

Translanguaging in the Culturally Diverse Classrooms of a South African School: Towards Improving Academic Success and Literacy Competencies, a Paradigm Shift to Translingualism?

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Abstract

In this study, I have argued that language structure should be adapted and shaped by the task of producing talk and meaning for others in human interaction in ways that give shape to a particular social world. This premise was seen in the context for this study - the multi-racial school of De Vos Malan High School in King Williams Town, in the Province of the Eastern Cape in South Africa. The total number of learners who took part in the study was 18 (9 females and 9 males). Their ages ranged from 13 to 17 with a mean age of 15.8. They were selected according to their academic performance in English First Additional Language (EFAL) and English Home Language. The study was informed by Gutiérrez's (1995) Third Space as a theoretical framework. The central question asked how EFAL learners could be taught through translanguaging pedagogy in the culturally diverse classrooms of a South African school. The methodology for the study was interpretive and qualitative in nature. The context underpinned the conclusions of the study which were drawn from key findings from journaling, observation and Gibbon's curriculum cycle. Results revealed a need to attend to contradictions and rethink a strict temporal analysis of classrooms - that is, a diachronic view of talk and interaction in classroom activity - to a view of classrooms as having multiple, layered, and conflicting activity systems with various interconnections. Based on these findings, I have proposed an unorthodox approach to pre-writing structure and language use, and a cognizance of the importance of affording students agency.

Key Words: Affordances, Anxiety reduction, Reading and Writing, Reflexive competence, Semiotic budget & Translanguaging

Introduction

To be able to understand the language and education situation in South Africa (S. A.) today, it is necessary to look at the historical background of languages in schools and tertiary institutions in this country. Cuvelier (2003) states that most written evidence of language in education in S.A. comes from the arrival of Europeans in the Cape, in particular the Dutch settlement in 1652. Mainly Dutch (Afrikaans after 1925) and English were used in schools which implied ongoing mother-tongue education for white and some of the so-called 'coloured' people. African languages only received a degree of recognition in policies during the apartheid era in S.A. where mother-tongue education was proposed for at least the first couple of years. This adduce Gutig and Butler (1999), who observed that the Bantu Education Act (1953) coerced the black learners to receive mother-tongue instruction in lower and higher primary grades with a transition to English and Afrikaans thereafter. In view of this, language in South Africa became a political issue. Consequently, the learners whose mother-tongue was not English failed to achieve the same level of academic success as their native English peers. As well, their literacy competence debilitated as most past educational approaches to support English First Additional Language (EFAL) have been biased in favour of the native English language learners (McLeod, 2018).

Background to the study

This study represents one aspect from my Doctoral thesis on translanguaging (Kepe, 2017). Stathopoulou (2013a) delineates translanguaging as a mediation-communicative undertaking which entails purposeful relaying of information from one language to another, with the intention of bridging communication gaps between interlocutors. This is in line with the South African policy of education known as the Curriculum Assessment Policy Statement (CAPS, 2012) which stipulates that at the foundation phase i.e., Grades 2 and 3 the focus should be on developing learners' ability to understand and speak the language - basic interpersonal communication skills. Here, they are expected to apply the literacy skills they have already learned in their Home Language. That being so, the academic achievement gap between English native learners and EFAL learners still is evident.

This is visible today, and may have been exacerbated by the significant number of EFAL learners with limited vocabulary who often suffer from communication breakdown when using English as a medium of learning.

Invoked by this situation, this study presupposes and presents unorthodox approach for translanguaging. Williams (2002), states that translanguaging is a bilingual pedagogy that interchanges language modes where teachers as mediators of knowledge attempt to create bilingual and multilingual opportunities for the learners in the classroom, taking into consideration their identity, cultural background and a learning environment. Adamson, Coulson and Fujimoto-

Adamson (2019) concur that this provides the learners with the agency to negotiate disciplinary norms.

Canagarajah (2011), likewise, posits that the promotion of one form of language - standard written English - as the register for academic writing could alienate multilingual learners and restrict their options for voice. To this end, translanguaging in the context of this study espoused a teaching and learning environment which stripped learners of fear and anxiety, with the teacher playing the role of the facilitator as exhibited in De Vos Malan High School. As said earlier, this study is a result of longitudinal ethnographic case study research conducted at De Vos Malan High School in King Williams Town in the Eastern Cape Province of South Africa. The thesis took three academic years (Kepe, 2017). It comprised of 36 learners in which they were followed from Grade 10 -12 from 2014 to 2016 for continuity and to mark their progression within the period. I will return to this under the methodology.

De Vos Malan is a comprehensive multi-racial school beginning from grade R to 12. It is situated at the hub of King William's town District in the Province of the Eastern Cape. It is diverse, composed of isiXhosa speaking learners some of whom used English/Afrikaans as their Home language (HL), Coloured Afrikaans native speakers, some of whom chose English as their home language, Indian learners (Hindi native speakers) who utilised English as a HL, and white Afrikaans natives some of whom chose English as their HL in school. De Vos Malan High School used English and Afrikaans as the medium of instruction where learners would either utilise one of the two languages from grade 1, right up to grade 12. The streams seemed to run parallel in this school.

However, the instruction in grades 10 to 12 started to blend languages for further clarity of the subject matter/content given the diverse classes, in which the Afrikaans natives then were introduced to English terminology as well as English natives introduced to Afrikaans as their first additional language to aid content comprehension. The problem with this policy is that it appeared quite bias as the simplification of concepts was conducted mainly in English or Afrikaans whereas in both classes the majority of learners were of African origin (isiXhosa learners appeared alienated). This policy therefore appeared antithetical with Stathopoulou (2013a) who extrapolates that the development of multilingual societies (like South Africa) due to the socio-economic changes because of globalisation, prioritize people's strong need to communicate effectively in various intercultural contact situations. Hence and invariably, the central question asked how EFAL learners could be taught through translanguaging pedagogy in the culturally diverse classrooms of a South African school.

This study was informed by Gutiérrez's Third Space (1995) as a theoretical framework in line with sociocultural theory (Vygotsky, 1978), underpinned by a constructivist epistemology. To achieve this, I explored eight Multimodal pedagogies (Thesen, 2014) to teach the English First Additional Language learners through translanguaging: affordances, anxiety reduction, journal writing,

observation, poetry, semiotic resources, reflexive competence and translanguaging. However, as these approaches appear to be interthreaded and inextricably linked, they are not discussed here in isolation. Further, much research has been conducted into how to teach EFAL to help learners; however, this study extrapolates translanguaging as the one unorthodox approach that may bring a lasting solution to the unending dilemma of a negative cycle of failed language acquisition outcomes and academic underperformance in South African schools. Shohamy (2013) concurs that "translanguaging is one such example of moving freely within, between and among languages" (p. 229). Since the context of this study was not a neutral domain, and that teachers themselves were culturally located beings, it was worthy to value adornments/heritage days as it used to be a common practice.

However, this study promulgates that such a practice should not degenerate as a traditional symbol to edify diversity although that was important, but symbols of that nature could be used to support and promote the language and literacy learning across the cultures. As a consequence, I argue that the meaning of the words that people use are personally interpreted. Therefore, words are not pictures of the world but the representation of social practices; hence, a person's actions and behaviors are socially constructed to allow a community of human beings to interact with each other (Sivasubramaniam, 2011).

To this end, learners needed to perceive their writing as a space for constructing their own attitudes and be able to produce talk (Gutiérrez, 1995), what Beach in Lawson, Ryan & Winterowd (1989) referred to as an "elaborative processing" (p. 187). Besides, this could support a metaphorical conceptualization (semiotic resource) of learning a foreign language as an "open dialogue" (Kohonen, Jaatinen, Kaikkonen, and Lehtovaar, 2001), through talk as an important mode in improving writing. Invoked by this stance, the greatest challenge of the learners (participants) in this study did not appear to stem from the use of EFAL language or the first language, but rather from how it was taught in the classrooms as that seemed to have a negative impact on academic performance and overall literacy skills competences. This was confirmed by previous research indicating that both teachers and learners in South Africa were still struggling with literacy in the African Languages as well as English (Foncha, 2013). This is oppugnant to the purpose of this study which emphasises on language and content acquisition to help both English First Additional Learners and native speakers to conceptualize, and attain, a level of completion beyond their current capability (Adamson et. al., 2019).

As a confirmation to the above, Nunn (2016) explains that there is no central community in which we can define norms or standards of English competence for all communities. He says that competence in academic language use is a holistic construct that needs to be pluralized to reflect the broad diversity of international settings in which it is used. However, Tagliatela (2012) cautions that the interchange of language during the teaching and learning of the English language might compromise the identity of the English language. Whereas, Hymes (1972) took exception

with the traditional view of ‘speech community’ as the natural home of English competence, especially if the construct implies that you need to be born into a homogenous community to be a competent member.

He argues that competence by birth right is untenable as an academic construct; hence, the notion of ‘appropriation’ can be applied to all academic users of English regardless of origin. Nunn (2016), concurs that a competent user can establish an agency, and demonstrate competence by making a new contribution to knowledge in the subject area of an academic community in what the author terms translatability.

Canagarajah (2004), likewise, extrapolates that while all national varieties may be local, speakers may develop new norms for international communication where forms of hybridity, creolization, and code-meshing become important modes of representing local identities since what is local to a whole nation may not be local to the diverse groups within the nation-state. For the sake of clarity and in brevity, I will define the following terms: variety, hybridity, creolization and code-meshing.

