



UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

EXPLORING TRANSLANGUAGING AND COLLABORATIVE TALK DURING
GROUP WORK IN AN ENTREPRENEURSHIP CLASSROOM AT A TVET COLLEGE

by

Jaqualine Rokeya Jonkers

This minor-dissertation is in partial fulfilment of the requirements for the

Masters of Education in Applied Language and Literacy Studies

in the School of Education

Faculty of Humanities

at the University of Cape Town

Supervisor: Professor Carolyn McKinney

Submitted: 9 February 2024

The copyright of this thesis vests in the author. No quotation from it or information derived from it is to be published without full acknowledgement of the source. The thesis is to be used for private study or non-commercial research purposes only.

Published by the University of Cape Town (UCT) in terms of the non-exclusive license granted to UCT by the author.

ABSTRACT

South African multilingual Technical and Vocational Education and Training (TVET) students encounter officially monolingual English environments in content-focused classrooms like entrepreneurship. However, in unofficial settings, they use their entire linguistic repertoire, switching and mixing their indigenous language with English during social interactions. They revert to using only English when communicating with teachers and engaging in reading and writing activities. This study explored translanguaging during collaborative group work by first-year multilingual students in an entrepreneurship classroom at a TVET college in the Western Cape. The study collected data from fifteen isiXhosa and Afrikaans speaking participants from the Western and Eastern Cape. All participants were enrolled in a National Accredited Technical Education Diploma (NATED) program within the Public Management department, exhibiting a wide range of English proficiency levels. Qualitative data was collected through classroom observations, video and audio recordings and group interviews. The study found that translanguaging is not only limited to social interaction but also used for pedagogical translanguaging. Translanguaging in social interaction expressed emotions, empathy and light-hearted humour. Whereas, pedagogical translanguaging through collaborative talk is demonstrated to be beneficial in promoting shared purpose and participation compared to disputational and cumulative talk. This type of talk demonstrated that it enhanced comprehension and participation by students actively exploring and challenging each other's ideas, offering disagreements and working together to make joint decisions by actively listening, asking questions and exchanging relevant information. Translanguaging is a common practice amongst multilingual students, so if it is fully exploited by TVET lecturers in the classroom they will be able to bridge the gap of their students' participation barriers due to language challenges.

ACKNOWLEDGEMENTS

This mini-dissertation would not have been possible without the grace and guidance of God. I am deeply thankful for the unwavering support of my family, especially my beloved late mother, whose love and strength continue to inspire me—may her soul rest in peace. My heartfelt gratitude to my supervisor's guidance and support. The cooperation of the college management as well as the encouragement from my colleagues and friends. Lastly, I would like to extend my deepest appreciation to the research participants who volunteered and consented to this study, particularly during challenging times posed by the Covid-19 pandemic.

DECLARATION

I, Jaqualine Rokeya Jonkers, declare that the content of this dissertation represents my unaided work which represents my own opinions and not the opinions of University of Cape Town. The dissertation has not previously been submitted towards any qualification.

Signed by candidate

Signed

9 February 2024

Date

KEYWORDS

Technical and Vocational Education and Training

Linguistic Repertoire

Monolingual

Indigenous Languages

Language of Learning and Teaching

Pedagogical Translanguaging

Collaborative Talk

LIST OF ABBREVIATIONS

TVET	Technical Vocational Education and Training
LOLT	Language of learning and teaching
NATED	National Accredited Technical Education Diploma
ZPD	Zone of Proximal Development
NCV	National Certificate Vocational
DHET	Department of Higher Education and Training
REC	Research Ethics Committee
UCT	University of Cape Town
FAL	First Additional Language

LIST OF TABLES

<i>Table 1: Researcher's multiple roles</i>	<i>38</i>
<i>Table 2: Transcription conventions</i>	<i>39</i>
<i>Table 3 Summary information of participants' profile</i>	<i>44</i>
<i>Table 4 Academic language proficiency.....</i>	<i>46</i>
<i>Table 5 Students' self-reported language proficiency.....</i>	<i>46</i>

LIST OF FIGURES

<i>Figure 1 Pedagogical translanguaging in on task discussions</i>	<i>58</i>
--	-----------

CONTENTS

ABSTRACT	2
ACKNOWLEDGEMENTS.....	3
DECLARATION	4
KEYWORDS	5
LIST OF ABBREVIATIONS	6
LIST OF TABLES	7
LIST OF FIGURES.....	8
CHAPTER ONE: THE ORIENTATION TO THE STUDY	12
1.1 INTRODUCTION.....	12
1.2 BACKGROUND	14
1.3 THE PROBLEM STATEMENT.....	15
1.4 THE RESEARCH QUESTIONS.....	15
1.5 THE RATIONALE OF THE STUDY	15
1.6 THE CHAPTER OUTLINE	16
CHAPTER TWO: THEORETICAL FRAMEWORK AND LITERATURE REVIEW ..	17
2.1 INTRODUCTION.....	17
2.2 OVERVIEW OF TRANSLANGUAGING, COLLABORATIVE LEARNING AND LINGUISTIC REPERTOIRE	17
2.3 TRANSLANGUAGING AS A THEORETICAL FRAMEWORK	18
2.3.1 <i>Codeswitching and Translanguaging</i>	20
2.3.2 <i>Pedagogical Translanguaging</i>	22
2.4 LINGUISTIC REPERTOIRES	27
2.3 COLLABORATIVE LEARNING THEORY	29
2.3.1 <i>Collaborative talk</i>	31
2.4 CONCLUSION	33
CHAPTER THREE: RESEARCH METHODOLOGY	34
3.1 INTRODUCTION	34
3.2 RESEARCH DESIGN	34
3.2.1 Qualitative Research Approach	34
3.2.2 Research Methodology.....	35
3.3 DATA COLLECTION.....	35
3.3.1 Research Setting	35

3.3.2 Research Participants.....	36
3.3.3 Researcher's positionality	37
3.3.4 Data collection from class discussions and group interviews	38
3.3.4.1 Data collection from classroom discussions	39
3.3.4.2 Data Collection from group interviews	40
3.4 DATA ANALYSIS.....	41
3.5 ETHICAL CONSIDERATIONS	41
3.6 LIMITATIONS OF THE STUDY	42
3.7 CONCLUSION	42
CHAPTER FOUR: FINDINGS	43
4.1 INTRODUCTION	43
4.2 INTRODUCING THE THREE GROUPS.....	43
4.2.1 Group One.....	45
4.2.3 Group Two.....	45
4.2.3 Group Three	45
4.3 STUDENTS' SELF-REPORTED LANGUAGE PROFICIENCY	46
4.4 TRANSLANGUAGING IN SOCIAL INTERACTION.....	47
4.5 PEDAGOGICAL TRANSLANGUAGING IN ON-TASK DISCUSSIONS	57
4.5.1 Group one's use of disputational, cumulative and exploratory talk	59
4.5.2 Group two's use of disputational, cumulative and exploratory talk.....	63
4.5.3 Group three's use of disputational, cumulative and exploratory talk.....	68
4.6 STUDENTS' PERCEPTIONS REGARDING TRANSLANGUAGING	75
4.6.1 Participants' experiences with LOLT at school and at college	75
4.6.2 Translanguaging enhances comprehension and participation.....	81
4.6.3 Challenges during collaborative group work	84
4.7 CONCLUSION	87
CHAPTER FIVE: RECOMMENDATIONS AND CONCLUSION.....	88
REFERENCES	89
ANEXURE A: CLASSROOM DISCUSSION TRANSCRIPTS.....	99
Group one.....	99
Group two	126
Group three	133
ANNEXURE B: TRANSCRIPTS FROM THE GROUP INTERVIEWS.....	138
Group one.....	138
Group Two.....	142

APPENDIX C: LETTER OF ETHICAL CLEARANCE FOR RESEARCH PROJECT	150
APPENDIX D: LETTER REQUESTING PERMISSION TO CONDUCT RESECH.....	151
APPENDIX E: LETTER OF APPROVAL TO CONDUCT RESEARCH.....	152
APPENDIX F: CONFIDENTIALITY AGREEMENT.....	153
APPENDIX G: LETTER TO RESEARCH PARTICIPANT PROVIDING RESEARCH INFORMATION AND REQUESTING CONSENT	154
APPENDIX H: TEMPLATE OF PARTICIPANTS CONSENT FORM.....	156
APPENDIX I: TEMPLATE OF PARTICIPANTS INDIVIDUAL QUESTIONNAIRE	157

CHAPTER ONE: THE ORIENTATION TO THE STUDY

1.1 INTRODUCTION

South Africa is a country with twelve officially recognised languages. However, the distribution of these languages is still influenced by historical dynamics such as colonial legacies and apartheid policies. Before 1918, English, Afrikaans, and Dutch were the only official languages. In 1948, Afrikaans and English became the official languages. This led to the 50-50 rule in 1974, which mandated that Afrikaans and English should be used as the Language of Learning and Teaching (LOLT) for African students during apartheid. LOLT refers to the language used in classrooms for instruction and assessment. It can significantly affect students' participation and comprehension. Choosing the appropriate LOLT is essential for effective learning and equitable access.

Limiting LOLT to English and Afrikaans maintains historical inequalities as it obstructs the complete development of indigenous African students' language skills and academic potential (Du Plessis, 2006). To overcome the challenges and promote inclusivity in the classroom, it is essential to explore new pedagogical approaches that appreciate and utilise the diverse language backgrounds of multilingual students. Encouraging translanguaging is one such approach that has the potential to positively impact the classroom environment and enhance students' learning experiences.

Translanguaging is a language practice that can potentially help multilingual students to use their entire linguistic repertoire in collaborative learning contexts such as group work in content subjects to understand and engage with the content. Translanguaging involves the language practices of multilingual individuals, which means using two or more languages simultaneously. It encourages all participants to engage in conversation regardless of their familiarity with all the languages used. This practice highlights the importance of participants' flexible use of complex language resources to make sense of their lives and communicate effectively (Garcia, 2009). Translanguaging allows for seamless language switching and simultaneous thinking in multiple languages, often using one's indigenous language, as a bridge to acquire proficiency in the LOLT, English. By embracing translanguaging in the classroom,

educators can create an environment where students feel more comfortable expressing themselves and actively participating in the learning process.

Scholars, both internationally and within South Africa, have extensively studied and endorsed translanguaging as a pedagogical approach by emphasising its potential to enhance academic achievement. International scholars such as Williams (1994), Baker (2001), Garcia (2009), Lewis et. al. (2012), Creese and Blackledge (2010) and Canagarajah (2011) have mainly contributed to the concept of translanguaging, emphasising its cognitive and social benefits in educational settings. Their research highlights the transformative potential of translanguaging in fostering inclusivity and tapping into the diverse language resources which students and teachers bring to the classroom.

South African scholars such as Mbirimi-Hungwe and Hungwe (2018), Hurst and Mona (2017), Childs (2016), Krause and Prinsloo (2016), Probyn (2015), Makalela (2016), Guzula et al. (2016), Banda (2018), McKinney & Tyler (2018), and Charamba (2019) have each approached translanguaging from different angles, exploring its potential in various educational settings. Whether utilising it to support a socially just pedagogy, a humanising pedagogy, a transformative pedagogy or a heteroglossic pedagogy, translanguaging has proven to be a versatile and multifaceted approach. These studies delve into the power of translanguaging to bridge language boundaries, promote academic achievement and celebrate the diverse language resources students bring to the classroom.

Despite the research conducted on translanguaging, it is still not officially used in many educational settings including Technical and Vocational Education and Training (TVET) colleges. In TVET classrooms in South Africa, translanguaging has not been researched. There is thus not a widespread understanding of the potential advantages and role of translanguaging in classroom activities ,which creates a knowledge gap that hinders its practical implementation as a pedagogical resource. Due to the diverse composition of these classrooms, it is necessary to develop teaching methods that make use of the students' linguistic repertoire to support their education.

1.2 BACKGROUND

Technical and Vocational Education and Training (TVET) colleges are higher education institutions that focus on practical skills and career preparation. They offer programs like National Certificate Vocational (NCV) courses and National Accredited Technical Education Diploma (NATED) programs. NCV courses aim to enhance employability, while NATED programs aim to prepare students for higher positions. TVET College's flexibility enables graduates to choose self-employment or work for established businesses, contributing to economic growth.

There are fifty registered and accredited public TVET colleges with three hundred and sixty-four campuses spread across the nine provinces in rural and urban areas of South Africa. This study is carried out in the Western Cape province at one of six TVET colleges situated at a well-equipped campus in an urban area. The Western Cape is the fourth largest province, which is situated on the South-Western coast of South Africa (Statistics South Africa, 2020).

TVET colleges in South Africa accommodate high school graduates (grade 12), school dropouts (grade 9 to 12), working professionals (unskilled/skilled), unemployed individuals, aspiring entrepreneurs and international students. These colleges offer Occupational, Vocational and National Technical Education (NATED). Though the college offers a variety of program choices, this study focuses on first-year multilingual students who are part of a NATED program within the Business Studies Department. These students are attending entrepreneurship classes as part of their Public Management course.

The Public Management course has a duration of 18 months, which is divided into three semesters of six months each and provides an option of both full-time and part-time enrolments. Students can advance their education by pursuing a diploma program, which requires 18 months of in-service training within the public sector. Students are required to complete four subjects per semester with entrepreneurship being compulsory during the first semester of their academic year. The Department of Higher Education and Training (DHET) dictates the curriculum, textbooks, assessments and national examinations conducted in English or Afrikaans. Notably, entrepreneurship textbooks at this college are exclusively written in English without any translations available in other official languages.

1.3 THE PROBLEM STATEMENT

Multilingual students with diverse linguistic repertoires encounter English-exclusive environments in content-focused classrooms like entrepreneurship. These students often engage in unofficial language switching or mixing their indigenous languages with English during interactions related to content subjects (Banda, 2016; Probyn, 2015; Makalela, 2016). They revert to using only English when communicating with teachers and engaging in writing and reading activities.

The constraint of monolingual English as official LOLT restricts students from fully participating in meaningful learning experiences and accessing the curricula of content subjects, notably entrepreneurship as they are confined to drawing from a single language, predominantly English.

1.4 THE RESEARCH QUESTIONS

The research questions for this study revolve around the central aim of investigating: How do first-year TVET students in an entrepreneurship classroom utilise translanguaging to enhance comprehension and participation during collaborative group work based on their monolingual English-prescribed textbook?

In addressing the central research question, the study will explore three secondary questions:

- a. What kinds of talk are students engaged in during small group work?
- b. How is translanguaging used in collaborative group work?
- c. What are first-year TVET students' perceptions regarding the role of translanguaging in enhancing their comprehension and participation when learning entrepreneurship concepts?

1.5 THE RATIONALE OF THE STUDY

Translanguaging has received much attention in recent studies in South African schools (Charamba, 2023; Omidire & Ayob, 2022) and universities (Siziba & Maseko, 2013; Batyi, 2022). However, the same cannot be said for South African TVET colleges, where there is a paucity of research on translanguaging. As a result, it has not been fully exploited in South African TVET colleges because this paucity means that most TVET teachers might not know how to apply or enable translanguaging in the classroom to enhance their students' understanding. Furthermore, this study addresses the gap in the existing literature by focusing on translanguaging in group

work, where I, as a TVET teacher, have noticed the participation barriers due to language challenges.

