



Translanguaging as a pedagogical practice to resuscitate indigenous languages at a South African institution

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20 July 2022 Translanguaging Seminar

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PRESENTATION LAYOUT

- Introduction & Literature Review
- Problem Statement
- Research Aim & Questions
- Theoretical Framing
- Methodology
- Findings
- Discussions
- Conclusion

INTRODUCTION & LITERATURE REVIEW

- Post-colonial moment – a reset or a recreation or mutating phenomenon in HEI's.
- Demise of apartheid and indigenous languages (DHET, 2015)
- Enactment of 'Linguistic Apartheid' (Makalela, 2015, 2022)
- The paradox of monolingual border.
- Section 29 (2) caveat 'reasonably practicable'
- Impediments of using indigenous languages (wa Mbeira, 2014; Mkhize, 2018; Ndebele & Ndimande-Hlongwa, 2019)
- Prejudiced attitudes towards African languages (Prah, 2018)
- Benefits of using indigenous languages and multilingualism opportunities (Nkoala, 2020; Hungwe, 2019; Mwaniki, 2012, 2016, Mkhize, 2018)

INTRODUCTION & LITERATURE REVIEW

- Several permutations and contestations around language politics in HEI's.
- Tutorials as spaces of hope – epistemic access.
- Multilingualism and tutorials (Kaschula, Maseko & Wolff, 2017; Ndlovhu & Makalela, 2021)
- Post-colonial epoch - scant or meager studies in the development of indigenous languages – focus on a particular context.
- Translanguaging pedagogical practice (Baker, 2011; Makalela, 2015; Makalela, 2016; Canagarajah, 2016; Madiba, 2018; Duarte, 2018; Garcia, 2020; Wang, 2019)

RESEARCH AIM & QUESTIONS

- Research Aim
 - To explore how translanguaging as a pedagogical practice could be used to resuscitate indigenous languages at a South African institution.
- Research questions
 - What are the challenges of using indigenous languages in the undergraduate multilingual tutorials at a South African institution?
 - How can translanguaging as a pedagogical practice be used to resuscitate indigenous languages at a South African institution?

PROBLEM STATEMENT

- The recently published language policy for higher education has reported that universities in South Africa have not made strides in advancing indigenous languages (DHET, 2020). It is against this background, I explore translinguaging as a pedagogical practice to resuscitate indigenous languages in the multilingual tutorial at a South African institution.

THEORETICAL FRAMING

Chaka (2020) identifies seven frameworks:

- humanising pedagogy
- a socially just pedagogic framework
- **an ubuntu translanguaging framework (Makalela, 2016)**
- a theoretical framework of coloniality
- a decolonial framework
- a Global South/Southern framework
- an autoethnographical theoretical framework.

I explicate and locate the study within the ubuntu translanguaging pedagogic framework – it proffers a construct to decolonise and disrupt monolingual biases in HEIs.

- Opens up a transformative translanguaging space.
- Confluent, fluid, and porous existence of language entities

METHODOLOGY

- Qualitative approach – (Cresswell, 2012)
- Case study design – (Yin, 1994)
- Data generation - Semi-structured Interviews (Horton, Macve & Struyven, 2004)
- Convenience Sampling (Farrokhi & Hamidabad, 2012; Etikan et al., 2016)
- Participants – 12 tutors from four faculties.
- Data Analysis - Thematic Analysis (Braun & Clarke, 2006)

FINDINGS

Challenges of using indigenous languages in the undergraduate tutorials

- **Persisting tribalism**

Tutor AX: “I think indigenous languages could work only if tribalism can be addressed.”

Tutor BZ: “I feel like we still need to fight for other things like tribalism is still an issue in our campus.”

- **Negative attitudes towards indigenous languages**

Tutor AA: “it is like am going to embarrass myself if I use isiZulu in my tutorials, I know my language is my identity but at the university when I speak isiZulu even my friends laugh at me”

Tutor AB: “I am not comfortable using my language in the classroom.”

- **Lack of resources**

Tutor BT: “learning materials in the tutorials are in English, we don’t have translated materials”

Tutor BY: “the examples we use during tutorials are from youtube. You will not find any material even on youtube in our languages because sometimes we use videos during tutorials.”

- **English Hegemony**

Tutor BS: “our languages are not developed at all. English is everywhere, especially on our assignments, tests, and examinations. That is why in my tutorials I use English.”

FINDINGS

Using translanguage as a pedagogical practice to mediate indigenous languages in the undergraduate tutorials

- **Promotion of indigenous languages and social cohesion**

Tutor BD: “The promotion of the indigenous languages is important as it engenders social cohesion in a multilingual classroom”

- **Active engagement content understanding**

Tutor AR: “during my tutorials, I always allow my students to engage in the discussion using their languages and I have found that helpful in boosting my tutorial attendance and their confidence.”

Tutor BE: “using strategies such as translanguage will allow students to gain a better understanding of the content, and I have seen it when students are using their languages during tutorials they are able to participate because they know what we are talking about.”

- **Decolonisation of curriculum**

Tutor AN: “sir I know that there have been student protests on the decolonisation of the western curriculum. I believe that language could be one of the avenues to help us decolonise curriculum and translanguage came at the right time to assist us as tutors and students to make use of language as a tool to decolonise curriculum”

- **Appreciate linguistic diversity**

Tutor BA: “my tutorials are attended by students who speak various languages, this makes my tutorial to be more interesting as it allows me as their tutor to learn to acknowledge their languages and also encourage them to see each other’s languages as resources which they can use to engage in class. I believe the role of translanguage will make things even easier for us tutors and tutees to have more students attending our tutorials.”

- **Tutor training**

Tutor AZ: “for us to use translanguage properly we need training so that we don’t mix things around”

Tutor BT: “I think sir what is most important is the training on translanguage so that we can use our languages freely”

DISCUSSION SUMMARY

- Training tutors on how to use translanguaging
- Employing translanguaging in a group discussion to promote indigenous languages and social cohesion
- Translanguaging alleviates the separation of languages
- Embraces linguistic diversity in the classroom
- Decoloniality – tutorial pedagogies.

CONCLUDING THOUGHTS

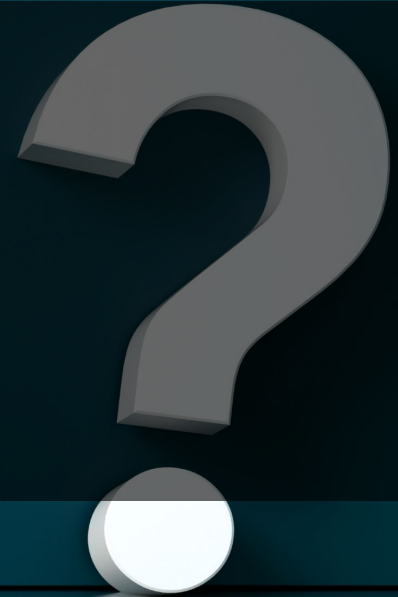
- Training tutors on how to use translanguaging in the multilingual tutorial classroom
- The need to explore decolonization of the curriculum through indigenous languages within the tutorial space
- The deconstruction of closed 'space'

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