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**THE IMPLEMENTATION OF TRANSLANGUAGING IN SELECTED SCHOOLS IN
NKAYI DISTRICT, ZIMBABWE**



BHEBHE PRICHARD

University of Fort Hare

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**A THESIS SUBMITTED IN FULFILMENT OF REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION**

FACULTY OF EDUCATION AT THE UNIVERSITY OF FORT HARE

Supervisor: Dr Sive Makeleni

Co-supervisor: Dr Bonginkosi H. Mutongoza


September 2024

DECLARATION

I hereby solemnly declare that, to the best of my knowledge and belief, this thesis entitled **“THE IMPLEMENTATION OF TRANSLANGUAGING IN SELECTED SCHOOLS IN NKAYI DISTRICT, ZIMBABWE”** is my original work. It has not been submitted to any other institution of higher learning for an award of any degree or qualification. Where I have used information from published or unpublished works of other scholars, I have acknowledged such sources, both in the text and in the list of references.

PRICHARD BHEBHE

AUGUST 2024



.....

Date: 30 AUGUST 2024

Signed



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I, **Prichard Bhebhe**, trainee teacher number **201912286**, hereby declare that I am fully aware of the University of Fort Hare's policy on research ethics and have taken every precaution to comply with the regulations. I obtained an ethical clearance certificate from the University of Fort Hare's Research Ethics Committee and my reference number is: **LUG031SBHE01**

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This thesis, entitled “**THE IMPLEMENTATION OF TRANSLANGUAGING IN SELECTED SCHOOLS IN NKAYI DISTRICT, ZIMBABWE**”, meets the regulations governing the awarding of the degree of Doctor of Philosophy at the University of Fort Hare, and is approved for its contribution to educational practices and the existing body of knowledge.



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Date



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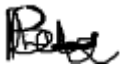
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DEDICATION

This academic achievement is dedicated to my parents: my mother, the late Ms. Beauty Ncube-Bhebhe, and my father, Raphael Bhebhe. I am grateful for your investment in my academic journey.

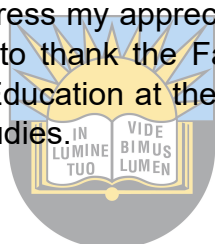


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ACRONYMS

ANC:	African National Congress
ALEVEL:	Advanced Level
ALRI:	African Languages Research Institute
BICS:	Basic Interpersonal Communication Skills
CALP:	Cognitive Academic Language Proficiency
CAPS:	Curriculum and Assessment Policy Statement
CIET:	Report of Presidential Commission of Inquiry into Education and Training
COVID19:	Coronavirus disease 2019
EA:	Education act
ECD:	Early Childhood Development
ERI:	Early Reading Initiative
ICRC:	International Convention on the Rights of the Child
LOLT:	Language of learning to teach
LOP:	Life Orientation Programme
MOPSE:	Ministry of Primary and Secondary Education Zimbabwe
OLEVEL:	Ordinary Level
PANSAB:	Pan South African Language Board
PAPA:	Privacy, accuracy, property and accessibility
PED:	Provincial Education Director
PILRS:	Progress in International Reading Literacy study
POLL:	Personalised Oral Language Learning
PLAP:	Performance Lag Adjustment Programme
READ-TA:	Reading for Ethiopia's Achievement Developed- Technical Assistance project
UNICEF:	United Nations Children's Fund
UNESCO:	United Nations Educational Scientific and Cultural

Organisation

ZILPA:

Zimbabwe Indigenous Languages Promotion
Association

ZIMASSET:

Zimbabwe Agenda for Sustainable Socio-
economic Transformation



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ABSTRACT

Translanguaging involves utilising one language to support the other, enhancing comprehension, and enriching students' engagement in both languages. In a translanguaging classroom, students are encouraged to use their native language, second language, and any other language they know to communicate with their teachers and classmates. This is based on the idea that students should be able to use their entire linguistic repertoire, which is the dialects, registers, and styles an individual possesses to learn and express themselves. Translanguaging is not simply about teaching students their native language or allowing them to use their native language in the classroom. Instead, it is about creating a learning environment where students can use all their linguistic resources to make meaning. This study aimed to investigate the implementation of translanguaging as a medium of instruction to aid the development of a framework that will encourage teaching all languages. The schools were selected based on their proximity. The research was guided by an interpretive paradigm and adopted a qualitative approach. Participants in this study were twenty-four (24) learners, eight (8) teachers, and four (4) Heads of Departments (HoDs) who were purposively sampled. In collecting data, semi-structured and focus group interviews were conducted with learners, teachers, and Heads of Departments to elicit their views on the studied phenomena. The researcher used inductive data analysis, coded categories, and found differences and similarities in the emerging themes to address the research questions. The findings revealed no effective implementation of translanguaging in Nkayi district schools, indicating that the challenges stem from teachers' need for more information on translanguaging and inefficiency in addressing translanguaging during teacher training and that the in-service training conducted in schools on the implementation of multiple languages was impractical and disadvantageous to learners and teachers. The findings revealed that teachers do not implement translanguaging because they confuse it with code-switching, even though translanguaging is different; there is also a challenge in the lack of information on how to use translanguaging and its information because it is a new phenomenon. Therefore, this thesis concludes with recommendations for improving the quality of the implementation of translanguaging in selected schools in the Nkayi District. The study suggests the use of interactive methodologies and the use of all languages available in the classroom as well as the mother tongue as this enriches the understanding, builds confidence, allows learners to grasp concepts, and speaks to the culture of the learners. Thus, the study recommends implementing translanguaging as a teaching approach in the classroom to accommodate learners whose language is not taught. This study recommends that teachers' colleges train potential teachers on emerging strategies. The study also recommends in-service training for teachers as they were training on codeswitching. Language policies should also be revised to accommodate all strategies instead of only codeswitching.

Key Words: language; multiple languages. Language of instruction; indigenous language; strategies, translanguaging

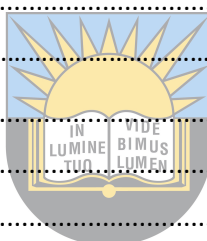
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CHAPTER 1

BACKGROUND AND PROBLEM STATEMENT

1.0 Introduction

The utilisation of translanguaging in educational settings, including in Zimbabwe, is a contentious issue with global implications. Its use in education is a relatively new development, and research is still being done on how best to use it in the classroom. (Oliver et al., 2021). Translanguaging is a new learning strategy that has yet to be fully adopted in Zimbabwean. It accommodates all languages available in the classroom and seeks to be an alternative to code-switching (Omidire, 2022). In every multilingual educational setting, translanguaging has become a buzzword, and everyone is keen to demonstrate their grasp of it (Bouزيد & Javier, 2024). Recently, translanguaging has become more prevalent in education, especially among those who believe that learning occurs more naturally when people utilise their native tongues (Baker & Wright, 2017; Garcia & Wei, 2014).



Mendoza, Hamman-Ortiz, Tian, Rajendram, Tai, Ho, and Sah (2024) see translanguaging as a powerful lens for theorising the communicative practices of bi/multilinguals. Tai and Wong (2022) state that it is also typical to use translanguaging in first language curricula and classrooms; translanguaging techniques help pupils expand their vocabulary and worldview while developing their linguistic and cultural repertoire. According to Nhongo and Tshotsho (2019), translanguaging is one of the teaching strategies used in Zimbabwe's bilingual and multilingual environments of Bulawayo and Matobo to teach science and mathematics. Zhou (2021) also confirms that translanguaging is a widely used strategy worldwide in classroom teaching. Fang et al. (2022) reveal that it can be used in educational material preparation. Schwarzl and Vetter (2019) add that it is used further in written and spoken communication between students and teachers outside classroom contexts, such as business communication. Zhu et al. (2020) add that it is even used in Karate classes, and Sato (2017) adds that it is found in translation works. Therefore, it is also practised in Zimbabwean schools and across curricula.

Nagy (2018) argues that the term translinguaging invented relatively recently, is often employed to characterise the technique and process of transitioning between two languages. Thomas et al. (2022) see translinguaging as a teaching tool, a manner of talking, a manner to show support, and a mental exercise. According to Thomas et al. (2021), the term's ontology is the meaning of the English prefix trans, which can also imply beyond, according to Cenoz and Gorter (2021). In translinguaging, trans signifies across.

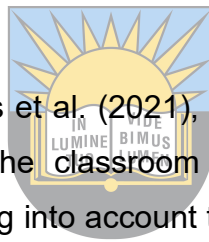
Since it is new and optional in schools, it is the educator's prerogative to use it and reap the benefits that seek to ensure that no learner is left behind and that all languages are respected and adopted in the learning context. Translinguaging becomes pivotal as English, a second language in these scenarios, finds expression during instruction and learning, and the mother tongue remains at the periphery. Governments are not hamstrung to ensure that translinguaging is implemented; education analysts have frequently identified the fundamental cause of the declining pass rate for general science secondary school pupils in Zimbabwe as the difference in language spoken at home and school (Chireshe & Musengi, 2012).

The logo of the University of Fort Hare is a circular emblem. It features a central sun with rays, a book, and a lamp. The Latin motto "IN LUMINE VERITATIS" is written across the emblem. The text "UNIVERSITY OF FORT HARE" is written around the top inner edge of the circle, and "TOGETHER IN EXCELLENCE" is written around the bottom inner edge.

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According to García and Wei (2014), translinguaging is the process through which all students and teachers participate in intricate discursive practices that incorporate all of the language practices used by all students in a class in order to create new language practices, maintain existing ones, communicate and apply knowledge, and give voice to emerging sociopolitical realities by examining linguistic inequality. Mendoza et al. (2024) observe that although this is a strong feeling, it ignores the fact that named languages are not taught in classrooms equally. Scholars specialising in bilingual/immersion and language revitalisation have issued a warning regarding translinguaging pedagogies, which have the potential to undermine justice-oriented objectives by promoting the use of the dominant societal language in learning environments intended for minority languages (Ballinger et al., 2017; Fortune & Tedick, 2019; Nicholas & McCarty, 2022; Wiley, 2022). Thus, translinguaging should be adopted with caution to obtain the desired results.

Spokazi, Luggya and Tanga (2021) argue that the nation's policies determine any educational institution's results exclusively. Student failure is an indicator of the failure of language policies in Zimbabwe. Since the results of students in Zimbabwe have proven to be dismal in rural and seemingly marginalised communities, and affluent urban communities are seemingly doing well, this divide must be addressed. The failure of these students can be attributed to their failure to understand the language of teaching and learning. It is hoped that this can be addressed through translanguaging and that inequalities are addressed, ensuring that learners in rural contexts such as the Nkayi district are at par with their urban counterparts. Hence, translanguaging may be a solution that can address inequalities in societies while preserving the languages of all communities and ensuring that all learners are afforded the same opportunities for success in the educational context, as well as the added benefit of preserving the culture of all communities.



The researcher adhered to Thomas et al. (2021), who argue that one crucial first step in promoting translanguaging in the classroom is to make sure the approach is appropriate for your setting by taking into account the political, linguistic, psychological, and social aspects of the languages in question. The language status in Nkayi district is political, Linguistic, which deals with pupils' language skills. Psychological refers to attitudes towards one or other languages, and social refers to the language's current state and dominance within a group. These parameters were taken into account in this investigation. Daniel and Pacheco (2015) stress that people employ their linguistic skills in various languages to communicate meaning and accomplish their goals, thus forming a cohesive system. The term translanguaging, coined by Cen Williams in 1994, has acquired traction in the academic literature to describe the sophisticated language practices of bilinguals and the pedagogical approaches that take advantage of these activities (García & Lin, 2016). According to Phipps (2019), this strategy means multilingual learners can effortlessly transition between languages. Through translanguaging, a student in Nkayi can easily switch between Shona, Ndebele, and English while still understanding all the information covered in class.

Williams (1994) described the deliberate and methodical use of two languages in a lecture as translanguaging. According to García and Kleyn (2016), translanguaging encompasses a speaker's linguistic arsenal, transcending conventional language limits. Ndhlovu (2018) expands on this idea by presenting two interpretations: the robust version proposes that bilingual people choose which linguistic elements from their repertoire, and the weak version supports fluid language boundaries. According to this viewpoint, language is a dynamic system of people's everyday communication behaviours. García and Lin (2016) argue that the complexity of language dynamics in education is shown by the existence of two opposing theories of translanguaging: one that emphasises national languages with loosened boundaries in bilingual education and the other, a "strong" version that suggests a single linguistic repertoire for bilingual speakers. These theories are the dual correspondence and unitary language system hypotheses. According to the dual correspondence hypothesis presented by Otheguy, Garcia, and Reid (2019), a person who learns many languages adopts and employs only the grammatical system of the language they speak. This is because each language has a unique grammar.



According to MacSwan (2017), a bilingual person's linguistic system is split into two internal divisions corresponding to two externally identified languages. On one hand, these divisions are maintained as independent systems by internal differentiation. For instance, for Thulisani in Nkayi, three separate language systems run concurrent courses if he speaks English, Ndebele, and Shona. On the other hand, the hypothesis of a unitary language system maintains that speakers choose features from a single grammar or language system. Each speaker's social knowledge concerning the specific communicative environment where social interaction occurs informs this choice of features rather than the grammar of a specific language (Otheguy et al., 2019; Vogel & Garcia, 2017). This indicates that bilingual or multilingual persons employ a single internal system that accesses all learned languages, not that there are no two or more distinct language systems. For instance, while Thulisani, who is trilingual, converses with a friend in English, a person approaches him and asks for directions in Ndebele. Regardless of which of the three languages he is speaking, Thulisani would have instant access to that information based on the unitary system theory. Similarly, he

would quickly move between languages because of the context and social knowledge at his disposal.

Bouzid and Javier (2024) argue that to provide a comprehensive overview of translanguaging, they have examined its history and identified two distinct research methodologies: the fluid language methodology versus the fixed language methodology. While 'translanguaging' is used in both, it denotes different phenomena. They have also demonstrated how translanguaging can be conceptualised as both a pedagogy and a practical theory of language and how these conceptualisations can be articulated considering the distinct epistemological foundations of each approach. Understanding the relevant approach is essential when studying or researching translanguaging to clarify its associated conceptual framework. Therefore, we developed a conceptual map visually representing these perspectives, as outlined in Fig 1.



Fig 1: Conceptual Map of Translanguaging Approaches

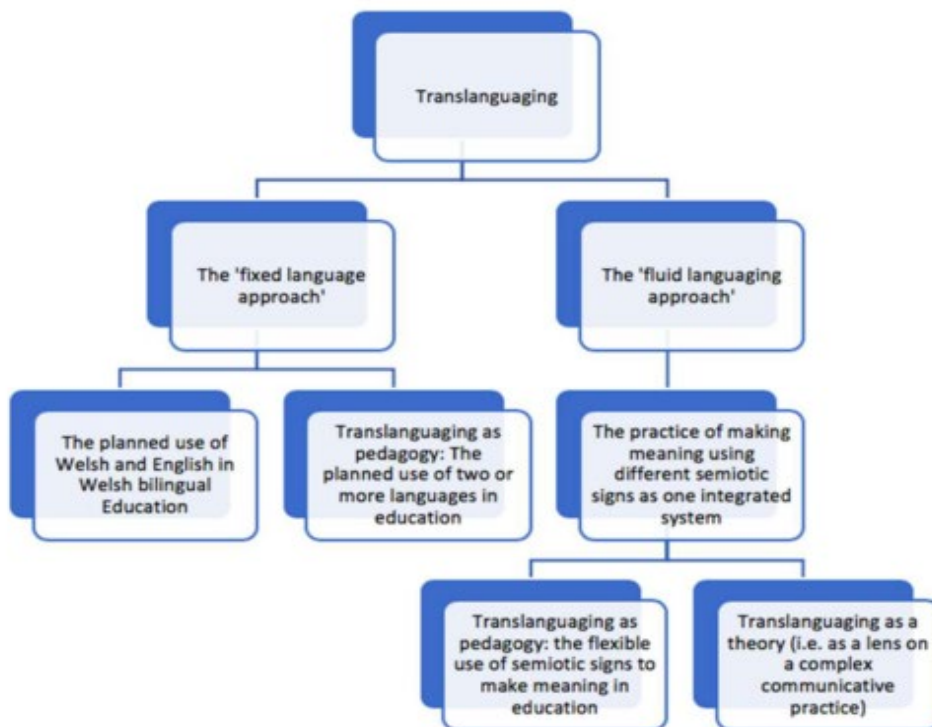
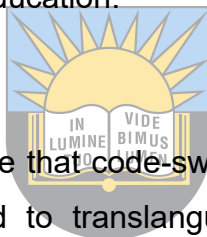


Figure 1. Review of Empirical Work on Translanguaging in Education. Adapted from

Bonacina-Pugh, F., da Costa Cabral, I., & Huang, J. (2021)

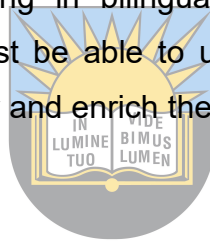
According to Bouzid and Javier (2024), translanguaging has been used to describe the complex meaning-making practices in mainstream multilingual classrooms. These settings encompass both classrooms in the Global South, where colonial legacies influence multilingual communication, and the Global North, which has seen increasing multilingualism due to transnational migration. The Global South comprises nations often labelled as 'developing' or 'undeveloped' (Shoba & Chimbutane, 2013), a classification based on economic and political criteria. Zimbabwe belongs to this category. Decolonial theorist Mignolo (2014) argues that divisions between 'West/East' and 'North/South' have shifted after World War II to legitimise development and modernisation by Europe and the U.S.A., and these tend to reflect some of the many complex dynamics in mainstream education.



Nhongo and Tshotsho (2019) argue that code-switching is the most common method in Zimbabwean schools compared to translanguaging. Codeswitching is a typical learning strategy practised in schools in Zimbabwe and differs from translanguaging. According to Meisel (1989, p. 13), code-switching is "the bilingual's ability to select the language in response to external cues and according to the properties of the linguistic system." In terms of its characteristics, code-switching is much more akin to translanguaging. Afitska (2020) argues that translanguaging gives the speaker far more flexibility in selecting their language strategies, which are not always influenced by outside factors, such as the interlocutor's preferred language. While code-switching appears to be a conversation-saving tactic, translanguaging does not. It is more a manner of being and thinking. It is the normal state of a bilingual or multilingual person's language repertoire. Individuals communicate through spoken words and mental processes, such as self-talk, which helps them make sense of the world around them. When individuals self-talk, nobody guides or limits their natural language choice. All languages have the same status in their linguistic repertoire; that is, linguistic norms utilised for everyday communication and sense-making people choose and combine languages while writing notes for their use. Translanguaging posits that bilinguals have one linguistic repertoire to strategically select compelling communication features

(Celic & Seltzer, 2011). Translanguaging begins with the linguistic practices of bilingual individuals as the standard and not with the language of monolinguals. Therefore, translanguaging goes beyond codeswitching and will help students in the Nkayi district learn better.

Research by scholars such as Brock-Utne and Mercer (2014), Ndamba and Van Wyk (2018), and Ünsal et al. (2017) indicates that studying in an unfamiliar language may hinder educational success, potentially influenced by cultural, linguistic, and socio-economic factors. In many countries, classrooms exhibit bilingual and multilingual compositions, allowing exposure to various minority languages. While this diversity enhances communication and cognitive development, specific languages may face marginalisation within educational settings (Parous, 2013). Cenoz and Gorter (2017) raise concerns that translanguaging in bilingual education may threaten minority languages. However, students must be able to utilise all available languages in the classroom to ensure linguistic parity and enrich the learning experience.



García and Lin (2016) argue that translanguaging was introduced as an approach to bilingualism in bilingual education, focusing on observable practices of bilinguals rather than solely on languages. This approach involves blending linguistic features traditionally assigned to specific languages or varieties to reflect standard global communication practices. García and Lin (2016) highlight that translanguaging encompasses diverse discursive practices bilinguals employ to navigate their bilingual environments and engage bilingually through various multimodal methods in educational settings. Duarte's (2019) research underscores the versatility of translanguaging strategies in facilitating communication among students and educators in multilingual classrooms. However, a limited understanding remains of how this approach can be effectively implemented to enhance learning outcomes.

Lewis, Jones, and Baker (2012b) clarify that translanguaging involves utilising one language to support the other, enhancing comprehension, and enriching students' engagement in both languages. Baker (2011) further emphasises that engaging with a

topic in one language and then expressing it in another requires processing and digesting the subject matter, aiding students in creating meaning and acquiring knowledge. Both languages are dynamically and functionally integrated in translanguaging to facilitate mental processes such as comprehension, speaking, literacy, and learning (Lewis et al., 2012a). This makes translanguaging an asset in the classroom context.

Blackledge and Creese (2010) argue that translanguaging is a form of flexible bilingualism that lacks clear boundaries, placing the speaker at the centre of the interaction. Through ethnographic studies, Creese and Blackledge (2010) provide examples of how teachers in ethnic-belonging supplemental classrooms in the U.K. use their pupils' flexible bilingualism, or translanguaging, to convey ideas and promote cross-linguistic transfer. They explain that both languages are being used concurrently to transmit data effectively, with individual languages contributing a distinct message collectively conveying the complete message.



Hall and Cook (2012) observe that the challenges in incorporating translanguaging into policy and practice within English Language Teaching (E.L.T.) originate from entrenched monolingualism deeply rooted in its framework. Cummins (2008) states that despite the significant surge in international movement and mobility leading to growth, Global North's multilingual population and several language schools still demonstrate two alone moments. Bouzid and Javier (2024) state that this segregation of languages results in minimal attention being paid to the native languages of learners and that language policies, curricula, and assessment methods primarily prioritise national and standard languages. All is not lost, as Bouzid and Javier (2024) note that educators who value translanguaging for its educational advantages and its role in nurturing relationships for mutual empowerment, along with learners and researchers who recognise the potential of this approach in their classroom studies, hold the promise of working together to shape future translanguaging pedagogies. Educators in Nkayi can also be part of this collaborative effort and join their colleagues in shaping future classroom translanguaging practices.

According to Wei (2011), translanguaging bridges linguistic borders by transferring between different linguistic systems, modalities, and structures. Translanguaging includes criticality that uses facts to challenge, question, or convey opinions and creativity that follows or defies linguistic conventions. According to Hornberger and Link's (2012) study, integrating translanguaging techniques into Nkayi's educational setting may help students with different linguistic repertoires acquire language more effectively and create transnational literacy. Teachers in Nkayi can provide a more welcoming and productive classroom setting that uses learners' multilingualism to advance their literacy and cross-cultural understanding by adopting translanguaging practices.

Vygotsky (1978) asserts that language is crucial to cognitive growth (Tan, 2024). Swain (2006) proposed the notion of languaging, which is described as using language to create meaning and shape knowledge and experience, based on the sociocultural theories of Vygotsky (1978). Languaging can be in speaking and writing (Ishikawa & Suzuki, 2023; Swain, 2006). According to Lipkin et al. (2010), it can facilitate cognitive activities by assisting people in organising and tracking their behaviour. When faced with cognitively taxing situations, people may use oral language, such as private speech (Brooks et al., 2010). Meanwhile, taking notes and using written language in drafts can serve as external memory (Suzuki, 2012). Li's (2011) concept of translanguaging was based on discussions of languaging (Swain, 2006), demonstrating the intimate relationship between translanguaging and cognition. According to Li (2011), translanguaging fosters creativity and critical thinking in language use by enabling speakers and writers to communicate a nuanced meaning. Li (2018) states that translanguaging is multilingual, multimodal, and multisemiotic. Using gestures, objects, visual signals, touch, tone, sounds, and other communication modes are all considered multimodal resources (García & Li, 2014). Busch (2013) argues that discussions on translanguaging are shifting the focus from individual languages to speech and repertoire, emphasising the need for flexibility in perceiving languages as dynamic entities.

Cummins (2005) emphasise language's significance in education, highlighting the necessity of recognising diverse linguistic abilities in classroom practices and policies to cater to diverse environments. Cunningham (2018) underscores the significance of preserving learners' languages as part of their culture and promoting cultural transference and identity within the educational system. African cultures and identities play a crucial role in nation-building and are increasingly valued internationally for educational purposes and national development. Maintaining local languages is essential for effective learning and comprehension of concepts among African learners. Canagarajah (2011) defines translanguaging as the skill of multilingual individuals to navigate between languages within their linguistic repertoire as a unified system. He introduces translingual practice as a comprehensive concept encompassing various contemporary language practices. Otheguy, García, and Reid (2015) perceive translanguaging as a social practice and linguistic theory influenced by social interaction and negotiation, suggesting a mental grammar shaped by these interactions.



Although mother tongue instruction has many benefits for cognitive development and cultural preservation, some criticisms highlight the challenges and complexities associated with its implementation. These issues must be resolved if an inclusive and effective educational system is to be developed. There are hardly many resources in the mother tongue. Skutnabb-Kangas (2000) asserts that instruction may be less successful if there are not enough resources available in regional languages. Heugh (2006) notes that teachers' training in mother tongue pedagogy is typically inadequate, which further complicates implementation. Crystal (2000) emphasizes the perceived significance of dominant languages and notes that local languages are viewed as less significant in some countries. This perspective leads to the lack of support for mother tongue education. Language shift is a possibility, where students may improve their proficiency in a dominant language at the expense of their mother tongue. According to Fishman (1991), choosing which mother tongue to use for instruction in multilingual communities can be controversial and may marginalize particular groups. When switching to a dominant language for professional or higher education contexts, students may encounter transitional difficulties that could impair their academic performance. Additionally, parents may worry about their children's employment in a globalized market where major languages predominate, believing that teaching their

children in a local language may limit their employment opportunities (Duflo & Kremer, 2003). Hornberger (2006) asserts that the absence of uniform curricula in mother tongue education may lead to uneven learning outcomes. May (2008) asserts that promoting mother tongue instruction could be viewed as a danger to national unity or identity, particularly if it promotes regionalism. Tollefson (2002) adds that governments usually favor dominant languages above mother tongue education because they lack the political will to implement it properly.

According to the heritage-based curriculum framework for primary and secondary education 2024-30, heritage refers to tangible and intangible natural endowments, such as land, flora, fauna, water, minerals, social and historical legacy, beliefs, languages, and cultural values, that are passed down from one generation to the next. The fundamental principle is an education system that generates products and services that benefit the economy by leveraging environmental awareness and heritage. The thrust is to educate students with the necessary competencies—knowledge, abilities, values, attitudes, and dispositions—essential to the country's development, focusing on human capital development (Heritage-based curriculum framework for primary and secondary education 2024-30). The junior module dictates that pupils demonstrate foundational knowledge and skills in language, literacy, numeracy, and technical areas, displaying competencies in life and work. The Constitution of Zimbabwe officially recognises the following languages: Chewa, Chibarwe, English, Kalanga, Khoisan, Nambya, Ndau, Ndebele, Shangani, Shona, Sign Language, Sotho, Tonga, Tswana, Venda, and Xhosa (Republic of Zimbabwe, 2013). This legal acknowledgement, however, does not imply true inclusion because the language has historically been a very divisive topic in Zimbabwe. According to Nyika (2012), there is no denying that language is a potentially explosive political issue.

According to Batibo's (2005) observations, the difficulties surrounding nation-building and ethnicity are not unique to Zimbabwe; instead, they are a common experience for most postcolonial African states that must balance fostering diversity with fostering social cohesion. Batibo (2005) states that the relative demographic inferiority and restricted public functions of a minority language characterise it. As a result, a minority language can be recognised vertically by its low standing and absence from official or

public settings and horizontally by examining its feeble or nondominant place in different languages spoken in the country or region. Maseko and Dhlamini (2021) argue that false representations of Zimbabwe's sociolinguistic makeup have led people to associate language with ethnicity. Recurrent post-independence governments led by ZANU PF have also contributed to the persistence of this problem because of their deeply rooted methodological and political biases (Ndhlovu, 2009). These governments have enabled language practices that favour the Shona and Ndebele groups and their respective languages at the expense of minority languages (Kalanga, Venda, Tonga, Sotho, Nambya, Xhosa, Tshwao/Koisan, and Shangani), preventing speakers of those languages from participating in issues of national importance (Maseko & Dhlamini, 2021).

According to Ndhlovu (2009), ethnic loyalty significantly impacts Zimbabwean politics to the point that support for various national political parties is based mainly on tribal identification rather than political ideologies. The goal of the acknowledged plurality of languages was to ensure that every community would be served and that every language should be considered. Nyika (2012) acknowledges that language and ethnic identity have been manipulated in Zimbabwean politics to marginalise linguistic and ethnic others. Sadly, the reality on the ground reflects this. Ndlovu (2009) notes that by renaming towns, streets, and government buildings after figures from the Shona liberation struggle, the Zimbabwean government attempted to solidify Shona's hegemony by appropriating memory and history. This presents an excellent opportunity for translanguaging to be implemented to achieve language fairness in classrooms.

According to Shizha (2012), the advancement of knowledge, abilities, and cognitive development is significantly influenced by language used in education. Zimbabwe's constitution recognises sixteen official languages. It also clearly states that all government agencies and institutions, at all levels, must guarantee that individuals impacted by government communications are handled equitably and that their preferred language is used and policies are considered. However, this is not the case on the ground, particularly in the Nkayi district, where Shona and Ndebele are still favoured to the detriment of other minority languages. Only Ndebele and Shona were used as teaching languages during colonisation.

According to Ndlovu-Gatsheni (2011), the colonial state purposefully politicised the issue of ethnicity by preventing African identities from uniting through rigid ethnic boundaries, legal codifications, identity cards, census mapping, and other cartographic methods that divided Africans into various ethnic groupings, into a single national identity. This dates back to 1962 when these languages became hegemonic in education and other fields due to Professor Doke's efforts to standardise them. Ndlovu (2006) bemoans the fact that while fifteen indigenous languages are recognised under the constitution, Shona and Ndebele are more common in upper spheres, with Shona usage accounting for a more significant portion of usage and maintaining Ndebele's marginalisation. According to Ndlovu-Gatsheni (2011), missionary and colonial schools and churches were established, and obliquely straddling students were indoctrinated to disdain the African world and to adore the white world. This implies that the African/black bourgeoisie that began to emerge was involved in the colonisation project.

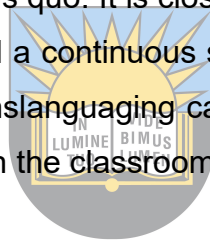


According to Mombeshora (1990), ethnic factors had their roots in pre-colonial times, but the colonial period offered favourable conditions for the concept of tribalism to sprout, flourish, and spread. As Ndlovu (2008) eloquently notes, Doke's efforts to unify Shona dialects had unintended repercussions that perpetuated a skewed portrayal of language variety in Zimbabwe by marginalising other language speakers and reinforcing Zezuru's dominance. Chimhundu (1992) agrees that Doke's follow-up research was one of the most comprehensive sociolinguistic profiles conducted inside Zimbabwe's borders. However, Msindo (2005) agrees that several of the report's recommendations have been blamed for the linguistic chaos that the country is currently experiencing. Many overstated and applied it as a benchmark even when it did not seem appropriate, and he was recognised as a guide for subsequent linguistic, administrative, and political decision-making in Rhodesia and, later, Zimbabwe (Ndlovu, 2009; Chimhundu, 1992).

Maseko and Dhlamini (2021) contend that the Doke report has misinformed language and identity politics even in postcolonial Zimbabwe. The idea that Southern Rhodesia

should recognise only Ndebele and Shona as official native languages is one of the ideas that Msindo (2005) finds unclear. Doke implicitly divided the nation into two significant ethnolinguistic groups, Shona and Ndebele. This has contributed to the persistent perception that Zimbabwe has always been bilingual (Ndhlovu, 2009) and the emergence of the so-called bimodal ethnic dilemma (Ndlovu-Gatsheni, 2008). Maseko and Dhlamini (2021) further warn that Shona and Ndebele language debates tend to turn into ethnic politics after Doke's proposals. This has strained the ties between intellectuals and people.

Consequently, efforts towards revitalising languages have been approached cautiously. It has also been assumed that these works have connotations related to ethnicity and the tribe (Msindo, 2005). This is partially due to the perception that language revival threatens the status quo. It is closely tied to the survival of the culture, customs, religion, chieftaincies, and a continuous sense of community (Msindo, 2005). This study becomes crucial, as translanguaging can simultaneously heal the language divide and ensure language parity in the classroom, fostering national unity.



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The historical bias that has led to the perception of Zimbabwe as a bilingual nation overshadows the existence of other language groups such as Venda, Shangani, Sotho, Xhosa, Tonga, Barwe, Tshwawo, and Sena (Ndlovu, 2006). The colonial legacy continues to influence language choices in education and other spheres, shaping language policies and practices (Ndhlovu, 2008). Nkomo and Maseko (2017) argue that while the two languages, Shona and Ndebele, fare better in terms of status and use in official domains than minority languages, they cannot be considered equal partners in the crime of the oppression of minority languages. Maseko and Dhlamini (2021) state that Shona's preponderance over Ndebele leaves the latter as an oppressed aggressor when further scrutiny is given to its relationship with minority languages. This is attributed to Engelbrecht's (2017) notion of hegemonic favouring, which presents itself through normality thinking or common-sense knowledge. Identifying hegemonic practices in Zimbabwe allows us to shed light on how we think about ourselves and others from an ideological perspective. Maseko and Dhlamini (2021) argue that hegemonic language practices, particularly those used in official

settings that promote Shona, continue to marginalise specific languages and support other language-based exclusionary practices in Zimbabwe.

According to Ndlovu-Gatsheni (2011), there will always be a misconception that Zimbabwe is split into Shona and Ndebele identities until the historical processes of identity expansion and homogenisation are dismantled. As seen by the low-intensity civil war that consumed the Midlands and Matabeleland in the 1980s, Zimbabwe has already paid a high price for entangling its people in this conflict and a bimodal ethnicity beset by distrust. All Zimbabweans benefit from the rich linguistic and cultural heritage of the country's indigenous languages, according to the national cultural policy that the country's Cabinet and Parliament enacted in 1996. This history should be a fruitful source for strengthening national harmony and understanding. Translanguaging can contribute towards achieving this goal.



Chivhanga and Chimenga (2013) contend that given that more than 80% of Zimbabweans speak Shona, utilising it as a language of teaching in schools will benefit most of the population. Mdlongwa and Ncube (2015) add that minority groups have been subalternized as a result of numerous discriminatory, exclusive language practices that have continued this condition of things. Ncube and Siziba (2017) further encapsulate the Shonalization of Zimbabwe by stating that Shona has since gained legitimacy and naturalisation as an equivalent of Zimbabweanness. Maseko and Dhlamini (2021) bolster this claim by stating that the Shona language has become the de facto official language for government work and the civil service. The same writers contend that Shona's hegemony permeates practically every aspect of Zimbabwean life and is not limited to formal public settings. Thus, Ndhlovu (2009) argues that despite claims of limiting homogenisation, Shona hegemony works towards creating a uniform Shona society by openly marginalising other indigenous languages. As Nieto (2011) states, the more distant a child's culture and language are from the school's culture and language, the higher the risk to which the child is exposed. It can be said that, in reality, Shona is the dominant language of instruction that is being promoted and utilised at the expense of other indigenous languages. Therefore, there is no linguistic inclusion, and all current initiatives have proven to promote only Shona

hegemony and are mere box-ticking exercises. This thesis explores the role of translanguaging in language education and its impact on equitable access to the curriculum. Focusing on selected schools in Zimbabwe's Nkayi district, the study examines how translanguaging is implemented to support inclusive learning.

1.1 Definition of key terms

The following terms are very crucial to this study:

Translanguaging — as defined by García and Kleyn (2016), extends beyond the confines of two or more specific languages for bilingual or multilingual individuals. It is more than just instructing students in their native language or permitting them to utilise it in class; it involves establishing a learning setting where students can employ all their language skills to construct meaning. Translanguaging encompasses the diverse language abilities that students bring to the educational environment.

Multiple languages — is a scenario in which two or more languages are employed as the media of instruction. This is also referred to as multilingual. The notion of languages as independent components lets us focus on the general politics of cultural and linguistic distinction and diversity within nations (Amfo & Anderson, 2019).

Language — refers to a part of one's culture and identity. It is the glass through which one examines the world and culture of people (Cunningham, 2018).

Medium of instruction — also known as the language of learning and teaching (LoLT), is used by educators and students to pursue teaching/learning in the conventional classroom.

Indigenous language — a language that originates in Africa as well as for whom the principal orators are innate to African nations (Roy-Campbell, 2003). The word 'indigenous' distinguishes the language from foreign languages. In this research, indigenous language pertains to the mother tongue that learners use as a medium of instruction, and it reflects the culture of the individuals.

English language learners — this term or its abbreviation, English learner, is the term employed by the California Department of Education (2015) to refer to students who

have not met academic standards or passed an English proficiency test in English that fulfil the state's basis for the delineation of English language proficiency.

Evaluation — is primarily a scientific way of inquiry and collecting and providing information to enable effective decision-making (Worthen & Saunders, 2014). The act of rendering judgment to determine a program's value, merit, and worth without diminishing the essential roles played by evaluation in decision-making (Cerna, 2013).

Strategies — are a course of action or positioning in a particular environment (Wagner et al., 2014). This research applied strategies to the techniques selected to generate the utilisation of all languages in the classroom.

1.2 Background to the study

Translanguaging promotes the fluid use of several languages to enrich learning experiences and create inclusive school environments for multilingual individuals and communities, affirming linguistic diversity's value (MacSwan, 2017). Multilingual classrooms vary; some may have multiple languages present but not actively utilised, while others may leverage students' multilingual skills effectively (Brutt-Griffler, 2017). To inform effective policies, it is crucial to accurately identify how multiple languages are integrated into Nkayi classrooms. The European Commission (2015b) emphasises the urgent need for educational practices to adapt to multiple languages in classrooms.

There has been a shift in recognising the importance of learners' primary language in second language pedagogy within school settings (Brutt-Griffler, 2017). The historical influence of colonial languages has contributed to the diminishing status of local languages (Connell, 2015). Connell highlights that neglecting a learner's primary language in favour of a second language can lead to more than just trauma; it can result in frustration and uncertainty, which are neither necessary nor beneficial. Therefore, it was essential for the researcher to assess whether this phenomenon occurred in Nkayi schools.

1.2.1 The global context

This section will delve into the global perspective of translanguaging, focusing on countries such as the United Kingdom, the United States of America, Malaysia, Nepal, Hong Kong, and Hawaii.

1.2.1.1 Translanguaging in the context of the United Kingdom

Building on the historical context in which Zimbabwe was once a British colony, the colonial legacy continues to influence translanguaging practices in the country. This legacy has impacted language policies, education systems, and societal norms, shaping the linguistic landscape and attitudes towards different languages (Mukorera, 2015). The echoes of colonialism can be seen in the preference for English as a dominant language in various domains, potentially marginalising indigenous languages and affecting how translanguaging is perceived and practised (Sah & Kubota, 2022). Educators in Zimbabwe navigating this legacy must consider the power dynamics embedded in language use, strive for linguistic equity, and promote inclusive translanguaging practices that value and empower all linguistic backgrounds present in the diverse Zimbabwean society (García & Wei, 2014; Blackledge & Creese, 2010).

As defined by Otheguy, García, and Reid (2015), translanguaging allows speakers to utilise their entire linguistic repertoire while respecting established language boundaries. Lessons from Wales, where Welsh and English are the official languages, can guide minority language development in regions such as Nkayi. The benefits of translanguaging include improving weaker languages by using stronger ones and fostering metalinguistic skills and vocabulary, which can benefit learners in Zimbabwe (Thomas et al., 2021; Leonet et al., 2020). Translanguaging can enhance cognitive abilities and deepen comprehension of academic material by integrating L1 and L2 speakers and promoting cooperation between home and school. Educators in Zimbabwe can draw valuable lessons from the Welsh context to effectively implement translanguaging practices in the Nkayi district and beyond (Lewis et al., 2012; Baker & Wright, 2021).

Lessons learned from the successful implementation of translanguaging in Wales can guide educators in Zimbabwe to promote nation-building, ensure cultural inclusivity in the curriculum, and enhance the understanding of subject areas. By incorporating translanguaging practices that deepen bilingualism and subject understanding, educators can provide a more stimulating and productive workplace for students in the Nkayi district. Drawing on experiences from Wales, where translanguaging was more prevalent in primary classrooms and arts and humanities lessons, educators in Zimbabwe can effectively tailor their approach to suit different age groups and subjects (Lewis et al., 2012). These lessons can assist educators in Zimbabwe in navigating challenges, promoting linguistic diversity, and fostering a supportive environment for all learners through effective translanguaging practices.



In the United Kingdom, Cunningham (2018) highlights the prevalence of a monolingual approach in classrooms but also recognises the benefits of students using and preserving their home language for communal and expressive purposes. The growing implementation of translanguaging in schools and cultural and reading programs celebrating linguistic diversity have demonstrated positive academic outcomes (Blackledge & Creese, 2010). Makalela (2015) discusses how bilingual individuals can successfully transform monolingual environments, as evidenced in the study by Creese and Blackledge (2010) on British complementary schools, where translanguaging techniques have enhanced audience engagement, identity formation, and literacy development.

Lessons from the United Kingdom's experiences with translanguaging can provide valuable insights for educators in Zimbabwe on promoting linguistic diversity and inclusive learning environments. Understanding the challenges monolingual teachers face in implementing practical translanguaging activities, as Afitska (2020) highlighted, can help educators in Zimbabwe plan and adapt translanguaging practices to suit their students' diverse linguistic backgrounds. By avoiding sidelining home languages and

embracing translanguaging strategies, educators in Zimbabwe can create a more engaging and supportive educational setting (Garcia & Wei, 2014).

Moreover, the importance of encouraging independent translanguaging practices, as suggested by Lewis, Jones & Baker (2012), Velasco and Garcia (2014), and Garrity, Aquino-Sterling & Day (2015), can be valuable for educators in Zimbabwe. By allowing students to utilise available resources for learning and promoting student-initiated translanguaging, educators can foster a more efficient and inclusive environment in the Nkayi district.

Additionally, insights from studies on the prevalence of translanguaging in different age groups, such as secondary versus primary school students, as discussed by Afitska (2020), can guide educators in Zimbabwe in tailoring translanguaging practices to suit the proficiency levels and learning needs of their students. Understanding how schools with a higher percentage of English Language Learners maintain translanguaging practices, as Afitska (2020) noted, can also inform educators in Zimbabwe about promoting and preserving translanguaging in diverse linguistic settings.



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Truth is our legacy

Overall, lessons from the United Kingdom's experiences with translanguaging emphasise the importance of planning, adapting instructional strategies, and promoting multiculturalism through language diversity. By learning from both the successes and challenges faced in the UK, educators in Zimbabwe can effectively implement translanguaging practices to create an inclusive and supportive learning environment for all students.

1.2.1.2 Translanguaging in the context of the United States of America

In the United States, particularly California, educational settings are characterised by diverse student populations from various ethnic, linguistic, and cultural backgrounds. California accommodates approximately 1.6 million English Language Learners (ELL) (Grey & Hall-Clark, 2015). These students, also called English Learners (EL), limited English proficiency, or language minority individuals (Garcia et al., 2010), are still

developing their English proficiency levels to engage in classroom learning, predominantly in English actively. This neglects their native languages, highlighting the need for translanguaging practices to be implemented in Nkayi District, Zimbabwe schools to support teaching subjects in students' mother tongues.

Garcia and Sylvan (2011) focused on fostering dynamic plurilingual practices in education, particularly in international high schools in the United States. Teachers in these schools were encouraged to design curricula that engage students in active learning, utilising both English and students' native languages to comprehend complex material and new language practices. This approach, emphasising active student involvement and linguistic diversity, can be a valuable model for educators in the Nkayi district.



Studies such as Poza's (2018) ethnographic research on a bilingual education program in the San Francisco Bay Area shed light on how students utilise translanguaging practices to enhance academic skills and develop a deeper understanding of content. By allowing and motivating pupils to use their language repertoire to construct meaning, educators can create effective learning environments that cater to diverse language abilities.

Furthermore, insights from Martin-Beltran's (2014) ethnographic research in a multicultural high school near Washington, D.C., show how proficient bilingual students can use translanguaging techniques to bridge linguistic gaps and enhance communication. This highlights the versatility and effectiveness of translanguaging strategies in supporting diverse learners. The lessons from Menken's (2013) critical review emphasise the academic advantages of maintaining home languages through bilingual education for emergent bilingual students. Understanding the challenges multilingual students face in assessments and exams due to language barriers, as Menken (2010) highlighted, underscores the importance of inclusive assessment practices that consider students' linguistic backgrounds.

Moreover, collaborative efforts between teachers and researchers, such as those explored by Tian and Shepard-Carey (2020), can shape classroom practices positively through translanguaging co-stance, co-design, and co-shifts. Educators can create inclusive learning environments that benefit all learners by engaging in open discussions, collaborative planning, and flexible pedagogical designs incorporating students' linguistic repertoires. Educators in Zimbabwe can learn from the success of translanguaging practices in the United States by promoting active student involvement, embracing linguistic diversity, and incorporating students' native languages into the learning process. Avoiding neglect of home languages, fostering collaborative efforts among stakeholders, and implementing inclusive assessment practices can contribute to a more supportive and effective educational environment in Zimbabwe.

1.2.1.3 Translanguaging in the context of Malaysia



Rajendram's (2022) study on translanguaging demonstrated how racial politics and language regulations affected the language use of Malaysian-Indian fifth-graders in two English-language classes in Malaysia. Rajendram (2022) examined how some forms of bi/multilingualism (such as bilingualism in English and Malay, the national language) were preferred over others, even in the bottom-up interactions of the students themselves, even though at least 137 languages are spoken in Malaysia. Using Duarte's (2016) translanguaging constellations as a framework for the study, Rajendram (2022) examined the named language combinations that students employed during their translanguaging process, as well as the variables that facilitated or hindered the utilization of their complete linguistic repertoire.

Rajendram (2022) was interested in determining whether there were differences between the cognitive, linguistic, social, and pragmatic functions accomplished through translanguaging constellations, such as Tamil-English and Malay-Tamil, with the aim of better understanding of how teachers might expand students' translanguaging to include all named languages in their repertoires. This research was built on Wei and Ho's (2018) study, which demonstrated that languages play different roles and interact

in complex and dynamic ways for different purposes and under different conditions by keeping an eye on the class for six months. According to Rajendram's (2022) research, students' use of translanguaging was highly contextualized and dependent on micro and meso-level factors. These factors included group dynamics, such as using English only when a dominant group member enforced an English-only rule, and the domain of language learning, such as more liberal use of translanguaging while speaking but not in writing. Despite being proficient in all three listed languages, students deliberately used various aspects of their repertoires. This is also the case in Zimbabwean schools.

These translanguaging constellation findings were connected by Rajendram (2022) to macro-level language policy and planning, such as the languages that pupils have acquired for academic reasons as a result of previous schooling. Additionally, Rajendram (2022) examined how administrators' expectations and institutional norms compelled teachers to uphold the school's English-only policy, which forced many pupils to participate in the aforementioned covert translanguaging. The financial status of the students also had an impact on how they used language. Because middle-class parents felt that speaking English would help their children succeed in school, get respectable jobs, and move up the socioeconomic ladder, their children utilized the language more frequently. Due to their frequent translanguaging and living in linguistically and ethnically diverse neighbourhoods, students from low-income families used English, Tamil, and Malay more frequently. Furthermore, many students in the class avoided using Malay despite their fluency, except for grammar-focused assignments, due to unequal power relations and political conflicts between the Indian and Malay ethnic groups in Malaysia. Thus, educators can learn from this extensive research conducted in Malaysia to avoid perpetuating these language injustices in classrooms in Zimbabwe.

1.2.1.4 Translanguaging in the context of Nepal

Sah (2021) examined how nationalism and neoliberalism have historically influenced Nepal's Medium of Instruction (MoI) policies in another ethnographic study that examined the classroom in light of macro-level ideology. While students and teachers employed various forms of Nepali English translanguaging to teach and study

academic material and vocabulary, there was no instance of using the mother tongue of the Indigenous pupils, Nepal Bhasa, in a school in an Indigenous Newari community in the Kathmandu Valley. Similar findings were made by Sah (2022a), who conducted a critical ethnographic study on the development and use of EMI policies in a public school serving a Madhesi ethnic minority community. She discovered that bilingualism between English and Nepal was also the most common communication method in the classroom. Most Madhesi educators and learners disapproved of their mother tongue, Bhojpuri, and actively denigrated it. To enhance subject comprehension and classroom discussion, teachers and students supplemented EMI with Nepali language use and non-linguistic or multimodal translanguaging, such as letter hints, high/low tones, and gestures. This approach might be referred to as trans-sanitising. (Lin, 2019). However, in a different study, Sah and Li (2018, 2022) observed that teachers' blending of Nepali and English was not always understandable due to their deficiency in translanguaging competence (Canagarajah, 2014), which is the capacity to use all of the students' languages in a meaningful and efficient manner in order to carry out instructional tasks.



According to Sah (2022a), linguistic ideologies ingrained in the national Mol policy can persuade policy arbiters at the school level to prioritise recognising specific languages over others. The National Curriculum Framework (MoE, 2007) identifies Nepali-English, or Nepali and English, as the Mol in primary education, even though the mother tongue can be used at all educational levels. This has caused school administrators to translate Nepali-English bilingualism as the only medium of instruction. This influenced the beliefs of educators and learners that languages other than English and Nepali were unsuitable for academic pursuits. Furthermore, most pupils attending Nepal's public schools are from low-income households that view English as a language asset they may use to combat social exclusion.

Sah and Kubota (2022) refer to this type of elite bilingualism as liberal translanguaging, which occurs when nationalist and neoliberal ideologies dictate how languages are used in the classroom rather than considering the pupils' entire linguistic arsenal. Alternatively, they suggest critical translanguaging to defend the language, culture, and identity of people who have traditionally been marginalised by opposing

ideologies that unfairly place languages and their users (Sah & Kubota, 2022). Because children's home languages are being improperly positioned in school language discourse, English-Nepali translanguaging still needs to provide equity and equality in the Mol policy (Sah, 2022). The issue of how to use translanguaging pedagogies to support the advancement of local and indigenous languages in formal education emerges because systemic exclusion like this maintains the imbalance of power between official and minority languages in education (Sah & Kubota, 2022; Sah & Li, 2018, 2022). Translanguaging should be used in the classroom to guarantee that no student is left behind.

1.2.1.5 Translanguaging in the context of Hong Kong

Tai and Wei (2021a, 2021b) studied translanguaging in a secondary English-medium mathematics classroom in Hong Kong, where instruction was officially only in English. However, the teacher did not adhere strictly to this policy for pedagogical and affective reasons and even used less proficient language resources than the students. For example, when some Mandarin first language (L1) students evaluated their Cantonese L1 teacher's Mandarin pronunciation, this contributed to a moment of teaching the teacher pronunciation (Tai & Wei, 2021a). However, new hierarchies were established in its place, such as the linguistic superiority of first-language (L1) speakers over second-language (L2) speakers and standard Mandarin in Hong Kong, temporarily upsetting the classroom hierarchy. Studying micro-level interactions can help us understand how people, such as this instructor and their students, shape classroom norms and identities by inviting, correcting, legitimizing, idealizing, correcting, or dismissing how others use language. When studying various languages, dialects, registers, speaking styles, and the strategic coordination of multimodal resources, this topic must be considered more (Ho & Tai, 2020; 2021).

Tai and Wei (2020; 2021a, 2021b, 2021c) also shed light on what occurs when educators utilize a variety of information sources to support effective communication and subject learning. They contend that by fostering reciprocity in knowledge building

and recognizing students' expertise in the classroom, translanguaging provides an environment where teachers and students can learn from one another. In order to create a technology-mediated space for multilingual ethnic minority students, for instance, they demonstrated how an EMI mathematics teacher used an iPad to expand his semiotic and spatial repertoire (Tai & Wei, 2021c; Tai, 2022). This connects translanguaging to inclusive practices, which calls for EMI mathematics and science teachers to mobilize various resources and draw from the collective knowledge of students in order to create bridges between students' funds of knowledge and the cultures of school science and mathematics.

1.2.1.7 Translanguaging in the context of Hawai'i

Mendoza (2023) attended two different secondary English classrooms in Hawaii: one where the majority of students spoke Ilokano and another where the majority spoke Filipino with Tagalog as their first language but were of Cebuano, Ilonggo, Tagalog, and Ilokano ethnicity. Mendoza (2023) discovered that while translanguaging was valued and promoted in both courses, other students who spoke Cantonese, Chuukese, Mandarin, Marshallese, Samoan, or Vietnamese were impacted by the translanguaging of the numerical majority in each class. In one class, Mendoza (2023) discovered that quieter Filipino boys, Filipino girls, and members of linguistic minorities like Marshallese and Chinese students seemed to become more inhibited and stopped speaking altogether the more freely some Filipino-speaking boys translanguaged in both small-group and whole-class talk. In the other class, the academic keepers' productive use of Ilokano to complete academic work in English led two students—an academically strong Samoan singleton and an English-dominant Ilokano student—to support a speak English classroom language policy, which they claimed would give them more access and less marginalized linguistic identity positionings.