Nordquist, in his article *Definition and Examples of Language* (July 22, 2018) states that language variety - also called lect in sociolinguistics - refers to any distinctive form of a language or linguistic expression where linguists commonly use it as a cover term for any of the overlapping subcategories of a language, including dialect, register, jargon, and idiolect. For Bakhtin (1981), hybridity is a mixture of two social languages within the limits of a single utterance, an encounter, within the arena of an utterance, between two different linguistic consciousnesses, separated from one another by an epoch, by social differentiation or by some other factor to undermine the notion of a monological authoritative discourse. On the other hand, the concept of creolization was first formulated through the study of languages in colonial situations - especially in the Americas - where people who met speaking mutually unintelligible tongues began to communicate in vernacular dialects eventually creating new creole languages. On the other hand, “code-meshing” as proposed by Young (2011) is an approach to writing and interpreting texts that advocate for blending language codes in the classroom, rather than switching from one set of linguistic codes to another, depending on the “appropriate” social and discursive contexts.

Along the same lines, Rueda (2004) observed a need to examine school curriculum, assuming that we need to rethink about what is being presented as the valued knowledge/culture of the school, and whether that knowledge/culture that the learners are coming with is being represented in the valued curriculum as culture appears to be embedded in language, which therefore suggests, language enunciates culture. This appears to auger well with the central theme of this study- that teachers may need to add to that knowledge/culture rather than replacing it. Against this backdrop, it could be presumed that when learners see their family backgrounds and narrative valued at school, they engage more positively with their schooling, as exhibited in Kepe (2017). Therefore, even schools that are monocultural need to recognise that we live in a linguistic and culturally

diverse world and so even if the local community might be feeling monocultural the digital world in which we live is not hence, a language should not be a deficit.

Statement of the problem

This study affirms that though teachers may not always feel confident or understand the learners' native languages used to correct some errors/mistakes about their choices, their dialogical engagement with the texts through questions, feedback and reviews (in addition to peer review) may help learners' writing develop their translanguaging proficiency further (Canagarajah, 2011). This invokes the Third Space phenomenon (1995), hence, this study promulgates that it is not the use of a language that is problematic, but that the obstacle toward language acquisition appears to resonate from how it is taught in the classroom. Thus, the constant use of the grammar-translation method which obstructs learners from constructing their own knowledge may engender a negative impact toward academic performance and overall literacy competence. Similarly, issues of incapacity to teach cooperatively and to give student constructive feedback seem to coerce learners toward rote learning. This is worrisome as it may lead to a failure to channel the learners linguistic resources in appropriate directions. In addition, a failure to affirm learners choices may consequently, preclude their attempt to write with a sense of voice and agency. By the same token, this study, laments the past educational approaches that perspicuously discriminated against the second language learners ushering an incontrovertible inequality in academic success compared to their native peers. To this end, this study affirms its faith in teachers that in many ways they could assume the role of critically interrogating academic discourse and practices that may lead to changes in norms and standards in favour of translanguaging pedagogy- an opportunity where social, intellectual and personal boundaries are viewed "not as prisons, or stereotypes, but as tension points condensing the past and opening possible futures" (Bernstein, 2000 in Thesen & Cooper, 2014, p. 1-24).

Central question

- ❖ How can the English First Additional Language learners be taught through translanguaging pedagogy in a culturally diverse classroom in a South African school?

Sub research questions

1. What measures could be put in place to reduce anxiety during teaching and learning?
2. How could multimodal/affordances be utilised to benefit culturally diverse learners in a South African school?
3. How could journal writing contribute to improving language acquisition and proficient writing?
4. How can poetry be utilised to acquire diction, figurative language, 1st person voice, parts of speech, vivid words, and even the necessity of punctuation and proper grammar?

5. How can the Department of Education expedite and promote the notion of translanguaging in culturally diverse South African schools as anticipated by CAPS (2012)?

Review of the Literature

In what follows in this section, I shall try to elucidate what I believe the problems to be and attempt to suggest alternative approaches through locating this study within the context of existing literature. In the course of discussion, I shall also explain briefly these terms: affordances, anxiety reduction, reflexive competence, reading and writing, semiotic resources and journaling, indicating their relevance to the topic.

Theoretically, this study is underpinned by Gutiérrez's theoretical framework of Third Space (1995), in line with Social Constructivism theory (Vygotsky, 1978). In view of this, Social Constructionism can be described as part of the movement in postmodernism in that it attempts to "replace the objectivist ideal with a broad tradition of on-going criticism in which all productions of the human mind are concerned" (Hoffman, 1990, p. 1). It is inextricably linked to postmodernism as a set of lenses that enforces an awareness of the way in which we perceive and experience the world (Hoffman, 1990). In essence, social constructionism is the viewpoint that says the content of our consciousness, and the mode of relating we have to other, is taught by our culture and society; all the metaphysical quantities we take for granted are learned from others around us (Owen, 1992, p. 386). To this end, the research into Third Space in the context of this study culminated out of observing closely the differences in involvement, participation, and learning of learners in the diverse classrooms of De Vos Malan denoting instructional activity and noting multiple social spaces with distinctive participation structures and power relations (Gutiérrez, 1995).

This invoked a need for a method that encourages teachers to examine interacting contexts or activities i.e., "Script, counterscript, and underlife in the classroom" (Gutiérrez, pp. 445–471) in order to produce more complicated understandings of how the social organization of people's everyday practices like De Vos Malan High School supports and constrains people's cognitive and social development. In Gutiérrez's (1995) terms this view included attending to contradictions and to rethink a strict temporal analysis of classrooms—that is, a diachronic view (i.e., development and evolution of a language through time) of talk and interaction in classroom activity—to a view of classrooms as having multiple, layered, and conflicting activity systems with various interconnections.

Importantly, Third Space as a concept was born out of the spaces in which the teacher and student scripts—the formal and informal, the official and unofficial settings of the learning environment—intersect, creating the potential for authentic interaction and a shift in the social organization of learning in what counts as knowledge (Gutiérrez, Baquedano-López, & Tejeda, 1999). To this end, the developmental trajectories of EFAL learners in South African schools must be understood in

relation to the boundaries imposed by the past educational approaches through the policy of segregation culminating into inferior schools for the black schools. As a consequence, language (the use of words and signs) became an affirmative issue in South Africa.

Whereas the opponents of translanguaging believe that translanguaging is a threat to heritage languages; however, this study holds that it is a means for voice to the voiceless. It is a relevant approach for culturally diverse learners to interact in any (formal/informal) learning setting.

Here the learners are able to represent their values and identities more effectively through translanguaging. In view of this, this study promulgates for an unorthodox approach (i.e., translanguaging) for multilingual speakers in which they utilize their languages as an integrated communication system. This is in line with (Thesen, 2014) who extrapolates that multimodal pedagogies acknowledge that the use of varieties in classrooms is always the effect of the work of culture, history and power in shaping materials into resources for meaning-making. Modes in this study imply semiotically articulated means of representation and communication, such as language, image or music (Kress, 2000) and intelligibility. According to Smith and Nelson (1985) intelligibility is a word/utterance recognition, comprehensibility, “the meaning of a word or an utterance”, and interpretability, “the meaning behind the word or utterance (p. 334). In a global sense, this inter compliment translanguaging as it is embedded in the culture of the country in which it is used and enables speakers to share ideas and cultures. Hence, from the onset of this study, I have been advocating for translanguaging pedagogy. This takes us to the notion of the role of poetry in this study, which I explain below.

The role of Poetry in acquiring diction, figurative language, 1st person voice, parts of speech, vivid words, and even the necessity of punctuation and proper grammar.

As literacy teachers, perhaps we need to remember that we have two goals, that is, the first is to teach our learners to read. But the second more challenging task is to create an environment that motivates them to read. Since many teachers appeared not to be certain about how to make their learners’ needs a focus of instruction, poetry in this study has proved to be one answer.

This invokes Atwell, (2006a) who pointed out that poetry has become the workhorse of the curriculum for its brevity and generosity. As shown in Kepe (2017), there appears to be no other genre seem to match poetry in terms of teaching about diction, precise vivid words, importance of first person voice, the value of all parts of speech, the beauty of figurative language, and even the necessity of punctuation and proper grammar. Bearing this in mind, poetry appeared appealing to learners in this study as they could either find or write a poem about any interesting subject from comic book heroes to prejudice (Kepe, 2017). To ascertain this, when learners wrote their own poems in this study, they fictitiously and vicariously travelled even farther into the genre utilising multimodals including the use of a poster as an interpretive mechanism. This meant to say that a literature teacher such as myself too often deals with the experiences of human beings as (s) he

observes learners making life connections to text. In essence, in teaching literature, teachers are basically helping their learners to learn to respond to a text. Rosenblatt (1978), concurs that the reader finds the meanings in the text.

The role of affordances

I use the term ‘affordances’ here to suggest an aspect or quality of an ecology (environment) which can facilitate action but not necessarily cause it to happen but requires the teacher as a facilitator/mediator of knowledge. In this sense, affordance affords action depending on what an organism (learner) does with its environment and what it wants from its environment (van Lier in Lantolf, 2000, p. 246). According to Thesen (2014), here learners engage with different modes in varying ways: they have different relationships, histories and competences in relation to modes, including the use of digital technologies. Thesen (2014) observed that multimodal pedagogies involve ‘recognition’ of students’ brought-along resources, including those resources not necessarily valued in higher education, such as multilingual, experiential, and embodied resources. Thesen (2014) states that this recognition of students’ resources is key to a transformative agenda in higher education, an approach which is congruent with activity theories such as translanguaging and socio-constructivism. This takes us to reflexive competences which I will explain below,

Reflexive competence

As a way of organizing the learners’ thoughts, embedding their understanding and re-assessing their actions, 20 minutes was set aside for the learners to reflect in their journals. This invokes Calderhead & Gates, (1993), that learners had to answer three questions: a) What they have learnt, b) How they felt about whatever activity they might have participated in, and c) here they are afforded an opportunity to improve or advance. This process is called reflection and is widely recognized as crucial element in the professional growth of both learners and teachers (Schon, 1983). In view of this, research indicates that professionals, when they are faced with a problem, tend to refer not only to a body of knowledge they had acquired in their training, but also to certain practical experiences as well. This invokes, Carr and Kemmis (1986) who wrote about the importance of increasing teachers’ awareness of the causes and consequences of their actions in the classroom. To this end, and Central to the idea of action research like this one is reflection in - and- on practice (Schon, 1983), so that teachers are able to analyse, discuss, evaluate and if necessary, improve their own practice but doing so in an integrated manner taking into account the learning the script, counter script and a learner setting. This brings us to the use of semiotic resources in relation to language as I explain below,

Semiotic budget in language

This is in line with a problem-solving model of education as envisaged by (Freire & Macedo, 1978), where language is understood as representational and therefore, figurative (McRae, 1991, Gibson, 1994); dialogical and therefore, expansive (Bakhtin, 1981); immanent and therefore,

semiotic (Peirce in Buchler, 1955) where linguistic signs like facial expressions, gestures, exclamations and remarks mediate social activities. There was evidence of this in this study as various semiotic resources were utilised. This takes us to how the usefulness of such instructional activities could be impeded by a failure to create a learner setting free of anxiety as I explain below.

