed above, such as translation, use of visual resources, multilingual writing, translanguaging through inner speech, alternating languages and media, and translanguaging in writing and speaking, can be used. This goal can also contribute in instances where alternative ways of knowing are leveraged in producing knowledge, especially with the aim of contributing to curriculum transformation using students' local community knowledge.

The above goals can be realised using translanguaging if the teacher pays more attention to meaning-making. This can be ensured by applying translanguaging when it is appropriate for understanding and encouraging students to use it through inner speech (Garcia & Wei, 2014). Another focus is for the teacher to ensure that they use and design classroom resources for translanguaging. This includes strategies such as using and producing multilingual and multimodal texts and resources and ensuring the availability of technologically enhanced media such as computers. The last focus is where teachers design curricula and classroom structures that allow translanguaging. These include peer grouping according to home languages, as this would allow collaborative dialogues, peer learning and dealing with tasks through translanguaging. In the South African context, scholars such as Makalela (2015; 2018), Asfour (2018), and Madiba (2018) have used multiple modes of translanguaging as a strategy to facilitate learning.

According to Williams (2012), translanguaging is a distinct pedagogic practice that uses a two-language system for cognitive processes and deeper learning. Williams (2012) also differentiates between natural and official translanguaging acts. Natural translanguaging refers to how students engage in translanguaging with the intention of learning. So, it is the *natural*

process that students go through when negotiating meaning, whether they use different words, gestures, semiotic symbols, or linguistic repertoires. In the context of this study, this would be where students discuss discipline-specific terms during exploratory talk and on their own using the convergent flexibility approach. On the other hand, official translanguaging is usually planned, structured and set up by the teacher to explain complex concepts of a subject (Williams, 2012). An example of official translanguaging would be when teachers sometimes initiate discussions around a topic to enhance students' understanding. Both types of translanguaging described by Williams are important and can be useful for transformative purposes, especially for classes with diverse learners.

According to Garcia & Wei (2014), translanguaging in the classroom is helpful for building language practices for bilingual students and developing an understanding of abstract concepts. This allows language minority students to build their linguistic strengths without alienating them. For instance, in the context of this research, the students might be embarrassed to respond in English in the classroom, but the freedom to use their own language repertoires may play a role in building students' confidence and participation. This is illustrated in Chapter Seven, which includes the analysis of data. According to Creese & Blackledge (2010), both languages are important for conveying the message and the language repertoires play different roles in ensuring that the message is conveyed. This further relates to Heugh's transknowledging, because both languages have important roles. However, Creese and Blackledge (2010), do not argue for the existence and acknowledgement of existing languages in their study.

Translanguaging is a scaffolding strategy to ensure that minority language students can engage with demanding content and participate in knowledge production. According to Garcia & Wei (2014), translanguaging also involves the change in power dynamics in the classroom as the teacher becomes a facilitator - and students manage to take control of their language practices to access knowledge. Therefore, translanguaging can be helpful as a strategy to ensure students learn content, especially in contexts that have abstract texts. This strategy would be helpful in the South African context as the LoTL is the dominant language in which the students are not proficient. According to Lin (2013), translanguaging pedagogy has been used in Hong Kong to teach English despite resistance from the state. It allows for appropriate

communication and understanding between teachers and students as they use familiar linguistic repertoires and knowledge to make sense of new knowledge. The use of familiar linguistic repertoires allows one's 'being' and existence to play a role in developing new knowledge.

3.6.3.8 Conceptualising Translanguaging for South African Education

The way translanguaging has been conceptualised in South Africa is focused on the goals discussed above. For instance, Makalela (2015; 2021) focuses on translanguaging for literacy and language development. Even though the definition is similar to that of Garcia, which is not separating languages but recognising a system of languaging, the motivation for using the strategy in teaching is mostly the possibility of harnessing other languages to facilitate learning. Makalela (2015) extended Garcia's definition of translanguaging and applied it in the South African context through '*Ubuntu* translanguaging'. Makalela (2021) says this term was coined because of the nature of languages and their use during this strategy. The interrelationship between languages and their overlapping nature was what Makalela (2015) referred to as the *interdependentness* of languages, especially in the African context. This coinage by Makalela can be further explained by the interdependence of the African people between their different languages and tribes (Makalela & Da Silva, 2023). Other scholars such as Lepheana (2018), Gobodwana (2023), Madiba (2018), and Yafele (2020) have also leaned towards this definition. However, the definition is not fully applicable in South Africa, where language use in education is mainly guided by policy, and some languages relevant to this 'interdependence' are not fully developed. Nkomo (2021) noted that it is important for scholars to clarify the version of the definition of translanguaging that they are using. This argument is discussed further in the section below, which points out some of the shortcomings of translanguaging based on the definition of the concept presented so far.

Chaka (2020) conducted a study where he looked at a variety of definitions of translanguaging that resonate with the decolonial quests in South African education. He classified definitions extracted from journal articles published between 2012 and 2019 under these categories:

1. The school-based additive view of translanguaging.
2. Linguistic alternation.
3. Translanguaging as a disruptive decolonial practice.
4. The heteroglossic view of translanguaging as an enabling or navigational learning tool.

This study resonates with the first, third and fourth definitions. The first definition, extracted from Childs' study (2016), focuses on the notion that translanguaging is useful for planning strategies to harness learners' languages for learning in a manner that will also build onto these languages (Chaka, 2020). So, the definition used in this category focuses on translanguaging being a tool for learning as promoted in this study. The fourth definition takes a unified view of languages - what Garcia & Wei, (2014;2022) consider to be 'a single repertoire'. As much as this study is also aligned to this definition, it does not agree with the notion of not acknowledging languages. The framework of this study acknowledges language repertoires for sense-making and also encourages the additive nature of translanguaging. It uses this definition of the ability of language to use knowledge embedded in it as a pedagogic tool.

3.5.3.3.1.3 Critique of Translanguaging

Translanguaging and other multilingual strategies are a reality in HE classrooms - between students and sometimes, with the lecturer. Even though this is the case, few studies have demonstrated that translanguaging, on its own, facilitates access. Most studies (Makalela, 2015); (Madiba, 2018; Lepheane, 2018; Gobodwana, 2023) have used either students' or lecturers' perspectives to study the impact. There has not been quantifiable and does not provide pragmatic evidence. However, one cannot overlook the impact of this approach, as it also overlaps with the aim of this study. It is undeniable that using the students' repertoires for learning facilitates cognition. One has to still be careful about whether the approaches in which translanguaging is carried out facilitate learning. Jaspers (2017) explains this by stating that using students' repertoires should not be an assumption that it will work in the classroom, as there is need for an evidence-based approach. In other words, speaking isiXhosa when unpacking a concept does not equate to cognition. Gambushe (2021) emphasises that this makes it important for the evidence-based approach to be considered in contexts like South

Africa because multilingualism is a reality, and this approach will help theorise these practices. For this study, the next chapter, where LCT is discussed, answers this question.

Van der Walt (2013) argued for multilingual pedagogies. She stated that when questions like the one raised by Jaspers occur, it is also important to ask them again using English. In this case, evidence (CHE, 2010; Gambushe, 2015) will illustrate that students whose primary language is not English delay in graduating and are sometimes outperformed by their L1 English-speaking peers. Therefore, all factors considered, one cannot deny the effect that strategies such as translanguaging might have.

Jaspers (2017) critiqued the prescriptive nature of translanguaging. According to him, this approach requires practitioners to alter their pedagogy to fit translanguaging pedagogy. According to Jaspers (2017), this prescribes another task on academics - over the amount of work they already have. For instance, lecturers are expected to teach and accommodate students' repertoires. Even though this point makes sense, for transformation and in the South African context, practitioners and lecturers must question how they teach for HE to be transformed. Moreover, considering and asking questions such as 'Who are our students?' are important, especially if one adopts a reciprocal teaching approach. It is time to consider that in some contexts (such as African contexts) multilingualism is a norm, and there needs to be multilingual strategies that are always employed in teaching contexts. This calls for thinking around multilingual strategies that include writing. Jaspers (2017) argues that promoting translanguaging for one task, such as discussions, and not for writing is also problematic.

Translanguaging is also criticised for being a dominating force amongst minority languages. Jaspers (2017) and Chaka (2020) state that translanguaging insists on not separating languages, and that translanguaging uses a system that focuses on one integrated system. This is considered a dominating force that enforces dominance over minority languages - because languages (such as English) that enjoy dominating benefits will keep on being more powerful, while minority languages are not developed. The promotion of the fluidity approach threatens the development and efforts of minority languages because the fluidity system runs the risk of having the minority

language compete with the dominating languages (Wolff, 2018). Translanguaging efforts are to protect and preserve minority languages, to put them in spaces that will enable their development. Still, translanguaging scholars need to be careful about how this is implemented.

Translanguaging is an effective strategy, as proved by research - but, another shortcoming of translanguaging is that its dominance and dismissal traits portray intentions of dominating other language efforts. According to Jaspers (2018), language purists' do have some valid concerns. For instance, translanguaging dismisses bilingualism, where languages are separated (Garcia & Wei, 2022; Makalela, 2015, 2018; 2021) and advocates for one repertoire. This dominance then dismisses other strategies and approaches that can be used to harness multilingualism, which is ironically what translanguaging efforts are also trying to fight. This is why this study proposes a variety of multilingual pedagogical strategies, because all these different strategies can sometimes complement each other, instead of relying on one dominant strategy. Therefore, both purism and hybrid approaches to implementing multilingualism and enforcing the use of minority languages and underdeveloped languages can all be used together (Jaspers, 2018).

Using the hybrid approach inclusive of translanguaging might also have implications for South Africa. These might have an impact on and affect policy planning and practice. For African countries that still have some of their languages being developed and intellectualised, policy planning becomes a priority move towards achieving these goals. Nkomo (2021) puts out a reminder about the hegemony of English, and the fact that LOTE still need to be developed further - and this is possible through status, corpus and acquisition planning. This applies directly to some African contexts, like South Africa. Throwing out all development efforts and replacing them with translanguaging will only help with elevating English because of its dominance. Therefore, it is important to consider translanguaging as a complementary strategy towards intellectualisation, instead of making it the sole focus.

Heugh (2021) also states that while translanguaging and code-switching are valuable, they are insufficient on their own. In many African contexts, these practices do not extend to writing, as students are often required to write in dominant languages (namely, English) to succeed academically. For translanguaging to be impactful, it must be integrated into both spoken and written pedagogies through careful curriculum planning and bilingual teaching strategies.

3.6 Summary

This Chapter 3 has presented the literature studies and claims around multilingualism in HE. The Chapter highlights the importance of multilingualism by using bilingualism as a starting point, presenting the theories of bilingualism. Bilingualism has been used to illustrate two points: that functioning in multiple languages is a norm, especially in multilingual settings, and that it is important to use one's primary language for learning. This is because of the interdependence of languages, and because learning in an additional language relies on the language that one knows best. Translanguaging has been highlighted as a strategy that can be used for learning in the classroom. Still, it is essential to note that this study also encourages other multilingual strategies that can be used for pedagogical purposes. This point is highlighted in the presentation and analysis of data. The multilingual practices recorded in this study are analysed using Legitimation Code Theory (LCT), which will be discussed in the next chapter as it forms part of the analytical framework of the data.

Chapter 4: Theoretical Framework

4.1 Introduction

Chapter 4 discusses the theories that inform this study. Several theories have been proposed for higher education teaching and learning. This study uses approaches and theories such as the ontological approach to learning and multilingualism for classroom pedagogy. Epistemic access is presented as a point of departure in the Chapter - the concept is defined in the context of multilingualism, and how it fits into the study is explained. A new framework of knowing for epistemic access has been proposed, one which involves using students' repertoires and experiences as a starting point. The framework advocates for the inseparable nature of ways of being to learn, and for one's experience to be used to access knowledge. Through this process, students can apply multilingual strategies together with their own knowledge - to uncover new knowledge. This approach contributes to constructing new knowledge and unveils students' contributions to knowledge production. Legitimation Code Theory (LCT) will be introduced in the second part of this Chapter. It is used to evaluate whether multilingual pedagogies can facilitate learning. The Chapter will discuss and describe LCT and how it will be used to analyse multilingual practices.

4.2 An Ontological Approach for Epistemic Access

Morrow (1994) claimed that formal access to educational institutions alone is insufficient because only physical access does not equate to epistemological access. Epistemological access refers to gaining access to the knowledge that the university teaches, including participating in the knowledge production process. This is when students become participants in the education process and engage fully with all that academic institutions offer. Unfortunately, in the South African context, this becomes difficult to achieve as not all students enrolled at the university can participate in the university's knowledge production processes. Some students in this study, for example, could not participate in this process because of several factors that influence them - such as their language, schooling or socio-economic backgrounds. As discussed in the context chapter, (2) students enrolled in ES Programmes have similar qualities, such as coming from

schools that did not provide adequate learning support, and most of these students were taught in LOTE. Therefore, it is difficult for them to immediately adjust to the academic demands of the university, where they are expected to learn and grasp concepts in a language in which they are not proficient.

Academic development interventions such as academic literacy courses have been introduced to equip students with skills to “function” in academic discourse (Thompson, 2008; Boughey, 2008; Ellery, 2015). As stated, these skills consist of efforts to socialise students into the concepts and norms of their disciplines. Alongside academic literacy, an ontological approach is also encouraged. This is where students’ existing reality is used to interpret the knowledge presented at the university. In other words, students’ existing knowledge and experience would be used to make sense of the new knowledge and facilitate meaning-making. This, according to Dall’Alba and Barnacle (2007), should play a role in creating the students’ beings in their disciplines as this approach would assist in shaping the students’ behaviour in that they would act as per the accepted norms of their disciplines. They further emphasise that when acquiring new knowledge, one must be immersed in concepts and experiences before one understands them. For instance, it is crucial to experience a phenomenon before you access it conceptually. Using your existing knowledge and experience to learn new knowledge allows you to bring your perspective and understanding into the knowledge process. This then proves the inseparability of ontology and epistemology (Dall’Alba & Barnacle, 2007). The ontological approach to learning, according to Ellery (2015), assists in preventing students from reproducing knowledge that they have been taught. Still, they incorporate their experiences and knowledge into the learning process. As stated, this process is developed through socialising students into their disciplines to provide them with epistemic access. Extensive research on access in HE supports this conclusion.

Heugh’s (2021) notion of transknowledging using multilingualism’s horizontal and vertical dimensions for knowledge production confirms that the end product of merging these dimensions is a complementary dimension. One uses one’s existing knowledge, linguistic repertoires and a set vertical system. Combining different models is therefore an effective means of knowledge production.

Implementing transformative education is possible if students' primary languages are considered and can have positive outcomes for student learning (Bamgbose, 1991; Obanya, 1995). Students' ability to draw from their linguistic repertoires can assist in developing epistemic access and facilitating learning. There are relevant ways that students' languages can be used to engage with everyday experiences. These can also play a role in supporting multilingualism, which is one of the important objectives of a university's transformative agenda and language policy. There would be potential to encourage critical thinking among students as, according to Mgbwashu (2011), making inferences and conclusions on knowledge is derived from one's ontologies and experiences, which include one's language and culture. This will allow students to build on the information and experiences that they already have, and using their linguistic repertoires would bring cognitive benefits.

There are other theories that support bi/multilingualism and language proficiency and how they contribute to learning. The next section discusses the relationship between language proficiency and bi/multilingualism in education.

4.3 The Relationship between Language Proficiency, Cognition and Bi/multilingualism in Education

Various arguments have been presented so far on how one's being and knowledge are important in learning, including aspects of cognitive and linguistic processes. According to Cummins (1984), there is a need to develop a proper theoretical framework that connects the relationship between language proficiency and academic achievement. Cummins & Swain (1986) argue that additive bilingual education is important for minority children because, for them, the LoTL in schools is usually a second language. Additive bilingualism will influence learners' academic and intellectual development (Cummins, 2000). Cummins (2000) further argues that threshold proficiency levels must be attained for learners to maximise the cognitive, academic and linguistic benefits that they get from their social and academic interactions with their environment. The most important process for enhanced cognitive, academic and linguistic growth is the development of both languages into literate domains (Cummins, 2000). This

brings the argument to note specifically the interdependence and threshold hypotheses presented in 4.3.1 and 4.3.2, respectively.

4.3.1 The Interdependence Hypothesis

The interdependence hypothesis, according to Cummins (1981; 2000; 2009), argues that primary language proficiency is important and knowledge in L1 can be easily transferred during the process of learning the second language. Therefore, the linguistic knowledge that a child has in L1 is important for the development of L2. In order for this to happen, it is important that L1 has been sufficiently developed before learning starts in L2. Developing language skills in L1 will also develop a deeper conceptual and linguistic proficiency that will assist in the development of literacy in the additional language. So, even though the languages are different and have different components such as orthography and pronunciation, there is an underlying cognitive/academic proficiency that is common across languages (Cummins, 2009). This ‘Common Underlying Proficiency’ (CUP), according to Cummins (2009), allows for the transfer of academic related skills between languages. So, the assumption claiming that intensive exposure to L2 will automatically result in academic proficiency is incorrect. Interdependence hypothesis also emphasises the use of educational methods that should clearly encourage learners to transfer knowledge and skills across languages (Cummins, 2009).

According to Cummins (1979), when learners are prepared to read and write in their L1, they become more prepared to read and write in an additional language. So, L1 attainment in terms of literacy readiness and language skills is important for learning L2 – simply because the attainment of L2 is dependent on L1.

Although L1 and L2 may appear distinct due to their differing components, for a bilingual child, the two languages do not operate independently - they instead draw from the same cognitive source. This concept aligns with Vygotsky’s theory on the interrelation of thought and language: while thoughts are processed in a unified manner, the distinction arises in their expression, which is often context-dependent. The CUP model advocates for bilingualism and

counters negative perceptions of bilingual education by highlighting the advantages of proficiency in multiple languages.

Gambushe (2012) asserts that a bilingual child uses both L1 and L2 to construct meaning. If the L1 is underdeveloped, it can hinder the child's ability to comprehend information in L2. Specifically, Gambushe (2012) points out that L1 facilitates the understanding of new knowledge, and when children are instructed in L2 without a sufficient foundation in L1, their academic performance may suffer. In the context of this study, it was revealed that many students in higher education and at the school level do not have opportunity to develop adequate literacy in their primary language (LOTE) before acquiring proficiency in L2 (English). Learners are taught in L2 while their L1 remains insufficiently developed.

4.3.2 The Threshold Hypothesis

The threshold hypothesis model focuses on the degree of bilingualism rather than the state of being bilingual (Cummins, 1991; Baker, 1993; McAlister, 2008). According to Cummins & Swain (1986), there are certain levels (thresholds) of linguistic competence that a child must reach in each language (between L1 and L2) in order for bilingualism to have a positive influence on cognitive functioning. Cummins (1991) and McAlister (2008) state that it is important for languages to reach certain thresholds in order for additive bilingualism to provide positive impact on cognitive functioning. When there is a low level of competence in both languages, there is a possibility of negative effects on a child's cognitive functioning in the languages. According to the model, when a child is competent in only one language, they will have little difference in cognition as they are unable to use the other language - so this might not have any effect on the cognitive functioning of the child (Cummins, 1991; McAlister, 2008). When the child is proficient in both languages they will be able to cope academically, and the proficiency level will positively impact on the child's academic achievement.

According to Cummins (1991) and McAlister (2008), additive bilingualism plays a role in children's proficiency in both L1 and L2 - because an additive approach to bilingualism ensures maintenance of L1. Both L1 and L2 support each other. This has been already discussed in the literature review chapter.

Dominance of one language over another is common because of social influences. This might also be influenced by subtractive bilingualism practices. Over time, the languages of bilinguals might keep on changing, especially if the additive approach is not maintained. The threshold hypothesis supports the maintenance of L1 alongside the rigorous development of the LoTL. The additive bilingualism approach is important for this hypothesis to work – making it critical for education institutions to offer sustained content literacy instruction in the students’ L1, and also offering academic and language development in L2. This research study proposes the use of multiple languages and what is embedded in them towards achieving this goal.

Developing L1 allows the speaker to relate to and use their ways of being embedded in their languages for navigating knowledge and adding other languages. As stated in the threshold hypothesis, there is a certain level of competence that is required in each language for positive effects on academic achievement. This is because without any cognitive understanding of concepts in the primary language, it becomes difficult to understand those in a secondary language (Cummins, 2000; Gambushe, 2021). The primary language allows a cognitive and linguistic foundation for learning additional languages. The notion of students being able to communicate in L1 and that this therefore automatically leads to good academic achievement has to be dispelled. L1 has to be developed. The focus cannot be only on the development of the L2.

Cummins’ theories of BICS and CALP clarify these points further.

4.3.3 The Theories of BICS and CALP

According to research (Cummins, 1979; Skutnabb-Kangas & Toukomaa, 1976; Baker, 1991), even though minority language children can demonstrate fluency in their L1 and L2, they would still struggle with academic performance in both languages. The theory of Basic Interpersonal Language Skills (BICS) and Cognitive Academic Language Proficiency (CALP) explains this phenomenon. Much research has been done on the notions of BICS and CALP. BICS refers to aspects of language proficiency that involve communicative skills - such as basic knowledge of the language, accent, and surface fluency (for conversation purposes). CALP focuses on language that is cognitively and academically advanced, abstract and is necessary for academic achievement in both L1 and L2 (Cummins, 1979). “BICS is mostly context embedded and students rely on contextual information to make sense of information they have to decode.

The minute the information becomes less contextual and more abstract, students who only have BICS begin to struggle” (Gambushe, 2015: 47). In other words, that a student who can speak English will succeed in the classroom might be incorrect as that student might have only the basic competence of the language. It is therefore important to develop competence that will assist students to deal with abstract content. According to Paxton (2009) and Aziakpono (2008), most students in HE do have conversational skills in English, but they struggle to deal with abstract terms and language in their academic disciplines.

In clarifying the importance of BICS and CALP in learning, Cummins (1981;2000) recommends using two dimensions which both comprise communicative proficiency. The first dimension focuses on the amount of contextual support available to a student. This is referred to as context-embedded and context-reduced communication (Baker, 1991; Cummins, 2000; Gambushe, 2015). Context-embedded communication stems from interpersonal involvement - where there is no need for explicit linguistic elaboration of the message. Gestures such as pointing, nodding and use of eyes can be used. There are many clues that can be used to negotiate meaning and understand the content of the message. Context-reduced relies solely on linguistic cues and knowledge of the language to make meaning.

The second dimension comprises the amount of cognitive involvement required in the completion of tasks and communication. This is referred to as cognitively demanding and cognitively undemanding communication. Cognitively demanding communication may happen where there is a need for processing information at a higher and challenging level. For instance, writing an academic essay or participating in a classroom might require this type of communication. Cognitively undemanding communication is where one has mastered the language skills enough to communicate easily, and where the processing of information would be simple.

According to Cummins (1979, 2000), BICS would then fit in the first dimension. CALP would be in the second dimension. This is because conversational abilities develop because they are context embedded and are accompanied by interpersonal cues with very few cognitive demands on the individual (Cummins, 2000). Furthermore, it becomes easy for students to learn a second language in the first dimension. Sometimes, there may be no dependency on the first

language because of context dependency. On the other hand, the second dimension becomes more challenging because of a high level of cognitive involvement with or less dependency on interpersonal cues. This is when there is a need for essential academic language proficiency to clarify meaning, and it becomes necessary for one to stretch their resources (Cummins, 2000). Unlike the first dimension, the first language is important for one to make meaning in cognitively demanding communication. It is therefore suggested that competency in the first language is important for successful learning in classroom and formal learning contexts.

In South Africa, the language of teaching and learning from Grade 4 changes from L1 to English, an additional language for most students. When this switch happens, it is before the learners have gained enough abilities to deal with cognitively demanding work in English. Therefore, teachers at school resort to code-switching in the classroom for learners to understand (Madiba & Mabiletja, 2009; Desai, 2012). Also, when students demonstrate proficiency in their L1, there is a belief that there is no need to develop the language further and that students should be immersed in L2 classes. The discussion on the theories of BICS and CALP illustrates the importance of both languages, and how proficiency in speaking one does not equate to academic achievement. It is important to note that there are different demands when dealing with abstract academic texts, as compared to when having a casual conversation. Clearly, the use of students' L1 is important for their learning. It has also been stated that cognitively demanding communication is primarily dependent on L1. Using L1 also assists in making sense of new knowledge in challenging context-reduced environments. Bilingualism extends to multilingualism in contexts with multiple languages, especially if used at different levels. For instance, in South African HE, the student body has a range of languages. These can also go beyond the language policy. As stated in Chapter 2, the RU Language Policy focuses on the three languages that are the majority languages in the Eastern Cape. Still, this research study advocates for multilingual pedagogy, where students use their available languages for learning.

4.4 Making a Case for Knowledging and Linguaging for Meaning-Making

Students' ways of knowing and being, including their linguistic repertoires, are important to access knowledge. These cannot be achieved if they are not included in the transformation

agenda of HEIs. The HE structure needs to incorporate students as agents of the knowledge production process. This can commence at the policy level, or in an approach where implementation takes place and is then followed by policy amendments. For instance, at RU, the language policy did not include assessment in LOTE. However, departments such as Political and International Studies started implementing this. Students were allowed to write their essays in LOTE (Magadla et al., 2024). This then opened flexibility in the policy – for it to look at other possible ways of implementing multilingualism in a complementary approach. The RU Language Policy calls for using LOTE in classrooms to facilitate learning, and this option has to be followed by clear long-term and short-term implementation plans.

Using students' languages in learning allows them to relate the curriculum to their everyday experiences, which can be done through using their linguistic resources. This study proposes using multilingualism as a strategy to support learning. Strategies such as translanguaging for this research study is being proposed. It should be used in classrooms to facilitate learning - where students' languages will work together on one objective: meaning-making. This will be enabled through students' linguistic repertoires, where they can be harvested from separate languages for sense-making purposes. Garcia & Wei (2014) refer to this as a Dynamic Bilingual Model, where one linguistic system consists of integrated linguistic features for communication purposes. Based on the Dynamic Bilingual Model, this study acknowledges the existence of and influence of different languages, even though they are used differently. In other words, the Dynamic Bilingual Model is used to implement additive bilingualism. Chapter 2 discusses this version of the bilingual model, which is an alternative to the models of Garcia & Wei (2014), Makalela (2018) and Caraganajah's (2020) translanguaging models - which do not recognise the influence of different languages.

As stated, the LoTL in most SA universities is English, which somewhat hinders students' learning progress. According to Garcia (2009), failure in communication is expected to happen if people are taught in languages they do not understand fully. Pedagogical bilingualism allows cognitive skills to clarify abstract concepts more. Research (Arthur, 1996; Makalela, 2015) has illustrated that translanguaging has been used in different schooling contexts for scaffolding meaning and simplifying the LoTL used at university. In conjunction with an ontological approach to learning, this model can yield a new model that this research study proposes.