Additionally, Mendoza (2023) discovered that members of each class with high levels of linguistic capital in academic literacies in English were also primarily proficient in non-English languages and peer-group codes; for instance, Filipino students' use of K-pop vocabulary had the fewest linguistic vulnerabilities and, consequently, the most

significant authority to establish appropriate language standards in the classroom ecology, which Blommaert, Collins, and Slembrouck (2005) refer to as "the order of indexicality," or the establishment of particular norms by which people's language production is assessed, either explicitly or implicitly. According to Mendoza (2023), educators must honour the dominant language in the class and these central language brokers' linguistic identity positioning and sense of self-worth. Even though they may appear dominant, their ability to shape language standards and social norms in a small culture and significantly influence others' positioning depends mainly on their sense of security (Jaspers, 2011; Talmy, 2008). This is especially true in a class where students are not part of a single bi/multilingual community outside their class (Faltis, 2001).

1.2.2. The African context

This section will delve into the African perspective of translanguaging, focusing on the African Union, Nigeria, Ethiopia, South Africa and Zimbabwe.



1.2.2.1 *Translanguaging in the context of the African Union*

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Africa has always had an abundance of dialects and languages. According to Bangura (2014), there are more than 2100 African languages in Africa. Segregation separated one cultural group; for instance, it divided the world into two or three nations. Interestingly, more than 400 indigenous languages are spoken in Nigeria, 206 in the Democratic Republic of Congo, 180 in Cameroon, 120 in Tanzania, 80 in Ethiopia, 63 in Angola, and 25 in Mozambique (Mawere, 2016). Although Nigeria has over 400 languages spoken, three languages, Yoruba, Igbo, and Hausa, are the most widely spoken. However, an Igbo-speaking Nigerian would not accept Yoruba, nor would a Yoruba-speaking Nigerian accept Hausa as part of their linguistic identity (Mawere, 2016). Kibler (2005) argues that policies that support linguistic diversity are seen as a problem by many nation-states, as opposed to a resource or a right. Nhongo and Tshotsho (2019) argue that given that multilingualism is closely associated with Africa, it would be a grave breach of language rights to reject its presence in the continent's educational system. Makalela (2015) contends that despite the claims of numerous

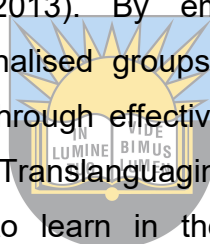
language policies in Sub-Saharan Africa, African multilingualism has always been viewed through a monoglossic prism, one language at a time. Research by Van der Walt (2016) found that students from a variety of linguistic backgrounds make up the majority of students in African classrooms, especially those in urban areas. Brijlall (2008) notes that students in a multilingual classroom do poorly when instructed in English and suggests that language flipping is a part of the learning process. Van der Walt (2016) concludes that classes at African higher education institutions are made up of students with various linguistic backgrounds and suggests that methods for managing these kinds of classes should be developed. This emphasises how crucial it is to value and celebrate the variety of native African languages.

According to Mutasa (2006), three declarations on African languages have been accomplished. Foremost, there was the African Language Plan of Action, followed by the Harare and Asmara declarations. In July 1986, government and state leaders gathered at the African Union (AU), formerly the Organization of African Unity (OAU). They recognised that language is at the core of people's culture and that home-grown African languages can enhance social and economic expansion (OAU, 1986). However, this has yet to be fully realised. The African Union People's Communication Charter (1999, Article 9) on Diversity of Languages states that all individuals have the right to speak diverse languages. This encompasses the liberty to express oneself and gather knowledge in one's native language, the liberty to employ one's native language in state-funded academic institutions, and the liberty to follow sufficient minority language guidelines. This ensures that small communities are not neglected or underserved, upholding their liberty as an ethnic group (Ndawana, 2019). The Charter (Article 3) also underscores individuals' entitlement to access viewpoints, knowledge, and concepts in a language they know and comprehend. Human rights organisations emphasise the significance of employing mother tongues by all individuals worldwide, leading to the observance of International Mother Language Day every year on February 21 (Ndawana, 2019).

Literature underscores the prevalent use of former colonial languages as the primary medium of instruction in African countries, reflecting a legacy that has persisted post-

colonialism (Mazuruse, 2016; Kioko et al., 2014; Trudell, 2016). Despite the multilingual nature of many African nations, European languages dominate official activities and educational systems, hindering the promotion of indigenous languages (Mawere, 2016). The stigmatisation of smaller language groups rooted in colonial history persists today, with little post-liberation done to address this issue (Ndawana, 2019). Choosing a former colonial language as a neutral communication medium is often considered pragmatic because of historical administrative structures and experienced personnel (Hazen, 2018).

It is essential to adopt translanguaging to foster social inclusion, cultural preservation, and economic growth in Africa. Translanguaging can promote cultural heritage, facilitate social integration, and bridge linguistic divides by allowing fluid communication across languages (Anchimbe, 2013). By embracing translanguaging, African communities can empower marginalised groups, enhance educational equity, and stimulate economic development through effective communication and interaction in diverse linguistic environments. Translanguaging can also improve educational outcomes by allowing students to learn in their preferred language, enhancing cognitive and academic performance.



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Lessons from Africa highlight the importance of promoting and preserving indigenous languages through translanguaging. By acknowledging the wealth of cultural heritage embedded in African languages and leveraging translanguaging for communication and learning, individuals in Zimbabwe can foster multicultural understanding and unity while promoting sustainable development. It is crucial to avoid perpetuating the marginalisation of indigenous languages in favour of global languages or urban vernaculars, as this undermines linguistic diversity and cultural richness (Anchimbe, 2013). Embracing translanguaging can facilitate inclusive education, empower communities, and drive economic growth by tapping into linguistic resources present in diverse African societies.

In navigating the challenges and successes observed in Africa regarding language policies and planning, individuals in Zimbabwe can draw insight into the importance of valuing and promoting indigenous languages. By prioritising translanguaging practices in educational settings and beyond, Zimbabwe can enhance its social inclusion, cultural preservation, and economic development. Avoiding the perpetuation of colonial language dominance and prioritising the recognition and utilisation of indigenous languages can pave the way for a more inclusive and linguistically diverse society in Zimbabwe.

1.2.2.2 *Translanguaging in the context of Nigeria*

A diverse linguistic landscape in Nigeria is evident, with approximately 140 million people speaking approximately 527 languages, as Ugwuona (2020) noted. English serves as the official language, alongside major national languages such as Hausa, Igbo, and Yoruba, in addition to over 390 other state and minor languages (Agbedo, 2011). Nigerian languages are categorised into African language families such as Afro-Asiatic, Nilo-Saharan, and Niger-Congo, with the Niger-Congo family encompassing languages such as Igbo, Yoruba, Igala, Edo, Idoma, and Nupe (Blench, 1998). Hausa, a prominent language in Nigeria, belongs to the West Chadic subgroup of the Afro-Asiatic family and is widely spoken in Nigeria and across West Africa (Ugwuona, 2020).

Their values in education and instruction underscore the significance of indigenous languages in Nigeria. Initiatives such as the Heritage Language Education Program have been implemented to preserve ethnic languages and promote cultural heritage through education (Gora, 2013). Drawing lessons from Nigeria's success in promoting indigenous languages in education can provide valuable insight for Zimbabwe. By prioritising mother tongue education and incorporating indigenous languages into the curriculum, Nigeria has demonstrated the importance of preserving linguistic diversity and fostering a sense of national identity (Gora, 2013). Zimbabwe can benefit from these lessons by emphasising the teaching of native languages in schools to enhance cultural preservation and promote inclusive learning environments.

Lessons from Nigeria's language policy implementation can guide educational practice in Zimbabwe. By following Nigeria's approach of starting with mother tongue education before transitioning to English as the medium of instruction, schools in Zimbabwe can improve academic performance and promote linguistic diversity (Mawere, 2016). Avoiding the pitfalls of delaying the introduction of Indigenous languages in education and prioritising the use of colonial languages over local languages can help Zimbabwe create a more inclusive and culturally rich educational system. Embracing translanguaging practices can facilitate effective communication and learning by leveraging diverse linguistic resources available in both countries.

1.2.3 *Translanguaging in the context of Ethiopia*

In Ethiopia, a nation characterised by rich linguistic diversity with over 85 languages spoken, the Education and Training Policy of 1994, revised in 2021, upholds the right to utilise mother tongues in primary education, leading to the implementation of approximately 33 languages as Mediums of Instruction (MoI) in schools (Gelagay, 2023). The country's historical use of languages, such as Amharic, for official communication and education reflects a complex interplay of linguistic policies and practices to promote national unity and cultural diversity (Dires, 2019; Cooper, 1989).

Lessons from Ethiopia's approach to multilingual education can provide valuable insights for Zimbabwe in fostering linguistic diversity and inclusive learning environments. Ethiopia promotes student multilingualism and cultural preservation by emphasising regional and local languages alongside English in education (MOE, 2021; Ado et al., 2021). The fluid use of multiple languages, known as translanguaging, is a common practice in Ethiopian classrooms, where code-switching and code-mixing are utilised for effective communication (Temesgen & Hailu, 2022; Sime, 2019). This flexible and contemporary approach to language use aligns with the concept of translanguaging, which allows seamless language transitions and bilingual practices among students and teachers.

Ethiopia's historical use of indigenous languages for official transactions and education highlights the significance of linguistic diversity and promoting cultural heritage (Mawere, 2016; Bender et al., 2015). By mandating primary education in indigenous languages and recognising the equality and respectability of local languages, Ethiopia has set precedents for inclusive language policies (Ambatchew, 1996). Schools in Zimbabwe can draw lessons from Ethiopia's experiences of implementing translanguaging practices that celebrate linguistic diversity and enhance educational outcomes.

Avoiding the criticism faced by bilingual practices in Ethiopian classrooms and appreciating the value of translanguaging can assist in building a more welcoming and practical learning environment in Zimbabwe. By recognising the benefits of using multiple languages in education and embracing translanguaging as a natural and valuable practice, Zimbabwe can enhance cultural preservation, promote linguistic diversity, and improve educational equity.



1.2.4 Translanguaging in the South African context

In post-apartheid South Africa, recognising the 11 official languages has yet to be equally important for all languages, with Afrikaans and English remaining crucial in educational settings. Translanguaging, using multiple languages for learning and communication, is vital in enhancing concept literacy and communication in South African education (Madiba, 2014; Makalela, 2018, 2016). Lessons from South Africa's successes and failures in promoting translanguaging can provide valuable insights for Zimbabwe. Understanding the complexities of language use in post-colonial settings and the impact of colonial legacies on research methodologies can guide the effective implementation of translanguaging practices in Zimbabwean educational contexts (Ndhlovu, 2018). By encouraging the adoption of translanguaging, Zimbabwe can enhance linguistic diversity, promote cultural competence, and improve learning outcomes for students from diverse language backgrounds.

Lessons from South Africa underscore the importance of recognising and supporting learners' first language (L1) to facilitate their learning process (Hillman et al., 2019; Moody et al., 2019; Omidire, 2019b; Smith et al., 2020). Avoiding the marginalisation of indigenous languages and ensuring equitable instruction in multiple languages can contribute to enhanced multilingual education and positive school experiences for students in Zimbabwe. Efforts to merge orthographies of cognate languages and promote indigenous languages can foster equity, social justice, and linguistic diversity in educational settings (Makalela, 2005; 2015a).

Experiences in South Africa highlight the need to challenge historical power dynamics that perpetuate inequalities in access to opportunities through language dominance. By promoting translanguaging practices and mother-tongue instruction, Zimbabwe can enhance academic performance, facilitate language acquisition, and promote linguistic diversity in alignment with the Ubuntu worldview of interconnectedness (Makalela, 2014; Marnewick, 2019). Implementing a three-language formula to ensure proficiency in multiple languages can also be explored to enhance teaching effectiveness and student learning outcomes (Goppelt, 2018; Alexander, 1995). By learning from South Africa's experiences with translanguaging and language policies, Zimbabwe can work towards decolonising language practices, promoting linguistic inclusivity, and fostering a more equitable and diverse educational environment.

1.2.5. The Zimbabwe context

Zimbabwe has diverse societies, cultures, and histories (Ndlovu, 2017). As a multilingual nation (Gora, 2014), language is essential in shaping Zimbabwe's past and present. The primary education reforms in Zimbabwe pre-independence included The Frank Tate Commission (1922), Fox Commission (1935), Kerr Commission (1952), Judges Commission (1963), and Lewis-Taylor Committee (1974) (Curriculum Framework for Primary and Secondary Education, 2015-2022). Unfortunately, during Zimbabwe's colonial rule, foreign languages were elevated to the top of the multilingual scenario, whereas African languages were demoted to a subordinate role (Gora, 2014;

Ndamba & Van Wyk, 2018). However, immediately after liberation in 1980, Zimbabwe recognised the importance of using the mother tongue in studying. To elevate the position of indigenous languages, a language in education policy was constructed in Section 55 of Part XI of the Education Act of 1987 (Ndamba & Van Wyk, 2018).

The Nziramasanga Commission recommended prioritising Shona and Ndebele in education, with English for international communication. This has not been effective, as it is argued that the country's political independence did not improve things much because the new administration reinstated the colonial linguistic regulations that have kept English's supremacy over other languages (Mkanganwi, 1992) through the inheritance situation (Gellar, 1973) and elite closure (Scotton, 1990) whereby those in power seek to establish or maintain dominance through linguistic choices that prevent or limit access to political and socioeconomic power and privilege by the non-elites (Scotton, 1990). However, in terms of practice, in Zimbabwe, Shona, the majority language, is utilised; minority communities and languages are underrepresented in education. Predominantly, Shona-speaking educators are flooding and being deployed in these minority communities, essentially robbing native speakers of their languages. Minority languages are primarily used in rural communities in Zimbabwe, and their use is related to rurality. These communities are marginalised and poor, suffer from years of neglect and underdevelopment, and are often bedevilled by poverty and high failure rates. If translanguaging is implemented, it will bring social justice to these forgotten contexts.

Oliver et al. (2019) argue that while the curriculum can allow translanguaging in the classroom, despite policy signals, implementing it in a system of education where comprehension is limited to one language is difficult. This challenge is bedevilling Zimbabwe. According to Valdes (2020), all language programs must align with educational policies and graduation or credit criteria at the local, state, federal, or worldwide levels. Examples include assessments for internationally recognised languages or high school exit exams. Mendoza et al. (2024) point out that these broad forces and ideologies of language, race, class, and identity—including theories and conceptualisations of language, bi/multilingualism, and first/additional language

acquisition—constrain teachers and local curriculum designers from responding to perceived student needs.

The predicament of marginalised languages is exacerbated by Zimbabwe's lack of a comprehensive language policy (Maseko et al., 2021). The Zimbabwe Language Policy, outlined in the Education Act of 1987, aims to promote teaching indigenous languages like Shona, Ndebele, and Tonga in primary schools (Muchenje et al., 2013). However, challenges persist in addressing the various language requirements of pupils and ensuring the inclusivity of all Indigenous languages. The dominance of Shona and Ndebele marginalises other languages, hindering linguistic diversity and translanguaging practices in education (Nhongo, 2013). Despite policy revisions, gaps in educator proficiency and resource limitations impede effective implementation, highlighting the need for enhanced government engagement and support to bridge these gaps.



Maseko, Dhlamini, and Ncube (2021) state that in Ndhlovu (2009), the history of language mineralisation in Zimbabwe is explained and Clement M. Doke is specifically blamed for the state of language politics today. According to Ndhlovu (2009), the Rhodesian government assigned Doke, a professor of Bantu languages at Wits University in South Africa, to study and provide guidance on the indigenous languages to develop a standard Shona orthography. He goes on to say that although Doke's mission was clear, he nonetheless made suggestions for the entire nation, elevating Shona and Ndebele to the status of the sole indigenous languages recognised by the government (Chimhundu, 1992; Msindo, 2005; Ndhlovu, 2009). The historical development of language policies in Zimbabwe, mainly focusing on Shona and Ndebele, has dramatically influenced linguistic diversity and translanguaging practices in the educational environment. The overall effect of policy decisions, or lack thereof, has been the vilification and downgrading of indigenous languages regarding their development and functional distribution (Bamgbose, 2011). Maseko et al. (2021) argued that the general trend of Zimbabwe's contemporary language politics has aligned with Doke's suggestions. The idea that Zimbabwe has always been a

multilingual nation was strengthened by recognising only two languages, Shona and Ndebele (Msindo, 2005; Ndhlovu, 2006; 2008; 2009).

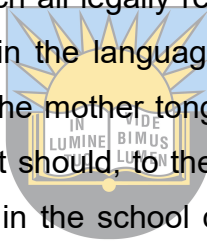
Postcolonial trends such as Shonalisation further marginalise Ndebele, restricting linguistic diversity and acceptance in Zimbabwean society (Ndlovu, 2006). Educators can enhance multilingualism, communication, cultural appreciation, and learning outcomes by recognising the diverse linguistic influences that have shaped Ndebele. Challenges in policy implementation persist, hindering effective translanguaging practices in education and the advancement of linguistic diversity and inclusivity in Zimbabwean schools. Addressing gaps through comprehensive approaches involving adequate resources, educator training, and community engagement is vital for fostering effective translanguaging practices and ensuring linguistic inclusivity in educational settings.



Zimbabwe launched its curriculum Framework for Primary and Secondary Education, which ran from 2015 to 2022, and this has been replaced by the Heritage Based Curriculum, which will run from 2024-2030, which aspires to create a highly qualified student with a Zimbabwean perspective, among its objectives are the promotion and preservation of the Zimbabwean identity, lifelong learning, preparing students for a knowledge-driven, innovative economy, and preparing them for sustainable development, peace, and participatory citizenship (Curriculum framework for primary and secondary education, 2024-2030).

Ironically, this comes against the backdrop of implementing the transformed teacher education curriculum in all teachers' colleges, the Education Amendment Act, which came into force on March 6, 2020. This was an Amendment of Acts 5/1987, 26/1991, 24/1994 (s. 70), 19/1998 (s. 15), 22/2001, section 62 of Cap 25:04 of Section 62 ("Languages to be taught in schools") which read: Subject to this section, the three main languages of Zimbabwe, namely, Shona, Ndebele and English, shall be taught in all primary schools from the first grade as follows: Shona and English in all areas where the mother tongue of the majority of the residents is Shona; or Ndebele and


English in all areas where the mother tongue of the majority of the residents is Ndebele. Prior to the fourth grade, either of the languages referred to in paragraph (a) or (b) of subsection (1) Shona may be used as the medium of instruction, depending upon which language is more commonly spoken and better understood by the pupils. From the fourth grade, English shall be the medium of instruction, provided that Shona or Ndebele is taught subjects on an equal time allocation basis to the English language. In areas where minority languages exist, the Minister may authorise teaching such languages in primary schools in addition to those specified in the subsections. In terms of curricula and examinations, the Secretary shall determine the curricula and examination system for all schools and, in so doing, shall not determine different curricula and examination systems for different schools because they are government schools or non-government schools. The section of the Principal Act was removed and replaced with the following: 62 Languages to be taught in schools: all schools must make an effort to teach all legally recognised languages; guarantee that examinations will be administered in the language of instruction; and guarantee that early childhood education will use the mother tongue as a medium of teaching. Every language used or taught in this part should, to the greatest extent feasible, reflect the culture of the people who speak it in the school curriculum. The act is now silent on pursuing Shona and Ndebele and examinations.



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The controversy surrounding the transfer of an ECD teacher to Zimbabwe due to language issues, known as the uqethu phenomenon, led to mixed reactions and highlighted tribal sensitivities. The Deputy Minister of Higher and Tertiary Education, Simeliszwe Sibanda, was involved in the demand for the teacher's transfer, resulting in his dismissal (statement on July 1, 2024, from the Office of the President). There is a need for the importance of teaching children in languages they understand for equal access to education and for policies supporting local languages in education and devolving governance to address the ethnic divide. Deputy Minister Sibanda clarified his intentions, expressing regret and dedication to national progress. The President eventually pardoned him after representations and apologies (communication by the President's chief Secretary, July 31, 2024). This incident underscores the importance of translanguaging in education for effective communication among diverse linguistic communities, fostering social cohesion and unity in Zimbabwe schools.

The drive to promote Shona in schools in Zimbabwe can be better explained by Phillipson (2003), who argues that favouring one language often leads to the marginalisation of others, creating a homogenising effect that oppresses various languages, which can be said to be evident in communities in Zimbabwe. Many have defended this push for Shona without fully understanding the underlying power dynamics associated with the language. Pippins, Salcedo, Toler-Hoffman, and Weldon-Caron (2021) highlight dominant cultures' historical use of language to wield and maintain power. Pallapothu (2018) emphasises the advantage of being raised in a society where one speaks a powerful language, granting privileges such as more accessible access to social, political, and educational institutions and forms of capital.



The Ministry of Primary and Secondary Education's heritage-based curriculum 2024-2030, which is aligned to Heritage Based Education 5.0, Vision 2030 and dictates of NDS 1, and the ESSP 2021 – 2025, seeks to strengthen the achievements and gains made during the implementation of the preceding Curriculum Framework 2015-2022. It has the identification of pupils' achievements in targeted skills, which is to start from ECD through the implementation of school-based continuous learning activities; this is done at a time when the mother tongue of the child is utilised and cherished and followed up by certification at the point of readiness by relevant accrediting bodies that are carried out at all levels. School-based continuous learning and assessment will be critical in identifying and nurturing skills development to help place pupils on suitable pathways. It observes that there is a need for mindset change. It accepts that relevant quality education and innovation should drive the country towards modernisation, industrialisation, and Vision 2030. This may be good on paper, and even though minority languages are acknowledged in the Education Act (2020), Education Amendment Bill (2019), and the Constitution of Zimbabwe (2013), their implementation in the curriculum is not guaranteed, with results from the ground pointing the hegemony of Shona over alternative languages. There is still a gap in effectively incorporating all languages into the curriculum, highlighting the necessity of this research on translanguaging in the Nkayi district.

Figure 1.1 below by Bail (2010) provides a summary of a successful framework for the implementation of education policies. It shows all components required for the implementation process to be successful. Resources, pedagogy, community support, and motivation are the essential features. It can be said that this could be a helpful guide for Nkayi District.

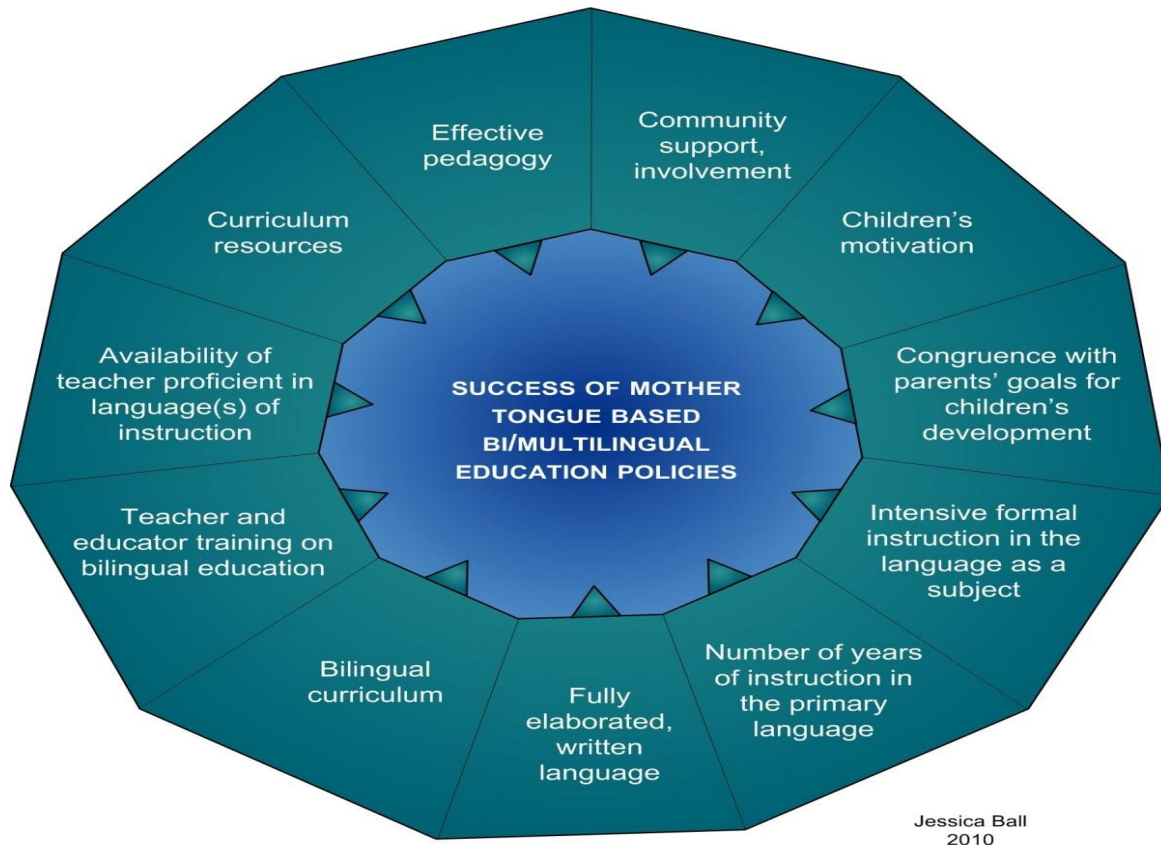


Figure 1.1 Success of mother tongue based multilingual education policies adapted from Bail (2010)

Figure 1.1 shows how much work is required to achieve successful implementation. The graphic illustrates the interconnected components that work together to guarantee the successful implementation of translanguaging. It is essential to emphasise the modifications made to align the model with the translanguaging method to demonstrate how the concepts of mother tongue-based bilingual/multilingual education policies supported by Bail (2010) are applied in a project focusing on translanguaging in the Nkayi area. Although the original model was created with bilingual schooling in mind, several strategic adjustments were required when converting it into a translanguaging project.

The model underwent several significant changes to better suit the translanguaging initiative in the Nkayi district. Translanguaging has also been emphasised. The main modifications highlighted the translanguaging technique and motivated students to use many languages proficiently throughout their academic careers. This shift aims to establish a language learning environment that is more comprehensive and inclusive and fully leverages students' linguistic abilities. The multilingual approach is another. The updated approach included multilingual activities to encourage a better comprehension of and respect for the diverse language origins found in the Nkayi district. The project aimed to increase cultural inclusion and facilitate good communication between instructors and students by embracing community language diversity. Cultural relevance was also applied to ensure cultural authenticity and relevance, and the adapted model was customised to reflect the specific linguistic and cultural context of the Nkayi district. The project aimed to reinforce students' sense of identity and connection within their communities by integrating local languages and traditions into the educational framework.



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Truth is our legacy

This research advances multilingual education by adapting the original model to the study's objectives on translanguaging in the Nkayi district. The modifications show a sophisticated awareness of how educational regulations might be shaped to support translanguaging practices, supporting a more welcoming and productive learning environment honouring cultural history and linguistic variety. Furthermore, this research emphasises the significance of context-specific modifications in educational initiatives to satisfy the particular demands of various populations, such as the Nkayi district, by showcasing the originality and creative approach utilised in adapting the model.

1.3 Statement of the problem

This study sought to address the academic challenges impacting students nationwide in Zimbabwe's Nkayi area. This study aims to contribute towards using translanguaging

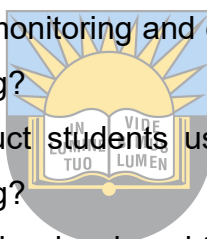
in educational settings to improve student learning outcomes and establish a more supportive learning environment. Additionally, it seeks to help differentiate between translanguaging and teaching in students' respective languages, aid the effective implementation of multilingual teaching as required by the Constitution, and assess the obstacles and achievements encountered in language teaching and translanguaging practices. The Zimbabwe Education Act is a regulatory framework governing school language instruction (Education Amendment Bill, 2019). It mandates that teachers deliver lessons in each formally approved language, ensure that the language used for communication aligns with the language of assessment, and promote the use of the mother tongue as a medium of instruction in early childhood education (Chivhanga & Chimhenga, 2013). Moreover, languages taught or spoken by this provision should, to the greatest extent possible, reflect the cultural identities of the speakers (Education Amendment Bill, 2019). According to Zimsec (2019), of the 296,464 candidates who sat for their examinations in 2019, only 63,215 obtained a Grade C or better in five or more subjects. It had a 31.6 per cent pass rate in November 2019, marginally better than the 31.2 per cent pass rate from 2018. The failure of many learners in Zimbabwean schools can be attributed to the need for a greater understanding of the language of teaching and learning (Chireshe & Musengi, 2012). Most failures are visible in rural areas and cannot continue. Students should be free to utilise any language they know and tap into their language skills to establish a supportive learning atmosphere. This can be achieved effectively through translanguaging. However, more clarity is needed in implementing translanguaging, emphasising students' ability to utilise their full linguistic capabilities for learning and self-expression in the classroom. Consequently, the researcher recognised the need to investigate the implementation of translanguaging in classroom settings in selected schools within the Nkayi District of Zimbabwe. This decision stemmed from the challenge of distinguishing between translanguaging and teaching in students' respective languages, evaluating the effective implementation of teaching in all languages present in the community or country as mandated by the Constitution, and considering the encountered obstacles and achievements.

1.4.1 Main research question

How do teachers implement the use of translinguaging in teaching and learning in the selected secondary schools in Nkayi District?

1.4.2 Sub-research questions

1. How are teachers trained to create a learning atmosphere that empowers students to utilise all their language abilities to construct meaning within their classrooms?
2. What strategies/methods are employed to facilitate the implementation of translinguaging in classrooms?
3. What are the perspectives of teachers and students regarding the utilization of multiple languages through translinguaging in the classroom?
4. How do educators undergo monitoring and evaluation to guarantee the effective integration of translinguaging?
5. Why is it important to instruct students using their mother tongue within the framework of translinguaging?
6. What kind of framework can be developed to promote and support the adoption of translinguaging in classroom settings?



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1.5 Objectives of the study

In light of the research questions above, the objectives of this study were to:

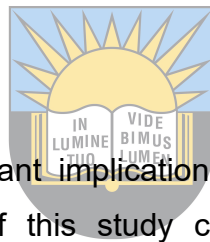
1. Evaluate the training provided to teachers to implement translinguaging in the classroom;
2. Investigate the perspectives of teachers and students regarding the utilisation of multiple languages through translinguaging in the classroom;
3. Identify the strategies/methods utilised to implement translinguaging in the classroom;
4. Establish the mechanisms for monitoring and evaluating teachers to ensure the effective implementation of translinguaging;

5. Determine the importance of using the mother tongue within the context of translanguaging; and
6. Develop a framework that will promote and support the adoption of translanguaging in classroom settings.

1.6 Purpose of the study


The purpose of this study was to investigate the implementation of translanguaging in selected secondary schools in the Nkayi District, with the aim of aiding the development of a framework that will encourage the teaching of all languages.

1.7 Significance of the study



This study's findings have significant implications for policymakers, educators, and researchers. First, the findings of this study can help decision-makers create a language policy that incorporates all languages into the curriculum. This will assist decision-makers in reviewing Zimbabwe's language policy and encouraging the use of all official languages, as the constitution guarantees. This study's insights into the challenges and successes of implementing translanguaging can guide the development of policies that foster inclusivity and diversity in education. Moreover, the results can enlighten school administrators in Nkayi District about perceptions regarding the use of all languages and performance, enabling them to assess teaching and learning practices across various languages to promote effective language policy implementation. Additionally, by identifying areas for improvement and aiding the successful implementation of the language policy in Nkayi District, this study can help researchers assess whether teachers follow the guidelines outlined in the 2019 Education Act. This study, which falls within the field of language education policy with a focus on multilingualism, lays the groundwork for future investigations and contributes to a deeper comprehension of the challenges associated with implementing language policies in various educational environments.

This study explores the practice of translanguaging in the classroom, looking at how students use their language skills to promote comprehension and dialogue. This method highlights the variety of linguistic abilities, experiences, and communication proficiencies that students gain outside typical educational contexts by embracing the broad language the pupils' repertoires that they bring to class. Acknowledging and appreciating these multilingual capacities is essential for developing inclusive and prosperous language learning environments that highlight the diversity of students' linguistic experiences in the classroom. Simultaneously, this will help teacher training colleges in Zimbabwe equip teachers with the necessary training and empower them to use translanguaging and other cutting-edge learning practices that encourage using all languages.



This will educate teachers that named languages are seen in the context of social interactions rather than just their linguistic content in translanguaging. Ndhlovu (2018) states that named languages are primarily social and do not possess significant linguistic qualities. When viewed through the translanguaging lens, the linguistic component is integrated into each speaker's communication system, allowing them to utilise their linguistic repertoires efficiently. This adaptability enables people to transcend and conform to their social standards. Although translanguaging researchers have different areas of interest, they agree that linguistic resources and multilingualism form a single-language system that people use to communicate meaning and accomplish objectives (Daniel & Pacheco, 2015). This will enrich the learning experience and ensure that all learners are included. Additionally, the study's findings can benefit educators by enhancing their understanding of the language needs of all learners and empowering secondary students to utilise all languages in line with the updated curriculum.

1.8 Rationale and motivation

The researcher's extensive experience as a secondary school teacher, living and working in Nkayi District for over 12 years, adds a unique perspective to this study. Because they had worked within this community for an extended period, the researcher

gained access to the research sites and was greatly assisted by all participants. Furthermore, the researcher's position as Nkayi's Zimbabwe Teachers' Union District Chairperson and Deputy Head of the school where he taught, along with being a language teacher, provided him with valuable insights into the challenges and opportunities associated with implementing translanguaging in the district. Furthermore, the researcher's first-hand experience of how language is used in the classroom during his role in teaching and supervision as a Lecturer at Hwange College of Education adds credibility to this study. Research indicates that students who use translanguaging to learn perform well, and teachers attest to the various benefits of translanguaging. The pedagogy employed in various content outcomes highlights its potential applications, and it was essential to address the implementation of translanguaging in the Nkayi District.

Their study aims to determine whether translanguaging can be used as a teaching and learning strategy in bilingual classrooms. The study's observations and conclusions provide theoretical frameworks and practical techniques to successfully support translanguaging in various linguistic contexts, including in the Nkayi district. Using the information and experiences Greese and Blackledge gave, the researcher enhanced the understanding and application of translanguaging techniques in educational contexts by referencing this study. This improved the study's focus on integrating translanguaging in the Nkayi district.

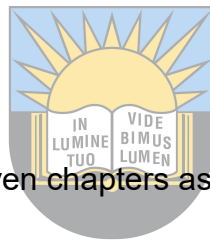
Daniel and Pacheco (2015) examined the translanguaging opinions and practices of four multilingual teenagers, offering a helpful perspective on how multilingual people utilise translanguaging. Understanding the viewpoints and experiences of young people who speak many languages might enhance our understanding of how translanguaging modifies a variety of linguistic environments, including the Nkayi area. García and Kleyn (2016) offer valuable examples and suggestions for effectively integrating translanguaging methods in Nkayi district educational settings and insights into natural classroom environments where translanguaging is observed. This viewpoint is further supported by García and Li's (2013) theoretical framework on the role of language and bilingualism in education, which advances our understanding of

integrating translanguaging into Nkayi district educational practices. Furthermore, Hornberger and Lin (2012) provide a lens through which to study how multilingual education, translanguaging, and transnational literacies intersect with biliteracy. In the context of the Nkayi district, their thesis highlights the advantages of translanguaging and how it can foster the development of literacy and interlanguage communication.

1.9 Delimitations of the study

The research was conducted in four secondary schools in Nkayi District. It concentrated on the benefits associated with translanguaging in the classroom. The researcher focused on responses from secondary school-level students, qualified schoolteachers, headteachers, and heads of departments.

1.10. Chapter outline



This research is assembled into seven chapters as follows:

Chapter one

The chapter includes the background to the study, statement of the problem, purpose of the study, research questions, objectives of the study, significance of the study, delimitations, and definition of terms.

Chapter two

Chapter two focuses on the theoretical framework that underpinned the study.

Chapter three

Chapter three reviews related literature.

Chapter four

Chapter four examines the research methodology, which spells out the research paradigm, research approach, research design, population, sample and sampling, negotiating entry, data collection instruments and procedures, validity, data analysis procedures, and ethical considerations.

Chapter five

Chapter five focuses on data presentation, analysis and discussion of the findings.

Chapter six

Chapter six is discussion of data presentation, analysis and discussion of the findings.

Chapter seven

Chapter seven gives summary, conclusions and recommendations of the study

1.11 Summary

The chapter raised issues and concerns regarding implementing translanguaging in the classroom, and the challenges encountered by learners and teachers are discussed. There is a need to examine the role of the mother tongue in teaching and learning processes and the need for teachers to be trained and supported in multilingual classrooms. The following section discusses the theoretical framework of this study.



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CHAPTER 2

THEORETICAL FRAMEWORKS

2.0 INTRODUCTION

The preceding section introduces the study and presents the background and research problems. Key terms were defined, such as translanguaging, multiple languages, language, medium of instruction, indigenous language, English language learners, evaluation, and strategies. This chapter focuses on the theoretical framework that informed the study and is divided into three parts. The first part of the chapter examines the theoretical framework underpinning this study: the postmodernist theoretical perspective. The second focuses on situating postmodernism in education. Finally, this chapter discusses any criticisms or limitations of the theoretical framework, including potential biases or gaps in the literature.

2.1 THEORETICAL FRAMEWORK UNDERPINNING THE STUDY- DECOLONIZING THOUGHT THEORETICAL FRAMEWORK IN EDUCATION

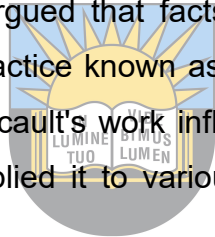
Traditional approaches and methodologies are heavily influenced by colonial perspectives that define valid and authoritative knowledge (Ndhlovu, 2017). The conventional scientific method tends to universalise its principles, imposing them on all communities, Global South included, without adequately considering specific contextual nuances (Brand et al., 2021). The emergence of the translanguaging ideology represents a positive advancement, not merely for its novelty but as a return to fundamental inquiries about language in society and human communication, signifying a revival and renewed engagement by scholars and educational professionals (Ndhlovu, 2018).

The research's theoretical foundation is rooted in the postmodernist perspective developed by renowned philosophers such as Michel Foucault (1954), Jacques Derrida (1967), and Lyotard (1984), anchoring it in the decolonising thought theoretical framework. Jacques Derrida, an influential postmodernist philosopher, was highlighted by Carter (2012) for his significant impact on this field. Sheeba (2017) further described Derrida as a French philosopher of Algerian origin known for his deconstructive approach in his work. Derrida, Adachi, and Kearney (2016) argue that certain customs or narratives within Western philosophy can overshadow alternative perspectives and possibilities. Adachi and Kearney (2016) suggest that deconstruction aims to challenge

rather than obliterate dominant belief systems by presenting alternative viewpoints for consideration.

Deconstruction, defined by Turner (2016, p. 39) as "opening up meaning as a question, as a non-given, as a bafflement", rejects the notion of the consistency of definition and marks a diversity of worldviews or edifices. Lyotard (1984) argues that the essence of knowledge must transform amid all changes that influence people. Lyotard adds that knowledge is continuously generated and utilised to enhance the feedback connection because the primary objective is to transfer.

Indeed, Foucault, Lyotard, and Derrida are not only the lead theorists of postmodernism, but their work influenced each other and continues to shape how we view the world today. Sheeba (2017) states that Foucault was a French philosopher who emphasised discourse and argued that facts are subjective terms that can be comprehended through a social practice known as discourse (Sheeba, 2017). Freilich (2012) submits that Foucault's work influenced Derrida, who expanded the concept of deconstruction and applied it to various fields, including cultural studies, philosophy, and literature.



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Duignan (2019) argues that postmodernism's strength is its insistence on recognising and affirming the plurality of voices in a society characterised by social and moral diversity. In postmodernism, it is imperative to address ethnic diversity in terms of schooling and society. The inability to satisfy this variety results in the silence and marginalisation of the voices of specific indigenous languages. A tragedy can occur in the Nkayi District if some languages are ignored in the instruction process. McDowell, Knudson-Martin, and Bermudez (2018) argue that a quest for historically censored speakers for the selectivity and authority of languages and their relationship to understanding, situation, and devotion has started. However, owing to cultural limitations and an inability to accommodate diversity in learning, the other is often perceived as not only separate but also subordinate (Tojo & Kiss, 2021). This research is vital for avoiding such marginalisation in the classroom.

Consequently, it is essential to implement multiple languages in the classroom. Postmodernists believe that differences must be discovered and commemorated as the groundwork of humanity because of the varied educator and student bodies (Parkinson & Jones, 2018). The postmodernism theoretical perspective celebrates diversity, which was essential in building a study of the implementation of translanguaging in the classroom.

According to Elaati (2016), prominent postmodernist thinkers, such as Foucault, Lyotard, and Derrida, delve deeply into discourse, authority, and power. They view knowledge as shaped by societal agreements on what constitutes valid speech, which, in turn, influences power dynamics. Elaati (2016) posits that speech embodies society's power and authority, contributing to the accumulation of power and knowledge. This underscores the importance of inclusivity for all community members and emphasises the significance of communication, mainly through utilising all available languages in a given area. Promoting communication in multiple languages enhances unity and fosters a sense of connection between community members. Consequently, teachers need to incorporate various languages into classroom settings. The emphasis on inclusivity and community roles within postmodernism provides a foundational framework for decolonising theoretical frameworks, making it an ideal basis for this study, particularly in translanguaging.

The utilisation of decolonising thought theoretical frameworks can play a crucial role in introducing translanguaging practices within educational environments (Wang, 2024). Learners in Nkayi can benefit from translanguaging. Scholars such as Ngũgĩ wa Thiong'oThiong'o, Frantz Fanon, and Paulo Freire have significantly contributed to decolonial theories and practices. Ngũgĩ wa Thiong'oThiong'o, a Kenyan writer and activist, stresses the significance of utilising indigenous languages to decolonise the mind and reclaim cultural identity. He advocates for advancing native languages in education and literature (Hollingsworth, 2022). According to Drabinski (2019), Frantz Fanon, a psychiatrist and philosopher from Martinique, delved into the psychological effects of colonialism on individuals and society. His insights into the impacts of linguistic imperialism can guide efforts to validate and elevate local languages in educational settings.

Bohórquez (2020) argues that Paulo Freire, a Brazilian educator, is renowned for his critical pedagogical approach that empowers learners through dialogue and reflection. His concepts of conscientisation and praxis can assist educators in integrating translanguaging strategies to appreciate students' linguistic abilities. Paulo Freire believes that oppressed people learn about their history, culture, religion, and ancestry; this knowledge can change their lives and empower them. However, according to Freire, for things to change for the oppressed, education needs to alter because it is afflicted with narrative sickness and has been crucial in upholding injustice (Deans, 1999). Freire emphasises that an elite controls society and sets standards for its culture and values (Freire, 1994). This enforced standard is carried over into education through a traditional curriculum, which impedes pupils' ability to develop critically and democratically. This can also be said to be the case in Zimbabwe. Hence, a decolonising thought framework is needed for this study. Implementing the decolonising thought theoretical framework to introduce translanguaging in Nkayi entails acknowledging and valuing the community's linguistic diversity, challenging linguistic hierarchies imposed by colonial legacies, and advocating for inclusive language practices that respect local languages alongside dominant languages.



Wang (2022) reacting empirically to Li and García's (2022) appeal to regard translanguaging as a decolonising endeavour aiming at reversing the erasure of the colonised people's knowledge base and linguistic/cultural practices, translanguaging is a decolonising strategy in language instruction. Wang (2022) adds that language education scholars have been investigating in recent years how to apply a decolonial approach to address the underlying problems that have shaped and sustained the imperial and colonial perspective of languages as distinct, boundary-drawn artefacts of colonialism. Numerous applied linguists have criticised Western knowledge's perceived dominance and universality in language teaching (Canagarajah, 2022; Kramsch, 2019; Phipps, 2019; Reagan & Osborn, 2019). Hokowhitu et al. 2020 and Wang (2023) challenge the prevailing Eurocentric knowledge framework in language teaching, advocating the use of within a curriculum, discipline, or educational system, decolonial creativity can let multiple worldviews and knowledge systems coexist peacefully.

Wang (2022) defines decoloniality as an activity that brings to light the invisible and gives voice to the muted, aiming to counter the effects of Western imperialism (Mignolo & Walsh, 2018). Decoloniality highlights that, even without colonial governments, many individuals worldwide still experience colonial relationships with the West (Criser & Malakaj, 2020). In contemporary research, decoloniality often serves as an epistemological framework that necessitates breaking away from the colonial mindset, which promotes monolingualism as the norm. According to Canagarajah (2022), delinking is a process that leads to a shift in decolonial epistemology, foregrounding alternative ways of knowledge and understanding. Translanguaging, as a decolonising endeavour, facilitates transformative practices that empower multilingual students to take pride in their identities as speakers of multiple languages (García & Li, 2014). It also allows diverse ways of thinking and being (Meighan, 2020). García and Leiva (2014) argue that translanguaging in the classroom involves unveiling hidden exchanges among people and revealing marginalised histories rather than just learning new linguistic practices.



Drawing on Ubuntu, a concept rooted in African values, Makalela (2019) presents a compelling case for integrating a place-based worldview that showcases translanguaging as a tool for transformative practices to enhance multilingual students' access to knowledge and identity positioning. Ngubane and Makua (2021) add that Ubuntu pedagogy can foster Ubuntu social ideals of solidarity, coexistence, respect, and cooperation among students, as well as help students re-establish connections with their indigenous history and cultures when it is accepted with the understanding and dignity it merits. Ubuntu is a teaching strategy to help students regain their identities and sustain indigenous knowledge systems and practices (Ukpokodu, 2016). The concept of Ubuntu embodies the idea of "I am because you are" in African knowledge systems, emphasising interdependence and the interconnectedness of languages within an infinite system of dependent relations (Makalela, 2019.). This example illustrates that while translanguaging may seem like a recent development, it aligns with Indigenous epistemologies and worldviews found among people and cultures in the Global South. Hlatshwayo, Shawa, and Nxumalo (2020) noticed that learners in South Africa grow up with incorrect information and knowledge about their indigenous heritage and ethnic values such as Ubuntu because the school curriculum and pedagogies lack African philosophy such as Ubuntu. Learners

have lost their African values and identities. Another South African scholar, Letseka (2013), adds that the education system in South Africa must recognise local indigenous knowledge systems such as Ubuntu philosophy, which has guided the way of life of the African people for centuries. There is only complete transformation and decolonisation of education in South Africa with the restoration and recognition of the indigenous heritage of the African people (Letseka, 2013). This approach holds significance in the Nkayi district and Zimbabwe.

The operationalisation of this study's decolonising thought theoretical framework, which focuses on applying translanguaging in the Nkayi district, requires specific actions to mould the design and meet the goals and research questions. The study's study's design was purposefully constructed to align with the decolonising thought theoretical framework, with a focus on promoting inclusive language practices, the value of linguistic diversity, and the challenges posed by colonial legacies in education. This strategy involved critically analysing the dominant monolingual standards and pushing to recognise translanguaging in the Nkayi district's educational system. Addressing the goals and research questions was another question. First, workshops, seminars, and professional development events emphasising the value of translanguaging and decolonising language practices were used to evaluate teacher preparation in translanguaging. The second goal was to compile the viewpoints and experiences of educators and students regarding the application of translanguaging through focus groups, interviews, and surveys. The third objective, identifying techniques and methods for implementing translanguaging, was accomplished through teacher interviews, curriculum analysis, and classroom observations. These methods allow for the capture of real-world methodologies used by educators. The fourth goal is the creation of monitoring and evaluation procedures for educators implementing translanguaging. This includes looking at the criteria for assessment, feedback methods, and support systems to guarantee successful implementation. To demonstrate the advantages of integrating students' home languages in teaching and learning, the fifth aim explores the significance of employing the mother tongue in the classroom through literature reviews, case studies, and educational policy analysis. The sixth goal was to create a framework that encourages translanguaging in the classroom. It was developed by synthesising study results, incorporating ideas from decolonising thoughts, and suggesting workable guidelines for encouraging

translanguaging practices in Nkayi District schools. The investigation aimed to evaluate current language practices critically, empower multilingual educators and learners, and advocate for inclusive language policies that reflect the linguistic diversity of Nkayi District by incorporating the theoretical framework of decolonising thought into the study design and research process—the theoretical framework aimed to evaluate the implementation of translanguaging in selected schools within Nkayi District, Zimbabwe.

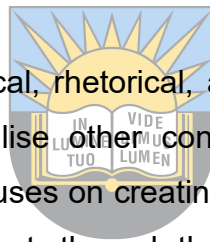
2.2. POST MODERNISM THEORETICAL PERSPECTIVE IN EDUCATION

The theoretical framework that supported research on the implementation of translanguaging in Nkayi District, Zimbabwe, is a postmodernist theoretical perspective. Its proponents were Michel Foucault (1954), Jacques Derrida (1967), and Lyotard (1984). Postmodernism is problematic because of its various notions and repercussions from one pundit to the next, as Elaati (2016) and O'Leary (2018) point out. Thus, the term may be challenging to define because it is viewed differently from one source to another. Postmodernism is controversial, as many scholars, intellectuals, and historians disagree on what it is and whether it exists, but they concur that there is always more than one perspective to represent the worldview (O'Leary, 2018; Ntini, 2014). Postmodernism is a theoretical view commemorating societal variation (Palmer, 2014). Hence, postmodernism should ideally be used to deal with learners from diverse linguistic backgrounds and implement translanguaging, as it prescribes that every student is exceptional and views the world inversely.

The integration of postmodernism and the theoretical framework of decolonising thinking offered a unique viewpoint on language practices and educational paradigms in this study, which focused on implementing translanguaging in the Nkayi District. The focus of postmodernism on individuality, variety, and questioning established standards aligns with the objective of decolonising philosophy, which seeks to dismantle colonial legacies and promote inclusivity (Moosavi, 2023). The idea that every student is unique can be understood as a way to challenge hierarchical institutions that may have neglected particular linguistic or cultural identities within the educational system by introducing postmodernist concepts. Focusing on inclusivity and customisation, this

method moves away from standardised concepts of language proficiency and helps recognise and value the different linguistic repertoires of pupils in the Nkayi District.

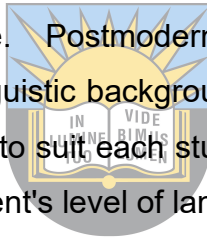
Furthermore, the alternative worldview offered by postmodernism may encourage scholars and teachers to critically examine dominant narratives and power dynamics in language instruction. This critical perspective can support the promotion of translanguaging practices that embrace linguistic variety, challenge monolingual beliefs, and encourage the incorporation of translanguaging into educational contexts. By combining postmodernist ideas with the decolonising thought theoretical framework to study translanguaging in the Nkayi District, scholars can develop a more comprehensive understanding of language use, teaching strategies, and student identities in a setting that values uniqueness, diversity, and inclusivity.



Postmodernism is a group of tactical, rhetorical, and critical rhetorical strategies that employ powerful ideas to destabilise other concepts representing the status quo (Galbin, 2014). Postmodernism focuses on creating a way of seeing notions, the globe of concepts, and structures of concepts through the heritage of setting and the evolving landscape of representations and linguistic significance, as they are displayed in social processes that operate across relevant areas and academic administration (Galbin, 2014). This theory opposes the notion that reality is widespread and inherent in the mind, a classical model known as the self. Academics in this custom queried whether "unbiased" science (or positivism) processes might avert becoming self-referential and thus wrongly self-reflexive (Piiro, 2011, cited in Sansom, Carrizales & Shaughnessy, 2018). Postmodernism has emerged as a reaction to modernism, calling into question its belief in science and its ability to comprehend the truth through an objective approach to reality (Duignan, 2019). Duignan (2019) argues that postmodernism, which views language as the essential structural element, attacked modernism and science by arguing that, since language relies on social construction, it distorts the truth that modernism and science sought to establish. Duignan (2019) adds that postmodernism goes beyond criticising modernism and science because it relies on language. In addition, it makes the case that science is prejudiced and serves the needs of the privileged. Postmodernism is a synthesis of all that is successful at any

particular time: a set of circumstances, an instructive collection of ideas, and innovative fashion (Palmer, 2014; Boboc, 2012). Thus far, postmodernism entails challenging the status quo and looking at the world through a new lens to understand how things are. These are the new lenses needed to view the implementation of translanguaging in the Nkayi District.