1.6 THE CHAPTER OUTLINE

Chapter 1 introduces the concept of monolingual and multilingual practices in South African TVET colleges, focusing on translanguaging to address challenges arising from English dominance. The chapter sets the stage for a qualitative exploration of translanguaging during group activities in entrepreneurship education. Chapter 2 delves into the theoretical underpinnings of translanguaging, linguistic repertoire and collaborative talk, establishing a foundation for subsequent empirical investigation. Chapter 3 outlines the research methodology, justifying the qualitative approach and detailing data collection methods, participants, and analysis procedures. Chapter 4 presents and analyses the data and findings of the study. Finally, Chapter 5 provides recommendations and conclusion to the study.

CHAPTER TWO: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

This chapter provides an overview of the literature review and theoretical framework that support the investigation of multilingual practices among students in a TVET college in the Western Cape. It includes a discussion of important concepts such as translanguaging, linguistic repertoire s, and collaborative learning. Furthermore, the chapter highlights the potential of translanguaging as a transformative tool to address language-related challenges in TVET settings.

2.2 OVERVIEW OF TRANSLANGUAGING, COLLABORATIVE LEARNING AND LINGUISTIC REPERTOIRE

The literature review focuses on translanguaging, collaborative learning theories, and linguistic repertoire. The learning process is inherently collaborative and social, highlighting the role of social interaction in constructing knowledge. The value of translanguaging is seen in the foreground during collaborative learning. The theoretical framework of this study is based on translanguaging and a sociocultural approach to talk in collaborative learning.

Translanguaging emphasises the fluid and complementary nature of students' multilingual abilities and urges a departure from the restrictive monolingual focus on educational practices, especially in TVET colleges. Previous studies have reported on the use of translanguaging during collaborative group work in schools and universities (Hungwe, 2016; Probyn, 2015; Madiba, 2010, 2014; Mokone, 2011; Hurst & Mona, 2017; Paxton, 2009; Mgijima & Makakela, 2016; Mbirimi-Hungwe, & Hungwe, 2018). Mbirimi-Hungwe and McCabe (2020) have highlighted in their study that integrating collaborative learning with translanguaging enhances the comprehension of concepts among multilingual students.

Collaborative talk is an essential component of collaborative learning. In collaborative learning, students work together on activities or discuss concepts in pairs or groups. The type of collaborative talk they use significantly affects the success of collaborative learning. Collaborative learning aligns with Vygotsky's (1986, 1978, 1962) and Neo-

Vygotskian theories of learning, which emphasise that humans construct their comprehension and knowledge in dialogical ways with each other.

Integrating Vygotskian theories, such as the Zone of Proximal Development (ZPD), emphasises the significance of social interactions and peer collaboration in cognitive development. Lewis et. al. (2012) clarify that translanguaging aligns with sociocultural theory as it can enhance the comprehension of multilingual speakers of the subject matter as they interact together which is aligned with the Vygotskian ZPD, building on prior knowledge.

The concept of a linguistic repertoire (see Busch, 2012) is particularly relevant in South Africa's diverse educational system, where students possess multiple languages and dialects. It highlights the need to recognise and embrace students' linguistic repertoires, moving away from a single dominant language and focusing on the inclusive use of all linguistic resources that multilingual students possess (Garcia, 2009). This approach empowers students to leverage their multilingual abilities for effective communication, enhancing comprehension and participation, knowledge co-construction and promoting inclusivity and cultural diversity in education.

2.3 TRANSLANGUAGING AS A THEORETICAL FRAMEWORK

Translanguaging (first known as *trawsieithu* in Welsh) is a concept that originated from the work of Cen Williams (1994, 1996) a prominent Welsh educationalist in 1994 (Garcia & Lin, 2017:118; Wei & Ho, 2018:35; Lewis et. al., 2012:643; Canagarajah, 2011:401). After the coinage of translanguaging, Baker (2001) initially translated it to “*translinguifying*” and finally to “translanguaging” in English (Wei, 2018:15). Baker popularised the English translation into a pedagogical practice as he observed Welsh-English-speaking students alternating their languages through input and output (e.g. they were reading and writing text in one language and answering questions in another language). According to Baker that meant that the “subject matter was processed and digested” (Wei & Garcia, 2016:3). In this sense, the process of translanguaging is when bi/multilingual speakers (ability to speak more than one language) use more than one named language (Garcia, 2009) and “shuttle between languages, treating the diverse languages that form their repertoire as an integrated system” (Canagarajah, 2011:401).

García (2009:140) defined translanguaging as the “act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential”. She distances herself from the idea of “autonomous” language systems by stating these are “described as autonomous”, and promotes the view that speakers have one unitary linguistic repertoire . Her description of translanguaging is used to describe the language practices of bi/multilinguals in everyday communication where it is the norm for them to draw on more than one ‘named’ language. She explained that multilingual speakers freely draw on their entire linguistic repertoire by skilfully combining and integrating parts of their other languages to successfully communicate their ideas and thoughts in more than one named language.

The use of a variety of languages in support of learning in multilingual educational environments is known as pedagogical translanguaging (Cenoz & Gorter, 2021). In multilingual educational environments, students make the most out of their entire linguistic repertoire in order to improve their comprehension and promote learning. Therefore, pedagogical translanguaging is a deliberate approach employed in education, but daily translanguaging is about using language in a natural way.

Considering thus, translanguaging acknowledges that language is a dynamic and flexible resource for communication rather than being divided into discrete entities in multilingual communities (Garcia, 2009). Some sociolinguists such as Blommaert (2010), Pennycook (2006) and Makoni and Pennycook (2007) have questioned the idea that languages are separate and distinct entities rather seeing them as an integrated part of a larger linguistic system that constitutes an individual's linguistic repertoire. They argue that languages do not exist as tangible entities in the world but rather as social, cultural, and political constructs. They further suggest that if distinct languages do not exist, then concepts such as multilingualism, language rights, indigenous languages, and code-switching are also non-existent. Similarly, Otheguy, Garcia and Reid (2015) explained that the traditional idea of a multilingual speaker is equally invalid if we accept the theory that distinct languages do not exist. They propose that a multilingual speaker does not possess two or more independent language systems but rather a single, unified linguistic system, similar to a speaker's distinct language system.

Following this line of reasoning, they also object to the concept code-switching, arguing that it relies on the idea that speakers are manipulating two different linguistic systems. Moreover, they clarify that translanguaging works from an insider's perspective, or from the perspective of the speaker and how they use the repertoire that is part of a speaker's idiolect without considering political and social language boundaries, while codeswitching is an outsider's perspective, working from the view of separate, bounded languages. This is aligned to Wei (2017), who draws from Fodor's theory that the language of thought is independent of idiolects and that people do not think within the artificial boundaries of named languages. These arguments collectively reflect a shift in understanding from viewing named languages as separate from each other to emphasising the dynamic nature of language use and its potential to empower multilingual speakers and their communities.

2.3.1 Codeswitching and Translanguaging

In the earlier developments of translanguaging, it was connected to codeswitching in education (Lewis et. al., 2012). Scholars such as García (2009), Creese and Blackledge (2010), Baker (2011), Canagarajah (2011), Lewis et. al. (2012), and García and Wei (2014) have all highlighted the importance of these two concepts.

Codeswitching (also called code mixing) is described as a speech style used by bi/multilinguals to achieve certain communicative goals by mixing, alternating or shifting between two languages within a single conversation in different structural levels ,which incorporates words or phrases from two separate languages without any assimilation (Lewis et. al., 2012; Auer, 2013; Cummins, 1979; Poplack, 1980; Grosjean, 1989; Myers-Scotton, 1993; and Milroy & Muysken, 1995). Guzula et al. (2016:2) problematise code-switching as it promotes the idea of separation of languages. They highlighted that code-switching relies on the idea that two or more named languages ,which a speaker uses are identifiable within the discourse, these speakers draw on language resources from distinct languages and they have proficiency in each of those languages.

While translanguaging is the act of drawing from what is perceived to be multiple autonomous languages to fully communicate a message. This practice acknowledges and legitimises multilingual speakers' language practices. It allows language users to

choose to deploy features of their unitary linguistic repertoire to negotiate in a communicative context when making meaning (García, 2009). The approach of translanguaging encourages and influences speakers' varied and ever-changing language development practices in learning and teaching. Implementing this approach in pedagogical practice can deepen students' participation and comprehension of complex texts and content, as it allows for fluid uses of all their language resources.

García (2009:45) noted that translanguaging encompasses codeswitching and other multilingual concepts ,which goes beyond just the act of codeswitching. She argued that translanguaging transcends traditional language boundaries and encourages students to naturally and seamlessly mix languages in enriching their learning experiences and enhancing meaning-making interactions (Guzula et al., 2016). Additionally, Garcia's translanguaging recognises and values the diverse linguistic backgrounds, registers and language ideologies that students bring to the classroom (García & Wei, 2014). To highlight their language practices and explain language use from multilingual speakers' perspectives rather than from the analyst's focus on named languages, García (2009) chose to refer to codeswitching as translanguaging (García, 2009; Creese & Blackledge, 2010).

According to Cenoz and Gorter (2017), translanguaging is not just a simple shift between two languages like codeswitching. Translanguaging involves developing and using unique, complex and interconnected discursive practices that are difficult to fit into traditional languages. These practices form the entirety of a speaker's linguistic repertoire . In contrast, codeswitching assumes a discrete grammar for every language. Moreover, while codeswitching and translanguaging share common features of utilising multiple languages or linguistic elements, they differ in their emphasis on the speakers' idiolects, practical communication and the theoretical foundations of language and cognition. Translanguaging involves using various languages and language varieties in a dynamic and functionally integrated manner ,which goes beyond just using one or more languages. It can be seen as a process for constructing knowledge (Wei, 2016:2).

Garcia (2009) argues that translanguaging includes language practices that have been described as codeswitching. However, Wei (2017:1) questions whether translanguaging is a universal term covering terms such as code-switching, code

meshing, and codemixing, often used interchangeably with heteroglossia and multilingualism. This highlighted that “some literature demands a shift to the recognition and normalisation of multilinguals’ language practices in place of inaccurate monolingual paradigms, elsewhere translanguaging appears as a repackaging of code switching, or as one of several scaffolds for facilitating the scholastic achievement of linguistic minority students without disrupting prevalent ideologies of language and power relations among linguistic communities” (Poza, 2017:103).

Although codeswitching and translanguaging have differences, they have both been used to describe communicative abilities to achieve a pedagogical aim in a multilingual context where students can shape their experiences, make meaning and gain comprehension and knowledge (Lewis et. al. (2012; Garcia, 2009; . Lewis et. al. (2012) argued that there are similarities between codeswitching and translanguaging as they overlap. However, the authors indicated that although they stem from different linguistic perspectives, codeswitching is a linguistic term that analyses how multilinguals alternate between different languages in their speech, whereas translanguaging is context-dependent, sociolinguistic, and ecological.

2.3.2 Pedagogical Translanguaging

From an educational perspective, García and Kano (2014:261) have highlighted that translanguaging is a process whereby teachers and students in classrooms engage in “complex discursive practices” that includes all their language resources. Teachers and students together develop new language practices and sustain their old ones. They also “communicate and share appropriate knowledge and give voice to new socio-political realities by questioning the language inequality” (Duarte, 2018: 3)

Translanguaging can be used in a strategically planned educational practice where teachers would design the learning activities using two or more autonomous languages (Baker 2001:281; and 2011:288). Furthermore, translanguaging can enhance multilingual students' educational experience, through acknowledging their linguistic resources and recognising their fluid languaging dynamics in everyday life (Wei, 2018).

Garcia and Wei (2014) provide examples of how students and teachers engage in discourse-level translanguaging in different classrooms, particularly in Math and Science. Translanguaging helps to support, enhance, and expand students' understanding of the subject matter. Moreover, previous research has demonstrated that using pedagogical translanguaging facilitates comprehension (Baker, 2011; Creese & Blackledge, 2010) and participation (Garcia, 2009) whereby students can make themselves easily understood (Arthur and Martin, 2006; Lin and Martin, 2005) when they integrate multiple languages (Baker, 2011).

Pedagogical translanguaging is an approach that promotes and influences the language development practices of speakers in learning and teaching. It encourages the fluid use of multiple languages by teachers and students, to deepen their comprehension and participation of complex texts and content. According to García and Lin (2016:10) concerns with translanguaging in the classroom is caused by the conflict between two theoretical stances that distinguish it as a stronger and weaker form. The stronger form suggests that multilingual speakers use language features selectively from their entire linguistic repertoire rather than just speaking separate languages, questioning the idea of distinct languages. The weaker form of translanguaging maintains national and official language boundaries while allowing movement across different languages.

A wide range of literature signals a paradigm shift in understanding multilingual language practices with many new concepts such as pedagogical translanguaging (Cenoz and Gorter, 2011, Probyn, 2015), transformative pedagogy (Garcia and Wei, 2014), codemeshing (Canagarajah, 2011), translingual practice (Canagarajah, 2013), metrolingualism (Otsuji and Pennycook, 2011), translanguaging space (Wei, 2011), polylinguaging (Jørgensen, 2008), metrolingualism (Otsuji & Pennycook, 2010), translanguaging (García & Wei, 2014), and ubuntu translanguaging (Makalela 2015). These concepts are part of several studies across the globe, including South Africa, which have shown that multilingual students struggle to “cope with the demands of English only in the LOLT” (Heugh, 2003:47).

Evidence disapproving against using languages as discrete entities in the classroom and in favor of translanguaging surfaced in international studies in countries such as Wales (Williams, 1994; Baker, 2001), the United States of America (Garcia, 2009),

Germany (Duarte, 2019), the United Kingdom (Creese & Blackledge, 2010), Spain (Cenoz & Gorter, 2021) and African countries, particularly in South Africa (Paxton & Tyam, 2000; Banda, 2007, 2008; Hurst & Mona, 2017; Childs, 2016; Probyn, 2015; Msimanga & Lelliott, 2014). All of these have endorsed translanguaging as a pedagogical strategy in schools and universities. For example, in the UK, the studies mainly focused on complementary schools, the US focused on bilingual education, and China focused on multilingual education. Although there is quite a vast range of translanguaging studies in language practices and teaching and learning, the US mainly applies translanguaging to their Spanish/English bilingual and multilingual students (see Garcia, 2009; Garcia & Wei, 2014; Wei, 2011).

The literature on translanguaging shows that translanguaging in multilingual education is versatile in collaborative learning. Most of these studies draw on Williams' (1994) original coinage of translanguaging to support their findings. For example, Lewis et al. (2012:645) highlighted that translanguaging provides cognitive benefits to multilingual speakers such as a deeper comprehension of the subject matter and assistance with developing the weaker languages.