Anxiety reduction

My thesis and many other studies conducted by various researchers showed that anxiety among other major aspects has emerged as one factor that leads to the cycle of failed reading and writing outcomes we are faced with today in South Africa. Hence, this study is invariably advocating for a learner-centred environment free of anxiety. Considering this, there appears to be a disjuncture between language anxiety and reading anxiety, consequently impeding the reading potential as a composer to writing proficiency. Krashen (1982) states that foreign language anxiety is evoked by an individual's low self-esteem. This invokes Huang (2012), who observed that individuals with low self-esteem appear to worry a lot, because they want to 'please' others. She says that when people learn to use a second language to communicate, it is normal for them to compare themselves with others or with their idealized self-image which may be hard to realize. To this end, competitiveness arise, which can also lead to language anxiety (Bailey, 1983). Huang (2012), flags the teacher-learner interactions as having a potential to provoke anxiety in a language class with the teachers' harsh and belittling erratic correction in front of a class. With regards to controlling anxiety, this study affirms this that from a social-cultural perspective, language acquisition may be thwarted without the introduction of the culture of the target language group. In contrast, the culture shock may engender learners' anxiety (Clement, 1980) due to the fear of losing their own language and ethnic identity in cross-cultural circumstances.

Such feelings might lead to loss of concentration, and memory in class. On the other hand, when learners are exposed to various reading practices and the ground for reading is well prepared, the opposite could be said. Krashen (1982), says that language acquirers with favorable and desirable attitudes are assumed to have "low" affective filters, adversely, to "high" affective filters. Affective Filter Hypothesis was first proposed by Dulay and Burt (1977), and latter by Krashen. In Affective Filter Hypothesis, affective factors such as anxiety, self-doubt etc. are like a filter which filters language input to make the amount of language input increase or decrease. People with high affective filter will decrease their input whereas people with low affective filter will increase their intake. The high affective filter (negative emotions) are regarded as a "mental block" that block efficient processing of the language input. In attempting to reduce anxiety Kress and Bezemer (2009) observed that people choose how to represent meaning from a range of possibilities which are shaped in a particular context. They say that this recognition of students' resources is key to a transformative agenda especially in higher education in South Africa.

The learners' interests are observed through creating a positive, relaxed and low anxiety atmosphere, which may mean that the intended pedagogical outcomes should comprise of a

comprehensible input, and a positive learning environment to lower the filter. Lastly, Horwitz (2001) posits that when teachers are designing classroom practices or preparing lessons they need to be conscious of their diverse student body's resources. This augurs well with the following theme of reading and writing which I will explain below,

Reading and writing

Anderson (1999), states that reading is an essential skill for students so that they can have a good command of a second or foreign language. In view of this, this study affirms that the reading process ends when the readers have interpreted as much of the writers' intended meaning as is relevant to them (Huang, 2012). Based on this, the writers put their meaning into language and the readers reconvert the language into meanings. In other words, the writer's intended meaning is under the printed materials and the reader should read between the lines to get it. Huang (2012) advances three main elements involved in reading process: reader, text and interaction between the reader and the text. She says that during reading process the readers should make use of their background and linguistic knowledge to reconstruct the writer's intended meaning.

Writing

Adamson et. al. (2019), extrapolate scaffolding of pre-writing structure and language use, and a cognizance of the importance of affording students agency. They say that this is fundamentally a negotiated process, punctuated by the use of translanguaged planning and modelling. Along the same lines, Thesen (2014) illustrated a multimodal approach which examines writing as part of a multimodal representational and communication landscape, and looks at the way in which writing is embedded within a wider semiotic frame in a social context. He states that writing centres need to be equipped to assist with multimodal composition and argumentation. In view of this, schools need to be furnished with various modes of support like multimodal communication using visual media such as videos, comics and MS Powerpoint, medical pamphlets, posters and storyboards, and information graphics. Reading and writing pedagogy were central to this study.

Mainly, the intention to present reading and writing pedagogy as one of the key approaches in this study was invoked by the academic gap between the English First Additional Language learners and the native speakers concocted by the Bantu Education Act (1953), effectuated by the Apartheid regime. As I pointed out elsewhere, the issues of language in South Africa became a political issue, in view of this, this study became highly convenient specifically through encouraging reading and writing practices by means of journaling as a data collection tool. As a premise, this study besought to close the academic gap and level the playing fields between the English First Additional Language learners and the native speakers. As I will explain in greater detail later under the methodology section journaling as one of the data collection instruments in this study became a practice ground for composing writing.

Methodology

The theoretical underpinnings examined in the literature review section suggest that teaching the EFAL through translanguaging pedagogy in culturally diverse classrooms of a South African school, where reading and writing are viewed as pivotal can best be understood qualitatively because teaching by way of translanguaging is context based and can only be understood from a participant's perspective. To this end, the study affirmed its faith in the constructivist view of language learning where language teaching is seen as an, "educational process capable of fostering educational outcomes in terms of student's learning" (Elliot, 1991, p. 50).

Data collection tools

Through the metaphorical categorization of the data collected, and with the help of the theoretical underpinning from the literature review, the study made use of the following interwoven 7 themes: principal tools for data collection: affordances, anxiety reduction, journal writing, observation, reflexive competence, semiotic resources, translanguaging. However, based on the large volume of data collected and limited space in this study, it was impossible for me to utilise all of it. As the tools were interthreaded and inextricably linked from the listed above I selected the following: translanguaging paired with the observation method, reading and writing paired with journaling. since the focus of the study was on translanguaging in the diverse classrooms of a South African school. Based on this, I propose shaping a chain of narratives and interpretations in this section. This presupposes a construction of a story of their story where my narrative is seen as an interpretation of their interpretations. To this end, I will now explain the aforementioned tools in the context of the central theme/question which asked *how EFAL learners could be taught through translanguaging pedagogy in the culturally diverse classrooms of a South African school.*

Journal

In my thesis, (Kepe, 2017) I noted that journal writing was a place to record daily happenings and shared some qualities with things like logs and diaries—it records experiences and events over a period of time. However, its use in the context of my thesis was quite far more than that in that it entailed a conscious reflection and commentary. It helped the learners to remember something later; it was a record to look back on. Keeping a note in a journal helped the participants to recapture the moment later so that they might look at it more deeply. Secondly, the act of putting pen to paper (or finger to keyboard) engaged their brains as it were. So, through journaling the learners were able to think, write and argue and to capture their stories while the action was still fresh. This as it used to be in this study, often provoked them to wonder 'Why did this happen' (Kepe, 2017, p. 152)?' I also observed that through journaling I was able to monitor my practice. Importantly as a reflexive practitioner myself the act of writing something down in this study often crystallized a particular problem or issue or enabled me to see where a particular piece of work has not achieved its objective (...) through this process, I could identify my strengths and weakness and areas in which I could benefit from further training; as mentioned elsewhere, reflecting in and on practice. Journal writing in many context encouraged engagement and reflection. It stimulated

thoughts and allowed the participant to look at themselves, their feelings, and actions in a different way. By writing ideas down in a journal, the words were then ‘outside’ of them. They were there in black and white on the paper or on the screen. They could almost come to look at them as strangers – ‘Did I really think that?’ How does this fit with that?’ in other words, words became more concrete – and in that way they could play with them, look at them in another light. From my thesis journal writing appeared to be the one place where they could find their voice and write freely in English and took advantage of it. In respect of this, I reflected on two types of journal mechanisms that were fruitful during the course of this investigation with learners (participants).

Media journal

Guidelines for completing media journal:

The participants were instructed to make notes while listening / watching / reading, take notes in their journal. After making notes, learners wrote a summary of what they have read / listened to / watched. Thirdly, they wrote a personal reaction to it (what they think or felt about what they have read/listened to or watched). They were required to include the exact source(s) of the information as (the example) can be seen under appendices 1 & 2. They wrote by hand in the notebook given to them. Each of the three parts should be at least a page long. They were required to hand in their media journal every Fridays. Usually before the submission, at least five participants would be asked to voluntarily share on whatever they found interesting/topical in their journal. Voluntarily as the journals were supposed to be personal and therefore a private book. That was vital and served not only as an indication that learners were reading but also tortuously projected to practice writing skills which appeared to be the problem with EFAL learners in school. Generally and perhaps most importantly, the sharing part/moment used to spark a heated discussion among the participants. It was at this point where I would observe traces of translanguaging. Notably, was the flow of ideas, less stammering and a code meshing of the various modes of communication was evident. In this situation where learners were allowed to freely express themselves and engage without restricting the language eloquence and fluency usually emerged.

Dialogue journal

The dialogue journals were used as a written conversation between myself and the participants (learners). In this regard, the learners and I had a conversation between ourselves in which they would send their written work to me through emails. Learners had complete control over the topic and I would respond to them, reflecting the length and depth as well as modelling good writing. This was noteworthy, because then there was productive interaction between myself (the researcher/class teacher) and the learners. Also, this had a potential to build their confidence (self-esteem) with regards to writing.