Thomas (2014) posits that language, being socially accepted, can be manipulated by those in power to shape reality according to their interests. Postmodernism stands against the misuse of language to serve the agenda of the ruling elites. In this study, which focused on implementing translanguaging in the Nkayi District, postmodernism was utilised to ensure inclusivity and equity for all learners and languages. Specific activities were undertaken to operationalise postmodernist principles, guaranteeing that every learner was included. This is a summary of the events held, including the provision of tailored assistance. Postmodernist ideas provided pupils with individualised help from various linguistic backgrounds. This requires the development of individualised learning programs to suit each student's needs and perform language evaluations to determine each student's level of language proficiency.



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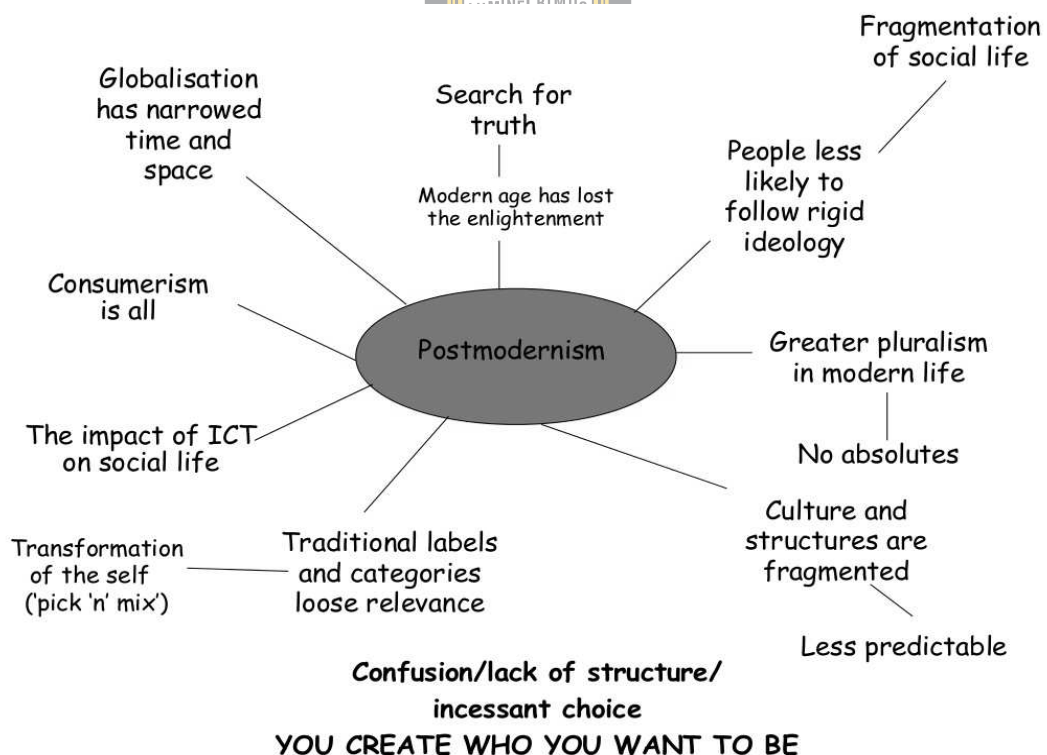
There was also flexible instruction, where classroom activities were created to offer flexible training to accommodate different language proficiency levels and learning styles. Teachers use various instructional techniques to meet students' varied needs, including differentiated education, peer tutoring, and group work. In addition, there are multilingual resources. Postmodernism has served as a framework for their creation and application in school settings. To promote a more inclusive learning environment, resources, including bilingual books, visual aids, and language learning applications, were deployed to help students access content in their home tongues. Peer cooperation is implementing collaborative learning initiatives to promote peer contact and mutual assistance among students. In the classroom, peer collaboration fostered inclusivity and a sense of community and facilitated language practice. Reflections and comments have also been provided. Reflective practice and regular feedback sessions were used to monitor and address each student's development. Teachers interact with students to better understand their learning experiences, challenges, and

accomplishments. Subsequently, they offered tailored assistance to guarantee that students stayed caught up.

By implementing these specific activities guided by postmodernist principles, this study aimed to establish a learning environment in the Nkayi District that valued diversity promoted inclusivity and ensured no learner was marginalised while implementing translanguaging practices. Postmodernism theory has influenced various disciplines, such as anthropology, criticism, literature, philosophy, art, politics, ethics, sociology, education, science, culture, architecture, and economics (Carter, 2012). This theory is relevant across human existence and is particularly pertinent in examining the implementation of translanguaging in the Nkayi District. Pos (2016) presents a diagram that effectively summarises the theoretical framework of postmodernism.



Figure 2. 1 Post modernism theoretical framework



Source: adapted from Pos (2016)

Figure 2.1 provides a concise synopsis of the postmodernism theoretical framework by showing how translanguaging, similar to postmodernism, permeates every element of existence. Translanguaging and culture are dynamic, ever-evolving processes combining customs and cultural influences in their search for truth. Scholars compare translanguaging and postmodernism in translanguaging literature, emphasising the dynamic and flexible character of language usage and cultural identities. Prominent writers such as García and Lin (2016) explore how translanguaging reflects the fluidity of language use and cultural representation inherent in postmodernism, challenging conventional language limits and fostering a more inclusive approach to multilingual communication. According to Blackledge and Creese (2010), translanguaging behaviours in urban multilingual contexts demonstrate the dynamic character of language practices in multicultural situations by embodying the postmodern concept of hybridity, where multiple languages and cultural aspects overlap and coexist. Drawing on similarities between translanguaging and postmodernism in embracing fluidity and diversity in language use, Canagarajah's (2011) work on translanguaging and language hybridity in academic writing illuminates how translanguaging practices disrupt conventional language norms and promote linguistic diversity. By analysing the literary works of these researchers, we can compare translanguaging to postmodernism, which advances our understanding of language practices, cultural dynamics, and communication techniques in many sociolinguistic situations. This relationship emphasises the importance of postmodernism and translanguaging in creating inclusive and flexible language practices that reflect the complexity of modern multilingual culture. The postmodernism theoretical framework is relevant and helpful for this research because it enables teachers and students in a translanguaging classroom to develop knowledge by combining modern influences and acknowledging the implications of globalisation. Additionally, postmodernism complements the African Renaissance framework proposed in Chapter 7, aiming to reposition African languages in an educational setting and building upon the success of mother tongue-based multilingual education policies, as depicted in Figure 1.1, adapted from Bail (2010).

Watts (2019) argues that the pluralist approach and numerous facts reliant on particular contexts typify the postmodern approach. Postmodernist theories have progressed to the concept that meta-narratives (theories) are essential

for developing professional practices. Numerous theories can include methods that help instruct children in various configurations (Watts, 2019). The postmodernist theoretical perspective works with teachers' professional standards. These standards ensure the effective teaching and implementation of multiple languages in the classroom. Thus, this theory seeks to aid in establishing best practices for implementing translanguaging in classrooms.

In education, postmodernism generally berates grand narratives as interpretations of situations (Potgieter & Van der Walt, 2015). Grand narratives are interpretations that most individuals unknowingly acknowledge (Sansom et al., 2018). Thus, postmodernism seeks to empower learners in multiple language classrooms to think beyond the obvious and to open their minds to new possibilities. Bazargani and Larsari (2015) assert that postmodernism is equally committed to and constitutive of change. Bazargani and Larsari (2015) further add that postmodernists were interested in dismantling Western cultural diverts and slowing down the critical premise while subverting the scrutiny and physiology of the main argument to be able to reveal the commanding Western establishments, revealing the white mythology predicated on supremacy and subjugation, colonialism, marginalisation, and ostracisation. Postmodernism creates the learner we want, who can critically view the world, critique things, and not accept things for what they are but for what they can be. Postmodernism also abhors any form of bias and discrimination and believes that all learners in a classroom are equal. Therefore, it is the perfect vehicle for studying the implementation of translanguaging.

In this study, postmodernism's application as a theoretical framework was crucial for directing and accomplishing the project goals. This detailed explanation outlines the methods employed to implement the postmodernist and postmodernist findings. Emphasising inclusivity and equality, postmodernism's focus on equality and rejection of prejudice and discrimination guided the study's approach to ensuring that all students from diverse linguistic backgrounds were treated equally and appreciated in the classroom. This idea served as the foundation for creating inclusive language policies in the Nkayi District, which valued and embraced the individual identities of

every student. Questioning the critical viewpoint of conventional wisdom, postmodernism on traditional educational standards played a pivotal role in contesting monolingual ideologies and promoting the implementation of translanguaging techniques. This study sought to create a more dynamic and inclusive learning environment that mirrored the changing landscape of language use by challenging inflexible language borders and embracing linguistic diversity. Postmodernism's emphasis on Flexibility and fluidity aligns with the dynamic character of translanguaging. By utilising this idea, the study encouraged adaptable language techniques that allowed pupils to easily switch between languages, encouraging a more fluid and responsive approach to language acquisition in the Nkayi District. The fusion of cultures recognises the relationship between tradition and change through postmodernism, which introduced cultural components into translanguaging techniques. Understanding the importance of customs and cultural heritage in language use, this study aimed to provide students with a place to draw from their cultural heritage to improve their language learning experiences. By applying postmodernist ideas to the study of translanguaging implementation in the Nkayi District, the investigator created a framework highlighting cultural relevance, equality, inclusivity, and Flexibility in language instruction. By challenging conventional language paradigms and fostering an inclusive and empowered learning environment that honours linguistic diversity and cultural history, this method sought to meet the varied needs of learners.

Sheeba (2017) states that according to postmodern philosophy, expertise and evidence are comparable to specific circumstances. Discovering any specific meaning to any thought, notion, or occasion is pointless and unthinkable. While most researchers use the concept of justice to evaluate natural cohesion, postmodernism sees it as a product of the human relations it provides to evaluate; that is, the idea was developed at a particular place and time to satisfy particular interests and is associated with a particular academic and cultural setting (Sansom et al., 2018).

Hence, these philosophers appreciate the diversity and equality of all cultures and languages. One of the main traits of postmodernism is its openness to others' voices,

thoughts, and worldviews (Bazargani & Larsari, 2015). Postmodernism notes appreciation for and respect for multiple languages in the classroom. Due to their heritage, history, culture, and traditions, Zimbabweans are unique within their nation, region, and African and global environments, according to the Zimbabwe Education Blueprint 2015–2022–Curriculum Framework for Primary and Secondary Education. The framework adds that students will be assisted in boosting their cultural group and constructing and highlighting the relationships between national identity and native customs. Tolerance and intercultural comprehension will be enhanced by studying one another's works of art, music, dance, poems, rituals, food, and clothing based on indigenous knowledge systems (IKS). This ensures that through Indigenous Knowledge Systems, the culture of the learners is respected, and the values of Ubuntu and respect are emphasised. Through the research's adoption of postmodernism and showing respect to the community and learners, the community and learners feel involved in the learning and implementation procedures and will contribute fully to the successful execution of the research. Therefore, the postmodernist theoretical framework, which involved implementing translanguaging in the Nkayi District, was ideal for this research.



Postmodern curriculum scholars assist us in searching underneath the rug, questioning why multiple languages are not being applied: they snip the pages stuck together, peer into the dark corners, and smack away the spider webs, attempting to raise doubts about our course's grand narratives, idealist beliefs, and taken-for-granted inculcated verdicts (Piirto, 2011 cited in Sansom, Carrizales & Shaughnessy, 2018). These convictions may hinder the implementation of translanguaging, and by interrogating them, the research was better placed to suggest new ways of overcoming them and, hence, ensure the implementation of translanguaging. This theory was a guide, as it permitted the investigator to effectively discover the implementation of translanguaging in the Nkayi District.

Postmodernism serves as a guiding theoretical framework in this study to enable a thorough investigation of the use of various languages. These are some particular ways in which postmodernism helped the researcher discover how translanguaging was used. Postmodernism enabled the researcher to adopt a critical perspective towards conventional linguistic practices and educational standards through critical

inquiry. By questioning inflexible linguistic boundaries and deeply ingrained beliefs, the investigator discovered novel methods of language utilisation that celebrated variety and Flexibility, conforming to the tenets of translanguaging. By Embracing Complexity, the researcher explored the complex dynamics of translanguaging in Nkayi District. Postmodernism strongly focuses on the Complexity and diversity of communication practices. Understanding the complex interplay between language use and cultural factors allowed me to acquire essential insights into integrating translanguaging in educational contexts, which improved my knowledge of translanguaging methods. Value of varied views: The researcher considered a wide range of voices and experiences connected to translanguaging techniques because of postmodernism's emphasis on appreciating varied views and rejecting universal truths. A thorough understanding of translanguaging in teaching and learning was attained by embracing the diversity of language repertoires and cultural backgrounds in the Nkayi District. This promotes inclusivity and cultural relevance in translanguaging practices. Adaptability and Flexibility, the focus of postmodernism on adaptability and Flexibility in language practices, served as a guide for the researcher as they investigated how translanguaging techniques may be customised to the particular requirements of Nkayi district children. Practical strategies for introducing many languages in the classroom were discovered because language use is dynamic and it is crucial to modify pedagogical approaches to accommodate a varied range of learners. This improves the responsiveness and inclusivity of translanguaging practices.

By integrating the principles of postmodernism into the study, the researcher investigated translanguaging in the Nkayi District with a critical, inclusive, and flexible mindset. This approach facilitated a comprehensive examination of the implementation of translanguaging, resulting in a deeper understanding of how translanguaging practices were utilised and how they could be further developed to enrich language learning experiences for students in the district. This concept is exemplified in the educational narratives of Indian philosopher Krishnamurti (1974), as referenced by Sansom, Carrizales, and Shaughnessy (2018), advocating for educators and students to adopt fresh perspectives free from preconceptions. Such fresh perspectives are essential for effectively implementing translanguaging in classrooms within the Nkayi District.

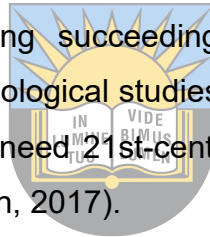
Postmodernism, like the implementation of translanguaging, believes in proper regulation by the state to ensure its effective implementation. Elaati (2016) adds that a nation is predicated on the influence of power and self-control, which regulate psyches and habits. The state's influence can be unleashed by implementing translanguaging via 100% compliance with the ministry policy documents. These standards should not be used to promote the dominance of one language over others. Democracy is a system suitable for the present state of culture's progression. As a result, integration and variance are assumed to refute the concepts of unity and identity as well as rejection and marginalisation; hence, there is a need to appreciate diversity in every democratic society.

In the early twenty-first century, they witnessed cultural shifts that magnified the effects of postmodern reasoning (Livni, 2018). These adjustments involve globalism, how individuals decide on employment and life work, rapid technological developments that emerge to have condensed space, time, and space, and even terrorist acts (Tebes et al., 2014). These societal shifts have challenged education delivery in today's educational institutions. Therefore, there is a need for innovative ways of implementing multiple languages in classrooms. Postmodernism embraces past, present, and future learning methodologies that guarantee the operation of multiple languages in the classroom. It was chosen for the research because of its potential to be the solution that the world needs to implement translanguaging in the classroom.

Globally, many teachers are embracing translanguaging in the classroom. They believe that blending cultures in multiculturalism enhances their learning experiences. Multiculturalism fosters unity and a sense of respect for oneself and others. Bishop (2017) added that multiculturalism has emerged as the dominant strategy because all points of view must be appreciated equitably. Fitz (2018) states that multiculturalism is the "one fundamental principle endorsed in postmodernism." Because each culture's grand narrative is equally legitimate, the remarkable storyline of American culture is no longer recognised (Bishop, 2017).

The Zimbabwe Education Blueprint 2015-2022 - Curriculum Framework for Primary and Secondary Education states that the framework will develop cultural integration and diversity by promoting the 16 formally recognised languages mentioned in Zimbabwe's Constitution. Schooling must form educators who value and exercise Zimbabwe's philosophical alignment with Unhu/Ubuntu/Vumunhu. Implementing translanguaging in the classroom was consistent with the goals of the contemporary curriculum framework. This is the case with learners in the Nkayi District, who come from diverse ethnic backgrounds. Postmodernism embraced these different cultures in the research, and it became an asset since all cultures of learners in the classroom were promoted, respected, and appreciated.

The emergence of a postmodernist theoretical framework is a new occurrence. It has accompanied what has been characterised as the cultural spin in social theory: a concentration on symbolic meaning succeeding decades of study controlled by structural, functionalist, and methodological studies in the human sciences (Rikowski & McLaren, 2017). Today's students need 21st-century skills to succeed. Schools must change to deliver these skills (Costin, 2017).



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The choice to establish the Curriculum Framework in Zimbabwe was crafted given the government's initiative to gear up Zimbabwean pupils for the demands of the twenty-first century, substantial issues between decision-makers and key stakeholders regarding the importance of the education system, and transitions in worldwide educational standards (The Zimbabwe Education Blueprint, 2015 - 2022 Curriculum Framework for Primary and Secondary Education). According to the Zimbabwe Education Blueprint, 2015 - 2022 Curriculum Framework for Primary and Secondary Education, the Zimbabwe system of education, like other systems around the globe, undoubtedly emphasises the progression of powerful subject knowledge at the cost of crucial abilities and skills. Nonetheless, there is a growing acknowledgement that understanding and skill proficiency are insufficient exit characteristics.

The emphasis is now on attaining more excellent reasoning abilities and competencies. The Zimbabwe Agenda for Sustainable Socioeconomic Transformation (ZIMASSET,

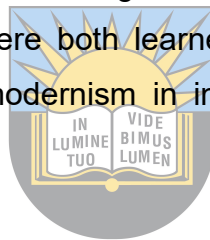
2013) calls for developing a curriculum appropriate to national demands while simultaneously providing students with life skills for leisure and work. Thus, postmodernism theoretical perspectives are current and work simultaneously with relevant changes in the Zimbabwean education sector that can meet the 21st-century demands that will ensure that students have the required competencies while simultaneously utilising translanguaging in the classroom to guarantee skill mastery. The postmodernism theoretical framework worked effectively in research on implementing multiple languages.

Postmodernism strategies are concerned with stimulating, disrupting, and interrogating elements of reality that have become so vital or entrenched in our insights of what is 'ordinary' that we can take them for granted (Glattfelder, 2019). This study thoroughly examined the implementation of multiple languages available in the classroom to enrich the learning and teaching processes. The Zimbabwe Ministry of Primary and Secondary Education has the following guidelines: inclusiveness, lifelong learning, fairness and equity in gender relations, accountability, respect, diversity, balance (Ubuntu/Unhu/Vumunhu), diversity, responsiveness, and transparency (The Zimbabwe Education Blueprint, 2015 - 2022 Curriculum Framework for Primary and Secondary Education). The postmodernist theoretical framework aligns with the principles above to ensure the implementation of translanguaging so that curriculum implementers see their different classes as cognisant of these objectives and principles.

The primary education outcomes are the production, discovery, mastery, and application of knowledge (Kay & Kibble, 2015). The postmodernism theoretical framework provides a perfect vehicle that ensures translanguaging implementation. This helps learners apply their knowledge to their environment, family, and friends. As Papathanasiou Et al. (2014) argue, applying knowledge was thought to result in practical problem-solving, personal advancement and societal progress. Because knowledge was viewed as inherently good, postmodernist educators theorised that learners should persistently pursue the power and expertise their attainment brings to the knower. This creates an empowered student who can work well with other students. Papathanasiou et al. (2014) emphasise the benefits to educators and the

mastery, discovery, and production of knowledge as learning outcomes, which were the leading factors for educators as they contemplated their roles in the learning process. Thus, postmodernist theoretical perspectives have the desired benefits for teachers and learners.

This theoretical perspective is essential in ensuring that interactive methodologies are employed to implement multiple languages in the classroom. Jared (2015) argues that the role of the learner in a postmodernist classroom is also focused on facilitating the mastery and attainment of knowledge. Learners can fully participate in attaining and mastering knowledge if multiple languages are implemented in the classroom. Erdyukov (2017) argues that the learner, in a modernist classroom, is responsible for respecting the teacher's authority as a knowledge expert and being willing to discover and receive knowledge delivered by the teacher. However, education should be a vehicle where both learners and teachers create knowledge together; hence, the use of postmodernism in implementing translanguaging in the classroom.



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Jared (2015) adds that the learner in a modernist classroom is encouraged to ask questions that do not challenge the teacher's expertise in the search for answers. This is discouraged in a postmodernist classroom, where learners and teachers are active participants and work hand-in-hand to attain teaching goals. Students in postmodernist classrooms derive personal satisfaction from correct answers and facts and using such knowledge in real-world applications (Jared (2015; Erdyukov, 2017). Thus, students in Nkayi District will be capable of using translanguaging in the authentic world, fostering a sense of appreciation and respect for the diverse cultures in Zimbabwe.

When educators evaluate postmodernist students' educational outcomes, they must prove their knowledge proficiency (Mohammed & Elkhider, 2016). Postmodernists believe that knowledge is not to be taken in to offer strength but to have a profound effect (Hughes, 2018). This is consistent with the Zimbabwean curriculum, which aims to prepare students for life and work by arming

them with the required information, attitudes, and skills. These abilities are needed in family, professional, and public spheres. The focus is on personal growth, especially self-awareness, self-respect, self-confidence, self-control, and the capacity to accept obligations and responsibilities. The curriculum encourages the growth of a comprehensive selection of life and career abilities. Schools focus on boosting women's equality and treatment as pedals of individual growth and communal affluence. (The Zimbabwe Education Blueprint, 2015 - 2022 Curriculum Framework for Primary and Secondary Education). This is ideal and entails the implementation of translanguaging in Nkayi schools. It will contribute positively toward fully implementing the curriculum and learners' success in life.

To meet the evolving postmodern approach to knowledge, classroom practices must develop in implementing multiple languages (Ng et al., 2015). Lifelong learning equalises the roles of students and educators in the co-construction of understanding (Cendon, 2018). The Zimbabwean education curriculum is designed to understand that civilisation is frequently changing and requires lifelong learning through developing, acquiring, and developing learning-to-learn competencies (The Zimbabwe Education Blueprint, 2015 - 2022 Curriculum Framework for Primary and Secondary Education). The stress on learning as a vibrant synthesis of understanding, abilities, and attitudes about numerous learning possibilities, regardless of the student's site, has resulted in a change in the position of (postmodern) teachers (Parkinson & Jones, 2019). The educator and the student need to be more knowledgeable and truthful (Coe et al., 2014; Darling-Hammond et al., 2019; Burns et al., 2019). This theoretical framework promotes interactive methodologies that are vital for implementing translanguaging.

In the postmodern classroom, the transmission of truth is a nostalgic dream (Easmin, 2014). Knowledge is not something that can be given or received. Knowledge is co-created by educators and students (Louise, 2014; Damşa, 2014). As a result, postmodernism views the world as universalistic, highlighting uniqueness and commemorating distinction (Lune et al., 2017). The curriculum in Zimbabwe emphasises tapping rich indigenous knowledge and other knowledge systems. This

enables learners to acquire competencies, which can be initiated by implementing translanguaging in the classroom.

Consequently, every attempt to satisfy societal needs must be made in a multi-ethnic, multilingual setting, with multicultural characters and diverse languages in the classroom. This effort can be implemented in the schools in the Nkayi District. According to Asante and Ledbetter (2016), postmodernism dismisses all conceptions of epistemological, ontological, and methodological inevitability as conveyed in various discourses of European modernity, varying from the arts to the fields of science.

2.3 CRITICISM OF POSTMODERNISM

Postmodernism's theoretical perspective is accused of portraying the expansion of Western modernity from its core in Europe through mercantilism, imperialism, and colonialism as primarily influenced by cultural blending, resulting in the introduction of hybridities and downplaying the adverse influence of these procedures, which caused Africa to play a subaltern role in world history and the global capitalist concentration scheme (Bautista, 2018). This criticism, although valid, does not acknowledge the effects of globalisation, which leads to the blending of cultures. In dealing with this criticism, the researcher noted that the learning system, chiefly in the implementation of multiple languages in Africa, needs to change and meet the dictates of the 21st-century educational goals for it to remain relevant and challenge the notions that Africa is a dark continent and is inferior, hence the need for postmodernism in the implementation of translanguaging. Thus, some short-sighted critics see postmodernism in education in Africa as leading to its underdevelopment. However, this research was viewed as an opportunity to embrace different cultures and enhance the learning experience.

Postmodernism is concerned with deconstructing modernist ideals rather than laying down principles concerning the relationship and development of knowledge in education (Linn, 2018). Postmodernism was built on the weaknesses of modernism and created a supposition that has endured and is still relevant today to inspire educators. Porteous (2019) argues that postmodernism contrasts with the biblical view

of knowledge. Postmodernism's rejection of principled moral deliberation constitutes justifiable grounds for questioning its legitimacy as a philosophical framework for moral education (McDowell et al., 2018). In dealing with the criticism above, the researcher noted that postmodernism not only deals with issues of Christianity and morality, but in the implementation of translanguaging, it takes a holistic approach that enables learners to be constructive thinkers who interrogate all assumed truths, creating critical thinkers who see the world differently. This condition is consistent with the ideals of democratic living.

Rikowski and McLaren (2017) argue that postmodernism is a barrier to forming accessible and revolutionary perceptions that interrogate differences and intensify capital's rule in every facet of social life. According to Raduntz (1998), postmodernism is a barren theoretical cul-de-sac with little or no policy agenda for social transformation. Rikowski and McLaren (2017) added that it challenges those who see education as a tool for community democracy and equality. Sheeba (2017) also submits that postmodernism only accepts the taste of everything obvious and often disregards any layout. Regardless of the field, whether art, literature, social theory, music, or architecture, the exclusion of layout has surfaced as an identity of postmodernity. This research overcame this criticism by establishing that the pose of postmodernism in implementing multiple languages is a democratic theoretical framework. It desires to break the yoke of the dominance of one language over others, its insistence on the equality of all languages in the classroom, and its condemnation of any bias and inequality as it promotes equality. Hence, it was used in this research because of its aggressive quest for truth.

Elaati (2016) notes the theory's reliance on disruption, damage, and disarray; it does not provide a feasible alternative to human practices and culture, making it challenging to relate postmodernist conceptions due to its frivolity and extremism. As such, without an ethical, diplomatic, or social standing, postmodernism devoured its tactic of highlighting unfair bias. Sheeba (2017) adds that, notwithstanding, the complex nature of postmodernity makes it peculiar. In most instances, postmodernists emphasise a challenge without offering a solution. Numerous individuals assume that

postmodernism is merely a theory rather than a reality. These arguments can also be used to boost the need for postmodernism in implementing translanguaging in the classroom, as it has become a leading theory since it advocates for equality and pinpoints the challenges behind the learning process. Carter (2012) adds that it may be regarded as a positive coercing reporter. Postmodernism theory promotes the destabilisation of preconceived notions regarding language and its connection to the world and the undermining of all self-languages that allude to society and history. Furthermore, the postmodern era gives rise to individual presumptions and supersedes all associated understandings. For many, this needs to be more efficient and politically dedicated. Consequently, this theory is not politically linked, biased, or neutral and is ideal for implementing translanguaging.

Sheeba (2017) beautifully expresses that despite the widespread confusion and disapproval, the pattern of postmodernism in implementing translanguaging proposes a different strategy for understanding social situations. Sheeba (2017) adds that there is no dispute that the world has radically changed in the last half-century because of the media's colossal supremacy and substantial technological improvement. The postmodernism theoretical framework infuses the latest technology to implement translanguaging in the classroom. Media operations significantly impact us, and these can be adopted in implementing translanguaging as they enrich the learning process. Postmodernism, in its implementation of translanguaging, also helps tackle social problems and movements, simultaneously enabling individuals to shape themselves according to their decisions. Therefore, the postmodernism theoretical framework is relevant and ideal for this study.

2.4 OPERATIONALISING THE STUDY

Collins and Stockton (2018) and Kivunja (2018) suggest that theories are developed to anticipate, describe, and comprehend phenomena and challenge and broaden existing understanding within the constraints of vital leaping presumptions. They argue that a theory offers a guide and foundation for conducting a study. In implementing multiple languages in Nkayi District, the postmodernist theoretical perspective provides a

framework for understanding the complex dynamics of language policy implementation, power relations, and cultural diversity.

Anfara and Mertz (2015) note that scholars have varied perspectives on using theoretical frameworks in qualitative research. The theoretical framework is a component that can endorse or retain a research study's theory (Grant & Osanloo, 2014). A theoretical framework is formed by pre-existing concepts and current information about complicated systems, the study's philosophical temperaments, a camera, and a meticulously algorithmic strategy (Collins & Stockton, 2018). According to Grant and Osanloo (2014), the theoretical framework presents and explains the hypotheses, clarifying why the research problem under consideration occurs. The theoretical framework demonstrates how investigators classify their research in terms of philosophy, epistemology, methodology, and analysis (Grant & Osanloo, 2014).



Collins and Stockton (2018) note that the existing employment of theory in qualitative methodologies contains an elaboration of epistemological temperaments, recognition of the reasoning underlying methodological approaches, development of theory as a consequence of study results, and a lead or framework for research. To focus on the theoretical framework, methodological aspects of reactionary coexistence with theory and other research sections were included (Collins & Stockton, 2018). Thus, it can be said that the theoretical framework aids in understanding phenomena and contributes to finding new ways of viewing them.

Ravitch and Carl (2016) posit that as a guide, the theoretical framework enables investigators to locate and categorise existing theories in their research. Escobar (2017) argues that an investigator's selection of framework is not random but mirrors paramount individual understandings and beliefs around the essence of understanding, its metaphysical existence, the spectator, and the feasible characters to be embraced, and tools to be engaged accordingly, by the investigator in their work. Collins and Stockton (2018) add that a theoretical framework is obtained from prevailing theories or theories in the previously substantiated literature and tested by others. It is considered

a customarily accepted theory in scholarly literature. The theoretical framework underlying this study is postmodernism. This framework was selected based on the researcher's fundamental beliefs and understanding of promoting linguistic diversity, cultural inclusivity in education, and challenging dominant and exclusionary power structures that may marginalise certain groups. By using postmodernism as a theoretical framework, this study was able to build on the work done by others in multiple languages and contribute to new knowledge.

Grant and Osanloo (2014) suggest that the theory chosen for research provides a theoretical foundation for the comprehension, evaluation, and development of approaches to examining a problem. In this case, postmodernism aimed to investigate the implementation of multiple languages in the Nkayi District of Zimbabwe. A theoretical framework refers to incorporating theories or a theory in research that simultaneously conveys the investigator's fundamental principles and offers an expressed indicator or lens for how the research will sequence new information (Collins & Stockton, 2018). Therefore, a theoretical framework enables investigators to utilise theories and guide further information processing. Thus, the researcher needs to understand how they intend to describe and view their research problem and issues and the reasoning for why and how they are conducting the study to give the reader a clearer understanding of the researcher's position on the issue itself.

O'Leary (2018) defines a theoretical framework as a framework for research based on a formal theory created by using a coherent, established explanation of certain phenomena and relationships. This theory aims to inform the research design, including assessing and revising objectives, creating pertinent and realistic research questions, selecting appropriate techniques, and recognising any validity threats to the findings. A theoretical framework also aids in defending the findings of this study (Grant & Osanloo, 2014). Grant and Osanloo (2014) add that selecting a theoretical framework requires a good grasp of the problem, intent, relevance, and research questions. These four constructs must be tightly aligned and elaborately intertwined for the conceptual model to satisfy the groundwork for one's work and direct one's design and data analysis selection.

2.5 SUMMARY

This chapter delved into the theoretical frameworks that underpin the study, focusing on post-modernistic perspectives and the theoretical framework of Decolonizing Thought in education. It discussed how traditional methodologies influenced by colonial perspectives shape knowledge, emphasising the emergence of translanguaging as a positive advancement. The chapter highlighted that postmodernism's focus on individuality, variety, and questioning established standards aligns with the objective of decolonising philosophy, which seeks to dismantle colonial legacies and promote inclusivity. The chapter roots its theoretical foundation in post-modernist perspectives by philosophers Michel Foucault, Jacques Derrida, and Lyotard, particularly highlighting the Decolonizing Thought theoretical framework by Ngūgĩ wa Thiong'o, Frantz Fanon, and Paulo Freire and it explores Derrida's deconstructive approach and the aim of challenging dominant belief systems to present alternative viewpoints for consideration. The integration of postmodernism and the theoretical framework of decolonising thinking offered a unique viewpoint on language practices and educational paradigms in this study, which focused on implementing translanguaging in the Nkayi District. The following chapter reviews related literature.

CHAPTER 3

LITERATURE REVIEW

3.0 Introduction

This chapter reviews the related literature, as informed by the research questions. The literature is reviewed under the following sub-headings: translanguaging as a decolonising approach, training for implementing translanguaging in classrooms, training resources for implementing translanguaging, strategies/methods to implement translanguaging, the importance of the mother tongue in teaching, views of teachers and learners about translanguaging in the classroom, and monitoring, support, and evaluation provided to teachers to promote the use of translanguaging, and Bail (2010) supported by other frameworks to ensure the use of translanguaging in the classroom. The reviewed literature gave the researcher insight into what other researchers have written about implementing translanguaging in the classroom. Strategies and methods for implementing translanguaging.



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Code-switching versus Translanguaging

Researchers specialising in code-switching instead of translanguaging have questioned the necessity of translanguaging when well-known ideas like code-switching and code-mixing may be used to comprehend the multilingual and bilingual usage of language. Translanguaging can help with the limitations of codeswitching and code-mixing, according to Blackledge and Creese (2014, p. 193). Translanguaging, they claimed, upends conventional notions of target and standard language. It reveals how linguistic resources are deployed in our societies and how this deployment of resources reproduces, negotiates and contests social difference and social inequality. Hence, despite being popular, code-switching has limited applications compared with translanguaging.

Additionally, there are a few distinctions between translanguaging and code-switching. Primarily, Williams (1994) clarified that translanguaging is more than just a collection of linguistic structures; it is in contrast to code-switching (Wei, 2018). Subsequent, Lewis, Jones, and Baker (2012, p. 659) distinguished codeswitching from translanguaging, suggesting that "code-switching has associations with language separation while translanguaging celebrates and approves flexibility in language use and the permeability of learning through two or more languages". Furthermore, Garcia and Li Wei (2014) pointed out that TL does more than only blend disparate linguistic elements, unlike code-switching. As part of their repertoire, students use both their home and target languages to express themselves and define their linguistic identities. Finally, "codeswitching preserves named language categories intact while translanguaging theory dismantles named language categories and takes up an internal perspective to describe the languaging of speakers who are said to be bilingual or multilingual (Vogel & Garcia, 2017, p. 6)".



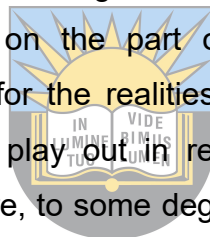
As a comprehensive approach to bilingualism or multilingualism, translanguaging differs from the reductionist framework of code-switching in bilingualism research in that it views two languages as two distinct systems. This is because translanguaging views languages as a unified system that facilitates discourse communication (Madrazo, 2019). Because translanguaging places more emphasis on meaning than structure and function above form, it necessitates a more profound comprehension, processing, and communication of meaning. Therefore, translanguaging is critical in classrooms and should be adopted.

3.1.1 Evaluating the training provided to teachers to implement translanguaging in the classroom

Nagy (2018) observes that allowing multilingual language use in the classroom can be challenging for teachers trained according to monolingual language norms that discard the use of other languages in class. It is paramount to understand, however, that translanguaging practices, if implemented correctly, do not harm language skills in a

particular language; on the contrary, they foster language learning by allowing students to engage more actively in learning activities and use their linguistic skills with more confidence in any circumstances. Thus, teachers should be trained on how to properly translanguage.

McConnell and Metz-Matthews (2024) posit that even as culturally and linguistically responsive and sustaining pedagogies are increasingly common elements of teacher-education programs, many of the critical components of these pedagogies are approached superficially in an understandable effort to cover as much material as possible in a limited period. This can be said to be the status quo of the Zimbabwean classroom. Moreover, as McConnell and Metz-Matthews (2024) state, even though these pedagogies are crucial to creating culturally sensitive classrooms where students' unique backgrounds are leveraged to their advantage, their use does not imply an in-depth understanding on the part of teachers. They ponder whether preservice teachers are prepared for the realities of classrooms in which the power dynamics of language acquisition play out in real time. Teachers and educational leaders across the United States are, to some degree, working in the field of language development without training; thus, teachers may not be adequately trained to handle translanguageing in the classroom.



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Dell'Amore (2014) claims that teacher preparation is essential to achieving the goal of implementing translanguageing in the classroom. Thus, training is paramount to fully implementing translanguageing in the Nkayi District. The Education Commission (EC) notes that for implementation to occur, it means having qualified and seasoned mother tongue educators in learning institutions and mother tongues incorporated in language examinations and curricula assessments to promote mother tongue education (EC, 2015a). EC (2015a) further notes that providing learners with multilingual educators would be healthier. It adds that experts suppose that educators who offer language assistance must have professional qualifications and training locations in second-language achievement with the procedures applied. Wright (2018) adds that there is a need for better-educated, trained, and well-motivated language teachers.

However, the question is whether being well-educated in one language makes one a good teacher in a multicultural classroom.

Practitioners contend that all educators need training to impart to learners devoid of the language of instruction and to manage and appreciate variety by encompassing cultural variety inside their instruction. This must include intercultural training. This aligns with Education 5.0, the Ministry of Higher and Tertiary Education policy that encourages colleges and universities to teach, research, innovate, serve communities, and industrialise. Universities and colleges are instrumental in training for the implementation of translanguaging. Goppelt (2018) adds that there is a challenge, mainly if educators are not articulate in the language. Meier and Hartell (2009) contend that research indicates that schools' reactions to diversity and change are insufficient. The reform plan imposes a cost on teachers interacting with students from different cultural backgrounds.



It should be noted that more than training is needed; it should be supported by teachers who speak the languages and are multilingual. EC (2015a) states that some suggestive in-service training for educators increases their abilities and resources to teach learners who need to communicate in the language of teaching. This improves the performance of learners who must converse in the teaching language. Professionals firmly favour this, trusting that it should reshape the initial teaching profession in light of the critical and increasing percentage of educators who will succeed in multilingual communities.

However, only some people support the implementation of translanguaging. As Brutt-Griffler (2017) argues, translanguaging is then dismissed as impractical. To keep students going, an incorporated strategy should be implemented: bilingual education, school advancement, curricula, and equipment. Thus, another dimension is added: adequate resources are required to supplement the training process. Gora (2014) complained about needing more personnel in indigenous language-connected areas, particularly in teaching. This shortage may also be evident in Nkayi District and hinders the implementation of translanguaging. Local languages may impede learning French,

English, or other languages essential for global travel and communication (Anchimbe, 2013; Mitchell, 2015). Since these languages are viewed with suspicion and as stumbling blocks in learning English, the implementation may be a challenge. Thus, training is essential.

Teachers need to be trained, and there is a growing need for critically, linguistically, and culturally conscious teachers who embrace their roles as agents of social change to empower their EL students (Palmer et al., 2019). However, Pitre and Esmail (2023) argue that the diversity of classroom contexts in which EL students learn means there cannot be a standardised, one-size-fits-all approach. Teachers' ability to act for social change is supported by access to information and tools to interrogate their classroom contexts. Learning about harmful monolingual ideologies or inclusive multilingual pedagogies is essential, but teachers must apply this knowledge within an almost entirely monolingual schooling system (Deroo & Ponzio, 2019). Therefore, there is a need for proper training in implementing translanguageing.



3.1.2 *Training resources for implementing translanguageing in classrooms*

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McConnell and Metz-Matthews's (2024) study suggests that some of the glaring gaps in teacher preparation can be filled by consciously addressing social positionality exploration and the development of critical consciousness, which can be a critical training resource for implementing translanguageing in the classroom. Piñón (2022) advocates adopting translanguageing as a valuable method that enables emergent bilingual students to harness their linguistic and cognitive resources to enhance comprehension of the content presented in a newly acquired language. Educators are pivotal in acknowledging and valuing students' dynamic bilingualism, considering it an asset rather than prioritising English over other languages. Translanguageing is a culturally sustaining practice that fosters language development and academic success among bilingual learners (Cioè-Peña & Snell, 2015).

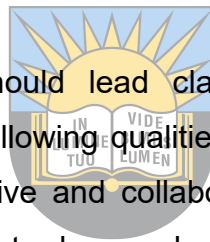
Mendoza et al. (2024) recognise that there are underutilised resources in the classroom: dialects, languages, cultural knowledge forms, and literacy forms that are valued differently on the continuum of biliteracy, such as print versus oral literacy or decontextualised knowledge over contextualised knowledge. Teachers need to be trained in how they can be harnessed and used to implement translanguaging in the classroom. When implementing translanguaging practices in the classroom, it is necessary to take a whole school and community approach (Oliver et al., 2019). However, community members are in favour of adding to students' existing language resources (Oliver et al., 2013), valuing their mother tongue (Angelo & Carter, 2015), and maintaining and augmenting their traditional languages (Angelo & Poetsch, 2019). Reaching consensus on this, especially outside the schools, may be challenging given the nation's tendency toward a monolingual mindset.

McConnell and Metz-Matthews (2024) argue that, as the preservice teachers in their study learned, we must thoroughly know ourselves and the culture we teach before building political awareness and identity. More than one language acquisition course is required for preservice teachers to understand internalised linguicism, accents, and how cultural beliefs impact potential acts of bilingual subtraction. Further learning about critical language pedagogies within and across teacher-education programs and professional development opportunities supports teachers as they move beyond the superficial understanding of creating culturally and linguistically safe classrooms. Teacher educators and leaders may want to consider infusing coursework or professional development with intercultural competencies, critical self-reflection, and implementation of the identity framework provided by Zaytoun (2006) to evaluate the critical cultural growth of preservice and in-service teachers.

The first training resource is the classroom, and the translanguaging classroom should be Freirian. According to Sisimwo Rop and Osman (2014) Freire, Education is a human endeavour with significant social ramifications, and classrooms cease to function as intellectual hubs when they are converted into repositories of inanimate information. A Freirean classroom encourages students to think critically about the material, ideas, the learning process, and their society rather than imparting knowledge

and abilities from teacher to student (Freire, 1996). Teachers in Freire's liberating classroom model raise questions in a collaboratively produced conversation that stems from student life, societal challenges, and academic subjects (Sisimwo et al., 2014).

Teachers reject techniques that turn their pupils into passive, anti-intellectual beings in the Freirean classroom (Sisimwo et al., 2014). They did not give the pupils a silent lesson. Students are not prepared for social isolation due to politics. As an alternative, Freirean Education presents pupils with essential issues, views them as complex, substantial human beings, and promotes their activism and curiosity about the world and knowledge. Freire is adamant that classroom practices and the democratic ideals of critical pedagogy must coexist. A freeing classroom teacher places more of a focus on cooperation and self-control than she does on using power to enforce discipline.



Freire (1968) states teachers should lead classes through democratic learning processes and give ideas. The following qualities should be present in the teaching and learning environment: interactive and collaborative learning environment that is participatory; dialogic, dialogue centred around problems posed by the teacher and students; democratic, with equal speaking rights and curriculum negotiation; activist, emphasising active and problem-based learning; and affective, fostering human emotions and social inquiry. Studies suggest that integrating translanguaging into educational settings empowers students to access grade-level content in various programs, such as bilingual Education, dual language, and English as a Second Language (Cenoz, 2017). With this inclusive approach, students can use all of their linguistic resources, which improves their comprehension of academic material and helps them learn new languages. Translanguaging pedagogy is viewed as a transformative tool that leverages students' multicompetence and challenges the traditional monolingual ideologies in Education.

Freire says teachers must be the class leaders, guiding critical thinking and a democratic learning process. Consequently, the following qualities ought to form the foundation of the teaching-learning environment: Participatory: Rather than having students listen to the teacher's lecture, the learning process should be collaborative

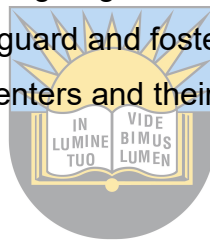
and interactive. This will encourage students to write and discuss a lot. Dialogic: The conversation in class revolves around the issues that both professors and students bring up. The teacher starts this process and also leads it into more advanced stages. The instructor encouraged students to take charge of their Education and start a conversation with their words by asking questions that came first and giving lectures that came last. Democratic: Because teachers and students work together to develop the classroom discourse, it is democratic. Pupils can negotiate the curriculum and equal speaking privileges in class discussions. They are expected to co-design and assess the course material. Activist: Using participatory methods, cooperative learning, and problem-posing, the classroom should be dynamic and dynamic. Affective: Human feelings, social inquiry, and conceptual mental habits should all be developed in a critical and democratic teaching-learning environment.

Piñón (2022) proposes various resources and strategies to facilitate the global implementation of translinguaging. These include displaying home language words alongside English, using bilingual texts to read aloud and independently, providing bilingual dictionaries and glossaries, utilising mobile applications for translation, strategically pairing students for multilingual writing, engaging family and community members as language partners, encouraging students to share vocabulary in their home language, identifying cognates, and offering multilingual resources to support learning.

Desai (2012) stresses the importance of developing materials in African languages, training teachers proficient in teaching terminology lists and native languages and exploring the roles of local languages, such as Shona and Ndebele. UNESCO (2010) emphasises the significance of training programmes to enhance educators' skills and education levels, citing examples such as the Chinese government's comprehensive skills enhancement system for elementary educators. By integrating these resources and strategies into educational practices, educators can establish a translinguaging environment that leverages students' diverse linguistic repertoires, promotes learning across languages, and strengthens Bilingual Education on a global scale. This

comprehensive approach benefits emergent bilingual students and fosters a more inclusive and culturally responsive educational setting.

The literature underscores the value of embracing translanguaging practices to empower students and enhance their learning outcomes. Further research is necessary to identify optimal translanguaging practices that cater to diverse learners' needs and facilitate effective communication in educational contexts (Lin, 2022). The Education Act of 1987 created a framework for teaching indigenous languages to all students nationwide. This enables a community to enjoy linguistic diversity. What is sought is the political desire to bring about such significant improvement. In Education, as the Presidential Commission of Inquiry into Education and Training (1999) stated, languages must be considered seriously, and substantial proposals, namely that there is a necessity to acknowledge language rights as human rights, whereby all residents must benefit. It is necessary to safeguard and foster reverence for all public languages, notwithstanding the number of presenters and their degrees of advancement.



3.1.3 The rationale behind training preservice teachers for translanguaging in classrooms

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According to Omidire and Ayob (2020), their findings recommend that a large amount of funding for preservice teachers' education is needed to increase understanding of the significance of incorporating learners' L1s into lessons. Training must include the significance of fostering the proper attitude toward learners' native tongues and cultures and studying in a non-threatening, supportive atmosphere. The attitudes of educators are crucial. The main goals of training should be to equip teachers with strategies for working with multilingual students and to teach linguistically diverse students using effective pedagogy. Professional development programs for directed instructors need to be started to support in-service teachers' multilingual settings. Building on their current approaches, policies should centre on a dynamic and transformational process of organising various L1s through technological processes.

Zheng and Lawrence's (2023) research indicates that teachers' attempts at language management need to be revised to accept translanguaging in the classroom. However, they need to be supported by linguistic ideas, which instructors can develop through continuous instruction. Thus, educators should be aware of their critical role in determining language policy in teacher training programs. This awareness may be ideal during preservice training. McConnell and Metz-Matthews (2024) bemoan as teacher-educators in California's borderlands grow more worried that their preservice teachers do not have the skills needed to work in linguistically diverse schools in meaningful ways. Concerns were also evident in the Zimbabwean classroom. McConnell and Metz-Matthews (2024) state that without initiating a complete program redesigned around applied linguistics, what could be done to prepare them to navigate the power dynamics and realities of the English language in borderland classrooms? They provided a solution and designed a short-term elective course in Mexicali, Mexico, to support teachers in growing their social and critical consciousness. Interventions are needed to prepare preservice teachers for the implementation of translanguaging adequately.



Teachers' attitudes and actions toward the native languages and cultures of their students are greatly influenced by their language philosophies (Iversen, 2019). Xu and Valdez (2024) add that it is thus essential for teachers to reflect how their linguistic beliefs affect teaching methods and could put obstacles in the way of students' learning concerning plurilingual language development. Many preservice teachers are trained in teacher education programs to be linguistically and culturally responsive educators (Skepple, 2015). Being culturally responsive means taking a critical stance on multicultural education (Nieto, 2017). With the increasing diversity of student populations in K–12 classrooms, preparing prospective teachers with relevant knowledge and skills is essential, particularly since teachers' backgrounds and perspectives often reflect more privileged middle-class white values than many of their students (Skepple, 2015). Most candidate teachers know little about culturally diverse groups and have not critically examined their beliefs about student differences (Skepple, 2015). Therefore, it is essential to critically examine ways to explain, dissect, and reframe activism and teacher preparation with a social justice focus. Combining culturally sustaining pedagogy (CSP; Paris, 2012; Paris & Alim, 2014) and

translanguaging pedagogy (García & Leiva, 2014) offers the opportunity to reimagine multicultural and multilingual efforts in teacher education.

Culturally sustaining pedagogy (CSP) builds upon Ladson-Billings's (1992) culturally relevant pedagogy (CRP), offering insights into how instructional practices can be leveraged to engage in communicative and cognitive processes that address issues related to equity, power, social justice, and democracy in education (Howard & Rodriguez-Minkoff, 2017). Paris (2012) raised concerns about whether the term CRP adequately supported youth of colour in preserving their linguistic and cultural identities while helping them navigate dominant educational practices. Paris proposed the term culturally sustaining pedagogy (CSP), emphasising the importance of endorsing multilingualism and multiculturalism in educational settings to uphold the diversity of our pluralistic society (Paris & Alim, 2014, p. 88). According to Paris (2012, p. 96), sustainability encompasses "all languages, literacies, and cultural ways of being that our students and communities embody—both those marginalised and dominant". CSP envisions a future in which the focus shifts away from whiteness and challenges manifestations of white supremacist ideologies and practices (Paris & Alim, 2014), offering marginalised students opportunities to flourish by honouring their culture, language, and educational potential. Similar to Ladson-Billings (2014), we see CSP as an extension of the original goals of CRP.

According to Xu and Valdez (2024), training preservice teachers in translanguaging pedagogy led to a significant shift in their language ideologies. Most preservice teachers' lesson plans initially reflected an English monolingual perspective, prioritising English over other languages and conventional views on language and multilingualism. However, exposure to translanguaging concepts has prompted a transformation of their approach. Following the introduction of translanguaging principles, preservice teachers began to reflect critically on the established linguistic hierarchies and power dynamics within educational settings. This shift was evident in their revised lesson plans, online discussions, and reflective notes, showcasing their adoption of translanguaging ideology and practices. Subsequently, preservice teachers' lesson plans increasingly embraced multilingualism and emphasised incorporating students'

home languages. This shift in practice was exemplified by instances in which students were encouraged to express themselves using various languages in discussions and activities, promoting a more inclusive and collaborative learning environment.

Moreover, preservice teachers' engagement with translanguaging concepts fostered a deeper understanding of challenging monolingual norms and promoting multicultural education. Through their reflective writings, the preservice teachers highlighted the transformative potential of translanguaging as a critical pedagogy that celebrates linguistic diversity, challenges oppressive language hierarchies, and nurtures a culture of acceptance and respect. In their culminating activities, many preservice teachers integrated translanguaging principles into culturally sustaining practices without direct instruction, demonstrating their ability to disrupt linguistic hierarchies and amplify marginalised voices. By embracing students' diverse language practices, these educators aim to enhance language collaboration and facilitate the holistic development of all learners. This highlights the need for training preservice teachers.



According to Mortenson (2024), by evolving teacher-preparation programs to more adequately and comprehensively prepare future teachers to work with a diverse student body effectively and sensitively, we can bring our society one step closer to being fair, safe, and welcoming for all. This is the ideal goal for translanguaging applications in Zimbabwe. Freire (2000) argues that through communication, the teacher-student and the teacher-student share responsibility for a process that helps everyone progress. While it is undoubtedly true that dialogue can lead to greater understanding, to effect change, we must evolve not only the stories we tell but also the actions that follow since a truly decolonial option for changing societal problems will result not from the intellectualisation of the issues but from tangible actions within our communities (Kumaravadivelu, 2016). Mortenson (2024) adds that in this case, the most radical action may be to stop talking and instead listen to the students whose stories have historically been told for them without their consent or input. Therefore, there is a need for comprehensive preservice training.

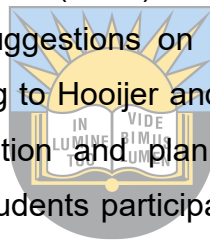
Prescriptive curricula that utilise repetition, memorisation, and choral reading, combined with a dearth of language specialists in schools, continue to deny students opportunities for dynamic, engaging, and stimulating learning environments (Saavedra & Marx, 2016). Hence, the rationale for preservice training teachers on translanguaging is to improve the classroom experience. It is noteworthy that educators and learners also serve as language policymakers in implementing curricula (Bonacina-Pugh, 2020). Preservice teachers can be empowered with this knowledge of translanguage in the classroom. Language norms, standards, and disparities unique to schools and classrooms may or may not reflect societal norms (Blommaert et al., 2005). Therefore, preservice training is critical.