Williams (1994) conducted a study on the historical separation of English and Welsh, which involves two monolingual languages and their different statuses in classrooms. This led to the development of a teaching method called translanguaging. Rather than seeing English and Welsh as separate monolingual languages, they are viewed as a holistic additive Welsh-English multilingualism. The study was conducted in a multilingual (Welsh-English) secondary school in Bangor, North Wales. In this school, multilingual speakers would alternate between Welsh (their indigenous) and English (the LOLT) within a single lesson. Williams (1994) observed four modalities of speaking, listening, writing and reading to understand translanguaging as a pedagogical strategy. He found that translanguaging offered various cognitive processing skills in receptive skills (reading and listening) and the assimilation and accommodation of information. Williams (1994) suggested that when Welsh and English are both used as a dynamic and functionally integrated process, it facilitates mental processes of understanding in students' productive (speaking and writing) and receptive (reading and listening) skills in the classroom. Students would use translanguaging in reading and speaking about a specific topic in one language, for

example, Welsh, and then writing about it in another language, such as English, or vice versa. Welsh was used as an input language where the teacher would provide students with knowledge by asking questions or providing information, whereas English was an output language where students would answer or respond to questions. He reported that both languages reinforced students' productive and receptive skills, whereas Welsh supported the development of English (Cenoz & Gorter, 2017:311). In turn, students could understand the information presented to them as their multilingual ability increased in their learning (Wei, 2016:2, Lewis et. al., 2012:644; Cenoz & Gorter, 2017:311). Williams (1996) regarded the use of dual languages as a benefit rather than a problem or deficit (Wei & Lin, 2019:210). This can develop into balanced multilingualism with competence in both languages (Cenoz & Gorter, 2017:311).

In South Africa, translanguaging has become a language resource for teachers and students with multiple languages as it can help them bridge gaps within multilingual education (Probyn, 2019). Probyn (2015) conducted a small-scale study on pedagogical translanguaging strategies in Grade 8 science classrooms in the Eastern Cape, South Africa. The study aimed to address language inequalities in classrooms where English is the official LOLT.

The research involved eight science teachers from a rural township school in grade 8. The students and teachers shared isiXhosa as a common language, while English was the language of instruction in the classroom. The study found that using English and isiXhosa in pedagogical translanguaging helped to create systematic and effective practices, enhancing the chances for science learning. This strategy enabled students to access scientific knowledge by building a bridge between their indigenous language, isiXhosa, and the language of instruction, English, through coherent pedagogical bridging discourse. The study presented examples of how students in science classrooms used language to learn, progressing from exploratory talk to presentational writing, demonstrating various instances of science classrooms where the teacher enabled students learning English and Science to use translanguaging for learning.

Carstens (2016) examined the usefulness of translanguaging as a pedagogical strategy in academic literacy and Building Science modules among first-year

multilingual students. The study focused on translanguaging that supports learning during explorative talk in science classrooms at a university in South Africa. This study involved 90 English and 60 Afrikaans-speaking students. The two groups were divided based on their preferred language, as the academic modules are offered in Afrikaans or English. The study found that translanguaging provided cognitive and affective benefits, which promote deeper understanding by making difficult concepts easier to understand. Additionally, translanguaging developed the students' indigenous languages alongside English as the LOLT. This enhanced cooperation among students so that they could better understand the subject matter in a safe and collaborative environment.

Additionally, Childs (2016) was interested in pedagogical translanguaging from a humanising and dehumanising perspective of staff members and students' experiences who were not proficient in the language of dominance in the classroom at a South African university. This was a poetic and photography inquiry related to an art-based methodology of how language might improve communication in multilingual classrooms. The results of this investigation demonstrate how translanguaging techniques facilitate a smooth transition between the students' indigenous languages at home and academic languages in school. Teachers and students were encouraged to integrate their indigenous languages into the classroom instead of being dehumanised by traditional language techniques. They can accept being human as social beings who think for themselves and actively interact with others in their world. The results emphasised that accepting and valuing language and cultural diversity is crucial to create a more welcoming learning environment.

Another notable study was done by Madiba (2014) at the University of Cape Town where he studied the use of multilingual glossaries through the use of translanguaging to support concept literacy among law and economics students. The study focused around developing concept glossaries, which were meant to promote term development in African languages through translanguaging discussions. The students negotiated the meanings of difficult and abstract concepts in economics by using their multiple languages at their disposal during tutor-led discussions and glossary development. Based on the results, it was found that this method greatly improved students' comprehension of difficult ideas. Madiba came to the conclusion that during

tutorials, translinguaging can assist students develop concept literacy, which is an important tool for helping students to get meanings of the concepts. Additionally, Madiba highlighted that by allowing students use translinguaging, it assisted them to deepen their comprehension of economic concepts.

From a social justice perspective, Hurst and Mona (2017) called for translinguaging as a 'socially just pedagogy'. They drew data from a course entitled 'Texts in the Humanities' which is a first-year level course for extended degree students from the faculty of humanities at UCT. This course included concept glossaries, translinguaging of lectures, tutorials and online forums and essays submissions of any language. Hurst and Mona are lecturers in this course and offer reflections on these pedagogic approaches. They found that even though English remained the main language in the lecture rooms, students participated more freely in translinguaging for learning purposes as they have become empowered when they utilised their entire linguistic repertoire since it was legitimised and valued. According to their findings students felt that they can take ownership of the space they are in.

Guzula et. al. (2016:211-223) argued that language for learning provides learning opportunities for meaningful collaborative participation as it bridges the gap between legitimate language practices in the classroom and heteroglossic conceptions of language as well as languaging. They observed grade 3 to 6 students in an after-school literacy club in a township called Khayelitsha in Cape Town as well as a mathematics holiday camp for senior high school learners in the rural Eastern Cape. The study was based on two case studies that investigated how the usage of language resources and semiotic modes facilitated children when they were participating in literacy development or in learning mathematics. The findings in both studies emphasised the importance of language as a resource. By employing techniques like translinguaging and multimodal meaning-making, students are enabled to leverage their language skills to improve their comprehension. The results demonstrated positive effects of teachers and students sharing linguistic repertoires.

2.4 LINGUISTIC REPERTOIRES

In translinguaging, individuals draw on their full linguistic repertoires (García, 2019; Cenoz and Gorter, 2021) during conversations. Linguistic repertoire is the body of language resources that an individual has acquired throughout their entire lives and

employs while interacting with others (Blommaert & Backus 2011). Finnegan (2004) described linguistic repertoire as a collection of different languages shown in a speech community's spoken and written patterns. For Finnegan (2004), in speech communities where multiple languages are spoken, the choice of language is not arbitrary.

The term was first proposed by Gumperz (1964) as verbal repertoire to describe acceptable ways of communication within a speech community. He explained that linguistic repertoires are always specific to a community (Gumperz, 1964:72). Gumperz emphasised the interconnectedness and unity of linguistic repertoires, which includes languages and dialects. Additionally, linguistic repertoire was highlighted as the shared nature of language resources within a society, despite any grammatical differences.

Finnegan (2004:335) described that societies are made up of speech situations, which include the purpose, setting and the participants. The speech community can be found in both monolinguals (speak only one language) and multilingual speakers as they both include language varieties (namely registers, accents, styles, etc.), which exist in a community. He elaborated that in speech communities, monolingual practices consist of a single language whereas multilingual practices include multiple languages. In his view, monolingual communities are made up of numerous registers where each register has unique linguistic characteristics that set them apart from one another either "in an absolute sense or, usually, in a relative sense" (Finnegan:2004:335). Whereas, in multilingual communities, various speech situations require the use of multiple languages at times and sometimes multiple varieties of the same language.

Hymes (1996: 33) viewed repertoires as a collection of linguistic types that are written and spoken within a "speech community". This is aligned to Hymes (1996) study of speech variety and language diversity among different populations (Johnstone & Marcellino, 2018). He made the point that a speech community should be viewed as using more of a repertoire than a single language.

There is more to a speaker's linguistic repertoire than merely just listing the spoken languages when examining it closely. It provides insight into the languages a speaker holds, their varying degrees of proficiency and the distinctive environments in which

they are found in. This holistic approach resonates with Blommaert and Backus' (2013) perspectives who advocate for a comprehensive exploration of individual biographies and spatial dimensions to capture the true complexities of linguistic repertoires. Linguistic repertoire has the ability to shed light on the actual language practices and dominant language ideas. It highlights the effective integration of multiple dialects, languages, and registers highlighting how flexible and adaptive communication is by nature. This highlights the fact that linguistic diversity is a result of social construction rather than structural systems as it challenges and disrupts biases about specific dialects or languages (Busch, 2012; Blommaert, 2010).

2.3 COLLABORATIVE LEARNING THEORY

Collaborative learning theory in education highlights the significance of social interactions and shared knowledge construction within learning environments. When students engage in group work, they do not merely absorb information passively; they have the opportunity to actively participate in discourse, exchanging ideas, negotiating meaning, and co-constructing knowledge (Joseph, 2015). This collaborative framework acknowledges that group work could serve as a platform for students to engage in meaningful peer interactions, bringing together diverse perspectives, backgrounds, and experiences to enrich the learning process.

The collaborative nature of group work also creates an environment conducive to language use, encouraging students to articulate their thoughts, pose questions, seek clarification, and develop their communication skills. This perspective underscores the pivotal role of collaboration in facilitating meaningful and deep learning experiences through ongoing dialogue and collective sense-making (Mercer, 1995). Slavin (2010) cited in Hungwe (2019) defined collaborative learning as the instructional strategies where students collaborate in small groups (2 or more) to assist each other in learning academic content.

Collaborative learning is largely based on the sociocultural theory of cognitive development, which draws heavily from the works of Vygotsky (1986, 1978, 1962). Vygotskian Social Cognitive Theory has a significant interest in developing cognitive processes, much like traditional cognitive approaches. Vygotsky's framework is based on the Zone of Proximal Development (ZPD), which suggests that learning is

essentially social as it occurs through interactions with more knowledgeable others and the environment. Sociocultural theories emphasize the role of social interaction in knowledge and understanding formation. Infants acquire language, thinking patterns, and social relationships through interactions with caregivers and others. Vygotsky's concept of the ZPD identifies a space where learners can tackle tasks beyond their current skill level with guidance. Mental functions like critical thinking and problem-solving can be nurtured individually and collaboratively with peers. Individuals construct knowledge through interactions within their social context, highlighting the importance of dynamic group interactions.

Numerous studies have provided empirical support for the effectiveness of collaborative learning. For example, Mercer and Higgins' (2013) study involved students in England from a upper primary school to explore the impact of technology-assisted collaborative learning using multitouch technology. They found that this approach increased student engagement, fostered flexible problem-solving skills, and promoted adaptive expertise. Technology-assisted collaborative learning positively influenced content mastery and prepared students for real-world problem-solving, highlighting its value in educational settings.

Another study was that of Lin (2015) who reported the use and effects of collaborative learning in two Chinese Higher Education English as a Foreign Language classrooms. This was an educational intervention study that lasted for 12 weeks with 60 students at a Chinese university. The study in this educational setting empowered students to enhance their cognitive abilities through active communication with their peers to enhance their comprehension of concepts. This aspect of collaborative learning is also considered to encourage learner autonomy where the learner does not always have to rely on the teacher; rather learners are able to extend learning on their own (Lin, 2015). Lin emphasised that collaborative learning creates opportunities to develop students' cognition by actively communicating with peers that are more proficient. This results in an enhanced understanding of concepts.

This method goes beyond traditional teaching by encouraging students to generate fresh ideas, restructure existing ones, and integrate their prior knowledge. Lin emphasises that collaborative learning deepens the grasp of concepts and nurtures critical thinking, reasoning, and problem-solving skills. It provides students with the

invaluable opportunity to interact with more proficient peers, challenging them to think at a higher level and fostering a greater understanding of the subject matter. Moreover, collaborative learning promotes learner autonomy, reducing their dependence on teachers for clarification and guidance, thus encouraging self-directed learning.

This approach aligns with translanguaging, as students draw from their linguistic repertoires to engage in meaningful exchanges, transcending language barriers and facilitating language development and concept acquisition.

2.3.1 Collaborative talk

Vygotskian studies in education have centred on classroom interactions and their impact on students' learning. In line with Vygotsky's Social Cognitive Theory, Mercer (1996, 2010) emphasises that learning is fundamentally a social endeavour where knowledge construction occurs through interactions within a group or collaborative setting. Mercer's perspective extends to the idea that learning is rooted within social events by highlighting that it's not enough for students to merely share their existing knowledge. Instead, the collaborative learning process involves collectively building on the thoughts and ideas of all group members. This collaborative model of learning rests on the belief that students inherently possess skills that work together and, with proper guidance, would enhance these abilities to collectively achieve their learning goals. Consequently, the social and interactive nature of learning is central not only to Vygotsky's SCT but also to Mercer's approach, highlighting the significance of social interactions and cooperation in the educational process.

Mercer's extensive research has shed light on the dynamics of student group interactions, categorising interaction into three distinct types (Mercer, 1995, 2000). First, there is *disputational talk*, which is marked by competition and disagreement among participants. In this type of talk, individuals tend to make decisions independently, often leading to a lack of resources and constructive criticism. Discussions in this mode typically result in unclear or unsupported resolutions and are characterised by short exchanges of assertions and challenges.

Secondly, *cumulative talk* takes a different approach. It involves speakers building upon each other's ideas in a positive but uncritical manner. In essence, the participants accept and agree with one another without subjecting the ideas to thorough evaluation.

Cumulative talk aims to create a shared understanding or "common knowledge" by repetitively confirming and elaborating on previously mentioned points.

Lastly, *exploratory talk* is the most productive and collaborative form of communication identified by Mercer. In this mode, individuals engage in constructive discussions, exploring ideas and making decisions while actively challenging and expanding upon each other's contributions. This approach fosters trust and a shared sense of purpose within the group. Moreover, it encourages the exploration of alternative suggestions for a comprehensive examination of topics. Progress in exploratory talk is achieved through the collective acceptance of suggestions promoting transparency in reasoning and public accountability.

Key components of exploratory talk include active listening, rigorous questioning, the sharing of relevant information, and the respectful consideration of diverse opinions (Mercer, 1994, 1995, 2000, 2002). This approach aims to reach a joint agreement, making it a powerful tool for informed decision-making and the advancement of knowledge through collaborative dialogue.

Notably, various studies including research by Duarte (2016) have consistently supported the positive impact of exploratory talk, particularly in educational settings. Duarte's study focused on peer-to-peer interactions among 10th-grade students in four secondary schools in Hamburg, Germany. The study explored the use of translanguaging among students who shared similar linguistic repertoires during their interactions and to understand the functions of translanguaging in the context of learning and knowledge acquisition. The study found that translanguaging allowed students to tap into their linguistic and cultural backgrounds, leading to improved interaction and enabling students to mutually support each other in constructing knowledge. Moreover, the findings suggested that students used translanguaging primarily in on-task discussions to scaffold meaning, demonstrate high order thinking, and collaboratively solve tasks which were cognitively demanding. Functions included hypothesising, negotiating meaning, expressing agreement or disagreement, providing counter arguments and addressing decision-making aspects of the tasks. These functions were associated with exploratory talk and contributed to more to effective learning in the subject matter. Overall, Duarte's study concluded that the flexible use of the students' linguistic repertoires in collaborative contexts enhanced

their learning experiences and allowed them to work within their Zone of Proximal Development.