Thus, this section is concerned with the tools for data collection and their impact on role-players like i.e. learners and teachers in De Vos Malan High School. In view of this, the rationale and objectives of this study have guided my choice of methodology.

Participants

The sample composed of 18 learners and 10 teachers. Out of ten, three teachers were teaching English home language from grade 10 to 12. Seven teachers were teaching content subjects from grade 10 to 12. Amongst the 7 were the principal and his deputy. The principal taught Mathematics in grade 9 and 11. The deputy taught accounting from grade 10 to 12. There were also two HODs, one for physical science and the other for Mathematics. One teacher was teaching History and the other one taught Afrikaans Home Language. The last one taught Life Orientation.

Educational Intervention

At the centre of this study is an opportunity needed to channel the learners' linguistic resources in appropriate directions, affirming their choices and consequently giving them a voice and agency. Therefore, this project sought to shed light on some of the educational interventions that I carried out in De Vos Malan which may hopefully be applicable to other cases similar to this one. However, I will later in the results section provide detailed information about some of the educational activities/experiences I undertook. First, I prorated the learners according to their academic performance and coded them as High, Medium and Low. I followed them from grade 10 to 12 for continuity and to mark their progression. The key methods I utilised in this process was the journal writing and observation. The journal writing were mainly categorised as follows: first phase, second phase and third phase. In the first phase, learners submitted their first attempt to the journal either physically or via emails, and I would read them, made relevant comments before returning the journals to them for corrections. Sometimes I would not comment on minor grammatical errors as can be seen under appendices (appendix 1 & 2) to promote free writing. When the learners have done their corrections if there were any, they were then required to submit again as the second phase. The inspiration behind this was to create a written conversation between me and the learners.

This method paid dividend as the learners and I had a conversation among ourselves throughout the written work. Learners had a complete control over the topic and I would respond to them, reflecting the length and depth as well as modelling good writing for them when necessary in order to assist them to improve their understanding in whatever they may have misunderstood during their reading sessions/watched activity or listened to according to the instruction given. This practice improved the learners' reading and response towards any text they attempted to read and interpret orally and in writing.

In the second phase, some of the learners with corrections would submit the corrected work following my positive comments (scaffolding). During this process some would also share their

life challenges they experienced daily. This kept the learners in touch with me as I had to read and occasionally comment before returning the journals for corrections to them. At this phase, most learners showed improvement in writing in the EFAL and seemed to enjoy journaling more because of their experience which made them to share their stories with me.

The third phase was the final stage in which I would use some of the journal writings in favour of the learners who were at the low level just so I could boost their marks even though I was under no obligation to do so. Sometimes this intervention would become convenient for the ones who might have missed a test or other assessments as a result of being unwell or for whatever valid reason which may have led to the lack of marks since I would use their journals to supplement the gap. This was crucial as it motivated them as they then could see that this project was useful and did add value to their academic performance which was one of the main purposes for the existence of this study.

Even though this project was not aiming at grading or testing or gaining marks at all. Instead the journal writing were utilised as a practice ground for composing writing hence the marked ticks as can be seen in the appendices did not by any means implied how much a learner scored. Towards the third phase of their journal entries, I could see that most of the learners had in fact learnt immensely from this method as they were at this juncture in control and could handle their grammatical errors since they were then very few. I also noticed a positive change in the way the usually low academic performers were performing. What was even appealing was the transformation from the traditional grammatical use of language structures to a more of a functional approach where the focus was in the main on utilising grammar to make meaning as opposed to the memorisation of rules. This was enhanced by the engagement/interaction during the oral reflections in which the participants would abruptly spark a dialogue/a discourse on topical issues that they may have read and wrote about in their journals. In such cases I would intervene in intervals subtly tilting the dialogue to a more scientific one through metalanguage and translanguaging. In all the discussions among the participants the blending of language resources was welcome which is the rationale of this study. This for me illustrated an immense improvement.

The improvement across the academic levels was evident. This was confirmed by the learners' overall ideas which showed coherence when writing. At this stage, they chose to write about different topics such as politics, sports, celebrities, movies, education news stories etc. Thus far, I attempted to tell and constructed the stories of the learners concerning reading and writing leading to their journals as evolving accounts of literary engagement and response in English as their First Additional language. This was further exhibited by the learners' self-absorption in the reading zone, participation, commitment and enjoyment deriving from the reading and writing practices building towards translanguaging. Translingualism was illustrated in this study through reading comic books, magazines, newspapers, contemporary fiction and non-fiction that were written

mainly not only in the English and Afrikaans languages but also included a variety in the reading box of the indigenous language stories (isiXhosa, isiZulu and Sesotho).

Presentation and analysis of data

While the study generated massive immense data which might have seized my beliefs and value system, it was virtually impossible for me to present all the data in the limited space of this study. For that reason I was bound to make a very laborious selection. As outlined in my thesis (Kepe, 2017) the rigorous selection was based on the argument on qualitative study that —there are no rules in qualitative research for determining how many instances are necessary to support a conclusion or interpretation. This is always a judgement call (Taylor and Bogdan, 1998). This seems to shed some light on the point that a single incident or instant can be sufficient to build a conceptual category. In light of this, the best insights might have come from quite a small amount of data. As mentioned earlier the data metaphorically appears to suggest two categories of participants which were the learners and teachers.

The analysis that follows shortly, in the study uses a representative sampling for each of the above categories to bring out their perspective on translanguaging pedagogy. The categorizations of the themes were done discreetly for the purpose of analysis and interpretation. The reason for the two groupings was informed by the view that focusing on the individual participant as the principal unit of analysis would have produced an incomplete and an unrepresentative story (Willet, 1995). However, I would like to remind the reader that the tools used to collect data may not have been analysed and interpreted in isolation as they appear to be inextricably linked. Of the seven tools, I considered journal writing and observation as the key tools. In the representation of the data to follow shortly, the key tools were depicted as segments.

I used three strands of data for both (Segment 1) journal writing and (Segment 2) observation just to make sure that the presentation was salient. I illustrated all the data stretches in the analysis by using italics. As mentioned elsewhere, the participants were grouped into two: learners & teachers as I believed focusing on the individual participant as the principal unit of analysis might have produced an incomplete and an unrepresentative story (Willet, 1995). For the purposes of reference and harmony the learners would be labelled as (L) and the teachers as (T) I have also attached 2 appendices. Appendix 1 is a newspaper article which served as a stimulus for the journal writing and Appendix 2 is a learner script which served as the evidence of the journal writing. As mentioned it was essential to recognise the data collection tools in contrast with the themes. Below are the key tools followed by the 5 themes.

- 1) Observation
- 2) Journal writing

As mentioned earlier, a choice was made on the data as it was unlikely for me to use all of it as composed in the study. Similarly, the themes were categorized and that was done discreetly for

the purpose of analysis and interpretation. Based on this, instead of five themes I propose only two: translanguaging paired with the observation method, reading and writing paired with journaling method.

Given the immensity of the data provided by the participants in respect of the theme of Journal writing I am inclined to begin with the theme of observation since it emerges as the strongest for the purposes of data analysis. Earlier, I indicated a need to recognise the data collection tools in contrast with the themes as will be seen below.

Findings

First, in this section I propose to relate the findings of the study to the research questions as I believe that that can serve as a recapitulatory function as shown in the previous section in which the principal parts of the study were briefly explained, that is, what the study did and what ensued as a result. I will do this by fusing the research questions with the two selected themes in italics being contrasted with the key methods i.e. *translanguaging* paired with the observation method, *reading and writing* paired with journaling. These included the main research question which appears to cut across this investigation.

The interrogations stated above were in many contexts in this study realised as a lived through experience of the participants. Most importantly, the investigation set out to demonstrate the educational and social values of the participants in as far as translanguaging was concerned in the diverse classrooms of a school. The subjectivist/constructivist epistemology of the study and the attitudes and beliefs underlying it, required a search for ideas and views that were consistent with such an epistemology through the above mentioned themes. As a result, the literature review identified theoretical and practical issues that were to support a constructivist approach to this investigation. To this end, the questions fused with the themes in this study were used to facilitate a research design that allowed for a fruitful use of data collection procedures as shown below,

Translanguaging observations from the learners' informal conversation

My role as an observer and the other themes to path were besought because I wished to maintain the tenor of conceptualization in the hope that it might serve as a pathfinder in my analysis.

Below are some of the data (labelled L1, 2 & 3) observations extracted from the learners' informal conversation in the hall of De Vos Malan in which the participants and I held a Reading Club launch. At this launch the programme director was a learner/participant. On the day of the launch various activities such as narration, book discussions, book reviews, poster presentations including musical items by some gifted participants were conducted. Mainly extract 1 shows 3 learners' (L)/participants conversing about the proceedings.

Data segment 1 (through observation of learners' informal conversation)

Extract 1:

L1 Thank you ... thank you ... ladies and gents, guys and dolls, let's give a big hand to our special 'Vossies' artists (programme director who was also a learner in musical revue/extravaganza for learners in De Vos Malan High School) here today ...

L2 Nee, die eene is funny ... uthi guys and dolls. He thinks he comes from the states, but he speaks like a tsotsi ...

L3 There is old people that has been standing please provide them with seats.

The above data segment which relates to the main question on how can the EFAL be taught through translanguaging in the culturally diverse classrooms in a South African school was solicited from the participants' informal conversation on. Translanguaging in this sense refers to people's strong need to communicate effectively in various intercultural contact situations including moving freely within, between and among languages. The above conversation appears to unwittingly correspond with my instinct that translanguaging among learners' spaces is happening. This view is exhibited in the above private conversation among the participants in question which entailed inadvertently relaying of information from one language to another, bridging communication gaps between themselves. This again appears to speak to a need for an appealing and non-threatening environment in the form of a classroom in schools where learners engage freely in any meaningful learning of a language.