The knowledging for epistemic access process is illustrated in the following diagram:



Figure 1: An Illustration of Knowledge-for-epistemic Access Process

The Knowledge-for-epistemic access process refers to when the student draws from their knowledge and linguistic repertoires to make sense of new knowledge. During this process, the students can use their own languages and any information that they bring into the classroom. This information is embedded in their being and worldview - knowledge that comes from their experiences and from contexts outside the classroom. This then supports unveiling and making sense of the new knowledge presented in class. The knowledge presented in class can be the work in the textbooks and readings provided to the students. Together, the newly accessed knowledge, existing linguistics repertoires and old knowledge work together in discovering new gaps and reformulating the knowledge presented and offered in the classroom. This adds more value and contribution – because it yields more meaningful engagement and newly constructed ways of learning. LCT will be used as a theoretical tool to test and analyse the proposed knowledge for the epistemic access model.

For clarity, Figure 2 below illustrates how LCT is used in this study. The illustration provides the focus of the study, which is the use of multilingualism to foster epistemic access and showing the theories and literature used to support the research problem. The learning processes in the classroom are to be facilitated through using students' knowledge, repertoires and languages (through multilingualism). This process is expected to be overlapping, as illustrated in the knowledging for epistemic access diagram and in this diagram. Using one's own knowledge and language might be simultaneous; this will contribute towards making sense of the new knowledge. LCT is used as an overarching tool that analyses whether using students' knowledge, languages and resources facilitates learning.

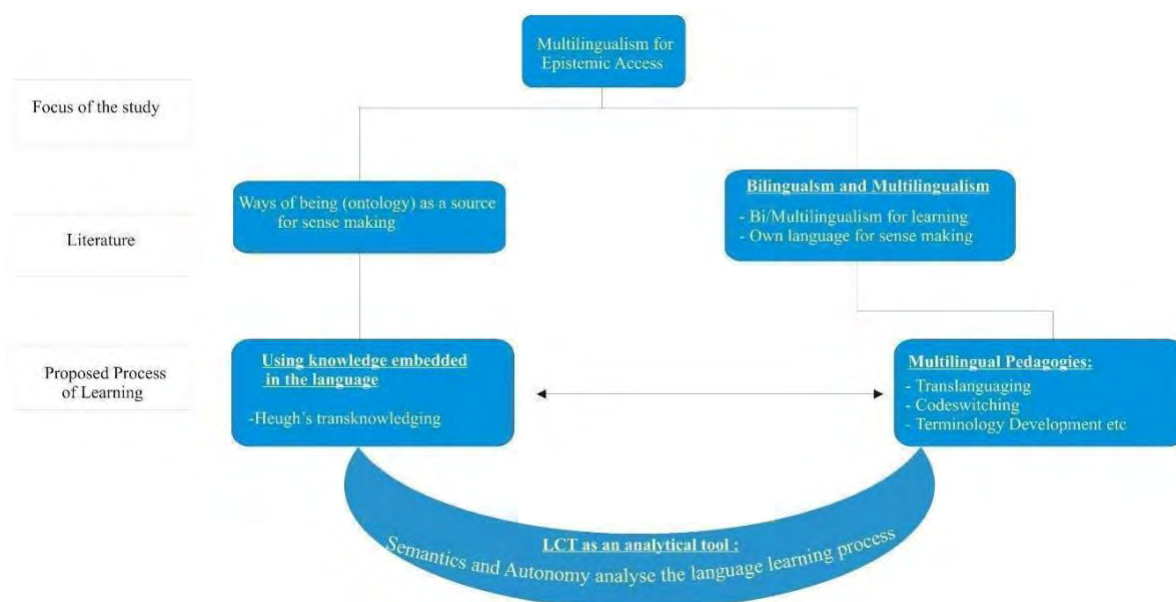


Figure 2: Overview of the Literature and Theory Informing this Study

4.5 The Legitimation Code Theory

The Legitimation Code Theory (LCT), according to Maton (2014a), is a ‘conceptual toolkit’ that is mostly used for sociological research, and its foundation is based on the works of Bernstein and Bourdieu. It focuses on the theory of knowledge structures and pedagogy. According to Maton (2014a), Bernstein's theory focused on how educational pedagogic codes could be conceptualized into a framework that can be used to analyse and explain how knowledge and knowledge practices are structured in social fields. Maton (2010) states that Bernstein's weakness was that he did not take into account the importance of the ‘knower’ within a certain discipline. The main aim of LCT is to explore how certain disciplines work to develop themselves into what they eventually become: this understanding aims to do better in growing knowledge and practices within the fields (Clarence & McKenna, 2017). In other words, the theory revolves around the *legitimation* of the disciplines and the principles underpinning the practice - these principles are regarded as “*legitimation codes*” (Maton, 2014a: 36). These legitimation codes are used to identify the ‘knowers’ and ‘knowledge’ within the discipline. This theory will be used for this study to determine the legitimation codes for the discipline of management. It will look at knower codes and how each ‘knower’ participates in the knowledge within the discipline. According to Maton (2014a), LCT provides a multi-dimensional conceptual toolkit where each dimension offers concepts that can be used for analysing certain principles of each legitimation code.

LCT currently offers four dimensions, and each is used to conceptualise a different form of legitimation code. Namely, these dimensions are Semantics, Specialization, Autonomy and Temporality. Specialization focuses on what specialises and differentiates the field from other disciplines through exploring the underlying practices and contexts (LCT Website; Maton, 2014). There has not yet been any research conducted on Temporality. Maton stated during the LCT-5 Conference (2024) that the focus was on the three other dimensions as there is still work that needs to be explored using these dimensions. This research study will focus only on Semantics and Autonomy - which will be used as theories to analyse classroom talks and multilingual practices during learning. This study uses Semantics and Autonomy mainly because Semantics looks at how meaning is made in different types of knowledge. Autonomy, on the other hand, focuses on knowledge, and the interconnectedness of knowledge within disciplines.

Semantic waves trace meaning, and how meaning is manifested during the learning process, making this dimension more suitable for this study as it will be used to trace learning and identify whether there is meaning-making during the learning processes.

4.5.1 Semantics

The dimension of Semantics is mostly concerned with meaning and understanding how knowledge builds over time (Clarence, 2015). According to Ingold & O'Sullivan (2010), semantics focuses on two aspects - namely, Semantic Density (SD) and Semantic Gravity (SG). SD refers to the extent to which meaning is reduced within symbols and concepts. In other words, the amount of meaning behind gestures, emojis and terms also determines how much meaning each principle of a discipline has. Another focus is on how close to a specific context one has to be to understand certain concepts. Maton (2014a) and Ellery (2017) emphasise Maton's (2014b) point that the stronger the semantic density (SD+), the more meanings are condensed within the symbols. Weaker semantic density (SD-) then means that there is less meaning. There are different ways in which the meanings within the symbols might be reflected. It might be through descriptions, feelings, tastes or values.

Semantic gravity, on the other hand, refers to how much meaning is embedded in a particular context. The strength of semantic gravity refers to how much meaning relates to the actual context of information (Mthombeni, 2017). Like semantic density, semantic gravity may also be stronger (SG+) or weaker (SG-). Its strength may be dependent on the context, and along a continuum of strengths (Maton, 2014a). In other words, SG- occurs where the meaning is closely related to the discipline with higher levels of abstraction. In SG+ meaning is more dependent on the context. As semantic gravity is traced through a continuum of strengths, *weakening* SG is moving from a context-embedded to context-reduced continuum, while *strengthening* SG moves in the opposite direction of the continuum (Maton, 2014b).

Semantics is known to conceptualize social science disciplines as semantic structures whose organizing principles are given by semantic gravity and semantic density (Maton, 2014b). In

his explanation, Maton (2014b) states that both concepts of semantic density and semantic gravity work interdependently in characterising knowledge within, and their strengths depend on each specific object of study. The relative strengths of semantic gravity and semantic density (usually referred as semantic codes) can be used to generate a semantic profile that determines the nature of knowledge within a certain discipline (Mthombeni, 2017). A semantic plane similar to the one in the diagram below is used to plot the semantic profiles. The strengths of both semantic gravity and semantic density may be varied independently and these strengths are also known to generate profiles that carry infinite capacity for gradation (Maton, 2014b). As shown below, within the semantic plane both typologies (+/-) of the semantic codes must be plotted along the quadrants of the semantic plane. Semantics, according to Maton (2014b), offers a basis of exploring arrangement within types and dynamic processes of the semantic codes. This allows the concepts to move beyond being differentiated on their nature - whether they are abstract or context-embedded - to embrace the movement of knowledge between and within the different forms (Maton, 2014b). For this research study, the semantic plane can also assist in facilitating meaning making in teaching Management.

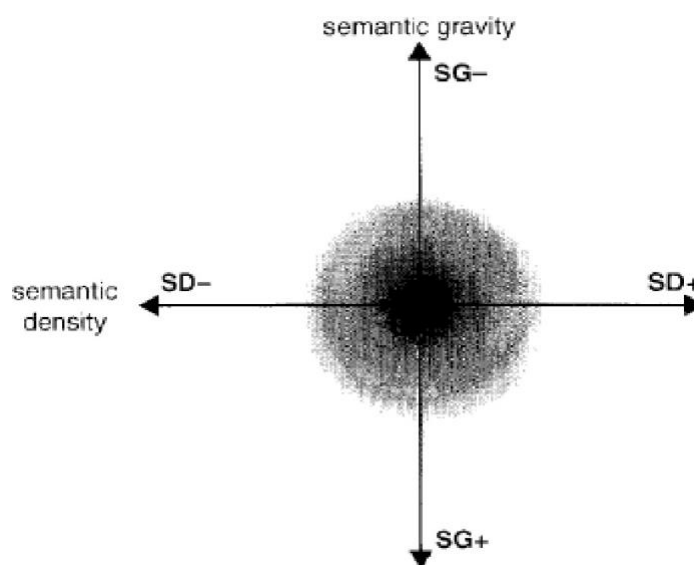


Figure 3 The Semantic Plane

The diagram above represents different degrees of meaning, and each quadrant has a relatively different meaning about how knowledge is disseminated and understood. Meaning in each of the above quadrants is produced differently. The quadrant with weak semantic gravity (SG-) and semantic density (SD-) would consist of abstract concepts with their common meaning. In the second quadrant with SG- and SD+, some abstract concepts are used with brief symbols or

terms in which the meaning might be condensed. Here, the explanation would be independent of context and discipline specific terms and language would be used in explaining the concepts. The third quadrant, SD- and SG+, is where real-world and contextual examples are made to make sense of meaning. An example would be when one uses videos or real-life examples to unpack the definition of the concept – an example would be simple with more use of common words (Blackie, 2014). In the fourth quadrant, there are SG+ and SD+ - here real-world examples and abstract explanations would be used intensely.

Semantic profiles of meaning making can also be traced throughout the process of teaching and learning. These can happen in classroom contexts or in students' writings. Maton (2014a; 2014b) uses the semantic scale to illustrate the semantic profile - this takes the form of semantic waves. The graph below illustrates how semantic profiles are plotted and how teaching can happen using the semantic waves. The semantic scale is usually on the y-axis, with time on the x-axis. There is a semantic flatline representing reconstruction of knowledge. The semantic scale traces the strengths of semantic gravity and semantic density moving in opposite directions. This strategy, according to Maton (2014a; 2014b) and Clarence (2017), can be used to explore how pedagogic practices can find strategies that enable knowledge building. Semantic waves are used to form a bridge between accessing meaning of abstract and discipline-oriented concepts which are difficult for students.

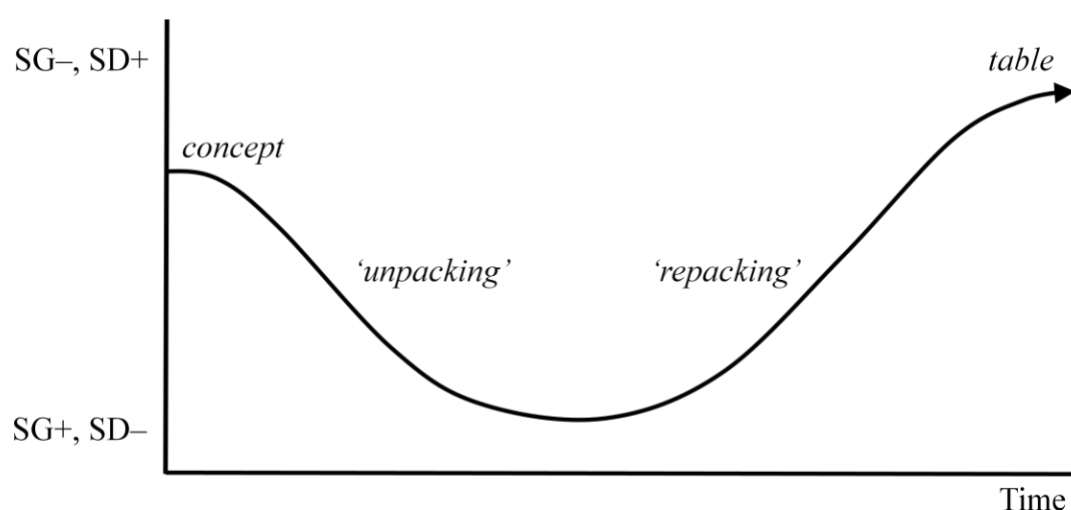


Figure 4: The Semantic Waves (Maton, 2014a)

In explaining the notion of semantic waves and semantic profile, Maton (2014a) uses research that was conducted in a Year 11 Biology classroom where a certain concept was being discussed. As shown in the graph, the activity starts with the teacher introducing the concept to the learners in the classroom. Since the concept is abstract, it has strong semantic density (SD+) and weak semantic gravity (SG-). During this introduction, the teacher mentions the concept ‘cilia’ and asks one of the students to explain what it means (Maton, 2014a). The conversation is illustrated below (adapted from Maton, 2014a: A40):

Teacher	Okay [student’s name] what are the ‘cilia’. What was it? No? [Student’s name] do you know what cilia is? No? Someone must know what they are...
Student	Hairs
Student	The little hairs?
Teacher	The little hairs. And basically, they beat in an upward motion from inside your body out through to your nose. [Teacher waves her arms upwards repeatedly]. So, they beat up and they take the pathogens away with them. And, guys, I don’t know if I’ve ever told you this, but when you smoke cigarettes, the tar actually causes your cilia to, because it’s so heavy, to drop, and so your cilia don’t work properly after that because they’re too heavy, they’ve dropped, so they can’t beat the pathogens out of your body! So that’s one reason that smoking’s bad as well.

As illustrated and stated above, the teacher starts with introducing the concept, using a Biology concept, and then moves on to asking the students to provide an explanation for that concept. This is when the ‘unpacking’ process happens, as shown in the diagram; more context is applied to explain the concept. What is also interesting in this conversation is how the teacher asked for the meaning of a discipline specific concept, and when the student was answering - he/she used their own understanding. This then immediately changes the semantic scale and illustrates how students use their own knowledge in understanding certain concepts in other disciplines. This is going to be explained further in the section on Autonomy. As soon as the student has changed the position within the semantic scale, then the teacher explains the concept by applying more semantic gravity. This is the part where context meets the discourse of Biology.

As the students contribute more to the meaning of the concept, the teacher then uses a combination of different discipline-specific concepts that might have been learnt in the students' everyday language. There is also use of examples and gestures, so the inclusion of everyday life knowledge then strengthens the semantic gravity - while it also weakens the semantic density (Maton, 2014a). According to Maton (2014a), when meanings condensed in a particular discipline are partially 'unpacked' into concrete examples, they allow students to be able to access knowledge in their academic subjects. Even though that is the case, there is a need to strengthen this knowledge and to familiarise the students with the discourse of the discipline. This is when 'repacking' happens - with more additional and extended meanings. The semantic density strengthens while the semantic gravity weakens. Most of this process constitutes exploratory talk. Towards the end, it creates a semantic wave as the knowledge is moved back up towards the discipline.

Towards the conclusion of the above classroom conversation, according to Maton (2014), the teacher instructs the learners to draw a table where they will have a column for each concept (for example, cilia); description of the concept and its function. In this action, the teacher is locating the concept within the discourse, and the process goes beyond the concept as more concepts that are related to 'cilia' are introduced onto the table.

Sometimes a semantic wave can be throughout the scale - from introduction of a concept to 'unpacking'; to 'repacking' and then back up to introducing a new concept. The shift of a semantic wave depends on contexts and certain disciplines. In the context of this research study, after repacking the wave would then move into the introduction of new concepts and allow for more exploratory talk again. This enables the teacher to unpack the concepts further with the students. The use of semantic waves illustrates the introduction and teaching of new concepts within the discipline. This framework shows a different way of making and transferring meaning – one where the students would also participate in the knowledge production. SW will then be used to analyse if learning processes also follow this pattern when students use their languages in the classroom.

The next section discusses Autonomy, and how outside knowledge is used in making sense of knowledge within the discipline.

4.5.2 Autonomy

The dimension of autonomy refers to when the relationship between different forms of knowledge is explored and when their components are related (Maton, 2018). In other words, any set of disciplines consist of components that are related, and these may be in multiple forms. Autonomy explores how each discipline is enclosed from other disciplines (Maton & Howard, 2020). This can also be revealed through exploring the relationship between disciplines and through exploring ways in which disciplines are related. Autonomy also provides an illustration of how knowledge practices can be integrated. Similar to Semantics, the organizing principles used in this dimension are referred to as ‘Autonomy codes.’ According to Maton & Howard (2018), these are based on Bernstein’s ‘external classification’ and ‘external framing’ principles - discussed briefly below.

Autonomy codes range over the borderlines that disciplines usually establish around their components, as well as the boundaries established in the relationship of those components. These are referred to as positional autonomy, as well as relational autonomy. Positional autonomy (PA) is defined as an analytic tool that is positioned between the components within a context of a discipline. Relational autonomy (RA) refers to relations among components of a context or category within a specific discipline (Maton & Howard, 2018; 2020). Like SD and SG, PA and RA can be stronger (+) or weaker (-) along a continuum of strengths. Stronger represents greater enclosing of components and weaker represents weaker enclosing of components (Maton & Howard, 2020). PA+ indicates where components positioned in the context of a discipline are strongly enclosed against components from other contexts; this is when information is mostly discipline based. PA- refers to when components may be drawn from other contexts (or disciplines). RA+ is where the principles that make up the components of a discipline related together are strongly enclosed from other ways of relating together. This is where the purposes, objectives and ways of working within the discipline have their own way of doing things. On the other hand, RA- is where the principles shaping how components related together may be drawn from other disciplines. This is when the purpose,

aims or ways of doing things may be adapted from other sets of practices. In the context of this study, RA refers to the objectives of the class lessons.

The continuum of strengths in autonomy are illustrated through an ‘autonomy plane.’ The autonomy plane presents different autonomy codes as shown in Figure 5. Sovereign codes (PA+, RA+) indicate strongly enclosed positions where principles (aims; purposes) are based within that discipline. This is when the (abstract or within context) knowledge is used for relevant purposes (RA) that is only based on what is being learned. For instance, consider a lesson about Human Resources - if the conversation in the classroom talks about the content of the lesson without bringing anything from a different discourse and they are also following the objectives of the lesson, then the lecture is within sovereign code.

Exotic codes (PA-, RA-) refer to when weakly enclosed positions are imposed with principles that might be coming from ‘outside’. An example of exotic codes would be when, in a lesson about Human Resources, the lecturer would move from the topic and speak about a cooking show that she watched last night and how they were illustrating her favourite recipe. This topic has nothing to do with the content and objectives of the lesson, and the lecturer is rather using external principles and content without any concepts that are related to the said topic.

Introjected codes (PA-, RA+) refer to stronger principles and weaker enclosed oppositions of the context. In other words, this is when the purpose of the lesson is drawn from within the context, but the actual context would be from outside. For instance, in a lecture about Human Resources where the lecturer is meant to provide descriptions and examples of concepts, it is when the definitions are provided but they are not necessarily belonging in the HR discipline. This is going to be illustrated further in the data chapter, when discussing how the autonomy codes were enacted in the classroom when this study was conducted.

Projected codes (PA+, RA-) refer to strongly enclosed positions and external principles and objectives. This is when the lecturer would discuss HR concepts but for a different purpose. He does not define them, but talks about them in general or as if discussing an academic paper containing those concepts. Another example would be discussing concepts in the discipline of Management, but without any specific purpose aligned with the lesson objectives.

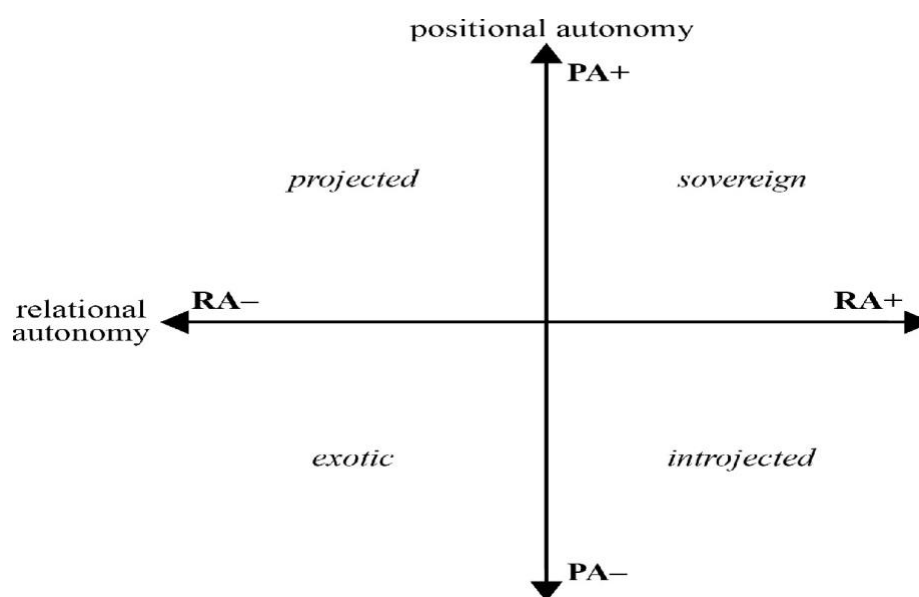


Figure 5: Autonomy Plane (Maton & Howard, 2018)

The autonomy plane is not limited to the four autonomy codes as illustrated. The relative strengths of both positional and relational autonomy may shift and move onto different positions on the plane (Maton & Howard, 2020). According to Maton & Howard (2020), data may be spread across different codes and 'autonomy pathways' can be used to trace this shift over time.

The movements along the autonomy plane are unlimited and these are illustrated in the diagram below – Fig. 6:

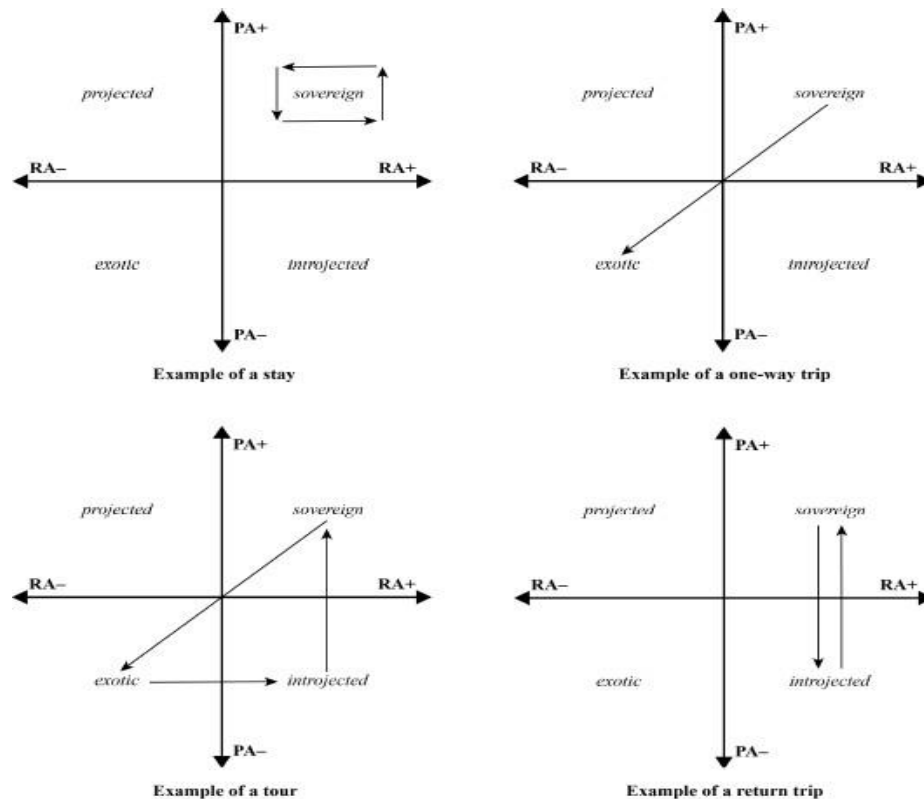


Figure 6: Autonomy Pathways (Maton & Howard, 2018)

The plane, according to Maton and Howard (2018), is not limited to four positions such as the autonomy codes, but it is a continuum of strengths between positional and relational autonomy. In other words, knowledge can take different positions on the plane. This also depends on one's data, which can be placed across the plane and different components can fall onto different positions within the codes (Maton & Howard, 2018). This will be illustrated further in the data analysis chapter. These can be traced through autonomy pathways that knowledge takes as they shift over time. Autonomy pathways can occur differently and numerous. Maton and Howard (2018) described some types of pathways, as follows:

- Stays: when knowledge remains within the same code. For instance, remaining in the sovereign code.
- One-way trips: when knowledge starts moving from one code and finishes off on another code. For instance, moving from sovereign to introjected codes.

- Tours: when a movement begins in one code, moves through other codes, and then returns to where it started. An example of tours would be starting from a sovereign code, moving onto exotic, introjected, and then going back to sovereign code.
- Return trips: when a form of tours moves back and forth between two codes (Maton & Howard, 2018). For example, a back-and-forth movement between sovereign and introjected codes.

The movement through autonomy pathways illustrates how knowledge is not homogenous and how it can move and integrate with other knowledges. These pathways will be illustrated further in the data analysis. It is important to note that all codes are essential, and these depend on the target. There is no code that is more important than the other. Trips can occur in multiple forms. Autonomy pathways may be guided by the goals of the context and may be different for different participants.

4.5.2.1 Tracing Pathways Through Translation Devices

Translation devices are developed and used to discover the correct autonomy codes in the specific knowledge that is being analysed. Table ??? below illustrates a translation device for autonomy codes (Maton & Howard, 2020). This device is meant to provide a framework for individual studies and for researchers to identify strengths of positional and relational autonomy through their data. This is usually done through allocating empirical scenarios to strengths of positional and relational autonomy.