Hence, during collaborative talk among students, diverse perspectives and knowledge stemming from their unique backgrounds and experiences are combined to achieve a common learning objective (Vass & Littleton, 2010:106). Additionally, it's important to acknowledge that collaborative talk plays a pivotal role in creating shared meaning. Learning language is not just one aspect of education; it serves as the foundation for all forms of learning (Halliday, 1993:93).

2.4 CONCLUSION

This chapter provided a literature review on translanguaging, linguistic repertoire and collaborative learning. The literature described the prevalent reality of multiple languages used by students, a phenomenon often met with criticism (Setati et al. 2002; Probyn, 2009). It presented several studies, which documented that the integration of students' indigenous languages alongside the LOLT in educational settings is beneficial (Hungwe, 2019; Probyn, 2015; Madiba, 2010, Mokone, 2011; Hurst & Mona, 2017; Paxton, 2009, Mgijima and Makakela, 2016). Additionally, the literature demonstrated that using translanguaging, linguistic repertoire with collaborative talk during group work could assist to enable students' language practices in a TVET setting. These theories aligned with each other as they enable students to bridge language barriers by drawing on their entire linguistic repertoire. McKinney and Tyler (2019) asserted that the use of translanguaging in itself is not necessarily good or bad but in a learning context, it depends on how it is used. Additionally, some researchers focus on translanguaging as an everyday communication practice, while other researchers focus more specifically on pedagogy and translanguaging for learning.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

In this chapter, the research methodology is structured into seven sections to establish the credibility of the study. The methodological framework addresses the research design, data collection, data analysis and the delimitations of the study. The concerns related to data quality and the ethical considerations of the research process are also addressed.

3.2 RESEARCH DESIGN

A research design is a carefully devised plan ,which can be defined as the structural framework of a study (Creswell, 2013:5). It serves as a blueprint outlining how the researcher intends to conduct the study as highlighted by Polit and Hungler (1995:55). Mouton (1996:107) characterises a research design as the “a set of guidelines and instructions to be followed in addressing the research problem”. The research design plays a crucial role in ensuring the researcher's pursuit of objectivity and a systematic approach to acquiring knowledge (Holiday, 2007:15).

In this study, a qualitative research approach and interpretivist epistemological paradigm is employed to investigate the utilisation of translanguaging and collaborative talk in an educational setting. A case study is adopted as it aligns with (Nieuwenhuis, 2016) interpretive epistemological paradigm. The various elements of this research design will be elaborated upon in the subsequent sections.

3.2.1 Qualitative Research Approach

Translanguaging is a naturally occurring language practice (Canagarajah, 2011). The nature of the investigation necessitates the use of a qualitative research approach.

A qualitative research approach not only helps to explore the meanings and practical aspects of translanguaging but also recognises the deep co6nnnections between language, identity and society (Creswell & Clark, 2017). By acknowledging the broader social and historical contexts that influence language use, qualitative research offers a comprehensive and contextually aware perspective on translanguaging. The holistic approach aims to shed light on the human aspects of language use and how it

contributes to learning and understanding in a real-world educational setting (Creswell & Clark, 2017).

In this study, a qualitative approach depended on the researcher's understanding of commonalities and the different multiple realities of participants as the researcher acknowledges that each participant might experience learning and understanding differently in their common group activities within a sociocultural context (Punch and Oancea, 2014; Creswell, 2008).

3.2.2 Research Methodology

The study adopted a qualitative case study methodology. The choice aligned with the commitment to delve deeply into the use of translanguaging in a natural context. A case study methodology is characterised by “an in-depth investigation of a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and context are not evident” as defined by Yin (2009:18).

This qualitative case study methodology was consistent with the recommendation of Denzin and Lincoln (2000) to use a qualitative research approach in studies that focus on deepening the understanding of how participants acted and made sense of their own experiences in a naturalistic setting. It enabled the study to examine the translanguaging phenomenon in a naturalistic context of classroom discussions in detail, employing multiple researcher strategies such as observations, recordings, texts, and interviews.

The use of this case study methodology allowed for a versatile toolkit, encompassing various data sources to provide a multifaceted picture of the phenomenon. This interaction fostered trust, yielded insights and captured the uncontrolled variables present in real-life situations ,which is precisely what researchers aimed to capture in the quest to understand translanguaging in an educational context.

3.3 DATA COLLECTION

This section presents the research setting, research participants, the researcher's positionality and the data collection methods that were followed.

3.3.1 Research Setting

The research study was conducted at a TVET college in the Western Cape. According to Patton (2002) a research setting is a specific location and condition in exploring a specific phenomenon as it offers insight into where, how, and under what circumstances human meanings evolve within that setting.

The chosen research setting for the study was an entrepreneurship classroom situated in an urban area at a TVET college within the Western Cape which is a province in South Africa. This decision aligns with the guidance of Polit and Beck (2004:28) who emphasise that the chosen research setting should facilitate access to a diverse range of processes, individuals, and interaction structures relevant to the research question. The decision for the particular research setting was deliberate and based on two key factors.

Firstly, it was chosen due to the researcher's easy access as the researcher serves as the educator of the study participants. This accessibility facilitated an in-depth data collection process, which included classroom observations, audio and video recordings and group interviews.

Secondly, the researcher was familiar with the research setting and the linguistic environment of the college. Though some qualitative researchers suggest avoiding familiar settings that the researcher knows, Hockey (2006) argued that familiarity brings several benefits including less cultural shock, better rapport and communication, more accurate assessment of responses and the potential for obtaining more personal information from sympathetic respondents.

3.3.2 Research Participants

The study included fifteen participants, which according to Fusch, Fusch and Ness (2017:931-932) was large enough to create diversity. The participants were drawn from thirty first-year students enrolled in a Public Management N4 programme. All the participants completed their Grade 12 national certificates from various schools. The cohort consisted of five participants who originated from the Eastern Cape and ten from the Western Cape. Initially, thirty students were selected, but due to COVID-19 restrictions, class sizes were reduced to fifteen students, each consisting of nine females and six males. The students' ages ranged from nineteen to twenty seven.

All of the fifteen participants were second or third language English speakers. Out of the fifteen participants, thirteen of them self-identify themselves as isiXhosa indigenous speakers. Additionally, they have linguistic repertoires ranging from isiZulu, Setswana, Sesotho and English as additional languages with each language stemming from variations geographical origins in South Africa. The remaining 2 participants were Afrikaans indigenous speakers with more a hybrid Afrikaans which originates from the Western Cape and they had English as an additional language.

3.3.3 Researcher's positionality

The researcher works at the college in the Business Studies Department teaching entrepreneurship N4 to first-year students. The researcher's participants were registered students. The researcher recognised that this situation might create power imbalances that might affect the students' decision to become participants or unwilling participants (Creswell, 2013: p56-60). This was mitigated by showing the thirty participants from two different classes a short video about the study. This was done before the initial study. Additionally, the participants were assured that there would be no negative consequences on their academic results. Thereafter, the participants were given consent forms where only fifteen participants from one class agreed to be part of the study and the other participants from the other class declined. In this process it ensured that the participants were not coerced as they had the freedom to decline at any stage of the study.

Dwyer and Buckle (2009:58) states that familiarity with the research participants can assist a researcher in understanding the context better and provide trust and openness. In addition, familiarity with the research site also helped the researcher gain access to the participants and facilitated communication with them as they had already established a relationship. This benefit of familiarity outweighs the negative effect of the researcher's multiple roles which could result in conflicting roles or biases. Hence, the researcher took on multiple roles as seen in Table 1.

Table 1: Researcher's multiple roles

Research roles	Responsibilities
1. Safety officer	Preventing the spread of Covid19 by implementing and maintaining set institutional regulations during class.
2. Lecturer	During the observation, the researcher ensured that there was no conflicting priorities by allowing the video- and audio recorders to do the researcher's role. In this instance the main focus was the lecturer's role rather than the researcher's role. Though, there was note taking, it was very minimal.
3. Participant observer	The pedagogical strategy used was mostly student-centred which entailed pre-planned lessons , subject syllabus, class and group discussions. In this role, there was more of a facilitator's role as the researcher relied on the recordings. This was done so that the recordings can be analysis at a later stage.
4. Data collector	By allowing the recordings to observe the participants during their regular classroom. The purpose of the observations was to observe how students used their translanguaging during collaborative group work.
5. Interviewer	By scheduling and conducting follow-up interviews with participants.
6. Data analyser	By explaining and describing the data collected from the participants through naturally occurring instances of translanguaging.

3.3.4 Data collection from class discussions and group interviews

At first, the plan was to gather data from a single entrepreneurship classroom for two weeks during the first semester of 2021. The academic year at the college is divided into two semesters. The first semester began on 18 January 2021 and ended on 14

June 2021. The second semester began on 8 July 2021 but was delayed to 28 July 2021 due to COVID-19. The second semester ended on 8 December 2021.

However, due to COVID-19 restrictions, the data collection procedure had to be modified. The classroom schedule was amended to three times a week with hour-long lessons. The restrictions also affected the desk arrangement and class dynamics. Desks and chairs had to be separated to maintain social distancing, and the masks worn by participants made it difficult to hear them clearly. Moreover, the chairs and tables had to be sanitized after each class, and the recording devices had to be repositioned and tested again before the next class was allowed to enter.

3.3.4.1 Data collection from classroom discussions

The video and audio data was collected during group discussions from the fifteen participants who formed three groups with five people in the first, six in the second, and four in the third. The members of the group were self-selected by each participant. Before, initial data collection, the participants were recorded several times to remedy the criticism and biases of participants behaving differently (Creswell, 2013). After each data collection, the recordings were uploaded and stored on google drive. The researcher and the transcriber who signed a confidentiality agreement had access to the stored folders. This process also accounts for the follow-up group interviews as well.

The extracts from the text data will be discussed later in the data analysis section. The analysis also included non-verbal behaviour (facial expressions, gaze, gestures, movement of objects and the use of space). Transcription conventions were formulated in Table 2 to represent the participants' speech in the different languages used.

Table 2: Transcription conventions

Conventions	Meaning
Arial font	English only
<i>Italic font</i>	<i>isiXhosa only</i>
Capital letters	Afrikaans only

Italic and bold font	English + isiXhosa (IsiXhosaling of English words)
Capital letters and bold font	Afrikaans + English (making Afrikaans to English words)
Capital letters	IsiXhosa + Afrikaans
@	Sound fillers
*	Afrikaans pronunciation
^	IsiXhosa pronunciation
/	Sesotho pronunciation sounds
#	Slang
(())	Inaudible
(.)	Short pause
(...)	Long pause
()	English translation
[]	Explain the scenario
~	Interrupting a person from completing sentence

3.3.4.2 Data Collection from group interviews

To consolidate the data collected from the classroom observations, follow-up interviews were conducted from 18 to 20 October 2021. Frankfort-Nachmias and Nachmias (1996:232) recommend that a researcher should conduct face-to-face interviews where the interviewer (researcher) asks the interviewees (participants) relevant questions related to the study. Following Frankfort-Nachmias and Nachmias's (1996:232) advice, the participants from the three groups were invited to scheduled face-to-face interviews to discuss the transcripts and try to understand their use of translanguaging.

The interviews were all conducted in English and semi-structured open-ended questions were asked to explore the participants' perceptions and conceptions of the instances of translanguaging during their collaborative group work. To prompt the recollection of the translanguaging events, the discussions in the group interviews

were prompted by re-watching the critical translanguaging events from the video recordings of the group discussions. Due to COVID-19, not all participants could attend the interviews, especially group three and one participant from group one as the campus closed to fog classrooms, and after that, the exams started. After the exams, these students relocated to the Eastern Cape and some did not return as they failed other subjects.

3.4 DATA ANALYSIS

The data analysis followed Creswell's recommendation of a descriptive qualitative analysis. Creswell (2018) outlines and emphasises six steps of qualitative data analysis as identified by their importance. The first step was organising and preparing data by translating and transcribing audio and video recordings. The second step was to read the collected data to comprehend its overall meaning. The third step was to code the data by identifying translanguaging moments and categorising text with labelled terms. The fourth step was recoding to create detailed descriptions of people, settings, or themes. The fifth step was deciding how to qualitatively represent themes and descriptions, possibly using narrative passages. The last step was to interpret findings, reflecting on lessons learned and drawing meaningful insights from the analysed data. Additionally, the study employed Mercer's categorisation of collaborative talk to analyse the nature of talk in small groups. Mercer distinguishes between three types of talks (exploratory, disputational and cumulative talks) as highlighted in chapter two section 2.3.1. By employing Mercer's categorisation, the study aimed at understanding the ways in which these types of talk occur in small-group discussions during collaborative group work.

3.5 ETHICAL CONSIDERATIONS

The TVET college and the Research Ethics Committee (REC) at the University of Cape Town (UCT) granted permission and approval in writing to conduct the study.

The research methods used throughout the study ensured that no harm was caused to the participants in accordance with ethical principles recommended by Punch (2014:43), which included informed consent, avoiding harm, avoiding deception, maintaining privacy, and protecting the confidentiality of data. To protect their identities, each participant was assigned an English pseudonym of no more than 7

letters. In addition, their personal information was not shared with the transcriber, who signed a non-disclosure form. The researcher established a rapport with the participants and recorded them several times before the actual observation to enable them to become comfortable with recording process. As mentioned earlier, multiple measures were taken to ensure that the participants did not feel coerced to participate.

In addition to meeting institutional requirements, we strongly emphasised the health and safety of both our research team and participants, especially considering the challenges posed by the COVID-19 pandemic. To address this, we implemented a series of preventive measures. These measures encompassed limiting classroom occupancy to 15 students (50% capacity), conducting contact sessions only twice a week to minimise exposure, and enforcing restricted movement within the classroom.

3.6 LIMITATIONS OF THE STUDY

Several limitations influenced data collection. Firstly, the study's findings were only limited to this TVET college, specifically in this entrepreneurship classroom in the Western Cape. Secondly, it was limited to the specific period which occurred during COVID-19 lockdown. This influenced the group interviews specifically as they were conducted in a short period of two days with only eight participants from group one and two. Although, the four participants from group three expressed their willingness to attend the group interviews, they were unable to attend due to the COVID-19 lockdown restrictions and time constraints.

3.7 CONCLUSION

This chapter described the underpinning interpretive paradigm explaining the selection's logic. A qualitative case study approach was used as it allowed multiple forms of data collection. The research questions guided the data collection process. Since the study used humans, ethical considerations were followed during the data collection process. The study followed Creswell's (2008) descriptive qualitative method to analyse the data, identifying the use and significance of translanguaging as well as Mercer's (1994, 1995, 2000, 2002) approach to categorising collaborative talk for learning.

CHAPTER FOUR: FINDINGS

4.1 INTRODUCTION

The study explores translanguaging practices and collaborative talk among fifteen multilingual speakers within small group work in an entrepreneurship classroom at a TVET college in the Western Cape. The chapter is divided into five sections, introducing the three groups, students' self-reported language proficiency, translanguaging in social interaction and pedagogical translanguaging in on-task discussions and students' perceptions regarding translanguaging.