Mendoza et al. (2024) assert that even if teachers do not speak the languages of their students' families and communities—especially those that are not seen as having much of a place in academic domains—they still need to adopt positive attitudes toward all forms of multilingualism in their society and create lessons and materials designed to use students' multilingualism in teaching and learning. They also need to be flexible in their teaching, making last-minute decisions based on student reactions and changing needs. This can be achieved through preservice training. Oliver et al. (2019) observe that many Aboriginal mother tongues must be recognised in educational settings. Although dialects or creoles are based on English, they are specified in English. This is partially because generalist classroom teachers, who are overworked in their everyday jobs, frequently require additional education or training in second language/dialect acquisition. This is the case in the Global South, and preservice training of teachers in translanguaging is a vital cog currently missing in the Zimbabwean context.

To promote literacy learning across languages, educator development pre-and in-service training must favour educators' biliteracy expertise (Jordaan & Pillay, 2009). Potential and exercising educators must be bilingual and educated, with thorough knowledge of the native tongue and advancing literacy in a second or foreign language among young students (Nomlomo & Desai, 2014). These authors argue that such knowledge is essential for improving learners' equitable access to various literacy

practices throughout languages through speaking, writing, and reading, as well as their multilingual teaching methods. When translanguaging understandings are infused into classroom instruction, there is excellent potential; yet, because of the current pressures on teachers due to a demanding curriculum, translanguaging-informed practices must be implemented carefully (MacSwan, 2017). This is because it calls for adaptable teaching techniques and the application of the curriculum and assessment, which, if done so with enough understanding and support, may prove easier for certain teachers to do (Oliver et al., 2019). Therefore, support for educators is paramount.

According to Van Tonder (1999), educators must be subject to a program that endorses the recognition of habits related to second-language students. A similar program could be patterned after the South African framework, which comprises Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP), as well as suggestions on how to employ other languages in lessons (code-switching). According to Hooijer and Fourie (2009), this expertise might support educators with differentiation and planning techniques that use different learning styles to ensure that all students participate in lessons and that each child is progressing.

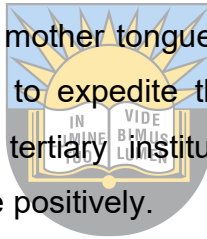


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Training must focus on improving educator reasoning instead of instructional skills because educator reasoning has a more significant impact on the worth of instruction in the classroom (Watkins, 2003). Young (1995) agrees and suggests that South African educators engage in Language Awareness programmes. Such programs address critical questions, such as how languages are obtained, the connection between thinking and language, and parents' position in language development. Modiba (2003) admits that South African educators need to prepare to confront the difficulties of instruction in multicultural classrooms. Tiedt and Tiedt (2002) state that educators must be equipped to excel in a multilingual, multicultural classroom. This feeling of power stems from sufficient basic knowledge of multiculturalism to be optimistic in school. They agree that empowerment is primarily an inherent factor inside the educator that can boost confidence and esteem by allowing educators to expand their skills and knowledge. According to Hooijer and Fourie (2009), this expertise

includes fundamental language acquisition abilities, critical pedagogy, and matters related to multilingual teaching methods by contemporary education policies. This can be fully adopted if the training touches on all these facets.

According to Hooijer and Fourie (2009), educators must be trained and confident in using linguistic diversity in a schoolroom deprived of worry about misplacing management over learning material when they ask students to decode notions and interpretations for their colleagues. Damen (2003) defines multilingualism as interpretive transcription, which uses various languages to convey the same definitions, increasing competency and enabling comprehension. According to Donald et al. (2006), educators should shift their perspectives toward language education by improving their multilingual abilities. Furthermore, Hooijer and Fourie (2009) state that this encourages a more residual approach to teaching languages in which a second language is acquired on top of the mother tongue to facilitate learning. These writers added that teachers need training to expedite the utilisation of various languages, particularly African languages, in tertiary institutions' classroom settings to enter multilingual school classrooms more positively.



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There is a need for student teachers to be fully trained in the implementation of translanguaging. Barnes (2006) agrees that trainee educators' subject information is the most prominent issue in their ensuing belief in teaching. According to Legg (2013), for in-service educators, the obligation of time wanted to impart, the demographics of the school, and the strategy for further subjects are other barriers. This writer adds that implementation is complex due to a lack of backing and the administration's eagerness to offer coaching and assets. In a 2007 study, McPake et al. (2007) reported that British educators recognised a need for more training and backing to work with progressively different groups of children from diverse cultural and language environments. Therefore, training and support collaborate closely to guarantee that the implementation of translanguaging is successful.

Teachers seem to realise the necessity of utilising additional and alternative skills to deliver formal language education; for countless, this is an intimidating outlook (Board

& Tinsley, 2014; Maynard, 2012). The apprehensions of the nonprofessional workforce concerning the dictates of obtaining language-appropriate academic abilities might be anticipated, assuming the period needed to nurture these abilities (Woodgate-Jones, 2009) as well as the staff's existing job (Higton et al., 2017). While associations among instructional strategies and other topics, like literacy, have been made (Maynard, 2012), educators seem to be cognizant of distinctiveness in learning that they may not be planned for, owing to the potential absence of preparation, lingual proficiency, and the more comprehensible nature of many activities. Accordingly, CPD opportunities and provisions from leadership teams are crucial (Barnes, 2006; Legg, 2013). (Barnes, 2006; Legg, 2013). However, the role of training must be considered.

Finch Theakston and Serratrice (2018) state that educators may need additional instruction and curriculum assistance to feel secure when teaching the subject. Linguistic and educational assurance is essential for ensuring that staff can meet the challenges of teaching. These writers add that confidence may offer children enhanced prospects to contact the curriculum by lessening language obstacles that might frequently hamper their achievement. This flattening outcome stimulates high involvement in student lessons, and collaborative teaching promotes participation. Furthermore, contact with multiple languages might be connected to enhanced educational approaches and improved metalinguistic skills.

Erling, Adinolfi, and Hultgren (2017) argue that educational and professional development agencies must recognise how to adjust educator training programs for both English language educators and other education personnel to encourage the employment of versatile multilingual strategies in school room settings. These authors also emphasise the importance of materials and curriculum designers, focusing on proper resource advancement.

3.2.1 Views of teachers and learners on translanguaging in the classroom

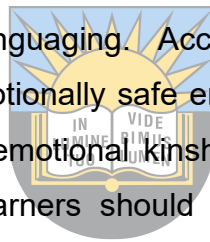
Treffers-Daller (2024), a strong opponent of translanguaging, believes that critical concepts such as resources, repertoires, and features must be adequately defined and operationalised but kept intentionally vague. Thus, there are no diagnostic criteria against which researchers can check multilingual practice and decide whether these counts are translanguaging. This makes it possible for readers of position papers to attribute their meanings to them. Thus, it is essential to get the people's views on the ground to counter such narratives and promote the implementation of translanguaging.

Nagy (2018) states that since students' educational backgrounds influence how they perceive themselves as language speakers, it is essential to consider these factors while attempting to understand how they view language use in the classroom. Since this establishes the standards for the ideal foreign language speaker, language learners' perceptions of their competence and self-assurance in their language skills are heavily influenced by their prior language learning experiences. Additionally, students' motivation to learn is influenced by how they see themselves as language learners and speakers. Dörnyei's (2005) examination of language learning motivation emphasises this theory and highlights self-image's role in language-learning processes. According to Dörnyei (2005), there are two types of language learners' ideal L2 self: the ability to use English in the workplace and daily life, and the ought-to L2 self, which is language learning driven by social expectations, teachers, parents, etc. They both significantly influence students' motivation to learn a foreign language. This should be considered when analysing learners' views on translanguaging in the classroom.

Shizha (2012) observes that silence and lack of teacher support can isolate a few pupils. Pupils who are not fluent in English are prone to feeling alone in the classroom since they are not included in learning activities and scenarios. These students are typically disoriented, irritated, ashamed, or neglected. Teachers often blame the victims and do not offer solutions. This situation only provides equal opportunities for some students in the classroom. Some teachers in Shizha's (2012) study explain that although some students lead class discussions, others are ignored or treated poorly. These uneven relationships lead to tense, unloving, and uncaring teaching

environments. Sadly, some educators choose not to assist in this case. Instead of helping students find their voices in their native tongue, they foster a close-knit classroom environment. Hence, it is paramount that learners' views regarding translanguaging are heard and respected.

Park and Ramirez (2022) acknowledge that when educators are emotionally spent, students can sense it, leading to unfavourable feelings for both parties. According to Hopkyns and Dovchin (2024), it is critical to acknowledge a reciprocal emotional interaction between teachers and their students when talking about teacher emotions. Intersecting components of teacher identities can lead to a spectrum of complicated emotions that can be intertwined and shifting, much as compelling problems in students may be related to educational background, social setting, and limited English proficiency (Sah, 2023). Therefore, emotions are also integral in the teachers' and students' views towards translanguaging. According to Dryden et al. (2021), translanguaging can create an emotionally safe environment that makes users feel at ease and gives them a sense of emotional kinship. Translanguaging has also been allowed. In the classroom, L2 learners should be encouraged to value their first language (L1) while learning the target language (Menken & Sánchez, 2019).

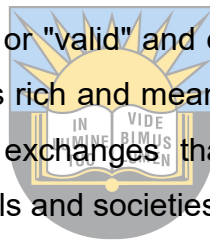


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Xu and Valdez (2024) state that translanguaging contributes to a new understanding of language ideology, pedagogy, and educators' views on multilingual students and their language use in classroom settings. Mortenson (2024) argues that educators are the linchpins who perpetuate or interrupt deficit narratives, so when these ideas continue to circulate underneath our teaching, students may experience adverse educational outcomes such as minimised feelings of self-worth, decreased motivation in school, and lowered academic success. Students internalise the messages we communicate to them, explicitly or implicitly, so the stories we have absorbed and tell others matter. Teachers' language attitudes are often racialised, and they may perceive minority groups negatively, which affects student learning (Kynard, 2013). Deficit language ideologies perpetuate inequality in education (Mortenson, 2024). Multilingual learners' educational outcomes are "underwritten by deficit-oriented discourse, which influences teachers' perceptions of their capabilities and thus the quality of instruction they

provide (Shapiro, 2014, p. 387). Despite what educators learn in teacher-preparation programs about the value of student-centred learning and "meeting students where they are," when faced with daily pressures of meeting performance standards and testing outcomes, this knowledge often takes a backseat to operate under institutional constraints (Mortenson & Cho, 2018). Under the "one size fits all" ideology of standardised curricula and testing, teachers may essentialise and see all the students as the same, negatively impacting students' educational outcomes (Shapiro, 2014).

Mortenson (2024) argues that we must also validate and value students' perspectives and develop curiosity in ourselves and in our native English-speaking students about different academic models, languages, and traditions that have existed around the world for centuries and can teach us something about ourselves and the world in which we live. We must also be open-minded and humble enough to challenge our understandings of what is "correct" or "valid" and expand our cultural lenses to accept other academic models as being as rich and meaningful as our own. This humility can result in more authentic cultural exchanges that construct a more complex and accurate understanding of individuals and societies across cultures.

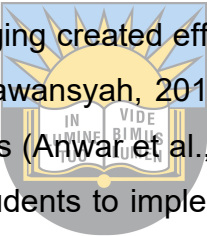


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Teachers' translanguaging practices helped students improve their understanding of what they were saying, which resulted in their ability to participate in the class (Rabbidge, 2019). According to Sinaga and Putrawan (2024), Turkish EFL teachers have ambivalent feelings towards translanguaging in the EFL classroom. Most stated that using L1 (Turkish) helped students with low language proficiency. However, less than half of them avoided using Turkish for class activities and explained problems unrelated to the content. In some situations, they believed that translanguaging was important in their EFL classes; however, they found it challenging to utilise the pedagogical approach due to their institutions' policies and their students, parents,' and colleagues' expectations (Yuvayapan, 2019). In Norway, language teachers believe multilingualism is a positive asset with great potential. They frequently use Norwegian and English when teaching L3. They also believed that different language interactions in the classroom helped students enhance their language learning, but this situation did not exist in their classroom practice (Haukås, 2016). Prospective bilingual teachers

have been reported to have inconsistent attitudes towards translanguaging with opposing views (Al-Bataineh & Gallagher, 2018).

Teachers and students had conflicting opinions on translanguaging practices in EFL classes in Costa Rica. They believed that translanguaging, which resembles the grammar-translation method, limited the development of their cognitive processes for EFL acquisition. However, some believe that teachers' and students' L1 (Spanish) can be used in EFL classes under certain conditions and for specific purposes (Escobar & Dillard-Paltrineri, 2015). In EFL classes, Indonesian and English were used to explain grammatical rules and increase students' motivation and encouragement. In addition, teachers also made use of their local language, Minang, to maintain the relationship between themselves and students (Zainil, 2019). Another local language, Konjo, was used by EFL teachers in Indonesia through translanguaging in EFL classes. Teachers positively believed that translanguaging created effective communication, and students benefited from the situation (Rahmawansyah, 2019). They perceived translanguaging positively influenced EFL classrooms (Anwar et al., 2019). What is of great value is the willingness of both teachers and students to implement translanguaging practices and create translanguaging spaces accordingly in order to achieve success in EFL education (Turnbull, 2018).

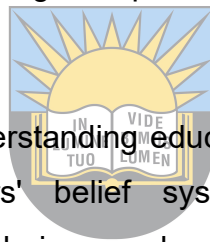


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Sinaga and Putrawan (2024) argue that teachers who participated in their study appear to have ambivalent perceptions of translanguaging. They have contrasting views on translanguaging as a pedagogy in EFL classrooms. Some believe that EFL should be taught monolingually, whereas others accept translanguaging practices. However, those who negatively perceive translanguaging also consider the pedagogical approach necessary in EFL classes. This implies that they still believe in the traditionally defined language-teaching approach of monolingual pedagogy. However, they must still fully apply the monolingual approach (Brevik & Rindal, 2020). Zein (2018) states that this situation represents a transition from monolingual pedagogy, which discourages using L1, to translanguaging pedagogy, which intentionally uses and values L1s. Therefore, the assumption that states monolingualism is standard and

possibly more advantageous is a set of beliefs that translanguaging rejects (Makalela, 2016, as cited in Seals et al., 2020).

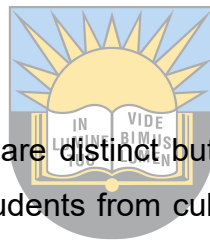
The findings of Sinaga and Putrawan's (2024) study have some implications for EFL teaching and learning. Since translanguaging is still in its infancy with a promising future (Cenoz & Gorter, 2017b), it is of great importance to acknowledge translanguaging, which is an effective tool for multiple pedagogical practices in multilingual contexts (Carstens, 2016), especially in teacher training (Zein, 2018) to make teachers or prospective teachers more aware of translanguaging. They can be professionally trained to use multilingual approaches and practices for educational purposes in language-teaching contexts (Gkaintartzi et al., 2019). They should have the same mindset that multiple language uses through translanguaging practices can encourage students to use their full linguistic potential (Nagy, 2018).



According to Hauksas (2015), understanding educators' judgement in the schoolroom requires understanding educators' belief systems. Educators' belief systems significantly impact their didactical choices, and such perceptions are often challenging to alter (Borg, 2006). Language-in-education is presently of significant concern where African children are still learning using a foreign tongue, as this scenario inhibits access to education, particularly when most students and teachers need to perfect the language better (Brock-Utne & Mercer, 2014). To develop a deeper understanding of facets, educators must participate in discussions where they can discuss, explain, discuss, generalise, and argue (Ünsal et al., 2017). Numerous first graders from Africa speak their native tongues at home. They are instructed in either Portuguese, French, or English in school and are unable to comprehend their educator at an early stage (Goppelt, 2018). The matter of mother tongues has been essential in Bangladesh since four learners were brutally murdered on February 21, 1952, since they lobbied to utilise their mother tongue officially (Ndawana, 2019). Learners' views on the implementation of translanguaging in the classroom are pivotal.

While the community's support for the learning institution is associated with ingenuity, parents must ask the following question: Education using the mother tongue promotes

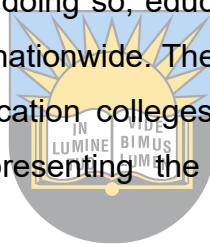
language learners' socioeconomic and personal progress (Scott, 2014; Howitt & Crammer, 2011). We can call the contemporary language policy implementation racist because it disenfranchises Black children while proceeding to benefit White children (Guzula & McKinney, 2019). Manning and Baruth (2008) recognised three representations of teachers' attitudes toward distinctions. Cultural differences, cultural mismatches, and cultural deficit models are among them. Ethnically different educators are regarded as impoverished, disadvantaged, and socially starved in the ethnic deficit model solely because their language, conduct, and traditions differ from those associated with the affluent (Manning & Baruth, 2008). Muchenje (2014) states that integration may occur if diversity is not identified. Domnwachukwu (2010) contends that, in this model, educators may regard themselves as enforcers of integration. Consequently, educators whose beliefs and practices differ from those of practical mainstream students are considered deficient in capacity, previous knowledge, inspiration, or language skills.



Muchenje (2014) argued that they are distinct but not invariably better or worse than each other. It is considered that students from culturally different upbringings struggle in school because their belief systems differ from those of mainstream society- (Manning & Baruth, 2008). According to the cultural incompatibility model proposed by De Souza (2010), specific acquired skills in the native culture may be interchangeable with the foreign environment. Others, however, may not be anticipated or appreciated by people from the target culture. Therefore, efforts should be made to cater to home and school societies. Educators, as accommodators, alter their instruction to promote learning (Domnwachukwu, 2010).

Educators' opinions on change influence the implementation of multiple languages. Erling et al. (2017) state that educators in Ghana were optimistic about essential elements of successful classroom instruction, and numerous collaborative techniques were employed in some cases. Educators attempted to establish rapport and foster a welcoming environment for learning by pulling on local expertise, cracking jokes, and individually replying to educators. Muchenje (2014) adds that the cultural deficit model may lead to an emphasis on assimilation; the culturally different model could also add

value to a state where the student culture is incorporated into the schoolroom. As a result, as asserted by Ndura (2006), educators undertake a communal role that is rarely blameless as their point of view influences it. As stated by Muchenje (2014), in Zimbabwe, educators choose to work in their surroundings where they are familiar with culture and language. These preferences can shape the implementation of multiple languages. This author adds that other teachers prefer to work closer to their homes because of financial constraints. For instance, Shona and Ndebele heritage educators might hesitate to work in Mashonaland and Matabeleland because of language, ethnicity, and imparting issues. Muchenje (2014) adds that there was a time when the head office of the Ministry of Education, Sports, Arts, and Culture was in charge of initial teacher deployment after college. Such a strategy guaranteed that educators from various ethnic groups would be distributed nationwide. Zimbabwe currently requires a situation where all of the country's languages are taught in public schools and teacher education colleges. In doing so, educators can acquire the language and ethnic awareness needed to teach nationwide. The rewards of instructing all languages used in the nation in teacher education colleges are recognised in the structure of learning institution personnel, representing the plural personality of Zimbabwean culture.



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Students must be offered an active voice in the learning context, and teachers must be accountable to ensure that the genuine opinions of students are listened to in the teaching and learning scenario (Muchenje, 2014). This is suitable for the Nkayi district's implementation of multiple languages. Educators are more likely to make relations among subjects and throughout languages when educators understand their learners and discover strategies to integrate their household-focused expert knowledge or fountains of information into the school room (De Souza, 2010). This will help students comprehend how knowledge is constructed by society. Thus, their views toward multiple languages are respected. Teachers must understand the nature of knowledge and that knowledge is a process (Reissman, 2006). According to Erling, Adinolfi and Hultgren (2017), learners rarely spoke in class, and once they spoke, reading aloud or harmonic reactions would occur nearly continuously. Learners' responses to educator-connected actions in Ghana remain nearly continuous in English (Erling et al., 2017). In certain classes, students have been confronted with

questions independently and collectively, but their reactions are usually restricted to a single phrase or word. Learners utilised the native tongue with the educator mostly on rare occasions, such as when they could not respond to a question in English or needed an explanation on a component. They exchanged a few words in the local language in class, such as while distributing books to learners.

When Indian students conversed, it was mostly restricted to choral reciting English from their schoolbooks or generating a Hindi interpretation of an English word. Scholars in Ghana and India were not engaged in organised, communicative activities, including English classes, nor were they stimulated to code switches or request inquiries and debate information in their native tongue. All the schools provided few opportunities for learners to interact in any language and effectively silenced learners in both circumstances. While educators' English proficiency may be a concern, the almost total lack of learner talk witnessed in lessons in both situations appears to be a significant determinant contributing to poor academic achievement. Thus, students' and teachers' views are essential for implementing translanguageing.




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Hooijer and Fourie (2009) state that teachers list several factors that make their task of multiple-language teaching more problematic. The chief motive for these complications was that many children needed to employ English as their first language. The educators were concerned that they would be left behind because they did not have enough time to describe the theories these children did not comprehend in detail. Lemmer and Squelch (1993) state that teaching in multilingual and multicultural classrooms is daunting and demanding. Meanwhile, Rounds (1996) attributes the complexity of many classrooms today to learners' diverse cultural backgrounds and native languages, as well as their varying proficiency levels. Van Tonder (1999), similar to several other researchers, contends that a strong understanding of the mother tongue will aid a child in acquiring a second language more quickly and adds that children may struggle to learn another language if basic literacy abilities in the home language have not been developed. One factor influencing the level of MFL instruction that children obtain is educators' perspectives on the position this plays in developing an effective curriculum and subject (Mellegard & Pettersen, 2016). Additionally, many

educators undervalue the importance of languages in a schedule that is too busy (McLachlan, 2009). Hence, teachers' views should be respected and addressed.

It can be said that teachers agree with the views of Erling, Adinolfi, and Hultgren (2017), who state that Goal 4 of the Sustainable Development Goals (SDGs) underlines equitable and inclusive quality education and supports opportunities for lifelong learning for everyone as a result of a stronger focus on teaching and learning quality in schools since the introduction of the Millennium Development Goals. They say that it is becoming abundantly evident that the medium of education is an indispensable factor in enhancing didactic quality. Therefore, teachers play an essential role in implementing translanguaging.

3.3.1 Strategies/methods to implement translanguaging in the classroom



Creese and Blackledge (2010) provide insightful information about how translanguaging can be used successfully in educational environments such as the Nkayi area. It is essential to comprehend the pedagogical aspects of translanguaging to establish methods for teaching languages in Zimbabwe, not only in the Nkayi area. In a translanguaging intervention in Zimbabwe, learners were allowed to use both English and Shona in the lessons to ask, respond to, or seek clarity of concepts. As the lessons progressed, learners became relaxed and confident in using both languages interchangeably and would constantly ask the teacher to explain concepts in their home language (Charamba, 2020). Notes and worksheets were provided in both English and Shona, and learners would read the concepts or explanations in English and their equivalency in Shona (Charamba, 2020). This can also be applied to the Nkayi district.

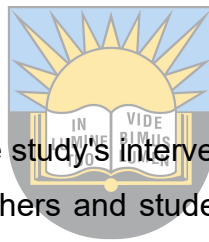
In an intervention in South Africa, some of the translanguaging strategies used in teaching an additional African language to university pre-service teachers include contrastive elaboration, which allows students to cross between languages, extend meanings beyond the language of input, and enhance their more profound

understanding of concepts (Makalela, 2015a). In the same intervention, in group discussions, brainstorming and writing discussion notes were done in any of these languages, and reporting to the whole class was done through the target language (Sepedi), with allowances for less confident students to choose alternation of home languages and English (Makalela, 2015a). Learners also read texts in their home language and narrate stories in the target language.

Asfaha Spotti and Idris (2023) reveal that one of the questions that can be raised here is what happens when the teacher does not speak the L1 of learners. Zimbabwe's study resolved this by allowing learners to work in collaborative groupings using chiShona to decode a text presented in English and collaboratively work using their common language to produce a text in the target language (Charamba, 2020). When the teacher was unfamiliar with the L1 of the learners, in an intervention using a mathematics support camp in a rural setting in South Africa, the novel idea of using a facilitator was observed (Asfaha et al., 2023). The class was conducted by an English home language speaking teacher and an isiXhosa English bilingual learning facilitator, with the latter's need created in response to the differences between the rural, maXhosa, teenage lifeworld of the learners, and the urban, South African, adult lifeworld of the teachers" (Guzula, 2016).

The facilitator and teacher worked together in the classroom, navigating the floor independently. Typically, the learning facilitator spoke isiXhosa while providing various forms of support to the teacher, who conducted the lesson and instructed the students in English (Guzula, 2016). According to Asfaha et al. (2023), the problem of linguistic diversity is connected to another concern with translanguaging procedures. The language used in the classroom and casual conversation is distinguished in the literature. According to Charamba (2020), everyday conversational language is straightforward and concrete, and nonverbal cues frequently reinforce it. However, classroom language typically calls for more intricate grammatical constructions, specialised vocabulary, and abstract language use—often with much less paralinguistic support.

Asfaha et al. (2023) observe that registers can also be involved in translanguaging. A student using the most comfortable register, a Xhosa-for-mathematics register, and components of mathematical English and daily Xhosa through register meshing, for example, was observed using the mathematics register and register meshing to express his thoughts (Guzula et al., 2016). In science classes taught in English, translanguaging is a common practice. This is especially true in Zimbabwe, where 80% of students use English as a second language. Charamba investigated the benefits of translanguaging procedures for Form 1 (year 8) students in rural schools (2020). According to the study, allowing translanguaging practices and using instructional materials written in home languages improves students' performance on science exams and fosters a welcoming learning environment for all students. It also gives students a space to reflect on how language stratification has kept African languages seen as inferior out of the classroom and, consequently, prevented them from accessing scientific knowledge.



According to Charamba (2020), the study's intervention, which lasted 35 minutes three times a week, entailed having teachers and students converse in Shona and English during science class. Learning science in a second language—typically English—is believed to burden students. As previously indicated, a specific Xhosa-for-mathematics register—may be needed even when learners' native tongue is utilised. Accordingly, science lessons are shifted in translanguaging at various levels: from the learners' native tongue to English and from everyday language and worldview to scientific discourse and understanding (Probyn, 2015). The difficulties that students encounter in these kinds of science courses result from adopting a second language and engaging in "lexically dense" scientific discourse that uses foreign vocabulary. Additionally, a variety of written and visual genres (such as tables, diagrams, procedures, information reports, explanations, etc.) that learners need to master are included. Additionally, everyday words have specialised scientific meanings (e.g., table, current, force); passive voice and nominalisation are frequently used (Probyn, 2015).

Omidire and Ayob (2020) argue that where curriculum planners currently, textbook publishers supply learning content on CDs; they can expand on this practice by

translating all learning information into several L1s and giving students access to it utilising essential equipment, such as headphones so that students can hear instructional materials in their chosen language, creates opportunities for them to be accommodated in a multilingual world. According to Centoz and Gorter (2013), translanguaging can increase the range of educational resources available to instructors and students for usage in the classroom. According to Yilmaz (2019), translanguaging enables students to use more media resources to get fresh information and research in English and their native tongues. Numerous studies have demonstrated the multimodal use of bilingual and multilingual educational materials in various languages.

A science professor in Makalela's (2015) study mandated that undergraduate students gather data and perform research in the Sotho cluster of Southern African languages but write their project papers in English. In order to provide students with access to academic papers written in both Spanish and English, the professor in Mazak and Herbas-Donoso's (2015) study regularly employed English terminology in Spanish discussions. In the 2016 study by Pacheco and Miller, elementary school teachers employed newspapers printed in multiple languages to raise the reading awareness of pupils from linguistically diverse backgrounds. Therefore, translanguaging has the potential to impact academic attainment and broaden the variety of academic resources available (García, 2009b; Sayer, 2013).

Yilmaz (2019) states that translanguaging offers formative assessments to test emerging bilinguals' learning more authentically and discourages summative exams created from a monologic perspective, which may put native English speakers as the norm. According to García et al. (2012), the preparation of dynamic assessment practices should be founded on the classroom practices of students and differentiated according to their unique needs to measure their learning correctly.

Bilingual students were encouraged to compose essays by Canagarajah (2011b) and Velasco and García (2014), who allowed them to use language resources to gauge their writing abilities. They disclosed that the deliberate application of linguistic

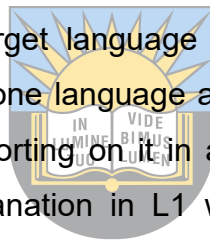
resources exhibited their capacity for sophisticated thought and enhanced the creative quality of their works. In these situations, translanguaging made the assessment more egalitarian by enabling the teachers to evaluate the student's proficiency in writing literacy abilities.

Teachers can challenge the banking model of teaching (Freire, 1973), view all students as critical and creative thinkers rather than passive learners (Hooks, 1994), and encourage students to construct knowledge by transgressing the "exterior borders of the modern/colonial world system" (Mignolo, 2000, p. 11). All of these activities can be accomplished by using translanguaging as a pedagogy. While observing a Queens high school teacher, García and Leiva (2014) employed translanguaging to promote border thinking. A bilingual music video about the expulsion of illegal immigrants and the separation of citizen children from their undocumented parents was shown by the teacher to introduce the lesson. Following the video, the teacher and the students had a critical Spanish-language discussion during which they discussed the rights of children of legal immigrants in the United States. By incorporating English vocabulary, including terms like discrimination, into her higher-order thinking questions focused on Spanish, she modelled the translanguaging strategies employed by bilingual individuals in the twenty-first century. According to García and Kleifgen (2011), she not only gave voice to kids who are marginalised in language and would otherwise be silenced by English-only practices, but she also involved all of the students in a critical discussion that challenged them to think beyond the boundaries of colonial thinking.

After watching her students' linguistic behaviour for several weeks, Chukly-Bonato (2016) analysed translanguaging processes in the classroom and found that translanguaging teaching rapidly alters students' behaviour. Her classroom became calmer and more comfortable when she implemented translanguaging techniques by removing the burden of speaking in perfect English. This encouraged pupils to participate actively in class and use their language skills more confidently. These translanguaging pedagogies are necessary in Nkayi classrooms.

Nagy (2018) argues that depending on the student's language background and ability level, there are several ways to include translanguaging activities in language classes. Translanguaging can act as a connecting element and a tool to overcome linguistic and cultural differences in a class with mixed linguistic skills and competencies and, in some cases, a different linguistic background. The classroom is a community of practice where participants—both students and teachers—work towards a common goal. In the classroom, translanguaging is a scaffolding tool to help emergent bilinguals keep up with more advanced students and a connecting element that bridges the gap between participants with diverse linguistic origins while simultaneously demonstrating and improving their linguistic skills and abilities.

Nagy (2018) states that when it comes to speaking, listening, reading, and writing activities, translanguaging tactics can be used in any way that permits or promotes the use of other languages in the target language (L2). Examples of translanguaging activities include reading a text in one language and summarising it in another, doing research in one language and reporting on it in another, permitting the use of L1 in group projects, providing an explanation in L1 when the L2 explanation fails, and translating terms from L2 to L1.



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Translanguaging pedagogy emphasises the creative application of many languages to improve instruction and provide a more inviting environment for multilingual students, families, and communities in schools (MacSwan & Faltis, 2020). Central to translanguaging pedagogy is its transformational intent, transforming subjectivities and social structures (García & Leiva, 2014). Orth and Hargiss (2024) emphasise incorporating the three cognitive learning styles—visual, auditory, and kinesthetic—into teaching strategies for all learners. Visual learners use visual aids, such as written text, pictures, maps, graphs, flashcards, and charts, to process information effectively. On the other hand, auditory learners grasp information best through hearing and speaking, often finding visual stimuli challenging. Kinesthetic learners learn by engaging in physical and tactile activities. To cater to the various requirements of English Language Learners (ELLs), it is essential to integrate all learning styles into classroom instruction to ensure that students' learning preferences are met (Carver & Orth, 2017).

In line with this, Smith (2024) underscores the significance of creating a classroom environment where all learners feel valued and included. When students feel a sense of belonging and worth, they are more inclined to actively interact in discussions and enhance their scholarship experiences. Smith (2024) suggests adopting positioning to implement translanguaging in classrooms. Teachers play a crucial role in assigning positions to students through verbal and non-verbal communication. These positions influence social expectations and behaviours within the classroom context (van Langenhove, 2011). Understanding how positions impact student participation is vital for creating an inclusive learning environment (van Langenhove & Harré, 1999).

For instance, when a teacher labels a student, such as Thabani, as not good at math, it positions Thabani as lacking mathematical competence. This can evoke negative emotions in Hari, affecting his willingness to engage in math-related activities. Teachers can subtly position students through interactions, impacting their experiences through explicit statements. It is crucial to recognise that positioning occurs constantly in various forms of communication and focuses on positioning students effectively, notably to support their success in mathematics. By embracing translanguaging strategies in the classroom, educators can promote inclusivity and provide supportive environments for all students.

In her research on the current educational landscape for Latinx multilingual students, González (2024) highlighted the importance of educators adopting strategies for implementing translanguaging. She identified two critical approaches for teachers collaborating with Latinx multilingual youth in co-creating curricula that foster more compassionate and critical learning environments. First, teachers can empower students by centring on their experiences, allowing them to articulate, analyse, and challenge the various forms of oppression they face in educational and social contexts. Second, educators can leverage the classroom community and learning environment to develop a curriculum that reflects students' lived experiences while maintaining academic rigour. One effective method for pursuing these objectives is integrating

Educational Journeys (Rodríguez, 2018) into classrooms as a pedagogical and curricular strategy that embraces translanguaging principles.

Students embark on their Educational Journeys by drawing from impactful academic and social experiences, both empowering and disempowering, and expressing these narratives through visual imagery and text (González, 2018). These cultural narratives are deeply rooted in critical sociopolitical analysis, particularly concerning race, social issues, and politics, as students critically assess and challenge their lived realities. Through Educational Journeys, students validate their experiences and create a learning environment to analyse and critique societal issues affecting themselves, their communities, and beyond. Examples from González's study include discussions on race, racism, sexism, socioeconomic status, immigration, and so on, with students using photography, colourful illustrations, and words to depict their educational journeys.



Educational Journeys enables students to leverage their cultural backgrounds and lived experiences to illuminate and disrupt existing power dynamics by redefining and reimagining their identities in a transformative way (Camangian, 2010). Subsequently, students collaborate to establish learning environments and curricula that foster healing, growth, and envisioning a new social reality for historically marginalised communities (Rodríguez, 2018). This educational setting offers minoritised students the opportunity to cultivate self-awareness while confronting and healing from various forms of social oppression daily. Students contribute to an optimal educational setting by fostering such a transformative and academically rigorous learning environment. Investing in nurturing caring and healing classroom environments, where students' lived experiences serve as the foundation for learning, enhances their educational experience (Howard, 2001).

While the creation and sharing of Educational Journeys may be viewed as more focused on healing than academics (Ginwright, 2010), it is essential to recognise that supporting students in healing from oppression sets the stage for a classroom community conducive to transformative learning. Teachers must bridge the gap

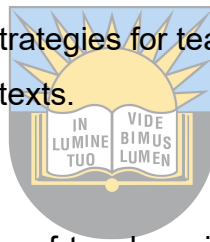
between individual and collective healing processes and rigorous academic learning, challenging the notion that these approaches are mutually exclusive (Duncan-Andrade, 2009). By embracing the principles of translanguaging in the implementation of Educational Journeys, students can draw upon their diverse linguistic backgrounds and cultural perspectives to engage in critical dialogue, analyse societal issues, and co-construct knowledge that reflects their multifaceted identities. This approach validates students' linguistic diversity and empowers them to authenticate their experiences across languages. It fosters a prosperous and inclusive learning environment that promotes academic rigour, personal growth, and social critique.

Banks (2019) states that content integration, knowledge construction, prejudice reduction, equitable pedagogy, and an empowered school atmosphere are the five facets of multicultural education. Teachers must integrate content by logically infusing accurate ethnic, racial, and cultural content into school curricula, whereas knowledge construction encourages students to examine curricula through various frames of reference. Shank and Wu (2024) argue that using various learning activities to build students' positive attitudes toward different groups anchors prejudice reduction while centring student voices and promoting communal academic achievement, exemplifies equity pedagogy. When enacting curricular and pedagogical techniques, teachers can create an empowering school culture that addresses social inequities and validates students from diverse backgrounds.

It is essential to consult all stakeholders to establish the challenges of implementing translanguaging in the Nkayi District. These stakeholders are essential for developing strategies and methods for implementing multiple languages. If all beneficiaries are consulted, they create a sense of ownership. Therefore, if they feel that they own the process and that their views are respected, they will encounter a few challenges during the implementation process. Key implementers, such as teachers, learners, and head teachers, must be part of the research. Educators play a crucial role in effectively applying any linguistic strategy (Ndawi & Maravanyika, 2011; Nkwe & Marungudzi, 2015; Ndamba, 2017). De Souza (2010) argues that educators need to become society educators by learning about the ways of life of the educators they stand for to develop

essential components required for efficiency in various contexts. Classrooms that appreciate educators and their cultures nurture emotions of self-worth and enhance academic achievement (Heath, 1983; Nieto, 1999; Ndura, 2006).

Donley (2024) advocates for negotiating literacy as just one of many communicative skills, integrating multimodality, and creating inclusive spaces to implement translanguaging in the classroom. He recognises that language separation practices can still play a role in the classroom but felt the need to decentre these practices to pass more co-learning power to EL students. However, he noted difficulties in redefining language competency, aligning translanguaging with state standards and criteria, and avoiding monolingual assessment practices. While Donley (2024) feels that narrowing a broad concept like translanguaging to concrete instructional and assessment practices is difficult, teachers must generate creative and flexible reimaginings of translanguaging strategies for teaching EL students in monolingual or language separation classroom contexts.



Donely (2024) notes how one group of teachers integrated multimodality and student co-learning through an activity oriented around creating and sharing graphic novels, posing questions about flexible and multimodal assessment practices, and disrupting the idea that language is structured and purely lexical. Another group aimed to disrupt teachers as monolingual models and the only authority by integrating a student-led daily peer-learning, mutual-support, or small-group study time, in which students are grouped to the best extent possible in ways that multiple languages can be mutually supported. Teachers offering guiding questions primarily allow for fluidity in these co-learning sessions.

Students can also co-generate their expectations and responsibilities regarding classroom time. Donely (2024) reveals how a group of teachers aimed to balance academic literacy and translanguaging flexibility by generating an activity that asked EL students to create bilingual picture books and determine their books' linguistic boundaries. In this activity, students could begin with wordless picture books, engage with the story orally and flexibly, and then write a bilingual version while cohesively

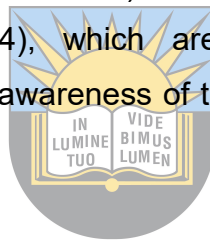
integrating multiple languages. However, these examples clarify that reimagining concrete assessment practices remains problematic.

Barros et al. (2020) argue that while challenging monolingualism in curriculum development is unquestionably difficult, arguing that teachers should use strategies that highlight the potential value of critical negotiation and creative reimagination for any language-based pedagogical approaches that teachers of ELs may call on or encounter, Chestnutt and Smith (2024) advocate for the use of a hands-on approach to problem-solving, allowing the translanguaging sessions to be more engaging and promote a deeper understanding of mathematics concepts among students and parents. Thus, translanguaging can be used in mathematics teaching. Chestnutt and Smith (2024) further explain how the elementary math initiative used Standards for Mathematical Practice (SMP) to discuss, and a short workshop was held to explain to parents how and why SMPs are used in mathematics. The group explored how students interacted with the SMPs during the workshop by examining student work samples and classroom activities. During the family math games, parents and students also had the opportunity to discuss the mathematical practices they were engaging in. A hands-on approach was implemented to help parents develop a conceptual understanding of various mathematical concepts and understand how math can be used in real-world situations. This carefully planned process allowed parents to connect the math concepts discussed in class to activities they were doing with their students at home. Another critical focus of the sessions was discussing how they were taught math at school with parents. Discuss with parents the way they were taught math in school. Most parents discussed learning specific procedures and memorising facts, which challenged some parents. Some parents in the sessions were initially hesitant to participate in what they viewed as a different, more complicated approach; however, throughout the sessions, most began to see the benefits of this approach for their children. These tangible translanguaging strategies can be adopted in classrooms.

Instructional differentiation is another method used to implement translanguaging. Chestnutt and Smith (2024) explain that teachers receive instructional improvements

using enrichment and remediation strategies. Instead of teaching students using direct instruction, remediation is the key. According to Weglinsky (2004), improving teaching through classroom enrichment and remediation is critical to improving student achievement. During implementation, students must participate in small-group instruction to meet their academic needs.

It takes much work to implement translanguaging in the classroom. To encourage its adoption, several supportive factors are needed, such as enough overlapping linguistic resources between speakers, language awareness among teachers and the community, time and space for implementation, and—perhaps most importantly—having educators appropriately acknowledge students' prior language proficiency (Oliver et al., 2019). In many parts of the world, including Australia, teachers stigmatise non-standard dialects (Siegel, 2006; 2010) and minority languages their students speak (Orellana & García, 2014), which are not consistently recognised as autonomous languages. Teachers' awareness of their students' linguistic backgrounds is still, at best, erratic.



Oliver et al. (2019) argue that as more teachers become aware of how students can use their whole repertoire of language resources to enhance their classroom learning, there has been a shift toward a more flexible use of students' languages. The use of the student's language repertoire can be a strategy that can be used. Students can understand the material and procedures that are part of classroom instruction if they are encouraged to use their native tongue (Oliver et al., 2019). Moses and Wigglesworth's (2008) example of pupils remaining silent while knowing the subject the teacher was trying to cover was meant to demonstrate this. If only all of the language resources that the students and their teacher shared could have been used to fully utilise their background knowledge and help them negotiate meaning together, the interaction would have had the potential to engage students and set the stage for successful classroom translanguaging strategies.

Languages and dialects are simply different; they are neither good nor terrible, nice or ugly, or right or wrong, as Trudgill (2012) noted. Understanding that all languages and

dialects are complicated and represent intricate cultural links and semantic understanding is necessary if we are to value all languages (Oliver et al., 2019). By doing this, it becomes feasible to establish a learning environment in the classroom where mother tongues are respected, languages and dialects are acknowledged as essential, and all available language resources are utilised to enhance learning. In these environments, translanguaging can be considered the standard, and the classroom transforms into a translanguaging space where students can study in all the languages they speak (Li, 2011). This could entail showing pupils how to use their entire linguistic repertoire when learning in the classroom or, at the absolute least, explicitly educating them.

Feedback was used to make the necessary adjustments and revisions (Crystal, 2010; Evans, 2013). Feedback is used to gauge the effectiveness of the strategies and assist in developing new and tangible solutions. Thus, tapping into the culture of learners can be an excellent strategy for implementing translanguaging in the Nkayi District. Teachers in South Africa have been given a bilingual approach to working with a varied student body to promote justice within the educational system (Banks & Banks, 2019). This approach can also be adopted in the Nkayi district. Teachers must be multilingual to translate where learners need help understanding (Spokazi et al., 2019). Thus, the multilingual approach can also work in Zimbabwe.

3.4.1 Mother tongue and culture to implement translanguaging

The mother tongue often symbolises a profound, enduring, thread-like relationship between the presenters and their ethnic selves (McCarty, 2008). Native intellectuals in Canada (Kirkness, 2002), the United States (Greymorning, 1997), and New Zealand (Harrison & Papa, 2005) have made repeated references to linkages among place, linguistics, time, and society. Though most parents desire their children to have a solid education, they also want them to have adoration and reverence for their family, neighbourhood, and heritage. As a caregiver in a native tongue-focused educational intervention in Papua New Guinea's North Solomons Province, we must teach children

to write and read. Nevertheless, training them to appreciate themselves and us is essential (Delpit & Kemelfield, 1985).

Muchenje (2014) adds that culture is integral to children's education. The Symposium on the Rights of Indigenous Peoples and the Preservation of Indigenous Knowledge also establishes children's education rights in a familiar cultural environment (Shisha, 2007). The UNESCO Convention on the Protection and Promotion of Cultural Expressions (2005) refers to the importance of cultural diversity. The goals of this convention include fostering interculturality, developing cultural interaction in the ethos of establishing connections between individuals, promoting respect for the differences in artistic terms and concepts, and raising awareness of its importance on local, national, and international levels. These are ideal methods for the implementation of translanguaging in the Nkayi District.



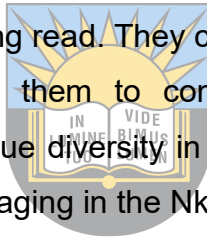
3.4.2 Multilingual instruction and resources to implement translanguaging

According to Milambiling (2011), multilingual instruction occurs when teachers utilise multiple languages throughout learning to encompass pupils who do not communicate a specific language and use them in discussions. This is limited because multilingualism is becoming increasingly common worldwide. According to Lartec et al. (2014), educators must discover and use all the potential languages to meet students with various mother tongues. According to Milambiling (2011), teachers must comprehend their educators' political conflicts and social conditions and know languages, subject matter, and instructional methods. This policy also permits students to discover and study the languages of others. This can be useful in the implementation of multiple languages. Muchenje (2014) adds that classroom education must attract instances from various cultural and ethnic groupings that comprise Zimbabwean culture in the Zimbabwean context.

This also holds for reference books and educational content in school. Knowledge construction studies concentrate on how information is created in various subjects.

What are the effects of one's basic stereotypes, insights, and perceptions of learning crafted? (Banks, 2009). The primary thrust is to demonstrate to the students that information is communally formed. A plethora of knowledge forms, constructivism, and social constructivism should be underscored in terms of postmodernism. This will help with the implementation of translanguaging.

Multicultural literature in the classroom can be used to foster the implementation of multiple languages. Boles (2006) states that multicultural literature can be used to sway students' opinions. It aids in inspiring consideration of variety in the classroom and shaping a sense of admiration for individuals from other cultures. Multicultural literature can also eradicate racial discrimination (Boles, 2006). Lartec et al. (2014) state that this functions as a tool for educators to initially perceive the significance of having a diverse background to comprehend the various ethnicities discovered in or originating from written sources being read. They can teach their pupils about the value of multicultural literature to allow them to comprehend and appreciate different cultures. This will help learners value diversity in the classroom and can be a helpful strategy in implementing translanguaging in the Nkayi District.



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Prejudice reduction aims to support pupils in analysing their preconceived notions of other individuals, particularly those from minority groups, and to foster constructive approaches toward all people (Banks, 1993; Banks, 2009). It also pertains to how educators assist students in developing favourable and impartial perceptions toward people from various backgrounds (Niето, 2009). Equitable teaching is accomplished when an educator can complement teaching techniques to students' educational styles of the students (Banks, 2009; Yao et al., 2009). This guarantees that every student will achieve academic success. There are two learning styles: field-independent and field-dependent (Bennet, 2003). To improve equitable pedagogy, educators must cater to these different teaching styles. The imposition of the school ethos and social systems requires structuring the school's culture and organisation to promote parity and liberation for educators from all communities (Banks, 2009). Nkayi District schools' educational cultures must be able to accept educators from a variety of backgrounds.

Lartec et al. (2014) proposed an additional strategy for implementing translanguaging: using literary works authored in their mother tongue as inspiration. Educators use literary works as a launching pad to teach other ideas or concepts that aid learners in this strategy. Teachers incorporate literature into the discussion, and these literary works have already been translated into the desired native language. According to Hişmanolu (2005), four primary causes motivate a language educator to employ literature in the school room: useful, genuine material, language enrichment, direct involvement, and cultural enrichment.

3.4.3 Translation and other strategies to implement translanguaging

According to Lartec et al. (2014), educators may use translations from the chosen language to the mother tongue. When it relates to learning in the student's mother tongue, translation is very beneficial because it connects students to the lesson (Lartec et al., 2014). Kavaliauskiene (2009) added that translation is occasionally mentioned as the fifth linguistic skill, together with the other four rudimentary skills of speaking, listening, writing, and reading. "Translation clasps a distinct standing at an advanced and intermediate level: in the final or advanced stage of language instruction, translation from the first language (L1) to the second language (L2) and from L2 to L1 is recognised as the fifth skill and the most significant societal skill, as it stimulates understanding and communication and among strangers". (Lartec et al., 2014, p.5).

According to Jabak (2013), translator instruction typically concentrates on translation into the mother tongue to achieve advanced supremacy rather than conversion into a foreign language. Lartec et al. (2014) agree that educators translate for students to have improved lesson comprehension. The majority of students comprehend the lesson effectively when it is translated into their native language, and the efficiency of the translation is being evaluated using evaluation tools. Educators utilise assessment methods, such as add assessments, formative and summative tests, and checklists to assess learners' achievement or work. Translation has proven effective in the implementation of translanguaging. Another strategy is the use of lingua-franca in the implementation of translanguaging. According to Lartec et al. (2014), lingua-franca is

extensively employed for intercommunication between speakers of various languages. Swadesh (1951) defined lingua-franca as a folk language that can be employed as a beneficial teaching tool in areas where it is the folk language with all of the advantages of any other mother tongue. According to Lartec et al. (2014), using a shared language in a multilingual context permits students to participate in class activities and discussions because they comprehend each other. This could be a helpful strategy.

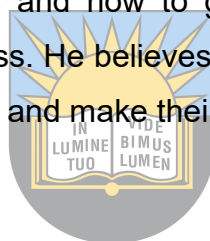
Another strategy would be tapping into learners' experiences. According to Breen (1999), experience is a fundamental launch point and a constant source of focus. Classroom work relies on student and teacher perceptions: the emphasis is on conducting staff activity and construing the results and experiences of the action. Alternative reinterpretation of perceptions is encouraged in classroom processes. This reflective procedure notifies conceptualisations or groupings of distinct deductions, allowing for improved optimism and guidance of current and future perceptions. The author adds that perspectives are created and recreated. The classroom can be viewed as a perfect laboratory for experience remembrance, modelling, and analysis.



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It is an environment in which new playing methods can be attempted in the sense of solid recommendation, according to Breen (1999). Learning and using one's native language, wrestling with a different language, recognising other societies, and discovering what it implies to participate in another society are all especially pertinent memories for the language class (Breen, 1999). Nevertheless, this primary emphasis on linguistic and ethnic surroundings will be located inside the circumstances of widening perceptions in other aspects of educators' and students' existences. Educators who are not optimistic about English have been found to depend more on drilling and rote learning, employing a wider variety of methods when instructing in their mother tongue (Chick, 1996; Williams, 2014; Erling et al., 2017). A broader variety of strategies can contribute to more animated learning, increasing student motivation and understanding (Ankohmah et al., 2012; Opoku-Amankwa, 2009a). Thus, these strategies can help implement translanguaging.

Collaborative teaching can also facilitate translanguaging. Mittler (2003) viewed it as when a lesson has multiple educators. According to Hooijer and Fourie (2009), the two aspects can be merged, and the teachers take turns teaching, supporting each other, and assisting the children. Lay employees, such as underemployed parents, grandparents, or older students who speak various languages at school, can be summoned to improve communication and provide comments to the educator (Richard-Amato, 1988). Educators should also be urged to become more indicative of classroom instruction. As Richards and Lockhart (1994) explain, when educators scrutinise their learning, they participate in reflective classroom instruction. Educators can do this by gathering information regarding learning to analytically learn their assumptions and beliefs and determine if any facets of their instruction could be altered to become more efficient. Individual or group critical reflections may be used to share knowledge. Mittler (2000) suggests that educators meet regularly to discuss obvious concerns about learning obstacles and how to guarantee that all kinds of children participate in the educational process. He believes that instead of scheduled meetings, educators should assist themselves and make their own choices.



According to Erling et al. (2017), observations in classes in Bihar and Ghana revealed comparable processes in terms of the identified educator teaching methods. Despite overwhelming evidence of poor learning consequences and inadequate thresholds of English between learners across both situations, student-centred, effective learning procedures that encouraged the growth of language and content learning were prevalent. Lessons in both situations were firmly educator and textbook-focused, with the educator conversing for most of the class time. The most prominent feature in both situations was that the educators needed more speaking opportunities. The focus in both circumstances was on educators' rote learning of conceptual understanding, and the significant proportion of inquiries posed to them were 'closed', and they decided to seek an appropriate answer. Thus, for strategies/methods to be effective, only interactive methodologies must be used. It has been found that many classroom teachers can easily switch between languages and use them successfully and sensitively to aid learners' teaching.

However, educators and school authorities tend to accept incorporating local languages as something other than a genuine classroom technique (Brock-Utne, 2004; Probyn, 2009). If there is no code-switching, there is no empirical basis for rejecting a shortfall point of view on language blending, a sceptically essential and frequently referenced body of basic scientific research (Cook, 2001; Dura'n & Palmer, 2013; Fuller, 2009; Garcí'a, 2009; Garcí'a et al., 2015; Gort, 2012; Grosjean, 1982, 2010; Martí'nez, 2010; Valdes-Fallis, 1978). Therefore, the existence of code-switching is empirically proven.