In explaining the device, it is important for one to first allocate a problem (this may be what one wants to achieve). When using a translation device, according to Maton & Howard (2018) one must first ask what components of relation (positional autonomy) and what principles of relation (relational autonomy) will be used. The answer is the ‘target’, which then allows one to determine autonomy codes. For instance, in using the HR lesson, the components of relation would be the HR discipline, and the principles of relation to those components would be discussion of the definitions of its concepts.

A ‘target’ refers to the intention of a particular phenomenon. Using the HR lesson example, the target component would be teaching about the concepts in the discipline, and the target purpose would be providing definitions of them.

4.5.2.1.1 Targets

Positional autonomy becomes stronger when the content that is being asked is about HR. It then becomes weaker if it is about knowledge that is not related to the ‘target’ or aimed purpose. Relational autonomy would become stronger when HR concepts and related content are being defined, and weaker when the content is being discussed for other purposes. For example, relational autonomy would be weaker if the discussion is about different HR departments or the HR department of RU.

Targets are meant to provide a starting point for enacting concepts of autonomy codes, and these might be different from one researcher to the other depending on the type of research they are conducting, as well as their objectives. These can also differ depending on the type of knowledge that one is working with, as well as the discipline. One person’s target might be different from another’s - and it might be a non-target of the other (Maton & Howard, 2018). As stated, a target depends on one’s study and sometimes it might not be clear, but it is important to determine it as it provides a starting point for one’s interpretation, and using the translation device provides a way of putting concepts into autonomy codes (Maton & Howard, 2018). Codes cannot be determined by disciplines, but rather targets depend on a certain purpose. For instance, an HR concept can be in exotic code if the purpose for a particular research topic was to discuss concepts that belong in the Political Science discipline. Maton & Howard (2020) emphasize this point by stating that one person’s target may be another person’s non-target and a context might have multiple targets.

It is possible for participants to also have different targets - where each would see things differently. For instance, they would not share similar purposes and what might be an exotic code for one, might be a sovereign code for the other (Howard & Maton, 2018). The role of power among participants in a social context, according to Maton and Howard (2018),

influences targets and these can be played differently. In other words, one person's target can be someone else's non-target, and this can be done through enacting autonomy codes to evaluate how different participants can make sense of the same disciplines differently.

4.5.2.2 Using Autonomy in Disciplines

In South Africa, autonomy has mostly been used in the scholarship of teaching and learning (SOTL), which focuses on academic development (Mkhize, 2015; Vorster, 2020; Hassan, 2021). Maton and Howard (2018), on the other hand, have used autonomy in looking at classroom pedagogy. Integrative knowledge building is possible especially in educational research, even though there are certain obstacles that challenge it. These, according to Maton and Howard (2018), are knowledge blindness, essentialism as well as segmental modelling.

Knowledge blindness: Knowledge, according to Maton and Howard (2018), is always perceived to be a mental and cognitive process. Exploration of knowledge always focuses on these processes instead of considering it to have pragmatic potential. Constant imagination of knowledge is a mental process, but focusing on that only constrains potential exploration of knowledge outside the cognitive thoughts. This leads to knowledge being treated as a homogenous concept that happens through cognitive processes. This prevents actors from having curious minds which would look beyond the boundaries of their existing knowledge. This then acts as a barrier to integrative knowledge building, and this is when the boundaries become more restricted.

Essentialism: Preconstructed categories in knowledge building assume the exclusivity of knowledge within disciplines, and that interdisciplinary knowledge is where knowledge exclusive to these disciplines is brought together (Maton & Howard, 2018). Disciplines are known to have certain characteristics that are exclusive to them and are universal. This then, according to Maton and Howard (2018), would make it easy to identify disciplines as their characteristics would be clear. But this is not the case - it is rather difficult sometimes to clearly distinguish between some disciplines, especially when it comes to integrating them. It is important to distinguish the differentiation between disciplines in order to understand their integration, even though there are preconstructed categories that always assume these

boundaries (Maton & Howard, 2018). On the other hand, principles responsible for the boundaries of most disciplines differ and adapt according to contexts, therefore they tend to change. In other words, principles of a certain discipline such as Management, for example, might be different in research as opposed to practice. This then proves that boundaries can be fluid and contested. Integrative knowledge-building requires moving away from categorizing and labelling disciplines and allowing the heterogeneous nature of disciplines to take place (Maton & Howard, 2018). In other words, it is important to dismantle pre-constructed categories of disciplines and allow knowledge practices to adapt to different contexts.

Segmental modelling: Segmental modelling refers to typologising knowledge in categories such as pure/applied or active/reflective knowledge (Maton & Howard, 2018). This leads to categories being offered for knowledge to be boxed into, which makes it challenging to locate pragmatic practices. The existing different forms of knowledge practice cannot be adapted into typologies, even though this is important for knowledge-building. Typologies offer a way of moving beyond thinking that knowledge is only a mental process. They provide an exploration of different types of knowledge.

4.5.3 Learning through LCT: The importance of Semantics and Autonomy as an analytical tool for multilingual learning

In this study, LCT is used to analyse teaching and learning practices using multilingualism in class. This theory is used as an analytical toolkit from exploratory to discipline-specific talk processes. There are multiple ways in which this can be done, but for this study, semantic waves from the semantic dimension and autonomy pathways from autonomy will be used as the dimensions of LCT. Semantic waves will trace cumulative learning when multilingualism is used during the learning process; autonomy pathways will be used to analyse different types of knowledge used to make sense of knowledge in the classroom.

Semantic waves examine how meanings are negotiated in the classes and whether the context is used to make sense of what is learned in the classroom. SD and SG are used as degrees of

the meaning of the learned content. Based on the lesson context, semantic waves trace the degree of meaning and how the topic being discussed is distanced from the context. Semantic waves also analyse how meaning is negotiated and whether these efforts yield cumulative learning. Classroom talk happens between students or between the lecturer and the students, where discipline-specific concepts are analysed using semantic waves and the talk is translated through semantic waves. How semantic waves are used has been explained in the literature review. As also discussed, the Semantics dimension, according to Maton (2014), takes note of the importance of semantic waves in navigating different forms of knowledge and how concepts are unpacked.

Semantic waves promote cumulative learning as they consist of unpacking and repacking knowledge. This will be illustrated further in the analysis chapter. The process where waves strengthen and weaken semantic gravity and semantic density, according to Mthombeni (2017:94), is referred to as “successive delocating and relocating knowledge.” There is a particular pedagogical structure that forms from this process. It is important for the process to be followed for first-year learning – it enables conceptual understanding and facilitates epistemic access.

The semantic plane, conversely, demonstrates variation of meaning during the learning process and the varying stages of knowledge (Maton, 2014). This has been illustrated earlier in this chapter. The varying stages of knowledge eventually lead to the integration of knowledge, and the use of the semantic plane illustrates how this can be followed through the changing of organising principles in an attempt to make meaning. The concept of semantic planes is similar to that of autonomy. Autonomy focuses on the relationship between disciplines and how different types of knowledge can be combined to produce new knowledge (Maton & Howard, 2018). Even though some obstacles challenge this notion, how they can be overcome has been suggested. In this study, using autonomy allows a different approach that can contribute to concept literacy, where students use their knowledge to make sense of the knowledge presented to them.

The use of autonomy pathways and illustrations of how a shift between knowledge can occur illustrates that knowledge building and learning have a heterogeneous nature. In other words, it cannot happen in one way, and it might take different strategies to build knowledge and reach epistemic access. The process during autonomy tours will be discussed and related to other theories that form part of this study; this will then explain the relationship between the theories framing the study.

The theories used in this study present a thread of relationships between them, specifically the harvesting of one's own knowledge and experience in the process of discovering new knowledge. As discussed, the ontological approach to learning calls for using students' existing knowledge and worldview in the learning process. On the other hand, translanguaging also advocates for using one's linguistic repertoires in the meaning-making process. This includes language, which mostly carries one's worldview and experiences. Its benefits have been advocated in the section on bilingual education and the use of translanguaging in education.

LCT similarly advocates for using different existing knowledge to make sense of new knowledge and for meaning-making. The similarities between the theories are part of the approach being explored to reach epistemic access. As stated, LCT is used to analyse class teaching and multilingual practices. As a dimension of LCT, autonomy argues against the dichotomisation of knowledge and disciplines, and illustrates the importance of linking these for learning purposes. Autonomy then combines the knowledge in the discipline with the knowledge that students bring into the classroom.

In the context of this study, these theories talk about the nature of the study's participants. The participants are students who do not speak the LoTL as their primary language, and most of them were taught in their primary languages in high school. Therefore, using their languages and linguistic resources in the classes creates room for participation. The strategy applied in this study was set to benefit the students, as advocated by the theories. For instance, translanguaging and the ontological approach promote students' existing experiences and knowledge in meaning-making. LCT, on the other hand, allows for the use of any knowledge of outside disciplines and different contexts for purposes of cumulative learning. In contrast,

using semantic waves aligns with the lesson's nature. The lessons are mainly for concept literacy, and according to Setati *et al.* (2002), this is best achieved through exploratory talk.

4.6 Summary

This chapter has presented multiple theories that underpin this study - such as ontological approaches, theories of language and learning and LCT. Initially, it delved into how ontology, epistemic access, and multilingual processes can synergistically facilitate learning. The argument posited is that by harnessing the innate ways of being deeply embedded within their linguistic backgrounds, students can effectively leverage their linguistic repertoires to construct meaning. Furthermore, the chapter elaborates on the principles of LCT and how it will serve as the analytical framework for understanding multilingualism. Specifically, the dimensions of Semantics and Autonomy within LCT are employed. Semantics serves as a tool to track cumulative learning through semantic waves, while Autonomy pathways offer insights into how students draw upon their existing knowledge to access new information.

Chapter 5: Methodology of the Study

5.1 Introduction

This chapter presents the methodology used in this study, detailing the design, sampling, data collection methods, and ethical considerations. The Commerce Extended Studies Man 1F classes were selected as the site for data collection. The study followed an Action Research study design, which is described in Section 5.2. Action Research involves the researcher actively participating in the research context and the phenomenon being investigated (Somech, 2008). Data was collected through observations and follow-up interviews, both of which are discussed in detail in this chapter. Additionally, the chapter addresses the ethical clearance application process followed and outlines the challenges encountered during data collection.

5.2 The Design of the Study

This section is divided where Action Research (AR) is discussed in detail including insider and outsider researchers and how one can mitigate bias in the research. Later in the section, positionality in the context of this research has also been incorporated. This is discussed in relation to AR as research design as well as the context of this study.

5.1.1 Action Research

AR is defined as a form of research methodology mostly conducted by researchers with an interest in finding effective solutions to problems they might be confronted with in their everyday lives (Stringer, 2014). This methodology integrated social research with exploratory action to promote development and sought to engage the complicated dynamics involved in a particular social context. This usually includes overlapping cycles of investigation, planning, and piloting new practices during the research process (Somech, 2008). In an educational context, the research might focus on finding ways to improve one's pedagogy and finding solutions that might help in realising areas that need improvement. AR is mainly meant to research for change, which is why it includes exploratory action that might lead to promoting

development in one's practice. This means that the process might include all stages of collection and analysis of data. This might then lead to outcomes such as knowledge being generated, and that knowledge is expected to have a direct and ongoing impact on changing practice for participants (Somech, 2008).

In the context of this study, AR was suitable because the objectives of the study included reflecting on the use and patterns of multilingualism in the classroom. The research was also an exploratory study that sought to investigate whether the use of students' primary languages facilitated more learning and epistemic access. As stated above, AR is used when researchers look for improvement and solutions to their pedagogy; in this context, AR seemed suitable because the study explored the use of students' primary languages and prior knowledge during the learning process. Throughout this process, the researcher also reflected on their pedagogical methods when using LOTE. Thus, throughout the process until the end, there were teaching strategies that would be adapted, eliminated, and developed, as this was an exploratory process. Throughout the process of exploring these strategies, a body of knowledge was expected to be built that could enhance the researcher's professional practice and that of the students. AR allows one as a teacher to reflect on their teaching and practice in a human way in which they can be critical (Sagor, 2005). This then can lead to a systematic and organised way of solving possible pedagogical problems, especially if there is active engagement from all groups; there is a possibility of transformation and discovering new strategies in both teaching and learning processes.

AR requires one to actively participate in the research process and not only as an expert but also as a resource in order to make the whole process work. The researcher gets to steer the process while attempting to find solutions and answers for their investigation.

5.1.1.1 Being an Insider in AR

According to Herr & Anderson (2015), positionality is important when conducting research. It is important that one can ask questions regarding their positionality regarding the setting and their participants. This is because the relationship between the researcher and their participants and setting is very important and central to the actual research. Realising the importance of positionality, the researcher should interrogate their stance from the beginning of the research process while acknowledging that there can be a shift during the process. In other words, they might shift depending on certain events during the research process (Henning *et al*, 2009).

AR is usually concerned with the relationship between outsiders and insiders and according to Herr & Anderson (2015) clarity about this relationship is necessary for thinking through issues of validity; trustworthiness and research ethics. In the context of this research and as stated, the research participants were a vulnerable group therefore the issue of positionality becomes even more important. Putting positionality into consideration when and before conduction AR can also assist one to deepen their reflection on their practice and it can contribute to professional development (Andersson & Jones 2000). This research is also meant to empower the researcher professionally and bring about organizational change. Therefore, it was important to find proper positionality and be aware of the changes that might occur during the research process while taking into consideration the power dynamics involved.

According to Clandinin & Conelly (1995) most AR has always been conducted by outsiders, where the researcher would not be the same person as the practitioner. For instance, teacher-education research would be conducted by the academic researchers who do not have any relationship with the research participants. This then means that the research might lack the personal relations towards the participants and there might be other factors that can be missed which would have contributed towards the research. The outsider epistemologies contributed by the researchers might be different if the research had been conducted by the practitioner. For this research, positionality of the researcher is important as it might determine how epistemological, methodological as well as ethical issues in the research have been framed. Also, the researcher in this study was an insider.

It is important that researchers manage to figure out where they position themselves regarding their setting and participants (Herr & Anderson, 2015). With regards to insider research or being a participant in your own study, according to Herr & Anderson (2015) the researcher might have a tendency of treating themselves as an outsider. It is not necessary for one to separate one's personal experience; practice and the research as these can contribute to the outcomes of the research. Even though that is the case, it is also important for one to be conscious of the conflict of interest related to the outcomes of the study. Therefore, one's positionality needs to be thought through carefully. The insider positionality in AR becomes more personal and, in some instances, it might seem as a reflection of the researcher (Herr & Anderson, 2015). This is because the researcher brings their own experiences into the research process and, it is not entirely possible to separate the research; the professional experience as well as the personal experience.

The emerging of all these factors in the research process are what Higgins (2016) considers to be the limitations of AR. Higgins (2016) assumes that teachers who undertake AR often find themselves out of place as they must shift between being researchers and teachers. In other words, teachers often forget their primary responsibility of teaching while they also do not master the art of conducting research. According to Higgins (2016) when practitioners such as teachers conduct AR they become distracted and forget that they are meant to be guided by theories of teaching, but they contaminate the practice with theories of research methodology and it is not possible to combine all of those. Higgins (2016) states that it is not possible for teachers to be dynamic teacher-intellectuals (researchers and teachers at the same time) because most of the times the present culture of teaching is filled with "audit and performativity" and there is not necessarily space for them to sincerely reflect on their practice. So, this performativity leads to AR not being totally transformative because the so-called researchers (teachers) do not become sincere in their reflections and research processes

In countering Higgins' argument, Foreman-Peck & Heilbronn (2018), assert that Higgins uses a blanket statement with regards to AR even though he is writing from his (US) own context and experiences. Higgins also assumes that teachers as an insider in AR cannot be both teachers as well researchers but according to Foreman-Peck & Heilbronn (2018) it is possible for teachers to do this even though it requires some serious work. According to Foreman-Peck &

Heilbronn (2018), there is no straightforward methodology for AR as it is a research design that is dependent on one's research question and it is untrue that some practitioners cannot carry out the methodology. There is a great scope for teachers who wish to develop AR projects of their own that are customized and even though there is a dominant school culture that most teachers work under, with AR being transformative this is possible. It is possible for one to be able to reflect from a strong ethical basis without being biased.

Even though, as an insider, one enters the research setting with perspectives drawn from one's own experiences, it is important that, as the researcher, you articulate these perspectives in your journaling or notes (Herr & Anderson, 2015). Developing this pattern and skills of self-reflexivity is necessary as they can be worthy of critical examination. These reflections and perspectives can then be examined to ensure that they do not have altering effects on the research outcomes.

As an insider, according to Stringer (2014), AR requires one to be rather the resource in the actual research instead of an expert. As an insider researcher, you must act as a facilitator while also contributing to the research process. Stringer (2014:20) refers to the researcher's role in AR as a 'catalyst' or someone who should be able to stimulate transformation by addressing issues of concern and the essence of the work is how things are done. For instance, as a teacher in the classrooms for this study, the researcher was expected to provide transformative strategies that will enable learning and change mainstream learning and pedagogical practices. Even though bringing solutions is important when problems arise, human development should also be a focus during this process (Stringer, 2014). In the context of this research, as a teacher in these classrooms the researcher is not only expected to bring solutions to the students' learning problems, but it is important that the students are also developed as knowers of the Commerce Faculty and being university students. It is important that at the end of the course, they are socialised as contributors in the spaces of learning and have acquired skills that are required (such as academic writing and critical thinking) to participate at university fully.

The bottom-up research approach allows other stakeholders to work in close collaboration with the researcher and to enable easy decision-making processes (Stringer, 2014). Even though this

might be complicated in my context because of power dynamics, enabling students during the learning process to be more involved in the learning meaning-making process and during exploratory talk allows them to have more voice and gives them a sense of freedom. Unlike giving a normal lecture (presentational talk context), this encourages more student participation (Barnes, 2008). This participatory approach, according to Stringer (2014), is more effective in accomplishing productive outcomes of the research, and the participants also get to trust the researcher. AR seeks to develop and maintain non exploitative social and personal relations while enhancing the lives of the participants (Stringer, 2014). This will give the students a sense that they are in control of their own lives and are participating towards actions of improving their learning environment.

5.1.2 Positionality Statement and Mitigation of Bias in the Study

This section discusses the researcher's positionality in the context of this study, specifically within the framework of AR. It outlines how the researcher managed potential biases to ensure they did not influence the research process or data collection.

Positionality, as defined by Holmes (2020) and Bourke (2014), refers to a researcher's stance within a study, shaped by their worldview. A researcher's social identity can significantly influence the research, making it necessary to identify and address these influences. Holmes (2020) highlights that positionality becomes particularly important when the researcher is an insider, which requires an analysis of the impact this position might have. In this study, the researcher held the dual role of both a lecturer and a researcher in the same classroom. This duality requires careful reflection on how the researcher's involvement as a lecturer did not interfere with the objectivity required in the research process. The primary goal of this section is to clarify how the researcher mitigated any potential subjectivity and bias that could affect the research.

Holmes (2020) emphasises the importance of reflexivity, where researchers must acknowledge and disclose their position and role, especially when they actively participate in the study. Reflexivity involves understanding how one's position can shape the research and the process

(England, 1994). To address these concerns, the researcher engaged with relevant literature on conducting research with students, who are sometimes considered vulnerable participants. This literature is discussed in more detail in the sections on Action Research and the ethics application process.

The researcher used reflexivity through journaling and audio recordings to document her thoughts and emotions throughout the study. For example, when they felt their dual role might influence their perspective, they would record these reflections and later revisit them to critically analyse their thoughts. This iterative process helped mitigate any potential biases that might have influenced her research approach. Additionally, the researcher had prior experience in research design through coursework, which provided her with tools to navigate her positionality effectively. Despite this preparation, the researcher acknowledged the potential for bias, which is why a research assistant was employed to help with tasks, such as interacting with students, to reduce this risk further.

Understanding positionality also involves recognising how one's role in a study can influence the interpretation and validity of the research (Holmes, 2020; Bourke, 2014). In this study, the dual role of the researcher as both lecturer and researcher presented inherent power dynamics. Students may have felt influenced by their relationship with the lecturer, even though the researcher made efforts to mitigate this risk. To address these dynamics, the research assistant played a key role by administering certain research activities, such as distributing surveys and gathering feedback, which reduced the possibility of students feeling coerced.

The researcher declared these potential power dynamics and conflict of interest in the ethics application for the study, ensuring transparency. Additionally, the researcher was committed to collecting valid data to reflect on and improve their teaching practices, which ultimately enhances student learning. Thus, ensuring the validity of data and adherence to ethical procedures was crucial throughout the study.

According to Saven-Baden and Major (2013), locating positionality requires the researcher to identify their relationship to the subject, participants, and research process. This involves three key areas:

1. **Acknowledging Personal Influence:** The researcher recognised that their dual role could affect the research. To mitigate this, she used reflective journaling and audio recordings to document their thought processes and remain aware of their influence.
2. **Addressing Power Dynamics:** The power imbalance between the researcher and student participants was managed through transparency and the involvement of a research assistant, who played a critical role in administering research processes that could have been affected by the researcher's positionality. This helped to assure students that there was no coercion or victimisation. Also, the students were made aware that they could report any feelings of victimisation to the Heads of Departments involved in the study.
3. **Recognising the Research Process Influence:** The researcher acknowledged that the process itself might be shaped by their positionality, as well as the broader research context. The data collected through videos and audio recordings were used strictly for research purposes and aimed at improving teaching practices, which would ultimately benefit students. This ethical approach to research ensured that the study contributes meaningfully to both the research and teaching-learning processes.

5.2 Sampling

Sampling, according to Baker (1988) and Nieuwenhuis (2007), is a systematic process that a researcher follows in selecting their participants. In this process, participants are identified according to the features that they might have and are going to be studied. Sampling is used to make inferences of a larger population from the smaller selected 'sample' (Berg, 2001). Unlike quantitative research, qualitative research uses nonprobability sampling approaches. Quantitative research, on the other hand, uses probability sampling approaches (Nieuwenhuis, 2007). Probability sampling is when a sample that gets selected will mathematically represent subgroups of a larger population. Probability samples can be created through restrictive

constraints where the researcher makes various inferences using statistical techniques (Berg, 2001).

Nonprobability sampling approaches consist of types such as purposive sampling, quota sampling, snowball sampling as well as convenience sampling. This research used purposive sampling. Purposive sampling is developed where a researcher uses their own knowledge or expertise regarding the group they have selected and if the participants have certain features which the researcher is interested in (Berg, 2001; Nieuwenhuis, 2007; Silverman, 2010). According to Berg (2001), sometimes purposive samples are selected after there has been field investigations on certain groups of participants in order to ensure the attributes that certain type of groups might have. This then means that sample size may not be fixed prior to data collection and most of the time depends on the resources and time available to the researcher (Nieuwenhuis, 2007). One of the challenges with this strategy is that it may result in data not being saturated, but Nieuwenhuis (2007) states that purposive samples should rather be determined using theoretical saturation. For instance, where there is no new information brought to the research question, then data collection can be stopped. There are several reasons why purposive sampling has been chosen for this research.

In the context of this research, the participants had certain similar characteristics that were significant in the objectives of the study. The characteristics are the LOTE being the primary language of the students; the schooling background of the students as well as their current degree. The participants for this research were students enrolled in the Commerce Extended Studies (ES) Programme in 2019. The programme consisted of fifty- four (54) students with different schooling backgrounds - most of them were from ex-DET schools. As discussed in the contextual background chapter, most students in this programme have these similar features:

- Most students in the class had LOTE as their primary languages. In their previous schools, most of these students were taught in both their primary languages and English.

- Students in the ES Programme have not met the minimum university entry requirements, but they portray potential of succeeding at university (RU Extended Studies website, 2016).
- Some of the schools that the students came from are disadvantaged and do not have adequate resources to support learning; the programme is meant to support these students.

As stated, the students were selected because of their similar features and the research seeks to investigate the use of students' primary language in university classrooms. As most students used both their primary languages and LoTL for learning, this research investigated how multilingualism and students' prior knowledge can be used to support learning. These students were suitable for this study as some of them had never done Management in high school and were taught in LOTE in high school. Therefore, it becomes difficult for them to cope in English-only classrooms. Research (Makalela, 2013; Gambushe, 2015; Madiba, 2010) also shows that students whose primary language is English tend to perform better than their peers and the use of students' primary languages plays an important role in supporting student learning. These students were also chosen because their classes are small, easy to observe and it is also easy to interact with the students as the researcher is also the teacher in the class. This does not mean that the students were being treated like subjects or intimidated. Also, an ethical clearance to conduct the study was obtained from the RU Ethics Committee. The next section is going to discuss the ethical clearance procedure for the study.

5.3 Ethical Clearance

At RU, if the research involves students, it is a requirement that one seek the gatekeeper's permission to collect data and conduct the research. This process must be done before applying for ethical clearance to the university's ethics committee. The Registrar was consulted to grant permission for the use of Man 1F classes to collect data. Permission was also sought to access the university's Data Management Unit (DMU) for the following records:

- Students' high school and background information: for purposes of gaining knowledge regarding schooling and linguistic background of the students (the type of schools the students went to; the languages they used at school and spoken at home).

- Students' current academic records: for purposes of tracking students' academic progress and comparing the records during and after the data collection process.

The letter for the Registrar's permission was sent in April 2018, and the Registrar's approval was received in May 2018. The Registrar granted permission on the condition that an application has been submitted to the RU Ethics Committee.

It is the requirement of the university and an ethical procedure that one should consult with the Ethics committee before conducting a study, especially if that study involves students. During the Ethical clearance application process, each stage of data collection was described as follows:

Stage 1: Access of student demographics and academic performance from DMU.

Stage 2: Use of participant observations and classroom video and audio recordings: it was explained in the application that participation observations, classroom video and audio recordings were going to be used as data collection methods. These are also going to be discussed further in the 'methods section'. The application demonstrated that participant observations and recordings are going to be used to observe how students use their different linguistic repertoires through translanguaging in the classroom, for the purposes of meaning making. It was also explained that this part of the research is a reflective process of classroom practices as the researcher was the teacher in the classroom.

Stage 3: There were follow-up interviews conducted with some students from Management 1F classes, who agreed to take part. The interview processes are also going to be discussed in detail in the 'follow-up interviews' section. These follow-up interviews were used for students' perceptions and experiences of using their primary languages for learning in the ES classes, as compared to some mainstream classes that they attend where English is solely used.