Observations in the Home Language class

Second, in the Home Language (HL) class, where most learners were isiXhosa speaking natives, a few Indians, Coloureds, and EL1s I witnessed a communication breakdown in teaching and learning environment, in which the teacher, who was a native English speaker, did not seem to understand isiXhosa whereas in this class most of the learners were isiXhosa natives but doing English as HL. Seemingly, the content taught was based on the rules of sentence construction, (grammar translation approach) and not based on contextual language in my view. Consequently, learners appeared bored and were conversing in isiXhosa bemoaning their complete confusion and frustration with regards to what was taught. Extract 2 shows the learners' feelings in this class.

Extract 2

L1 Hayi, hayi! Akuzange usifundise ke leyo uyithethayo. [i.e. Oh! No, no, you never taught us what you are saying.]

L2 Andinaxesha la le mfitshi mfitshi ka (...) makhe ndibali i-Maths yam [I do not have time for this nonsense, let me do my Maths]

L3 Hoe! Jere, Hier die skool is n' tronk! [Oh! Gosh, this school is a prison] Jadit is waar my broer, sisetrongweni apha. [Yes. That is true my brother we are in prison here]. Waar bly jy? [Where do you live?] Ek bly daar by Komga. [I live there in Qumrha].

From the above comments, the learners are venting their frustrations with regards to the lesson that was being conducted by the teacher in question but along the same lines as in extract 1. What I can ascertain from this conversation was that meaning in this case, appeared to come from the context of communication and it has become a common practice within the environment of De Vos Malan to hear the diverse participants (coloured learners, indians, Afrikaans speaking learners and a few native English speaking learners) speaking that way. IsiXhosa native learners were not an exception since when they spoke English there appeared to be a lot of translation from their mother tongue into English FAL which seems to be challenging both in terms of syntax. To the extent that we see others busy writing tasks in other subjects that had nothing to do with what was happening in class.

Translanguaging observations from the teachers' experiences

Extract 3

Teacher 1 Yes, we know that English isn't actually really their home language, and so we have to explain word meanings to them, they don't often understand idiomatic phrases and that they have difficulty with spelling and yes, when you look at their language papers, they don't always understand figurative language and some of the new answers of the language.

Teacher 2 English or Afrikaans, learners either converse with me in English or Afrikaans. Sometimes with IsiXhosa kids I will use a mix of IsiXhosa and English.

Teacher 3 It's either English or IsiXhosa depending on the child. The child or parent can sometimes understand the situation better when they are addressed and understand the situation in their own language. It meets them at their point of need, shows respect and recognition for them as a person.

The comments above appear to concur with my belief for translanguaging in a South African school. However, one participant's explanation appeared to be one sided i.e., in Afrikaans. This again appeared unfair as I could see that in fact, the other learners in this diverse class especially those that were not of Afrikaans origin were battling to comprehend concepts.

Reading and Writing: Journaling

In this section I propose to begin by showing how the reading practices including poetry cultivated a fertile ground for writing through journaling. In Kepe (2017), journaling became a practice ground for writing. A place to generate and capture ideas and a safety valve for the emotions. To do this the participants had to read quite a number of contemporary attractive books, newspaper

articles, magazines, watching news, sports, listening to the radio etc. Whatever new knowledge gained had to be reflected upon by the participants to promote reading culture. They too often expressed their own feelings in the journals through poetry, identified life experiences /shared/related stories based on poetry/ various reading sources.

One of the exciting moments for them (participants) was when they were interpreting a poem through a poster design. The massive energy displayed during the preparations was amazing. The gathering of magazines, ruler, crayons with different colours for the background and colouring, pair of scissors (to cut pictures that may give meaning/interpretation to the poem) versus tearing, any prose, phrase or figure of speech (metaphors & similes), prestik (i.e. a rubber-like temporary adhesive) for pasting the poem poster on the wall. The rules of the poster were always applied i.e. the header which in this case usually used to be the title of the poem under discussion. While others were cutting or tearing pictures imagining the characters, others were busy discussing and thinking about the captions that sought to interpret either semiotic resources or the theme of the poem. When this happened the act of reading became a composing process, which is writing, translating into all forms of expression through dialogues, discussions, debates/poster presentations about the learners' own stories/from their sources of choice they read/watched or listened to. Below are some of the learners' responses in relation to reading.

Extract 4

L1 Firstly, reading broadens my vocabulary. Personally, if I had used a vernacular language I would have a lot of difficulty with my studies. English helps a lot because even if I wanted to study overseas, I know it would be possible because I speak English. English is a vast language so, every day I learn something new.

L2 We have been speaking and learning in English since grade 7 therefore it has made it quite easier for us to study well. I understand my work very well whereas if I would have to study in my own home language it wouldn't be much easier.

L3 reading helps me a lot because when I have to do research based assignment almost all information is in English.

Based on the above comments, it appeared that at least we had participants who loved reading and acknowledged its benefits in their studies. Of interest to me even though not surprising was the purportedly unanimous endorsement of the use of English as the only medium of instruction by the majority of the participants (learners). As such, this endorsement to me was not surprising as it epitomised the English hegemony that has evolved overtime. Over and above that, this approval appeared to edify language in South Africa as an affirmative issue. My last point in respect of English and Afrikaans as the only mediums of instruction in De Vos Malan would stem from my belief that if translanguaging might not officially be considered as an option across subjects then the overall literacy and language acquisition might be compromised. Consequently, the cycle of failed academic reading and writing outcomes might continue to thwart learners from excelling in

their academic performance. To make matters worse this as it appeared might enhance the already visible traces of acculturation leading to complete loss of learners identity.

Teachers' perspectives of translanguaging through reading: Journaling

Since the purpose of my thesis in the main was to promote a reading culture not only in English but across subjects, it was then important for me to hear the perspectives of the teachers in relation to reading at this site. Below are some of the teacher responses:

Extract 5

Teacher 1 I do know that the Department feels that we had to bring in IsiXhosa as the third language and are busy working with INCREMENTAL INTRODUCTION OF AFRICAN LANGUAGES (IIAL) situation where they trying to phase it in from grade R or grade 1 up and we started phasing it in with grade 1, 2, and 3. Now I don't think we adopted a policy to that situation yet in our policy but we are exposing our grade 1, 2, 3 to IsiXhosa. I do not think it is effective for children who intend to go to the university or study further. They prefer to have Afrikaans or English instead of IsiXhosa even if their background is IsiXhosa; they still want to stick in Afrikaans and English. It betters their chances, you know some go to Port Elizabeth and Cape Town and those kinds of places got a lot of Afrikaans and Bloemfontein, whereas East London and Johannesburg very much focus on English but a child that wants to go further I think it's better to have Afrikaans or English than IsiXhosa. I also think that learners who do not speak IsiXhosa, it's also important to develop love for that language through reading. It is eventually a very big value to expose the children to IsiXhosa literature, to at least grasp the language.

Teacher 2 Oh! Yes, reading is the Alpha and the Omega. Is the A, B, C, is the 1, 2, 3. And what's important in my subject where we use numbers, before numbers we start with language even if we do calculations, calculate percentages or ratios we first need the language. What do I need to do? What do I need to calculate? So the language is the foundation. I think when a child is born his/her parents should buy him/her a book, that is how strong I feel about it; I don't think we must buy any other gift other than a book, from a very, very young age. And then also in the language that you want them to be brought up, say for an example my child is Afrikaans, we are Afrikaans at home, but my plan for the future is to put that child in English school where the medium of instruction is English I should lay the foundation but also introduce that other language, otherwise the child is going to struggle. So I feel that especially with IsiXhosa Home language learners, they should be introduced to English earlier. For these children (IsiXhosa speaking learners) English is almost a 3rd language for them. It is not their home language; it is as if English is another subject. It is not that they are making their own language since the small age.

Teacher 3 It is a big factor in my subject because they get a lot of comprehension and scenarios that they have to read. So, if they don't read the scenario, they won't be able to answer it correctly. You know, to be able to express themselves in a medicinal sort of way they need to read a lot. In my subject, even though I am not a language teacher I can pick up that they battle with language when they are asked to write essays. They battle to express themselves. They are looking for these big words but they can't use them properly.

From the above responses it seems some schools' language policies in use are not necessarily user-friendly and do not seem to accommodate diversity. Likewise, the language policy of De Vos Malan appeared quite bias in favour of Afrikaans from grade 1, 2, and 3 as the only medium of instruction. This is shown by teacher 1 who is also the principal of school in this study. He had mixed fixed feelings in relation to introducing isixhosa (i.e. mother tongue to some of the English Home language class). From grade 4 to 9 two streams seem to emerge where English runs on its lane (for English Home language learners) but parallel with Afrikaans on the other lane (for Afrikaans Home Language learners). The problem with this kind of policy is that not all learners in English Home Language class were from English speaking background and same applies with Afrikaans class. Notably, as well was the participants' response who appeared to think that Afrikaans and English were the only medium of instruction for the learners to become globally competent. This confirms my assumption that language in South Africa is a political issue. Certainly, this could be seen as one of the pitfalls of the Bantu Education system purported by Apartheid whose mission really was to marginalise the indigenous languages in favour of English and Afrikaans.

Pre-writing through journaling toward proficient writing in translanguaging: Journaling

As indicated elsewhere, the journal entries showed a development in both learners' writing and reading.