4.2 INTRODUCING THE THREE GROUPS

After introducing the chapter, I will now introduce the three groups. Participants in all three groups come from various diverse and demographic backgrounds. They range in age from 19 to 27 years old, with nine females and six males. Thirteen participants self-identified as Africans, while two identified as Coloureds. Ten participants are from the Western Cape with six residing in townships and four in suburbs. The remaining five are from the Eastern Cape with three residing in townships, one in the suburbs and one in a rural area. The students had varied linguistic backgrounds, highlighting the multilingual nature of the groups (Table 3).

Table 3 Summary information of participants' profile

EMOGRAPHIC BACKGROUND					ACADEMIC AND LINGUISTIC BACKGROUND						SOCIOECONOMIC BACKGROUND			
Participants	Age	Gender	Race	Mother-tongue	Type of schooling	Province	Location of school	HL	FAL	English Proficiency	Type of household	Education	Employment type	Income
1. David	20	Male	Coloured	Afrikaans	Model C	WC	Township	English	Afrikaans	Fluent	Parents	Some university	employed	Middle
2. Jessica	20	Female	African	IsiXhosa	Public	WC	Township	IsiXhosa	English	Fluent	Single	Some high school	unemployed	Grant
3. Debra	19	Female	African	IsiXhosa	Public	WC	Suburb	English	Afrikaans	Very fluent	Single	Some high school	employed	Low
4. Larry	20	Male	African	IsiXhosa	Public	WC	Township	IsiXhosa	English	Very fluent	Single	High school	unemployed	Grant
5. Monica	27	Female	African	IsiXhosa	Public	EC	Rural	IsiXhosa	English	Limited	Single	High school	unemployed	grant
6. Amy	24	Female	Coloured	Afrikaans	Public	WC	Suburb	Afrikaans	English	Fluent	Parents	Some primary school	unemployed	Grant
7. Shelly	21	Female	African	IsiXhosa	Public	WC	Township	IsiXhosa	English	Fluent	Parents	High school	employed	Low
8. George	25	Male	African	IsiXhosa	Model C	EC	Suburb	English	Afrikaans	Fluent	Parents	University	unemployed	Grant
9. Grace	22	Female	African	IsiXhosa	Public	WC	Suburb	English	IsiXhosa	Fluent	Parents	Some high school	unemployed	Grant
10. Brian	22	Male	African	IsiXhosa	Public	WC	Township	IsiXhosa	English	Fluent	Single	Some high school	unemployed	Grant
11. Tracy	19	Female	African	IsiXhosa	Public	EC	Township	English	IsiXhosa	Limited	Parents	Some high school	unemployed	Grant
12. Mike	21	Male	African	IsiXhosa	Public	EC	Township	English	IsiXhosa	Fluent	Single	Some high school	unemployed	Grant
13. Jeff	19	Male	African	IsiXhosa	Public	WC	Township	IsiXhosa	English	Fluent	Parents	High school	unemployed	Grant
14. Betty	21	Female	African	IsiXhosa	Public	EC	Township	English	IsiXhosa	Fluent	Single	High school	employed	Middle
15. Rose	20	Female	African	IsiXhosa	Public	WC	Suburb	IsiXhosa	English	Fluent	Parents	Some college	employed	Middle

4.2.1 Group One

There were five members in the group: three females and two males. David¹ was a 20-year-old male who spoke Afrikaans and was the only one in the group who did not speak isiXhosa. Jessica and Larry were both 20 years old and isiXhosa speaking. Debra was a 19-year-old African female who spoke isiXhosa and was the youngest in the group. Monica was a 27-year-old isiXhosa-speaking female. Two participants, David and Debra, attended historically white ('Model C') schools in the suburbs. Jessica and Larry attended no-fee charging government public schools in the townships. All the four participants' schools were in the Western Cape. Unlike the others, Monica attended a rural school having grown up in the Eastern Cape.

4.2.3 Group Two

Group two consists of six members, four females and two males. Amy is a 24-year-old Afrikaans-speaking Coloured female. Shelly, a 21-year-old and Tracy, a 19-year-old who is the youngest in the group, are both isiXhosa-speaking African females. George is a 25-year-old isiXhosa-speaking African male. Grace, a female, and Brian, a male, are both 22 with isiXhosa speaking. Four of the six students attended public schools in the Western Cape, with Grace and Amy attending in the suburbs while Brian and Shelly attended in the townships. Tracy attended a public school located in a township in the Eastern Cape, while George attended a Model C school in a suburb.

4.2.3 Group Three

Group three comprises four members - two females and two males. I have given them the pseudonyms Mike, Jeff, Betty, and Rose. All of them are Africans and isiXhosa is their indigenous language. The age range of the group is from 19 to 21, where Betty (a female) and Mike (a male) are the oldest at 21 years old. Rose is a 20-year-old female and Jeff is a 19-year-old male, which makes him the youngest in the group. Three of them went to schools located in townships, while Rose attended a well-resourced school located in a suburb. Two of these schools are in the Western Cape, and the other two are in the Eastern Cape.

¹ Pseudonyms are used to protect the identity of the participants

4.3 STUDENTS' SELF-REPORTED LANGUAGE PROFICIENCY

Having introduced the three groups, I now present the findings on the students' self-reported language proficiency across the three groups. Table 5 provides an overview of the participants' academic language proficiency of the three groups that self-reported their proficiency across receptive (listening and reading) and productive (speaking and writing) skills in Afrikaans, isiXhosa, and English (Table 4).

Table 4 Academic language proficiency

No.	Names	Afrikaans			IsiXhosa			English		
		Write	Read	Speak	Write	Read	Speak	Write	Read	Speak
1.	David	Poor	Poor	Poor				Excellent	Excellent	Excellent
2.	Jessica	Poor	Excellent	Poor	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
3.	Debra	Poor	Poor	Fair	Excellent	Poor	Poor	Excellent	Excellent	Excellent
4.	Larry				Poor	Fair	Excellent	Fair	Excellent	Poor
5.	Monica				Excellent	Excellent	Excellent	Poor	Fair	Fair
6.	Amy	Fair	Fair	Fair				Excellent	Excellent	Excellent
7.	Shelly				Excellent	Excellent	Excellent	Fair	Excellent	Poor
8.	George	Fair	Fair	Poor	Fair	Fair	Excellent	Excellent	Excellent	Excellent
9.	Grace				Fair	Poor	Excellent	Excellent	Poor	Fair
10.	Brian				Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
11.	Tracy				Excellent	Excellent	Excellent	Fair	Fair	Fair
12.	Mike				Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
13.	Jeff	Fair	Poor	Fair	Poor	Poor	Excellent	Poor	Fair	Excellent
14.	Betty				Excellent	Excellent	Excellent	Fair	Poor	Excellent
15.	Rose	Fair	Fair	Fair	Excellent	Excellent	Excellent	Poor	Poor	Poor

Table 5 Students self-reported language proficiency

Groups	Proficiency Summary
Group One	Out of the five participants, three reported having a high proficiency in isiXhosa. One of the participants reported having poor proficiency in isiXhosa and another participant did not disclose their level of proficiency. When it comes to English, three participants reported having high proficiency in it. However, these three participants reported having lower proficiency in Afrikaans. The remaining two participants reported having lower proficiency in English, and they did not disclose their proficiency in Afrikaans.

Group Two	Out of the six participants, five reported having a high proficiency in isiXhosa while one did not disclose their proficiency in isiXhosa. In terms of English proficiency, three participants reported high proficiency while the other three reported fair proficiency. Only two participants reported fair to poor proficiency in Afrikaans, while the others did not disclose their proficiency.
Group Three	All four members of this group indicated that they have a strong command of isiXhosa. One member reported high proficiency in English, while three members reported lower proficiency. The group as a whole reported lower proficiency in Afrikaans, with two members rating their proficiency as fair and the other two not disclosing their proficiency levels.

Thirteen participants in all three groups in Table 5 reported high proficiency in isiXhosa for all language skills except for two participants who did not disclose their proficiency. While seven participants reported lower proficiency in Afrikaans, including two indigenous Afrikaans language speakers, and eight participants did not disclose their proficiency. Interestingly, the two Afrikaans speakers reported low proficiency in Afrikaans even though it is part of their daily repertoire. The isiXhosa speakers reported Afrikaans as part of their repertoire as well. All fifteen participants reported their English proficiency, which varied across language skills. Seven participants reported high proficiency in English, while eight reported fair to poor proficiency.

4.4 TRANSLANGUAGING IN SOCIAL INTERACTION

Having discussed the students' self-reported language proficiency, I now present the use of isiXhosa and translanguaging in social interaction for students' off-task discussions of well-being and cultural meaning. The analysis focuses on group one as group two and three revealed a very limited amount of social interaction particularly related to off task discussions. In group one, the participants were engaged in a dialogue marked by expressing emotions, fostering empathy, incorporating cultural references and engaging in light-hearted banter. An illustrative example of this is in excerpt 1 involving Jessica, Monica and Debra.

Excerpt 1

Line 87	Debra	<i>i-social media</i>
Line 88	Monica	Social media, one. [Writing the answer aloud]
Line 89	Jessica	<i>Iphi</i> ? (Where?) [Asking where social media can be found in the textbook while paging through her textbook]
Line 90	Debra	<i>Apha</i> 2.6 [Apha = here]
Line 91	Jessica	<i>Zeziphi ezi uzibhaleyo?</i> (What have you written so far?)
Line 92	Debra	<i>Nditheni apho mna? ...ndiye ndathini na?</i> (What did I say there?...What did I say?)
Line 93	Monica	<i>Kulungile!</i> (That's fine)
Line 94	Jessica	<i>Hayi, ndiske nda dizzy aph' eklasini.</i> (No, I'm so dizzy here in class).
Line 95	Monica	<i>Uyathathwa</i> (You are being bewitched) [said jokingly]
Line 96	Debra	<i>Hayi, uyathakatha sisi sozuve. Hayi, uyathakatha sisi sozuve</i> (No, you are a witch sister. No, you are a witch sister). [Laughter]

As seen in the excerpt 1, the dialogue of the participants conversation is based on a marketing plan focusing on the type of promotional strategies that can be used in their business plan. The discussion entails selecting media from content in their entrepreneurship textbook.

Jessica in line 89 and line 91 actively participated in the group by asking questions and checking on progress of the task while Debra seeks clarification on something she previously mentioned. Monica provided a positive role as the group leader by providing feedback and confirmation as she writes the groups answers aloud. However, Jessica moves the conversation off-task by expressing her dizziness while in the classroom.

Jessica, in line 95 initiates this conversation by saying “*Hayi, ndiske nda dizzy aph' eklasini.* (No, I'm so dizzy here in class)”. Jessica uses translanguaging by drawing

from her English and isiXhosa linguistic resources to express her feelings of feeling dizzy in class. Her statement at the beginning of the conversation starting with “*Hayi* (No)”, she expresses almost a disbelief or implies denial in her physical state of condition. Towards the end of the conversation turn “*eklasini*” is used meaning “in the classroom”. The term “*klas*”, which translates to class was originally borrowed from Afrikaans. The “*e-*” prefix means “in” and the adding of “*ini*” suffix makes the term a legitimate isiXhosa word. Jessica pronunciation of “*eklasini*” highlighted elements of isiXhosa and Afrikaans.

The conversation turns to Monica in line 96 who responds to Jessica’s statement about feeling dizzy in a playful or joking manner as she states “*Uyathathwa* (You are being bewitched)”. The tone in using the expression ‘bewitched’ appears to be light-hearted and not to be taken seriously. This expression would not sound the same in English as it might lose its meaning due to its cultural reference in isiXhosa. “*Uyathathwa*” could suggest that Jessica might be experiencing some of the signs associated with the initial stages of “*ukuthwasa*”, which refers to the process of being called to and becoming a traditional healer (Booi et. al., 2014). This process is when someone experiences unusual or unexplained symptoms related to spiritual and traditional beliefs.

The conversation concludes with Debra in line 97 who adds playfulness to the conversation by stating “*Hayi, uyathakatha sisi sozuve. Hayi, uyathakatha sisi sozuve.* (No, you are a witch sister. No, you are a witch sister)”. Monica in a humorous and lighthearted tone teases Jessica while referring to her as “*sisi*”, which translates to “sister”. The repetition adds a playfulness to the expression of being a witch or being bewitched. Her remark is not a serious accusation of witchcraft. What is interesting is that Monica who is from rural Eastern Cape used a traditional isiXhosa phrase capturing an idea of ‘bewitchment’ or ‘being called to be a healer’ that is not easily translatable in English.

In a similar instance the topic of Jessica’s dizziness resurfaces as the dialogue is marked by expressing emotions, fostering empathy and engaging in light-hearted banter. An illustrative example of this is in excerpt 2 involving Jessica, Debra and Monica.

Excerpt 2

Line 229	Jessica	<i>kwamele ke senze la</i> SWOT Analysis. (We still have to do this SWOT Analysis)
Line 230	Debra	Determine the SWOT Analysis. [reading out loud] Oh ok! I only have one opportunity here. [referring to the written answers in her handout]. What would be the second opportunity be in the SWOT Analysis?
Line 231	Monica	<i>Iyasebenzisa kanene!</i> (It's tiring) [Referring to the SWOT]. Ok, the first one is job creation. The second one will be what?
Line 232	Jessica	Seriously, <i>ndibadizy xa ndiseclassini haybo.</i> (I become dizzy when I am in class)
Line 233	Debra	<i>Ubu</i> right before <i>ungene eklasini?</i> (Were you ok when you came into class?)
Line 234	Jessica	<i>Ndinayo nentloko ke engapheliyo andinazo nepilisi endingazisebenzisa</i> (I have a constant headache that never ends and I don't even have pills/medication that I could use)
Line 235	Monica	#Guys <i>mna andikwazi usebenza ndi-under</i> pressure. (Guys, I can't work while under pressure). So let's search it up! [Referring to the business plan] [search it up – reference to the SWOT analysis]
Line 236	David	Ok searching! [checking on a search engine on the internet for answers by using his cellphone]

As seen in excerpt 2, the dialogue of the participants' conversation is based on the SWOT (Strengths, Weakness, Opportunities, and Threats) analysis of their business plan. The discussion entails answering the SWOT analysis. However, conversation noticeably reverts back to Jessica's well-being ,which started earlier on a light-heartedness and now to a deeper concern as her group members demonstrates a strong sense of social support.

This conversation is first initiated by Jessica in line 232 who conveys her physical discomfort, specifically her persistent dizziness as she states “Seriously, *ndibadizzy xa ndiseklasini hayibo*. (I become dizzy when I am in class)”. Jessica’s statement raises concerns about potential health issues requiring attention. This might be deduced by her groups’ members as an expression of stress related to the task.

Following, Jessica’s statement, Debra, in line 233 responds by expressing genuine concern about Jessica's well-being by stating “*Ubu* right before *ungene eklasini?* (Were you ok when you came in class?)”. Debra’s question expresses sincere concern for Jessica's well-being while she is trying to understand Jessica’s condition before entering the class.