Prior to the above stages, the researcher also contacted the students who were selected to be participants in the research to explain the issues of informed consent and voluntary participation. At first, the permission to record classroom activities was sought from the students. The researcher drafted a letter explaining to the students that their identity would be kept anonymous and the information obtained would be used for research purposes only. They

were also made aware that there are possible risks involved in the research, and it was explained to the students how the risks would be mitigated (letter attached). The students were also given consent forms to sign and it was emphasised on the forms that participation is voluntary, therefore they can withdraw from participating in the research anytime they want.

The students were a vulnerable group in this context because it is within an institutional setting where the researcher is also their teacher. According to Liamputtong (2007:02), people with diminished autonomy due to status inequalities; lack of ability to make a choice and where there is potential harm can be considered as the ‘vulnerable’ group. In the case of this research, the students may fit this description as there are certain power relations in the classroom and the teacher might seem to have more autonomy, therefore they count as a ‘vulnerable’ group. Even though that is the case, it does not mean that they lack the ability to make a choice, but the presence of potential harm might be what makes this group vulnerable. For instance, the students might feel under a certain pressure to participate in the study as they would be afraid they will be victimized or embarrassed by their teacher. Liamputtong (2007: 03) also states that sensitive research with vulnerable groups requires disclosure of behaviour or information that would be kept private. In the context of this research, the only information that might be sensitive is the students’ marks that are meant to be kept private. The actual learning is not private but rather public as it happens among other students. Therefore, to some extent the research does not impose on the private sphere of students but has a potential of making them feel uncomfortable.

According to Liamputtong (2007:03), the benefits of the research need to exceed the risks if the research to be carried out has the potential of causing harm or involves a vulnerable group. In other words, the morality of the research needs to be a priority. The findings of the research should move towards benefitting the group that is being researched. In this context, the current research carries the possibility of changing student learning experiences as they would be able to use their own primary languages in the classrooms to support learning. The students will also get a chance to participate in the learning and knowledge production process, as this will be bringing a bottom-up approach to learning. This research also carries the potential of changing the teaching approach of the researcher, which talks to the transformation agenda of the university. This then carries the potential of yielding new teaching methods that encourage

participative learning and most importantly, contributes to the implementation of the university's language policy.

In mitigating risks, discomfort and vulnerability, the researcher decided to follow certain measures. Although the researcher is also a teacher in the classes from which the data was collected this did not mean that the students would be victimised for not taking part in the study, or for what they would say during participation. Also, the students were made aware that the video and audio recording transcriptions would be used for research purposes only. The students who did not want to be part of the study were accommodated in a manner that even though everyone in the classroom was recorded, their contribution and anything that they said during the recordings were not included in the transcriptions. Therefore, their contribution or anything they said in class was not used as data or contributed towards this research. The process of documenting the classes was meant to be an intervention which would end up benefiting the researcher's teaching practice. This was meant to be a reflective process on the researcher's teaching. It would not be used to victimize or marginalize the students. As stated, students were made aware that they can request not to be part of the study if they wanted, and their contribution would not be included during the transcription process of the recordings.

In overcoming the possibility of marginalizing students who do not speak LOTE, it was acknowledged that most language groups are mutually intelligible. For instance, Nguni languages and Sotho languages. The linguistic divisions were minimized because ES classes are generally small classes with no more than sixty (60) students. The learning process in these classes includes intensive exploratory talk. This is when the students discuss concepts among themselves in groups - using different languages - before reporting back to the lecturer. The report back to the lecturer might be in any language. Since the lecturer is fluent in most languages, she would then translate what was being taught by the student to the rest of the class. If what was being said was in a language that the lecturer does not understand, other students who speak that language would assist in the translation and explanation of those concepts. This technique strengthened the use of multilingualism in classes. The discussions within groups during exploratory talks were also mediated by the lecturer to assist students and encourage peer learning.

5.4 Qualitative Research Methodology

Qualitative research is the type of research that seeks to understand events and processes in social contexts. Unlike quantitative research, that focuses on numerical data through statistical analysis, qualitative research aims to produce descriptions and explanations based on people's experiences and opinions which the researcher might have little knowledge about (Berg, 2001). This research methodology is also used in providing detailed descriptions of beliefs and knowledge, and for exploring explanations about particular issues or events.

Qualitative research includes meaningful interpretation of data - which is usually in the form of verbal statements or actions from the participants. According to van Manen et al (1982), qualitative research seeks to understand an identified research problem from the participants' perspective, and it can also understand how certain actions are carried out. In the context of this study, the researcher investigated how LOTE are used in the classroom, together with translanguaging as a pedagogical strategy to facilitate learning. The research study sought to explore translanguaging in teaching, while using students' linguistic resources as scaffolding tools in knowledge construction and the meaning-making process.

There are various approaches that are used when employing qualitative research methodology. These include observations, interviews and content analysis. These research methods will be discussed later. This is an exploratory study and, according to Crocker (2009), when there is limited existing research on a subject, qualitative research is a useful research methodology. This is because its purpose is to also discover new ideas and insights to consequently generate new theories. This research methodology then carries the potential to bring insights of what happens in one's classroom, and to identify ineffective strategies during teaching and learning.

As qualitative research follows real life contexts, it allows the researcher to engage with the participants and interact with them. The research design for this study is AR - therefore there is more interaction between me and the students (participants). I will also use other methods such as follow-up interviews. To gain trust with the students and maintain research validity, a research assistant will be conducting the interviews. Qualitative research is known for providing empirical evidence and to support or refute theoretical frameworks of studies (Crocker, 2009).

According to Mason (2002), the use of qualitative research allows for the provision of balanced contextual understandings because of the data it generates. For instance, the researcher gets immersed within the research process and provides detailed descriptions of the participants in the social setting of the research. The methods used in qualitative research allow for the proper analysis of the research contexts and more room for any possible unexpected events, especially if various methods are being used in the study (Mason, 2002).

Qualitative research is known to provide descriptions of how certain events affect the lives of the participants. In this study, techniques such as participation observations; recordings and content analysis are going to be used in exploring the use of LOTE to facilitate epistemic access and meaning making during the learning process. These methods are going to be used to meet the research objectives.

5.5 Research Methods used in this Study

This section will discuss the techniques used and their feasibility in collecting the data for this research. The research methods that were used are participant observations; follow-up interviews and content analysis.

5.5.1 Participant Observation

Taylor & Bogdan (1998) and Cohen *et al.* (2011) defined participant observation as a research method where the researcher becomes part of and interacts with the research participants in a social setting to collect data. The researcher might be a stranger or an actual member of the group that is being observed. The main aim of immersing themselves within the group is to understand the social setting. In the context of this research, I was not a stranger in the classrooms as I am also a lecturer for the subject. This made the introduction process of the study to the students easier for me, as I was not coming from outside to immerse myself with the students. They were used to me, therefore they were already comfortable with me. Observations are a method of gathering live data from naturally occurring events as the researcher gets first-hand information of what is happening within the setting without having to rely on second-hand accounts (Cohen *et al.*, 2011). Allowing participants to do what they would do in their normal environment allows the researcher to gather rich data, especially if the observations have been thoroughly captured and recorded.

I used observations for this study because this method allows a bottom-up approach to take place in the research process – and this makes participants realize that they are an integral part of and are contributing to the research. The bottom-up approach allowed students to use their primary languages in the classroom and contribute to the knowledge process. To some extent, this strips the power dynamics of the classroom setting - where students would expect the teacher to act as an expert or an outsider (as the researcher). Using participant observations also assisted and contributed to my professional development as a lecturer. It allowed me to reflect on my teaching methods.

Researching from within using observations where data is collected either using field notes or recordings requires intense social interaction between the researcher and participants. For this study, both field notes (in the form of journaling) and recordings (audio and video) were used. These were used for reflection purposes as action research requires one to reflect on the research process, observing any required transformative actions in the teaching process. Translanguaging involves and includes all sorts of expressions, including gestures, when one is in the process of meaning-making. Similarly, in qualitative research, verbal as well as non-verbal prompts are considered (Berg, 2001). Therefore, video recordings were also used in

order to capture all moments, even though the recordings were then transcribed and it was only these transcriptions of the recordings that were used for the study.

In order to understand personal meanings and subjective experiences, one must be involved with the people that are being studied and this makes the observer also part of the social setting that is being studied (Berg, 2001). It is thus important that the researcher be involved directly in the lives of the participants - as direct observation is a primary data collection technique. There might also be some assumptions that are taken for granted by the participants in their social setting, which must reflect the culture of the group - these too are important during the process of observations. For instance, the use of LOTE in their classes might be taken for granted by the students as they do it unconsciously when discussing concepts with their peers. Also, as most students in these classes are speakers of second languages of the LoTL (English), it is normal for them to use their primary languages when discussing the meaning of abstract concepts, especially during exploratory talk. Instead of relying on the students' narrative regarding their learning experience, I have used observations and recordings so that I can have direct access to these experiences and patterns of the group, while I also participate in the setting.

5.5.1.1 Advantages of Participant Observation

Participant observation is a labour-intensive method that requires extensive time commitment, but it has several advantages over the use of other methods. The advantages of participant observations are as follows:

- The observer can look beyond perceptions and gather data on several settings within the research site (Cohen et al., 2011). In other words, the researcher can see how the environment is organised, the characteristics of the participants that are being observed, as well as the type of interaction that takes place. For example, I witnessed how students interact with each other in class and the languages used during the learning process.
- Different sequences and pathways can contribute to the meaning of a phenomenon that can be identified (Berg, 2011). In other words, there can be different justifications

contributing to how certain events unfold without carrying assumptions as context would be observed.

- According to Berg (2001), establishing a relationship with participants happens easily with participant observations because of the direct access and social awareness of the setting.

In supplementing the recordings collected during the participant observations, follow-up interviews were also collected. These interviews were collected in order to gain students' perspectives about how their classes are conducted, and the languages used in their classes during teaching and learning.

5.5.1.2 Follow-up Interviews

Interviews in qualitative research are used as methods where identical questions would be asked to the participants with an intention of participants providing an answer describing the nature of existing conditions (Cohen *et al*, 2001; Baker, 1998). Interviews were used to probe students' perceptions and experiences about their use of LOTE in their classes. Students' experiences and perspectives regarding ES classes as compared to mainstream classes were also a point of interest that motivated the use of follow up interviews.

According to Berg (2001), interviews are known to be liked by social researchers as qualitative researchers rely on verbal accounts of the participants' experience of the event being researched. The use of interviews also allows the interviewer to have first-hand knowledge of what people say. The way interviews happen allows the researcher to probe deeply to uncover new clues while opening new dimensions of a problem and providing detailed accounts that are based on personal experience of the participant (Berg, 2001; Nieuwenhuis, 2007).

Interviews are known to probe complex issues and answers can be clarified where necessary. As interviews take place in the form of a conversation, one is not limited to the questionnaire being used, and the interviewer gets to explore with the participant -based on the participants' line of answering. This is referred to as semi-structured interviews. These are also

used to corroborate data emerging from other sources. The researcher usually also brings predetermined questions (Nieuwenhuis, 2007). Even though there are predetermined questions, sometimes the type of questions being asked are guided by the responses provided by the participant.

As stated, follow-up interviews were used in this study to understand the students' perceptions and experiences about their ES classes and how languages are used in their classrooms. A research assistant was hired to conduct the interviews. As students are the vulnerable group to the researcher, the research assistant was meant to be a mediator so that the students do not withhold any information which might be useful to the research during the interview. This was to avoid any embarrassment and for the students to talk freely and reflect as honestly as possible about their classes. The research assistant conducted the interviews, which were recorded using an audio recording device. The recordings were given to the researcher for transcribing. It was only the researcher and the research assistant who had access to the recordings. The research assistant signed a declaration that she (?) would not copy the interviews and would keep the information discussed in the interviews confidential. This was done to protect the students.

5.5.1.3 Content Analysis

Content analysis is defined as a set of procedures that are followed for the evaluation of content of written data (Cohen *et al*, 2011). Written documents, transcriptions of written and verbal communication, as well as photographs and videos consist of content that is usually analysed (Berg, 2001). The analysis following can have a specific focus. This can range from linguistic features, use of languages to the meaning in context. In this study, content analysis was used to interpret student data extracted from DMU.

As stated, data containing students' demographic information was extracted from DMU. This data included students' information - such as their home language; the type of school they attended; marks that the student obtained in matric, as well as their current marks at university. The students' demographics were used for understanding their backgrounds and for confirmation of data that was provided by students during interviews. According to Julien (2008), it is important that the researcher seeks trustworthiness and credibility of data - and this

can be done through triangulation. In other words, other techniques of collecting data can be used to seek validation.

According to Julien (2008), content analysis can assist in answering the ‘why’ question when looking at perceptions. In this study, content analysis was used to supplement the students’ answers during the interviews, while looking at the type of school that the student attended or the marks that the student obtained in matric.

5.5.1.4 Analysis of Data: Thematic analysis

The data collected in this study was analysed using thematic analysis. Thematic analysis refers to a qualitative method that identifies, analyses, and reports patterns within data (Braun & Clarke, 2006). This approach was chosen because of its flexibility and suitability for exploring different data collected from different phenomena. Multilingualism in teaching and learning is a complex phenomenon. Thematic analysis is suitable because it contributes to creating a framework that examines the participants’ contributions, as well as the data collected through recordings. This allowed for the data to be analysed in a systematic manner, meaningful categorisation and interpretation (Cresswell, 1998; Braun & Clarke, 2006). The analysis followed the six-phase approach outlined by Braun and Clarke (2006), which involves:

1. **Familiarisation with the Data:** The first step involved thoroughly transcribing, reading and going through the data collected. The data was collected using recordings and interviews. These were then transcribed and read thoroughly.
2. **Generating Initial Codes:** Using an inductive approach, data segments were systematically coded to capture significant features relevant to the research objectives. This step was conducted manually to maintain a closer engagement with the data.

3. **Searching for themes:** The codes were reviewed and grouped into broader themes that represented patterns and recurring ideas across the data. The codes were generated in the context of the objectives.
4. **Reviewing Themes:** Themes were refined to ensure they were coherent, distinct, and directly related to the research questions. Some themes were combined, while others were discarded if the data did not sufficiently support them.
5. **Defining and Naming Themes:** Each theme was defined and named to reflect its essence and relevance to the study's aims.
6. **Producing the Report:** Finally, the themes were analysed and interpreted in relation to the objectives of the study, leading to the findings presented in Chapter 8.

Thematic analysis was used to uncover insights into how multilingualism is used and the students' perspectives on multilingual pedagogical strategies. The thematic analysis allowed for all the strategies used in collecting data to be analysed and for them to be represented in the findings.

5.6 Summary

Chapter 5 outlined the methodological procedures followed during this study, beginning with the design, which is based on AR. The characteristics of AR are explained in relation to the context of the study, highlighting its relevance in facilitating iterative learning and adaptation. The researcher's positionality is discussed, acknowledging how personal background and experiences influence the research process and interpretation of findings. This reflection is crucial for understanding the context within which the study is situated.

Chapter 5 detailed the purposive sampling method used to select participants, ensuring a representative and relevant group for the study. This purposive sampling approach allowed for the inclusion of participants who were directly involved in the research focus. Ethical considerations form a significant aspect of the chapter. The researcher explains how conflicts were mitigated, and the necessary procedures followed to obtain ethical clearance,

ensuring the integrity and ethical standards of the research process.

Data collection methods included content analysis, observations, and follow-up interviews. Each method is described in terms of its implementation and how it contributed to gathering comprehensive data for the study.

Chapter 6: Multilanguaging to Facilitate Learning

6.1 Introduction

Chapter 6 presents and discusses the themes that emerged from the data collected for this study, in correspondence with the first and second objectives of the study, namely, identifying patterns of multilanguaging in the classroom and examining the strategies employed in using multilingualism in the classroom. The themes that emerged are the visibility of multiple languages in the classrooms, students' perspectives on using LOTE and students' perspectives on the teaching and learning processes in ES classes. The first part of this chapter presents and describes the languaging processes in the classroom and how multiple languages were used in classroom talk. The second part of the chapter then addresses the third objective of the study, where LCT is used to determine whether multilingualism facilitates learning. The chapter begins by providing a demographic context of the class: student numbers according to the languages they studied as home language in high school.

6.2 Demographics from classes

Document analysis was used, where information was gathered from the DMU system, which keeps students' high school information. The information collected includes the type of schools the students attended and the home languages they studied. The type of schools has been recorded to highlight the backgrounds and contexts of the students' schooling. It is important to note that the home languages studied at school do not represent the students' primary languages - they are studied as subjects in line with the South African curriculum.

The data below illustrates the types of schools the students attended and the languages they studied as home languages. The information on the students' primary languages could not be obtained from the system, but classroom observations revealed that the students' primary language was a LOTE, based on the languages they used in the classroom during learning.

Types of schools	No. of students
Ex DET	11
Former Model C	27
IEB	14
Total	52

Table 2: Type of school students attended

Home language at school (subject)	No. of students
English	43
Afrikaans	1
isiXhosa	6
isiZulu	1
Setswana	1
Total	52

Table 3: Languages students studied as home language in high school

Research conducted on the use of LOTE in schools indicated that these languages were also used in schools for teaching, and it was only sometimes that English was used for instruction (Makalela, 2018; Gobodwana, 2023; Lepheana, 2021). Also, teacher-education efforts emphasised training teachers on how to use LOTE for teaching because of the demand from the learners (Lepheane 2021). This has implications for the LoTL policies in HE, and the student demographics need to be represented in these policies. The institution needs to represent students' languages and backgrounds (Mkhize, 2021). This research study therefore emphasised using students' linguistic repertoires in classroom exploratory talk.

6.3 Knowledging and languaging process through exploratory talk

6.3.1 Students' use of LOTE

This section will discuss how LOTE used in the classroom during students' exploratory talks. Exploratory talk and its purpose, as discussed in the literature review (Chap ??), is meant to unpack tasks and concepts in the classroom. This is where the students would go back and

forth - making sense of knowledge presented to them. This type of talk mostly happens in an informal manner (Barnes, 2008). These instances happened when students were discussing among themselves, or when answering questions asked by the lecturer. Sometimes, the lecturer would ask students a question and tell them to discuss the answer among themselves - then she would go around to facilitate the discussions. In the end, each group would be asked to speak in front of the whole class and present their answers. Each example would depend on the lesson objectives and subject content to be discussed in class. The examples presented in this section show that there are instances when students use LOTE to tap into their knowledge to demonstrate their understanding.

The lecturer used the teacher-student interactive teaching method during classes. This, according to Ganyampfu (2013), is where both the teacher and students participate in the classroom to avoid the lecturer monopolising the process of knowledge production. Students would actively participate in classroom activities. There are two ways in which classes were started and concepts introduced: 1) The lecturer would provide an immediate introduction of the concept and follow with an interactive approach of probing for answers from the students. 2) The lecturer would introduce the concept using case studies.

As stated, most classes are meant to equip students with concept literacy, instructions on doing the writing tasks, and tutorials. When classes start, the lecturer explains what the lesson content will cover, and how the content was related to what was being taught in the mainstream classes. The lecturer would also provide context on activities planned for the lesson, and then move on to the delivery of the content.

In the lesson below, the lecturer expanded on the previous lesson that discussed the concept of Corporate Social Responsibility (CSR). The students were asked to describe the importance of CSR conducted by businesses in society for sustainability. The lesson stemmed from content that was done in the mainstream lectures, where the students were taught about the concept of sustainability and sustainable development. The students were then asked to discuss why CSR was important in maintaining sustainability. The following example was a conversation between the students, where one of them was explaining to their group.

For example, *uma into ngingayinakekele, ngingayiphethe kahle, nayo ngeke ingithande* [if I am not taking care and treating well something, it will also not love me back] back. So, it is important to take care of our environment. *Uma senza njalo iza kukwazi ukuqhubeka isiphethe kahle kanye njalo uma singasekho* [if we continue doing that, it will also take care of us even when we are no longer there]. *Ukuqhubeka siphathana kahle kusemqoka* [it is important for us to continue caring and treating each other well]

In the above example, the student was talking about treating the environment well and how it will also take care of you if you take care of it. In this context, the student was trying to unpack sustainability. He explained that the environment must be treated well to establish a balanced existence between humans and the environment. This example of the environment is related to sustainability. Initially, the students were introduced to the concept of sustainability. The examples shared in class and in the textbook were about the environment. The students scrutinised them using their own languages during that process. Even though the student is using his own language, which is isiZulu, one can see that he has moved from the textbook description. Together, they were making sense of what they have learned based on their knowledge. Barnes (2018) emphasised this by stating that it is important to note that accessing new knowledge depends on what a student already knows. Our existing schemes (schema??) helps us to uncover what is new. Such schema could be framed in languages other than the one that is officially used for teaching and learning.

Another student in a different group explained how CSR is also important to their peers. The student moved the discussion from corporate businesses and started talking about their local communities.

*Umzekelo, pha engingqini ikhona ishop yoo-My friend*¹¹ [for example, in my area where I come from there is a spaza shop owned by 'My friends']. *Kukho omnye umzi ekusokolwayo kuwo womnye umakhulu Oo-My friend badibanisa bakhupha igrosari for la makhulu. La nto bayenzayo inceda la makhulu ukuze akwazi ukukhulisa aba bantwana* [there is this other house headed by a poor old woman, the spaza shop owners came together and donated groceries for that old woman. What they did helped the old woman to raise her children]. It also helps society to see that not all foreigners must be attacked with xenophobia.

The student above is trying to unpack and discuss the concept of CSR. They have now moved from textbook examples to where they are localising the knowledge. This is an attempt b the

¹ This is an informal term used for Pakistan, Somalian and Ethiopian shops in most townships and villages in South Africa

students to familiarise themselves with the content by using an example that they have seen playing out. The student explains how they have seen local businesses in their communities participate in an act of charity by helping other people. The sustainability part of the conversation is included by the fact that the spaza owners are helping the old woman raise her children - therefore, they are participating in social justice for the community. Without realising it the student, in the end, also raises a social justice issue - of how other acts of sustainability can contribute to dealing with social challenges such as xenophobia. This student has moved beyond textbook knowledge and has used their existing knowledge and experiences to unpack the content that they are trying to understand. Setati et al. (2002) emphasised the importance of using code-switching in exploratory talk because it gets students to expose alternative conceptions. Similarly, in the context of this study, students used different approaches of multilingualism and code-switching or translanguaging to expose different concepts. Makalela's (2017,2023) theory of Ubuntu translanguaging takes this further - exposing the coexistence of types of knowledge and how they do not create a sense of competition between the knowledge systems because they naturally overlap and are intertwined. This concept has been discussed in the literature review Chapter, under the translanguaging section.

The comfortable environment of students exploring ideas through translanguaging and exploratory talk is important for lecturers and teachers to also get students' perspectives (Setati et al., 2002). The lecturer now gets to look at the concept differently. The lecturer shared examples related to businesses, but had not thought of using examples from a social context to make sense of sustainability as a concept. This then allowed the lecturer to build on new conceptions. This confirmed that the students' repertoires can contribute to how the lecturers teach the course even beyond the research study cohort sample.

All these engagements were happening spontaneously among the students. There was no formality of instructions of the terminology that could be used when discussing and unpacking certain concepts in class. This was also evident in the student's use of the phrase "my friend", which has been described. The student was trying to express what they knew, and this included using different mediums of expression, such as the local phrase used to refer to the local spaza owners. Barnes (2018) took this notion further by stating that there was a separation between what is learned at school and what was in the students' lives; and that what was learned mostly remained on the surface of the students' minds. This contradicts the purpose of teaching and

learning - what is learnt at school should also have depth, and this could be enabled by integrating all knowledges in the learning process. In the context of this study, students' primary languages and linguistic repertoires should then be used as a vehicle to create this integration. Social contexts can also allow students to be enquiring participants in their knowledge production, yielding more meaningful engagement. Dall'Alba and Barnacle (2007) refer to this notion as the interrelatedness of formal and informal kinds of knowing, and that informal knowledge can assist in uncovering formal knowledge. Less codified and embodied engagement with the world holds great potential in uncovering new ideas.

Exploratory talk involves multiple code-meshing attempts where one unpacks and repacks the concept for meaning-making. These processes can happen in any of the languages, but the important objective of the process is meaning-making. In the following example, the students used English to discuss the concept of CSR, using a video they had watched. The students were tasked to differentiate between CSR and CSI.

- [1] Lecturer: I would like us to analyse the video that we have just watched. Looking at the company's initiatives, would you define those as CSI?
- [2] S1: Yes, CSI. They are using their own resources to contribute.
- [3] S2: They are not going to gain anything but are helping society.
- [4] S3: They are investing in students' education and are providing bursaries and work opportunities that include experience.
- [5] L: Okay, so how would you define CSI?
- [6] S1: Okay, Ma'am, it plays a part in society doing things unrelated to your business without expecting anything in return. For example, Investec is a bank that rich people use, they are giving poor students bursaries. That is not part of their business.
- [7] L: Okay, thank you, S1. CSI is indeed playing a role in developing the development of society and taking part in activities that do not necessarily include part of the business objectives or what they really do.
- [8] L: How do they then contribute to sustainability?
- [9] S3: Like at Shoprite *sisi*, they are investing in saving the planet; training their workers and assisting the community. They are thinking about the future. So, Investec is also investing in students and is thinking about their future.
- [10] S2: Yes, mentoring also means the students can be absorbed and be mentors. It then becomes a cycle.
- [11] L: Okay, thank you guys. Yes, providing bursaries is a form of CSI, and the company's involvement in something like this is a feature of sustainable development because these initiatives include social progress. So sustainable development is when certain needs are met, for instance, in this case, providing bursaries for poor students while not affecting but rather contributing to the future.

In the above discussion, one can see a collaborative unpacking of the concept's meaning. S2 began with trying out different ideas in answering the question. Then S3 and S4 joined the conversation in assisting and making sense of what S1 was saying. The students together tried to arrange the information and ideas into different patterns. According to Barnes (2018), this is an adequate way of working on understanding because flexible speech allows students to try what they know and change it if the lecturer facilitates by correcting them, or if the students see that it seems adequate. The students tried to show their understanding while answering questions from the lecturer. This interaction happened using the English language, and the students used their understanding from their lived experiences and what they have read from the textbook to answer the questions. In L9, the student takes it further and gives an example of Shoprite's CSI initiatives, even though these examples were not discussed in class. This shows that students used their knowledge in the LoLT as well; it did not have to be LOTE that could be used. Students' knowledge and understanding should be activated regardless of the language used. This example addresses the importance of transformative pedagogy, where the learning process should be student centred (Duduzile et al., 2021), and the collaborative contribution of students towards knowledge production based on their own examples. Using language in a less formal manner can assist and this can be accommodated in transformative educational spaces. This approach is encouraged more in education situations where students need to use all repertoires to make sense of content.

In the next lesson, the objective was to discuss HR management and what it entails. The lecturer introduced the lesson and mentioned some concepts that would be discussed, such as Human Resource Management, employee development, and employee investment, and then asked the students about the meaning of the concepts.