One learner reflected on her journal that she did not believe after reading her third draft that it was her work. She pointed out that she was then able to write how she felt unlike before when she used to be scared of what the teacher and friends would say about her writing. She said with confidence that she knew after a few times of writing, she would be able to write well. In one pair work activity I asked the participants to interview one another based on one question which was to ask the interviewee (peer) to list at least 10 items (s) he liked. Out of the ten items mentioned by his/her peer (s) he was asked to utilise those likes to create a poem about his/her peer in the journals. The poem was going to be composed of 10 lines. I stated that out of 10 at least 2/3/4 lines should rhyme. Also, I asked the participants to try and use similes and metaphors in their lines in describing each other through poetry. I observed that even though the instructions were clear some of the participants were repeatedly asking for clarity which in such instances I did explain further. While other appeared to be challenged by the activity others were at home. Overall, towards the

end of the period I could hear and noticed a lot of interaction among themselves. It became more fun when the final instruction asked each one to stand and recite aloud what(s) he has written about the other. The following are the reflections as observed by the learners:

Extract 6

L1 I did not believe after reading my third draft that it was my work. Now I write any how I feel but I know that after a few times of writing, I will be able to write well. This is unlike before when I use to be scared of what the teacher and my friends will say about my writing.

L2 Even though I prefer English than my own mother tongue for school I find reflecting not so easy. We are asked to read on various readings, class discussions, react and try to interpret to what we have read or watched or listened to. In my case I don't do it correctly though I always try as I am not confident enough with my English.

L3 I thought asking my peer to list her ten things was easy nut when it was my turn to write a poem out of the ten things it was a bit difficult but as I started working on it thoughts started coming and I wrote a nice poem about my peer.

Most of the learners' writing showed signs of improvement as they reach phase 3 of their final drafts. This was important as it enhanced a further need for the journal writing as a practice ground for writing. Poetry, book reviews and media journals i.e. email dialogues, newspaper articles, magazines, films/ movies, sport news, political and current affairs programmes on tv and on the radio etc.) served as a stimulus for learners to organize their ideas, embed their thinking and reassess their actions. This, and through group discussions developed their reading skills and improved their language competence since they managed to understand and respond properly in their writings from the teacher's comments towards the different stories they have read, listened to and watched. All the learners from the tree grouping of high, medium, and slow showed improvement in their writing and a boost of self-esteem which validates a call for translanguaging. In correlation with journaling learners were reading and then reflect in writing in most cases. However, in some instances learners also engage each other through discussions/dialogues showing their reflexive competences.

Reading as a stimulus for translanguaging: Journaling

The data I presented below in extract 7 show the learners' responses based on their interaction, theme of proficiency in reading fluency and in writing proficiently the EFAL.

Extract 7

L1. The story I like is the story portrayed in the novel titled, 'To Kill a Mockingbird', by Harper Lee. The story portrays a black male's criminal trial after he is accused of assaulting a white female. This story also tracks the oppression experienced by black natives in America in the early 1940's. I could definitely relate with the story given South

Africa's high rate of gender violence and given atrocities of the past during the apartheid era.

L2 *The title of the book that I read is: “**Stronger than the Storm**”. The book touched my heart. It tells a story about a young girl who lived a below average life with her mom, siblings and grandmother. She was raped and got infected with HIV. She almost lost her life.*

L3 *I have read a story from the magazine article, titled, ‘**Size Doesn't Matter**’, being a plus-size in their own skinned doesn't mean you can't wear certain things. Every women should feel beautiful, confident and comfortable. This article gave me and every young women confidence to know that we are perfect just the way we are.*

From the above comments, it is evident that the journal entries became a stimuli not only through improving the learners' writing but made quite a crucial attempt to regulate their higher mental processes such as belief, creative/critical thinking and emotional involvement. The journals in a way regulated their behaviour and stimulated their zeal towards EFAL. To attest to this I have copied below three images labelled photo A, B & CA which might illuminate the above comments in relation to the learners' reading fluency and writing proficiency. The event as mentioned elsewhere was a 'Reading Club Launch'. In attendance at the function below were school learners, teachers, and the School management team. As the host and a coordinator of the event I invited the EFAL neighbouring school teachers, the English subject advisor, the District librarian, and two King William's town District officials representing the Department of Education. Of importance with this event was the display or a showcase of the participants' diverse skills i.e. from discussion, narration, poem reciting, poster presentation to roleplaying and debating/dialoguing. The following pictures in many context attest to the significance of reading and journaling as the conspicuous optional strategies toward translanguaging. This was evident in the learners' performances as the medium was not only restricted to English. The interaction was also blended with their mother tongue languages e.g. isiXhosa and Afrikaans novels and poems were read aloud competitively and recited. The images in photos A to C as follows are illustrative of the key discourse and events pertinent to this study.

Photo A: Student reading



Photo A displays a learner who was avidly reading a page in isiXhosa from the published book titled, *Zemk'inkomo magwalandini* (meaning, ‘the cattle are being captured cowards’) by W. B Rubusana & B.B Mledle (London: Butler & Tanner, 1911). She walked away with a prize in this event as she mesmerised the audience with fascinating spelling, pronunciation, varying tone and isiXhosa clicking proverbs such as, ‘qabunoqolomba efile nje’ ‘ooxam bayaphaxulana, iqaqalizivakunuka etc. This was a learner exhibiting the strength of her own identity through reading. This is precisely what this study has been advocating blending of mother tongue as a resource toward second language acquisition.

Photo B: Student mediation



Photo B exhibits a paradigmatic relationship between a set of linguistic items that form mutually exclusive choices in particular syntactic role. This augurs well with the rationale of this study that

language structure should be adapted and shaped by the task of producing talk and meaning for others in human interaction in ways that give shape to a particular social world. Standing in the image above is an intelligent, inquisitive, jovial and eloquent young learner mediating a dialogue among themselves based on what should be done to the policy of schools with regard to the language of Teaching and learning (LoTL). I crafted this dialogue in my thesis in an attempt to imbue and sensitise the participants with the school policy. As I believed that it was as well crucial to hear their view in a subtle way on my part as they were not supposed to know my intention. The process was as follows:

1. The learners were given a selection of readings to assist them with preparation for the dialogue. This what Gibbons in the first step of her Curriculum cycle (2002) referred to as the building of knowledge. Of course learners here were also given a leverage to tap into their existing knowledge i.e. personal experiences and insights. I made it clear to the learners that the wider they read, the better equipped they will be. I divided the participants randomly via the selection of “animal tickets” into two groupings:

Group 1: English as LoTL from the start (LIONS)

Group 2: Mother tongue as LoTL from the start (English as a subject) (RHINOS).

The participants were given some time to work in their different interest groups to plan their dialoguing strategies, both in terms of the things they will want to say to support their position and also the things that can counter the arguments which will be raised by their opponents. Each group was expected to appoint a speaker to represent them in the dialogue and others in the group were to assist them in their preparation and also be prepared to contribute during the ‘open’ dialogue/period. That meant everyone was going to speak at least once during the dialogue. At the conclusion of the dialogue the groups would vote by secret ballot for the LoTL position which they believe best served the interest of South African learners, both from an educational and a practical perspective. They were not expected to vote automatically for their groups’ positions. This activity was worthwhile in that it honestly revealed the participants’ views with regards to the erratic language policy of the school as the majority of them voted in favour of translanguaging in school which is in line with the rationale of this study.

Photo C. An epitome of translanguaging through poster presentation

Photo C below exhibits a book review presented in the form of a poster. In essence, two genres were tackled here at once: a) the book review, and b) the poster. This was shown by the participants in their preparations and engagement where for the poster they needed to have a flip chart sheet, magazines, pair of scissors and a prestik (i.e., rubber-like, adhesive & can be used for pasting papers on walls). While others were using a pair of scissors/ their fingers to cut pictures others were discussing their captions to be written under those pictures. The pictures were used to depict the book characters from the stories they read. The poster rules were followed i.e. frame, use of colour,

the background the header and the pattern to be followed in arranging those pictures symbolising characters. On the other hand, the structure of a book review was exhibited: title, main character, characters, sequence of events, a brief summary, at least 5 new words, rating the story and a moral if any. Usually, during this process there is a lot of agreements and disagreements among themselves. And it must be mentioned that during this preparation there is a lot of inadvertent translanguaging among the participants. Sometimes the engagement would reach climax and required my intervention. My intervention was very strategically and conducted in a balanced manner in an attempt to reach consensus. The social practice was evident. The traces of who they were in terms of culture & identity during the heated moments were exhibited. I could see the easiness and eloquence in speaking when they were relaying information to each other blending their language repertoires with english. During the presentation, they appoint one amongst themselves to present but giving support when there is a need or when a question asked from the floor appear to be abstract for the presenter.

Photo C Translanguaging through poster presentation



The journals were written in three phases. In phase I, the learners submitted their first attempt at the journal to the teacher who read and made relevant comments before returning them for correction. After corrections, they were then required to submit again as the second phase to create a written dialogue between the researcher and the students and among themselves. The journal entries showed development in both learners' writing and reading. In this activity, learners had complete control over the topic. However, I would respond to them – emulating the length and depth as well as modelling good writing of whatever they read, and was mindful that while support

and giving feedback was crucial, it could not have been used to discourage nor act as a punishment. This was realized by scaffolding of pre-writing structure and language use, and being cognizant of the importance of affording students' agency. In Phase II, the learners submitted their revised work and shared their daily experiences. This kept the learners in touch with me since I had read and commented before returning the journal for corrections. Most learners improved their writing and seemed to enjoy journaling more – because of their experience which made them share their stories with me. At this juncture, this was where the learners found their voice. They were in control and managed to take care of the grammar mistakes – as there were very few of these. They presented issues in a logical manner. I gave feedback but doing so with caution not to use the red pen as punishment, instead modelled good writing when there was a need to do so. At this juncture, learners wrote about different topics such as current affairs, politics both locally and globally, sport, celebrities, movies and education news stories. As mentioned elsewhere, the example of a stimulus and a selected journal extract can be seen under the appendices.