Furthermore, Erling, Adinolfi and Hultgren (2017) state that teachers are confident in appropriate instructional instruction, beginning and ending their classes, describing content, providing examples, and directing several educators to address questions. They state that, notwithstanding, there was a reduced prevalence of student-centred practical educational approaches in all of the schools, which restricts the advancement of teaching and language learning. It was especially evident that students had restricted speaking time, principally reacting to the shuttered questions raised by educators. Simpson (2014) adds that specific results strengthen the British Council's (2014) research in Ghana, which discovered that the majority of educators still used teaching methods, such as allowing learners to replicate from the board (80%), reading (75%), and dictation (68%). This could help mould and develop effective strategies to implement translanguaging.

3.5 Monitoring, support and evaluation provided to teachers to promote the use of translanguaging

In their study, Zheng and Lawrence (2023) noted that students' understanding of supervision meetings encompasses interpersonal, institutional and social contexts. Within the interpersonal realm, participants endorsed using translanguaging during supervision sessions, viewing them as a dialogue between individuals with a shared language pool. Using Chinese and English in translanguaging enhances communication accuracy, especially in online settings, where non-verbal cues are

limited. This approach fosters a comfortable interaction environment, strengthening teacher and student bonds. Hence, students should actively monitor, support, and evaluate teachers to encourage translanguaging.

According to academics, government involvement is essential to implement curriculum change (Fullan, 1991) effectively. Consequently, a deficient political solid will or enthusiasm for policymakers creates a nation-connected obstacle to implementing mother-tongue strategies in African nations (Ssentanda, 2014). Rationalising the significance of language in education, Ndamba and Van Wyk (2018) assert that there is no parity of conduct simply by providing learners with equal textbooks, facilities, curricula, and teachers for learners who do not appreciate English are positively omitted from any critical education. According to the Education for All 2013/2014 Monitoring Report, classroom-based evaluation tools can aid educators in recognising, monitoring, and backing students at the risk of low accomplishment. These are integral to the implementation of translanguaging.



Zimbabwe's 2013 Constitution provides for the best monitoring, support, and evaluation of teachers to encourage using multiple languages. According to Muchenje (2014), the constitution outlaws discrimination. This writer notes that it is essential to recall that bias against other languages can occur openly and secretly. According to Section 56(3) of the cited constitution, everyone must be treated equally because of their tribe, place of birth, whether they were born out of wedlock, colour, nationality, language, race, social or ethnic origin, religious belief, language, sex, class, gender, pregnancy, economic status, political affiliation, opinion, culture, customs, marital status, disability, age, or social standing. Muchenje (2014) adds that the 1987 Education Act also reinforces this provision. Under Section 4(2) of this Act, no child in Zimbabwe should be refused entry to any school because of their parent's social status, colour, creed, tribe, race, place of origin, political opinion, or religion. The Zimbabwean Constitution (2013) and the Education Act of 1987 establish a supportive environment that commemorates and embraces student differences (Muchenje, 2014). Thus, the Constitution and Education Act promote the implementation of translanguaging. Zimbabwe is also an endorser of the International Convention on the

Rights of the Child (ICRC) (Muchenje, 2014); article 29 articulates that children's learning must cultivate every child's aptitude, character, and expertise, as well as inspire them to appreciate human rights, others, and individual traditions. According to Article 30, indigenous or minority children can practice and gain knowledge about their language, culture, and religion (UNICEF, 1990).

As a participant in this pact, Zimbabwe is expected to implement education to accommodate student diversity (Muchenje, 2014). Therefore, implementation and evaluation should be seen through the conventions and treaties signed by Zimbabwe. To comprehend the evolution of language attitudes, it is essential to investigate the constitutional background of a country. Therefore, some attitude problems are rooted in the colonial experiences of the country. Using the native tongue as a teaching language can also be confronted by inadequate resources for teachers and students (Whitmeyer, 2012; Chiwome & Thondhlana, 2013). Muchenje (2014) adds that most education reforms were undertaken after self-determination aimed to correct disparities caused by exclusionary, Eurocentric, monocultural, and ethnocentric initiatives in allocating and managing African education. In Zimbabwe, the colonial period was marked by regulations of racial discrimination in society and education, in addition to apparent disparities in the availability of training and education (Nziramasanga Commission, 1999). As a result, such an education system does not encompass or embrace a variety of students concerning race, gender, social class, and ethnicity (Muchenje, 2014). The updated curriculum addresses these challenges and supports teachers in implementing translanguaging.

Colonial instruction for Africans was intended to safeguard and maintain settler colonial pursuits. Thus, the support and evaluation of the implementation of translanguaging can be seen in abolishing the tenets of colonial education. Furthermore, the enactment of the Education Act is pivotal. The Secretary's Circular No. 2 for 2017, which guides the implementation of the updated curriculum in schools, secondary school heritage studies, and LOP, are now cross-cutting learning areas. The rationale of the Heritage Studies syllabus forms 1–4:2015–2022 seeks to produce persons with a concerted duty to safeguard and invest in their ethnic, environmental, and independence legacy

and wealth generation for posterity. Study findings illustrate that the challenges in officialising 15 Indigenous languages as protected in the 2013 Zimbabwean Constitution had to do with negative approaches, obliviousness of what the multilingual necessities require, and the diverse stages of growth between other languages (Mazuruse, 2016).

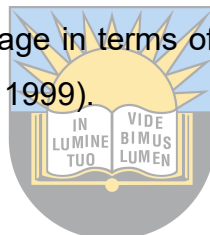
According to the Education for All 2013/2014 Monitoring Report, educators must be equipped to deal with the realities of multilingual communities. For instance, only 8% of interns in Senegal expressed optimism in teaching reading in native languages. Preliminary and ongoing programmes are required to prepare educators to understand the needs of pupils learning a second language and to instruct in two languages. Numerous newly qualified teachers need to be made aware of the abilities required to assist children with more demanding educational needs due to insufficient schooling, including an overemphasis on theory rather than practice. Once in the classroom, all teachers require ongoing support to empower them to represent their instructional strategies, nurture ambition, and help them adjust to modifications, like adopting an instruction language. Thus, monitoring and evaluating translanguaging implementation should begin during teachers' training in their respective colleges to ensure they are equipped and empowered to implement translanguaging.

3.6.1 Importance of mother tongue in teaching

Studies show that studying a foreign language makes it more challenging to get superior schooling, resulting in low academic achievement (Brock-Utne & Mercer, 2014; Ndamba & Van Wyk, 2018). Additionally, it has been reported that children educated in a tongue different from their mother or native tongue fail to finish school and perform poorly academically. They repeated lessons because they frequently failed. This is an ongoing situation in Nepal (Yadava, 2007; Rai et al., 2011). Vujich (2013) adds that research suggests that teaching students in their native language improves academic performance by enhancing the comprehension of fresh notions and boosting initiatives such as ego, identity, inspiration, and innovation. Language training research has demonstrated that youngsters gain knowledge, interpret, and accomplish

other abilities and expertise more rapidly when trained in the native tongue of the speaker instead of a foreign tongue. (Langer et al., 1990; UNICEF, 1999).

According to research, studying a foreign language limits access to high-quality education and lowers academic achievement (Brock-Utne & Mercer, 2014; Ndamba & Van Wyk, 2018). There have also been reports that children educated in languages other than their mother tongue or home language stop attending school, perform poorly academically, and experience a high rate of failure. This situation remains (Yadava, 2007; Rai et al., 2011). Vujich (2013) adds evidence to support the idea that educating children in their native tongue improves their academic performance because it makes it easier for them to comprehend new ideas and boost affective factors such as personality, individuality, desire, and ingenuity. Another finding of language education research is that teaching children in their mother tongue has a faster learning effect than teaching them a foreign language in terms of reading, writing, and other learning skills (Langer et al., 1990; UNICEF, 1999).



According to the UNESCO Committee of Experts (1953), the most significant degree for teaching a person is the children's indigenous language, which they can easily understand and use to express themselves (Ndamba, 2008; Gora et al., 2010). According to Mnkandhla (2000), the United Nations Educational, Scientific, and Cultural Organization (UNESCO) proposed using the native language in instruction as late as possible, as early as 1953. According to the Education for All 2013/2014 Monitoring Report, all children, regardless of where they are, must have educators who are literate in their native tongue and belief systems and, therefore, may assist them in education. Nonetheless, in many countries, young people are educated in languages they cannot understand in their households. The benefits of using the mother tongue must be considered credible because appropriate second-language learning is dependent on first-language processing (Thondhlana, 2002).

According to Vujich (2013), the push for native language education is also related to a longing to safeguard language and ethnic variety and defend human rights. This is also endorsed by the United Nations Educational, Scientific, and Cultural Organisation

(UNESCO, 2003). Article 4(3) of the General Assembly Resolution 47/135 necessitates nations to take suitable actions so that, anywhere conceivable, individuals fitting minorities could have acceptable chances to study in their mother tongue. Thus, learners in the Nkayi District are no exception; they must be instructed in their native language. However, their implementation can be problematic. Learning in one's mother tongue leads to better performance, so it should be fully implemented in Nkayi District schools and the order of the day. This is per the government of Zimbabwe, which realised after independence the significance of the native language in learning, which resulted in the implementation of an educational policy that elevated the standing of native tongues (Ndamba, 2008). Muchenje (2014) argues that it is widely assumed that the education programs implemented following Zimbabwe's freedom in 1980 were requested to encompass a variety of Zimbabwean cultures. For the first time, there was a place for Indigenous languages (Muchenje et al., 2013). Nonetheless, it must be noted that applying this policy remains a challenge.



Some regulations have been established throughout the Zimbabwean education system that value and respect the instruction's mother tongue and study development. According to Muchenje, Goronga, and Bondai (2013), the issue of languages in schooling has to be critically scrutinised, as the Presidential Commission of Inquiry into Education and Training (1999) made the crucial endorsements that there is a necessity to recognise language rights as human rights that all inhabitants must appreciate and that it is necessary to promote and protect respect for all communal languages irrespective of their level of development and number of speakers. Therefore, the role of the mother tongue in schooling and studying in Zimbabwe has been recognised (Muchenje et al., 2013).

3.6.2 Importance of student's culture in mother tongue teaching

Failure to impart a learner's mother tongue impacts cultural identity (Goduka, 1998). The Director's Circular No. 26 of 2007 explains the Ministry's position on the importance of the mother tongue in implementing the Teaching of Local Languages. It

asserts that the fundamental premise for utilising local languages as instructional media is their capacity to ensure efficient communication among students and educators. Efficient and effective communication is required for students to comprehend theoretical foundations fully. The New Zimbabwe Curriculum Framework further emphasises the infant school level's utilisation of the mother tongue as a form of instruction (Early Childhood Development up to Grade 2). However, the challenge for Zimbabwe maybe its implementation.

According to Owen-Smith (2010, p. 13), a student who cannot obtain education in their native language is marginalised and is highly improbable to achieve their total prospects. The European Union (2015) further notes that the pupils also "lack opportunities to develop their mother tongue competencies to higher levels". Children are not continuously aided in perfecting their native language; schools can narrow the achievement gap between native children and children who are linguistically illiterate in teaching as they advance across their schooling. The possibilities for children to utilise and cultivate their mother tongue abilities enable them to gain acknowledgement of these abilities and see that they are as beneficial as other language abilities. Children must be stimulated to advance and utilise their native abilities (European Union, 2015). Lartec et al. (2014) add that students can appreciate and monitor the symbols dispatched inside schoolrooms and learning environments, assuming they are transcribed in their native tongue.

According to Muchenje Goronga and Bondai (2013), teachers and other educators' preconceptions influence students' self-esteem and self-esteem in their native languages. Neglecting one's mother tongue can have grave ramifications (Goduka, 1998). Thus, the challenge of implementing multiple languages affects the academic development of learners. It is the role and feature of the educator to encompass the varied needs of students, such as the requirement for schooling in their native language. However, most educators report needing more expertise and knowledge in utilising diverse languages in the school room as a LOLT to help these learners (Engelbrecht, 2006; Engelbrecht et al., 2001; Chataika et al., 2012). Educators question the appropriateness of native language education in a policy that mandates

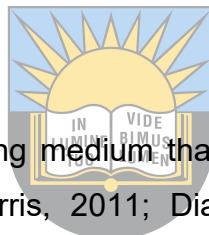
that English is the instruction language for secondary schooling, even though it may have educational benefits when tested in isolation (Vujich, 2013).

The literature lacks material that unfolds the contemporary assistance offered to these students (Kotzé et al., 2017). Vujich (2013) adds that there may be a means of maintaining pupils' educational wishes by utilising native language education in the initial years, although still safeguarding that a suitable foundation is arranged for their effortless switch to English-medium schooling in future times. There is also an absence of backing, which may disturb the learners in the Nkayi District, as the only acceptable language of instruction is English, which hinders their academic progress.

At the same time, the above situation may create a self-fulfilling process, a generation of learners who may think of themselves as academically challenged and not take school seriously. Language is essential in an individual's life because it is not only a communication tool but also a repository of culture. Language and culture are intrinsically linked. It is the principal method of communicating cultural norms and an eyepiece through which individuals see the globe. Therefore, language is fundamental to individuals' personalities. As Goduka (1998) says, it is crucial to acknowledge that removing educators' native languages removes the cultural identity of the child and artistic speech as well as the heritage of the complete lineage. Ridouani (2011) adds that the mother tongue plays a dynamic role in the preservation and establishment of the group and national identity, as it establishes the storage area where the cultural and social beliefs and the medium of the memory typically crop up, a misnomer that should not be entertained and that must be challenged.

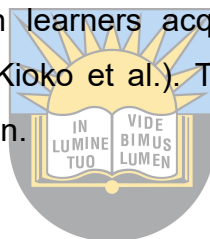
According to Muchenje, Goronga and Bondai (2013), pupils' experiences demonstrate the importance of including their native language in the educational system. These students believe that studying their native language in school will help them become more fluent. There is conclusive evidence that learning mother tongues, in addition to teaching the language, improves not only the native language but also the instructional language's abilities. (European Union, 2015). In addition, children must learn dominant languages and their native tongues (Skutnabb- Kangas, 2000). According to Vujich

(2013), education starts with what students understand, constructed on cultural and language understanding and the expertise they bring when they begin school. This can be accomplished by utilising the mother tongue in the instruction. Language and learning research in the classroom reveal strong connections between the instruction language and the collaborative or learner-centred essence of the school room (Trudell, 2005; Kioko et al., 2008; Batibo, 2014). Fewer youngsters pull out from mother tongue lessons (Laitin et al., 2015). Children's motivation to continue attending classes is increased by understanding what is being imparted and anticipating what they will accomplish. According to UNICEF (2016), parental comprehension of the education system and the aptitude to assist youngsters with schoolwork are also significantly improved. The benefits of employing an acquainted instruction language also include the preparation of conceptual frameworks for schooling and accessing preceding data when discovering novel materials (Benson, 2000; Collier & Thomas, 2004; Bloch, 2014).



On the other hand, using a teaching medium that the student needs to comprehend substantially hinders learning (Harris, 2011; Diarra, 2003; Trudell & Piper, 2014; Motala, 2013). According to previous studies, students who participated in Rwanda, Malawi, and Zambia, who performed poorly on English reading assessments, performed significantly better on comparable reading instruction in the country's language (Williams, 2014; Rea-Dickens et al., 2013). Therefore, using the mother tongue is desired and will be helpful in the implementation of multiple languages in the Nkayi District. UNICEF (2016) notes that Trudell (2005) investigated the language of teaching decisions in Cameroon, which cites a primary school educator from Cameroon, and discusses the effects of employing a method of teaching in which the youngster cannot converse, which strikingly demonstrates at the focal point, glance out the window, the educator perceives "those adults are talking in the mother tongue, and the child is actively participating in the discussion. However, if you bring him here [an English-language meeting], he will act like he does not know his right from his left. You can even see it in your child when he comes home from a day in English school—he is in shock—you can see it!" This reality is the standard elementary school experience (Trudell, 2005, p. 240). This may be due to the reality experienced by Nkayi learners, which strengthens the value of teaching in the mother tongue.

Numerous studies show that instilling their mother tongue in children can increase self-esteem (Cummins, 1989; 1990; Hernández-Chavez, 1984; Appel, 1988). According to Rubio (2007), children view languages as valued differently at an early age. If there is a cultural and linguistic disparity between schools and homes, more minor language-speaking children might assume that culture and language are not regarded, reducing their sense of self-worth and impeding their learning ability (Covington, 1989; Baker & Prys Jones, 1998). According to Wright and Taylor (1995), Inuit pupils are taught in Inuktitut, the first language, with higher cultural self-confidence and prestige than Inuit youngsters taught in their second language, French or English. According to UNESCO (2010), teachers in Africa have characterised many significant effects of native tongue-focused schooling, stating that using students' first language in school encourages a seamless transition between school and home, cultivating mental maturity, which equates to mental fortitude. Such learners acquire information rapidly and recall information longer (Trudell, 2008; Kioko et al.). Thus, there is a correlation between home and native language education.



According to Kembo (2000) and Thondhlana (2002), mental and emotional advancement takes place more efficiently in a language with which the student is very familiar, and teaching in particular together with second-language learning happens more successfully if the necessary intellectual growth has previously occurred over the usage of the primary tongue as a native tongue of education. The numeracy and mental abilities gained in the native tongue allow for a smooth changeover to second-language medium schooling. These findings emphasise the importance of teaching in the pupils' native language (Muchenje et al., 2013). UNESCO's Global Monitoring Report (2008a) stresses the value of native language learning in the initial years of primary education and formative years. UNESCO (2010) advocates that, in addition to the target of equal and fair education opportunities and accomplishments for all, safeguarding first languages spoken by children and fostering the globe's language variety necessitates stringent efforts to guarantee that children grasp their native language. This must be addressed, especially in the Nkayi District. The report further notes that while the language a child communicates with their family is habitually a central component of individual character and cluster attachment, language can be a

potent cause of hindrance at learning institutions as, in several nations, offspring are educated and partake in assessments in languages they do not appreciate. This can lead to poor academic performance.

The Education for All 2013/2014 Monitoring Report lamented the 2011 PIRLS assessment, which discovered that at least 10% of pupils in seven countries announced conversing in a tongue different from the one assessed at school in their household. The probability of achieving the required educational standards for reading was relatively low in all these countries, except for pupils whose native tongue was indeed the language of the examination. This worrying scenario affects many learners; the solution is to use the native tongue as a primary language of education. This is a global phenomenon; according to the Education for All 2013/2014 Monitoring Report, French is still widely used as the primary language of education in several regions of Western Africa. Most children educated in language are not acquainted with it starting in elementary school, severely limiting their learning ability. For example, in Benin, compared to less than 60% of the nine out of ten students who speak a second language, Grade 5 classmates who converse the exam language to a family show minor progress in reading. Hence, the current study is essential to avoid such a catastrophe in Nkayi District and guarantee that every student has identical access to education.

3.6.3 The dangers of using another language and ignoring the mother tongue in teaching

Using any language besides one's native language may lead to discrimination and victimisation among learners. According to the Education for All 2013/2014 Monitoring Report, Indigenous groups are commonly subjected to prejudice in classrooms, which is made worse by the reality that the communication employed in the school room could not be one in which they are fluent. This should be avoided in Nkayi District schools, which should be safe havens for learners to express themselves and grow fully. The monitoring report further notes that In Peru, the standardised test disparities

among native and non-native students in Grade 2 are significant and growing. Spanish communicators in 2011 were nearly seven times more likely to achieve acceptable reading standards than were indigenous native languages. In Mali, the instruction language is French, and not most children's native tongue; 92% of children could not comprehend a solitary word from the conclusion of the second grade. These numbers are shocking and reinforce the position of the native tongue in education. Scholars must converse in their native language, mainly when they are away from the school environment (Muchenje et al., 2013). This gives them pride and confidence in their native language. UNESCO (2004) stresses the significance of children's children's tongues (Shizha, 2007).

According to Hornberger (2002), English is a language of power, endorsed only by the English language's worldwide dominance and by the lingering effects of racial segregation education that also left a deep scepticism of native language instruction in the wake of it. Like Apartheid, all other forms of colonisation played a role in undermining the mother tongue. Banda (2000) investigated the conundrum that black and coloured moms and dads are increasingly demanding English medium teaching. In contrast, scholars and academics concur that English-language instruction teaching is solely accountable for the overall absence of educational abilities and academic development among black students in tertiary institutions and high schools. Alidou et al. (2006) add that, according to findings from several other nations, early departure from native language quality improvement does not lead to increased English linguistic knowledge. According to Ramirez et al. (1991), research on an immigrant learning scheme in the United States discovered that the more elongated mother tongue education was maintained, the improved the educators' language acquisition appeared in the native language and English. The same research discovered that prolonged times of mother tongue instruction were associated with higher accomplishment within disciplines, such as mathematics (Ramirez et al., 1991). This reinforces the standing of mother tongue teaching in dismantling the hegemony of Apartheid and colonialism.

When children are educated about the globe that surrounds them in their native language rather than another language, they develop greater recognition of their

cultural norms (Gora et al., 2010). Consequently, the absence of the latter students' native language in the primary education syllabus harms their motivation to learn and succeed (Muchenje et al., 2013). The youngster's native tongue must be measured, as it is a chunk of the child's ethnic character (Goduka, 1998). Therefore, teachers and policymakers must continue thoughtful efforts to address pupils' language variety. This can be done through the advancement of the mother tongue in schooling and education, a point supported by UNESCO (2003a) when it articulates that mother tongue teaching is a channel for enhancing instructive superiority by building on students' and educators' involvement and knowledge experience. As a result, one of the challenges that contemporary academic reasoning and practice in Zimbabwe must address is the cultural variety in Zimbabwean schools, which necessitates interest in socio-cultural matters, particularly language, and its connection to the learning experience. Consequently, children should grasp additional languages with their native tongues (Goduka, 1998; Mnkandhla, 2000; Muchenje et al., 2013; Skutnabb-Kangis, 2006).



3.6.4 Community and parental involvement in mother tongue in teaching

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Evidence from Niger, Guinea-Bissau, Bolivia, and Mozambique shows that when native languages are used, parents are more inclined to interact with their children's educators and participate in their children's schooling (Benson, 2002). The intention is to equip families with the tools they need to create choices regarding the selection of languages used in their local schools (Hornberger, 2002). Hornberger adds that the operational room for public involvement is only used a little in progressing an international tongue strategy unless preceded by shared activity in intellectual domains. This means that to appreciate the native language in Nkayi learning institutions; parents play an indispensable part in the process. They need to be assisted in realising the standing of the mother tongue, and if they are included in the implementation process, learners will benefit. Kotzé, Westhuizen and Barnard (2017) add that parents should be directed to enrol their children in a classroom where LOLT is taught as the native tongue. On the other hand, students with varied community needs will eventually employ assistance to overcome their impediments.

Lao (2004) says parental commitment is necessary for native language advancement. According to UNESCO (2010), advocates of native language early education and maintenance should consider parents' presumed value of various language academic results for their young children. For proponents, the significance of initial periods of native language learning is a potential disparity among critically considering what parents believe they require and how they interact with their young children and infants. Differences in children's academic temperament, capacities, learning styles, interests, and motivation may impact the pace and efficiency of their language acquisition. As Porter (1990) points out, "Many parents are not devoted to having the schools continue the native language if it is at the price of obtaining effective education and the English language abilities required for securing jobs or following higher education.



Notwithstanding, households require access to the most currently available data, conveyed in an easily coherent form, about the potential consequences of various educational options on their children's language and academic performance and, inevitably, their ability to succeed in life (Tembe & Norton, 2008). Consequently, class teachers could assist. Using the native language is essential for creating an egalitarian and equal society. This is crucial as the world moves towards promoting STEM and the so-called fourth industrial revolution. According to the Education for All 2013/2014 Monitoring Report, language, mathematics, poverty, and culture are frequently combined to produce an exceptionally high chance of falling far behind.

Vujich (2013) argues that, on the other hand, some argue that native language education disadvantages educators in some cases, mainly when languages are not adequately developed to convey modern ideas in subjects such as science and mathematics. According to Benson (2004), several conventional languages are not adequately equipped to communicate contemporary ideas in fields such as science, math, and science; the perspective that native language schooling corrodes educators' skills to engage in labour markets and global concepts, while native-language schooling may be preferable in theory, resource limitations and parent or teacher

resistance are essential impediments to practical implementation. Merely altering the language of education without addressing other urgent political and social matters is unlikely to result in essential enhancements in scholastic amenities (Benson, 2004). However, these challenges can be overcome.

According to UNICEF (2016), employing a community instruction language requires a certain standard of authored advancement and educational appropriateness. It goes on to say that reading initiatives in long-developed international languages depend on almost precise presumptions about the consistency of written languages, text accessibility, curriculum appropriateness, educational ability, literacy capacity in the medium of communication, and the sufficiency and suitability of accessible reading techniques. Nevertheless, some of these presumptions may need to be corrected in most African languages. As a result, effective programs must frequently involve orthography evaluation (e.g., the Uganda School Health and Reading Program), vocabulary knowledge in the target languages for instructing unknown material, curriculum evaluation at the national and regional levels (e.g., the Reading for Ethiopia's Achievement Developed-Technical Assistance project, READ-TA), and content development in the chosen language (nearly all kinds of local language-medium involvement) (Trudell & Schroeder, 2007). According to UNICEF (2016), considering the substantial capital required to fulfil these tasks, it may be shocking that governments and non-governmental organisations (NGOs) frequently avoid formalised mother tongue-based pedagogy entirely.

Nevertheless, this evasion is akin to covering one's head in the sand because the cultural and language obstacles to thriving educational performance do not disappear. Nonetheless, it has become apparent within the last decade that meaningful interaction in local language-medium education is a challenging and time-consuming pedagogical effort. However, negating native language education is not an option and should not be entertained.

3.6.5 Learners' background in mother tongue teaching

According to the Education for All 2013/2014 Monitoring Report, poor learners who speak minority languages in their homes perform the worst. In Turkey, for example, poor Grade 4 learners who speak a non-Turkish language (primarily Kurdish) accomplished the worst in the TIMSS evaluation. Approximately 40% of poor Turkish speakers met the minimum educational standards in mathematics, which is slightly more than half the national average. Similar reading tasks in the local language yielded better scores. Other studies have repeatedly shown that mother tongue-based teaching in the formative years of education results in greater levels of success in subject education, in addition to more quick and effective prowess of other languages, even if attained much later (Cummins, 2000; Kosonen, 2005; Thomas & Collier, 2002). Lartec et al. (2014) argued that instructional resources must also be printed in the mother tongue to attain uniformity with the medium of instruction used as the mother tongue. These instructional resources are arranged based on the concerns and wants of the students. Since no books were published in the student's native language, the educator translated the stories, songs, and poems. Employing educational content published in their native language raises educators' consciousness of their language, which might contribute to their aptitude for the noted language. This is also a way for them to recognise their language, use it in class, and create resources. As a result, there is an urgent need for significant changes and corrections in implementing native language education and learning, especially in Nkayi District schools.

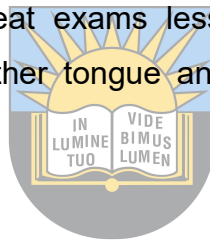
Another dimension of class divisions and how poverty affects the adoption of the mother tongue is mirrored in the Education for All 2013/2014 Monitoring Report, which mentions that correspondingly, poor rural educators in Guatemala who converse a minority language, chiefly indigenous to households, achieve just 47% of the minor accomplishment level in mathematics. In contrast, affluent urban educators speaking Spanish accomplish 88% of the lowest achievement level. The issue extends further than schools that very seldom confront language variety; Indigenous children attending classrooms with fewer educational resources, substandard infrastructure, and less trained teachers account for more than half of the achievement gap between Indigenous and non-indigenous speakers. Goduka (1998) contends that denying the native language and its possible benefits in improving a learner's opinion is a mental conflict to maintain power over inadequate language groupings through various

language types and cultural incursion. This highlights the significance of restoring such discrepancies to expand learning results for native children. Such a scenario should not exist; the usage of the native language should be implemented in all spheres of the education sector.

3.6.6 Overcoming the pitfalls and towards mother tongue teaching

However, Vujich (2013) argues that the potential pitfalls of mother tongue education ought not to be overlooked; it could induce capacity issues for minority educators (those enrolled in schools in areas where their mother tongue is not widely spoken), restrict educators' capacity to find work opportunities beyond their lingual areas and induce educator shortages in regions where the number of qualified educators is limited. According to UNESCO (2010), the phrase mother tongue regularly fails to differentiate all kinds of language utilised by native speakers, varying from rural types to urban-based standard languages utilised as education native language." The earliest first-hand perceptions of a child with native talk do not always correlate with the typical school variant of the native language. Furthermore, one must be cognisant that native language schooling may lead to inadequately trained educators being assigned to schools solely, even though they have spoken the native language (UNESCO, 2010). According to Alemu and Tekleselassie (2011, p. 403), "In certain disadvantaged regions, individuals as inexperienced as seventh-grade dropouts were delegated as primary school teachers simply to fill vacancies by persons who required to understand the language." According to empirical information from the latest Young Lives study investigating Ethiopia's Afar area, an educator who had completed one year of post-degree work competence was delegated to the head educator because he was the sole educator who conversed in Afar. Although the person might have been proficient, the instance advances the prospect of undeserving secondments premised on phonics instruction instead of elsewhere. There is no substitute for the quality. Thus, governments should maintain the quality of the methods of instruction and education. These challenges may be overcome by adequately implementing native language instruction and government intervention to address marginalised communities.

According to UNICEF (2016), research specifies that employing the child's native language in the schoolroom increases schoolroom involvement, lowers ruelfulness, and enhances the probability of community and family involvement in students' learning. According to studies, utilising the kid's native language as the teaching method improves the student's emotional educational process, and student-centred schooling should always be conveyed in a language that the child understands. Children who have the chance to acquire schooling in their native language are more likely to conscript and thrive in learning institutions (Kosonen, 2005), and their family members tend to participate in their students' education and communicate with their educators (Benson, 2002). Children from rural areas and girls are among the underprivileged groups that are disproportionately affected by mother tongue-focused education because they interact with dominant languages less frequently, stay in school longer, perform better on tests, and repeat exams less regularly (UNESCO, 2005). This reinforces the standing of the mother tongue and applies to the case in the Nkayi District.



According to Dutcher (1994), Cummins (2000), and UNESCO (2008c), the advantages of mother tongue instruction also include academic success, dependent on the child's accomplishment of intellectual language, which is very distinct from the social language employed at home. According to Dutcher (1994), intellectual language acquisition takes time (4–7 years of formal instruction). People form reading ability most proficiently in a common language, mental abilities are generated most proficiently in a common language, and content material is most proficiently mastered when learned in a common language. When developed, cognitive language skills and content knowledge move quickly from one tongue to the next (Cummins, 2000). The level of cognitive tongue development in L1 was the highest indicator of cognitive language development in L2 learners. This is beneficial for the implementation of multiple languages. While this was found in research conducted by Cummins (2000) in Mali, Papua New Guinea, and Peru, it can also be translated to the Nkayi District, Zimbabwe.

TESS-India (2012) summarises the importance of the native tongue and adds that learners in their native tongue learn more effectively. It goes on to say that teachers teach most successfully in the language they are most acquainted with. The greater the duration devoted to learning and teaching in the primary language, the better the instructional results. The propositions above represent growing proof of the beneficial influence of protracted native tongue learning on educators' school enrolment and long-term academic achievement (TESS-India, 2012.) According to TESS-India (2012), a variety of societies and cultures are reproduced in the schoolroom. Learners possess a diverse array of languages, interests, and abilities. Students hail from various economic and social circumstances. We cannot ignore these differences; we must respect them because they can become conduits for learning more about each other and the globe beyond our comprehension. All students can receive education regardless of position, skill, or history. This is possible by using the native language in instruction and learning.



As stated in previous studies, learning in one's native language significantly improves learning (Kosonen, 2009; Young, 2009; SIL, 2006; Trudell, 2005; UNESCO, 2006; Benson, 2004b). Using a conversant language to instruct kids in learning is more successful than an immersion structure as students "may engage psycholinguistic estimating plans" to master how to write and read (Benson, 2004a, p. 1) Because kids can already communicate in the language they can master to connect noises with the codes they perceive, therefore promoting comprehension. This writer adds that while literacy abilities like reading are instilled in an unfamiliar language, children must attain intimacy with the sound before learning the symbol. This forces students and educators to rely on memorisation education and teaching, in which children keep repeating what the teacher says without fully comprehending its meaning. Shotton (2002, p. 415) cautions against how education is organised, particularly for the impoverished and least skilled, ignores students' interactions, censors their understanding, and affirms them as manipulable objects. Thus, the importance of the native language cannot be overemphasised, especially in the Nkayi District.

3.7 Bail (2010) supported by other frameworks to ensure the use of translanguaging in the classroom

All frameworks mentioned below augment Bail's (2010) framework. The required facets of the successful implementation process are outlined below. The frameworks discussed in this section work hand-in-gloves to ensure the success of translanguaging. This process is outlined in Figure 3.1 below.

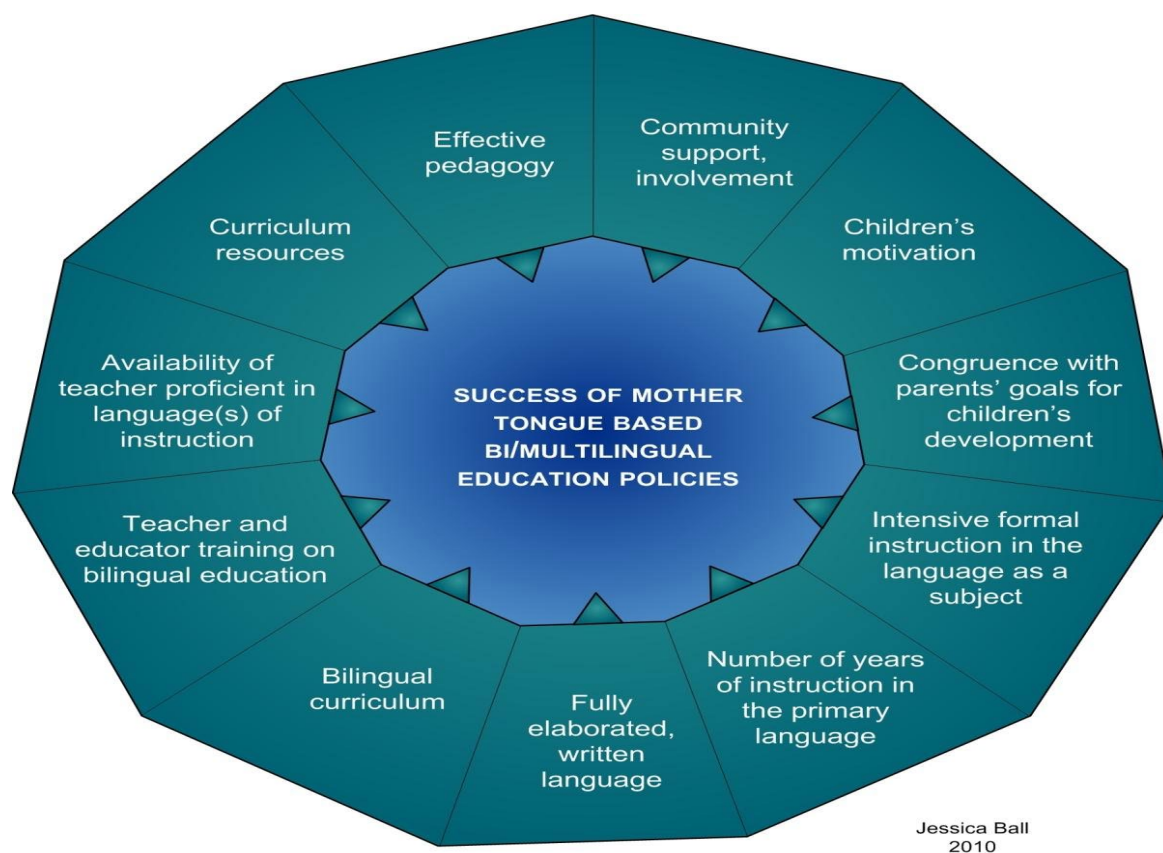
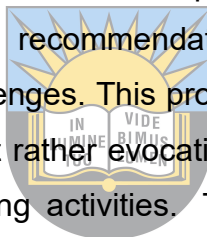


Fig 3.1 Bail (2010) framework

Cohen (1998) argues that each framework or strategy is created to elevate learner recognition of the reason and logic of strategy use, allowing learners to use the techniques they are upskilled in and assist them in utilizing the plans in new learning situations. He provided the first framework for explicit modelling. According to Cohen (1998), Pearson and Dole (1987) posited this for first-language learning, but it is also appropriate for second-language learning. There is the use of aim-detached techniques

such as explicit modelling and clarification of the advantages of using a particular strategy, extensive functional exercise with the strategy, and the capability to adapt the programme to innovative educational environments. The steps in the series are as follows: initial teacher modelling of the strategy, including a direct explanation of the strategy's use and importance; guided practice with the plan; and consolidation, in which educators assist students in recognizing the program and establishing when it may be utilized independent utilization of the technique and implementation of the tactic to assigned challenges. This strategy can be adopted for the Nkayi District schools.

In the second framework, Oxford et al. (1990) portray an applicable succession for the emergence of the framework that underscores explicit consciousness, debate on the advantages of use, workable and contextualized practise self-evaluation and checking of linguistic competence, and recommendations for or demonstrations of interchangeability to assigned challenges. This procedure is moderate regarding which techniques students should use but rather evocative of the different tactics they could employ for a wide range of learning activities. This could also provide an exciting framework for adoption in the Nkayi District.



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The third framework, established by Chamot and O'Malley (1994), is helpful after pupils have practised numerous methods in different contexts. Their method of assisting learners in completing language-learning activities is a four-stage problem-solving procedure. The first stage is planning, in which learners devise strategies for approaching a learning activity. The second step is monitoring, which involves learners self-monitoring their achievement by paying close attention to approach use and verifying their understanding. Students find solutions to their issues in the third step of problem-solving. This evaluation is the final step. In this phase, learners appraise the usefulness of a particular approach after it has been utilized in an education assignment. Thus, these three frameworks are relevant and adaptable to any classroom environment.

Oliva-Olson et al. (2019) provided techniques from a method known as individualized oral language learning (POLL). They claimed that educators who have attempted to locate these techniques help aid children's growth and learning in multilingual classrooms. These include parental involvement, which is accomplished by collecting information about each child's experience in both their native language and in English. They recommend meeting with relatives in an individual interview, which is face-to-face, to collect this data. The second step is environmental support, which proposes that teachers generate a friendly, cultivating atmosphere that embraces children and their relatives. This will help the communication teachers regard and appreciate their language and way of life. When the schoolroom embraces the cultural backgrounds and native languages of all families and children, they feel and see that they are genuine and essential components of school events. Conversation and interaction allow learners to express themselves in a classroom context. POLL can be adopted in Nkayi District schools.

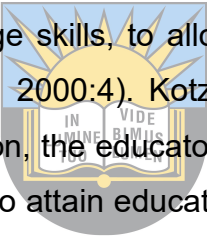


Oliva-Olson et al. (2019) also introduced the 50/50 dual-language model. Educators ensure students encounter English and their native language in all subject areas. Educators guarantee that students receive equivalent awareness of all languages and establish a proper framework for language detachment through planning. According to the writers, this is a great model for propping up emergent bilingual children, but it is most conceivable when all children communicate with the same native tongue. This model can maintain two different home languages by carefully allocating time and other instructional resources. This can be a blueprint that can be implemented in translanguaging.

English language growth with the home-language support model is another framework that was championed by Oliva-Olson et al. (2019). These scholars articulate that educators use this model when they are not fluent in their children's native languages. They added that it provides a clear and consistent tactic for when and how to use English and when and how to implement the children's lexicon. Learners acquire primarily in English throughout the instructional period but profit from the mother tongue and multicultural assistance that educators purposefully weave into the regular

schedule. It can be said that this works well with POLL and can be adopted in any classroom context.

Another framework is the inclusive framework. The inclusive framework infuses inclusivity and has a scaffolding and explicit language framework. As Kotzé Westhuizen and Barnard (2017) explain, inclusive education emphasizes accommodating the different wants of students, comprising the desire for training in their family language. Scaffolding and explicit language teaching are required to simultaneously assist students in perfecting educational content and language (Rothenberg & Fisher, 2007, p.35). Therefore, an inclusive framework supports multiple languages. Gibbons (2002) states that the core curriculum must incorporate educational knowledge with specific second or numerous languages. Consequently, on the one hand, students must encounter the essential expertise level, which comprises intellectual and educational language skills, to allow them to study successfully in all subjects (Department of Education, 2000:4). Kotzé et al. (2017) add that inside the structure of comprehensive education, the educator should not anticipate that students will surrender their home language to attain educational success. Thus, this framework works with the learner's mother tongue, which is vital for implementing translanguaging.



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Bronfenbrenner's theoretical framework is another framework that can be implemented. The theory's emphasis was on Vygotsky's (1978) learning theory, which was integrated into Bronfenbrenner's (1979) ecological systems theory (Bronfenbrenner, 1994). It upheld Vygotsky's theory that conversations with others (i.e., a direct result of the ecosystem) are an outcome of, or a result of, particular mental processes and structures, highlighting the role of language in intellectual growth (Woolfolk, 2007). Woolfolk (2007) depicts Bronfenbrenner's theory as having various layers in which the learner performs (i.e., their environment). According to this theory, the requirements of second and third-language-speaking students must be met at every level. Students exist inside a microsystem, mesosystem, and ecosystem, all of which are components of the macro system (Woolfolk, 2007). The chrono-system is

the final layer (Santrock, 2006). This is another theory that is vital in the implementation of translanguaging.

Language law in Zimbabwe specifies that all three languages are taught equally. However, this is not the case, as the time allocated to English does not equal the time allocated to indigenous languages. Moreover, preference is given to the English language in the timetable. Zivenge (2013) observed that Indigenous languages are slotted in the afternoon when pupils are exhausted. To change the teaching culture, educators must be trained in multilingual competence and the strategic and intentional utilization of learners' language to enable them to understand the information or curriculum in the classroom (European Union, 2015).

Zivenge (2013) states that practical goal limitations decree a strategy of "mainstreaming" learners as rapidly as conceivable into lessons imparted in the objective language; if they are prepared for such a change, the outcomes for learners can be anything but ideal. The EC (2015a, p. 13) report observes, "Assessment tools and assessors with adverse opinions of migrant children's skills which allocate more of them to lower ability tracks and special education classes." For example, the Education Act (1987) attempted to elevate the profile of Ndebele and Shona by designating them as official languages and mandating that they be used as instructional media up to grade 3. According to Nkwe and Marungudzi (2015), there is a requirement to evaluate the amount of government involvement and assistance educators obtain to execute the proposed policy. Bottom-up procedures are suggested because they help lay a solid foundation by enabling interested parties to contribute to elevating the prestige of the native language (Nkwe & Marungudzi, 2015).

The solution from Ngugi Wa Thiong'o (2018) is that learning in the classroom begins with your native tongue and then learns the lingua franca or language that allows individuals of various language communities to converse with one another and then add any other language, French and English. If only English and French are taught, the idea is that information originates solely from overseas (Thiong'o, 2018). According to studies across the globe, it requires more than three years to master a language

meticulously, and the best choice is for children to study the language they discern well in the initial six years of their education. Throughout this time, it is recommended that English be made accessible as a second language and eventually implemented as a necessity for co-teaching. Children obtain the ideal of both worlds (Marnewick, 2019).

Mutasa (2006) states that three proclamations concerning African languages have been made. Harare first accompanied the Language Plan of Action for Africa and finally by the Asmara Statements. From July 28th to July 30th 1986, heads of state and government gathered in Ethiopia at the Organization of African Unity (OAU), now the African Union (AU), in Addis Ababa. It has acceded that language is at the core of people's culture (OAU, 1986) and that social and economic growth can be enhanced by using indigenous African languages. A look at the timetable can also be a solution to using all languages in instruction. The implementation phase will be successful if the staff finds that they have an in-depth understanding of ideas and know how to run them (Gray, 2013). Therefore, in-house training, workshops, and in-service training may be essential for implementing translanguaging.



According to the Education for All 2013/2014 Monitoring Report, for any framework to be feasible, governments must hire and distribute educators from minority language clusters. Recruiting educators from marginalized groups to operate within their societies ensures that children are taught by people who understand their language and culture. Versatile entry-level initiatives can boost the number of applicants conscripted by divisions of ethnic minorities. In Cambodia, educator learners are usually involved in finishing grade 12, rescinded for isolated places where upper secondary schooling is inaccessible, growing the group of ethnic minority educators. (Education for All 2013/2014 Monitoring Report). This will help to ensure the implementation of translanguaging. This should be performed consistently.

Frameworks and strategies are embedded in the support given to teachers and learners. The Education for All 2013/2014 Monitoring Report notes that to advance education for all children; educators want the help of assessment and curriculum approaches that can lessen differences in school accomplishment and provide all

young people and children with the opportunity to obtain vital exchangeable abilities. Such methods aim to form strong foundational skills by beginning on time, moving to the appropriate location, permitting impoverished students to close the gap, addressing the linguistic requirements of linguistic minorities, and developing a reading philosophy. Schools must instruct the curriculum in a language that children understand in order for children from linguistic and ethnic minorities to form strong competence. Language policies can be challenging to implement, especially when multiple language groups are within the same school room or educators must be fluent in the local language. Hence, such frameworks must be implemented in translanguaging learning and teaching. The consistency of the frameworks should be examined and maintained. Children in Cameroon who received instruction in their mother tongue, Kom, surpassed those who only received instruction in English in terms of comprehension and reading, according to the Education for All 2013/2014 Monitoring Report. Kom-educated children also scored twice on math assessments at the end of Grade 3.



These educational advancements were not sustained when students switched to English-only instruction in Grade 4. In Ethiopia, children in regions in which local language instruction extends through upper primary school performed better in Grade 8 subjects than students only taught in English. For early-grade literacy and bilingual education to be effective, students must have access to educational resources pertinent to their circumstances and in a language they understand. Therefore, consistency is essential in the implementation of the frameworks.

A learner-centred pedagogical model can be used to ensure the implementation of multiple languages. According to UNICEF (2016), the model by academics from the North, such as Carl Rogers and John Dewey, moulded it, and teachers like Maria Montessori helped popularize it in the twentieth century. It has also found its way into the African national education policies. Nevertheless, Vavrus, Thomas, and Bartlett (2011) contend in an evaluation of student-centred education in Sub-Saharan Africa that student-centred schooling in a language not understood by the pupils or, in many cases, their educators is misleading because this method depends profoundly on grave dialogue and thinking; learners and educators must not only provide acceptable

opportunities for deliberations but also language abilities with the teaching medium to prompt intricate notions and to request serious inquiries. Therefore, compared to teacher-centred approaches, learner-centred education significantly increases the language requirements of both educators and students (Vavrus et al., 2011). Brock-Utne (2007) says that student-centred education may be impossible in most African classroom settings because of the language constraints of students and educators in global instructional languages. This model is effective if it works hand-in-glove with the mother tongue and helps implement multiple languages. Poor planning, educators' linguistic expertise, and accessibility of appropriate literacy components for different students continue to be persistent problems in multilingual education implementation (Ruedo, 2002). These aspects impact the value of learning instruction and student accomplishment in linguistically and culturally varied schools (Gove & Cvelich, 2010), particularly when students begin school in an additional language. This is referred to as 'silent exclusion' by Chisholm (2011), and it serves to reinforce children's uneven access to worthwhile learning, hence the need to develop a framework that will take note of all these challenges.



Based on the Educator's Guide published by Vista University (2003), educators in multilingual classrooms must merge the various methodologies for effective learning. Brutt-Griffler (2017) further states that multilingual competency acknowledges a component of acquiring a language that exists in the shape of the grasp of the language gained through the analysis of multiple languages and that knowledge of language attained through the study of multiple languages, in turn, aids in the study of other languages. For example, recognizing how conjugations or cases are used in one language can help one understand the structure in another. Multilingualism in students is a fund instead of a contest. Helping and activating pupils to use their data ought to be a primary aim of learning, best stimulated by explicitly addressing their contemporary multilingual competency in aiding them in obtaining even more.

The framework proposed by the researcher is called the 'African Renaissance framework,' which is premised on simultaneously capitalizing on the different languages learners and teachers bring into the classroom and utilizing different

indigenous knowledge systems (IKS) to ensure no learners are left behind. It advocates the rebirth and utilization of all languages in the classroom. Different indigenous knowledge systems (IKS) are used in the learning process to achieve learning objectives. According to Morris (2005), IKS is precisely to be indigenous language speakers' or traditional practitioners' knowledge of living history, ceremonies, folk recipes, customs, indigenous ecological knowledge, music, dances, veld foods and medicines, and oral history are all part of it. This framework seeks to ensure buy-in from all the stakeholders. The framework is divided into four levels: training, methodology, monitoring, and the role of the mother tongue. There are also classes, school communities, and schools. This could provide another framework for adoption.

3.8 Translanguaging as a decolonising approach

Translanguaging presents a novel ontological viewpoint on language and its application (Wang, 2022), acknowledging while criticising the dominant ideological structures of monolingualism that serve national interests, the diversity and coexistence of all semiotic repertoires (Leung & Valdés, 2019; Li, 2018; Li & Lin, 2019; Otheguy et al., 2015). It acknowledges the multifaceted, fluid, and adaptive nature of languages (Toohey, 2019; Turner & Lin, 2020) and validates multilingual people's blended and cross-border linguistic talents (García & Li 2014). Additionally, it refutes normative colonial-era ideas that maintain monolingualism as the accepted paradigm for language analysis worldwide. In any scenario involving dominance and subordination between two groups, irrespective of their colour or religion, this power dynamic will manifest in the language dynamic, with one language exerting dominance over the other (Thiong'o, 2011). Within language education, translanguaging provides a theoretical framework for challenging the validity of language-only policies and beliefs (Li, 2018) as well as the tenets of bilingual/multilingual immersion programs (Wang, 2020). In this context, a strict monolingual perspective on languages is frequently perceived as more efficient and competent, while language transitions are typically discouraged or seen negatively (Kramsch, 2019). Numerous research studies have used translanguaging to support a plurilingual and liberating approach to language training to overcome these artificial and ideological barriers (García et al., 2017).

According to recent studies (Cenoz & Gorter, 2021; García & Li, 2014), translanguaging can improve instructional practices in varied educational environments where monolingualism has been normalised due to incorrect beliefs about language acquisition. Thus, translanguaging was vital in this study and has been pivotal in this research.

Language and being are inseparable as languages are embodied, reflecting how one's interaction with languages mirrors how one engages with fellow human beings (Mpofu, 2019). Ngũgĩ wa Thiong'o, a prominent Kenyan writer and academic, underscores the importance of integrating indigenous languages into educational settings. In works such as "Decolonising the Mind" and "Something Torn and New: An African Renaissance," he highlights the critical role of embracing local languages in education to challenge colonial legacies, nurture cultural pride, and empower communities through learning. By promoting the use of local languages in education, Ngũgĩ wa Thiong'o emphasises the transformative power of linguistic diversity in creating inclusive and empowering learning environments. Wa Thiong'o (2009) highlighted the importance of reconnecting with one's true identity, essence, and potential. Through the metaphor of the eagle raised among chickens, he emphasises the significance of language in shaping one's understanding of the self and culture. Wa Thiong'o (2009) advocates the revitalisation of African languages to reclaim African heritage, memories, and the ability to reach new heights and potentials, akin to the eagle rediscovering its true nature and soaring once again. Sibanda (2021) supports this perspective by discussing dismemberment (coloniality) and remembering (decoloniality), advocating epistemic disobedience to challenge linguistic hierarchies. Wa Thiong'o's rejection of Western modernity ideals and criticism of African intellectuals who prioritise foreign languages over indigenous ones demonstrate his commitment to preserving identity and knowledge within the African community. This preservation can be achieved through translanguaging as a decolonising approach, aligning with the 'African Renaissance framework,' which encourages teachers and students to incorporate various languages in the classroom and leverage diverse indigenous knowledge systems (IKS) to achieve learning goals. Morris (2005) defined IKS as encompassing indigenous language speakers and traditional practitioners' cultural practices, traditions, ecological knowledge, music, dance, and oral history. This framework aims

to garner support from all stakeholders. It is structured into four key components: training, methodology, monitoring, and the role of indigenous languages inspired by Wa Thiong'o's decision in 1977 to cease writing in English and use his mother tongue, Gikuyu.