- [25] L: Another important aspect of HR is employee development.
- [26] L: What is that? Anyone?
- [27] S6: Sending employees for training.
- [28] S2: It is like sending employees to do a first-aid course.
- [29] L: Okay. Great, I agree. That is when employees are enrolled on a course which will develop their skills so that they can do *umsebenzi wabo bhetele* **[their jobs efficiently]**
- [30] L: Employee or people investment, what does that one refers to?
- [31] S1: Courses where they teach the employees how to manage their finances.

- [32] L: Ah, how do you know that one?
- [33] S1: I heard the word investment, Ma'am. *Xa u-investa kuye kuthiwe gcina imali* **[when you invest, it means keep your money]** and save it for rainy days.
- [34] L: Ah okay.
- [35] S7: Maybe giving someone a bursary and putting them in a contract afterwards.
- [36] L: Good. So how is that different from employee development?
- [37] S2: Employee investment is when you invest on an individual who are going to be part of our staff. Like, we have invested on you so in exchange you must work for us. It is when you are waiting for something in return.
- [38] S9: Sending an employee for special training.
- [39] L: So we all agree that employee development refers to equipping employees with skills that they can use for the work. Investment is when they are going to work for you.

The student in L33 is trying to explain the concept of 'employee investment' using his own knowledge. The explanation is based on his own understanding and the knowledge that he has of the word 'invest'. They have combined 'employee' with 'investment' to make sense of the concept since they understand what 'investment' means: saving money for later. Then he assumes that 'employee investment' refers to sending employees for financial literacy courses, as he has stated in line L31. This is another aspect of translanguaging that Garcia & Li (2022), and Garcia & Otheguy (2019) refer to - where students draw from their existing repertoires to understand what they are learning in class. Heugh (2021) referred to this as transknowledging. "When learners 'construct' meanings, they are manipulating what is already available to them from various sources, exploring its possibilities and seeing what can and cannot be done with it" (Barnes, 2018, p. 07). This is where the student's repertoire has been expanded, and they are applying the complementary dimensions of multilingualism. This is clear in L33, where the students explain how they concluded the concept's meaning. However, in this instance, the student did not have the correct meaning of the concept. Instead, he/she evoked the concept of saving. Nonetheless, the students used their own understanding and knowledge to unpack what 'employee investment' might mean. Because this is an exploratory talk process, setting up a supportive context for learning during class is important (Barnes, 2018). It is also important to respond in a validating manner to a student when answering questions or bringing out ideas, as that holds the potential to either validate or fail to validate the student (Barnes, 2018). Listening attentively to what students are contributing in the classroom is important, without the students thinking that there is the danger of being embarrassed or made fun of after they have responded.

In trying to explain, the student used isiXhosa to translate the word from English. This is a learning exercise and a knowledge process because knowledge-meshing is happening. The

students draw from their knowledge bank to express what they understand (Refer Line 33). They are also trying to explain it as they know and are thinking about it. This interaction happens spontaneously, which is why there are some LOTE used. Even though this is the case, one cannot deny that language is visible as it is used as an utterance. The languaging process is what leads to meaning-making.

This following lesson focused on organisational culture and diversity. The conversation was between the lecturer and students, discussing the meaning of these concepts. The lecturer initially asked the students what they think about when they hear the word ‘culture’. The conversation then has students mentioning words such as ‘norms’, and it continued as follows:

- [54] S: Ma’am. It’s a common thing that has become a tradition.
- [55] S2: You see Ma’ am, in the Xhosa culture means there are things women cannot do or know about. *La nto yinto eyenziwayo emaXhoseni neyaziwayo [it is something that is done and known by the Xhosa people].* For example, *ulwaluko*
So it is something *abantu abaziwa ngayo [it is something that they are known for]*
- [56] L: So would you say it is how things are done at a certain place? You initially have made an example that Rhodes student culture involves drinking, so it is known for that. Then you are also making an example of *ulwaluko emaXhoseni*.
- [57] So, company culture also refers to how things are done within that organisation.
HR acknowledges that and embraces diversity, which is *ukwahluka kwabantu nendlela abenza ngayo izinto [how people differ and their way of doing things]*. Those are functions or what HRM entails; it focuses on the employees and how they can be managed to realise the business’s goals.

Like the previous example, this lesson illustrates how students use their own knowledge to understand what is taught in class. As the process of exploratory talk has already been explained, it is also important to let the students explore ideas and meanings based on what they already know. The concept of culture is familiar among the students; the lecturer’s strategy of asking the students for meaning was to see how much they know and whether they can relate it to the discipline. Barnes (2018: 03) refers to this as working on an understanding approach and as “...the reshaping of old knowledge in the light of new ways of seeing things.” The way students responded illustrates this. It also speaks to Makalela’s (2020), version of translanguaging. Makalela (2017, 2020), emphasised that translanguaging allows students to draw from their overlapping repertoires for meaning-making. Makalela (2020) states that there

is no competition between these repertoires. This is echoed in Heugh's (2021) notion of the complementary dimension of multilingualism. The notion of transknowledging is illustrated in the example, as the students are defining the concept of culture based on what they know, which is a practice of *ulwaluko*. This refers to a traditional circumcision initiation practice by Xhosa people in South Africa. The student used this and not the English equivalent - highlighting the cultural weight and depth attached to the term as compared to when an English equivalent is used, namely 'initiation'.

6.3.2 Lecturer's use of LOTE

This section will present and analyse the aspect of the data where the lecturer uses LOTE in the classroom. Unlike the previous section, these interactions are mostly in an alternative talk, which might be presentational or discipline-specific, as referred to by Setati et al, (2002). As stated, the sequence of learning in these classrooms started with exploratory talk and was followed by an alternative (presentational) talk, where the lecturer presented information to the students and would then continue to ask probing questions to students for interaction during that process.

Both talks are important for classroom learning, and they must be used sensitively and appropriately (Barnes, 2008; Chan, 2020).

The use of LOTE by the lecturer was visible in different instances in the classroom. The lecturer, for instance, would use LOTE when explaining, making and emphasising certain concepts. These are presented below:

[41] L: So we have established those, and these form the functions of HR when it comes to employees. Taking care of employees. *Yonke ke le nto yenziwa* [**all of this is done**] to reach organizational effectiveness. *Ngamanye amazwi, ukwenzela i-business ikwazi ukwenza ii-plans zayo ziphumelele* [**in other words, so that the business is able to make their plans succeed**]. In other words, to reach their business goals.

[42] L: *Enye esingathetha ngayo yi-career development* [**Another one that we can talk about is career development**]. This is like employee development, and it

refers to developing and growing the careers of the employees within the organisation. So, HR ensures all of that happens.

[56] L: So, would you say it is how things are done at a certain place? You initially made an example that Rhodes culture involves drinking, so it is known for that. Then you are also making an example of *ulwaluko emaXhoseni*.

[57] So, company culture also refers to how things are done within that organization.

HR acknowledges that and embraces diversity, which is *ukwahluka kwabantu nendlela abenza ngayo izinto* **[how people differ and their way of doing things]**. Those are functions or what HRM entails; it focuses on the employees and how they can be managed to realize the business's goals.

[30] L: *Ingolu hlobo niyithetha ngalo* **[it is as you say it]**. HR provides training and skills based on the report from line managers. LM looks at what is being done and what is still needed, then HR would provide the necessary resources. This differs from one workplace to the next. LM must also find a way to keep the employees motivated and all of this is to realise the goals, missions and visions of the company.

In the above examples, the lecturer used a LOTE in explaining some of the concepts, and it is quite evident that the students would have used their own linguistic repertoires to understand what she was teaching. The lecturer would be depending on her own linguistic repertoires as well – which is unavoidable as she explains the concepts in her own language. Also, as much as this forms part of the presentational talk, the lecturer incorporates exploratory talk and unconsciously draws from the outcomes of the talk. Explaining requires thoroughly engaging with concepts. Lewis et al. (2012) state that pedagogic multilanguaging might not always be structured and might develop organically based on the lecturer’s understanding of the student group. This strategy, to some extent, implements a certain teaching strategy and involves Heugh’s (2021) transknowledging, as knowledge transfer happens using multiple repertoires.

There are instances where LOTE was used by the lecturer when asking questions or introducing certain tasks and asking follow up questions.

[46] L: Interesting, so when we speak of ‘culture *niye nicinge ntoni* [**what do you think of?**]? What is Rhodes culture?

[27] L: Okay. Great, I agree. That is when employees are enrolled on a course which will develop their skills so that they can do *umsebenzi wabo bhetele* [**where they can do their job efficiently**]

[28] L: Employee or people investment, *sithetha ngantoni* [**what are we talking about**]?

This strategy allows the lecturer to spark engagement from the students, facilitating deeper meaning so that the students get clarity on what the lecturer is teaching. This allows the lecturer to set the pace and mood in the classroom and gives room and ‘allowance’ for students to also be able to use their linguistic repertoires. Gobodwana (2023) admits that you get to interact and know your learners as an educator. Therefore, the pace that you set would also depend on the type of students that you have. This is why the researcher would also be able to use humorous and lighthearted language using the LOTE - with the students understanding and appreciating the humour. This approach builds a positive relationship between the lecturer and students.

Mazak et al. (2017) stated that translanguaging is a pedagogical approach where the lecturer views the students' sociolinguistic, cultural and historical backgrounds as valuable. They help as a point of departure on how students' linguistic repertoires can be used and developed further. In the Mazak et al. (2017) study, professors enacted identities related to the students by strategically placing themselves in a manner that dismantled power dynamics. This might open one to vulnerability as lecturers would have to move between languages within their discipline. But, if they used their linguistic repertoires more, the action might give students more confidence in their lecturer as someone who can approach the discipline in any language - while also opening room for negotiation between students and the lecturer. This strategy positions the lecturer in different ways that can benefit the students. According to Creese & Blackledge (2010), the linguistic fluidity in the classroom used by teachers also helps students to establish links between students and their social, cultural and linguistic domains.

Garcia & Li (2014) stated that when a teacher in the classroom uses methods with which students identify, they make students feel more comfortable. The lecturer in this study used translanguaging when responding to one student who asked a question. According to Charalambous et al. (2020), teachers who do this in the classroom acknowledge their role as agents of social change, and their main objective is to equip students with knowledge. This means that languaging holds the potential to play a role in social justice, which is only possible if both the lecturer and students are actively involved. By using his own language repertoires, the lecturer also plays a role in facilitating learning while creating space for alternative approaches to learning and teaching. These pedagogies, according to Hurst & Mona (2017), provide an alternative to Eurocentric monolingual approaches to learning, which disadvantage students who are not first-language speakers of English. Moreover, monolingual teaching in the classroom implies that it is only the lecturer that is talking, without any collaboration and contribution from the students.

6.4 LCT for Cumulative Learning and Knowledge Building

This section will use LCT to analyse the teaching and learning processes where student and lecturer's linguistic repertoires were used. The analysis will use the two dimensions of LCT that form the focus of this study: Semantics and Autonomy. Under the Semantics discussion,

Semantic Waves will be used to trace cumulative learning and theorise whether one's linguistic repertoires do contribute to meaning-making. Semantic Waves will be used to unpack and repack the concepts, while illustrating the engagements happening in an exploratory talk in class. With autonomy, the class discussions and learning and teaching processes will be analysed to determine whether knowledge-building happened when the students and the lecturer used their linguistic repertoires. Discussions where knowledging and knowledge building happened will be analysed. There were instances where students and the lecturer moved between knowledge and linguistic repertoires, and these interactions will be analysed to investigate whether learning was happening during them.

The following example analyses the classroom context where a lecturer introduced a concept, and the students used their linguistic repertoires to make sense of it.

Example 1:

- [1] L: I would like us to look at the chapter you will work on this week. So you are working on Human Resource Management
- [2] L: What is the first thing that comes to mind when we speak of HR?
- [3] S1: Recruitment
- [4] S2: Conflict Management
- [5] S3: *Abasebenzi ne-strike* **[workers and protest]** Ma'am?
- [6] S4: Performance

Example 2 is a continuation of Example 1. The lecturer was introducing another concept in the same lecture and extending the topic.

Example 2:

- [25] L: Another important aspect of HR is employee development
- [26] L: What is that? Anyone?
- [27] S6: Sending employees for training.
- [28] S2: It is like sending employees to do a first-aid course.

The objective of questioning is to get students to engage while simultaneously finding out what they already know. According to Cotton (1998), this assists in developing the critical thinking skills of students, as well as enabling them to pursue knowledge on their own. Even though that

is the case, the above examples did not prove that the students achieved these objectives. In Example 1, the students still used discipline-specific, one-word, context-independent answers. This, according to Maton (2013) and Macnaught *et al* (2013), does not represent any cumulative learning as there has not been recontextualization of knowledge, which is an essential component of this process. In L5, the student used *abasebenzi*, which means workers, and went on to refer to a *strike*, a synonym for protest, to explain the concept's meaning. The context in which the students used these terms is in SG+, because they used their repertoires and contextualised the concepts in question.

As illustrated in the Semantic profile in Figure 1, the lecturer's question was SD+/SG-, as she used a term in Management without providing context. The one-word answers from the students also remained at the same level - there was no explanation or comment where they used the terms in context to explain the concept's meaning. These types of answers do not reflect an understanding of the concepts. Instead, they provide concepts related to the topic - which might be what they have come across or memorised from elsewhere. There is no clear indication that students understand what the concepts mean.

The answers provided in Example 2 are context-dependent, but no cumulative learning is illustrated, as there is more SG+ without connecting the examples to the concept. This does not mean that no learning is happening - because the students are operating at the bottom of the semantic wave, as illustrated in Figure 1. It is important to note, though, that this is part of a bigger conversation in the classroom, and students were still trying to string together their ideas. The good point is that it portrays students' understanding of the concept, even though this understanding is not yet connected to the discipline (SD+). The students could have come up with the answer because they were asked to define a self-explanatory term. Concepts that are expressed in multi-lexical terms are relatively easy to make sense of, especially if one knows the meanings of the constituent lexical items. Also, the students provided their answers by providing contextual definitions. This is when one uses an example to explain a term (Sager, 1990). Using contextual definitions feed into the context and produces SD, but Management as a discipline is context-driven and least theorised (Arbee, 2012). Even though there are instances, there is little and sometimes no intense SD+.

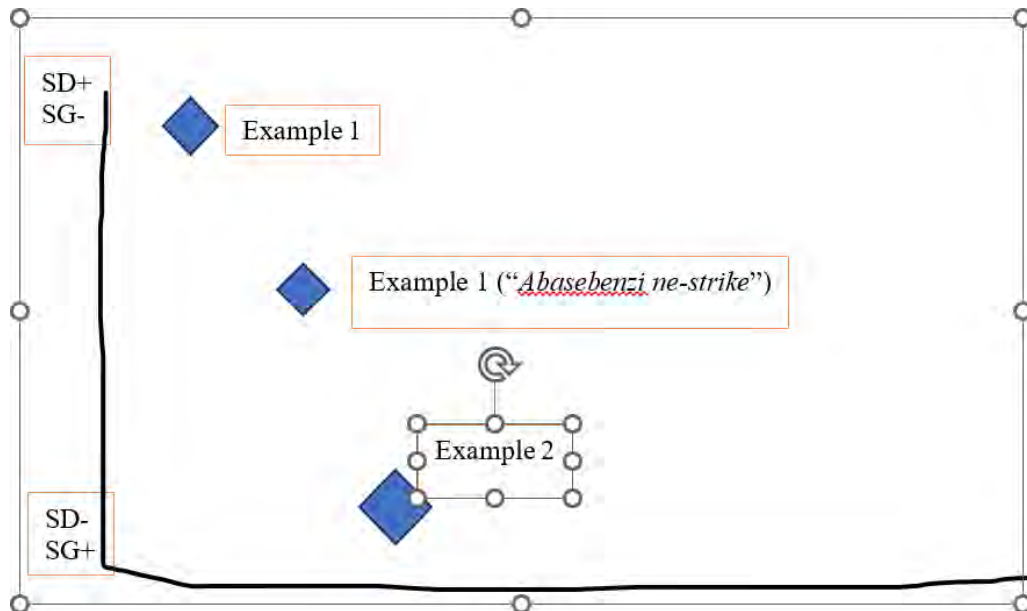


Figure 7: Semantic Profile of Examples 1 and 2

As stated, case studies were also used in introducing and unpacking concepts. According to Popil (2010), this teaching method promotes active learning, encourages critical thinking and understanding of complex issues, brings a higher level of enthusiasm in class and gets students and the lecturer to engage more. According to Arbee (2012), this method is more appropriate for teaching Marketing disciplines as the subject deals with real-life issues. Using the discipline's theories to analyse different contexts facilitates more learning.

Below is an example where the introduction of concepts in class was done using a case study. The concepts the lecturer discussed in class were 'Corporate Social Investment (CSI)' and 'sustainable development'. The lecturer presented to the students a link that showed different initiatives done by Investec in participating in Corporate Social Responsibility. The students were instructed to focus on the company's tertiary bursaries programme.

Example 3

- [1] Lecturer: I would like us to analyse the video we just watched. Looking at the company's initiatives, would you define those as CSI?
- [2] S1: Yes, CSI. They are using their own resources to contribute.
- [3] S2: They are not going to gain anything but are helping society.
- [4] S3: They are investing in students' education and are providing bursaries and work opportunities that include experience.
- [5] L: Okay, so how would you define CSI?
- [6] S1: Okay, Ma'am, it plays a part in society doing things unrelated to your business without expecting anything in return. For example, Investec is a bank that rich people use, they are giving poor students bursaries. That is not part of their business.
- [7] L: Okay, thank you, S1. CSI is indeed playing a role in developing the development of society and taking part in activities that do not necessarily include part of the business objectives or what they really do.
- [8] L: How do they then contribute to sustainability?
- [9] S3: Like at Shoprite sisi, they are investing in saving the planet; training their workers and assisting the community. They are thinking about the future. So, Investec is also investing in students and is thinking about their future.
- [10] S2: Yes, mentoring also means the students can be absorbed and be mentors. It then becomes a cycle.
- [11] L: Okay, thank you guys. Yes, providing bursaries is a form of CSI, and the company's involvement in something like this is a feature of sustainable development because these initiatives include social progress.
So sustainable development is when certain needs are met, for instance, in this case, providing bursaries for poor students while not affecting but rather contributing to the future.

In the above example, the lecturer used a case study to discuss concepts such as CSI and sustainable development. The semantic waves below illustrate the meaning-making process on the semantic scale as the cumulative learning process happens. As indicated in Line 1, the lecturer introduced the case study and unpacks the meaning of CSI as a concept, which has SD+/SG-. In the textbook (Erasmus *et al.*, 2014), CSI is defined as where the company's activities are excluded from its contribution, and it participates in other activities that benefit the public. The students are then expected to relate the definition to the case study provided, as instructed. When students answer in L2, 3, and 4, the process moves towards SG as they unpack the concept in relation to the case study. As this is done, the unpacking process weakens the semantic density and strengthens the semantic gravity. This does not disadvantage the learning process, but allows people unfamiliar with the discipline to access those meanings (Maton, 2013). The lecturer in L5 asks for a comprehensive definition of the concept now that the students have provided the description using the case study. She is asking for a definition

that will also strengthen SD or carry the abstract meaning of the concept. The students' answers give the correct definition of the concept, and they have also provided an example to support their answer. The method of introducing a case study has helped them in making sense of the meaning of the concept.

As the lecturer repacked what has been discussed on the definition (L7), she introduced a different concept which she also contextualized by relating it to the case study (L8). This has been illustrated in the semantic scale as the wave moves up. The students then related the case study to another example that they had done in class, the Shoprite example. To explain, they provided examples of sustainability undertaken by Shoprite. Sustainability, in the students' prescribed textbook (Erasmus *et al.*, 2014), is defined as meeting the present needs with the avoidance of compromising the future. So, the student is using Shoprite's initiative as an example - where the company invests in planet-saving initiatives to maintain the environment, benefitting the present without compromising the future. She then related her example to Investec and how they provide students with university bursaries. The lecturer in L11 repacks and sums up the information; she also related it to the concepts of CSI and Sustainability and demonstrated how they relate to the case study. This has also been illustrated in the semantic profile, and the semantic waves show when cumulative learning happens.

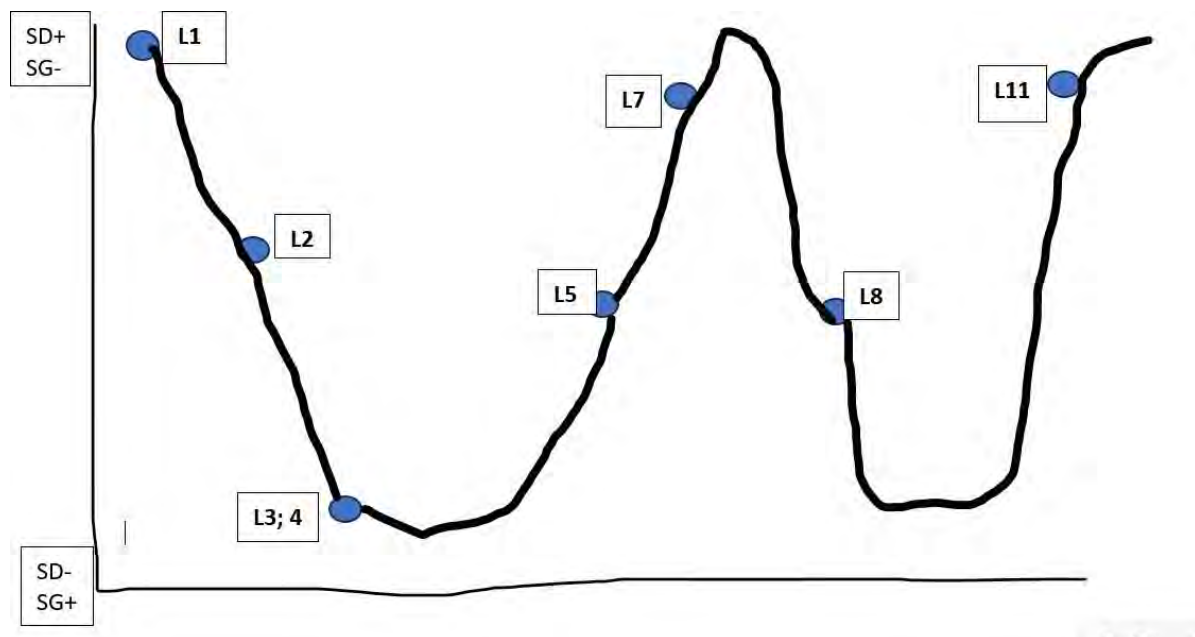


Figure 8: Semantic Profile and Semantic Waves illustrating cumulative learning

In the above illustration, cumulative learning is illustrated where students use their own repertoires to make sense of the case study they used in the classroom. Semantic waves trace and demonstrate how this happens; for example, in L9, they go further and use their own examples and the knowledge that they know while also connecting it to what has been presented to them in class. As stated in the previous theme, linguistic repertoires are important for meaning-making when learning.

The next section analyses instances where students used their languages and linguistic repertoires to construct meaning.

Tracing Cumulative Learning through Exploratory Talk and Linguaging

The lesson below has been analysed through the theme above - the lecturer was discussing HR Management and what it entails. This example has been brought back to analyse linguistic repertoires and whether they yield cumulative learning.

Example 4

- [25] L: Another important aspect of HR is employee development.
- [26] L: What is that? Anyone?
- [27] S6: Sending employees for training.
- [28] S2: it is like sending employees to do a first-aid course

- [29] L: Okay. Great, I agree. That is when employees are enrolled on a course which will develop their skills so that they can do *umsebenzi wabo bhetele* **[their jobs efficiently]**
- [30] L: Employee or people investment, what does that one refers to?
- [31] S1: Courses where they teach the employees how to manage their finances.
- [32] L: Ah, how do you know that one?
- [33] S1: I heard the word investment, Ma'am. *Xa u-investa kuye kuthiwe gcina imali* **[when you invest, it means keep your money]** and save it for rainy days.
- [34] L: Ah okay.
- [35] S7: Maybe giving someone a bursary and putting them in a contract afterwards.
- [36] L: Good. So how is that different from employee development?
- [37] S2: Employee investment is when you invest on an individual who are going to be part of our staff. Like, we have invested on you so in exchange you must work for us. It is when you are waiting for something in return.
- [38] S9: Sending an employee for special training.
- [39] L: So we all agree that employee development refers to equipping employees with skills that they can use for the work. Investment is when they are going to work for you

The following semantic profile illustrates the above lesson.

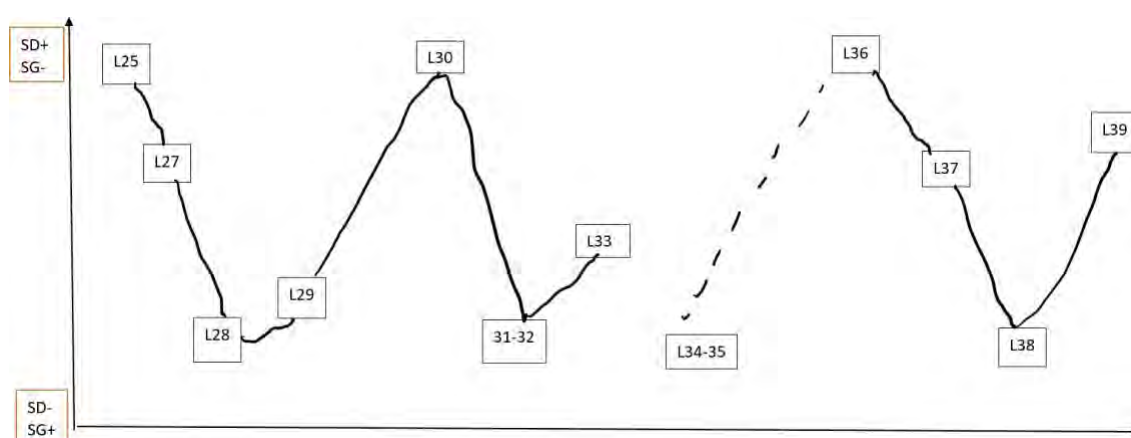


Figure 9: Semantic Waves illustrating classroom learning

As the lecturer begins introducing the concept, class talk is in SD+ and SG- because the concept that has been introduced is a discipline-specific concept that the students might not be familiar with. The students' responses in L27-28 are moving the wave towards semantic gravity as they have responded with an example which puts the concept in context. The lecturer's response confirms the students' answers, but uses terminology and language that is used in the discipline. Then in L30, she introduces another concept and asks for meaning. She shifted the

conversation back to SD+, as ‘employee investment’ is a term used in the discipline, which might be abstract for the students. The student’s answer in L31 is also in the form of an example, and not a definition, but the content of the answer is based on their knowledge of the term. The student has not provided the correct answer to the question during this process, but the terminology used belongs to the discipline of Management. Even though they have answered in isiXhosa, there is a sign that they have discipline knowledge to some extent, that is why the point is not at the SG+ point. This shows that SD+ for disciplines is not only reserved for English, but also for LOTE. This is affirmed in Madu’s (2020) research, where students used their primary languages (other than English) to discuss business and science concepts. However, this research focuses on literacy, which consists of activities where concepts get unpacked and contextualized. Therefore, there might be a possibility of one’s repertoires mostly visible in SG+.