Jessica, in line 234 respond by providing further insight into her condition as she expresses the severity of her discomfort by mentioning the absence of headache relief medication as she states “*Ndinayo nentloko ke engapheliyo, andinazo nepilisi endingazisebenzisa* (I have a constant headache that never ends and I don’t even have pills/medication that I could use)”. Jessica’s statement suggests that she might be experiencing severe discomfort and frustration due to her continuous headache as well as the unavailability of a remedy.

Towards the end of the discussion Monica, in line 235 returns the conversation back to SWOT analysis taking up the position of group leader by stating “#Guys *mna andikwazi usebenza ndi-under* pressure. (Guys, I can’t work under pressure)”.

Monica demonstrates her leadership through her proactive problem solving skills as she states “So let’s search it up”. She is making reference to the SWOT analysis to find answers online. The phrase “search it up” she uses to instruct the group to find answers by searching for relevant material through an online search engine. David in line 235 volunteers to search online by stating “Ok searching!” by using his phone.

In a further instance, the topic of Jessica's dizziness resurfaces again where the participants uses translanguaging in social interaction to demonstrate genuine concern for someone’s personal well-being by expressing emotions and fostering group solidarity. We see this in excerpt 3 involving Monica, Larry, Debra, David, Jessica and Debra.

Excerpt 3

- Line 237 Monica Let's move on now, so we can just go back. Don't you #guys got the suppliers.
- Line 238 Larry *#*Yha* ! (yes)
- Line 39 Debra Can I see the suppliers please.
- Line 240 Larry *#*Yha* ! Cape Fish and what?
[Yha = yes]
- Line 241 Debra Oh, Sorry! Chip Co.
- Line 242 David No, Fish and Chip Co, Co with a dot at the end.
- Line 243 Debra Fish and chip Co.
- Line 244 Monica Is that one word?
- Line 245 David *JA* ! (yes)
- Line 246 Jessica *Ndidizzy nyani xa ndilaph' eklasini.* (I become dizzy when I'm in the classroom)
- Line 247 Debra *Haibo, nangoku na mtase ubu-right kwawena?* (Oh no, even now are you still ok?)

As seen in excerpt 3, the dialogue of the participants' conversation is based on selecting suppliers for their business plan. The discussion entails providing suppliers names specifically in the fish and chips industry. Monica, again taking up position of the group leader suggests that the group moves to the suppliers ,which is a new topic in the discussion.

One of the group members affirmatively indicates agreement. They provide the name of the business but Jessica in line 246 interjects the conversation by bringing up the earlier condition about her dizziness in class as she states "*Ndidizzy nyani xa ndilapha eklasini* (I become dizzy when I'm in the classroom)".

Jessica's statement prompted a response from Debra in line 247 who expresses concern saying "*Haibo, nangoku na mtase ubu-right kwawena?* (Oh no, even now are you still not ok?)". Debra's statement conveys empathy and a sincere desire to ensure that Jessica is okay despite experiencing dizziness. The use of "*Haibo*" at the beginning of the conversation indicates disbelief or shock as she does not expect for Jessica to still feel unwell. This interaction reflects a supportive and caring nature of

the group members highlighting the use of translanguaging to build interpersonal relationships and show concern for each other's well-being.

Moving attention away from Jessica's well-being, another instance of social interaction in the group emerged when the participants were engaged in a light-hearted conversation that demonstrates comradeship through their shared experiences. An illustrative example of this pattern is provided in excerpt 4 from a discussion involving Debra, David and Monica as well as Larry and Jessica who were active listeners.

Excerpt 4

- | | | |
|----------|---------|--|
| Line 394 | Monica | So, it will be two tea breaks, a break <i>ubhalwa njn kanti?</i> (how do you spell break?). |
| Line 395 | Debra | Someone spell break please! |
| Line 396 | Monica | Bre-ak! [Writing while spelling out loud] |
| Line 397 | Debra | <i>Yho!</i> I remember when I was writing the exams. I didn't know how to write "ask". [Yho = expresses shock or disbelieve] |
| Line 398 | David | You couldn't write "ask". [Surprised facial appearance] |
| Line 399 | Debra | <i>Yho!</i> @Huh? Do you know that feeling of when your brain goes?
[Yho = Express shock or disbelieve] [Huh = invite agreement or further comment] [laughing]. |
| Line 400 | David | I know (...) brain fart! [brain fart = failure to reason correctly]
[Laughing] |
| Line 401 | Debra | <i>Yho!</i> Like ask! [Yho = Express shock or disbelieve], |
| Line 402 | David | I did spelled angel as angle. |
| Line 403 | All | [Laughing] |
| Line 404 | Debra | And <i>shu!</i> Do you know how there are two different centre?
[Referring to group] |
| Line 405 | Jessica | <i>Yha</i> , ^centre with t-r-e and with ~
[Yha = yes] |
| Line 406 | Monica | Lunch ^30 minutes
[writing while reading out loud] |

As seen in excerpt 4, the dialogue of the participants' conversation is based on a discussion of shared personal experiences of past language-related struggles in spelling or writing English words incorrectly within an educational setting. The conversation is related to a friendly exchange when the participants recall their moments in time when they had cognitive language lapses. These participants not only discuss their past language-related experiences regarding incorrect spelling of words, but they also express their emotions through verbal and non-verbal reactions in a humorous manner by adding laughter.

Monica, in line 394, initiates the conversation by stating, "So, it will be two tea breaks". Monica's statement seeks clarification of the break schedules. Additionally, she asks for assistance from her group members on how to spell the word "break" in English by stating "a break *ubhalwa njani kanti?* (how do you spell break?)". Monica's statement demonstrates that her spelling ability might be acquired first from her indigenous language isiXhosa then cross transferred to another language, which is English in this instance.

Debra in line 395 responds by repeating Monica's plea for assistance by stating "Someone spell break please!". This is an indication that Debra might also not know how to spell the word "break", so she makes a polite request by asking the group members to collectively contribute towards providing the correct spelling. Monica in line 396 responds to Debra's polite request through adopting the practice of pronouncing "break" aloud by breaking it down into two syllables rather than one syllable. The two syllables might phonetically sound as "bre-yk" rather than break". She does this while writing it as a way to seek clarity from the group on whether her spelling is correct. By doing this she ensures that the group is collectively involved in her process of spelling the word "break" and the group members can assist her if she misspelled. Debra in line 397 moves away from the word "break" by setting a lighthearted tone to the discussion as she openly and humorously shares her own personal past experience of writing the word "ask" during an examination by stating "*Yho!* I remember when I was writing the exams. I didn't know how to write ask". Debra's statement uses the expression "*Yho!*" at the start of the conversation expressing shock or disbelief in a humorous tone. This is a cultural marker of Debra's isiXhosa identity. Her admission of the word "ask" indicates that she had a past

challenge where she could not write this word correctly. Her contribution brings a more friendly and supportive atmosphere in the group.

David in line 398 responds to Debra's statement by humorously repeating "You couldn't write 'ask'". David's statement expresses a surprise reaction towards Debra's admission as his facial expression shows disbelief. This non-verbal communication provides an emotional reaction from David about what Debra said. His reaction might indicate that the word "ask" is easy to spell and therefore he could not comprehend her struggle. His statement contributes to the lighthearted atmosphere in the conversation.

Debra in line 399 elaborates past disbelief of spelling "ask" incorrectly as she responds by stating "*Yho!* @Huh? Do you know that feeling of when your brain goes". She uses "*Yho!* @Huh? Do you know that feeling of when your brain goes" Debra's statement uses "*Yho*" at the start of the sentence "@Huh?", the sound filler huh follows. The use of "Huh" seems as an invitation for others to relate to her by either agreeing or further commenting on her previous statement. In this statement Debra emphasises her feelings of intensity as she describes her experience of forgetfulness by stating "Do you know that feeling of when your brain goes?". Debra's statement refers to the moment in time when she could not recall information by using the phrase "brain goes". Her saying "Do you know that feeling" assumes a common experience amongst the participants. She laughs at her own forgetfulness as she seeks confirmation from the others. David in line 400 contributes to Debra's statement as he confirms that his brain also momentarily lapsed by stating "I know (...) brain fart! ".

David's expression of "I know" suggests that he shares a similar experience with Debra. He pauses for more than one minute right before using the expression "brain fart", which suggests that he might be thinking of the correct expression in English. The phrase "brain fart" has a slang connotation to it meaning temporarily losing one's cognitive function through forgetfulness. Moreover, he politely corrects Debra's choice of word of "brain goes" with his slang phrase "brain fart". He does this by adding laughter to the statement as he demonstrates mutual comradeship in misspelling of English words. Debra in line 401 continues to build on her previous statement as she states "*Yho!* Like ask!". Debra's statement of using "like" suggests that she really finds her past experience hard to believe as the spelling of "ask" is straightforward.

David in line 402 also shares his personal past experience of misspelling an English word as he states “I did spelled angel as angle”. David’s misspelling of “angel” could be attributed to his indigenous Afrikaans. In Afrikaans “angel” is written as “engel”. This is an indication of David cross transference the spelling of “angel” to “engel”. Both “angel” and “engel” share a similar root word “-ngel” but the pronunciations involves phonetic differences in their vowel sounds due the different languages (English and Afrikaans). In English, "angel" is pronounced as /'eɪn.dʒəl/ with a long 'a' sound in “ay” with a soft “g” sound and schwa sound towards the end. While the pronunciation of “engel” in Afrikaans has a /'ɛŋ.əl/ a short 'e' sound whit a nasal 'ng' sound and a soft 'g'.

All the participants in line 403 share a laughter implying that they find the misspelling amusing as the meaning of the two words have different meanings in English but the same meaning in Afrikaans. Debra in line 404 also contributes to the humour by asking “And shu! Do you know how there are two different centre?”. Debra’s statement suggest a heightened emotion as she uses “And shu” as an interjection ,which is used to express her strong reaction towards her disbelief. Thereafter, she raises a question to the group by asking “Do you know how there are two different centre?”. This question seeks information from the group to find out whether they are aware of the differences of the two centres in a light hearted manner.

Jessica in line 405 further builds on Debra’s questing by answering “*Yha* (Yes), ^centre with t-r-e and with ~”. The “*Yha*” is used at the start of the conversation to provide affirmation of Debra’s statement by saying “yes”. She confirms the spelling of the first centre by highlighting the difference of the last three letters in the word ,which she states as “t-r-e” . However, Monica in line 406 interjects her discussion as she states “Lunch ^30 minutes”. She does this by writing out loud as an indication that they have to get back to the task. Her identity of speaking isiXhosa is revealed when she pronounce the number “30 (thr-tee)” as “third-tee”.

4.5 PEDAGOGICAL TRANSLANGUAGING IN ON-TASK DISCUSSIONS

Having discussed the use of isiXhosa and translanguaging for students' off-task discussions of well-being and cultural meaning, I now follow Mercer's (1994, 1995, 2000, 2002) three categories of collaborative talk that I identified in the data: exploratory, disputational and cumulative talk.

First, disputational talk is marked by short exchanges of assertions, individual decision making and disagreements in a competitive environment rather than a collaborative one among participants often leading to a lack of suggestions or constructive criticism (Mercer, 2002). Moreover, this type of talk often results in unclear or unsupported resolutions in group agreements. Secondly, cumulative talk takes a different approach as it involves the speakers agreeing and building upon each other's ideas in a positive manner without critically analysing the information to check whether its correct or makes sense. This type of talk aims to create shared understanding or common knowledge by confirmations, repetition and elaboration (Mercer, 2000). Lastly, exploratory talk is identified as the most productive and common talk amongst the three categories as it fosters collaborative discussions where individuals actively explore and challenge each other's ideas and give justification for the challenges (Mercer, 2000). In addition, in this type of talk all the speakers actively take part in joint decision making after considering everyone's thoughts and shared by actively listening, questioning, and sharing relevant information.

These three types of collaborative talk were identified in the data from the transcription collected from the classroom observation where pedagogical translanguaging in on-task discussion emerges. The figure 1 represents the percentages of utterances ,which the participants used during their conversation turns.

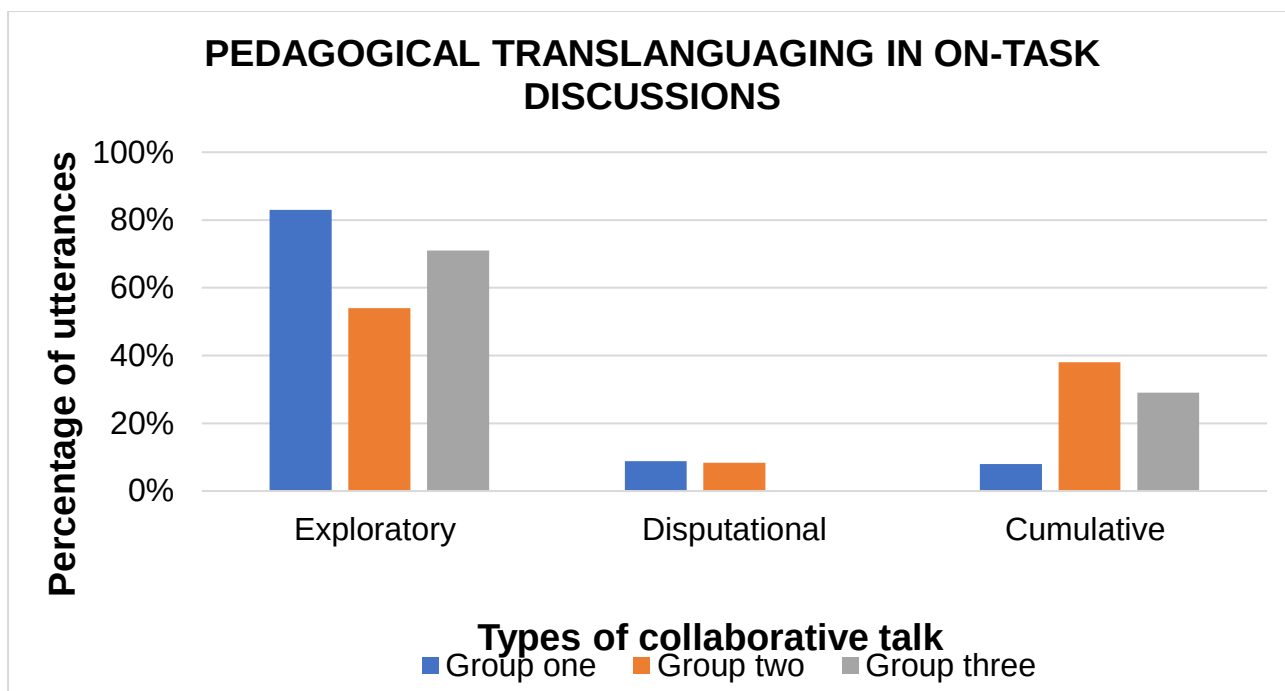


Figure 1 Pedagogical translanguaging in on task discussions

As seen in Figure 1, among the various types of talk observed during the participants group discussions, exploratory talk emerged as the most common form of talk. This dominance of exploratory talk highlights the significance of explaining and clarifying ideas clearly within the groups. In group one, exploratory talk stood out by 83% of the student engagements compared to the 9% in disputational and 8% in cumulative talk. In group two, exploratory talk was more than the other two combined, 54% versus 38% cumulative talk and 8% disputational talk. The dominance of exploratory talk was clearer in group three. It was dominant at 71% compared to 29% cumulative talk and no disputational talk.