Smith (2020) points out that languages evolve through internal processes and interactions with new linguistic forms into existing speech communities to respond to cultural shifts. This type of linguistic evolution contrasts with a community-wide language change, which happens when the social networks that facilitate language transfer between generations deteriorate due to dominant-subordinate linguistic interactions, often leading to the enforced substitution of one language with another (Atobatele & Mouboua, 2024). This trend leads to a drop in the number of language users, users, and domains across successive generations, thus advocating for the encouragement of translanguaging. Additionally, McCarthy and Nicholas (2014) argued that global language education policies have been utilised as powerful tools to suppress indigenous and other marginalised mother tongues. By enforcing education exclusively in the socially dominant language, these policies aim to eradicate and replace linguistically embedded knowledge and cultural identities associated with dominant-group speakers (Lydia et al., 2023). Ngugi wa Thiong'o (2009) characterises this phenomenon as *linguicide*, describing it as a deliberate act of language eradication akin to genocide. The consequences of restrictive language education policies have had widespread adverse effects (Ascher & Picher, 2023).

In decolonisation, the loss of traditional homes and communities has been noted as a critical setting for safeguarding indigenous languages and lifestyles (McCarthy & Nicholas, 2014). Schools have been transformed into spaces dedicated to rejuvenating the wisdom of ancestors and the cultural legacy they have passed down as a source of pride for their descendants (MacLean, 2010). Taking back educational control in these cases was consistent with language restoration. For instance, in Akwesasne, parents viewed taking charge of their children's education as the primary means of reclaiming their language (Stairs et al., 1999; White, 2009). Hawaiian medium schools in Hawaii are vital in fostering a self-sustaining community of Hawaiian native speakers (Wilson

& Kamanā, 2011). Within the Navajo Nation, Navajo-medium education has granted young individuals access to their ancestral language and culture in a modern, multilingual world (Holm, 2006). Professional development outside traditional school settings has encouraged acquiring new knowledge, confidence, and skills among Hopi mentor teachers, who integrate their linguistic and cultural expertise into local schools despite facing significant challenges. These research studies on language revitalisation have produced literature concentrating on language revitalisation efforts in similar contexts, such as the Nkayi district, offering guidance on promoting and maintaining multiple languages within educational programs.

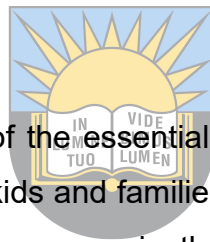
García's study offers insightful, practical methods for incorporating multilingual techniques in Nkayi. Her research emphasises the benefits of using all pupils' language potential in the classroom. For instance, in a García (2011) study, children were encouraged to use all their languages for learning, which enhanced engagement and academic achievement. García (2014) examined the advantages of translanguaging techniques in the classroom, showing how students' varied language proficiency can be utilised to improve their educational experiences. These illustrations highlight the importance of García's study in encouraging multilingualism and using language diversity in the classroom. By integrating findings from these investigations, this study strengthens the conceptual underpinnings and pragmatic uses of translanguaging to promote multilingualism in Nkayi or comparable contexts.

3.9 Importance of Translanguaging

Otheguy, García, and Reid (2015) studied translanguaging for named-language deconstruction and elucidation. Their research clarifies how translanguaging challenges the traditional ideas of language borders by highlighting the fluidity of language use among bilingual speakers. This study advances our understanding of translanguaging by emphasising the significance of viewing translanguaging as a dynamic integrated language action that transcends the boundaries of designated languages. Additionally, Otheguy, García, and Reid (2017) present a translanguaging perspective on the linguistic systems of bilinguals, emphasising how translanguaging

influences linguistic practices and systems. From this vantage point, it is evident that translanguaging facilitates the seamless integration of bilinguals and language switching.

Similarly, Wei (2018) offers translanguaging as a practical theory of language and investigates its potential applications as a theoretical framework for language acquisition and usage scenarios. Wei (2018) highlights the value and effectiveness of translanguaging as a method of instruction that leverages students' multilingual abilities to enhance communication and learning results. Therefore, when considered collectively, these studies portray translanguaging as a dynamic and intricate language practice that emphasises the flexibility with which bilingual speakers use language, challenges established linguistic boundaries, and has practical implications in language teaching and learning contexts.



Translanguaging encourages one of the essential components of culturally sustaining pedagogy (Paris, 2012) that helps kids and families build various human capital (Smith & Murillo, 2015), integrating language use in the classroom with community-based activities. In many classrooms, meaningful discussions could be improved, and interactions often follow a pattern of initiation, response, and evaluation (Stevenson, 2013). Typically, classroom dialogues begin with the teacher posing questions to which they already know the answers, leading to brief student responses that the teacher then evaluates. Ünsal et al. (2017) argue that discussions structured around regurgitating factual information limit educators' ability to foster a deep comprehension of the topic.

Translanguaging challenges the notion that languages exist as separate, self-contained entities by recognising each individual's unique set of language abilities that are creatively and flexibly combined. It emphasises languages' dynamic and evolving nature, allowing individuals to draw from their linguistic repertoires to communicate effectively without undermining any learner's language or culture. Goppelt (2018) highlighted the importance of considering the languages of instruction to avoid

hindering a child's learning by teaching them a language not spoken in their linguistic environment.

In contrast to code-switching, which involves shifting between distinct languages, translanguaging, as discussed by García (2011), focuses on utilising language repertoires without acknowledging the boundaries between languages. This allows speakers to blend linguistic features to suit their communicative needs. The value of students' mother tongues is emphasised, as UNESCO's 2016 Global Education Monitoring Report underscores the significance of mother tongue education at the primary school level to promote language development and preserve cultural identity.

To address the disregard for mother languages in favour of English among learners from disadvantaged backgrounds, research was conducted in the Nkayi District, Zimbabwe, to explore integrating translanguaging practices in selected schools. The goal was to investigate how students' multilingual repertoires could be leveraged to enhance learning outcomes, promote literacy skills, and foster cross-cultural understanding in the classroom environment. Previous studies by Nhongo (2013) and Viriri (2013) have focused on language policies and native language instruction but have not extensively examined translanguaging in the classroom. Translanguaging is a dynamic and holistic language practice that extends beyond the traditional notions of bilingualism and multilingualism. This involves individuals' seamless and strategic use of multiple languages to communicate, express meaning, and negotiate their identities in various social contexts; unlike code-switching, which involves shifting between languages, translanguaging blurs linguistic boundaries and treats all language resources as interconnected and fluid. In an educational setting, translanguaging emphasises the value of students' diverse linguistic repertoires as valuable resources for learning and cognitive development. Educators can create inclusive learning environments supporting language acquisition, literacy development, and academic success by encouraging students to draw on their linguistic repertoire. Translanguaging promotes a deeper understanding of the content by allowing students to engage with materials in languages with which they are most comfortable, fostering a sense of belonging and cultural affirmation. In the context of the study in Nkayi

District, the implementation of translanguaging aimed to harness students' linguistic diversity to enhance educational outcomes and promote a more inclusive and culturally responsive pedagogy. By embracing translanguaging practices, educators can create opportunities for students to leverage their multilingual abilities, bridge communication gaps, and develop a deeper appreciation of their and others' languages and cultures.

The multilingual classroom is described as a challenge, that is, a problem (European Commission, 2015). The European Commission has attempted to address this challenge. However, the challenge is the acknowledged scenario where the educator must communicate in multilingual learners' household languages. In contrast, learners have restricted expertise in the language of instruction employed in schoolrooms (Brutt-Griffler, 2017). This acknowledged scenario may be a reality due to the linguistic diversity of learners and teachers in Nkayi schools; hence, this study is essential. The empirical restrictions dictate a strategy for mainstreaming learners as quickly as possible into lessons taught in the target language, regardless of whether they are prepared for such a transition. Unfortunately, the outcomes for learners cannot be ideal (Brutt-Griffler, 2017). The EC (2015a, p. 13) report remarks, "Assessment instruments and examiners with pessimistic attitudes of migrant children's skills award more of them to special education classes and lower ability tracks." The learners also "lack occasions to grow their mother tongue competencies to elevated lengths' (The EC, 2015a, p. 13). One regrettable consequence is that the European Union has successfully relinquished all discourse on its approach to the mother tongue and two higher languages, in addition to the child's primary language. The mainstream approach prioritises safeguarding the place of the language of instruction and ensuring that students study it at the expense of multilingualism (Brutt-Griffler, 2017). Despite being viewed as a compromise to what may be seen as practical limitations, it is a compromise that results in children, rather than communities, bearing consequences (Brutt-Griffler, 2017). Brutt-Griffler further notes that even when the outcome of studying in the language of instruction is satisfactory, the child's experiences can still be highly stressful. At the heart of a student-centred perspective, investigators must know learners' emotive, cognitive, and behavioural commitment to education (Brutt-Griffler & Kim, 2017). Student engagement in multiple-language classrooms is essential to arbitrate the association between educators' educational practices and

learners' educational results (Brutt-Griffler, 2017). The student's involvement in the learning procedure must be balanced.

Language is a powerful way to create and develop ethnic explanations (Marchand & Parpat, 2013). Learners must maintain their language, which is part of their culture, who they are, what they are, and what makes them unique (Cunningham, 2018). Language plays a vital role in an individual's existence, as it is a means of conversation and a container of values (Muchenje et al., 2013). Muchenje et al. (2013) add that language is a central way individuals convey their cultural beliefs and the glasses over which they observe the globe. Culture denotes the lifestyle of a particular set of individuals, comprising numerous forms of codes, personal decoration, dress, symbols, behaviour, social relationships, belief systems, religion, customs, and values (South African History Online, 2017). Language records culture and stores all records of humanity, spoken and written (Mawere, 2016). Culture is humankind's accumulated fund and resource base (Adeoti, 2017). Through language, an ethnic benefit, we communicate information and knowledge and express beliefs, values, traditions, and even former accomplishments. Culture and language are inextricably interlinked, and this relationship plays a vital part in the assembly of education, other institutions, religious, economic, media, literary and political in delineating enriching programs of exertion (Viriri, 2013). Here, we refer to the world (Lier, 2014). It can bring us together with other human beings or set us apart (Mawere, 2016). Language is the co-creation of sense, identity, or self-expression, and the socio-ethnic situation shapes it. When the infant's feelings are declared in the mother tongue, English emerges as essential for infants to grow compassion with others (Saneka, 2014). Language is, consequently, part and parcel of a person's existence; learners learn about their mores, values, and cultures. As we move towards the twenty-first century, many African states begin using indigenous languages in education, government, and other national and official activities. It is not an accident that European languages are used for communication in education and other official matters in most African countries (Mawere, 2016).

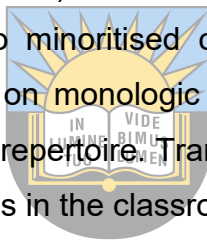
To change the educational philosophy, teachers must be trained in multilingual expertise and the tactical and organised use of learners' languages to ingress the

content or curriculum content in the school rooms (European Union, 2015). However, it might be effortlessly assumed that multilingual teachers need multilingual students. Consequently, students and teachers have something crucial in similar ways: knowledge and skills of multilingual expertise. Thus, appreciating a multilingual classroom would not be characterised by learners who carry two or more mother tongues that differ from the instruction language (Brutt-Griffler, 2017). In the additional effective type of phrase, a multilingual schoolroom is one in which equally teachers and students are multilingual and use their multilingual expertise to carry on the double jobs of learning and teaching. Thus, proper training of teachers in multiple languages is of paramount importance. If successful, this might result in the full implementation of translanguaging in classrooms.

The socialising agenda of colonialism included a preliminary plan to create a favourable environment for exploitation. However, native customs, comprising indigenous languages, presented barriers, hindering colonial individuals from willingly receiving colonial actions, and they had to leave. Missionaries played a significant role in this process by aggressively condemning African cultural beliefs as vicious or immoral. Furthermore, African languages were deemed inferior to English, which was calculated to dismantle the harmony and humanity of the African people. It left individuals uncomfortable and deprived them of a familiar attribute through which they could express themselves (Viriri, 2013). As language is a conveyor of a state's ethnicity, it must transfer the knowledge of our people's anti-imperialist confrontations to free their productive influences from foreign influence to impact the wealth they generate. Promoting indigenous languages will remarkably commit to an individual's culture (Viriri, 2013). All children from Africa have an inalienable right to go to school and master their mother tongues. Each stride must be forged to grow African languages in every learning sphere (The Asmara Declaration on African Languages and Literatures, 2000). The multiplicity of African languages mirrors its abundant ethnic legacy and must be employed as a tool of African solidarity. Numerous African nations are depicted by language variety, making these states multilingual. Africa's language variety presents challenges regarding the languages that are regarded as national and official.

Similarly, introducing indigenous languages into the learning system is controversial (Muchenje et al., 2013). Inquiry into which languages are employed for schooling and studying is essential in multilingual and bilingual situations (Cross & Ndofirepi, 2017). The mother tongue is the language children acquire from their caregivers or parents and in class in a different nation (European Union, 2015). The question of language choice is also a common phenomenon at Nkayi schools. Hence, language choice was a significant concern in this study.

Translanguaging as a pedagogy pursues combatting the structural inequality principle by challenging the hegemony and linguistic imperialism of standard languages, empowering the role of language-minoritised students in classroom or group discussions, and encouraging language-minoritised students' parents to be a part of their children's education (García, 2014). According to Yilmaz (2019), translanguaging as a pedagogy provides voices to minoritised children who are often silenced by language policies designed based on monologic language ideologies by legitimising their fluid use of the entire linguistic repertoire. Translanguaging can empower students in Nkayi to use their home languages in the classroom.



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Baker (2011) identified four educational advantages of translanguaging: Promoting a more profound and fuller understanding of translanguaging as a support strategy, helping the development of parallel language, facilitating home-school links and cooperation, and helping integrate fluent speakers with early learners. Furthermore, Garcia et al. (2017) highlight that translanguaging can create a classroom environment where learners challenge linguistic hierarchies and simultaneously feel valued by classroom community members, enabling them to use all their resources to participate fully in class activities.

Canagarajah (2011) and Paxton (2009) support this approach by giving learners a voice to better position, improve, and organise future pedagogical practices that can contribute to equality in education. Supporting teachers in multilingual classrooms by adopting strategies to maximise learners' learning opportunities (Omidire, 2019b) has become a priority. García and Wei (2014) articulate that even though it is essential to place the minority language alongside the majority language, ensuring that it has a

place in powerful domains. It is essential to preserve space, not a rigid or static place where the minority language does not compete with the majority language. Strauss (2016) draws attention to most parents who would rather have their children taught in English, discarding L1 as a resource within African languages. Meanwhile, Madiba (2012) and Jaspers (2018) indicated that translanguaging is not beneficial to some learners who find it as not liberating.

Nagy (2018) states that one of the main advantages of translanguaging is that allowing learners to use their full linguistic potential within a planned classroom activity motivates weaker learners to engage more in learning activities. By not following monolingual norms exclusively, translanguaging practices also lead to a more relaxed atmosphere, where the learning process is creative and based on the language skills of each individual who comes in contact to create and negotiate meaning together.



Translanguaging allows learners to comprehend the school curriculum's contents better (Poza, 2018). Conteh (2015) demonstrates this point by providing an example of how an 8-year-old child from Pakistan drew on her knowledge of the home language (Punjabi) to complete a numeracy task set by the mainstream teacher. The child said, 'We had to count in fives, so I did it in my head in Punjabi, then I said it out in English eek, do, teen, cha ...twenty-five ... chey, saat, aat, nor thirty eek, do, teen, cha thirty-five. This example represents what many bilingual children do in their heads to help them stay in step with the rest of the class rather than falling behind because they are not quite catching up with the language assumed by the activity. This can be useful in the Nkayi district, and students can be said to learn the same way.

In addition, Oliver et al.. (2019) note that incorporating the multilingual practice of translanguaging in the classroom provides an opportunity for multilingual learners to have agency and to benefit from their linguistic repertoire that, to date, simplistic interpretations of code-switching have yet to be satisfied. It gives credence to the multilingual capabilities of such learners, especially Aboriginal students who have a diverse array of languages and proficiencies but whose voices have been silenced by a curriculum and teaching practices that have not recognised what they have to offer.

Research on translanguaging has revealed several benefits. Pedagogical translanguaging (PT) acknowledges that students are multilingual (Macawile & Plata, 2023). In the Philippines, decades of debate on the medium of instruction and a monolingual culture favouring English have prevented the use of students' entire linguistic repertoire for language learning (Espino et al., 2021). Second, according to Wei (2011, p. 1223), "the act of translanguaging then is transformative in nature; it creates a social space for the multilingual language user by bringing together different dimensions of their personal history, experience, and environment, their attitude, beliefs and ideology, their cognitive and physical capacity into one coordinated and meaningful performance and make it into a lived experience". Third, pedagogical translanguaging is an inclusive approach to teaching English, providing equal opportunities for students who need to be proficient in the target language (Macawile & Plata, 2023). Finally, PT provides a safe space for students and reduces the cognitive load when students are taught to separate the use of language for practice (formative assessment) and an actual demonstration of learning (summative assessment) in assessment (Heugh et al., 2019).



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Studies also show that when teachers employ pedagogical translanguaging (PT), students develop proficiency in their home and target languages (Adams, 2020; Adamson & Coulson, 2015). A significant finding is the role of PT in improving the outcomes of low-proficiency students (Adamson & Coulson, 2015). These struggling students are handicapped by their still developing proficiency in their target language. As teachers provide opportunities for learners to leverage their home language, the latter felt that "their teachers treated them with dignity and respect, facilitating the classroom as a community of learners" (Adams, 2020, p. 209). Harris (2021) also found that low-proficiency young children appreciated the role of translanguaging in learning the target language because it facilitated comprehension. PT also addresses the hidden stratification (Kebort, 2021), where low-proficiency students stay on the margins because of a monolingual policy. Kebort (2021) concludes that "translanguaging, allowing, encouraging, and supporting a student's entire linguistic repertoire was the key to keeping students engaged and helping them show what they know in content area classrooms' (p.49).

A recent development in translanguaging research is its use in assessments to ensure equity. For example, Ascenzi-Moreno (2018) posits that using the lens of translanguaging in a formative assessment provides individual support to bilingual students "through a robust understanding of students' unique language practice." The author found that teachers' formative assessment strategies allow students to use their home language in reading tasks to understand their literacy experience by accessing the full range of their language and social resources. Garcia and Keifgen (2020) claim that schools are responsible for legitimate students through assessment policies and practices that allow translanguaging so that teachers can truly understand what students know and can do. Moreover, Saputra and Akib (2018) found that translanguaging was a strategy to make sure the students understand the questions, motivate the students to speak, especially for low-level students, and encourage them to answer immediately when the teacher tries to give the formative assessment through the questions in the classroom. Finally, Stewart et al. (2022) concluded that "we cannot expect adolescent students to be engaged in literacy if they do not have equitable opportunities to comprehend and enjoy their reading, write to express themselves best, engage in classroom discussions, and apply critical thinking to content learning. Thus, language equity in the disciplines is a crucial element to consider as we move forward in conversations of literacy engagement" (Stewart et al., 2022, p.199).

However, despite the benefits of translanguaging in literacy classrooms, García and Kleifgen (2020) succinctly described this gap in practice. A translanguaging space where minoritised bi/multilingual students can use all their resources creatively and critically (Wei, 2011) can be present in any classroom, whether mainstream monolingual or monolingual, with special assistance for language learners or bilinguals. However, educational institutions and even bilingual education programs have slowly embraced translanguaging, chiefly because of adherence to standardised language norms and the mistaken idea that bilinguals have two separate language systems.

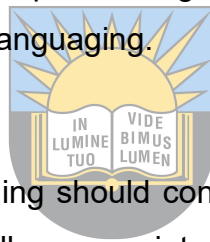
Shohamy et al. (2022, p. 1) pointed out another gap in the literature. "Notwithstanding the introduction of multilingual education policies worldwide, testing and assessment procedures still rely almost exclusively on the monolingual construct". In addition to these gaps in practice, there are some research gaps. First, research in the context of senior high schools is limited. Second, there needs to be more research on translanguaging in classroom assessment. Third, there is a need for an instrument to survey teachers on using PT in knowledge construction, meaning-making, and problem-solving. Finally, research on teachers' attitudes toward translanguaging in assessing students needs to be more extensive.

Oliver et al. (2021), in a study focusing on Australian Aboriginal students, argue that translanguaging has the potential to improve pedagogical practice in remote Aboriginal schools by serving a variety of educational purposes and as a conceptual underpinning of classroom practice, with the potential to make positive contributions to multilingual students' learning, as well as developing social and cognitive awareness during collaborative interactions in the classroom. For example, Lewis, Jones, and Baker (2012) argue that multilingual students will develop a greater understanding and internalisation of the content discussed in class because translanguaging can be used to scaffold student learning, thus functioning as a 'powerful learning tool' (Mary & Young, 2017, p.111).

Children accessing their home languages can help them mediate the cognitive demands of their learning (Swain & Lapkin, 2000) and the learning process (DiCamilla & Antón, 2012) in the target language. Rather than detracting from learning, learning can be enhanced by encouraging students to use their native language to learn classroom content, regardless of the medium of instruction. Antón and DiCamilla (1998) found that beginning-level learners draw on their L1 to access and learn second language (L2) linguistic features (e.g., vocabulary items and grammatical structures). Emergent bilinguals can use translanguaging strategies to support their meaning-making (Alvarez, 2014; García, 2012) and to develop the complexity of their language production (Creese & Blackledge, 2010; García & Li, 2014). Even very young children in their preschool years have been shown to draw on translanguaging strategies to

communicate (Wilson et al., 2018), help their understanding, and help others understand their communicative intent (García, 2011).

This has also been found to occur beyond the level of oral language, with immigrant Latino children using their home language to support their comprehension of written texts and literacy understanding more generally (Soltero-González, 2009). Evans (2013) notes that local educational policies in most countries are inclined to support former-colonist languages. Even relatively large languages may be marginalised in public domains, such as schools, workplaces, politics, and the media when likened to the vast bulk of government-funded languages. Black parents continue to prefer English as a standard for communication and education (Evans, 2013). Thus, they do not support introducing the native language as an instructional language. We will combat all these stereotypes with proper training, not only for teachers but also for all stakeholders in implementing translanguaging.



Malone (2003) suggested that training should contain a broad, sweeping instructional design resource to support culturally appropriate instruction that can be modified to community-based education programs. Bonset and Rijlaarsdam (2004) created a tool for educators to renovate contemporary curricula to endorse a mother tongue-based bilingual school curriculum. According to UNESCO (2010), a national action plan for early childhood professionals should be developed that readies employees to endorse mother tongue services in the home and to produce mother tongue-based bilingual programs in societies. This program must be provided in societies, with variations in each operation set to include local expertise and modify program concepts and practices to account for regional needs, conditions, and languages. Many scholars highlight child-centred, play-based, developmentally suitable procedures that can be used, carefully choosing which elements are commonplace and which must suit particular conceptions about supporting children across their formative years, relatives' duties, and the area's conditions. No training sessions were imported from another country. Candidates for teaching who are proficient in the local language and have other responsibilities must be given preference and have the expertise that qualifies

them to operate with the households and young children who are the primary recipients of the initiatives. Incentives are also desired to keep and lure highly competent people.

UNESCO (2010) promotes cooperation between non-governmental and government organisations, universities, colleges, and other educator training centres to create and implement innovative, specialised strategies to train native language presenters to work as preschool-aged, including very young children and educators. Collaborations among Punana and Leo Hawaiian, as well as other learning institutions (Wilson et al., 2006) and cooperation between the University of Victoria and the Canadian First Nations to develop a certificate program for teaching Indigenous languages are examples of emerging training models (Ball & Pence, 2006). Collaboration can provide training for the implementation of translanguaging.

3.10 Summary



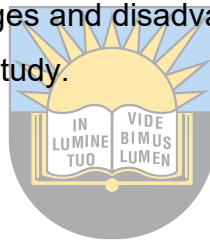
This chapter reviewed the literature in line with the research questions as well as under the following sub-headings: training for implementing translanguaging in classrooms; strategies/methods to implement translanguaging; the importance of the mother tongue in teaching; views of teachers and learners about translanguaging in the classroom; monitoring, support, and evaluation provided to teachers to promote the use of translanguaging and frameworks used to ensure the use of translanguaging in the classroom; translanguaging as a decolonising approach to translanguaging; benefits of translanguaging; Code-switching versus Translanguaging. The reviewed literature gave researchers insight into what other researchers have written on implementing translanguaging. This chapter presents the research methodology of the study, which spells out the research paradigm, research approach, research design, population, sample, sampling, negotiating entry, data collection instruments and procedures, validity, data analysis procedures, and ethical considerations.

CHAPTER 4

RESEARCH METHODOLOGY

4.0 Introduction

The preceding chapter comprehensively reviews the literature relevant to the research questions. The reviewed literature enabled the researcher to understand what other researchers have written about implementing translanguaging. This section outlines the research methodology used in this study. This chapter covers the following aspects: the research paradigm, research approach, research design, population sample and sampling technique, negotiating entry, data collection instruments and procedures, validity, data analysis procedures, and ethical considerations. This discourse foregrounds the advantages and disadvantages of these crucial components and justifies their relevance to this study.



4.1 Research paradigm

Venturing into the study of translanguaging in Nkayi District was a transformative journey deeply rooted in the interpretive paradigm. This research framework, as defined by Creswell and Poth (2018), Grix (2019), Rehman and Alharthi (2016), and Merriam (2009), guided my exploration through the realms of ontology, epistemology, and methodology. The interpretive paradigm, characterised by an emphasis on understanding social phenomena through interpretation and meaning-making, provided a lens through which to view the complexities of translanguaging practices in the Nkayi District. According to Creswell and Poth (2018), ontology within this paradigm acknowledges the subjective nature of reality and the socially constructed aspects of knowledge. This allowed me to perceive participants' diverse perspectives and experiences, shedding light on the district's intricate tapestry of language practices. Epistemologically, my approach was steeped in interpretivism, rejecting the notion of a singular, objective truth in favour of multiple socially produced realities. This subjective stance, as described by Grix (2019), enabled me to appreciate the nuanced interpretations and meanings that the participants attributed to language practices in Nkayi. Merriam (2009) further emphasises the importance of interpretive approaches in

qualitative research, highlighting the significance of understanding participants' perspectives and experiences. Methodologically, I embraced qualitative data collection methods that prioritise participants' voices and experiences. Through open-ended interviews, observations, and meticulous field notes, I delved into the rich tapestry of perspectives on translanguaging. By adopting an inductive approach to data analysis, patterns and themes were sought to unveil the essence of this phenomenon. Benefitting from the interpretive paradigm, this study unravelled the layers of meaning behind the social actions related to translanguaging. By immersing myself in participants' worldviews and embracing their narratives, valuable insights were unearthed, enriching our comprehension of language practices in Nkayi District. The theoretical frameworks and methodological guidance provided by Creswell and Poth (2018), Grix (2019), Rehman and Alharthi (2016), and Merriam (2009) played pivotal roles in shaping the narrative of this research journey within the interpretive paradigm.

4.2 Research approach



The study employed a qualitative research approach to explore the implementation of translanguaging in the learners' natural language learning environment, the Nkayi district in Matabeleland North Province in Zimbabwe. Challenges encountered by researchers in the field include potential biases influencing the investigation's design, credibility variations among subjects or sources, and incomplete background information. To mitigate these challenges, the researcher ensured unbiased respondent selection and established trust during the data-collection process.

Gudyanga, Gora, and Moyo (2019) emphasise the importance of individuals, places, and procedures in educational research to enhance instruction and learning systems. The qualitative approach used in this study enabled a comprehensive exploration of diverse circumstances from individual perspectives. Haradhan (2018) highlighted the use of textual data in qualitative research to investigate relationships, while Creswell (2014) and Hammarberg, Kirkman, and De Lacey (2015) underscored the importance of relying on respondents' perspectives and analysing textual data for themes.

Makombe (2017) discussed the naturalistic paradigm of qualitative research, focusing on the reality constructed by study participants. Tsvara (2013) emphasises reducing the interpersonal distance between participants and researchers to enhance comprehension. The use of semi-structured focus group interviews, as advocated by Alamri (2018) and Jamshed (2014), facilitated the understanding of contributors' experiences in translanguaging implementation.

The qualitative research approach benefitted this study by providing a flexible and in-depth understanding of participants' experiences and perspectives regarding translanguaging practices. By focusing on textual data and participants' viewpoints, this study uncovered valuable insights into the complexities of translanguaging in the educational context of the Nkayi District. This method facilitates a nuanced exploration of diverse circumstances from individual perspectives, enhancing the overall depth and richness of the study's findings.



4.3 Research design

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In conducting a study on translanguaging in the Nkayi District, as outlined by Ham-Baloyi and Jordan (2016) and emphasised by Creswell (2014), a step-by-step lived experience of the design unfolded, providing a firsthand account of the research process beyond theoretical and literature-based perspectives. The research design used is instrumental case study design, which, according to Stake (1995), focuses on understanding a specific phenomenon that is translanguaging. Merriam (2009) adds that it involves an in-depth, detailed examination of the research setting and aims to understand the research context rather than generalising the findings to other settings. Stake (1995) adds that it informs practice or policy decisions. As a teacher in the district during a time when COVID-19 was not yet a primary concern, I visited the research sites, met teachers and students, and engaged in valuable discussions that enriched my research journey.

Exploring the implementation of translanguaging in the educational context of Nkayi District has brought forth unique experiences. Engaging with educators, students, and community members allowed me to witness the practical implications of language practice in real-life settings. Despite the absence of COVID-19 considerations at that time, my interactions and observations during my visits provided valuable insights into translanguaging practices.

Navigating the research design step-by-step in Nkayi District, as highlighted by Harrison et al. (2017), revealed both challenges and opportunities. From logistical hurdles in data collection to building trust and rapport with the participants, each aspect of the research process presented a learning opportunity. Focus group discussions with students at the research sites and interviews with teachers provided a deeper understanding of translanguaging practices and their impact on educational experiences.

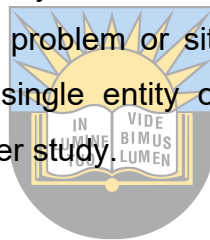


Through my experiences in Nkayi, I gained a deeper appreciation of the importance of context-specific research approaches. The rich tapestry of voices and perspectives in the Nkayi District provided invaluable insights that shaped the direction of the study. By immersing myself in the local context, I captured the essence of translanguaging practices and their significance in enhancing my educational experiences.

The research design implemented in the study on translanguaging in Nkayi District, as outlined by Ham-Baloyi and Jordan (2016), provides a comprehensive framework for data collection, delineates research tracks, and establishes principles for systematic data analysis. Following the insights of Creswell (2014), the researcher opted for a qualitative research design to investigate the implementation of translanguaging, aiming to delve deeply into this phenomenon. The case study method was selected as the primary research approach, in line with the perspectives of Harrison, Birks, Franklin, and Mills (2017), to offer an in-depth understanding of a bounded phenomenon, such as the implementation of translanguaging in selected schools within Nkayi District, Zimbabwe.

As emphasised by Merriam (1998), the defining characteristic of the case study research method employed in this study was the delimitation of the case, focusing on specific entities within bounded contexts such as programs, institutions, individuals, processes, or social units. The case study approach allowed for an intensive, holistic description and analysis of the implementation of translanguaging in the educational context of the Nkayi District. The researcher gained detailed insight into the phenomenon under study by concentrating on a restricted sample within a specific geographical area.

Challenges associated with the case study method, highlighted by various scholars, including Merriam (1998), include generality, potential biases, and the complexity of data interpretation. However, the benefits of this design outweighed these challenges. The case study method provides a systematic strategy for gathering data, analysing information, and comprehending a problem or situation in depth. This allowed for a comprehensive examination of a single entity or unit, facilitating a rich and thick description of the phenomenon under study.



The advantages of the case study method in this research context, as discussed by scholars such as Ham-Baloyi and Jordan (2016) and Harrison et al. (2017), include its flexibility, ability to capture the lived reality, and capacity for in-depth investigation and analysis. The detailed accounts produced through the case studies helped the researcher discover and define data in real-life settings, shedding light on the complexities of implementing translanguaging in educational environments. Despite limitations such as generalisability and potential biases, the case study approach was deemed suitable for this study because of its alignment with the interpretive approach and specific research questions.

4.4 Sample and sampling technique

Sampling occurs when a smaller group is selected from a larger population to study and understand specific characteristics. Lune and Berg (2017) argued that using a

sample of subjects helps make assumptions about a larger population based on a smaller group. Similar assumptions succeed or fail, depending on how well the sample represents the population (Cresswell, 2016; Lune & Berg, 2017). As described by Cresswell (2016), a sampling frame is a list of the individuals from which the sample was selected. Bengtsson (2016) explained that sampling is a systematic procedure based on principles that enable researchers to access relevant data sources. Gentles, Charles, Nicholas, Jenny, Ploeg, and McKibbin (2016) emphasise the importance of choosing a sample to work with a representative group and draw conclusions about the broader population. In qualitative research, Creswell (2016) highlighted that the focus is on in-depth investigation rather than generalisation to a population, achieved by purposefully selecting individuals and locations. According to Cohen, Manion, and Morrison (2017), the following recommended sampling procedures are crucial for reproducing findings and affirming the validity of the results, especially in qualitative research.



The researcher employed convenience and purposive sampling to select research sites and participants, as Etikan, Musa, and Alkassim (2016) recommended. The non-probability sampling method involved selecting interviewees based on the investigator's judgment to ensure they represented the population. Etikan et al. (2016) describe non-probability sampling as a procedure that contradicts probability theory. According to Creswell and Creswell (2018), information richness was the standard for selecting participants and sites. Consequently, the researcher chose to conduct the study in Nkayi District, where four secondary schools were conveniently sampled because of their proximity to the rural area, with English being used as a second language in the teaching and learning context. Purposive sampling selected six student participants per school from diverse cultural and linguistic backgrounds, totalling twenty-four students. Although students were not implementers, their inclusion in the study provided valuable insights as recipients of the implementation process. Eight teachers from various backgrounds, including math, science, English, and agriculture, were chosen from participating schools, focusing on subjects where the district faced challenges. Additionally, one head of the department from each of the identified failed subjects in the district participated in this study.

Convenience sampling was used to determine the number of schools in the study. This random or available sample method is commonly used when judging target demographics or selecting participants for focus groups. Gentles et al. (2016) described convenience sampling as a straightforward approach where the first available primary data source was selected without specific criteria. Four secondary schools were chosen based on their proximity to the rural area of Nkayi, providing a rich linguistic environment conducive to studying the implementation of multiple languages. Although convenient sampling offers simplicity and quick data-gathering advantages, it is also susceptible to bias and sampling errors. This study incorporated purposeful sampling to address these limitations, guided by ethical considerations. Purposeful sampling involves selecting "information-rich" cases for in-depth investigation, allowing researchers to capture a phenomenon's core experiences and shared dimensions. In this study, purposive sampling was used to select six student participants per school, totalling twenty-four students, along with eight teachers and one head of department from each participating secondary school in the Nkayi District, resulting in a total sample size of 36 participants.



It was essential for the investigator to collect the participants' biographical data, which acts as an echo that reflects the participant's understanding of the implementation of translanguaging. The examination of participants' academic and professional qualifications aided in determining their ability to understand the concept of the implementation of translanguaging since perception can potentially be influenced by educational background. The data on the biography of the participants also covered variables such as the number of respondents for the interviews, age, and the number of years in the current designation.

As alluded to earlier, in Nkayi District, there were 4080 boys and 5125 girls, giving a total of 9195 secondary school learners with a teacher complement of 212 males and 208 females, giving a total of 396 educators at the time the data were collected. The district was selected as a research site for this study because it has a rich cultural and linguistic heritage that has the potential to help the researcher gather data and come up with findings that will contribute toward filling the knowledge gap and hopefully help

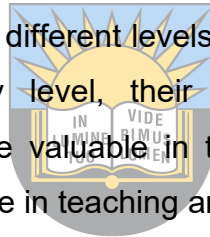
language policy planners and implementers in their work. As shown in Table 4.1, the participants of the study were four HODs (HOD1-4), one from each of the four sampled schools, eight teachers comprised of two teachers from sampled schools (TECH1, TECH1B, TECH2A, TECH2B, TECH3A, TECH3B, TECH4A and TECH4B), and six students per school (FOCGR1A – FOCGR1F, FOCGR2A – FOCGR2F, FOCGR3A–FOCGR3F, and FOCGR4A–FOCGR4F). This resulted in a total of 36 participants. The participants in this investigation were purposively selected from the secondary level to understand that they could contribute relevant and rich experiences, views, and opinions for making thick descriptions about the subject of the implementation of translanguaging and on the assumption that the required information would be secured.

According to Blaxter, Hughes, and Tight (2001), purposive sampling entails handpicking a supposedly typical or exciting case. It chooses study participants from a pre-selected target population owing to several distinctive qualities that make them the owners of the data required for the research. Equally important was the realisation that although the HODs, students, and teachers in Nkayi District communities were not representative of all teachers and residents in Zimbabwe, they were characteristic of teachers, students, and HODs in most rural schools in Zimbabwe. Hence, the results of this study may be conveyed in similar settings (Babbie, 2010). The number of participants was appropriate for the study because it was purposively selected to ensure the required information was provided.

Age is associated with maturity and experience, which can contribute to the ability to implement translanguaging. The distribution of teachers and HODs by age revealed that most fell between 22 and 52 years. The ages of the HODs ranged from 32 to 42 years. One HOD had four years of experience, and the other three had over five years of experience. As can be observed from the data, the HODs generally had many years of experience, and these were capable of monitoring their departments effectively in the implementation of translanguaging.

The teachers' ages ranged from 22 to 42 years old. One teacher had the experience of one year and six months. Another teacher had three years of experience. Six teachers had over five years of experience. As can be seen, there were male and female teachers with varied years of experience in the Ministry of Primary and Secondary Education and their present schools. Generally, most teachers have experience in teaching and implementing translanguaging. Although the two inexperienced teachers were recent graduates, they had the latest methodologies required to implement translanguaging.

It was revealed that 22 student participants were above 18 years old and were at an advanced level, and two were 16 and 17 years old and doing their lower six studies. The students had undergone primary, 'O' level education, were now at an advanced level, had ten years and more experience at school, and were familiar with the different methodologies used by teachers at different levels. Since the learners had been in the school system from the primary level, their experiences and suggestions for implementing translanguaging were valuable in the research. All the learners were familiar with the mother tongue's role in teaching and learning.



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It was shown that all the teachers had an A Level as their highest academic qualification. One teacher had a bachelor's degree in Mathematics and Statistics, another had a Bachelor of Science degree in Agriculture, another had a Bachelor of Education in English, and another had an Honours Degree in Accountancy. One teacher had a Postgraduate Diploma in Education, and three others had a Diploma in Education. These teachers, with diverse qualifications and subjects, provided rich data in understanding the phenomena under study and, therefore, had the required qualifications to teach classes at their schools, and they were also capable of implementing translanguaging.

It was revealed that three HODs had an 'A' level as their highest academic qualification, and one had an O level. He was the least qualified of the three, possessing a Diploma in Education. However, he possessed the minimum standard for teaching and delivering the required monitoring and implementation of

translanguaging. All HODs had the required qualifications for implementing translanguaging in the classroom.

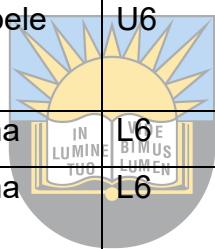
Having presented the sample and sampling technique, attention in the section below shifts to participants' profiles, which are presented as a table.

The profile of the participants is outlined in Table 4.1 below.

Table 4.1: Profile of the Participants

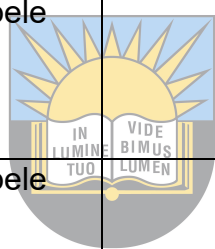
PARTICIPANTS	GENDER	NUMBER	AGES	SUBJECTS	FORM	Professional Qualification	EXPERIENCE IN YEARS IN CURRENT DESIGNATION (as hod, student and teacher)
HOD1	Male	1	36	Shona		Bachelor of Education Degree in English	10 years
HOD2	Male	1	40	Commerce		Honours Degree in Entrepreneurship	13 years
HOD3	Female	1	42	English		Diploma in Education	4 years
HOD4	Male	1	32	Geography		BSC Degree in Geography and Environmental studies	8 years
STD1A	Female	1	20	Ndebele	4		13 years

STD1B	Male	1	21	Shona	4		13 years
STD1C	Female	1	18	Ndebele	L6		13 years
STD1D	Male	1	18	Tonga	L6		13 years
STD1E	Female	1	20	Shona	4		12 years
STD1F	Male	1	18	Ndebele	4		13 years
STD2A	Female	1	20	Ndebele	4		13 years
STD2B	Male	1	17	Shona	U6		12 years
STD2C	Female	1	19	Ndebele	U6		13 years
STD2D	Male	1	18	Ndebele	L6		13 years
STD2E	Female	1	16	Ndebele	U6		10 years
STD2F	Male	1	18	Shona	L6		12 years
STD3A	Female	1	19	Shona	L6		12 years
STD3B	Male	1	18	Shona	U6		12 years
STD3C	Female	1	20	Shona	U6		13 years
STD3D	Male	1	19	Ndebele	U6		13 years
STD3E	Female	1	19	Ndebele	U6		12 years
STD3F	Male	1	18	Ndebele	L6		12 years
STD4A	Female	1	20	Tonga	L6		13 years
STD4B	Male	1	21	Tonga	L6		13 years
STD4C	Female	1	18	Tonga	4		13 years
STD4D	Male	1	19	Tonga	4		12 years
STD4E	Female	1	22	Tonga	4		12 years



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STD4F	Male	1	21	Shona	4		13 years
TECH1A	Female	1	22	Shona		Postgraduate Diploma in Education	1 year 6 months
TECH1B	Male	1	35	Mathematics		Bachelor's Degree in Mathematics and Statistics	8 years
TECH2A	Female	1	35	Agriculture		Bachelor of Science Degree in Agriculture	9 years
TECH2B	Male	1	30	Ndebele		Diploma Education	6 years
TECH3A	Female	1	52	Ndebele		Diploma Education	23 years
TECH3B	Female	1	33	English		Bachelor of Education in English Degree	3 years
TECH4A	Male	1	38	Accounts		Honours Degree in Accountancy	10 years
TECH4B	Female	1	42	Shona		Diploma Education	9 years
TOTAL OF PARTICIPANTS	18 MALES, 18	36					



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	FEMA LES						
PARTICIP ATING SCHOOLS		NUMB ER					
SCHOOL A							
SCHOOL B							
SCHOOL C							
SCHOOL D							



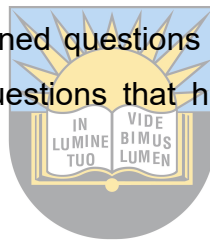
4.5 Data collection instruments and procedures

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Attia and Edge (2017) state that an investigator's goal facilitates descriptions and reflections on respondents' experiences. According to Headington (2016), these data collection instruments are appropriate because they allow participants to respond openly with minimal restrictions on their opinions rather than reading questions and entering their answers. Triangulation was performed for this study. This enabled various data source methods and gave rise to cross-validation of data from different sources (Creswell, 2016). Numerous data source methods have been used for triangulation. The research instruments used in this study were interview schedules for both teachers and learners. Focused group discussions were used to collect data from the learners. Face-to-face interviews were conducted with HODs and teachers. There was also an analysis of the policy documents. These instruments are attached as Appendices E, F, G, and H.

4.5.1. Face-to-face interview

An interview is a two-person discussion in which the interviewer initiates relevant research information. It focuses on the content detailed by the research objectives (Creswell, 2017; Cohen et al., 2011). An interview is usually a face-to-face discussion between an investigator and a participant, encompassing the transmission of information to the interviewer (Cresswell, 2014). This is a method by which research participants become involved in the study and express their opinions (Magwa & Magwa, 2014). As a qualitative data collection method, the interviews involved two individuals discussing a social issue or a particular human (Alamri, 2019). Structured, semi-structured and unstructured interviews were conducted. The structured interview format required the researcher to ask each participant the same questions. On the other hand, the semi-structured interview format allows the researcher to add or remove any aspect of the pre-planned questions (Alamri, 2019). The semi-structured interviews included several key questions that helped define the areas of research investigated (Alamri, 2019).



An interview schedule is a structured list of questions designed to guide interviewers and researchers in collecting information on a specific topic (Cleverism, 2017). The investigator utilized the interview schedule to conduct inquiries and recorded the responses obtained during the interviews. Face-to-face interviews were conducted to collect data from the four heads of departments and the eight teachers who contributed to the research. These interviews were crucial for gathering insights from policy implementers and collecting data on ways to ensure the successful implementation of multiple languages, a vital aspect of the research. The interview questions were aligned with the research objective. This flexible approach allowed the interviewer and interviewees to delve deeper into the topic to explore ideas or responses more thoroughly (Alamri, 2019). The interviewer used a note-taker and audio recordings for future reference and transcription for analysis. However, some participants expressed discomfort while recording. To address this, the moderator explained the research purpose, assured confidentiality and anonymity, sought permission to record, and

provided clear explanations for recording and note-taking. The interview sessions lasted for 30 minutes.

4.5.1.2 Strengths of face-to-face interviews

The use of interviews in this study provided several practical benefits. According to Quad (2016), interviews are valuable when the direct observation of participants is not feasible, giving the researcher control over the information gathered and the ability to ask tailored questions to elicit unbiased and truthful responses. Face-to-face interviews were chosen over telephone and online interviews for the study, as they allowed for probing and clarification of responses, enhancing the depth and quality of the information obtained (Magwa & Magwa, 2014). Additionally, interviews provide a more comprehensive understanding through triangulation and enable the researcher to reflect on collected data (Alamri, 2019).



Pre-planning the interviews allowed the interviewer to effectively guide the sessions and address any uncertainties in the responses. As highlighted by Oltmann (2016), Face-to-face interviews offer advantages, such as certainty about respondents, individual contact, and the ability to motivate participants. The interviewer can assist with question comprehension using various techniques, leading to more in-depth responses and a higher level of respondent engagement. More extended interviews were tolerated, allowing for detailed information gathering, and respondents were more likely to remain engaged. Face-to-face interviews also provide opportunities for additional probing questions, body language observation, and language validity assessment.

4.5.1.3 Limitations of face-to-face interviews

Challenges were encountered in collecting data from participants using interviews, as highlighted by Quad (2016) and Bell, Waters, and eBooks Corporation (2014). One

challenge is the potential for biased or untrustworthy information if only one interviewer interprets the data. Multiple perspectives were incorporated into the research process to address this issue. Another challenge involved potentially misleading interview responses, as participants may try to impress the interviewer. This was mitigated by explaining the research purpose to the participants. Additionally, concerns about response anonymity and the validity of the sensitive questions were addressed by ensuring respondents' confidentiality.

4.5.2.1 Focus group interview

Focus Group Discussions (FGDs) were used to collect data from students in the Nkayi District. FGDs involve group interviews with multiple participants, focusing on a specific topic emphasising group interaction and the collaborative construction of meaning (Ngandini, 2016). According to Ngandini (2016), FGDs are adequate for studying conversation to understand participants' lives, beliefs, and opinions or as a social context for direct observation. Led by a researcher, focus groups gather small groups of individuals to discuss specific topics (Lune & Berg, 2017). They are instrumental when interpreting observations, which is challenging (Cresswell, 2016), and simultaneously interviewing multiple participants (Leedy & Ormod, 2005). Focus groups typically involve ten to twelve participants discussing a specific issue for one to two hours (Breakwell et al., 2000).

Focus groups offer advantages such as efficiency in data collection, participant comfort in group settings, and informative interactions among participants (Chiguwe et al., 2011). Lune and Berg (2017) suggested that focus groups are valuable for accessing meanings that may be challenging to quantify and explore preferences, attitudes, priorities, and beliefs. Researchers can delve into participants' justifications and rationalisations by combining focus groups with other methods. In a study conducted in Nkayi District, focus group discussions were instrumental in gathering data on translanguaging in the classroom, providing a platform for students to contribute meaningfully in a group setting where they felt more comfortable than speaking individually. The students were divided into four focus groups.

4.5.2.2 Strengths and limitations of focus group interviews

In the context of this study, the use of Focus Group Discussions (FGDs) provided both challenges and benefits. According to Lune and Berg (2017), FGDs offer unique opportunities for the in-depth exploration of complex subjects through interactive discussions where participants can reflect on each other's ideas, challenge perspectives, and build upon shared experiences. This interactive component provided a supportive and empowering environment for participants. One significant benefit of FGDs in education research is the opportunity for individuals to contribute diverse opinions and perspectives to a valued forum (Newington & Metcalfe, 2014).

Flynn, Albrecht and Scott (2018) highlight the efficiency and effectiveness of FGDs for gathering qualitative data, emphasising the richness of information obtained through open-response formats. The interaction between researchers and participants clarifies response qualifications and observes nonverbal cues that may supplement verbal responses (Davis et al., 2019). However, FGDs have limitations, such as the potential dominance of outspoken participants (Nandini, 2016). The moderator ensured equal participation to address this challenge and created a conducive environment for open and honest discussion. Additionally, logistical constraints, such as simultaneously coordinating participants in the exact location, were managed by collaborating with participants from the same cluster to minimise travel distances and inconvenience.

4.6 Data analysis

Data becomes meaningful only after the investigator has analysed and comprehended it. In this study, the data were analysed to identify recurring patterns and address the main research question: How do teachers implement multiple languages in teaching and learning in selected secondary schools in the Nkayi District? This included thick descriptions and voices of the participants. A theme captures something significant around the data relative to the investigation inquiry and embodies a certain level of decorative response (Willig, 2015).

The researcher used inductive data analysis where categories in the data were coded and then tried to find differences and similarities in the emerging themes (Mertens, 2010). According to Creswell (2017), there are three main steps to be followed by an investigator when analysing data qualitatively: preparing and organising data, reducing and summarising the data, and possibly coding and presenting the data in narrative and table form. The data were prepared and organised by recording interviews and focus group discussions (Flick, 2014). Patterns and interpretations emerged during the interview sessions, which influenced the direction of future data collection (Coury et al., 2017; Creswell & Creswell, 2017; Friese, 2019). The researcher made adjustments (Cohen et al., 2011). The qualitative data were systematically coded according to specific themes before being analysed to answer the main research question. Sketching ideas, taking notes, reducing codes into themes, relating themes to each other, and relating themes to relevant literature or theory are some of the more specific activities of qualitative data analysis (Honig, 2018; Sibunruang et al., 2016; Zhou et al., 2019). Face-to-face interviews and focus group discussions were the primary sources of data. The researcher conducted full verbatim transcripts, which were very useful and allowed the researcher to return to the data later for further analysis (Barbour, 2014, p. 256). The researcher collected audio or video data transcribed into written forms for further study.



4.7 Credibility and trustworthiness

Hammarberg et al. (2015) submit that the criterion for evaluating the truth value or internal validity of qualitative research is credible and that a qualitative study is credible when its findings, when presented with adequate context descriptions, are recognisable to people who have shared the experience and those who care for or treat them. Credibility refers to the qualitative researcher's confidence in the validity of the study's findings by ensuring that the findings are true and accurate (Irene & Delea, 2018). Triangulation was used to enhance the credibility of the research. Trustworthiness is achieved through the following components: credibility, transferability, and conformability (Devault, 2017). In this study, the researcher tested the accuracy of the data analysis and interpretation by considering the circumstances under which the information was gathered and dividing the investigator's explanation

from the honest opinions of the research participants. Audio recordings were used to capture all interviews to validate and bring credibility to this study, thus enhancing its credibility. The sample was carefully chosen within the context of this study to ensure applicability. According to Hammarberg Kirkman et al. (2015), the benchmark for assessing external validity is the research findings' applicability or transferability. An investigation is considered to have met the yardstick of applicability when its findings can be applied to situations other than the investigation situation and when investigators and clinicians see the findings as meaningful and applicable to their own experiences. Regarding dependability, the researcher confirmed the study's established procedures; the researcher constantly interacted with the supervisor. The dependability, or consistency, of the findings, is the cornerstone for evaluating reliability, and this does not imply that the same finding would undoubtedly be found in other contexts but that, given the same data, other investigators would discover similar patterns (Hammarberg et al., 2015).



4.8 Ethical considerations

The researcher obtained an introductory letter from the University of Fort Hare to gather data, confirming the researcher's intention to conduct the study in Nkayi District Secondary Schools. The researcher received ethical approval from the university. The researcher then requested permission to conduct the study in four secondary schools from the Ministry of Primary and Secondary Education (MOPSE) through the Provincial Education Director's (PED) office. The application letter included a copy of the university letter. When MOPSE issued the researcher the clearance letter, he visited and obtained permission from the district school inspector and school heads of the selected schools using the introduction letter from the University of Fort Hare and the clearance letter from the PED.