As the lesson continues, another student in L35 provided another meaning of the term, which was correct. The lecturer then responded to the students and continued with the lesson - without addressing the incorrect answer from the student in L31. This breaks cumulative learning, as illustrated in the semantic profile. The interaction did not produce the semantic waves that Maton (2014) and Maton & Clarence (2015) describe, where there is cumulative learning with the teacher moving between SD+ and SG+ during the meaning- making process. Even though she does recap and explain the meaning of the concepts with the support from other students, there is a gap for the student in L31. It is important to note that this gap was not caused by the use of students’ linguistic repertoires and knowledge - it happened because of how the lecturer responded to the student’s answer.

Maton (2020) confirmed that semantic waves can also differ, based on the nature of the discipline and the context of the research that LCT is being used for as a tool. For instance, this research focuses on exploratory talk and pedagogical processes in the classroom of Management, which is a discipline that is highly contextualized. This is further illustrated in the examples below.

Example 5

Umzekelo, pha engingqini ikhona ishop yoo-My friend [for example, in my area where I come from there is a spaza shop owned by 'My friends']. Kukho omnye umzi ekusokolwayo kuwo womnye umakhulu Oo-My friend badibanisa bakhupha igrosari for la makhulu. La nto bayenzayo inceda la makhulu ukuze akwazi ukukhulisa aba bantwana [there is this other house headed by a poor old woman, the spaza shop owners came together and donated groceries for that old woman. What they did helped the old woman to raise her children]. It also helps society to see that not all foreigners must be attacked with xenophobia.

Example 6

For example, *uma into ngingayinakekele, ngingayiphethe kahle. Nayo ngeke ingithande [if you are not taking care and not treating well something, it will also not love you back] back. So, it is important to take care of our environment. Uma senza njalo iza kukwazi ukuqhubeka isiphethe kahle kanye njalo uma singasekho [if we continue doing that, it will also take care of us even when we are no longer there]. Ukuqhubeka siphathana kahle kusemqhoka [it is important for us to continue caring and treating each other well]*

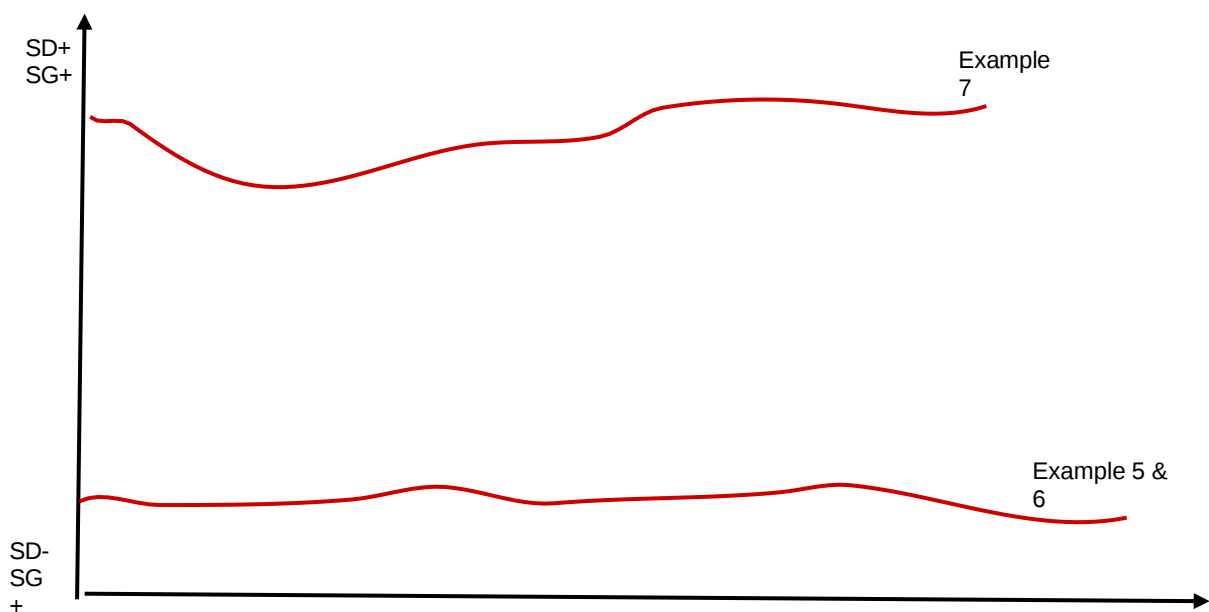


Figure 10 Semantic flatlines illustrating examples 7 and 6

The students in the above examples were unpacking and explaining the importance of CSR and sustainability in society. The students' examples are in different contexts - but they discuss the value of sustainability. In these instances, they have fully contextualized the concepts and theories and have moved from SD+ (explaining the importance of CSR for sustainability) to SG+, which is the example that they have suggested. They have used their repertoires to make sense of the concept of sustainability and are using similar values when defining the concept. For instance, the student in Example 6 uses her repertoires and explains what would happen if

people no longer cared for the environment. This then changes the semantic profile to downward shifts. Maton (2020) referred to this as a low semantic flatline; it is important to note that semantic profiles do not always form into the shape of a wave - in certain contexts like these examples they can exhibit low flatlines. Most of these, according to Maton (2020), happen because knowledge has been simplified or is mostly embedded in the context. This can be frequent in exploratory talk, as the concepts are discussed in context.

Example7

Uma si-conducta i-research yethu, kade sikhuluma kahle nabantu ukuze sikwazi ukuthola imininingwane ephelele. Intlonipho nokuzithoba kuyasiza uma ukhuluma nalabantu. Sisebenzise indlela yokufumana imininingwane ephelele neza kusinika imininingwane neenkcazelo ephelele, ene-sauce (laughs) [when we conducted our research we were talking to people in a respectable manners so that we can get full details. Respect and humility help when you talk to people. We used a method that can help us to get full details that can answer our questions (qualitative research methods)]

The student in the above example is explaining the research techniques that they used when they were conducting their research. The student was explaining that they used qualitative research methods when they were collecting their data. She started by explaining the importance of good manners and respect when you are approaching people, so that you can get full answers for your questions. She then goes further and explained that they used qualitative research methods. The student expressed most of this in her language (isiZulu, in this case) - describing how and why qualitative research methods were used. Most of her presentation was in SD+, in the context of research methodology as a discipline. The student used her linguistic repertoire to describe the importance of qualitative research methods in collecting data. This confirms the argument that LOTE can be used in other disciplines and SD+ can also be in LOTE. This supports the use of LOTE in the classroom and argues against the notion that LOTE cannot be used for decontextualized theories. This is referred to as a high flatline - when the context becomes more abstract and according to Maton (2020), students might struggle or not relate properly to content when it is presented in an abstract way. On the contrary, the student presented the content using their own repertoire - becoming creative in presenting her knowledge. This illustrates cumulative learning, and proves that cumulative learning can be presented in different ways.

Semantic waves have been used to analyse the learning process in the classroom and how the meaning-making process is applied in class. Different degrees of semantic profiles through semantic waves analysed how students and the lecturer used their linguistic repertoires for meaning making. The unpacking and meaning-making process that occurs in the classroom is illustrated through semantic waves - helping to facilitate learning. This happens more during the engagement process, where there might be a dialogue between the students or between the students and the lecturer, unpacking meaning. Semantic waves allow one to trace cumulative learning. The illustrations traced cumulative learning in the lessons and when using students' languages and repertoires.

6.4.1 Enacting Autonomy Codes during Learning

This section illustrated how autonomy codes were enacted in Man 1F classes. The lecturer discussed tasks such as tutorials or essential concepts in Business Management. The objectives of the lessons were for the students to have an in-depth understanding of the concepts so that they can apply them when conducting tasks. The content discussed (PA) was Business Management concepts, and the purpose (RA) of the lessons was concept literacy and, in some lectures, to answer tutorial questions. The section illustrates the different autonomy pathways and how they were enacted in the classrooms to encourage learning.

The first example illustrated how 'stays' and 'return trips' are enacted in the classroom. Stays, as discussed in the theoretical framework chapter ???, refers to when there is no movement, and the conversation remains in one autonomy code. Return trips, on the other hand, refer to the movement between two codes (Maton & Howard, 2018). These autonomy tours occur between any autonomy codes and do not necessarily occur under one code. These are still going to be illustrated through a diagram of autonomy pathways. This lecture was meant to unpack tutorial questions that students were expected to submit (RA). The lecturer, in the insert below, discussed the questions with the students (lines 1-2), but begins by recapping what was done in the previous class:

- [1] Lecturer: In the last class, we established the role of HR and that they deal with employees in the workplace and we discussed how they carry out their functions.
- [2] L: So today I would like us to look at your Man 102 tut and see how you can answer the questions. We will be discussing the tutorial together and we must point out what is required of you for the tutorial.

Question 1: Role played by HR within an organization

- [3] L: So what does HR do?
- [4] Student 1: They deal with *izinto ze-recruitment* and job interviews.
- [5] L: Okay, and what else? (calls for a student's name) When someone says they will be consulting HR, what do they usually go look for in that department?
student puts hands up
- [6] Student 2: It has to do with people and encouraging them to work efficiently
- [7] Student 3: They conduct interviews
- [8] Student 3: They do training and development of employees. Ma'am you said Human Resource deals with people.
- [9] L: Yes, they see through how the people involved in running the business reach their goals. So, they help the organization in achieving their goals and visions. Let us quickly look at the second question.

Question 2: Describe the role played by managers within an organization

- [10] Student 5: Managers plan, control and organize the business towards reaching its goals. They also motivate the workers.
- [11] L: As stated in the textbook, yes so this is how you should answer the questions. Answer by talking about the four functions of management. Planning, controlling, and organizing.

Question 3: Relationship between line managers and HR

- [12] L: So you are asked how they are related to each other. So what do line managers do?
- [13] S6: Line managers for specific departments look at how each department works
- [14] S2: Is it similar to line authority.
- [15] S3: Ma'am I know that they are linked to HR because they have to work together. for example Ma'am, HR has to advise the line management on what is required to be done in the work. They have to discuss it together.
- [16] L: What does the HR dept do?
- [17] S3: They recruit people, and they discuss policies and stuff.
- [18] L: and line managers?
- [19] S3: I don't know Ma'am.
- [20] S6: HR needs to hire someone to do certain tasks, the LM will have to ensure that those tasks have been fulfilled by those people.
- [21] L: In other words, they oversee if the job has been done?
- [22] Siphe: Yes Ma'am.
- [23] L: So line managers manages the employees and resources in pursuit of achieving the goals of the organization. So it is overseeing, delegating and providing leadership.
- [24] L: for example, for your research project you have group leaders, and they are supposed to oversee if everyone is doing their responsibilities and report anyone that is lacking.
- [25] L: So to answer this question, you can start by introducing the job of line managers
Then in the second paragraph you can discuss how they are related, which is what we have just spoken about. Towards the end then you conclude. Remember this is out of 10 marks.
- [26] S1: Line manager checks if the people are doing the work and HR checks if the department does the work.
- [27] S2: HR and line manager also communicate on the skills of candidates. Line manager also advises HR how to identify candidates and what they need in the positions.
- [28] S5: Line manager sees if employees are performing well.
- [29] S4: In order for the line manager to be satisfied HR needs to find suitable candidates and follow proper recruitment procedure.
- [30] L: *Ingoluhlobo niyithetha ngalo.* HR provides training and skills based on the report that they get from line managers. LM looks at what is being done and what is still needed, then HR would provide the resources if necessary. This depends from one workplace to the next. LM must also find a way to keep the employees motivated and all of this is to realized the goals, missions and visions of the company.
- [31] L: Remember the Afri-Resources article and the importance of taking care of employees. So, LM are responsible for that.
- [32] L: *Explains and reminds students about the article, talks about the relevance of the article to the lesson*.
- [33] L: Go and look at the article and use it as an example in your tut. It is available on RU Connected.

Question 4: Your friend approaches you and says. "I've just applied for a job by submitting an application, what happens now." Answer their question by explaining what a business typically does once an application has been submitted

- [34] L: This is like your end of term assignment, discuss the recruitment process.

Question 5: List 10 SA statutory Acts affecting business activities in SA

- [35] L: When you list this is what you do *enacts listing gesture on the board by writing point forms*
Those should be in your textbook. Identify what you as an employer must do to ensure when you employ someone that you comply with the basic conditions of Employment Act

As the lecture started, the lecturer read the question and unpacked it for the students - as recorded in Line 3. The students attempt answering between lines 4-8 and while at it, the conversation is all still within sovereign autonomy codes. The lecturer then reiterates the students' answers. In

this scenario, the students' answers illustrate their knowledge of what the HR department does. Even though they did not provide complete answers, they bring concepts and keywords that align with the functions of HR. This confirms that the lesson's objectives are still being followed (RA+). Therefore, the conversation is still in sovereign code. The lecturer in Line 9 wraps up the exploratory talk by presenting the possible answer to the question, based on the answers that the students have provided.

The lecturer then quickly moves to the next question and during this process, the lesson content is still within PA+ and RA+. As the lecture progresses to question 3, the lecturer in line 12 goes back to the functions of line managers. She tried to get the students to answer so that they can identify the relationship between the two. From lines 13-15, the students explore different answers based on the knowledge they have acquired. Most of their answers are from the textbook or what they have read and discussed before the lecture. The keywords that the students use illustrated that they have knowledge of the subject, and have either discussed it before or read it. The lecturer is there to facilitate this exploratory talk, and she wraps up through presentational talk. This is also still within the sovereign code. Even though there is no knowledge from the outside, the conversations and the unpacking of the questions during class illustrate that there is learning happening. It is not necessary for there to be outside knowledge and examples used - students can still unpack the knowledge that they have learned to make sense of what they need to know, especially in cases where they had to answer direct questions that did not require further discussion.

As illustrated in Extract 1, multiple interactions happened in the classroom in trying to answer question 3. Up until line 23, the back and forth is between students and the lecturer - the students keep on answering the questions that the lecturer asks. As the interaction progresses, the students portray understanding between the two concepts and in lines 26-29, they keep conversing about how HR and line management are related to one another. The lecturer then, in line 30, confirms what the students have said and repackages it for everyone in class. The process that happens during stays is like semantic waves, as discussed above. Still, in this instance, the students are using all the knowledge that is in the textbook for the intended purpose (RA+), which is to answer the tutorial question. These have been illustrated in Figure 8 below, which illustrates Stays.

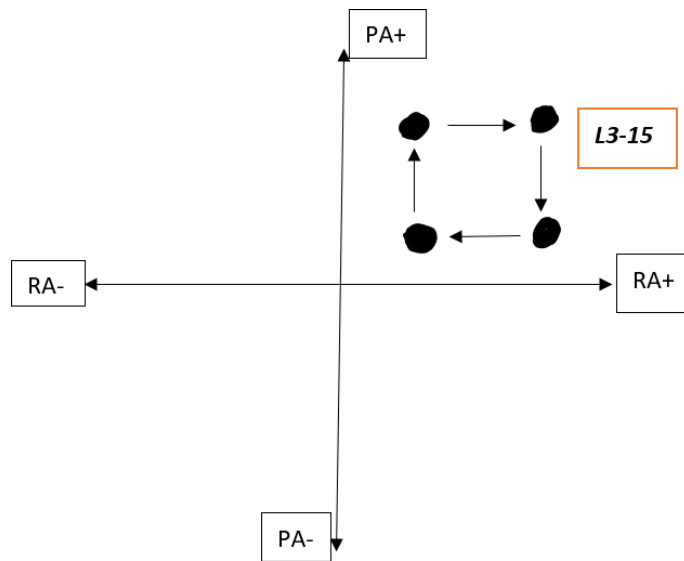


Figure 11: Illustration of Autonomy Stays in the classroom

There are instances when return trips occurred in this lesson and contributed to facilitating learning. From lines 23-24, the lecturer expanded on the content of the answer by providing an example. The example, focusing on students' group projects, is outside the discipline content (PA-) but still within the aims and purpose of the lesson (RA+). There is a movement from sovereign (PA+ RA+) to introjected code (PA- RA+). In line 25, the lecturer talks the students through the writing process of answering the question and how they should structure their answers. This is still in introjected codes, but there has been a movement within the code, as illustrated – a movement which produces further (PA-) but within the aims of the lesson (RA+). Autonomy Returns have been illustrated in Figure 8 below.

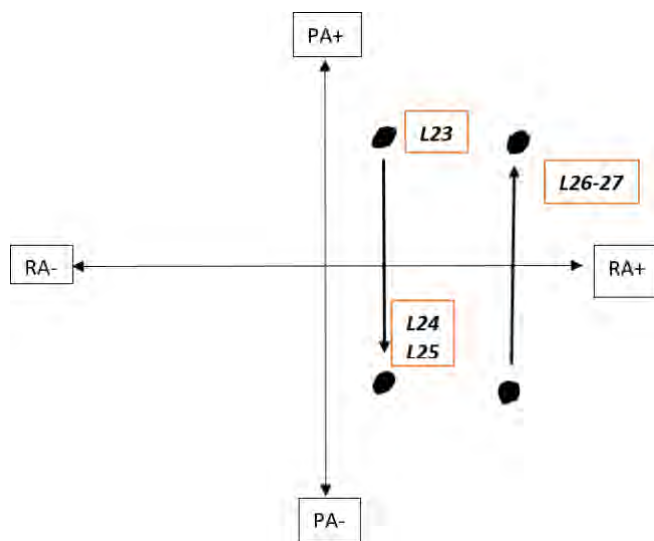


Figure 12: Illustrations of Autonomy Returns in the classroom

It is essential to note that in the above lesson, as the lecture goes back and forth between and within autonomy codes, there are multiple lessons delivered. The lecture does not cover only the content of Business Management, but the lecturer also shares advice on how students can structure their writing when answering the tutorial question (this is a norm in the classes when unpacking assessment questions). The intention of the lesson was also more aligned to PA-RA+. This is one of the strategies that can yield epistemic access. This assists students in understanding what they need to do for their task and how they should answer questions. There is an explanation of the main concepts, such as HR and Line management. There is also a breakdown of questions and an illustration of how questions can be answered. Students, on the other hand, participate in this process through exploratory talk, and the lecturer concludes the lesson. This process is regarded as transformative pedagogy, where learning becomes a collaborative inquiry, and students become active participants in the learning process and make sense of knowledge (Duduzile *et al*, 2021). Even though there is not much outside knowledge used in this lesson, multiple pedagogical strategies are used to make sense of the students who participated in that process. This model echoes the notion of integrative knowledge building that Maton (2020) discusses, where he stated that using different knowledge and organising principles can produce new knowledge.

The use of existing knowledge to make sense of new knowledge in the classroom is also illustrated through enacting autonomy tours. Unlike stays and one-way trips, autonomy tours usually begin from one code and move through one or more codes and return where they began (Maton & Howard, 2018). The example below illustrates the movement between different autonomy codes in the classroom. In this example, the lesson was about Human Resource Management (PA), and the lecturer was introducing the topic. The objectives (RA) of the lesson were to discuss the crucial concepts of HR under the title ‘retaining talent’.

Extract 2

- [1] L: I would like us to look the chapter you will work on this week. So you are working on Human Resource Management
- [2] L: What is the first thing that comes to mind when we speak of HR?
- [3] S1: Recruitment
- [4] S2: Conflict Management
- [5] S3: *Abasebenzi ne-strike* Ma’am
- [6] S4: Performance
- [7] L: Who has worked here before?
Students put their hands up
- [8] L: and signed a contract? *Some students put their hands down*
- [9] L: So *nanisebenza ngaphandle kwe-contract?* {so, you were working without a contract?}
Student puts his hand up
- [10] L: Yes Matt...
- [11] S2: I have worked before Ma’am and signed a contract.
- [12] L: Where were you working?
- [13] S2: I worked in the UK, I was a student assistant.
- [14] L: So you had a contract; who gave you the contract?
- [15] S2: HR.
- [16] L: So, as you have said, HR works with employees and assists them by equipping them with different skills and resources to reach organizational goals.
- [17] L: *Explains the RU HR department and how it is structured*

- [23] L: Another important aspect of HR is employee development.
- [24] L: What is that? Anyone?
- [25] S6: Sending employees for training.
- [26] S2: it is like sending employees to do a first-aid course.
- [27] L: Okay. Great, I agree. That is when employees are enrolled on a course which will develop their skills so that they can do *umsebenzi wabo bhetele*
- [28] L: Employee or people investment, *sithetha ngantoni?*
- [29] S1: Courses where they teach the employees how to manage their finances.
- [30] L: Ah, how do you know that one?
- [31] S1: I heard the word investment, Ma’am. *Xa u-investa kuye kuthiwe gcina imali* and save it for rainy days.
- [32] L: Ah okay.
- [33] S7: Like maybe giving someone a bursary and then put them in a contract afterwards.
- [34] L: Good. So how is that different from employee development?

- [35] S8: Employee investment is when you invest on an individual who are going to be part of our staff. Like, we have invested on you so in exchange you must work for us. It is when you are waiting for something in return.
- [36] S9: Sending an employee for special training.
- [37] L: So we all agree that employee development refers to equipping employees with skills they can use for the work. Investment is when they are going to work for you.
- [38] L: So we have established those and these form the functions of HR when it comes to employees. Taking care of employees. *Yonke ke lento yenziwa* to reach organizational effectiveness. *Ngamanye amazwi, ukwenzela i-business ukwenza ii-plans zayo ziphumelele*. In other words, to reach their business goals.

In this lesson, the lecture begins with sovereign code, where the lecturer introduces what will be done and asks students for their understanding of HRM. The students answer using key concepts that are dealt with in HR. To unpack and make more sense of these concepts, the lecturer (in lines 7-9) does not use any HR-related content - but simplifies the interaction by asking students if they have worked before. The objective of the lesson is still RA+, but PA-. The discussion here shifts from sovereign code to introjected, which means the lecturer still maintains the lesson's purpose (RA+). The lecturer then moves on to exotic code (PA- RA-), in line 9. This is where she asks the students if they worked without a contract. This was a rhetorical question, which kept the lesson going and moved it outside the aims or scope of the discipline. The conversation from lines 11-14 is still in exotic code. Here, the lecturer brings knowledge outside the discipline and uses students' experiences to apply the concepts. The lesson is moved to the sovereign code after the student has answered (in line 15). This is within targets (PA+ RA+). This strategy is where knowledge outside the mark is used to make sense of expertise within the target, so the integration of students' experiences and functions of HR are used for learning. The lecturer returns to the lesson focus by asking a question to move it to the sovereign code. Further, in line 25, the lecturer advises students to answer the question. Multiple Autonomy Tours discussed in extract 2 have been illustrated in Figure 9 below.

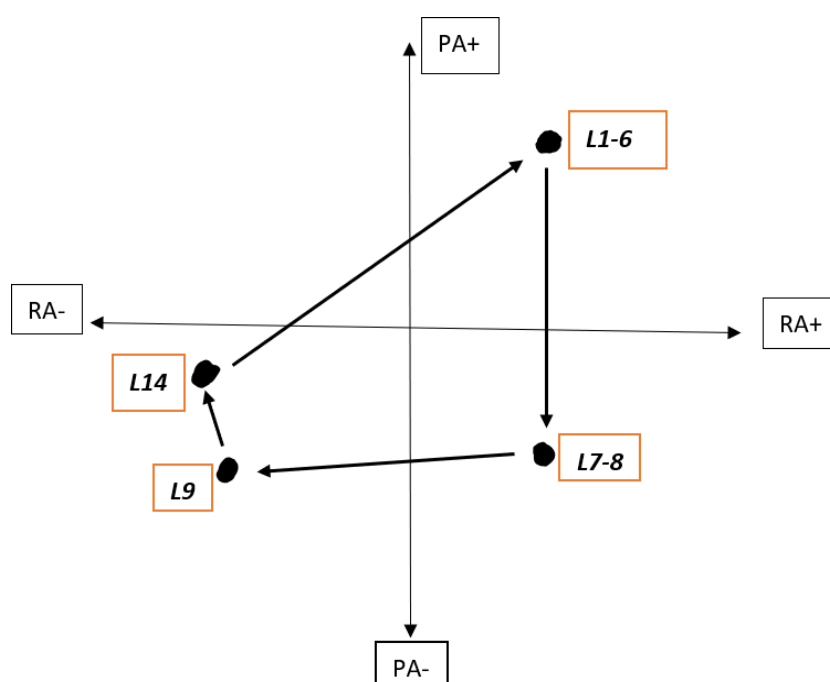


Figure 13: Illustration of Autonomy Tours in the classroom

Different autonomy pathways have been illustrated above with Stays. This refers to when there is no movement between autonomy codes, and the conversation remains in one autonomy code. Then Autonomy Returns and Tours - which have also been defined.

6.5 Summary

Chapter 6 discussed the first two themes that emerged from the data. These themes also respond to the first and second objectives of the study, that is, identifying patterns of multilingualism in the classroom and examining whether these contribute to facilitating learning. The Chapter illustrates processes in the classroom where multilingualism is used and where students draw from their knowledge and repertoires while making sense of new knowledge. To illustrate whether these indeed facilitate learning, LCT has been used as an analytical tool for the learning processes - addressing the third objective of the study.

Semantic Waves and Autonomy Pathways, from the Semantics and Autonomy dimensions of LCT, have been used to illustrate this impact.

Chapter 7: Students' Perspectives on Multilingualism in the Classroom

7.1 Introduction

Chapter 7 presents and analyses data in response to this study's second and fourth objectives. The second objective is to identify the strategies that one can use to use LOTE in the classroom to facilitate learning. This objective is addressed through students' perspectives. The fourth objective is how multilingualism can be used, which is addressed through students' perspectives and experiences. This delves into strategies as well as other platforms in which LOTE can be used to facilitate learning. The data emerged from the follow-up interviews, which sought to view students' perspectives on using LOTE in the classroom, which ultimately became the theme of the data. The fourth theme, students' perspectives on teaching and learning in the ES classroom, emerged from the students' comments and additional information and comments regarding their classes. The chapter begins with the demographic presentation of the students who participated in the follow-up interviews; this information consists of the students' primary languages, the types of schools they attended and the languages they studied at school, including the languages they understand better.