Discussion of findings

The previous section presented the story of my understanding of translanguaging which influences the acquisition of EFAL competence in a South African school as seen through the understanding of my participants' interpretations. Considering this, the data and research instruments attempted to describe the dynamics and fall-outs of participants' engagement with the EFAL environment, thereby attempting to come to terms with competence through translanguaging. On the same wavelength, through the metaphorical categorization of the data collected, and with the help of the theoretical underpinning from the literature review, the study made use of the following interwoven themes: Affordances, Anxiety reduction, Reading and Writing, Reflexive competence, Semiotic budget & Translanguaging: However, based on the large volume of data collected and limited space in this study, it was impossible to utilise all of it. The selected themes were translanguaging paired with the observation method, reading and writing paired with journaling. The study focused on translanguaging in diverse classrooms of a South African school. Based on this, I propose shaping a chain of narratives and interpretations in this section. This presupposes a construction of a story of their story where my narrative is seen as an interpretation of their interpretations.

To achieve this, I needed to reinforce my beliefs which triggered this study and interpret the findings in terms of lived through experiences. As a consequence to my introduction, background, the review of the literature and the data analysis of this study, I focused on the role of interpreting the interpretations of participants which implied a view of discontent and underscored my attempts to raise my thinking and practice to a higher level of understanding through interpretation. In view of this discontent, I now understand how my stance appeared to position itself against a positivist view based on my acceptance of the context of this study as a means of constructing and

interpreting knowledge. Thus, instead of framing my research themes independent of context, I used my research methods to contextualize and re-contextualize them (Sivasubramaniam, 2011).

Generally, the data revealed a need for the multimodals/approaches (Thesen, 2014) to teaching and learning which stressed the importance of learning English by a lived through experience. However, the paradox in this study lied on the contradictions that appeared to have emerged between its rationale and the South African language policy. The findings under the theme of translanguaging revealed that at the moment we have two major proposals concerning the use of dual language (Afrikaans & Language) as the current South African language policy each with its own fan base. The South African language policy on the one hand purports that learners need to learn in their mother tongue from grade R up to grade 4 and henceforth in English or Afrikaans. On the other hand, this study presented an unorthodox option for translanguaging supported by the literature. The study revealed that even though the participants (i.e. the teachers under the theme of translanguaging) were not so overt in alienating different languages other than English and Afrikaans, however, they appeared to be in favour of dual medium of instruction. Beside, the isiXhosa (their mother tongue) undertones by the learners during the English Home Language period in which learners bemoaned a complete confusion concerning the subject matter imparted to them conveyed a need for transformative approach to teaching and learning. This means to say that while teachers are under no obligation to know all the different languages of learners however they need to open up a dialogue and opportunities for translanguaging. One way of doing this is by listening to the learners' family stories. This invoked Gutiérrez's (1995) script, counterscript, and *underlife* in the classroom. The *underlife* was inadvertently and further exposed by the participants (learners) in the dialogue activity. Generally, the study revealed a need for the teachers to be aware of the consequences of their actions and the hidden curriculum in class. In view of this, the two opposing ends concerning the language of teaching and learning (i.e. dual medium of instruction) were subtly at play. This augurs well with the Third Space because the Third Space sought to observe closely the differences in involvement, participation, and learning of students in classroom instructional activity and noting multiple social spaces with distinctive participation structures and power relations (Gutiérrez, 1995). In Gutiérrez's terms this is where the teacher and student scripts—the formal and informal, the official and unofficial settings of the learning environment—intersect, creating the potential for authentic interaction and a shift in the social organization of learning in what counts as knowledge.

Furthermore, under the theme of reading and writing this study provided an educational inquiry which posed fundamental questions about the nature of human experience which humans share during interaction with characters in a 'reading zone' finding a voice/expression in their journals. The study revealed an attempt to learn new languages and discourses as the processes that contribute to language, education and human conditions. This study virtually revealed that the participants were congruent on the idea of reading as having a composing effect toward proficient writing as exhibited by the participants in photos A, B & C where they were showcasing various

activities evoked through reading. This means to say that we learn writing by writing and we do that by reading the role of a writer. The journal writing as in Kepe (2017), attested to this as the participants were reading various reading materials across languages and were given time to reflect on their readings. In essence, here the learners were able to organise their thoughts, embedding their thinking and reassessing their actions. As mentioned elsewhere, the stories were discussed and a whole range of genres that were written were evoked through reading.

However, it is my view that the application of translanguaging might need transformative teachers who are able to create affordances in their learner settings which leads to a healthy engagement as proven by this study. The study advocated for an environment free of fear and anxiety. This invoked Krashen (1982), who posits that foreign language anxiety is evoked by an individual's low-self-esteem. In view of this, individuals with low self-esteem appear to worry a lot, because they want to 'please' others, when this happens they might think it is normal for them to compare themselves with others or with their idealized self-image which may be hard to realize (Huang, 2012). In this case their idealized image might have serious repercussions of ending up forgetting who they are putting their identity at risk. Considering this, this study has illuminated a number of implications for further investigation, one being that all humans have that natural ability of passing on culturally acquired characteristics and qualities of education using language as a weapon. However, this study revealed that such a natural ability to pass on and accommodate each other's cultures can be resisted by some. Under the theme of reading and writing a participant who happened to be the principal of this natural setting flagged sharply the question of Incremental Introduction of African Languages (IIAL) by the South African government to redress the language impasse. The IIAL as I understand it sought to incrementally introduce the African languages from grade 7 to 12. The participant felt strongly that that was not necessary as the learners were in content with the dual medium of instruction. This is a sentiment also shared by the admirers of Afrikaans and English (as dual medium of instruction). They argue that it is better to have English as the medium of instruction in South African schools as this may give learners the necessary English proficiency to be able to get educated at tertiary level and to go even further in academia at international level. In artless terms, as in Kepe (2017) this means that anyone that is not English will be disadvantaged if they do not receive education in the form of a language in their home language because concepts would be much harder for them to grasp than for a person whose home language is English. This also might imply that there is less need to train teachers to be efficient in any of the country's other official languages (11 official languages in South Africa) as well there might be a less need for new translated textbooks. Even though I am not a proponent of the textbook only approach I view this as worrying especially in light of the fact that both teachers and learners in South Africa are still struggling with literacy in the African Languages as well as English. The study revealed a need by the South African Department of Education to expedite the integration of African languages into the school Curriculum to pave some ground for translanguaging towards translanguaging in schools.

Overall, the results in this study revealed a need to attend to contradictions and rethink a strict temporal analysis of classrooms - that is, a diachronic view of talk and interaction in classroom activity - to a view of classrooms as having multiple, layered, and conflicting activity systems with various interconnections (Gutiérrez, 1995). Based on these findings, the study revealed an unorthodox approach to pre-writing structure and language use, and a cognizance of the importance of affording students' agency (Adamson et. al., 2019). To this end, there is a need to expedite translanguaging in schools. I believe that the synopsis discussed above can serve as a pathfinder as it appeared to have cracked the crux and the principal parts of the study, explaining briefly what the study did and what ensued as a result.

Recommendations

Based on the findings of this study I recommend:

- a) The study recommended an unorthodox approach to pre-writing structure and language use, and a cognizance of the importance of affording students a voice through translanguaging.
- b) The study recommended an interactive model in classroom activity - to a view of classrooms as having multiple, layered, and conflicting activity systems with various interconnections
- c) The study recommended a need for the South African Department of Education to expedite the integration of African languages into the school Curriculum to pave some ground for translanguaging towards translanguaging in schools.
- d) The study revealed a need to expose and capacitate both teachers and learners with literacy in the African Languages as well as English.
- e) The study recommended a need for learners to be afforded an opportunity to reflect in their journals where they might be able to organise their thoughts, embed their thinking and reassess their actions in class.
- f) The study recommended a need for transformative teachers who are able to provide multimodals/affordances in their learner settings which leads to a healthy engagement and an environment free of fear and anxiety.
- g) The study recommended a need for the teachers to create the potential for authentic interaction by opening up a dialogue and opportunities for translanguaging in the learner setting.
- h) The study recommended a need for the teachers to be aware of the consequences of their actions and the hidden curriculum in the teaching and learning situation.
- i) The study revealed a need for teachers to teach critical thinking through reading using poetry and a book of choice as a tool to improve writing, critical reading,

- j) This study implicated that as long as teachers model passion and zeal for what they are doing then learners may have persons to look up to and the kind of world they hope to inhabit.

Implications of the study

The study implied that all humans have the natural ability of passing on culturally acquired characteristics and qualities of education using language as a weapon. Invariable, the study implicated that teachers should rethink about the valued curriculum/culture in their schools whether it takes into consideration the learners' background with their diverse family stories. The implication of the study hinges around creating an interactive approach with multimodals including semiotic resources in the teaching and learning situation. It further implied giving learners a voice/generating talk through open dialogue, allowing them time to utilise their reflexive competences by means of journaling. The study implied a kind of teaching and learning that is transformative and reflexive leading to translanguaging pedagogy. This study implicated that teachers should remember that they have at least three goals a) to teach our learners to read and write b) to create an environment that motivates them to read and write c) to passionately consider the learners' needs as a focus of instruction.

Limitations of the Study

Time was a huge factor, especially given that I was an insider, because I had to balance his teaching time and his research study. For instance, with regards to (teacher) participants I had to target the break times and the free periods to hold interviews and also to remind, or galvanize the participants for the purposes of data collect data. Also, in some instances I would utilise holidays or even the weekends by arranging for appointments depending on the participant's availability, especially with (teacher) participants or at the least even call the participant just as a reminder and persuade him/ her to feel in a questionnaire /for the purposes of data collection. There has been some degree of procrastination by some participants (teachers) on the part of data completion and delaying tactics i.e. to convene interviews sighting busy schedules, however, my polite communication skill, and patience with them ultimately prevailed. For example, I kept on politely reminding each participant to return the questionnaire. Kept on pleading for convenient time to meet for an interview session. Sometimes we would agree on a specific date but for some reason/ unforeseen emergence the participant would suddenly excuse her/ himself, and propose another date. In that case. I had no choice but to succumb and practice patience. One of the participants (teacher) had to leave to work overseas, however, the communication via internet (email/Skype) seemed to have worked even though initially I had to keep on pleading and reminding her, as she was still settling.