To ensure the ethical conduct of the research in this study, practical considerations were observed to uphold ethical standards. Informed consent, including parental consent for minors, was obtained from all participants, transparently regarding the study's purpose and the option to withdraw without repercussions. Confidentiality and

anonymity were maintained to protect participants' identities. The ethical journey also embraced decolonial perspectives and incorporated Indigenous ethical frameworks to deepen the understanding and respect for the local context and cultural nuances (Smith, 2012).

Decolonial perspectives challenge traditional Western approaches to research ethics by addressing power imbalances and the historical legacies of colonization. Researchers can honour local knowledge and traditions by engaging with communities equitably and respectfully (Ladson-Billings, 1998). Incorporating Indigenous ethical frameworks promotes a culturally sensitive and inclusive research approach, emphasizing community engagement, reciprocity, and respect for traditional knowledge systems (Battiste, 2000). Seeking permission from traditional authorities and consulting with community members ensured that the research process aligned with local values and priorities, fostering meaningful partnerships and mutual understanding (Wilson, 2008). These approaches enhanced the study's ethical integrity and contributed to building collaborative relationships with the community.



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4.9 Summary

The chapter on research methodology provided a detailed exploration of various key aspects, including the research paradigm, approach, design, population, sample selection, entry negotiation, data collection methods, validity considerations, data analysis procedures, and ethical considerations. Each component was critically examined, highlighting its strengths, limitations, and relevance to this study. The next chapter focuses on data presentation and analysis.

CHAPTER FIVE

DATA PRESENTATION, DISCUSSION AND ANALYSIS

5.0 Introduction

The preceding chapter details the research methodology employed in this study. This chapter presents and discusses the data collected and analysed to address the research questions. This study aimed to examine the implementation of translanguaging in selected schools in the Nkayi District, Zimbabwe. The data presented, analysed, and discussed in this chapter are based on the study's findings.

The data presentation and analysis are guided by the main research question: How do teachers implement the use of translanguaging in teaching and learning in the selected secondary schools in the Nkayi District? The accompanying sub-research questions to corroborate the main research question discussed in this section are as follows:

1. How are teachers trained to create a learning environment that empowers students to use all their language abilities to construct meaning within their classrooms?
2. What are the perspectives of teachers and students regarding the use of multiple languages through translanguaging in the classroom?
3. What strategies and methods are employed to facilitate the implementation of translanguaging in classrooms?

Data were gathered through focus groups, face-to-face meetings, and interviews. Study participants were selected using purposive sampling. Four heads of departments (HODs) from the four selected secondary schools served as critical informants; one HOD per school, and the HODs selected were drawn from the languages, sciences, and humanities departments. A total of 24 students were chosen, of whom six were from each of the four schools. In addition, eight teachers were selected from the sample schools, with two from each school. Thus, 12 participants were selected for individual interviews and 24 for focus-group interviews. A total of 36 participants

constituted the sample in this study. Participants were identified using pseudonyms, as explained in Chapter Three of the study Ethics. In directing the study, the investigator adhered to WHO regulations around the COVID-19 pandemic; social distancing was followed, masks were worn during interviews, all participants were sanitized, and temperatures were recorded. It was necessary to protect the participants' lives and the researcher's since the data were collected when there were already a handful of COVID-19 cases in the country, and adherence to all health protocols was mandatory.

The participants' interview responses were voice-recorded. The respondents were identified as follows.

FOCGR1 = Focus group interview for students from S1 school.

FOCGR2 = Focus group interview for students from S2 school.

FOCGR3 = Focus group interview for students from S3 school.

FOCGR4 = Focus group interview for students from S4 school.

S1, S2, S3 and S4 = selected secondary schools.

HODA = Head of departments from S1 School.

HODB = Head of departments from S2 School.

HODC = Head of departments from S3 School.

HODD = Head of departments from S4 School.

TECH1A = Teacher 1 from S1 school

TECH1B = Teacher 2 from S1 school

TECH2A = Teacher 1 from S2 school

TECH2B = Teacher 2 from S2 school

TECH3A = Teacher 1 from S3 school

TECH3B = Teacher 2 from S3 school

TECH4A= Teacher 1 from S4 school

TECH4B= Teacher 2 from S4 school



This chapter is divided into three sections: The initial section analyses Teacher Training for translanguaging. This section is considered vital as it comprises variables that directly impact the implementation of translanguaging. The remaining sections were based on the main themes identified in the data. Therefore, the second section presents and analyses data on participants' views on translanguaging, and the last section focuses on the strategies and methods employed to facilitate the implementation of translanguaging in classrooms.

5.1 Teacher training for translanguaging

This section presents data on the information and training provided to implement translanguaging. This section focuses on effectiveness and strategies, suggestions regarding the training of teachers in implementation, and student suggestions for the implementation of translanguaging.



5.1.1 Awareness on translanguaging or training and its effectiveness

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The participants were asked about their exposure to training for translanguaging, their awareness of translanguaging, and whether or not this training was effective. The participants' responses highlighted that they needed to be trained for translanguaging and were 'learning on the job.' One can consider the views of HOD1, who gave the following response on their awareness of multiple languages and training on the implementation of translanguaging in the classroom:

Not as such, I don't remember such training, in our training we only have teachers teaching specific languages i.e., Shona teacher only, Ndebele teacher only. This is being applied when teachers code switch in their classroom in order to get learners to understand concepts. As for translanguaging there is no information from the ministry on any directives on how it's used or when it's used. No new information on this new teaching strategy whatsoever (HOD1)

HOD 4 corroborated these sentiments by noting that:

No, at college there is no training and with the advent of the new curriculum maybe there will be in service trainings that will assist the teachers in the implementation of multiple languages. We only know about codeswitching that I have observed being done by teachers in my department. I do not have any information on translanguaging its new to me. ... that [training for translanguaging] was done at college in 2010-2012 during mass lectures. We were taught that we should accommodate all languages in the classroom. We were trained and we do more codeswitching in our lessons (HOD 4).

Teachers also provided similar perspectives. A case in point can be drawn from TECH1A, who reinforced this view:



Not trained and such training does not exist in Zimbabwe. At college we were trained in code switching and it's the same (TECH1A).

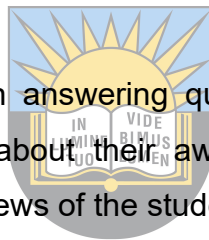
TECH3A, declared that:

No from teachers college we were only taught in English, so as to accommodate everyone from different parts of the country, some terms are difficult to be translated into local languages (TECH3A).

TECH3B postulated:

No, we wish to allow students to use multiple languages in the learning process. We, as teachers need to accept the kids as they are for example in a society of Shona speaking community handle students equally and apply multiple languages where it is possible. We rely on codeswitching (TECH3B).

This research aimed to assess participants' awareness and training on translanguaging to understand how their knowledge influences its implementation. The participants' responses revealed varying levels of awareness and training regarding implementing translanguaging in the classroom. While participants like HOD1, HOD4, TECH1A, and TECH3B needed more specific training on translanguaging and focused more on code-switching, others, such as HOD2 and HOD4, expressed concerns about the lack of adequate information and directives from TECH3A bemoaned that English was used as a language to unite everyone in class, and that it was difficult to translate some terms into local languages. The findings indicated that most participants needed to be better informed and adequately trained in translanguaging, with a stronger emphasis on codeswitching. Inadequate training and information could lead to negative attitudes towards translanguaging, impacting its implementation and potentially hindering students' learning experiences.



The students were not involved in answering questions regarding teacher training. However, they were also asked about their awareness of translanguaging in the classroom. One can consider the views of the students:

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No, I do not know about multiple languages, the teachers do not teach us using multiple languages and we do not use them at school. The only time we meet other languages is when we are in a language lesson i.e., in Ndebele or Shona subjects (STD1).

STD6 from FOCGR3 also added:

I am not aware, and I don't believe we were even informed about multiple languages; the only time we use multiple languages is when we are just discussing in our groups, and we use other languages. But if the teachers catch us, they do not encourage us to use other languages either than English as they say it will be difficult for us to do direct translations in the examinations (STD6).

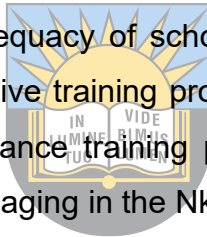
From the above responses, one can easily deduce that students need more awareness and education on translanguaging in the classroom. Both students from different forms mentioned that they needed to be made aware of translanguaging and that their exposure to languages other than English was limited to specific language lessons, such as Ndebele or Shona subjects. Additionally, they mentioned that while they informally use multiple languages in group discussions, teachers discourage them from doing so, particularly in the context of examinations where direct translations may be required. This indicates a gap in understanding and support for translanguaging practices among students, highlighting the need for increased awareness and education regarding the benefits and importance of utilising multiple languages in the classroom.

The study's findings highlight a need for more awareness among students regarding translanguaging practices in the classroom. This need for more awareness aligns with insights from Hooijer and Fourie (2009), emphasising the need for educators to receive proper training in utilising multilingualism effectively. As discussed by Palmer (2014) and Mignolo (2011), the theoretical frameworks of postmodernism and decolonising thought support the importance of valuing societal differences and challenging colonial legacies in language practice. Therefore, the theoretical frameworks of postmodernism and decolonising thought agree with the need to enhance students' awareness of translanguaging practices. Educators can foster a deeper understanding of linguistic diversity and promote inclusive language policies in classrooms by integrating these critical perspectives into educational initiatives.

The study findings highlighted that most participants lacked information and training in implementing translanguaging, aligning with the findings of Palmer et al. (2019), who observed that teachers need to be trained in translanguaging. There is a growing need for critically, linguistically, and culturally conscious teachers who embrace their roles as agents of social change to empower their students. Additionally, Theakston and Serratrice (2018) emphasise that training can enhance children's access to the curriculum by removing linguistic barriers, leading to increased engagement and participation. This study also resonates with the literature on postmodernism and

decolonising thought, as Palmer (2014) and Mignolo (2011) discussed, emphasising the importance of valuing societal differences and challenging colonial legacies in language practice. This critical perspective can help address issues of linguistic imperialism and advocate marginalised voices, ultimately leading to more inclusive language policies. Furthermore, Duignan (2019) highlights the strength of postmodernism in recognising diverse voices in society, emphasising the need to incorporate linguistic diversity into teaching practices.

Moreover, the study findings aligned with the necessity for intercultural training, as mentioned by EC (2015a), to equip educators with the skills to teach students from diverse cultural backgrounds effectively. Goppelt (2018) pointed out the challenge faced when teachers are not fluent in the language, underscoring the importance of adequate training and support from multilingual teachers. Additionally, Meier and Hartell (2009) highlighted the inadequacy of schools' responses to cultural diversity, indicating the need for comprehensive training programs. In conclusion, based on the findings above, it is crucial to enhance training programs at teachers' colleges and universities to implement translinguaging in the Nkayi District effectively.



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5.1.2 Suggestions regarding the training of teachers on the implementation of translinguaging

Educators and Heads of Departments (HODs) advocated for in-service training, early exposure of students to multiple languages, professional development sessions, and initiating training from Early Childhood Development (ECD) levels. Most participants acknowledged the necessity for translinguaging training, emphasising its implementation's importance for enhanced understanding from a decolonial perspective. TECH2B revealed that:

Training should be offered during staff development sessions or there should be a special course to help us who only know codeswitching.

Learning material should be available on translinguaging as well so that we do it effectively for now we are in the dark (TECH2B).

Furthermore, TECH1B added,

There are new suggestions for training on the implementation of multiple languages that are needed, explaining the difference between translinguaging and codeswitching and the availability of information on translinguaging; the training provided at college is enough on codeswitching, and there is no need for further training on the implementation of multiple languages; what should be done now is just to implement multiple languages in the classroom (TECH1B).



TECH4A explained that:

Multiple languages enable learners to understand the concepts of the teachers hence teachers should be trained at any time. Translinguaging is good and needs to be adopted and there should be a deliberate effort to share knowledge on translinguaging for effective implementation (TECH4A).

On the same issue, which concerns suggestions regarding the training of teachers on the implementation of multiple languages, HODs responded in several ways, as shown in the excerpts below.


HOD1 suggested:

Yes, maybe in service training should start at provincial, district, cluster, schools to have workshops to equip those teachers on translinguaging. At provincial level everyone can be trained, way of emphasizing and to

have a way of catering for every learner and utilising this new strategy. Even when done in college during mass lectures, I think it should be moved to individual lectures for it to be more effective. In its current form that deals with codeswitching only it loses its effectiveness (HOD1).

HOD2 enlightened:

The training should start at lower levels ECD where kids are introduced to several languages. There should be training of personnel and facilitators and a need for marketing the concept to the community before implementation so that they will accept the concept without any other connotations. This will help in the implementation and adoption of other languages at the school. An introduction of other languages should not be seen as not accepting the views of the community for example in Matabeleland, when we introduce Tshangani, it will be seen as if we want to do away with other community languages. There is a need for sensitisation with the community to let them know what is being implemented (HOD2).



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Educators and Heads of Departments (HODs) provided valuable insights and suggestions regarding teachers' training on translanguaging implementation. TECH2B emphasised the need for in-service training and learning materials for translanguaging to enhance effective implementation, especially for those familiar with codeswitching. TECH1B highlighted the importance of differentiating between translanguaging and codeswitching, suggesting that current college training suffices for codeswitching, but additional training is required to implement multiple languages effectively in the classroom. TECH4A emphasises that training teachers in multiple languages enables a better understanding of concepts and advocates for a deliberate effort to share knowledge on translanguaging for successful adoption. HOD1 proposed starting in-service training at various levels, including provincial, district, and school workshops, to equip teachers with translanguaging skills. HOD2 stressed the

importance of beginning training at the early childhood level, involving community sensitisation to ensure acceptance and successful implementation of multiple languages in schools without cultural connotations. These suggestions underscore the significance of comprehensive training, early exposure to multiple languages, and community engagement to facilitate the successful integration of translanguaging in educational settings.

Implementing translanguaging in the learning and teaching process has emerged as crucial for accommodating all students and enhancing their understanding of concepts. This research underscored the need for comprehensive training to support effective translanguaging use, addressing participants' beliefs that may hinder its implementation. The theoretical frameworks of decolonising thought and postmodernism guided this study, advocating for a critical examination of colonial legacies and power dynamics influencing language practices. The literature supporting these findings includes Desai (2012), who emphasised the creation of resources in African languages and the empowerment of educators to instruct in mother tongues. Malone (2003) and UNESCO (2010) stressed the importance of training starting from Early Childhood Development (ECD) levels and the development of culturally appropriate curricula. Collaborative efforts advocated by UNESCO (2010) and examples such as the Punana Leo and Hawaiian universities demonstrate the value of partnerships in implementing multilingual programs.

Additionally, the importance of staff development sessions highlighted by Finch, Theakston, and Serratrice (2018) and Erling, Adinolfi, and Hultgren (2017) aligns with the study's emphasis on boosting educators' confidence in translanguaging. While both theoretical frameworks of postmodernism and decolonising thought emphasise the critical examination of power dynamics and colonial legacies, they may only sometimes align in practice. Postmodernism's focus on deconstruction and challenging traditional structures may conflict with the emphasis on decolonising thought on dismantling colonial influences and power imbalances. However, both frameworks are committed to questioning

established norms and promoting inclusivity, making them complementary in advocating for transformative language practices in education. Therefore, there is a need for effective training for translanguaging.

This study on the training of teachers for the implementation of translanguaging revealed valuable insights and recommendations from educators and Heads of Departments (HODs). Participants emphasised the importance of in-service training, early exposure to multiple languages, differentiation between translanguaging and codeswitching, and community sensitisation for successful implementation. The findings underscore the necessity for comprehensive training, community engagement, and early exposure to multiple languages to facilitate the effective integration of translanguaging in educational settings. The theoretical frameworks of decolonising thought and postmodernism guided this study, emphasising the critical examination of colonial legacies and power dynamics influencing language practices. The literature supports the significance of resources in African languages, training starting from Early Childhood Development (ECD) levels, and collaborative efforts in implementing multilingual programs. The study's conclusions align with the need for staff development sessions to boost educators' confidence in effectively utilising translanguaging, highlighting a shared commitment to questioning established norms and promoting inclusivity in transformative language practices in education. The succeeding segment deals with the views of HODs, teachers, and students on implementing translanguaging.

5.2 Views of HODs, teachers and students on implementation of translanguaging

At this juncture, it was essential to ascertain the views of all participants on the implementation of translanguaging. HODs, teachers, and students were also allowed to express their views on teachers and learners in their department regarding the use of translanguaging in the classroom. Some participants pointed out that language is part and parcel of culture. Other participants felt that by adopting translanguaging, all

learners could grasp concepts better, making every learner feel essential and unique. However, other participants felt that translanguaging could not be implemented, as there was a lack of resources and linguistic translation of certain words, and it was not easy to implement in Science and Math. The participants further noted that the challenge was that the examinations were conducted in English only. All HODs agreed to and supported the implementation of translanguaging. HOD2 corroborated the above by saying that:

Rich and good for learners and facilitators to be able to speak several languages since we are living in a global village, where one can find themselves in a new area in one day or the other. One mustn't find themselves lonely or isolated because of language. It also enriches certain cultures. Learning a new language comes with new culture being developed. It also enriches our cultures; you learn new things (HOD2).



HOD3 explained:

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The implementation of multiple languages was a preserve for certain individuals and schools, now everyone feels important and recognised in the classroom and it's critical for all teachers to learn the available languages in the community that they teach in, so that they are better placed and equipped to teach the learners (HOD3).

Furthermore, TECH3A said:

Multiple languages are good as they cater for all learners, especially the secondary school learners we teach, who come from various places and diverse circumstances (TECH3A).

TECH2A commended that:

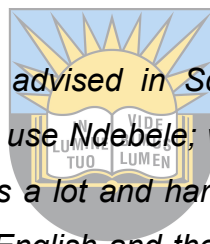
I think it's good because each learner can understand; it's easier to understand in your mother tongue (TECH2A).

TECH1A reiterated that:

I don't support; it is not applicable in all subjects like Physics and Science (TECH1A).

In addition, STD4 from FOCGR4 stated:

Some of the time, but not advised in Science subjects, if allowed but not advisable for the teachers to use Ndebele; we have the Tonga and the Kalanga who may feel left out and it's a lot and hard for them to understand, we prefer Science language which is, English and there are scientific terms in indigenous languages (STD4).



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Furthermore, STD3 from FOCGR3:

The use is very effective and efficient and with the outcome of the results everyone feels recognised, respected and considered. All of us feel treated equally, become the same and identified the same (STD3).

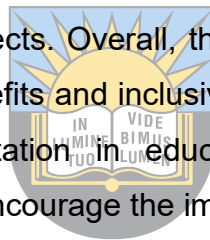
The participants' views on implementing translanguaging varied, including HODs, teachers, and students. Some participants highlighted the importance of language as a part of culture and believed that translanguaging could enhance learning by making every learner feel essential and unique. However, others expressed concerns about challenges, such as the need for more resources and linguistic translations, especially

in subjects such as Science and Math, where implementation may be challenging. While some supported using multiple languages to cater to diverse learners and promote inclusivity, others, such as TECH1A, expressed reservations, particularly in subjects like Physics and Science. Students also shared their perspectives, with STD4 cautioning against using specific languages in science subjects to avoid excluding some students. On the other hand, STD3 emphasised the effectiveness and efficiency of translanguaging, highlighting its role in promoting recognition, respect, and equality among learners. While some participants support translanguaging for its benefits in enhancing cultural understanding and inclusivity, reservations and challenges, have been raised regarding its practical implementation in specific educational contexts.

Translanguaging, a pedagogical approach involving multiple languages in education, is influenced by teachers' entrenched beliefs and instructional choices, as Haukås (2015) and Borg (2006) noted. While some educators express concerns about the applicability of translanguaging beyond language subjects because of challenges in vocabulary translation and the dominance of English in examinations, others view it as a tool for enhancing understanding and inclusivity. The importance of incorporating students' voices into the teaching and learning process, as advocated by Muchenje (2014), underscores the need for genuine student participation. However, the limited implementation of translanguaging, with English prevailing and its restriction to language subjects, reflects concerns scholars such as Hornberger (2002) raised regarding language hegemony and the impact of colonial legacies on native language education. The preference for English-medium instruction among some parents, as discussed by Banda (2000), raises questions about the potential drawbacks of early withdrawal from native language education. Research by Alidou et al. (2006) and Ramirez et al. (1991) suggests that maintaining mother tongue education can enhance educational attainment and language proficiency. Evans (2013) points out that local educational policies often prioritise ex-colonial languages, potentially marginalising indigenous languages. In alignment with postmodernism's emphasis on challenging traditional structures and promoting inclusivity, translanguaging fosters diverse perspectives and inclusive learning environments. However, while postmodernism encourages deconstruction and questioning of power dynamics, translanguaging focuses more specifically on language practices in education. Training for teachers and

stakeholders is crucial for promoting linguistic diversity and inclusive educational environments, resonating with the principles of postmodernism and decolonising thought frameworks when addressing language diversity and power dynamics in educational settings.

This study explored the perspectives of HODs, teachers, and students on implementing translanguaging in education. Participants had varied views, with some emphasising the importance of language as part of culture and the benefits of translanguaging in enhancing learning inclusivity. In contrast, others raised concerns about challenges, such as resource limitations and linguistic translations, particularly in science and math. While some supported using multiple languages to cater to diverse learners, others expressed reservations, especially in certain subjects, such as Physics and Science. Students' perspectives also differed, with some caution against using specific languages in science subjects. Overall, the findings highlight both support for translanguaging for its cultural benefits and inclusivity and challenges and reservations regarding its practical implementation in educational contexts. The succeeding segment provides suggestions to encourage the implementation of translanguaging.



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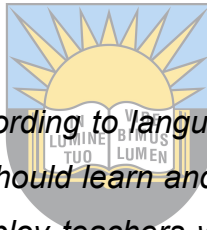
5.2.1 Suggestions to encourage implementation of translanguaging

The question about the strategies for implementing translanguaging were posed to the participants. Various suggestions were provided, and most of the suggestions given by participants were almost the same, ranging from dividing students according to language, opening space for all languages in the curriculum and timetable, deploying teachers who understand the learners' languages, learners being encouraged to express themselves in other languages, the primary goal of teaching should be understanding, not covering the syllabus, inclusion of a variety of languages in the curriculum, and workshops and training of teachers on the implementation of translanguaging.

Students were particularly concerned about the teaching of all languages and the divisions it caused. One of them, STD6 from FOCGR1, had this to say about division:

Students should be divided and taught according to their languages. Dedicate time for the individual languages like Shona and Ndebele in the curriculum. For it to be effective, we should deal with the way English is dominant and we should open space for all languages. There should be extra practice on the use of multiple languages in class, tell teachers to implement, offering books and magazines which have different languages. (STD6)

Students also explained that the divisions are expensive and may cause disharmony in the classroom. The following was remarked upon by STD2 from FOCGR1:



The division of students according to languages can cause division and affects resources. School children should learn and understand all languages available in the community. Try to deploy teachers who are able to speak the language where Shona is dominating, deploy Shona teachers so that learners can be able to interact with the teacher (STD2).

TECH1A had the following to say:

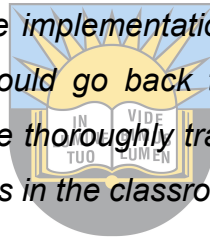
To encourage learners to speak in other languages and not to have attitude and this creates diversity. There should be a variety of languages in a school; the curriculum should include three or four languages so that if a child or teacher goes to a different region it can be easy for them to communicate. To have workshops for advocating the introduction of multiple languages as a tool in the education system. They should also mandate each school to teach multiple languages (TECH1A).

TECH1B explained:

The main goal for teaching should be teaching for understanding not to cover the syllabus. This should be done using different languages and we get better outcomes in the exams. I believe the current efforts to encourage the implementation of multiple languages are enough and we are implementing multiple languages. The only missing link, I have noticed, is a willingness to implement multiple languages from the curriculum implementers who are not sure how to do it. This can be overcome through in-service trainings and workshops (TECH1B).

TECH3B supported the above by stating:

The top-down implementation of policies should be stopped, we were never consulted and trained on the implementation of multiple languages. Politicians and curriculum planners should go back to the drawing board and bring us teachers along, we should be thoroughly trained and taught for us to effectively implement multiple languages in the classroom (TECH3B).



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HOD1 had this to say:

Universities and colleges to be equipped to facilitate the teaching and learning from university to schools for teachers to be equipped and learners to understand. The ministry should provide resources not schools to provide which could be a mammoth task; issues of language, spelling, grammar, and rules of language need to be looked at in order to teach the correct thing (HOD1).

HOD2 explained:

Allowing the kids to interact through tours, visits, talking about it as facilitators, importance explained, teaching in vernacular where possible. Officialising the

languages in the offices, when you get to the offices using language you can express yourself well (HOD2).

The study revealed some common themes that include advocating for the division of students based on language, as proposed by STD6 from FOCGR1 for individual language instruction, such as Shona and Ndebele. Including multiple languages in the curriculum was emphasised, with STD6 stressing diversity and understanding among learners. Teacher deployment recommendations were made by STD2 from FOCGR1, suggesting deploying teachers who understand learners' languages, like Shona. The primary teaching goal of understanding, not just covering the syllabus, was emphasised by TECH1B. TECH1A proposed workshops and training for teachers on translinguaging. Concerns about resource constraints related to language divisions were raised by STD2. STD2 underscored the importance of community language learning. HOD1 highlighted the need to equip universities and colleges to support teaching and learning processes. At the same time, HOD2 suggested promoting interaction among students through tours and visits and officialising languages in offices for effective communication. These common themes collectively reflect a comprehensive approach to fostering inclusivity, linguistic diversity, effective communication, and understanding in educational settings through translinguaging.

The findings of this study advocate the inclusion of all languages in the curriculum and timetable, aligning well with the reviewed literature. Ngugi Wa Thiong'o (2018) emphasises the importance of starting classroom learning with the mother tongue, while Zivenge (2013) noted the placement of indigenous languages in the afternoon, potentially when students are fatigued. While this study suggests dividing learners by language, contrasting views from Colby and Lyon (2004) argue against this practice, promoting multicultural literature to facilitate multilingualism. This study resonates with utilising multicultural literature to broaden perspectives, as Boles (2006) and Lartec et al. (2014) supported. Furthermore, this study aligns with postmodernism and decolonising thought theories by emphasising the importance of embracing students' identities through translinguaging, as discussed by Ladson-Billings (1995) and other scholars. This research also underscores the significance of incorporating cultural

knowledge and language diversity in education, drawing on the models proposed by Wang and Phillion (2009) and Muchenje (2014). Additionally, this study highlights the necessity of leveraging resources, including technology and teaching assistants, to support effective translanguaging practices, echoing the importance of resources in enhancing learning outcomes, as noted by various authors. This emphasis on resources and inclusive teaching strategies resonates with decolonising thought and postmodernism principles, which seek to challenge dominant narratives and empower diverse voices in education.

The study explored strategies to encourage the implementation of translanguaging, with participants suggesting various approaches, such as dividing students based on language, incorporating all languages in the curriculum, deploying language-proficient teachers, and emphasising understanding over syllabus coverage. Common themes emerged, including promoting linguistic diversity, teacher training in translanguaging, and concerns about resource allocation. The findings underscored the importance of community language learning, teacher support, and inclusive practices in fostering effective communication and understanding in educational settings through translanguaging. The alignment of the study findings with literature, advocating for multilingualism and cultural inclusivity, resonates with theories of postmodernism and decolonising thought. Embracing students' identities through translanguaging, incorporating cultural knowledge, and leveraging resources have been identified as crucial to enhancing learning outcomes and empowering diverse voices in education. The succeeding segment deals with the strategies/methods used to implement translanguaging.

5.3 Strategies/methods used in the implementation of translanguaging

This section focuses on presenting data on strategies and methods used in the implementation of translanguaging, which is the glue that holds the implementation process together. The identification of methods, effectiveness, preferred methods, and views of the students, teachers, and HODs are

presented and analysed. The Identification of strategies and methods used in the implementation of translanguaging is presented in subsequent subsections.

5.3.1 Identification of strategies/ methods used in the implementation of translanguaging and its effectiveness.

The study further inquired whether participants could identify the method to implement multiple languages in their classrooms. This was meant to ascertain whether participants knew the method's critical role in implementing translanguaging in the classroom. The methodology can create or break any instruction process; therefore, classroom practitioners must choose the appropriate methodology to implement translanguaging. Teachers are pivotal in implementing translanguaging languages; thus, they must be equipped with the latest methodologies used in the implementation process. It was also necessary to establish the participants' knowledge of the methods and strategies implemented in their different classrooms because their knowledge would influence the identification of the strategy used and their preferred strategy. The correct methodology can make the teaching and learning experience enjoyable and memorable for learners. Interactive methodologies enable learning to be accessible to learners and to develop interest. Interest promotes improved pass rates and ensures an everlasting impression that will stand the test of time. It, therefore, emerged from the data gathered that most participants who implemented multiple languages used interactive methodologies in the form of group work and interactive strategies.

On the identification of the methods used in the implementation of multiple languages, students responded as follows:

STD5 from FOCGR1 said:

Group work makes us learn better (STD5)

STD3 from FOCGR2 explained:

Group work: learners are allowed to use their own languages and the teacher comes to speak and we interchange, we get to know and implement different languages and Yes, its effective as learners gain confidence, and they are able to cascade that language and this way affects their results. (STD3)

On the same issue regarding the identification of methods used in the implementation of multiple languages, teachers responded, as shown below.

TECH3A said:

Group work: pupils assist each other when there is pupil to pupil interaction and its effective as it enables the students to understand better and it also unites the students to work in one accord. (TECH3A)



TECH1B recognised:

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Group work, as it enables the learners to participate and present, the lesson becomes interactive with the teacher not being the only fountain of knowledge (TECH1B).

TECH4A explained thus:

I use group work, when am teaching in my subject area. But I do not use other languages, I stick to English, to ensure that my students are ready for examinations. (TECH4A)

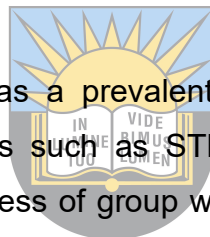
HODs also echoed the same sentiments when responding to the same question on the identification of methods used in the implementation of multiple languages. The following points emerged from the HODs.

HOD1 said:

Group work and research are common methods used in my department. We encourage teachers to adopt interactive methodologies that make learners interact and participate in the lessons, this ensures that there is no learner left behind (HOD1).

HOD2 further stressed that:

Quantum of strategies, group work, discussions, and presentations on issues that ensure that everyone participates or pair work that makes both of them present (HOD2).



This study identified group work as a prevalent method for implementing multiple languages in classrooms. Students such as STD5 from FOCGR1 and STD3 from FOCGR2 highlighted the effectiveness of group work in enhancing learning outcomes and promoting the use of various languages. Teachers, including TECH3A and TECH1B, recognised group work as a valuable strategy for encouraging learner participation and creating interactive lessons. HOD1 also supported group work, emphasising its importance in promoting inclusive participation and engagement in learning. The consistent endorsement of group work across participants underscores its significance in facilitating language learning, interaction, and inclusivity in classrooms. However, Teacher TECH4A only used group work in English. HOD2 mentioned using group work alongside other interactive strategies such as discussions and presentations. HOD1 added research as well.

The study's findings revealed that interactive methodologies such as multilingual teaching and group work promote inclusive and equitable learning environments in the classroom. Milambiling (2011) emphasises that multilingual teaching involves using multiple languages to engage students who speak different mother tongues, fostering a global phenomenon of multilingualism. Lartec et al. (2014) encourage teachers to

explore various languages to meet diverse student needs and create an inclusive educational experience. Additionally, educators must consider students' ideological challenges and social contexts, as Milambiling (2011) highlighted, to support a comprehensive understanding of language diversity and facilitate effective teaching practices. As shown in the study's results, group work plays a crucial role in reducing discrimination and promoting positive attitudes towards cultural diversity in the classroom. Nieto (2009) underscores the significance of group work in cultivating unbiased attitudes towards individuals from diverse backgrounds, aligning with Banks (1993) (2009), who advocate for prejudice reduction through collaborative learning experiences. The literature emphasises that tailored teaching techniques, supported by Banks (2009) and Yao et al. (2009), contribute to equitable pedagogy and academic success for all students. Bennet (2003) highlights the importance of accommodating field-dependent and field-independent learning styles to enhance equitable teaching practices. In the context of postmodernism and decolonising thought, these strategies align with the principles of challenging traditional structures and promoting inclusivity. While postmodernism advocates for deconstruction and questioning established norms, decolonising thought emphasises dismantling colonial legacies and power imbalances. The strategies identified for multilingual teaching and group work resonate with both frameworks by promoting diverse perspectives, challenging biases, and fostering inclusive learning environments. By incorporating these strategies, educators can address cultural diversity, reduce discrimination, and create equitable educational experiences per postmodernism and decolonising thought principles.

The study participants further revealed that educators did not use any strategy to implement translanguaging. This reinforces the fact that the methodology can aid in teaching and learning processes. STD6 from FOCGR4 mentioned the following.

No strategy is not being implemented (STD6)

STD2 from FOCGR3 supported this by saying:

There is no method that I can say is being used because we do not implement multiple languages. We only use English as a medium of instruction and in my lessons, we mainly use group work (STD2).

TECH4B agreed:

I don't use any methodology; I don't implement multiple languages (TECH4B).

TECH2A supported TECH4B by saying:

There is no methodology that I am using as I do not implement multiple languages in my classes. Even at college, we were not taught how to deliver lessons in multiple languages so I cannot be expected to suddenly identify a methodology and implement them in the classroom. Not effective at all., I rely on giving students individual work and I find it effective as learners may fail to express themselves in speaking English during presentations but are able to do the classroom tasks, I give them (TECH2A).

Similarly, TECH2B specified that:

The implementation of multiple languages is not applicable to me in my Biology lessons. To make my Biology lessons which are conducted in English interesting, I use group work and presentations to make learners participate and enjoy the lessons (TECH2B).

Furthermore, HOD4 explained that:

No method exists specifically for the implementation of multiple languages in my department. We do not use nor implement multiple languages in our lessons,

but we stick to English as the only medium of instruction and all our lessons have to have methods that engage the learners like pair work and group work (HOD4).

HOD3 agreed to the point raised by HOD4 by stating that:

None, as the implementation of multiple languages is still a dream in my department, what I can say is that all my teachers when teaching the learners use group work and learners seem to embrace and like the method (HOD3).

The study participants revealed a need for more specific strategies for implementing translanguaging in their classrooms, highlighting the importance of methodology in teaching and learning processes. Students such as STD6 from FOCGR4 and STD2 from FOCGR3 expressed that no specific strategy is currently being utilised for implementing multiple languages, with English being the predominant medium of instruction. Teachers such as TECH4B and TECH2A also acknowledged the absence of a methodology for implementing multiple languages, citing a need for more training and preparation. They emphasised group work and other engaging methods in their English lessons. HOD4 and HOD3 echoed similar sentiments, noting the exclusive use of English as the medium of instruction in their departments and reliance on methods such as pair work and group work to engage learners. These findings underscore the need for further training and support to implement translanguaging strategies in educational settings effectively.

The findings of this study indicate that many teachers in the Nkayi district implementing multiple languages utilise interactive methodologies in their lessons, aligning with the research conducted by Simpson (2014) on the British Council in Ghana. Simpson's study revealed that many educators in Ghana relied on traditional educational techniques, such as reading, dictation, and copying from the board. This comparison suggests room for improvement in the training methods at teachers' colleges and universities to enhance the implementation of translanguaging strategies.

The views expressed in this study and the literature by Simpson (2014) highlight the importance of effectively evolving teaching methodologies to integrate translanguaging practices in educational settings. The need for enhanced training aligns with the theoretical frameworks of postmodernism and decolonising thought by emphasising the adaptation of teaching practices to promote inclusivity, diversity, and innovative approaches in education. Postmodernism encourages questioning traditional methods and embracing change, whereas decolonising thought advocates challenging colonial legacies and power dynamics in educational systems. By enhancing training methods and promoting interactive teaching approaches, educators can better facilitate translanguaging practices, fostering a more inclusive and effective learning environment in line with the principles of postmodernism and decolonising thought.

This study investigated the strategies and methods used to implement translanguaging and their effectiveness in the classroom. The findings revealed that group work emerged as a prevalent method among participants for implementing multiple languages, promoting inclusive participation and interactive learning experiences. However, many participants, including students and teachers, expressed a need for more specific strategies for translanguaging implementation, relying primarily on English as the medium of instruction and engaging in methods such as group work. This study underscores the importance of enhancing training and support to effectively integrate translanguaging practices in educational settings, aligning with the need for evolving teaching methodologies to foster inclusivity, diversity, and innovative approaches in education, in line with postmodernism and decolonising thought frameworks.

5.4 Summary

In this chapter, the investigator dispensed and analysed data gathered through individual and focus group interviews and opinions generated by interviews. Data were presented and analysed in the following themes: a biography of the participants, implementation of translanguaging, training on implementing translanguaging and suggestions, methodology and its effectiveness, views from students, teachers, and

HODs, and suggestions on how to ensure the implementation of translinguaging in Nkayi district. The suggestions by the participants to improve the implementation of translinguaging went a long way in helping the researcher determine what should be done to make the implementation effective. This study aimed to explore the implementation of translinguaging in selected schools in Nkayi District, Zimbabwe.

The data showed that there needed to be more training and information on implementing translinguaging. It came out from participants' responses that the HODs, teachers, and students were aware that a lack of information and training on translinguaging would have a bearing on the implementation of translinguaging. It is discernible from the participants' answers that the training provided to teachers on implementing multiple languages is not practical. The results also show a lack of information on the implementation of translinguaging in the classroom, and if provided, the information is inadequate. From the views expressed by the participants, it can be deduced that translinguaging should be implemented in the learning and teaching process so that all learners feel accommodated and can effortlessly appreciate the concepts being taught.

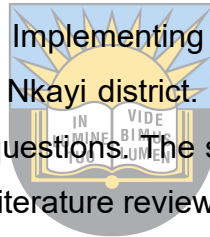


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It also emerged from the analysis that there are concerns that examinations are only in English and that translinguaging only applies to some subjects. It was also noted that teachers who implement translinguaging mostly use group and individual work. The data revealed that the choice of methodology is critical in learning and teaching procedures, and educators use an interactive methodology. Other teachers should have implemented translinguaging, but there was no strategy, with some only resorting to English. Thus, it is essential to encourage non-implementers of translinguaging to join others and implement them in the Nkayi District. Some participants pointed out that language is an integral part of culture. Other participants felt that by adopting translinguaging, all learners could grasp the concepts taught, making every learner feel essential and unique. However, other participants felt that translinguaging could not be implemented, as there was a lack of resources and linguistic translation of certain words, and it was challenging to implement in Science and Math. The participants further noted that the challenge was that the examinations

were conducted in English only. According to the above data, translanguaging still needs to be fully implemented. It was clear that the English language was dominant. In some instances where translanguaging was implemented, it was restricted to language subjects only, and they were taboo in science lessons.

Participants provided strategies to improve the implementation of translanguaging. These included dividing students according to language, opening space for all languages in the curriculum and timetable, deploying teachers who understand the language of the learners, students being encouraged to speak in other languages, the main goal of teaching being understanding, not covering the syllabus, advocating for a variety of languages in the curriculum, workshops, teachers being thoroughly trained in the implementation of translanguaging, universities and colleges being instrumental in the training process, the interaction of students through tours, increased availability of resources, and in-service training. Implementing translanguaging will be effective if these strategies are adopted in the Nkayi district. The following section discusses and analyses the other three research questions. The study's findings are discussed in line with the theoretical framework and literature reviewed in chapter three.



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CHAPTER 6

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

6.0 Introduction

In the previous chapter, the researcher presented and analysed the data and findings on the three research questions on implementing translanguaging in Nkayi District, Zimbabwe. This chapter examined and analysed the presented and analysed data and findings on the other three research questions. The significant findings of this study were informed by postmodernism and decolonising theoretical perspectives to conclude how the implementation of translanguaging in the district is affected. This chapter is based on the major themes in this study. These themes include the monitoring of teachers in the implementation of translanguaging, the importance of the native language, and frameworks that can be used to promote the implementation of translanguaging. The final section provides a summary of the study. The following section discusses the findings on monitoring for implementing translanguaging, the mother tongue, and the frameworks for promoting the implementation of translanguaging.



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The data presentation, analysis, and discussion of the findings are guided by the main research question: How do teachers implement the use of translanguaging in teaching and learning in the selected secondary schools in Nkayi District? The accompanying sub-research questions to corroborate the main research question in this section are as follows:

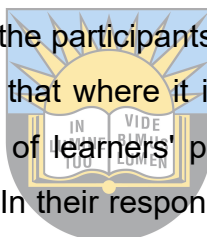
1. How do educators undergo monitoring and evaluation to ensure the effective integration of translanguaging?
2. Why is it important to instruct students using their mother tongue within the framework of translanguaging?
3. What framework can be developed to promote and support the adoption of translanguaging in classroom settings?

6.1 Monitoring of teachers in the implementation of translinguaging

This section presents and analyses data on the monitoring of teachers in the implementation of translinguaging. The responses of the participants are presented in the following subsections.

6.1.1 The monitoring of teachers in the implementation of translinguaging

According to Muchenje (2014), Zimbabwe's constitution forbids discrimination on any grounds. Discrimination against other languages can be either overt or covert. Thus, the constitution of Zimbabwe is the best tool for monitoring the implementation of translinguaging. In response to the query centred on the monitoring of teachers in the implementation of translinguaging, the participants revealed varied assessments being performed. The responses indicate that where it is done, monitoring is being done in English, and thorough assessment of learners' performance. It has been mentioned that monitoring was not performed. In their responses, TECH1A acknowledged that no monitoring was performed:



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Not evaluated or monitored in multiple languages, the lesson supervisions that are being done are in English and what is being checked are the smart objectives of the lesson and syllabus coverage (TECH1A).

Then, TECH2B confirmed that:

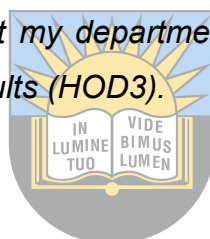
Not applicable to me as my supervisor encourages everyone in the department to be fluent in English and we are rewarded for encouraging learners to use English and for using it as the only medium of instruction (TECH2B).

TECH4D highlighted that:

No monitoring is being done in multiple languages, I was last assessed by the provincial subject inspector who emphasised that we should focus on sharpening our learners for examinations and zero in on examination tips. Since examinations are in English and the focus is on students passing, no other language is acceptable. (TECH4D)

HOD3 agreed thus:

Not being done, the emphasis is on the coverage of the syllabus and the maintaining of good results in the department. I use clinical supervision, where we discuss the objectives of the lesson in line with the syllabus and we go to class, and I observe if these objectives are achieved. The goal of my lesson supervision is to ensure that my department is always the best at school and that we achieve the best results (HOD3).



Equally, HOD2 said:

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Not being done in indigenous languages, I use English, during lesson observations, where teachers prepare lessons and they deliver, we see the progress, challenges and give them suggestions and even demand books from learners (HOD2).

The participants discussed the monitoring of teachers during the implementation of translanguaging, revealing diverse assessment practices. TECH1A mentioned a lack of evaluation in multiple languages, with a focus on English and smart objectives. TECH2B emphasises fluency in English and the exclusive use of English as the medium of instruction. TECH4D highlights the absence of monitoring in multiple languages because of an exam-focused approach in English. HOD3 prioritises syllabus coverage and academic performance over language monitoring, utilising clinical supervision for lesson objectives. HOD2 also emphasised the importance of English in

monitoring, focusing on the progress and challenges of lessons. Common themes include the dominance of English in assessments, focus on exam success, and limited monitoring of translanguaging implementation, reflecting the need for more inclusive and diverse assessment practices in education.

This study engages in a discourse on monitoring teachers in the implementation of translanguaging, drawing insights from the scholarly works of Bryant and Smith (2019), Chizhik, Close, and Gallego (2017), McLaughlin (2012), and Muchenje (2014). The theoretical underpinning of postmodernism and decolonising thought is evident in the study's exploration of monitoring practices through inclusivity and cultural sensitivity. Linking to Zimbabwe's Constitution (2013), which prohibits discrimination and promotes translanguaging, this study underscores the significance of effective monitoring aligned with constitutional principles. Observations of English-centric assessments and emphasis on English proficiency reflect a prevailing focus on exam-oriented success in English, potentially conflicting with constitutional mandates (Bryant & Smith, 2019). Contrasting perspectives reveal diverse monitoring approaches with an overarching emphasis on syllabus coverage and examination outcomes in English. Drawing parallel with research on pedagogical practices, this study advocates interactive methodologies to enhance language and content learning within a multilingual context. Despite the challenges in integrating local languages into classrooms, this study builds on the success of code-switching as a viable strategy for effective translanguaging implementation (Cook, 2001; Dura'n & Palmer, 2013; Fuller, 2009; Garcí'a, 2009; Garcí'a et al., 2015; Gort, 2012; Grosjean, 1982, 2010; Martí'nez, 2010; Valdes-Fallis, 1978). In alignment with UNESCO's Sustainable Development Goals (UNESCO, 2014), this study underscores the necessity of state intervention and teacher-training initiatives to enhance multilingual pedagogical practices. The study concludes by advocating for continuous monitoring and reflective practices during teacher training to equip educators with successful translanguaging implementation, emphasising the need for ongoing support and adaptability in educational settings shaped by evolving linguistic landscapes.

The discussion on monitoring teachers in the implementation of translinguaging reveals various assessment practices, with a predominant focus on English in evaluations and limited monitoring of translinguaging implementation. This study emphasises the importance of effective monitoring aligned with constitutional principles and advocates for more inclusive assessment practices in education. Drawing on the theoretical frameworks of postmodernism and decolonising thought, this study highlights the need for interactive methodologies to enhance multilingual pedagogical practices and promote cultural sensitivity. Despite these challenges, the study suggests code-switching as a viable strategy for effective translinguaging implementation, supported by existing research. In conclusion, this study calls for ongoing state intervention, teacher training initiatives, and reflective practices to equip educators for successful translinguaging implementation in evolving linguistic landscapes.

The next section discusses and analyses data on the importance of the mother tongue.



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6.2 Mother tongue

This section presents data on the importance of the mother tongue. The responses of the participants are described in subsequent subsections.

6.2.1 Importance of the mother tongue

Giving their responses, STD4 from FOCGR4 maintained that:

“The mother tongue is easier to understand than English It reminds you where you come from, language has value if you use another language it leads to language or cultural pollution. So, you need to preserve it, We are all free to

participate with others and boost our self-esteem and confidence and makes us interact with the teacher” (STD4).

However, STD2 from FOCGR1 said:

“I don’t think it’s important as you are interpreting something that was developed by an English Philosopher. Some words don’t have meaning and difficult to interpret in the mother tongue. Using mother tongue will be easier if exam is in English and using direct translation will make you fail” (STD2).

TECH1A said:

“They will have better understanding since childhood it’s their language and there are no difficulties” (TECH1A).



While TECH1B stated that,

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“Many people think in their mother tongue and they can easily grasp the concepts. Mother tongue enables a learner to understand the concept, topic and to be able to tackle the question on their own. (TECH1B)

Furthermore, TECH2A said:

It is important for them to understand the concept using day to day language unlike in foreign language where they find it difficult to express themselves in writing and even in speaking (TECH2A).

HOD1 indicated that:

It allows learners to grasp the concept without difficulties in terms of interpretation using foreign language. The meaning of concepts is spelt out using local language and it builds confidence. Makes them understand better, not all learners are fluent in English. They can easily grasp the concepts and it goes with their culture, they embrace their culture and are able to identify themselves with. (HOD1)

Equally, HOD2 said it:

Enriches understanding, creates curiosity, lessons become interesting. However, certain concepts cannot be taught in vernacular that's where the problem is, in science there is no name for piston in Ndebele or Shona and there is need for new books in science where you will learn using mother tongue. Currently not practical need to go back and have books (HOD2).



The discussion on the importance of the native language involves various perspectives from different participants. STD4 emphasised the significance of the mother tongue in fostering understanding, preserving cultural identity, and boosting self-esteem and confidence. In contrast, STD2 questioned the importance of citing challenges in interpretation and potential examination difficulties. TECH1A and TECH1B highlight the ease of understanding concepts in one's mother tongue, emphasising familiarity and comprehension. TECH2A emphasised the importance of using day-to-day language for better expression and comprehension. HOD1 supported using the native language for concept clarity, confidence building, and cultural identification. HOD2 acknowledged the enriching effects of the mother tongue on understanding and engagement but noted challenges in teaching certain technical concepts. Common themes included ease of understanding, cultural preservation, confidence building, and challenges in technical education when using the mother tongue.

The research findings align with overwhelming evidence of the educational advantages of learning in one's mother tongue (Ndamba & Van Wyk, 2018; Muchenje, 2014;

UNESCO, 1953, 2008, 2016; Global Education Monitoring Report, 2016). Recognising the significance of the native language is crucial. The mother tongue is unique in language development and identity formation and is the foundation for cognitive and social growth. When implementing translanguaging practices, acknowledging and valuing the native language can enhance communication, learning outcomes, and overall academic success. By incorporating the mother tongue in educational settings, students can feel a sense of belonging, maintain their cultural heritage, and effectively bridge the gap between languages. Embracing the mother tongue in this study can lead to more inclusive and effective language practices, promoting linguistic diversity and empowering learners to engage meaningfully with multiple languages in their educational journey. This resonates with postmodernism and decolonising thought frameworks, which advocate for inclusivity, cultural preservation, and empowerment through language practices. By recognising the significance of the native language in education, this study promotes a more holistic approach to learning that values linguistic diversity and fosters a sense of belonging and cultural pride among learners. Integrating postmodernism and decolonising thought frameworks enriches understanding of how native language education can contribute to a more equitable and culturally sensitive educational environment. Additional sources supporting these findings include studies by Benson (2004), Vujich (2013), UNICEF (2016), Kioko et al. (2008), and Hernández-Chavez (1984), as well as research by Cummins (2000) and Skutnabb-Kangas (2006), which emphasise the positive impact of mother tongue education on cultural identity, academic achievement, and language proficiency among students. The following section discusses and analyses the data on Legal Frameworks that can be used to encourage the implementation of translanguaging.

6.3.1 Legal Frameworks that can be used to encourage the implementation of translanguaging

The findings of this study indicate that the legal frameworks for the implementation of translanguaging and corroborated in chapter three are the Constitution of Zimbabwe (2013), the Education Act of 1987 under Section 55 of Part X1, the Ministry of Primary and Secondary Education: Curriculum Framework for Primary and Secondary Education, 2015–2022), and the Education Act Amendment Bill (2019). Studies

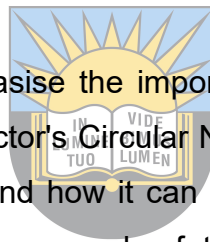
conducted in the Education Act of 1987 have indicated that it was formulated to advance the position of local languages, and it recognises the importance of using one's mother tongue when learning (Ndamba and Van Wyk, 2018). According to the Phelps-Stokes Commission's conclusions in Zimbabwe and the reviewed literature, foreign languages were the vehicle of education in schools and the language of all kinds of government in the 1920s (Muchenje et al., 2013). This is corroborated by Gora (2014), who states that English was prioritised in the educational, economic, and social domains to the detriment of indigenous languages. The current research results show that the dominance of English continues to remain unabated. The current study established that teachers and HODs were not fully implementing the Education Act as it was a top-down policy and were not fully consulted on the implementation matrix.

The study's findings indicated that Thirty-four years of political independence could have produced linguistic independence. English is still the most widely used language in the major national, financial, academic, ideological, and social dimensions (Gora, 2014). The findings further reveal that teachers and learners have yet to unlock the benefits of the curriculum and implement translanguaging. The Education Act Amendment Bill (2019) is an improvement to the Education Act of 1987. It emphasises that the school curricula must, as feasible, mirror the culture of the individuals of every language taught or used (Education et al. Bill, 2019). The study's findings revealed that curriculum implementers needed to be more informed and effectively consulted regarding the Education Act amendment bill of 2019.

The results of the current study revealed that the frameworks that can be used to encourage the implementation of translanguaging are corroborated by the Nziramasanga Commission, which states that a paradigm shift is necessary from the current perspective, where English is regarded as the official language and the best choice for effectively communicating educational, empirical, and innovation knowledge, to one in which the two major languages of Zimbabwe Ndebele and Shona are seen as the principal methods of communication, with English serving as a backup for interregional and worldwide communication (Zimbabwe Government 1999). This research is corroborated by Lartec et al. (2014), who state that learners in a

multilingual setting can become active participants in class discussions and activities using a common language because they understand each other.

The results of the current study revealed that the mother tongue makes them better understand. This resonates with the literature reviewed, the New Zimbabwe Curriculum Framework, which underscores the use of the mother tongue as a medium of instruction at the Infant School level and Early Childhood Development up to Grade 2 (Ministry for Primary and Secondary Education: Curriculum Framework for Primary and Secondary Education, 2015–2022). This framework ensures that learners apply what they have acquired in the class. The participants distinguished that the framework is needed, and it not only encourages the teaching of translanguaging but also makes students understand the concepts better.