7.2 Demographics from Interviews

This section will present the linguistic demographics of the students from which the data was collected during interviews. As stated, interviews and document analysis were used as data collection methods. Interviews were used as a follow-up method to gather students' perspectives on using LOTE as LoTL in ESU classes and their perspectives on other teaching methods used in the classroom. During this process, the students also provided their linguistic demographic profile, such as primary languages, languages they spoke at home, and the LoTL used in their schools. Twelve students agreed to participate in the interviews; their information is included in the demographics provided and extracted from the DMU as captured in Chapter 6.

Four students who participated in interviews went to former Model-C schools (well-resourced schools exclusively accessible to whites before desegregation of education in 1994), four ex-DET schools (under-resourced schools in black areas), and four private schools. These schools generally are different in terms of resources. For instance, ex-DET, also known as township schools, might consist mainly of learners who speak LOTE as a primary language, and these schools may not be as resourced as private schools. These are the types of schools that were designed for black learners during apartheid and were under the governance of the Department of Education and Training. During the Bantu education era, they were characterised by poor levels of education and inadequate resources, and the LoTL would informally be the learners' home languages (South African Human Rights Commission, 1999; Mawonga, 2015). Former Model-C schools, on the other hand, are the type of schools that have a heterogeneous group of learners in terms of race. They used to be under the government during apartheid, but were originally mainly for white students only. These schools were more resourced than township schools. Their student body is now heterogenous, with all races admitted - even though not everyone can have access to them.

Type of school	No of Students
Former Model C	4
Township School	4
IEB	4
Total	12

Table 4: Types of schools that students who were interviewed attended

The table below illustrates the data of the students who participated in the interviews, including the types of schools they attended and their primary languages. As presented, seven of the twelve students speak LOTE as a primary language, and four attended ex-DET schools. Desai (2012) emphasised that most learners who attended these schools are generally not fluent in English, compared to those who went to former Model-C or private schools. Five other students who speak English as a primary language either went to former Model-C or private schools. This data implies that most of these students are used to being taught in English, but in conjunction with LOTE in the classroom. As illustrated in Mawonga (2015), it is normal for high school learners to be taught in their primary language together with English, but they would not be taught solely in English.

Type of school	LOTE as primary language	English as primary language
Former Model C	2	2
Township School	4	0
Private School	1	3
Total	7	5

Table 5: Students' language profiles and types of schools attended

As illustrated, some students indicated that their primary language is English. They understand it better, and these students are those who attended either former Model-C or private schools. Even though this is the profile for the students who attended former Model-C and private schools, only one student speaks English at home. Some students indicated that LOTE is primarily used in their homes. This means that the students who stated that English is their primary language might need the support of LOTE in the classroom - because the students might think that they know English better as they are fluent in it. Still, they might not be familiar with the concepts used in disciplines presented in English. This is also possible for students who are primary English language speakers, as literature has indicated that academic disciplines have a language of their own (Gee, 1996; Boughey & McKenna, 2021). This is why Boughey (2018) and Street (2000) stated that it is important for students to then be inducted in the discourses of the disciplines through academic literacies - as this will also help them to know how to perform as university students. Clearly, students with LoLT as their primary language and home language may still not be familiar with academic context and the language used for specific disciplines.

Language spoken at home	No. of Students
Afrikaans	2
English	1
IsiXhosa	5
IsiZulu	2
Xitsonga	2
Total	12

Table 6: Students' languages spoken at home

7.3 Students' Perspectives on the use of LOTE

This theme consists of two sub-themes, namely students' views on LOTE during learning, and on assessment. The first sub-theme is presented with analysis of the data on students' perceptions of using LOTE in the classroom during the learning process. The second sub-theme presents students' perceptions of assessment – on whether LOTE should be used or not. The third sub-theme presents students' suggestions regarding LOTE and strategies that can be used, including multilingualism in the classroom. Each sub-theme also provides students' suggestions on the implementing of these language practices.

7.3.1 Views on LOTE in Classes

Out of the twelve students interviewed, ten acknowledged that discipline-specific terms presented in English can be difficult to understand, and there must be a form of support to scaffold the meaning-making process of these terms. One student stated that:

“It would be nice to have some words explained in our languages.”

This means that the students acknowledge that learning in English alone can be challenging. They need help and support as discipline-specific terms can be difficult. Paxton's study (2009) demonstrated that students appreciated the value of using their primary languages when discussing some concepts. Gambushe (2015) suggested that students are not comfortable with the exclusive use of English, which is why they use their languages in conjunction with English in the classroom. In Nkoala's study (2021), it was found that students acknowledged that the use of LOTE helped with cognitive barriers and makes access to the discipline easier. This sentiment was affirmed by the students who stated that it was important to see their languages used alongside English because this can help to facilitate learning.

“It is good to see our languages used. It is easy to understand when things are explained in isiXhosa.”

“It can be good because some of us had work explained in Afrikaans in high school, but English is also good.”

From early studies (Dyers, 1998; Dalvit & de Klerk, 2005; Aziakpono, 2007; Paxton, 2009; Bangeni & Kapp, 2007) until the latest research (Mawonga, 2015; Gambushe, 2015; Nkoala, 2021), students have been sharing similar sentiments that LOTE are important in HE and can be a useful support, in addition to English. This shows that students do not want to lose access to English. This validates one of the arguments of this study - that English must be still used, but alongside other languages and resources that can help in facilitating learning. Moreover, this illustrates that the call for multilingualism in education is important - it will allow students to use their full range of repertoires during learning.

The students acknowledged that they were able to grasp concepts better if taught in languages they understand best. Some students also understand the value of LOTE, even though they do not see it contributing to their learning because they understood English well and performed better in English. These students attended schools where they were taught in English, and they also learned English as a home language. All these students attended Model-C or private schools. Some of their responses are presented below:

“Majority should be English, but LOTE can help other students who do not understand.”

“If other people who do not understand English can benefit from it, the languages can be used.”

Some of these students might still also benefit from the use of LOTE, because fluency in English does not guarantee that one has also mastered the cognitive academic proficiency of the languages. The issue of BICS and CALP has been discussed in the literature review. Previous studies (Dyers, 1998; Mawonga, 2015) showed that students confirmed that they were comfortable with using English only in the classroom, but during observations, it would be found that the same students would use other languages when discussing concepts. This issue could not be verified for this study, as the interviews were anonymous, and the students who participated in the interviews could not be identified in the classroom. It should be noted thus, that there are students who perceive English as important in HE, and would want minimal association with LOTE. Also, some would acknowledge the importance of LOTE, but would not want them to be used as the main LOLT. Aziakpono (2007 and Dalvit & de Klerk (2005) confirmed these points in their language attitude studies.

Some students in Nkoala's study (2021) stated that LOTE are important and should not be limited to the ones available in the geographical area. More students within HE who speak other languages might be experiencing the same challenges. Therefore, there is a need for a method that can assist in accommodating students who speak languages outside the university language policy boundaries (Nkoala, 2021).

From the interviews, there was only one student who disagreed with the use of LOTE in classes at university. The student stated, "IsiXhosa is difficult. English is better as compared to other languages." It is important, though, to note that this student attended a private school, and indicated that the language they speak at home and understand best is English. Also, the student might have answered the questions asked in interviews using the example of isiXhosa, instead of any language that is not English. isiXhosa is one of the languages used in their classes because of the demographics, and the lecturer also speaks isiXhosa. Based on the information provided by the student, another language they studied in high school was Xitsonga. It is more complex than isiXhosa. This student's views might be similar to what was found in Nkoala's study (2021), that some students feared being marginalised when LOTE were used. However, in most cases when multilingualism is used, the lecturer would offer translations of what has been said in the classrooms. This study's sampling was small compared to mainstream university classes. There might be more students who share the same sentiments as this student. Therefore, there has to be careful planning of multilingual strategies within classes to ensure that students do not feel isolated from the practice. It is also important to conscientise students about the importance of multilingualism and its benefits so that they can empathise with some students who might benefit more from it. The challenges faced by students who do not understand the LoLT are far greater compared to the challenges of monolingualism in an imperial language of foreign origin.

Suggestions on how LOTE can be used in the classroom were also brought up by the students who participated in the interviews. It has been established that the students do not want to lose access to English; they would rather have LOTE used to support their learning that is in English.

The first suggestion was the provision of supporting materials. Six students mentioned that it is important to provide supportive materials; one student went further and specified that these can be word lists. This can mean glossaries. In previous studies, students in a Political Science classroom stated that a bilingual glossary was helpful to their learning, especially when they were looking for equivalent definitions and terms presented in English. This notion was also raised in Gambushe's study (2021), where the lecturers and academic development practitioners argued that they would support the use of additional materials such as glossaries in content teaching. Students also supported the idea of additional resource materials such as glossaries, but argued that these would be more helpful during self-study (Gambushe, 2021).

Nkoala's study (2021), revealed that LOTE could also be used when threshold concepts are explained. Therefore, there would have to be a way to translating discipline-specific concepts where necessary. The recommendations confirm that students acknowledge the usefulness of students' primary languages.

There were students in this study who felt that LOTE interventions might be isolating for the students who are monolingual speakers of English. However, it is important to note that it is easy to translate what is being said in LOTE to English for understanding in the classroom, especially if the primary speakers of English are a minority. Heugh's illustration (2021) of transknowledging also shows that students whose primary language is English also gain insights about other experiences and cultures when there are translations offered in English from LOTE. In this study, for example, less than ten percent of the class spoke English as a primary language. Therefore, there would be no marginalisation as the LOTE was incorporated into the English dominant medium anyway. Instead, it would be the exclusive use of English that marginalises and disadvantages the majority of the learners, benefitting only a few students who are competent in English.

7.3.2 Views on LOTE for Assessment

Some students' perceptions on the issue of using LOTE in assessment emerged. Six of the 12 students interviewed agreed that they would value using LOTE during assessment. Most students who supported this notion also stated that LOTE in assessment would help overcome the barrier of being evaluated on difficult concepts. The students believed that using LOTE in assessment might help them in "...getting better marks ...when you are assessed in a language that you understand better."

Nkoala's (2021) study revealed that when students were asked about the use of multilingualism in one of their Journalism courses, they felt that this would better help them in understanding the questions asked. These results are also like those of Israel (2019). In her study, students revealed that they first translated questions from English to isiXhosa before they answered. Therefore, translating question papers would save time. This is in sync with a student who participated in this study and stated that:

"Assessment and translation of assessment [from English] would be better."

Hurst & Mona (2017) and Magadla et al. (2024) also demonstrated the importance of allowing students to use LOTE in assessment, as this can yield more epistemic access. The students who answered their essays in LOTE in Magadla's study (2024) demonstrated extensive contribution to knowledge production. They answered the essay's question fully, demonstrating more engagement with the task. Even though that is the case, this study did not focus on assessment, but mostly on using LOTE in the classroom. It is noteworthy, though, that students might see more value in their languages if they are also used in assessment and not only in formal learning contexts. The assessment issue is discussed as a recommendation, and there are several ways, in which this can be undertaken - such as translation of question papers or keywords,. This aspect will be discussed in the sub-theme that deals with strategies for using LOTE.

The students also acknowledged that including LOTE in assessment comes with complications:

“Lecturers are not multilingual so that might be a problem. Maybe English should remain.”

The student quoted above pointed out that most university lecturers are monolingual, therefore, implementation of multilingualism might be complicated when students write in LOTE. This raises a critical issue of multilingualism in HE, a context where there are lecturers who are monolingual and who teach students who are multilingual. Magadla (2023) proposed an initiative where tutors and teaching assistants should be included in the assessment processes, and assist in marking multilingual assessments. The process can be time-consuming and complex, especially because language involves other processes, such as looking at orthography and grammar, and most students at university are taught writing in English. However, this should not be the focus, but whether there is effective learning happening. As much as growing the lecturer’s linguistic abilities is ideal, they must also be equipped with skills to use students as resources (Mawonga, 2015). This is where tutors and teaching assistants would come in. Wildsmith- Cromarty (2021) introduced a multilingual pedagogies model that did not include assessment. Ultimately, it is important to also focus on assessment as it has value for epistemic access.

“English should remain the language of assessment as writing in LOTE might be difficult. Because they are taught writing in English only.”

“I would rather write in Afrikaans, but I also want to understand the work in English.”

The comments above illustrate that students also noted the issue of writing in assessment tasks. They clearly have different opinions about it. Some students, like the one in the first quote, might have limited awareness of the benefits of using their languages in assessment, not knowing that it does not always have to be in the English that is used in formal learning contexts. They stated that they would like to write in their primary languages, but they still need to learn to write in English and follow the rules of English writing. This shows that literacies in English are still needed – so it might sometimes not matter which language is used during learning. Students also do not want to lose access to writing in English because they know they still need to function in a world where they will have to be competent in English.

It can never be denied that assessment is an important vehicle for epistemic access, but it must be carefully planned. Various research results (Magadla et al., 2024; Bassey, 2019; Gambushe, 2021) show that students understand better when their languages are used in

assessment and they would benefit more. Assessment enhances the narrative of drawing from your knowledge, and one can apply that properly when answering questions.

7.4 Students' Perspectives on Teaching and Learning Practices in Commerce ES Classes at RU

This section responds to the fourth objective of the study, which looks at the contexts in which multilingualism can be used. It discusses students' perspectives of their ES classes. This theme emerged from the interviews when students were asked to provide general views of their classes. This theme is not necessarily directed by the objectives of the study. However, it provides a reflection on the ES classes and a motivating context for using LOTE in the classrooms. In other words, this theme scaffolds the environment that is needed in classroom contexts to implement multilingualism successfully.

The twelve students who participated in the interviews provided positive perspectives on how the classes are conducted and their classroom environments. One of the views that stood out was the nature of the classes, and the pace at which learning happens. The students stated that the learning pace is easy, which makes their understanding easy. This was confirmed in Investec's research (2024), conducted on Rhodes University ES Programme. The students' stated that the support given in ES classes and the pace allowed them to learn efficiently. However, one student from the current study stated that:

“There is a lot of time to complete the work in class because sometimes we do one topic for a long time. Time becomes wasted in class, and they become a drag.”

The student's quote above demonstrates how learning takes place in the ES classes. One concept or a particular topic can sometimes be discussed multiple times, compared to lectures in mainstream classes. This student also views this exercise as a waste of time, describing classes then becoming a 'drag'. ES classes consist of few students - there is intimate interaction and focus on each student, without having any of them left behind during lessons. Tanyanyiwa (2014), even though her research focused on humanities ES, identified ES classes as being more engaged classrooms, where the level of interaction is more intimate. This teaching methodology takes time, but also opens a gateway for pedagogy to be more personal. The students also commented that the lecturer in ES classes “...explains concepts thoroughly with

an easy-going pace.” This is supported by Tanyanyiwa’s findings (2014) that ES contributes to overcoming challenges such as underpreparedness. Ogude et al. (2019) reported that their study participants, who were ES students, realised that being placed in ES later assisted them in attaining good marks in mainstream courses.

Another important point from the students’ reflections during the interviews was that being in ES classes allowed them to form a relationship with their lecturer. This allowed them to interact freely in the classroom and ask questions.

“She gets the message across in the class and makes classes interesting. Ma’am also gets students to interact and teach each other for everyone to understand.”

According to Tanyanyiwa (2014), the triangular relationship between the lecturer, the students and what they are taught in class is important. It can determine how far students can learn and contribute to knowledge production in the classroom. Therefore, the interaction that the student above refers to is important for them to be effective in the classroom. This is one of the characteristics of ES classes, as identified by similar research (Ogude et al., 2019; Marhaya, 2016; Tanyanyiwa, 2014; Nala, 2010). Tanyanyiwa (2014) referred to this as ‘engaged pedagogy’ - allowing students to have a voice in the classroom and the agency of being interactive. As stated, the classes’ nature and size contributed to this happening. This notion of engaged pedagogy is also more visible when multilingual engagement occurs.

“The Extended Studies classes are very supportive, especially for the explanation of some words. Sometimes the lecturer would explain the words in isiXhosa.”

The student above reflected on the classes and how they sometimes use LOTE to explain concepts. Tanyanyiwa (2014) observed that students used their primary languages when interacting with other students, but the challenge was that their lecturer spoke only English. Despite this, Tanyanyiwa (2014) emphasised that students were more engaged, and language proved to be a resource for the students. The LOTE engagement empowered the students.

Other participants in Tanyanyiwa's study (2014: 210) remarked on the importance of students' languages in learning environments:

"I do feel that the university should make some considerations about some local languages. Of course, it does not mean we will change the medium of instruction, just the acknowledgement and perhaps provisions being made to that effect so that students who are not English origin can have option to study in their language. That would be one of the ways of providing people with a platform for expressing themselves without fear, feeling that you are not making a very good point because you cannot speak good English (Tanyanyiwa, 2014: 210).

The student quoted above echoes this study's research question, which focuses on the importance of LOTE at university. Tanyanyiwa's (2014) study included lecturers who were not multilingual. However, multilingualism still manifested among students when they used LOTE in their discussions. Students acknowledged the importance of LOTE (like in the quoted paragraph above) and want them to be more explored. Paxton (2009: 356) referred to this as follows:

"If we are to give our second-language students access to the new concepts they need to be offered opportunities to explore ideas and concepts in both English and their primary languages. Indeed, using a range of languages and discourses to negotiate the meaning of unfamiliar terms is an important pedagogy which we need to find time and space for in our curricula."

This extract confirms that university language problems have long existed and been acknowledged. The foregrounding that resulted in this theme provides the context of ES classes and how learning in LOTE contributes to learning. It confirms that LOTE are important for epistemic access and that ways of integrating them into mainstream lectures have to be identified as well. This is discussed further in the recommendations of this study.

7.5 Summary

Chapter 7 has addressed the third objective of this study, which aimed to investigate the strategies for using multilingualism. Additionally, it responds to the objective of examining the patterns in which multilingualism occurs. The chapter started by providing the demographics of the students who participated in the interviews, and it is structured into two themes. The first theme explored students' perspectives on LOTE at university. This section delved into students'

perceptions of LOTE usage in the classroom and focused on its role in assessments. Student-suggested recommendations within this theme are also presented. The second theme delved into students' perspectives on teaching and learning in ES classes. This section provided insights into students' experiences and perceptions, offering a contextual understanding of ES classes. Using students' experiences in this context helped to foreground their perspectives on LOTE within their classrooms, and shed light on the types of classes where multilingual pedagogies could be employed.

Chapter 8: Findings, Recommendations and Conclusion of the Study

8.1 Introduction

Chapter 8 presents the findings, recommendations and conclusions of this study. The findings are drawn from Chapters six and seven, and are presented within the theories that frame the study. The chapter outlines recommendations for implementation and further research that can contribute to developing LOTE in teaching and learning in HE. An overall summary of the study is also provided, and all the critical points highlighted. The next section presents the findings of the study.

8.1 Discussion of Findings

8.1.1 The Presence of Languages other than English in South African University Classrooms

The data presented in this research study confirmed that multilingualism and using multiple languages in classrooms is a norm. Given that students speak LOTE as their primary language, the expectation is that these languages would be present in the classroom. Due to the demographic makeup of the classroom, (refer Methodology Chapter ??), it would be likely that students' behaviours would reflect multilingualism. Multilingualism is reflected through the students' primary languages, and also when they use LOTE during the learning process in the classroom. Therefore, monolingualism should be the focus of concern, rather than multilingualism. Furthermore, the presence of multiple languages in the classroom also benefits the intellectualisation of LOTE, as it provided these languages with opportunities to serve as languages of teaching and learning. Garcia (2012) expanded on this idea, suggesting that not teaching in these languages would deprive students of meaningful participation. The data illustrated that various languages were used in the classroom differently. For example, students engaged in discussions amongst themselves, employing various languages to comprehend concepts, while lecturers utilised their linguistic repertoires to explain concepts to students. In both cases, speakers engaged in what Canagarajah (2011) referred to as code-meshing, drawing from various languages as resources.

Students sometimes drew from their experiences and primary languages to explain concepts. One student explained the concept of CSR by using an example of how shop owners participated in charity within their communities. In articulating their explanations, students used familiar examples and language to make sense of new concepts. This confirmed that students draw from their existing knowledge to make sense of new knowledge, gradually expanding their understanding.

Multiple languaging strategies were employed in the classroom to facilitate learning, integrating students' local knowledge with textbook knowledge. Transknowledging involved students drawing from their linguistic backgrounds to foster deeper understanding and meaning-making. Heugh (2021) described this concept as the convergence of knowledge and languages from school and home contexts. Hence, lecturers needed to leverage this knowledge so students could apply it to construct new meanings. The data from this study illustrated how students used their knowledge from their social contexts to make sense of Management as a discipline. Heugh (2021) added that knowledge developed in one language may not necessarily be available or known in another, as knowledge is often embedded in language and unique to each linguistic context. Therefore, knowledge could be considered non-universal to some extent.

Another finding from the data was that students employed strategies such as translanguaging and code-switching, drawing from their existing linguistic repertoires multiple times to make sense of new concepts. The classroom environment facilitated the use of these languages for increased participation and meaning-making. Van der Walt (2013) referred to this as the flexible multiplicity approach, where other languages supported meaning-making, enhancing multilingualism while benefiting students simultaneously.

8.1.2 Transformative Teaching and Learning

Teaching and learning practices should always address the needs of students. The presence of linguistic diversity should prompt the use of these languages as resources. According to Somlata (2018), linguistic diversity and incorporating students' primary languages

undoubtedly enhance student participation in the learning process. When students were allowed to use their languages, they continuously transitioned between textbook knowledge and personal interpretations. This indicates that students employed alternative learning methods, underscoring the importance of lecturers encouraging this pedagogical approach.

The learning approach where students used their experiences also stems from exploratory talk. This occurs when students engage in discussions, exchanging ideas and interpretations of concepts. During these discussions, students converse, agreeing and disagreeing while unpacking the material. According to Barnes (2018), they connect the information they already possess with new ideas. In this instance, students' languages and experiences serve as a foundation for drawing and relating to new knowledge. Exploratory talk contributes to expanding existing knowledge, particularly when lecturers prompt students to share their thoughts on the meaning of concepts. Students then link their existing knowledge and expand upon it while making sense of the academic content. This approach reflects an ontological approach to learning which is anchored on the students' primary languages, contributing to transformative teaching and learning.

Prompting students to interact is part of collaborative learning, and lecturers scaffold students' learning experiences in this scenario. The study illustrates that this occurs during exploratory and discourse talks, facilitating student participation. Duduzile et al. (2021) refer to this as transformative pedagogy, where students contribute meaningfully to the learning process. Participatory and collaborative learning are central to this approach. These processes foster critical thinking in the classroom. Multilingualism is a critical factor in our linguistically diverse institutions.

8.1.3 Theorising Multilanguaging Practices

The study emphasizes the importance of theorizing multilingual practices. The Semantic and Autonomy dimensions of LCT have been utilized to analyze multilingual practices in the classroom. Semantic waves have been employed to trace cumulative learning and assess whether students' meaning-making processes facilitate learning. Autonomy pathways have been

utilised to trace students' knowledge and evaluate whether different knowledge students bring into the classroom can be leveraged to access new knowledge.

The use of LCT has demonstrated that students' linguistic repertoires and prior knowledge can facilitate epistemic access. The illustrations also reveal that epistemic access is not only achieved when using English; instead, the use of LOTE can also contribute to the creation of new knowledge. For instance, Semantic waves demonstrate that abstract knowledge and critical thinking can occur when LOTE are used, indicating that these languages are not solely utilised for basic communication.

LCT also contributes to one's reflection on one's pedagogical approach. For example, the illustration of classroom interactions using semantic waves has highlighted areas where improvements could be made during classes. It mitigates against subjective opinions about one's teaching and prompts individuals to reflect and analyse areas for improvement in one's teaching practices.

8.1.4 Students' Perspectives

The study also addressed the research question focusing on students' perspectives on using LOTE at university and reflected on their experiences as students in ESP. The first finding indicated that students acknowledge and are aware of the role that language plays in their learning. However, despite this awareness, they still prefer English as the main LoTL. This finding aligns with other studies discussed in this research, such as Dalvit & de Klerk (2005), Aziakpono (2007), Gambushe (2015), and Nkoala (2021). Similar to Paxton's study (2007), most participating students acknowledged that they learn better when they use their primary languages. Consequently, this implies that LOTE must be integrated into classrooms, especially in contexts where they facilitate epistemic access. There is a need to utilize a full range of students' linguistic repertoires during the learning process. This is particularly crucial because some students do not possess full cognitive academic proficiency in using English exclusively in the classroom. However, there are still students who perceive LOTE to

be unhelpful for classroom use - these are students who typically do not speak the language as their primary language or did not study it in high school, thus preferring to function in English.

Another significant perspective from students was incorporating LOTE in assessments. As discussed, studies (Magadla et al, 2024; Nkoala, 2021; Israel, 2019) and experts such as Antia (2023) suggest that LOTE must be used in assessments to enhance epistemic access. This would also underscore the importance of taking LOTE seriously in HE, rather than relegating them to contexts where they merely supplement learning. There is a more significant contribution to knowledge production and critical thinking when students are allowed to use their primary languages and repertoires in assessments. Encouraging multilingualism and utilising LOTE in assessments also helps to counter the marginalisation of these languages by the dominance of English in assessment practices.

The issue of LOTE in assessment becomes critical because it encompasses other language skills, such as writing. However, in some disciplines, these skills might be overlooked, with lecturers focusing on learning rather than writing skills. Despite the importance of writing skills in various disciplines, it is essential to equip students with appropriate academic literacy skills to facilitate effective writing, even if some students need help to write proficiently in English. Therefore, literacy is another aspect that requires emphasis on student learning within disciplines. Notably, while some students need help with writing correctly in their languages, they can articulate themselves effectively. Assessment plays a crucial role in encouraging the utilization of linguistic repertoires, and the approach taken depends on the discipline and the abilities of lecturers and tutors. However, embracing full-blown biliteracy would likely enhance epistemic access and better reward students.

The study also examined students' perspectives on learning contexts within the Extended Studies Programme. Their perspectives provided a positive outlook on classes where multilingual pedagogies can occur. For instance, classes were typically small, with a leisurely and conducive learning pace - according to the students, this facilitated effective learning. Students participating in Tanyanyiwa's (2014) and Marhaya's (2016) study commented similarly on the nature of classes in Extended Studies Programmes, and how they foster transformative learning environments. This study argues that multilingual pedagogies must be implemented in

mainstream classes, where most students are situated. Such contexts allow for greater freedom in using LOTE among students, even before interacting with the lecturer.