But then, as she settled we started communicating even on Skype and she really cooperated. Most of the teachers confessed that they were challenged by the questions hence, responses were taking so long. They mentioned especially questions pertaining to the issues of language policy. In their

view, that was caused by the fact that the questions were a revelation to them and had to delve (think) deeper since they were not conversant with school language policy. Yet, out of all the pleading and sometimes frustration, I am ultimately pleased to say that at the end I managed to obtain the good and valuable data.

Ideas for future research

- a) As partly shown by this study I believe that one of the best tools to engage learners on many fronts is poetry so, for future research authors could interrogate further whether as language practitioners teachers are doing enough or whether they have necessary skills themselves to teach poetry.
- b) Perhaps one mind boggling area within South African Curriculum development context can be explored in the form of a question as to: Whom does the Curriculum serve?
- c) For further investigation it may be of utmost importance for authors to consider interrogating whether the Department of Education (DoE) in South Africa is doing enough to monitor the implementation of its policies as a number of the participants (teachers) testified that they were neither informed nor sensitized about incremental integration of the indigenous languages in schools. Only the principal (who was also the participant) in the natural setting of this study was acquainted with such integration intentions by the DoE and yet this is documented in the DoE South African Schools Act 1996.
- d) Another area is whether the South African DoE is doing enough to train, develop and support teachers on how to teach reading and writing given the evidence that at Grade 4, 78% of South African children could not read for meaning in any language as they are expected to, with the majority of South African teachers lacking in content knowledge, poor time on task with lacking pedagogical skills necessary to teach English.
- e) Whether teachers support for learners' autonomy other than spoon-feeding is explored enough through translanguaging (as partly revealed by this study that when you give learners agency eg. expression of opinions, providing choice for learning tasks, and inviting them to participate in decision making, they increase their commitment to classroom activities)
- f) In my thesis learners' long term interest in reading was enhanced when I asked them their opinions about what they were reading. I believe this could be an area of exploration for further investigation i.e. Learners as choosers of literacy, and teachers' empowerment to choose their own context.

- g) To investigate whether enough is being done to provide learners some level of ownership in their literacy (reading & writing) and whether do teachers play their part to help them make literary connections to real-life situations translanguaging.
- h) Whether we still have role models (teachers) whom learners look up to emulate.
- i) Whether poetry could become the workhorse of the curriculum for its brevity and generosity. As this study partly hinted poetry appeared to ace the acquisition of diction, precise vivid words, importance of first person voice, the value of all parts of speech, the beauty of figurative language, and even the necessity of punctuation and proper grammar.

Conclusions

Nunn (2016) argues that the investigation such as this one needed to be seen as a confirmation that supports the relevance of context to human behaviour, and the centrality of the subjective belief systems of those involved in research to the process and outcomes of research. In view of this, the conclusions should not be seen as a temporal affirmation of objective knowledge that has accrued from traditional/scientific and rationalistic explorations (Sivasubramaniam, 2011). This means that, the conclusions should be seen as context-based, context dependent confirmation of a constructivist knowledge suggested through the subjective perspectives of the participants in the study through their lived through experiences in De Vos Malan (Freire 1972, Lantolf 2000, Kohonen et al 2001). Therefore, my own suggestion at this point of the study is the reinforcement, not generalizations of what I perceived as the “context bound characteristics” (Nunn 1996 p. 2) of perspectival/speculative knowledge evidenced from the data analysis. T this end, the process of investigation through fusing the two themes i.e. translanguaging and reading & writing thus far was in keeping with my qualitative study initiated in De Vos Malan. The investigation was mainly intended to examine whether the English First Additional Language learners could be taught through translanguaging pedagogy in the culturally diverse classrooms of De Vos Malan.

Generally, findings gathered from my study have persuaded me to believe that one needed both cognitive and social interactive encompassed within the Third Space, affective skills, strategies and behaviours to become competent in EFAL. Over and above that, the findings of this study tilted toward advancing translanguaging as the unorthodox option if not the only way for the acquisition of EFAL in schools. Clearly, this study has shown how the world witnesses a reshaping of the English language, as it logically familiarizes to the new values and relations in worldwide communication hence in this study I have been advocating for translanguaging. This invokes Crystal (2003), who proposed the notion of English as “a family of languages” (p. 49). To this end, the central question has asked how EFAL learners could be taught through translanguaging pedagogy in culturally diverse classrooms of a South African school. As said earlier, This study affirmed its faith in the social constructivist view of language learning in which language teaching was viewed as an “educational process capable of fostering educational

outcomes in terms of student's learning" (Elliot, 1991, p. 50). Further, this study advocated for a healthy positive teacher-learner interactions to reduce anxiety in a language class. This was meant to encourage a learning setting free of fear and a teachers' harsh uncomfortable erratic correction in front of a class. Reading on the one hand was seen as an essential skill for students/learners in this study in order for them to have a good command of a second/foreign language. This study extrapolated that the reading process ends when the readers have interpreted as much of the writers' intended meaning as is relevant to them. In view of this, the writers put their meaning into language and the readers reconvert the language into meanings. In other words, as Kepe (2017) explains the writer's intended meaning was under the printed materials and the reader should read between the lines to achieve comprehension. On the other hand, this study looked at the way in which writing was embedded within a wider semiotic frame in a social context. It foresaw, digital media as an enabler for students to create and distribute multimodal work, which has implications for the ways we need to engage with both students/learners and text. This invoked Thesen (2014) who observed that writing centres/schools needed to be equipped to assist with multimodal composition and argumentation such as visual media, posters, videos, comics, PowerPoint, medical pamphlets and storyboards, and information graphics as outlined in my thesis. Invariably, the study advocated for the teachers to rethink whether the language structure was adapted and shaped to produce talk and meaning for others in human interaction in ways that gave shape to a particular social world. To this end, the study was single minded in advancing the notion of translanguage pedagogy as a solution to the unending impasse of language policy in South African schools.

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Appendices

Appendix 1

FRIDAY 9 OCTOBER 2015 THE BUGLE

Five die in horror accident near King Williams Town



DEATH CAR: Five people, including the driver died when this Polo crashed head-on with an Opel Corsa on the N2 about 5 kilometers outside King on Sunday night

A King Club employee was one of five people that died in a horror head-on collision on the N2 to Port Elizabeth about 5 kilometers from King on Sunday night.

Siphosetu Mavata, 19, who was a receptionist at the club died instantly. Her twin sister, Siphokazi, who also works at the King Club was taken to Grey Hospital by ambulance and later discharged. She was the only survivor of the accident.

On Monday King Club staff were in a sombre mood on hearing of Siphosetu's death. A picture of her with a candle burning next to the photograph were placed on the reception desk where Siphosetu spent many hours tending customers.

Most people spoken to only had good words to say for the 'short' girl who was so friendly and polite to all who she came into contact with at the club.

'She was a bright young person and had a great future ahead of her,' said King Club general manager Mark Lorenz.

He said a Memorial service was due to be held at the King Club yesterday so that friends and staff could pay tribute to Siphosetu.

The accident happened at about 8pm on Sunday night. According to information the car in which the twins were passengers was returning them home after a 'family outing'. It could not be established why the car was driving in the direction of Peddie as it is believed the two stayed in Sweetwaters.

The exact circumstances of the cause of the accident are also not clear but it appears that a white Polo travelling in the direction of Peddie veered onto the wrong side of the road.

It was hit head-on by an approaching Opel Corsa travelling in the direction of King. Both vehicles had their engines ripped from their chassis by the impact.

Both drivers died on the scene and rescue personnel had to use the jaws of life to free the bodies. The driver of the Cora was named as Shadwill Swartz of Breidbach who played soccer for Rising Stars. He was apparently returning from Port Elizabeth from where he fetched the Cora. According to paramedics two people were thrown from the white Polo and died instantly. A third passenger in the Golf also died on the scene.

"We had five dead when we arrived at the scene," said a paramedic, adding there was only one survivor.

The road was closed for several hours to allow mop up operations and traffic had to be diverted.

Speed and negligent driving are believed to have played a large role in the accident. Police are investigating cases of culpable homicide.

12 September



Market Meats

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| | |
|--|--|
| <p>BEEF</p> <ul style="list-style-type: none"> Rump Steak Sirloin Steak Fillet Steak Stewing Beef Chuck • Pickled Tongue Brisket Braai Wors Tomatoe Sausage | <p>LAMB / MUTTON</p> <ul style="list-style-type: none"> Chops Ribs Roasts Lamb / Mutton Rolls |
| <p>PORK</p> <ul style="list-style-type: none"> Chops Spiced Strips Koeksister Pork Rolls Roasts | <p>CHICKEN</p> <ul style="list-style-type: none"> 10kg Boxes Leg Quarters / Portions Sosaties Chicken Rolls |
| <p>DRIED MEATS</p> <ul style="list-style-type: none"> Biltong Chilli Bites Drywors Spices | |

KING WILLIAM'S TOWN
Fresh Produce Market
TEL: 043 642 3646

Mark Lorenz

Goosel

Appendix 2

Read

On 10 July 2015, Nozuko Matyumza failed to return home from work. After a few days her mother filed a missing person's report with the police. If I was Nozuko's mother, I would have been worried sick if my daughter did not return home. It is very strange that her mother waited for a few days before reporting her as a missing person.

Warrant Officer Vusumzi Sityashwana who worked on the case said that Xolisa Ntoni, the victim's boyfriend, on the case said that Xolisa became a person of interest when they found Nozuko's sim card in his phone. This sounded very suspicious to me, because why would a missing person's sim card be in her boyfriend's phone. The suspect denied everything.

Nozuko's body was found only 120m from her home and it was discovered that she was strangled with her Shoprite uniform scarf. I find this very disturbing, because I do not understand this man's motive for murdering this woman. On that sad day an innocent woman died and her mother lost her child.