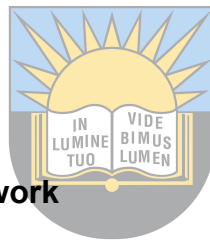


The current study's findings emphasise the importance of the position of the mother tongue. This is in line with the Director's Circular No. 26 of 2007, which underlines the critical role of the mother tongue and how it can be infused with English in teaching. This also agrees with the legal framework of the Constitution of Zimbabwe. The Constitution of Zimbabwe (2013) guarantees the freedom to speak any language one wants (Constitution of Zimbabwe, 2013). The Director's Circular No. 26 of 2007 underlines the Ministry's concern over the realisation that most Zimbabwean educators need to give more, providing the legal framework. The researcher's observations revealed that the need for more effective consultations is the root cause of challenges in implementing translanguaging.

Furthermore, the current study's findings revealed that some languages remain outside the school curriculum. This is consistent with the literature review, which indicates that Zimbabwe has been unsuccessful in resurrecting the status of indigenous African languages (Gora, 2014). According to the reviewed literature, the Zimbabwe Language Policy was enshrined in the Education Act, passed in 1987 and amended in 2006 and 2019. This framework must ensure that all languages are included in the school's curriculum. Muchenje, Goronga and Bondai (2013) concur and argue that these curriculum reform efforts have not fully addressed pupils' linguistic apprehensions from

various linguistic upbringings. This is corroborated by Ndawana (2019), who claimed that incorporating these languages into teaching is a significant step toward educating all Zimbabweans.

The study's findings also revealed a need for the government to consult curriculum implementers before effective implementation. This resonates with Mazuruse (2016), who asserts that the language proposals in the 2013 Constitution may have needed to be more ambitious as they appear to be an insurmountable task for the government to achieve equality among the 16 languages. The challenges in including 16 indigenous languages in the 2013 Zimbabwean Constitution were due to negative perceptions, ignorance of what the multilingual regulations necessitate, and the various levels of growth among the various languages. The current study's findings further revealed that teachers need to be trained and that there is a need for more resources to implement translanguaging.



6.3.2 African Renaissance framework

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The framework is named the 'African Renaissance framework,' which focuses on teachers and learners bringing in different languages to the class and utilising their different indigenous knowledge systems (IKS) in the learning process to achieve learning objectives. According to Morris (2005), IKS is precisely to be indigenous language speakers' or traditional practitioners' knowledge of living history, ceremonies, folk recipes, customs, indigenous ecological knowledge, music, dances, veld foods and medicines, and oral history are all part of it. This framework seeks to ensure buy-in from all the stakeholders. The framework is divided into four levels: training, methodology, monitoring, and the role of the mother tongue. There are also classes, school communities, and school level. The following objectives guide this framework:

1. Ensure that learning in the Zimbabwean classroom should start with mother tongue.
2. Assist learners to express themselves freely in their languages, have access to information, and use their languages in educational institutions to advance

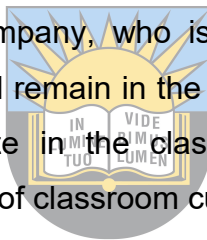
abilities and ethics that empower them to be dynamic and conversant citizens of Zimbabwe that will contribute towards the achievement of Vision 2030, which is to make Zimbabwe an upper-middle economy by 2030.

3. Allow learners to write their examinations in their indigenous languages.
4. Establish a functional language commission to monitor and assess language education policy implementation. This commission will ensure that everyone uses indigenous languages as media of instruction.
5. Inculcate in learners, respect of all languages used in Zimbabwe.

6.3.3 Levels:

6.3.3.1 Class Level

Learners use their indigenous languages during classroom presentations and discussions with the teacher's company, who is the facilitator. The classroom will remain inclusive, and no learner will remain in the classroom process. The teacher will ensure that all learners participate in the class. These presentations should be encouraged and be part and parcel of classroom culture.



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6.3.3.2 School Level

At the school level, a culture of tolerance should be encouraged. All languages should be allocated equal times on the timetable, and learners should be encouraged to express themselves freely. There should be representatives from each class who present learner issues in their indigenous languages in the company of the entire school, implementers in the form of prefects, and educators who aid in facilitating sessions. At this level, the presentation of any issues related to promoting the implementation of all languages available at the school. Representatives can similarly relate their particular schools' traditional maps to other schools and develop their appreciation of communal and diverse characteristics transversely through their broader societies. These presentations will be conducted at least once every week.

6.3.3.3 Community and school Level

At this level, the community is encouraged to be part of the school’s activities. This level utilises the most acceptable issues selected by students in the school. Learners and community members will formulate solutions. The site of these presentations might differ from the school, but it is a conducive venue in the community. The community venue will ensure buy-in from members of the community who will be consulted and feel part and parcel of the school and its processes. Speakers used indigenous languages during the sessions. At this level, school educators can support learners with worthwhile presentations. Sessions occur at least once a term to ensure the community feels consulted in the school processes.

Fig 6.1 below presents the African Renaissance framework.

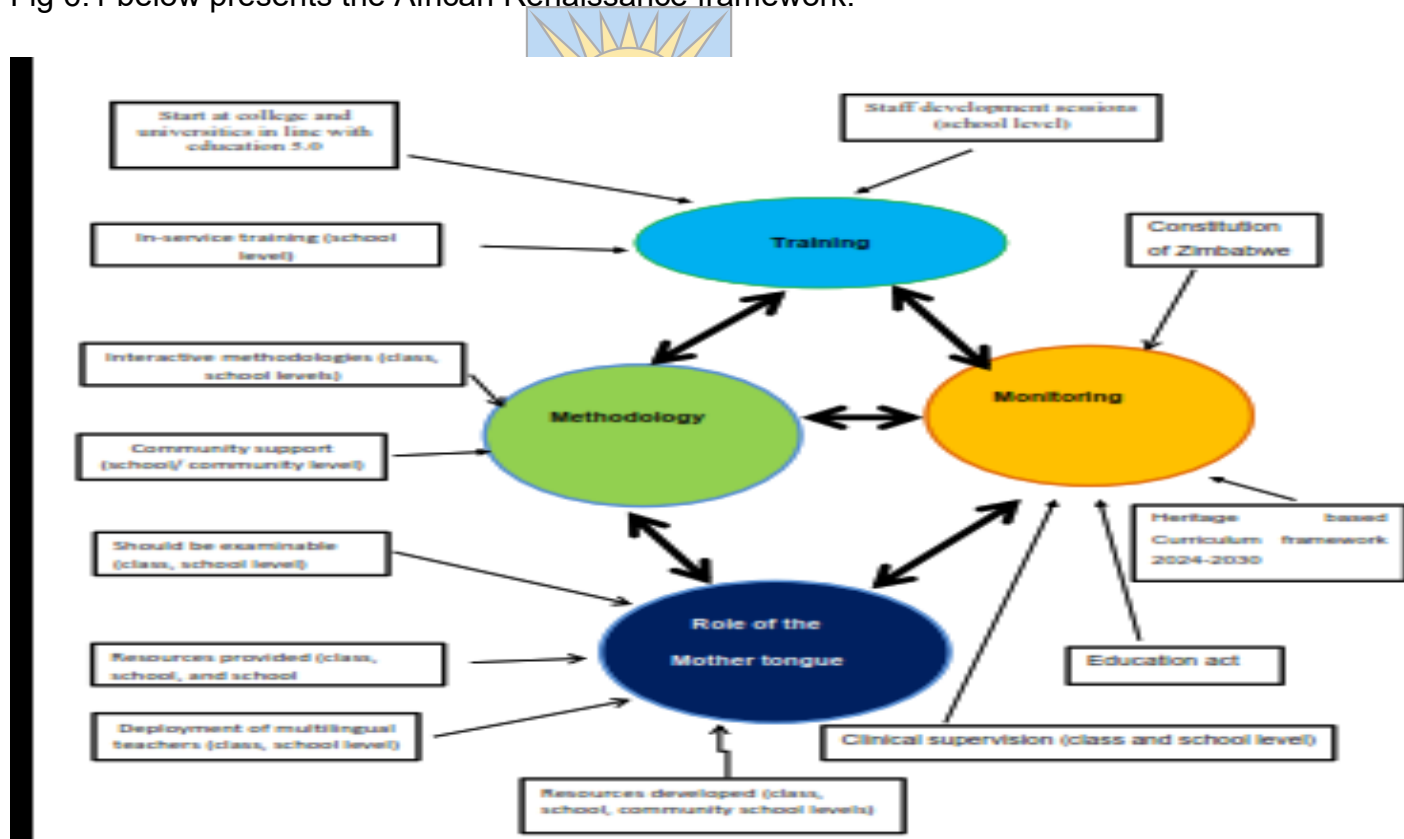


Figure 6.1 presents an implementation matrix of the African Renaissance framework for implementing translanguaging in the Nkayi district. According to the results of this investigation, schools in the Nkayi district in Zimbabwe need a framework to implement

translanguaging effectively so that every learner is included in the learning and teaching process.

Training is essential for ensuring that the implementation process is successful. Training in colleges and universities aligns with the tenets of Education 5.0. Teachers are only aware of codeswitching and should be taught how it differs from translanguaging. Colleges should develop innovative training processes to ensure teachers use translanguaging as a novel and innovative teaching strategy. The Ministry of Secondary and Primary Education staff and curriculum planning department (CDTS) members should facilitate in-service workshops and staff development sessions. These workshops were run in clusters, zones, and schools.

Interactive methodologies should be used for the implementation of translanguaging. This ensured that the learners created knowledge with the teacher and facilitator. Interactive methodologies should be used for the implementation of translanguaging. This ensured that the learners created knowledge with the teacher and facilitator. The interactive methodologies align with the decolonising thought and postmodernist theoretical framework that appreciates the diversity of students in the learning and teaching process. Teachers may utilise quizzes using translanguaging, ensuring learners are interested in and enjoy lessons. Classroom presentations can ensure that each student is involved in learning and teaching processes. Teachers can also use pair work to ensure learners interact and engage in translanguaging. Teachers can use language seminars to interact with their peers and share their ideas and experiences. Individual work can ensure that every learner participates in translanguaging. Therefore, multilingual teachers should be deployed in schools, and learners' experiences should be utilised.

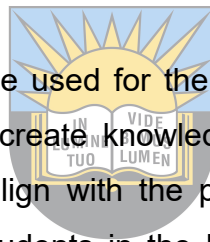
All legal frameworks were used during the monitoring process. These are the Zimbabwean Constitution (2013), Section 55 of Part X1 of the Education Act of 1987, Ministry of Primary and Secondary Education: Curriculum Framework for Primary and Secondary Education, 2015-2022, Heritage Based Curriculum Framework 2024-2030 and the Education Act Amendment Bill (2019). Teachers and supervisors should

adhere to these frameworks when planning. Supervisors may utilise clinical supervision, which can be conducted at the cluster, zonal, and provincial levels.

The native language should be used in the curriculum to enable learners to perform better and facilitate their understanding. The mother tongue should be examinable, and resources should be provided for translation and mother tongue development. Therefore, curriculum planners should introduce awareness campaigns to implement translanguaging and involve all stakeholders. If stakeholders perceive that they are part of the process, they drive the implementation process to guarantee success.

6.3.4 Approaches to presentations.

Interactive methodologies should be used for the implementation of translanguaging. This will ensure that the learners create knowledge with the teacher and facilitator. These interactive methodologies align with the postmodernist theoretical framework that appreciates the diversity of students in the learning and teaching process. The following approaches are suggested but are not limited to quizzes, classroom presentations, language seminars, and individual work. Discussions should then follow presentations that focus on the implementation of translanguaging.



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Figure 6.2. Illustration of the Use of Approaches of presentations

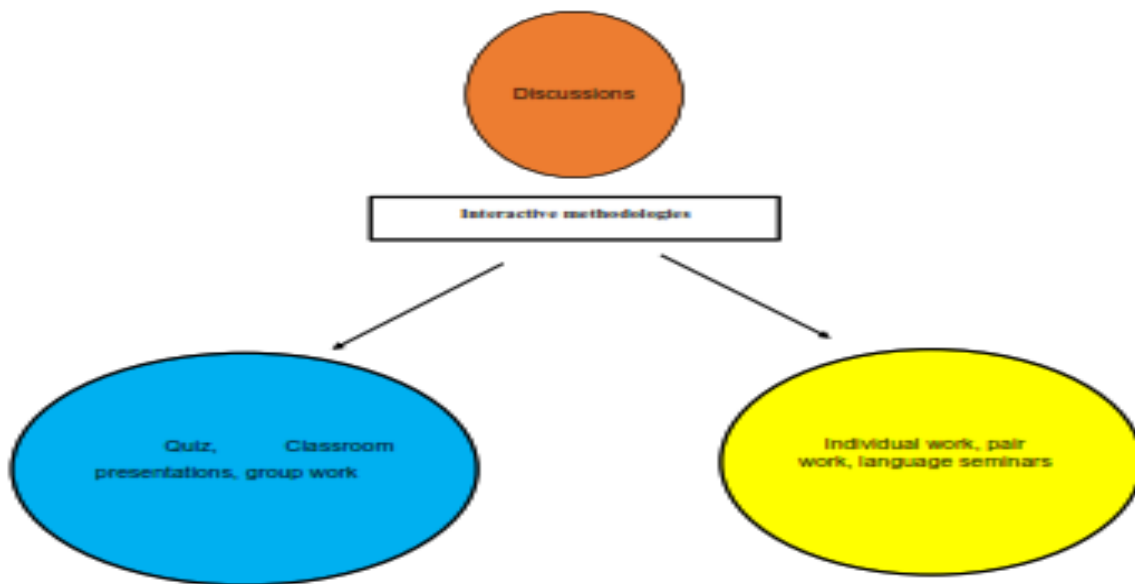


Figure 6.2 illustrates the addition of discussions after each presentation targeted at implementing translanguaging, whether at the class, school, or school-community level stage. Discussions will be conducted using indigenous languages and should focus on equality and respect for all languages in the classroom. At the community school level, parents should participate in discussions. Discussion is essential, as it will address misapprehensions, bridge the school and community gap and understand the issues being addressed. Discussions may also zero in on the importance of implementing translanguaging in Nkayi district schools, and the school remains an important vehicle to ensure equality among all languages and that diversity is encouraged and appreciated.

6.3.5 Exit Skills

- If translanguaging is implemented and examined, it is assumed that it provides opportunities for all students to be accommodated in the learning process and ensure the growth and development of all languages; improved results and sharing of ideas by learners that will drive the development of the nation of Zimbabwe; Transparency, justice, equality, and unity of purpose by students must be realised.

- Exposure to different languages in the curriculum will create a learner who appreciates the different languages available in Zimbabwe.
- To produce a student who values research, community engagement, education, innovation, and industrialisation, and is infused with the latest teaching methodologies.
- To produce a well-rounded, patriotic student who can appreciate and implement translanguaging in the classroom and impact the preservation and restoration of all indigenous languages.

6.4 Summary

This chapter presented and analysed the data gathered through individual and focus group interviews and opinions generated by the interviews. Data were presented and analysed according to the following themes. This study focuses on the findings of a study on the implementation of translanguaging in Nkayi District. The chapter covered a range of topics, including monitoring teachers' implementation of translanguaging, the importance of the native language, and the frameworks that can be used to encourage the implementation of translanguaging in the district. The suggestions by the participants to improve the implementation of translanguaging went a long way in helping the researcher determine what should be done to make the implementation effective. This study aimed to explore the implementation of translanguaging in selected schools in Nkayi District, Zimbabwe.

The data shows that staff development is necessary during the implementation process. The information gathered from the participants reflects that effective monitoring of the implementation of translanguaging is needed. It emerged from the responses that, if completed, the assessments were conducted in English, and no other language was considered. The findings revealed that nearly all participants concurred that the mother tongue makes it easier to understand, builds self-esteem and confidence, and appeals to culture and identity. However, some words are difficult to translate into the native language, and examinations are only in English. Educators

can use the mother tongue to guarantee student success, and all learners contribute to the education procedure. However, there is a need to recognise and examine the mother tongue. This will help ensure that all learners are included. It also emerged from the findings that the legal frameworks for the implementation of translanguaging are the Constitution of Zimbabwe (2013), the Education Act of 1987 under Section 55 of Part X1, the Ministry of Primary and Secondary Education: Curriculum Framework for Primary and Secondary Education, 2015–2022), Heritage Based Curriculum Framework 2024-2030 and the Education Act Amendment Bill (2019). In the next chapter, we introduce the summary, conclusions and recommendations.



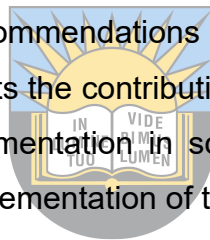
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CHAPTER 7

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

7.0 Introduction

The previous chapter presented and analysed the data gathered from a study on implementing translanguaging in the Nkayi District. This chapter provides a synopsis of the research findings, draws conclusions, and offers recommendations based on research questions. This chapter is divided into six sections. The first section presents the main ideas of the first three chapters of this study. The second section summarises the significant findings of this study. In the third section, the theoretical frameworks and methodology are justified, and a conclusion is drawn based on the findings presented. The fourth section focuses on recommendations based on the significant findings of this study. The fifth section highlights the contribution of this study to new knowledge in the area of translanguaging implementation in schools. The sixth section discusses areas of future research on the implementation of translanguaging in schools.



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This investigation aimed to scrutinise the implementation of translanguaging in selected schools in Nkayi District, Zimbabwe. This was based on the researcher's apprehensions regarding the habitual challenges facing the implementation of translanguaging despite numerous government policies and training.

7.1 Summary of the main ideas from the chapters

The background and issues that prompted the research are contextualised in chapter one. In the background, the issue of language policies and the challenges of implementing translanguaging are discussed. The chapter provided a statement of the problem, the study's objectives, the purpose, and the research questions. The chapter further discusses the significance of the study, rationale and motivation, study

delimitations and limitations, defines the key terms used in the study, and outlines the chapters.

The second chapter is divided into three sections: Section 1 discusses the theoretical framework that guided this research. This study examined these theoretical frameworks. The theoretical frameworks of decolonising thought by wa Thiong'o (2009), Fanon (1961), and Freire (1968) have made significant contributions to decolonial theories and practices and had a bearing on the study. The post-modernism theoretical framework of Michel Foucault (1954), Jacques Derrida (1967), and Lyotard (1984). This theory was incorporated because it had a bearing on this study. Part 2 deals with the decolonising thought and Post-modernism theoretical frameworks and perspectives. Part 3 dealt with the limitations of decolonising thought and theoretical frameworks and their perspectives.



Chapter Three reviewed the literature related to the study, guided by the research questions. The literature was reviewed under the following sub-headings: training for implementing translanguaging in classrooms, strategies/methods to implement translanguaging, the importance of the mother tongue in teaching, views of teachers and learners about translanguaging in the classroom, monitoring, support, and evaluation provided to teachers to promote the use of translanguaging, and frameworks used to ensure the use of translanguaging in the classroom. The legal frameworks discussed in this chapter are the Constitution of Zimbabwe (2013), the Education Act of 1987 under Section 55 of Part X1, the Ministry for Primary and Secondary Education: Curriculum Framework for Primary and Secondary Education, 2015–2022), Heritage Based Curriculum Framework 2024-2030 and the Education Act Amendment Bill (2019). The literature review made the investigator aware of what other investigators have printed on implementing translanguaging.

Chapter Four was dedicated to the methodological techniques that guided the study. These include the research paradigm, approach, design, population, sample and sampling, negotiating entry, data collection instruments and procedures, and validity

and data analysis procedures. The chapter ends with the ethical considerations of this study.

The data and analysis are presented in Chapter 5. Data presentation and analysis followed the study's research questions and objectives. This chapter is divided into three sections: The initial section analysed Teacher Training for translanguaging. This section was considered vital as it comprised variables that directly impacted the implementation of translanguaging. The remaining sections are based on the main themes identified in the data. Therefore, the second section presented and analysed data on participants' views towards translanguaging, and the last section focused on the strategies and methods employed to facilitate the implementation of translanguaging in classrooms.



Chapter Six discussed the major themes that arose from this research, which were informed by the decolonising thought and post-modernism theoretical perspective, to draw conclusions as far as the implementation of translanguaging in the Nkayi district. The major themes discussed were the monitoring of teachers in the implementation of translanguaging, the importance of the mother tongue, and frameworks that can be used to promote the implementation of translanguaging.

7.2 Summary of the major findings

This section summarises the key findings following the significant emerging themes, considering the research questions and study objectives. This section provides a summary of the findings on the training given on the implementation of translanguaging, strategies and methods used in the implementation of translanguaging, monitoring of teachers in the implementation of translanguaging, and mother tongues, and suggestions to encourage the implementation of translanguaging in the Nkayi district.

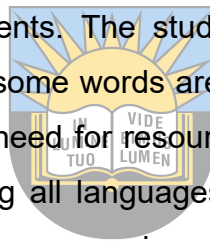
The investigator was concerned with determining whether there was awareness or training on the implementation of translanguaging, the effectiveness of the training on the implementation of translanguaging, and suggestions regarding the training of teachers on implementation. Regarding awareness and training in translation implementation, the study revealed that many participants needed adequate training or information on implementing translanguaging in the classroom. At the same time, many were familiar with codeswitching and had received training; most needed more specific translanguaging training. Participants acknowledged the importance of training in implementing translanguaging as a new learning strategy (Dell'Amore, 2014). Regarding the effectiveness of Training on Translanguaging, the findings indicated that the training provided was ineffective. Participants reported that training sessions were only partially conducted at college, mainly focusing on codeswitching during mass lectures. The need for proper information and training on translanguaging was recognised as a potential hindrance to its successful implementation. Dell'Amore (2014) emphasised the essential role of teacher training in achieving effective translanguaging practices. Based on suggestions for Teacher Training in Translanguaging Implementation, participants proposed various suggestions for improving teacher training in translanguaging implementation, including the provision of resources, in-service training, early exposure of learners to translanguaging, staff development sessions, initiating training at early childhood development levels, promoting team teaching or collaboration, and enhancing teachers' knowledge of local languages.

The study found that group work was the predominant methodology for implementing translanguaging in the classroom in Nkayi District, followed by discussions, individual work, and presentations. The research highlighted that interactive methodologies such as group work make learning more accessible and engaging for learners, particularly in multiple languages. According to Erling, Adinolfi, and Hultgren (2017), interactive methodologies are essential for successfully implementing translanguaging practices. Regarding the effectiveness of Methods in Implementing Multiple Languages, this study found that interactive methodologies, when utilised, were effective in implementing multiple languages. These methodologies were aligned with the updated Zimbabwean education curriculum: promoting lifelong learning, fostering

understanding, generating new ideas, accommodating diverse learners, and boosting student confidence. In addition, interactive methodologies have been shown to enhance knowledge transfer and improve student performance.

The study revealed that monitoring was performed in English, the language used in examinations. Learners were encouraged to be skilful in English and employ it to pass their studies. The study revealed that monitoring is done through classroom assessments, disregarding learners' translanguageing performance. Furthermore, this study established that there is no effective monitoring.

The research revealed that using the mother tongue in the classroom is essential, as it enriches understanding, builds confidence, allows learners to grasp concepts, and speaks to the culture of the students. The study results revealed that the mother tongue is not examinable and that some words are difficult to translate into the mother tongue. It emerged that there is a need for resources dedicated to translating content into the mother tongue and making all languages available in the classroom, which curriculum planners and implementers recognise.



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Concerning suggestions to encourage the implementation of translanguageing, the study findings revealed that there might be a need to divide students according to language, open spaces for all languages in the curriculum, timetable and deploying teachers who understand the learners' language. The results also revealed that the dominance of English should be curbed, and students should be offered resources to practice and implement translanguageing. The study findings also found that learners are motivated to speak in other languages; the primary goal of teaching should be to understand, not cover, the syllabus, and there should be a variety of languages in the curriculum. In addition, the study results revealed that workshops and teachers need to be trained to implement translanguageing. Furthermore, the findings also note that universities and colleges must be instrumental in the training process, interacting through tours and in-service training.

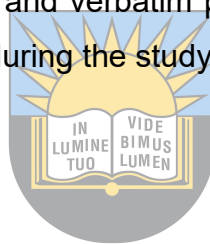
Two theoretical frameworks were used to guide this study: the decolonising thought theoretical frameworks by Thiong'o (2009), Fanon (1961), and Freire (1968), and the postmodernism theoretical framework by Michel Foucault (1954), Jacques Derrida (1967), and Lyotard (1984). The study's alignment with decolonising thought theoretical frameworks by Wa Thiong'o (2009), Fanon (1961), and Freire (1968) challenges traditional colonial ideologies that uphold monolingualism as a standard for language analysis. Translanguaging is a theoretical foundation for questioning monolingual policies and advocating plurilingual approaches to language teaching. Ngũgĩ wa Thiong'o's emphasis on integrating Indigenous languages in education to challenge colonial legacies and empower communities through linguistic diversity is pivotal (Wa Thiong'o, 2011; Li, 2018; Wang, 2020; Kramsch, 2019; García et al., 2017; Cenoz & Gorter, 2021; García & Li, 2014; Mporo, 2019). Restrictive Language Education Policies also have an impact. Restrictive language education policies aiming to enforce education solely in dominant languages have eroded linguistically embedded knowledge and cultural identities. Ngugi wa Thiong'o's concept of linguicide describes the deliberate eradication of languages akin to genocide, resulting in the loss of traditional homes and communities that are crucial for preserving indigenous languages and lifestyles. Schools play an essential role in language restoration. In the context of decolonisation, schools have become spaces for revitalising ancestral wisdom and cultural legacies, fostering pride among descendants. The reclamation of educational control aligns with language restoration efforts, emphasising the significance of preserving indigenous languages and cultural heritage in educational environments.

These findings align with the postmodernism theoretical framework introduced by prominent theorists such as Michel Foucault, Jacques Derrida, and Lyotard. Derrida's perspective highlights how specific customs or narratives in Western thought can hinder alternative viewpoints and possibilities, emphasising the concept of deconstruction to challenge dominant customs. According to Lyotard, the nature of knowledge must evolve amidst global changes, focusing on enhancing the input-output relationship through exchange. Foucault's emphasis on discourse and the subjective nature of truth further contributes to understanding postmodern perspectives on knowledge and society (Adachi & Kearney, 2016; Turner, 2016; Sheeba, 2017;

Freilich, 2012). Postmodernism emphasises the importance of recognising and affirming the plurality of voices in a diverse society. Incorporating linguistic diversity into education is crucial for preventing the silencing and marginalisation of speakers of indigenous languages. Neglecting linguistic diversity can have detrimental effects, potentially leading to tragic consequences in educational settings such as the Nkayi District (Duignan, 2019). Postmodernist scholars advocate embracing differences and celebrating diversity as essential societal components. Fostering an inclusive environment that acknowledges various learners and educators is crucial for educational success. Implementing multiple languages in the classroom is necessary to avoid marginalising certain groups and promote a more diverse and equitable educational system (McDowell et al., 2018; Parkinson & Jones, 2018; Palmer, 2014).

The legal frameworks studied include the Constitution of Zimbabwe (2013), the Education Act of 1987, the Curriculum Framework for Primary and Secondary Education (2015–2022), Heritage Based Curriculum Framework 2024-2030 and the Education Act Amendment Bill (2019). Despite recognising the importance of mother tongue education post-independence, English remains dominant in various sectors. The Education Act aimed to elevate the status of local languages but faced challenges in implementation, leading to the continued dominance of English across national discourse (Gora, 2014). While efforts were made to promote Shona and Ndebele as national languages for instruction up to Grade 3, some indigenous languages remained excluded from the school curriculum. Despite legal provisions and amendments, indigenous African languages have not regained a significant status in education. The Education Act's amendments aimed to elevate regional languages but failed to address language issues for pupils from diverse linguistic backgrounds (Muchenje et al., 2013). The study highlights the challenges in recognising and implementing Indigenous languages in line with the constitution's multilingual provisions. Negative attitudes, a lack of understanding, and disparities in language development hinder the official recognition of indigenous languages. The need for teacher training reinforcement, resource availability, and effective monitoring of translanguaging implementation is emphasised. The New Zimbabwe heritage based Education 5.0 Curriculum Framework underscores the use of the mother tongue in early education but faces challenges in full implementation, calling for enhanced teacher training and monitoring mechanisms.

The qualitative interpretive methodology was utilised to examine the implementation of translanguaging in selected secondary schools in the Nkayi District. Face-to-face interviews let the researcher understand the participants' feelings and perceptions about multiple languages, training methods, and translanguaging implementation (Creswell, 2016; Lwazi, 2015). The study focused on four selected schools in Nkayi District, which collectively had 9,195 secondary school learners and 396 educators in 2019. The case study design employed in the research facilitated a comprehensive investigation of a single subject within a specific context, allowing for in-depth data collection through various tools, such as face-to-face semi-structured interviews and focus group discussions (Barbour & Creswell, 2012; Mills & Birks, 2014; Thomas, 2013). The methodology's use of various data collection tools, such as face-to-face semi-structured interviews and focus group discussions, enabled the researcher to gather comprehensive and exhaustive data from participants. This approach, along with thick descriptive data analysis and verbatim participant responses, contributed to the credibility of the data collected during the study.



7.3 Conclusions

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According to the significant findings summarised in the above section, even though most of the participants were not informed and trained on the implementation of translanguaging, they were aware of the importance of training in the implementation of translanguaging. They also knew that a lack of information and training in translanguaging would affect its implementation. The research showed that the training provided could have been more effective. This study revealed that training was partially performed at college during mass lectures. Thus, policies should ensure that policy implementers are adequately trained and empowered to implement translanguaging. It was also revealed that there should be resources, in-service training, exposing learners to translanguaging at a tender age, staff development sessions, training to begin from ECD levels, team teaching or collaborations, and knowledge of local languages by teachers.

The study also concludes that most participants identified group work as the most dominant methodology. The study also revealed that a quantum of strategies is used, which includes discussions, individual work, and presentations. It emerged from research that interactive methodologies enable learning to be accessible to learners, and this develops interest. The study also established that interactive methodologies are required to implement translanguaging. Interactive methodologies conform to the updated Zimbabwean education curriculum, foster lifelong learning and understanding, lead to new ideas, accommodate all learners, and make learners gain confidence. The study also revealed that the interactive methodology helps impart knowledge and contributes to making students understand and perform better.

According to the study's significant findings summarised in the above section, it is evident that the mother tongue is essential, as it enriches understanding, builds confidence, allows learners to grasp concepts, and speaks to the culture of the students. The study's findings revealed that the mother tongue is not examinable and that some words are difficult to translate into the mother tongue. It emerged that resources need to be dedicated to translating content into the mother tongue and making all translanguaging available in the classroom, which curriculum planners and implementers recognise as examinable. Therefore, the mother tongue should be examined, and resources should be provided to support the use of the mother tongue in the classroom.

The study also concludes that suggestions to encourage the implementation of translanguaging include the need to divide students according to their language. The findings of this investigation imply that there should be an opening of space for all languages in the curriculum and timetable. The study also concludes that there should be deploying teachers who understand learners' language. The study also concludes that the dominance of English should be curbed. The findings of this study imply that students should be offered resources to practice and implement translanguaging. The study also concluded that students should be encouraged to speak other languages. The study also concludes that the primary goal of teaching should be understanding, not covering the syllabus and that there should be a variety of languages in the

curriculum. The findings of this investigation imply that workshops and teachers should be trained in the implementation of translanguaging. Colleges and universities must be instrumental in the training process. The findings of this investigation imply that interactions should occur through tours and in-service training.

7.4 Limitations of the study

The research only centred on four secondary schools in the Nkayi District, and other schools that were not included in the research may have had different views on implementing translanguaging. This research depended heavily on the opinions of educators and learners. To ensure the reliability of the research, the researcher performed a voice recording of the respondents' responses; it was also explained to them that the voice recording was done to ensure that everything in their responses was remembered and documented to augment the reliability of the research. The results may not be nationally applicable, as the research was conducted only in the Nkayi district. To establish the trustworthiness of the results, the researcher accounted for any personal prejudices that may have prejudiced results, acknowledged prejudices in sampling, ensured continuing expository reflection of methods to establish adequate depth and significance of data gathering and analysis, and had thorough record-keeping, which demonstrated a clear decision trail and ensured consistent and transparent data interpretations.

7.5 Recommendations

Based on the conclusions of the investigation above, the following recommendations are proposed for Nkayi District and other stakeholders to improve the implementation of translanguaging.

- i. Translanguaging as a teaching approach should be implemented to accommodate all learners and their languages, and there should be effective training in implementing translanguaging. Teachers should be taught emerging learning strategies, as they are trained on codeswitching. The challenge teachers experience

stems from their lack of knowledge of translinguaging since it is a new phenomenon. Resources should be provided to support this training. In-service training in translinguaging can be conducted in Nkayi District, and learners should also be subjected to translinguaging at a young age. Staff development sessions should become the norm, training should begin at ECD levels, team teaching or collaborations should be encouraged, and knowledge of local languages by the teachers is necessary. If not all issues regarding training are addressed, translinguaging will remain a mammoth task.

ii. All educators should use interactive methodologies in the implementation of translinguaging, as these enable learning to be accessible to learners and develop their interests. Interactive methodologies also conform to the updated Zimbabwean education curriculum, foster lifelong learning and understanding, lead to new ideas, accommodate all learners, and make learners gain confidence.

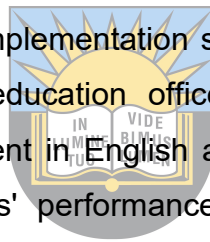
iii. Effective translinguaging implementation should be monitored by schools and district, provincial, and national education offices. Monitoring should ensure that students are inspired to be proficient in English and use it to pass their studies and neglect other languages. Learners' performance in multiple languages should be considered during the monitoring process.

iv. The native language should be examined, and there is a need for resources dedicated to translating content into the native language. This will foster the implementation of translinguaging in the classroom.

v. There is a need to review all languages in education policies that promote only codeswitching. There is a need for open spaces for all languages in the curriculum and timetable. This will curb the superiority of English and ensure fair handling of all languages.

vi. In the Nkayi district, teachers who understand the learners' language should be deployed. Teachers fluent in IsiNdebele, isiXhosa, Shona, and Tonga, as well as Indigenous languages used in the area, should be deployed. This will address the challenge of learners being taught by teachers who are not fluent in the local language.

vii. Students should be offered resources to practice and implement translinguaging in the Nkayi district. If resources are unavailable, translinguaging remains a challenge.



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Students should be encouraged to speak other languages, as this will make them appreciate the diversity in the classroom.

viii. The main goal of teaching should be to understand the syllabus, not merely to cover it. This will make teachers focus on implementing translanguaging. This approach ensures that all learners are included.

ix. The Nkayi District Education Office should organise workshops on the implementation of translanguaging. This will allow teachers to collaborate and mix, which may encourage them to implement multiple languages. The district office may also encourage interaction through tours and in-service training.

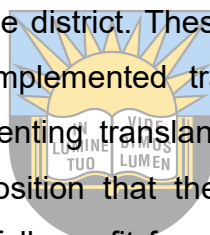
x. In line with Education 5.0, the Ministry of Higher and Tertiary Education policy that encourages colleges and universities to teach, research, innovate, community serve, and industrialise universities and colleges need to be instrumental in the training for the implementation of translanguaging. This will enable universities to implement multiple languages and use the latest methodologies available at their disposal.

xi. Given Zimbabwe's multilingual landscape, teacher training programs should integrate linguistic diversity into their curricula and equip prospective teachers with the skills and strategies needed to effectively support multilingual learners.

7.6 Contribution to new knowledge by the study

Translanguaging is a practice that has become popular in language education because of its inherent power to democratise the classroom. Therefore, this current and relevant study answers the urgent need to find alternative pedagogies in language education. This thesis focused on how to apply it in the classroom and whether it is genuinely beneficial, context by context. Therefore, the thesis provides data from the Nkayi context and adds to the body of knowledge regarding teachers' opinions on their knowledge and skills in implementing translanguaging. The study also provided knowledge of the general experiences of teachers in Nkayi District regarding the implementation of translanguaging.

Moreover, this study has shown the importance of training and preparedness for teachers in implementing translanguaging. The research scrutinised the implementation of translanguaging in selected schools in the Nkayi District. This work is also crucial, as the voices of Zimbabwean educators and students are essential for a better understanding how to educate linguistically diverse students. Despite the monitoring and supervision of teachers, the use of legal frameworks such as the Constitution of Zimbabwe (2013), the Education Act of 1987 under Section 55 of Part X1, the Education Act of 2020, Ministry for Primary and Secondary Education: Curriculum Framework for Primary and Secondary Education, 2015–2022), Heritage Based Curriculum Framework 2024-2030 and the Education Act Amendment Bill (2019), the findings of the research revealed that there was a marginal enhancement in the implementation of translanguaging. This study identified some challenges in implementing translanguaging in the district. These challenges could explain why the dominance of English has not implemented translanguaging. The present study proposes a framework for implementing translanguaging in selected schools in the Nkayi district based on the supposition that the schools in the Nkayi District are fundamentally equal and will hopefully profit from the proposed African Renaissance framework.



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7.7 Areas for future research

This study examined the implementation of translanguaging in the Nkayi district and found that some challenges affected the implementation process. From the findings of this study, some areas of potential further study in the area of implementation of translanguaging emerged:

- i. A national study using the survey method involving all secondary schools in Zimbabwe is essential. Such a study would give a holistic picture of how multiple languages are used nationwide. This holistic overview could help policymakers deal with the implementation of translanguaging.
- ii. Another study could use a methodology similar to that used in this study in primary schools in Zimbabwe. The study would help complete the picture of the implementation of translanguaging in Zimbabwe.

- iii. Research could also examine the role of the mother tongue in teaching and learning processes.
- v. Research could also examine the role of teacher motivation in implementing translanguaging.
- vi. Research could also look at the effect of Shona hegemony in implementing the heritage-based education 5.0 curriculum.



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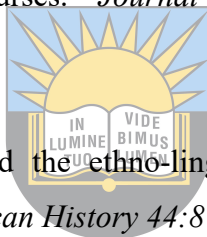
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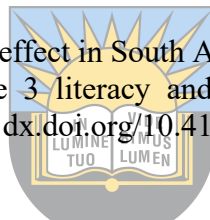
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APPENDIX A: ETHICAL CLEARANCE CERTIFICATE



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ETHICS CLEARANCE **REC-270710-028-RA Level 01**

Project Number: LUG031SBHE01

Project title: **The implementation of multiple languages in selected schools in Nkayi District, Zimbabwe.**

Qualification: PhD

Student name: Prichard Bhebhe

Registration number: 201912286

Supervisor: Dr S Luggya

Department: Education

Co-supervisor: Prof E.O Adu

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby grant ethics approval for LUG031SBHE01. This approval is valid for 12 months from the date of approval. Renewal of approval must be applied for BEFORE termination of this approval period. Renewal is subject to receipt of a satisfactory progress report. The approval covers the undertakings contained in the above-mentioned project and research instrument(s). The research may commence as from the 01/09/20, using the reference number indicated above.

Note that should any other instruments be required or amendments become necessary, these require separate authorisation.
Please note that UREC must be informed immediately of

- Any material changes in the conditions or undertakings mentioned in the document;
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research.

The student must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

UREC retains the right to

- Withdraw or amend this approval if
 - Any unethical principal or practices are revealed or suspected;
 - Relevant information has been withheld or misrepresented;
 - Regulatory changes of whatsoever nature so require;
 - The conditions contained in the Certificate have not been adhered to.
- Request access to any information or data at any time during the course or after completion of the project.

Your compliance with Department of Health 2015 guidelines and any other applicable regulatory instruments and with UREC ethics requirements as contained in UREC policies and standard operating procedures, is implied.

UREC wishes you well in your research.

Yours sincerely



Professor Renuka Vithal
Chairperson: University Research Ethics Committee
26 October 2020

APPENDIX B: INTRODUCTORY LETTER FROM UNIVERSITY OF FORT HARE

Faculty of Education
School of Further and Continuing
Education

Stewart Hall, Alice

Phone: Alice: 040602412
| Email: nmayiya@ufh.ac.za |



29 October 2020

The Provincial Education Director
Ministry of Primary and Secondary Education
Matabeleland North Province
P O Box 555
Bulawayo
Dear Sir/Madam,

Re: Permission to Collect Data: Mr Prichard Bhebhe (Student Number 201912286)

This is to confirm that Mr Bhebhe is pursuing PhD degree at the University of Fort Hare. His research title is **“THE IMPLEMENTATION OF MULTIPLE LANGUAGES IN SELECTED SCHOOLS IN NKAYI DISTRICT, ZIMBABWE.”**. He is supposed to collect data from secondary schools in Nkayi district. Kindly grant him permission. I would also be grateful if you could kindly provide him with documents that may assist with information regarding the area of her study.

I would like to assure you that any information that will be collected will remain confidential and no name of a person will be disclosed. The student will ensure that he does not disrupt on going activities during the period he will be collecting data.

Sincerely



Dr S. K. Luggya Supervisor

APPENDIX C: APPLICATION FOR PERMISSION TO CONDUCT A STUDY



University of Fort Hare
Together in Excellence

29 October 2020

The Provincial Education Director
Ministry of Primary and Secondary Education
Matabeleland North Province
P O Box 555
Bulawayo

Request for Permission to Conduct Research



Dear Sir/Madam

My name is Prichard Bhebhe, a Doctor of Philosophy student at the University of Fort Hare. The research I wish to conduct for my Doctoral thesis involves **Implementation of Multiple Languages in Selected Schools in Nkayi District, Zimbabwe.**

I am hereby seeking your consent to conduct research in Nkayi district. I have provided you with a copy of my proposal which includes copies of the data collection tools and consent and/or assent forms to be used in the research process, as well as a copy of the approval letter which I received from the University of Fort Hare Research Ethics Committee (UREC).

If you require any further information, please do not hesitate to contact me on 0712915846/0775997668 and prichardbhebhe@gmail.com Thank you for your time and consideration in this matter.

Yours sincerely,

Prichard Bhebhe

APPENDIX D: LETTER FROM MINISTRY OF PRIMARY AND SECONDARY EDUCATION GRANTING PERMISSION TO COLLECT DATA

All communications should be addressed to
"The Provincial Education Director"
Tele-Fax: 67574
E-mail: matnorth12@gmail.com



Ministry of Primary and Secondary Education
Matabeleland North Province
P O Box 555
Bulawayo
Zimbabwe

02 November 2020

University of Fort Hare
Research Ethics Committee
South Africa

Attention: Prichard Bhebe

Student No.

REQUEST FOR PERMISSION TO CARRYOUT A RESEARCH PROJECT: BUBI DISTRICT: MATABELEI AND NORTH PROVINCE

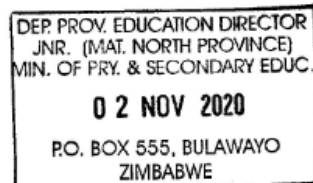
Reference is made to your letter dated 30 October 2020, requesting for permission to carry out a research project entitled "*Implementation of Multiple Languages in selected Schools*" in Nkayi District, Matabeleland North Province, Zimbabwe.

You are hereby granted permission to carry out your research in the above mentioned district. However, your research should not in any way disturb the smooth running of teaching and learning activities in schools.

You will be required to furnish the Province with a copy of your findings after the research.

NB: Before proceeding into schools, please ensure that you pass through the District Education Office – Nkayi.

Siziba B. (Ms)
A/Provincial Education Director – Matabeleland North.



APPENDIX E: INTERVIEW GUIDE FOR H.O. Ds



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INTERVIEW GUIDE FOR HEAD OF DEPARTMENTS

SECTION A: BIBLIOGRAPHICAL INFORMATION

1. Date of the interview?
2. What is your gender?
3. Are you married?
4. How old are you?

AgeRange

- Below 20 years
- 20 - 29 years
- 30 - 39 years
- 40 - 49 years
- 50 - 59 years
- 60 - 69 years
- + 70 years



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5. What is your highest academic qualification?
6. What is your professional qualification?
7. How long have you been an educator?
8. How long have you been a Head of department?

SECTION B: CONTENT ON MULTIPLE LANGUAGES

9. Have you been trained on the implementation of multiple languages in the classroom, if yes when were u trained and how many times?

10. Do you think teachers are trained effectively to enable them to implement multiple languages in their class room?
11. Do you have any suggestions regarding the training of teachers in the implementation of multiple languages? If yes, please give them.
12. What are the strategies/methods that are used in your department to implement multiple languages in classrooms?
13. Do you think these methods are effective? Please explain?
14. What are the views of teachers and learners in your department about the use multiple languages in the classroom?
15. How do you monitor and evaluate teachers in your department to ensure the implementation of multiple languages?
16. Why do you think it's important to teach pupils in their mother tongue?
17. What do you think should be done to encourage the implementation of multi languages in the classroom?

END OF THE INTERVIEW

THANK YOU VERY MUCH FOR YOUR PARTICIPATION!!!!



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APPENDIX F: INTERVIEW GUIDE FOR TEACHERS



INTERVIEW GUIDE FOR TEACHERS

SECTION A: BIBLIOGRAPHICAL INFORMATION

1. Date of the interview?
2. What is your gender?
3. Are you married?
4. How old are you?



Age Range

- Below 20 years
- 20 - 29 years
- 30 - 39 years
- 40 - 49 years
- 50 - 59 years
- 60 - 69 years
- + 70 years



5. What is your highest academic qualification?
6. What is your professional qualification?
7. How long have you been an educator?

SECTION B: CONTENT ON MULTIPLE LANGUAGES

9. Have you been trained on the implementation of multiple languages in the classroom, if yes when were u trained and how many times?

10. Do you think teachers are trained effectively to enable them to implement multiple languages in their classroom?
11. Do you have any suggestions regarding the training of teachers in the implementation of multiple languages? If yes, please give them.
12. What are the strategies/methods that you use to implement multiple languages in your classroom?
13. Do you think these methods are effective? Please explain?
14. What are your views towards the use multiple languages in the classroom?
15. How are you monitored and evaluated to ensure the implementation of multiple languages?
16. Why do you think it's important to teach pupils in their mother tongue?
17. What do you think should be done to encourage the implementation of multi languages in the classroom?

END OF THE INTERVIEW

THANK YOU VERY MUCH FOR YOUR PARTICIPATION!!!!



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APPENDIX G: FOCUS GROUP INTERVIEW GUIDE FOR LEARNERS



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FOCUS GROUP GUIDE FOR LEARNERS

SECTION A: BIBLIOGRAPHICAL INFORMATION

1. Date of the interview?

Age Range of participants

Below 20 years

20 - 29 years



SECTION B: CONTENT ON MULTIPLE LANGUAGES

2. Have you been informed on the implementation of multiple languages in the classroom?

3. Do you have any suggestions towards the implementation of multiple languages? If yes, please give them.

4. What are the strategies/methods that are used to implement multiple languages in your classroom?

5. Do you think these methods are effective? Please explain?

6. What are your views towards the use multiple languages in the classroom?

7. How is the implementation of multiple languages in the classroom maintained or ensured at your school? Please, explain

8. Why do you think it's important for you to be taught in your mother tongue?

9. What do you think should be done to encourage the implementation of multi languages in the classroom?

**END OF THE INTERVIEW THANK YOU VERY MUCH
FOR YOUR PARTICIPATION!!!!**

APPENDIX H: CONSENT FORM



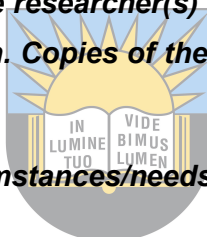
University of Fort Hare
Together in Excellence

INDIVIDUAL INFORMATION SHEET AND INFORMED CONSENT FORM¹ (AGES 18 YEARS AND ABOVE)

Please note:

This form is to be completed by the researcher(s) as well as by the interviewee before the commencement of the research. Copies of the signed form must be filed and kept on record

(To be adapted for individual circumstances/needs)



University of Fort Hare
Together in Excellence

Title of Study:

Implementation of Multiple Languages in Selected Schools in Nkayi District, Zimbabwe.

Dear participant,

My name is Bhebhe Prichard, and I am studying at the University of Fort Hare.

I am conducting a study on the Implementation of Multiple Languages in Selected Schools in Nkayi District, Zimbabwe.

Purpose of Study -*The purpose of the study is to evaluate the implementation of multiple languages in selected secondary schools at Nkayi District, with the aim of developing a framework that will encourage the teaching off all languages.*

¹ Approved by UREC (13 November 2019)

We would like you to allow us to conduct a brief thirty-minute interview with you about the Implementation of Multiple Languages

(Study Procedure -the study will look at the implementation of multiple languages. Data will be gathered from participants and a theses document will be produced with all the research findings.

Some questions may be of a personal and/or sensitive nature. I will be asking some questions that you may not have thought about before. We know that you cannot be absolutely certain about the answers to these questions, but we ask that you try to think about these questions. When it comes to answering questions there are no right and wrong answers.

Please understand that **your participation is voluntary**, and you are not being forced to take part in this study. The choice of whether to participate or not, is yours. However, we would really appreciate it if you do share your thoughts with us. If you choose not to take part, you will not be affected in any way whatsoever. If you agree to participate, you may stop me at any time and tell me that you don't want to go on with the interview. If you do this there will also be no penalties and you will NOT be prejudiced in ANY way.

The information will remain confidential. This means that your name and address will not be linked in any way to the answers you give. We study and report on the answers given by all the people we interview and not on an individual basis. The research data will be anonymous – with all personal respondent information removed and will be archived at the University.

At the present time, we do not see any risks in your participation. The risks associated with participation in this study are no greater than those encountered in daily life.

There are no immediate benefits to you from participating in this study. However, this study will be helpful in finding out the Implementation of Multiple Languages.

Risk-Benefit Ratio *(Benefits hoped for from this study include that the study will come out with findings that will contribute towards filling the knowledge gap and hopefully help language policy planners and implementers in their work In Nkayi district, Help policy makers in the design of a language policy that addresses the use of all languages available in the education system. Educators might find the results of this study worthwhile as these will raise their awareness on the linguistic needs of all secondary students. It will empower*

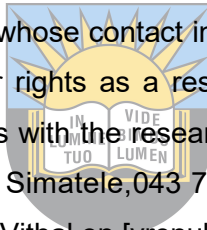
secondary students on the importance of the use of all languages, as well as the role of the languages in the implementation of the updated curriculum .May be of help also to students who want to know why they should use their languages in their studies. The researcher will sharpen his research skills and there are no risks involved for the participant):

Who to contact if you have been harmed or have any concerns

This research has been approved by the Inter-Faculties Research Ethics Committee (IFREC) as per delegated authority of the University Research Ethics Committee (UREC). If you have any complaints about ethical aspects of the research or feel that you have been harmed in any way by participating in this study, please call the IFREC Administrator, [Ms. V Ngwevu: Senior Ethics & IP Administrator Tel: 040 602 2297, Email: vngwevu@ufh.ac.za

Reporting and Complaints

If you have questions at any time about this study, or if you have concerns/questions you may contact the researcher/project leader whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the researcher/project leader, please contact the IFREC Chairperson, Prof Munacinga Simatele, 043 704 7022/507 and msimatele@ufh.ac or the UREC Chairperson, Prof. Renuka Vithal on [vrenuka@ufh.ac.za] .



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If you have concerns or questions about this study please feel free to contact the project coordinators: **Researcher/Project Leader:**

Name: Prichard Bhebhe

Department: Education

Address: 3122 Nketa 7.P.O Nkulumane. Bulawayo

Phone: +263712915846

Email:prichardbhebhe@gmail.com

APPENDIX I: EDITING CERTIFICATE

Thompson Ndlovu

thompsonndlovu@gmail.com

+263 778 664 765

CERTIFICATE OF EDITING

This document certifies that a copy of the thesis whose title appears below was edited for English language, grammar, punctuation, spelling, and overall style by Mr Thompson Ndlovu whose academic qualifications and professional affiliation appear in the footer of this document. The research content and the author's intentions were not altered during the editing process.

TITLE: THE IMPLEMENTATION OF TRANSLANGUAGING IN SELECTED SCHOOLS IN NKAYI DISTRICT, ZIMBABWE

AUTHOR: PRICHARD BHEBHE



Note: The author, at his/her discretion, has the prerogative to accept, delete, or change amendments made by the editor before submission.

DATE: 28 August 2024

University of Port Harcourt
Together in Excellence

EDITOR'S COMMENT

The author was advised to effect suggested changes relating to clarity, presentation style, consistency in structure and logic, and expression.

A handwritten signature in black ink, appearing to read 'Thompson Ndlovu', written over a faint, dotted grid background.

Signature

MA Language for Specific Purposes (UZ); BA Hon. Linguistics (UZ)

APPENDIX J: TURN IT IN REPORT

implementation of translanguaging

ORIGINALITY REPORT

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