Overall, the dominance of exploratory talk is seen across all groups suggesting that it enhances co-constructed understanding and sound reasoning to content discussions in comparison to cumulative and disputational talk (Mercer, 1995; 1996; Cansiz & Cansiz, 2014). The benefits of exploratory talk includes promoting critical but constructive group participation, active group participation by all members, offering suggestions for collaborative discussion, encourage opinions before joint decision making, a shared sense of purpose, providing justification for counter-assertions, putting forward alternative ideas within the group by actively listening, questioning.

All the three groups demonstrated minimal disputes and varying degrees of cumulative talk. I will now analyse specific examples of the talks from the three groups. These talks emerged during their group discussions when they had to answer questions from their entrepreneurship textbooks about a business plan. The participants had to create a business plan by selecting either a product or service or both. The participants in group one selected a service (fish and chips take away), group two selected a product (designing clothes) and group three selected both product and service (hair salon including selling hair products). This business plan was based on language and financial related activities that included six main sections (executive summary, marketing plan, human resource plan, financial plan, conclusion and supporting documents).

4.5.1 Group one's use of disputational, cumulative and exploratory talk

In this group, four participants fluently speak isiXhosa and one person fluently speak Afrikaans, which is expected that their discussion should be in English. Interestingly, the four participants used translanguaging normatively demonstrating their multilingual abilities. Despite, the presence of an Afrikaans speaker. These participants effectively engaged in a collaborative discussion where they are actively building on each other's ideas and making joint decisions. Despite a brief moment of disagreement of disputational talk (the group concludes the conversation successfully by finding a constructive resolution. An illustrative example of this pattern is provided in excerpt 5 from a discussion involving Debra, David and Monica.

Excerpt 5

Line 292	Debra	What is the name of our company?
Line 293	David	S-S(.)G-B-S.
Line 294	Monica	I'm talking now just about 3.3. I'm just now giving you the information that you will use, so our business name is SS(.)GBS. Logo and slogan? Fishing for chips. That will be the slogan. I don't know what the logo will be. [Referring to Debra who has to do the employment contract].

Line 295	David	I changed the logo. It's not fishing for chips! It's fish for chips!
Line 296	Monica	So that will be our slogan, fish for chips.
Line 297	Debra	Ok! The logo? Do we have the logo?
Line 298	Monica	The slogan changed to fish for chips. [Writing the logo while reading out loud]. Employer and employees' names?

As seen in excerpt 5, the dialogue of the participants' conversation is based on deciding what the company's name should be, what the logo should look like and what the slogan says for their business plan. This discussion establishes a conversation for the collaborative talk.

The conversation starts with Debra in line 292 who initiates the conversation by asking "What is the name of our company?" Debra's question seeks information about their company name. By asking this question, she initiates the starting point of the topic of discussion where she demonstrates active engagement and interest in the company name and possibly contributes to the decision-making process.

This question prompts both David (293) and Monica (294) to respond. David responds in assertive manner by stating "S-S(.)G-B-S" for the company name. He reads the company name as letters making a short pause between "S-S" and "G-B-S" almost to ensure that everyone understood the name. David's statement demonstrates disputational talk as he makes quick assertions without engaging in detailed exploration or discussion of his statement. Monica also responds by stating "SS(.)GBS" but she provides a more detailed and clear answer to Debra's question. Unlike David's way of reading the company name out, Monica pauses swiftly between "SS" and "GBS" to make the name sound like one unified name. Monica's statement demonstrates cumulative talk as she builds on Debra's and David's contributions to the conversation by stating "I'm talking now just about 3.3. I'm just now giving you the information that you will use, so our business name is SS(.)GBS. Logo and slogan? Fishing for chips. That will be the slogan. I don't know what the logo will be".

Monica's statement prompted further discussion by including the company's identity such as the logo and slogan. David in line 295 disagrees with Monica's indicating that the slogan is "fishing for chips" rather than "fish for chips" as David has stated. His statement of changing the slogan demonstrates disputational talk. Monica in line 296 acknowledges and accepts David's input by stating "So that will be our slogan, fish for chips". Monica's statement combines cumulative talk (decisions are collectively made by the group and their ideas built upon) and exploratory talk (participants engage in discussions to explore and determine the company's identity). Monica's statement affirms and accepts David's modification by repeating the slogan in a positive manner. She seems to be finalising the company's slogan as this has been collectively agreed upon. This demonstrates a collaborative approach as the group is open and willing to build on and accept each other's contributions in their decision-making process.

Debra in line 297 continues the conversation as she seeks information regarding the company's logo by asking "Ok! The logo? Do we have the logo?". Her question is primarily exploratory talk as she is contributing to the ongoing collaborative decision-making process. Debra's questions indicate that she is interested in understanding the status of the logo. Her question demonstrates exploratory talk as she contributes to the discussion. The conversation concludes with Monica in line 298 as Monica first states "The slogan changed to fish for chips". Monica's statement demonstrates cumulative talk where the group collectively agreed to change the slogan through shared understanding and acceptance. She writes and reads the answer of the slogan "fish for chips" aloud demonstrating her leadership by ensuring all the participants are on the same page. After she ensures that the company's identity has been dealt with, she moves to workplace roles for their business plan by stating "Employer and employees names?". Monica's statement signals the move from the company's identity to roles in the workplace.

In another instance of exploratory and cumulative talk, the participants are engaged in a dialogue marked by active contributions, joint reasoning and sharing of relevant knowledge as the group seeks agreement on the concepts related to employers and employees in an entrepreneurial context. An illustrative example of this pattern is provided in excerpt 6 from a discussion involving Debra, David, Jessica and Monica.

Excerpt 6

Line 299	Debra	We are the employers.
Line 300	Jessica	Employer MOS ! Employers are the people who hire.[Mos = isn't it ?]
Line 301	Monica	SS(.) GBS yi employer (.) i-employees. (The employer is SS(.) GBS (...) employees)
Line 302	Jessica	Employer MOS, ngulomntu uqashayo and employee ngulomntu oqashwayo? (Employer isn't it the one who hires and the employee is the one who is hired?)
Line 303	David	We are going to be our own employees.
Line 304	Debra	The employees can choose any names.

As seen in excerpt 6, the dialogue of the participants' conversation is based on a discussion about workplace roles and responsibilities. Debra in line 299 initiates the conversation by stating "We are the employers" ,which demonstrates disputational talk. Debra's statement provides assertiveness without much collaboration from the group. This suggest a sense of control in her decision-making process. Jessica in line 300 actively contributes in the group by stating "Employer MOS ! Employers are the people who hire" ,which demonstrates a blend of disputational and exploratory talk. Jessica's statement provides an assertive statement about the definition of employer. She uses the interjection "MOS" ,which translates as "isn't it?" towards the end of her conversation. "MOS" is a colloquial or informal expression used in Afrikaans ,which seeks confirmation or agreement in a conversation. Jessica seeks confirmation from the group members regarding the meaning of "employer".

Monica in line 301 is prompted to affirm the concept of "employer" in their business plan as she states "SS(.) GBS yi employer (.) i-employees. (The employer is SS(.)GBS (...) employees)" ,which demonstrates cumulative talk. Monica builds on Jessica's definition of employer by providing the company name. She pauses for longer than one minute before stating "employees" ,which is an indication that she was thinking as she did not have relevant information regarding the employees. Jessica in line 302 reinforces her shared understanding established earlier by Jessica as she states "Employer MOS, ngulomntu uqashayo and employee ngulomntu oqashwayo"

(Employer isn't it, the one who hires and the employee is the one who is hired) ,which demonstrates cumulative talk.

Jessica's statement reinforces and expands on the existing knowledge of employer and employee without bringing conflict in the group. She clarifies the employer and employee's roles, first stating this in English (line 300) and then repeating the ideas translanguaging with isiXhosa and English (line 302). Jessica's language use demonstrates her multilingual ability to express herself effectively in both isiXhosa and English. Her multilingual ability highlights that she uses both languages as learning tools and that her decision to express herself in isiXhosa does not imply that she has difficulty in understanding what is being said in English. Rather, it highlights her adaptability and ease when she utilises her entire linguistic repertoire that she possesses (García, 2019).

Jessica's contribution develops shared understanding in the group as she confirms and elaborates on the definitions of the employer and employees. The repetitive use of "MOS" suggests affirmation. David in line 303 propose a new idea by stating "We are going to be our own employees" ,which demonstrates exploratory talk. David's statement encourages further discussion, questioning, active participation, joint decision making. Debra in line 304 builds on David's statements previously as she states "The employees can choose any names" ,which demonstrates cumulative talk. Her statement not only supports David's statement but it also extends on the existing discussion as she provides additional information regarding the group choosing names as the employees.

4.5.2 Group two's use of disputational, cumulative and exploratory talk

In this group, five participants fluently speak isiXhosa and one person fluently speak Afrikaans ,which is expected that their discussion should be in English. Interestingly, the five participants used translanguaging normatively demonstrating their multilingual abilities and only spoke English when they interacted with the Afrikaans speaking participant. These participants effectively engaged in a collaborative discussion of problem-solving as they ask questions, challenge and disagree with each other's opinions to resolve confusion and provide clarity collaboratively. An illustrative example of this pattern is provided in excerpt 7, a discussion involving Amy, Shelly, Grace, and Tracy.

Excerpt 7

- Line 22 Shelly So are you having any suggestion on this part of the question?
[showing Amy the handout]
- Line 23 Amy I don't understand that (.). This #guys, when it comes to this (...) market share. This potential market share, I don't understand it very nicely.
[pointing to her handout] .
- Line 24 Shelly You don't understand? What we have just done now? All that?
- Line 25 Grace You don't understand?
- Line 26 Amy [Nods yes]
- Line 27 Shelly *Khawuzame umcacisela lo usecaleni kwakho.* (Please explain to the one next to you.)
[Gives instruction to Grace]
- Line 28 Grace *Ayifani naleya kodwa le yethu.* (This one is not the same as ours)
[Making reference to Amy's textbook. She had the updated textbook while the rest of the class had the older version of the textbook]
- Line 29 Shelly *Njani?* (How?)
- Line 30 Tracy *Kukhona indawo ye households engekhofo pha.*
(There is a section on households that is not there.)

As seen in excerpt 7, the dialogue of the participants' conversation is based on addressing Amy's difficulty in understanding the concept 'market share'. This prompts the group members towards solving the problem collaboratively. In aid of assisting Amy, the group discovers that Amy's textbook is different from theirs ,which might be the reason for her problem. Shelly in line 22 initiates the conversation with Amy as she is seeking suggestions regarding the market share as she states "So are you having any suggestion on this part of the question?" ,which demonstrates exploratory talk.

Shelly's statement encourages Amy to actively participate as she is interested in Amy's opinions and thoughts ,which fosters collaboration in the group. Shelly demonstrates her leadership as she includes Amy in the decision making process. Moreover, Shelly's using the term "suggestion", prompts that she has a desire for different viewpoints as she wants to discuss the topic of market share collaboratively. Amy in line 26 responds by stating "I don't understand that (.). This #guys, when it comes to this (...) market share. This potential market share, I don't understand it very nicely" ,which demonstrates exploratory talk with elements of disputational talk. Amy's statement expresses confusion ,which might lead to disagreeing with the group. While Amy expressed her confusion regarding the concept of market share, she pointed at her handout ,which is a cue for the group to pay attention to the material. and indicating the location of her confusion. This signalling where her challenge lies in understanding the market share in her handout. She pauses for more than one minute before mentioning marketshare by stating "(...) market share". The pause might indicate hesitation or giving thought on how to explain her challenge.

Shelly in line 24 asks Amy if she comprehends the information ,which was discussed so far by asking "You don't understand? What we have just done now? All that?" ,which demonstrates disputational talk. Shelly's statement suggests that she might be potentially disagreeing with Amy as she did not expect she would be confused. Her tone indicates shock and disbelief particularly at the point where she says "all that". Thereafter, Shelly seeks confirmation from Amy in regards to where the confusion might lie. Grace in line 25 interjects by repeating "You don't understand?" ,which demonstrates disputational talk.

Grace's statement implies shock and disbelief as she might try to seek clarification about Amy's comprehension. Her question might rise potential disagreement based on her tone. Amy in line 26 "nods yes" to Shelly and Grace's question "you don't understand?" ,which demonstrates disputational talk. Amy's statement is an acknowledgment of a lack of understanding or potential disagreement regarding the topic being discussed. Amy's nodding is interpreted as non-verbal cue of affirmation ,which indicates confirmation that she did not understand the marketshare concept. This is aligned to her verbal expression of her confusion.

After Amy expressed her lack of understanding in the marketshare, Shelly changed the language of discussion to isiXhosa as she instructs Grace to assist Amy by stating “*Khawuzame umcacisela lo usecaleni kwakho* (Please explain to the one next to you)”, which demonstrates cumulative talk. Shelly’s statement encourages the participants to work collectively by building on each other’s knowledge to create shared understanding of the marketshare being discussed. Grace in line 28 is willing to assist Amy but discovers that Amy’s textbook is different from the class as she states “*Ayifani naleya kodwa le yethu*. (This one is not the same as ours)”, which demonstrates cumulative talk. Grace’s statement makes a distinction between Amy’s textbook, which seems to be the updated version of the textbook and the older version of the textbook, which the rest of the class have. By pointing out the distinction of the textbooks, Grace elaborates on previous information by sharing insights into what may have led to Amy’s confusion and lack of understanding.

Shelly in line 29 responded by saying “*Njani?* (How)”, which demonstrates disputational talk. Shelly’s question challenges Grace’s earlier statement as she expresses the need for more further elaboration from Grace. Tracy interjects this discussion in the end by supporting Grace’s statement as she states “*Kukhona indawo ye households engekho ph*”. (There is a section on households that is not there)”, which demonstrates cumulative talk. Tracy’s statement builds upon existing knowledge as she shares and elaborates on additional information by pointing out that the section of the household is missing.

Another instance when in this group was actively engaged in cumulative and exploratory talk was when they corrected each other, made suggestions and asked questions along with active listening, which demonstrated collaborative learning within the group. An illustrative example of this pattern is provided in excerpt 8, a discussion involving Shelly, Grace, and Tracy.