8.1.5 General Observations of the Legislative Mandates

This section critically discusses the Rhodes University Language Policy (2019). This policy is the enabling mandate for multilingualism work to be carried out within the institution. Moreover, for this type of work to happen, as stated in the Ministerial Report and the Language Policy Framework, this policy must have clear implementation plans and direction. Having stipulated the policy provisions, the following are observations of the RU Language Policy:

The Language Policy Framework (2020) was adapted from the 2017 Language Policy for Higher Education (LPHE), drafted after the Ministerial Report. One of the recommendations is that the institutional policies must do away with limitation clauses that enable the escape of responsibilities. The RU Language policy is filled with such clauses. The policy consists of several limiting clauses mentioned in the Ministerial Report. For instance, the policy states that English is the language of business and other languages will be used “...where necessary and practicable.” This demonstrates noncommitment from the institution. Even though the national Language Policy Framework mandates institutions to fortify using LOTE for inclusivity, the RU language policy does not project the importance and commitment.

The 2017 LPHE has flagged the sluggishness of institutions in implementing and putting directives in place for the implementation of the language policy. The RU language policy, on the other hand, has statements that certain entities within the institution must take responsibility for implementing the policy, but there is no clear direction. Under *Roles and Responsibilities*, the policy states that “The proposed Language Services Centre together with Human Resources and Institutional Planning Unit to provide translation and interpretation services” (RU Language Policy: 07). RU does not yet have a Language Services Centre. This Centre is only being proposed in the policy, yet it is already given the task and responsibility of handling translation and interpreting services. *Human Resources* handles recruitment and staff issues of the institution, and it is not clear in what capacity the division was given the responsibility of such tasks.

The policy also singles out translanguaging as a strategy to implement in teaching and learning. There are multiple multilingual strategies that can be used to facilitate learning, but translanguaging is mentioned more than once in the policy. Under responsibilities, the policy states that CHERTL should capacitate lecturers “...to use multilingual and translanguaging teaching and learning strategies...”. This shows that the policy does not understand that translanguaging is just one of the multilingual strategies, instead of it being singled out separately. This relates to how translanguaging is defined in the policy. The policy defines translanguaging as “...when bilingual or multilingual speakers draw on a wide range of languages and language varieties to create meaning and to communicate. For example, reading, speaking or writing simultaneously in multiple languages.” The definition provided in the policy is similar to the one this study provides for code-switching. Translanguaging is defined as using linguistic *repertoires* embedded in the language, instead of only moving between languages. Even if the policy used code-switching and translanguaging interchangeably, code-switching is still a multilingual strategy. It cannot be used alongside multilingualism as if they are separate and different concepts.

The policy also singles out translanguaging as a strategy that can be used in tutorials. No other multilingual strategies mentioned in the policy can be used in teaching and learning. Also, that statement minimizes multilingualism's impact and potential, especially because there is an example of translanguaging in the tutorials. This means that multilingualism cannot be used in mainstream classrooms, and there is no motivation to enforce the use of LOTE through other multilingual strategies. This has been discussed in the literature review under the critique of translanguaging. It is important to be open to other multilingual strategies, especially in HE contexts that involve multiple modes of learning and a variety of disciplines.

One of the policy objectives states that it is recommended that the use of isiXhosa will be supported as the second language of work for staff in *lower occupational levels*. This implies

that languages such as isiXhosa should only be used at certain levels, and for communication purposes only. This implies that previously marginalised languages such as isiXhosa are only good enough to be used at lower levels in the workplace. Moreover, isiXhosa could also be used as a second language for intellectualisation purposes at other levels in the workplace at RU.

The policy statement in the language policy does not read like an institutional mandate, but rather acknowledges the current university linguistic landscape. These statements have underpinning principles, but they do not support any mandating statements. The policy recognises the current conditions and mandates how languages should be used. Other languages seem to be unnecessary.

8.2 Recommendations of the Study

This section presents the recommendations of this study. Six recommendations are made in response to the findings discussed.

The first recommendation emphasises the importance of inducting staff members, including tutors and teaching assistants, on multilingual pedagogies in HE contexts. The study's findings clearly demonstrate the presence of multilingual students within HE and their use of languages during the learning process. Therefore, it is crucial for staff, especially monolingual lecturers, to acknowledge and utilise students' linguistic repertoires to scaffold learning. Van der Walt (2013) suggests multiple strategies and practices for multilingual classrooms, such as flexible bilingualism, translanguaging, and code-switching. However, implementing these strategies would depend on the classroom context and the capacity of the lecturers. Lecturers need to demonstrate a willingness to utilise students' linguistic repertoires, as advocated by Wildsmith-Cromarty et al. (2022), who promoted pedagogical translanguaging and initiatives providing workshops for lecturers on incorporating students' languages in teaching. Heugh (2021) introduced the concept of transknowledging, emphasising the need for discipline practitioners and lecturers to be trained in strategies for enforcing multilingualism in their classes. The Ministerial Report on the Development of African Languages as Mediums of Instruction in HE recommends that if LOTE are to be taken seriously and to enforce multilingualism for learning and facilitating learning, the monolingual lecturers must also be enrolled in courses where

they are learning LOTE (MAPALHE, 2015). Research has already acknowledged that the languages used in teaching and learning play a critical role in epistemic access. Much can be done when it comes to students using their primary languages as resources. However, it is important that this implementation is driven collaboratively, particularly between students and academics, to enforce effective impact.

The second recommendation is to inform students about the benefits and importance of multilingualism. The data revealed that while most students acknowledge the importance of multilingualism and LOTE in teaching and learning, they still prioritise access to English. This preference stems from the dominance of monolingualism and ideologies favouring the hegemony of English. Dana et al. (2023) revealed that collaborative efforts among students using their languages to make sense of knowledge highlighted the potential success that students can achieve by using their primary languages as resources. Courses on mother-tongue bilingual education, recommended in Mawonga (2015), should be integrated into HE learning, particularly in abstract commerce and science disciplines. Language colloquia and seminars on multilingualism involving students can foster multilingualism and an awareness of linguistic identity. As Asfour et al. (2020) and Van der Walt (2013) indicated, using students' repertoires can offer new perspectives and validate their identities.

The third recommendation emphasises enforcing policy implementation within HEIs. Institutional language policies should document language practices and classroom learning processes to overcome linguistic division and promote the potential of multilingualism as a resource. The Language Policy Framework (2020) calls for HEIs to demonstrate implementation plans for multilingualism, necessitating financial commitment and resources. Institutions should explicitly outline objectives and timeframes in their policies to demonstrate commitment to multilingualism. Projects like the BAQONDE initiative can aid in implementing LOTE in HE, emphasising collaboration between institutions. The Ministerial Report further notes that institutions have not optimally used research conducted to inform policy and decision-making. Recommendations and findings of research conducted on LOTE in teaching and learning must be considered during policy formulation.

The fourth recommendation is the issue of assessment. This study's findings illustrated that most students prefer to be assessed in their primary languages. This would also contribute to eradicating ideologies that LOTE should only take supplementary roles in the classroom. With the above recommendation, institutions need to take a step further and commit to piloting the inclusion of LOTE in assessment, building on existing practices such as providing English dictionaries during examinations. Magadla et al. (2024) demonstrated how multilingualism can be incorporated into tutorial assignments, highlighting the need for transformative pedagogies in teaching and learning.

The fifth recommendation concerns the structure and conceptualisation of academic literacy courses. While not the focus of this study, it is essential to review academic literacy courses and infuse multilingual practices into them. Offering academic literacy solely in English may disadvantage non-English speakers, as they may need help comprehending the information presented. Therefore, academic literacy courses should cater for the linguistic diversity of students, ensuring equitable access to academic discourse. Even though academic discourse is not anyone's language (Gee, 1996), the language that the information is disseminated in is still important, especially if this will have a significant contribution to the student's academic performance and how they navigate the university.

The final recommendation concerns the reconsideration of the linguistic diversity of students and how it plays a critical role in determining how education is delivered. It is essential to distinguish between heterogeneous and diverse contexts. Heterogeneity refers to variations within a particular context, while diversity pertains to differences across contexts. These distinctions, as discussed by Heugh (2021), highlight the need to acknowledge the historical and sociocultural factors shaping multilingual practices. Different histories give rise to varied forms of multilingualism, each serving distinct purposes. For instance, horizontal multilingualism is often used for communication, but has historically been rejected in education due to colonial influences and early bilingualism studies that emphasised monolingual instruction. This legacy has led to pedagogies that segregate languages, exemplified by students enrolling in language skills courses (e.g., English language skills) before engaging with discipline-specific knowledge, which is often taught in English. This emphasises the point above on the reconceptualisation of academic literacy courses.

Such approaches often accommodate monolingual lecturers, minimising the complexities of addressing multiple languages in the classroom. However, strategies like multilingual tutorials or allowing students to use their home languages in tutorials (Hassan, 2020) have emerged as alternatives. While these efforts are promising, they can place additional pressure on tutors who may lack the skills to effectively leverage students' linguistic repertoires in facilitating learning. Accordingly, tutor training needs to incorporate multilingual pedagogies.

Horizontal practices should enable students to draw from their linguistic repertoires in ways that foster both horizontal and vertical dimensions of multilingualism. This involves developing basic spoken and written language skills and advancing these skills to an academic level. A comprehensive approach includes integrating all modes of language use across contexts while recognising the knowledge embedded within each language. This approach underscores the importance of including students' knowledge and experiences in the curriculum. Such inclusivity should extend beyond linguistic diversity to encompass the beliefs, identities, and histories embedded within communities and languages. These elements are integral to societal well-being and should inform educational practices in the Global South.

8.3 Conclusion

This study focused on multilingual pedagogies for teaching at the university level and how LOTE can contribute to facilitating epistemic access. The objectives of this study were outlined in Chapter 1. It included examining the efficacy of using students' primary languages for learning, investigating the impacts of this strategy and identifying multilingual strategies that can be employed in teaching and learning to facilitate learning. The study drew upon theories that explored the relationship between language and learning, the development of bilingualism, and how multilingualism and diverse student knowledge can serve as resources in HE contexts.

LCT served as an analytical tool in this study to explore how multilingualism facilitates cumulative learning. The study focused on two dimensions of LCT: Semantics and Autonomy.

Semantic waves from the semantic dimension were employed to trace cumulative learning and understand how meaning-making occurs when students use their linguistic repertoires in the classroom. Autonomy pathways from the Autonomy dimension were used to trace how students' existing knowledge is employed in making sense of new knowledge and to examine the relationship between the two types of knowledge.

In addition to theoretical frameworks, the study provided contextual background by discussing relevant legislative documents and outlining the establishment of the ESU at RU. This background also addressed the frameworks of the ES programmes and the teaching and learning policies at RU. Furthermore, language policies were examined, highlighting their implications for the study and the mandate that the study advocates.

The methodology of the study was outlined, emphasising the use of methods such as follow-up interviews and recordings. The study followed an action research methodology, predominantly qualitative in nature. Specific issues emerged during the study process, which were discussed under the limitations of the study in Chapter 3, including the researcher's positionality.

In conclusion, the study illustrates the contribution of using students' linguistic repertoires in the learning process and emphasises the importance of incorporating students' knowledge in making sense of new knowledge. This study contributes to the transformation and decolonial agenda of the university, promoting the use of transformative methods in teaching and learning to enrich students' learning experiences and prioritise their identities. Finally, a transformative and innovative aspect of this study is the incorporation of students' contributions into pedagogical strategies that integrate multilingualism in teaching and learning. These contributions not only proved beneficial for the cohort involved in this study, but also led to strategies that will enhance learning for a broader student population in the future.

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Appendices

Appendix A: Letter for Gatekeeper



08 March 2018

The Registrar
Rhodes University
Grahamstown

Dear Dr Moodly

REQUEST FOR PERMISSION TO COLLECT DATA

I am an academic staff member at RU, attached to the Centre for Higher Education Research, Teaching and Learning. I am also a PhD student in the African Language Studies Section of the School of Languages and Literature under the supervision of Professors Pamela Maseko and Dion Nkomo. My research is titled: **Translanguaging for Epistemic Access in a South African University Classroom: An Exploratory Study**. The study, based on theories on the relationship between language and cognition, seeks to explore the introduction of pedagogic strategies that include students' primary linguistic repertoire, to improve learning for students to whom English, the University language of teaching and learning, is not their primary language. For this study I intend to collect data from the Management and Economics Extended Studies classes (which I teach in) for the remainder of the year.

I am requesting your permission to use the 2018 Management and Economics Extended Studies classes for the data collection process and to access the student records such as the following:

- Students' high school and background information: for purposes of gaining knowledge regarding (the type of schools the students went to and the languages they used at school and spoken at home) schooling and linguistic background of the students;
- Students' current academic records: for purposes of tracking the students' academic progress and comparing the records before and after the data has been collected.

Students who agree to participate in this study will be given a Consent Form to sign, and will be made aware that they could withdraw at any point during the study, without any adverse consequences.

All ethical issues will be taken into consideration in the process of undertaking this study. All records obtained will be kept confidential, and under lock and key, and will be destroyed five years under the completion of the study. All details around ethical consideration have been included in the School of Languages and Linguistics Ethical clearance application.

Yours sincerely,

Sisonke Mawonga

Student Number: g09m0800

Appendix B: Gatekeeper's Approval



OFFICE OF THE REGISTRAR
P O BOX 174 Claremont 6140, Cape Town
E: registrar@rhodes.ac.za, U-Reg-@rhodes.ac.za
Tel: +27 (0)21 466 1100
Fax: +27 (0)21 466 1101

Ms Sisor, 1. e M<Jv, 011g"
G09f/108.iJ0
Schor, I of l. ang1Jases

14 May 2018

Dear Ms Mawanga

Referring to the proposal for the T.C111>-I, Ir1P, ua, ioi: for Epistemic Access in a South African university
1. J. i. s. r. o. u. m. An r; xpl u- r a u' stud.

This serves to confirm that you have been invited to conduct your proposed research at Rhodes University, and we are pleased to hear of your interest.

Conditional approval will be granted to the T.C111>-I, Ir1P, ua, ioi: (henceforth referred to as the T.C111>-I, Ir1P, ua, ioi:). Once the T.C111>-I, Ir1P, ua, ioi: has been approved, you will be able to conduct your research at Rhodes University.

Yours sincerely

(J

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Dr Adcock Moolly
REGISTRAR

Appendix C: RU Ethics Committee Letter of Approval

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James

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Appendix D: Confidentiality Agreement with Research Assistant



Agreement between Researcher and Research Assistant

I (research assistant's name) _____KAYAKAZI NOMQA_____agree to work as an assistant for interviews on a Doctoral research of Sisonke Mawonga titled, *Translanguaging for epistemic access in a South African university: An Exploratory Study*.

I understand that:

1. The researcher is conducting the study as part of the requirements for a Doctoral degree at Rhodes University.
2. I will be paid R100 per session for assisting the researcher with the interviews.
3. My job requires me to conduct interviews with the selected participants ONLY and I will not be involved in transcription of the recorded interviews.
4. The interviews are going to be recorded using an audio recording device.

I agree to:

1. Issue the consent forms to the participants to sign before commencing with the interviews.
2. Keep the information obtained from the interviews confidential.
3. Pass the recorded information to the researcher and I will not keep copies of the recordings.
4. Always comply with all the conditions of this contract and that there will be consequences in the event of any breach of the contract.

_____K. NOMNQA_____

Signature of Research Assistant

_____30/06/2019_____

Date

Signature of Researcher

30/06/2019

Date

Appendix E: Consent Request for Observations – English



Hello

I am currently conducting research as a Doctoral candidate from the African Languages Studies Section of the School of Languages and Literature under the supervision of Professors Pamela Maseko and Dion Nkomo. My research focuses on the exploration of the use of languages other than English to facilitate learning in the classrooms in higher education. I intend to collect data from the Management 1F in the second semester in 2019 and Economics 1F classes in the first semester in 2020. I have already requested and received permission from The Registrar to collect data from your classroom. I would like to request your permission to use the audio and video recordings for the research.

Your identity will be kept anonymous and confidential. You can withdraw anytime you no longer want to be part of the study without any adverse consequence.

The risks and benefits of the research are as follows:

Risks

1. There might be risk of fear of victimization of students by the researcher as I am also a lecturer in your classes.
2. As a student, you might feel coerced in participating in the research to avoid embarrassment and victimization.
3. As a student one might also not feel comfortable to voice out your own honest perceptions regarding how teaching happens in your classes.

I am planning on mitigating the risks as follows:

1. If you feel uncomfortable with the way your classes are conducted, you can write to the coordinator of the Commerce Extended Studies Programme.
2. The video and audio recordings will be used for research purposes only and the recordings are meant to be used as a reflective tool for my teaching. Therefore, the recordings will not be used to identify, victimize or marginalize you as a student.
3. If you do not want to be part of this research, your participation in the classroom will not be included in the transcription process and transcripts that will be used for the research.
4. The classes will be planned in a manner that there is no linguistic division, even though speakers of the same language groups might be put together. As a teacher, I will mediate the discussions within the groups and report back to class ensuring that learning is happening, and language is used in a scaffolding manner.

Benefits

1. The research will provide an opportunity for you as a student to use your primary languages in the learning context and as a resource.
2. Accessing knowledge in one of your primary languages might also effectively lead you to contribute in construction of new knowledge.
3. The use of your primary languages in university classrooms addresses a transformation agenda within the university and it plays a role in the implementation of the university's language policy, which emphasizes on multilingualism.

If you agree to take part in the study, please fill in the consent form below:

Agreement between Researcher and Participant

I (participant's name) _____ agree to participate on a Doctoral research of Sisonke Mawonga titled, *Translanguaging for epistemic access in a South African university: An Exploratory Study*.

I understand that:

5. The study is voluntary and I can withdraw from participating in the study at any moment I want.

6. My identity is going to be kept anonymous.
7. The classroom observations will be recorded using a recording device, my contribution in the classroom will be used for the research.
8. The recording of the classroom observations will be used for the purposes of this research, conferences and other academic publications.

Signature of Participant

Date

Signature of Researcher

Date

If you have any questions please contact me by email: g09m0800@campus.ru.ac.za

There will be follow-up interviews that will be conducted regarding the use of your primary languages in your classrooms. If you would like to take part in the follow-up interviews, please indicate by providing your email address _____.

Appendix F: Consent Request in isiXhosa



Molweni,

Ndenza uphando kwizifundo zobuGqirha kwiCandelo leziFundo zeeLwimi zesiNtu kwiSikolo seeLwimi noNcwadi kwaye ndikhokhelwa ngooNjingalwazi uPamela Maseko noDion Nkomo. Uphando lwam lujonga ukuzama ukusetyenziswa kwezinye iilwimi ezahlukeyo kwisiNgesi kumaziko emfundo ephakamileyo ngokuzama ukwenza ukufunda kube lula. Enye yeenjongo zolu phando kukuzama ukufumana iindlela ezithile endingathi ndizisebenzise neziza kunceda ukuphuhlisa indlela endifundisa ngayo kunye nezinye iindlela zokufundisa ezithi zincede abafundi. Ndineenjongo zokuqokelela i-data kwiiklasi ze-Management kwi-semester yesibini kulo nyaka ne-Economics 1F kwi-semester yokuqala ngo-2020. Sele ndiyicelile imvume yokuqokelela i-data ku-registrar. Ndingathanda ukucela imvume yakho yokuba ndisebenzise ezi zinkacha ziza kube zirekhodiwe.

Iinkcukacha zokuba ungubani ziza kugcinwa ziyimfihlelo kolu phando kwaye ungarhoxa nanini na ungasafuni ukuthatha inxaxheba yokuba yinxalenye yolu phando, akukho ziphumo zibi zaiya kuthi zenzeke kuwe.

Njengomhlohli kunye nomntu oza kwenza olu phando, kukho iinkolelo zokuba ungaphatheka kakubi okanye ufumane impatho eyohlukileyo kwabanye abafundi.

Ndiceba ukunciphisa imingcipheko ngezi ndlela zilandelayo:

- Iividiyo kunye noshicilelo oluvakalayo luya kuthi lusetyenziselwe uphando kuphela nokuvavanya indlela yam yokufundisa kuphela. Ngoko ke, ayizi kusetyenziselwa ukuveza ukuba ungubani na, ukukuphatha kakubi okanye ukukukhetha kwabanye abafundi.

- Ukuba awuvumi kuba yinxalenye yolu phando, zonke izinto ozithethayo negalelo olenzayo eklasini aluyi kubhalwaphantsi kuluhlu lweenkcukacha zophando.
- Iiklasi ziza kuthi ziqhutywe ngendlela apho kungekho yantlukwano ngokolwimi, nangoko abafundi abathetha iilwimi ezifanayo bangathi babekwe kunye.
- Njengomhlohli, ndiza kulamla iingxoxo kumaqela ndenze ingxelo eklassini ndizama ukuqinisekisa ukuba ulwimi lusetyenziselwa ukufunda.

Ukuba uyavuma ukuthatha inxaxheba kolu phando, uyacelwa ukuba ugcwalise le fomu yesivumelwano ingezantsi:

Isivumelwano phakathi komphandi kunye nomthathi-nxaxheba kuphando

Mna ndingu _____ ndiyavuma ukuthatha inxaxheba kuphando lwezifundo zobugqirha zikaSisonke ezimalunga nokusetyenziswa kwezinye iilwimi ezahlukeyo kwisiNgesi kumaziko emfundo ephakamileyo ngeenjongo zokulungiselela ukufunda kube lula.

Ndiyaqonda ukuba:

- Andinyanzelwanga ukuthatha inxaxheba kwaye ndingarhoxa ekuthatheni inxaxheba kolu phando nanini na ndifuna
- Iinkcukacha zokuba ndingubani ziza kugcina ziyimfihlo.
- Udliwano-ndlebe/nenkqubo yokubekwa esikweni (yenza sangqa kwenye) iza kushicilelwa kusetyenziswa izixhobo zokushicilela.
- Ingxelo ngodliwano-ndlebe/nenkqubo yokubekwa esweni (yenza isangqa kwenye) iza kusetyenziselwa iinjongo zokufezekisa olu phando kwaye ingasetyenziselwa nokupapashwa kwezifundo eziphakamileyo.

Utyikityo lomthathi-nxaxheba

Usuku

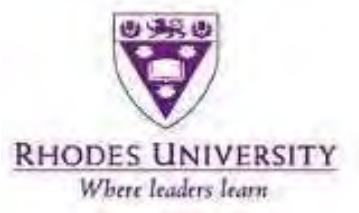
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Ukuba unemibizo ndiyacela uqhagamshelane nam kule imeyile: g09m0800@campus.ru.ac.za

Kuza kuthi kubekho udliwano-ndlebe oluza kuthi lulandele olumalunga nokusetyenziswa kweelwimi zakho eklasini. Ukuba ungathanda ukuthatha inxaxheba kolu dliwano-ndlebe, uyacelwa ubonakalise ngokufaka iinkcukacha zakho ze-imeyile: _____.

Appendix G: Consent Form – Interviews



Agreement between Researcher and Participant

I (participant's name) _____ agree to participate on a Doctoral research of Sisonke Mawonga titled, *Translanguaging for epistemic access in a South African university: An Exploratory Study*.

I understand that:

1. The researcher is conducting the study as part of the requirements for a Doctoral degree at Rhodes University.
2. I can withdraw from participating in the research at any moment I want.
3. My identity is going to be kept anonymous.
4. The interview/observation (circle one) is going to be recorded using an audio device.
5. The transcriptions from recording of the interview/observation (circle one) is going to be used for the purposes of this research and may potentially be used for other academic publications.

Signature of Participant

Date

Signature of Researcher

Date

Appendix H: Letter declaring unwillingness to participate - English



Hello

I am currently conducting research as a Doctoral candidate from the African Language Studies Section of the School of Languages and Literature under the supervision of Professors Pamela Maseko and Dion Nkomo. My research focuses on the exploration of the use of languages other than English to facilitate learning in the classrooms in higher education. The research also aims at exploring strategies that will inform and develop my teaching as your lecturer. I intend to collect data from the Management 1F classes during the second semester in 2019 and Economics 1F classes during the first semester in 2020. I have already requested permission from the registrar to collect data from your classroom. I would like to request your permission to use the audio and video recordings for the research.

Your identity will be kept anonymous and confidential. You can withdraw anytime you no longer want to be part of the study without any adverse consequence.

The risks and benefits of the research are as follows:

Risks

1. There might be risk of fear of victimization of students by the researcher as I am also a lecturer in your classes.
2. As a student, you might feel coerced in participating in the research to avoid embarrassment and victimization.
3. As a student one might also not feel comfortable to voice out your own honest perceptions regarding how teaching happens in your classes.

I am planning to mitigate risks as follows:

5. If you feel uncomfortable with the way your classes are conducted, you can write to the coordinator of the Commerce Extended Studies Programme.
6. The video and audio recordings will be used for research purposes only and the recordings are meant to be used as a reflective tool for my teaching. Therefore, the recordings will not be used to identify, victimize or marginalize you as a student.
7. If you do not want to be part of the research, your participation in the classroom will not be included in the transcription process and transcripts that will be used for research.
8. The classes will be planned in a manner that there is no linguistic division, even though speakers of the same language groups might be put together. As a teacher, I will mediate the discussions within the groups and report back to class ensuring that learning is happening, and language is used in a scaffolding manner.

Benefits

1. The research will provide an opportunity for you as a student to use your primary languages in the learning context and as a resource.
2. Accessing knowledge in one of your primary languages might also effectively lead you to contribute in construction of new knowledge.
3. The use of your primary languages in university classrooms addresses a transformation agenda within the university and it plays a role in the implementation of the university's language policy, which emphasizes on multilingualism.

If you do not agree to take part in the study, please fill in the consent form below:

Declaration by Management 1F/Economics 1F student not willing to participate in the study

I (participant's name) _____ am not willing to participate on a Doctoral research of Sisonke Mawonga titled, *Translanguaging for epistemic access in a South African university: An Exploratory Study*.

I understand that:

1. Participation in the study is voluntary and unwillingness to participate will not lead to my victimization and my privacy will be respected.
2. My participation in class will not be included in the transcripts to be used for research.
3. The study will be in the context of classroom learning therefore I am still expected to participate in the classroom learning process.

Signature of Student

Date

Signature of Researcher

Date

If you have any questions, please contact me by email: g09m0800@campus.ru.ac.za

Appendix I: Follow up Interview Questions

Predetermined questions for the interviews

1. Which language do you speak at home?
2. Which language did you study as a first language at school?
3. Which language do you understand the most?
4. What type of high school (Private, Former Model C, Rural/Township) did you attend?
5. Do you have any comments regarding how your Extended Studies (ES) classes are conducted?
6. What is your perception regarding the use of languages other than English (LOTE) in mainstream classes at university?
7. What about the use of these languages in assessments? For example, tests and assignments.
8. Do you think you would perform differently in your other subjects if you had this kind of support?
9. If you had an opportunity to have access to supporting materials such as textbooks; dictionaries; glossaries written in languages other than English, would you use them?
10. Do you have any general comments regarding Ms Mawonga's teaching and the support?