Excerpt 8

- | | | |
|---------|--------|---|
| Line 40 | Tracy | Twelve thousand rand. [Replying to Shelly] |
| Line 41 | Shelly | <i>Hayi, yi</i> twelve million rand. (No, it’s R12 000 000)
[Laughing] |

- Line 42 Tracy *Ayinkulwanga na* #guys? (Is it not big guys?)
[Surprise about the amount]
- Line 43 Grace *Ayinkulwanga, sisezoyi divide-a kaloko*. (It is not big, we still need to divide).
- Line 44 Shelly *Isezoshiyeka incinci pha ekuqgibeleni*. (It will remain small at the end.)
- Line 45 Tracy *Funeka sinciphise imali pha kwi* household *nguye lo u-* too much. (We must decrease the household amount, it is too much.)
- Line 46 Grace *Sithini* #guys? *Besingathanga kanti sifuna abantu?* (What should we do guys? Didn't we say we are looking for people?)
- Line 47 Shelly *Bapeya malini abantu abakwi* middle income? (How much do middle income people earn?)

As seen in excerpt 8 of the dialogue, participants' conversation is based on calculating the financial part of the market share. Apart from the technical terms, which are spoken in English ('twelve million', line 41; 'household' line 45 and 'middle income', line 47), the discussion predominantly uses students' isiXhosa resources.

Tracy in line 40 initiates the discussion by responding to Shelly as she states "Twelve thousand rand". Shelly in line 41 adds humour to the conversation by correcting Tracy in a positive manner by stating "*Hayi, yi* twelve million rand. (No, it's R12 000 000) [Laughing]", which demonstrates cumulative talk. Tracy, in line 42 uses a blend of two types of talk, firstly she uses disputational talk to express her surprise about the corrected amount by stating "*Ayinkulwanga na* #guys? (Is it not big guys?) [Surprise about the amount]". The other type of talk is exploratory talk where she seeks an agreement or confirmation from the other members when she was asking if the amount is not too big.

Grace, in line 43 responds by saying "*Ayinkulwanga sisezoyi divide-a kaloko*. (It is not big, we still need to divide). In line 44, Shelly agrees with both Tracy and Grace as she states "*Isezoshiyeka incinci pha ekuqgibeleni*. (It will remain small at the end.)". This conversation is cumulative talk as a repetitive confirmation from both Tracy and Grace adds on previously mentioned points "Is it not too big" and "It is not big". In addition,

they are also involved in exploratory talk as all of them seek agreement for collaborative decisions.

Tracy, in line 45 uses exploratory talk by suggesting a course of action and contributing to decision-making by suggesting that they decrease the household amount: “*Funeka sinciphise imali pha kwi* household *nguye lo u-*too much. (We must decrease the household amount is too much.)”.

In line 46, Grace states “*Sithini* #guys? *Besingathanga kanti sifuna abantu?* (What should we do guys? Didn’t we say we are looking for people)”. Grace uses exploratory talk by asking questions and seeking input from the group as she reminds them of their initial goal. In the end, Shelly in line 47 states “*Bapeya malini abantu abakwi* middle income? (How much do middle income people earn?)” In continuing with exploratory talk, Shelly asks a question about middle-income individuals to explore ideas and potential solutions.

4.5.3 Group three’s use of disputational, cumulative and exploratory talk

In this group, all four participants are fluent isiXhosa speakers. Their discussion is bi/multilingual demonstrating a normative use of translanguaging. These participants effectively engaged in collaborative discussions that involves navigating through disagreement, building upon each other’s ideas, exploring alternative suggestions, actively challenging ideas and expanding upon each other’s contributions in making decisions collectively. The use of translanguaging throughout their collaboration is unmarked with participants seamlessly drawing on their full linguistic repertoire s. An illustrative example of this pattern is provided in excerpt 9 from a discussion involving Betty, Rose and Jeff.

Excerpt 9

Line 1 Betty So more or less like *le* product *yeyentloko, umntu one* afro *MOS? kwaye so awunayo knowledge yoba ithwani, njani i-Afro*. (So more or less, this hair product is for people with afro right and if you don’t have knowledge on how to do your Afro).

- Line 2 Rose And skills? *mhlawumbi sixoke okanye sibene salon, sihlambe abantu intloko.* (And skills? maybe we lie and say we have a salon, or we wash people's hair).
- Line 3 Jeff *Ey kodwa* #guys *ingathi ezi* points *sizinikayo ngathi azenzi sense yabo?* But *andiyazi masiqhubekeni!* (But guys, these points don't make sense you see, but we can carry on).
[*Ey kodwa* is the same as 'Eish'- expressing a range of emotions-things don't make sense]
- Line 4 Betty *Ngaske sive idea yakho ba yena uthini* #cause *kudala engavumi ukuva* points *zethu ngoku.* (If we can hear your idea because it's been a while now that you have not been agreeing with ours).
- Line 5 Jeff *Ha.a mamela andizikhabeli ba EKSE jonga, qha azinawo maan la mgray andazi maan* but *ke mas'qhubekeni* but *ndizozama nam uba ne* input. (No, listen it's not like I'm saying I don't agree but I'm saying look they don't have the flair, so I'm not sure, but we can carry on and I will also give my input)
[EKSE – "I say!" used in Afrikaans to make a statement.]
- Line 6 Betty *Yabo xa usithi uzoza ngase uyenze namhlangje* so that *ndizokwazi ukuthi pha e-group-ini*, like Jeff *uthi wathi wathi. Si phendule* question *na* question *sifake pha e-group-ini* then if *siyavumelana nalonto, sibuye nayo yonke lo* information *siyidibanise.*
(You see, if you say you will try, try to give your input today, so that, I can put this to the group and say Jeff said this and that. We can then answer question by question, and if we all agree then we combine all the information).
- Line 7 Jeff @Mmmh (.) but *okwangoku masiqhubekeni.* (but for now, let us proceed)
- Line 8 Betty But at least *inayo i-direction lento siyenzayo.* (But at least there is some direction in what we are doing)

As seen in excerpt 9, the dialogue of the participants' conversation is based on a hair product, which the participants intend to use for their potential customers in their business plan, which is primarily part of a hair salon. The participants seem to have created a WhatsApp group, so that they can discuss their business plan and later consolidate all the information they found in the classroom.

Betty in line 1 initiates the conversation by fostering an environment for collaborative learning. She introduces, seeks clarification and input from members in the group by asking questions about the knowledge required for Afro hairstyles as she states "So more or less like *le* product *yentloko, umntu* one afro *MOS. kwaye so awunayo knowledge yoba ithwani, njani i-Afro*. (So more or less, this hair product is for people with afro right and if you don't have knowledge on how to do your Afro), which demonstrates exploratory talk. Betty's statement seeks clarification as she wants to understand the necessary knowledge for dealing with afro hairstyles.

Rose in line 2 builds upon Betty's idea by introducing skills and potential actions as she states "And skills *mhlawumbi sixoke okanye sibene salon, sihlambe abantu intloko*. (And skills, maybe we lie and say we have a salon, or we wash peoples hair)", which demonstrates cumulative talk. Rose suggests that the group could pretend to have a salon or the skills to wash hair at the potential hair salon in their business plan.

Jeff in line 3 responds by disagreeing with the current points under discussion as he states "*Ey kodwa* #guys *ingathi ezi* points *sizinikayo ngathi azenzi sense yabo?* But *andiyazi masiqhubekeni!* (But guys, these points don't make sense you see, but we can carry on)", which demonstrates disputational talk. Jeff's statement expresses scepticism or doubt as he finds that the discussion points are questionable and lacking in substance by stating "*ingathi ezi* points *sizinikayo ngathi azenzi sense* (these points don't make sense)", which suggests that there is no logical understanding, or coherence in what the group members are saying. Despite Jeff's disagreement and reservations, he is willing to progress with the discussion as he states "but *andiyazi masiqhubekeni* (but we can carry on)".

In line 4, Betty responds to Jeff's lack of agreement with the group's ideas as she challenges him to share his ideas with the group. Her statement "*Ngaske sive idea yakho ba yena uthini* #cause *kudala engavumi ukuva* points *zethu ngoku*. (If we can hear your idea because it's been a while now that you have not been agreeing with

ours)” demonstrates disputational talk. This emphasises the need for collaboration from him.

Jeff in line 5 responds to Betty by expressing his reservations about the group’s ideas by saying “*Ha a mamela andizikhabeli ba EKSE jonga, qha azinawo maan la mgravy andazi maarn but ke mas’qhubekeni but ndizozama nam uba ne* input. (No, listen it’s not like I’m saying I don’t agree but I’m saying look they don’t have the flair, so I’m not sure, but we can carry on and I will also give my input)” ,which demonstrates exploratory talk. He uses a blend of languages (isiXhosa, Afrikaans and isiXhosa) with informal expressions. Jeff’s statement expresses uncertainty about the group’s opinion, particularly in regard to the lack of “flair” as something they did not do well. Despite Jeff’s uncertainty, he expresses his willingness to continue with the conversation by providing his input. This implies his openness to further discuss and collaborate with his group despite his reservations. He makes a cultural reference in his statement by using the word “EKSE” ,which draws the group’s attention as he emphasises his point. “EKSE” is a colloquial Afrikaans word ,which translates as “I say”. This word is commonly used as a slang term in South African townships by Africans.

Betty in line 6 responds to Jeff by saying “*Yabo xa usithi uzozama ngase uyenze namhlangje* so that *ndizokwazi ukuthi pha e-group-ini* like Jeff *uthi wathi wathi. Si phendule* question *na* question *sifake pha e-group-ini* then if *siyavumelana nalonto, sibuye nayo yonke lo* information *siyidibanise*. (You see, if you say you will try, try to give your input today, so that, I can put this to the group and say Jeff said this and that. We can then answer question by question, and if we all agree then we combine all the information)” ,which demonstrates exploratory talk. Betty’s statement implies that she wants Jeff to actively participate in the decision making process as she wants a more structured and collaborative approach. Moreover, she seeks immediate contribution from Jeff so that they can build consensus within the group as she states “*Yabo xa usithi uzozama ngase uyenze namhlangje* (You see, if you say you will try, try to give your input today)”. Hence, she proposes a methodical approach should be followed to address the questions by saying “*Si phendule* question *na* question *sifake pha e-group-ini*”. The statement includes the condition “if *siyavumelana nalonto* (if we all agree)” indicating that the goal is to reach consensus on the information provided.

This is for the group to provide a more cohesive understanding or decision-making process.

The conversation continues with Jeff in line 7 who responds with a sound filler “Mmmh” and a one second short pause (.) that implies that he might be thinking, acknowledging or pondering what Betty has said. Despite his uncertainties, he suggests that the group should continue with the discussion by saying “but *okwangoku masiqhubekeni*. (but for now, let us proceed)”. The use of “but” after his pause shows that he has reservation and “*okwangoku masiqhubekeni*” indicates that although he has his reservation, the group should move forward for the time being. This shows that Jeff is okay with moving on, which demonstrates collaboration and a practical way of approaching the group discussion.

Betty in line 8 ends the conversation by acknowledging the challenges but also finds comfort in positive note that the discussion had a sense of purpose as she stated “But at least *inayo i-direction lento siyenzayo*. (But at least there is some direction in what we are doing)”. She further states “*inayo i-direction lento siyenzayo* (there is some direction in what we are doing)”, to suggest a positive aspect to what they are doing, which she was referring to the task at hand. This reflects a determined and focused attitude in the face of challenges.

Another instance where this group effectively employed collaborative talk was when they used cumulative and exploratory talk to actively build upon each other's ideas, fostering a shared understanding and purpose. Notably this conversation had an absence of disputational talk as the participants do not demonstrate competition or disagreement amongst each other. An illustrative example in excerpt 10 demonstrates how Rose, Betty, Mike and Jeff use cumulative and exploratory talk.

Excerpt 10

- | | | |
|---------|-------|--|
| Line 9 | Rose | <i>Asikagqibi kusashota ezi. Kusafuneka</i> knowledge about <i>le</i> product. (We not done yet, we need to have knowledge about this product) |
| Line 10 | Betty | <i>Noba singathi senze i-short</i> course. (We could even say we did a short course) |
| Line 11 | Mike | Short course <i>yantoni</i> ? (Short course of what?) |

- Line 12 Betty *Kaloku abantwana zi sensitive inwele zabo.* (Because Kiddies hair is sensitive)
- Line 13 Mike It's natural, *yaqaphela iinwele zabantwana ziqala uqina* from 3 years. (Its natural, kids hair starts to be strong enough from 3 years)
[Thought process about how toddler's hair follicles could be damaged]
- Line 14 Betty *Qala kwi five* years. (Start from five years)
- Line 15 Rose *Umntu u-earn-a malini?* Like *u-afford-a?* (How much must a person earn? Like to afford?)
- Line 16 Betty Product *yethu inga cost-a malini?* (How much would our product cost?)
- Line 17 Mike R90 *nto kaloku eyi* one. (R90 and some odd each)
- Line 18 Jeff So *xa uno-earn-a* R3000 *angayi afford-a?* (If you earn R3000 can you afford it?)

As seen in excerpt 10, the dialogue of the participants' conversation is based on an ongoing discussion earlier regarding the hair product, which they intend to use in their business plan. Again the excerpt demonstrates the multilingual and translanguaging nature of their talk where the use of translanguaging is an unmarked and natural practice showing an integrated linguistic repertoire. This discussion is based on the participants' discussing of the personal resources related to knowledge and skills of the product. Additionally, the discussion was also based on the target market focusing particularly on the potential customers and affordability of the product.

Rose in line 9 first initiates the discussion as she states "*Asikagqibi kusashota ezi. Kusafuneka* knowledge about *le* product. (We not done yet, we need to have knowledge about this product)". This demonstrates exploratory talk. Rose's statement emphasises that the group still needs to have knowledge of the product before proceeding forward. Betty in line 10 builds positively on Rose's previous statement as she states "*Noba singathi senze i-short* course. (We could even say we did a short course)", which demonstrates cumulative talk with elements of exploratory talk. Betty responds to Rose's previous statement about the need to address the knowledge gap about the hair product. She suggests a positive action to address the knowledge gap

rather than to disagree with Rose by suggesting a short course related to the hair product. Mike in line 11 continues the conversation with repetitive confirmation as he asks Rose what kind of short course by stating “Short course *yantoni*? (Short course of what?)”. Betty in line 12 continues the conversation by stating “*Kaloku abantwana zi sensitive inwele zabo*. (Because children’s hair is sensitive)”. This demonstrates cumulative talk.

Mike’s response in line 13 elaborates on Betty’s statement by positively contributing to the discussion as he states “It’s natural, *yaqaphela iinwele zabantwana ziqala uqina* from 3 years. (Its natural, children’s hair starts to be strong enough from 3 years)”; this demonstrates cumulative talk with elements of exploratory talk. Mike’s statement adds information about the natural hair process of children that strengthens and develops at the age of three. His statement implies that the formulation of the product will be tailored made for children at the age 3.

In line 14, Betty states “*Qala kwi five* years. (Start from five years)”. Betty’s statement demonstrates cumulative talk as she builds on the ongoing discussion by proposing that their hair product should target children starting at the age of five.

Rose in line 15 deviates away from the Betty’s and Mike’s topic of the age range for the product in children by exploring the financial aspect of the hair product. Rose questions the earning capacity and affordability of the product by stating “*Umtu u-earn-a malini?* Like *u-afford-a?* (How much must a person earn? Like you afford to?)”, which demonstrates cumulative talk with elements of exploratory talk. Though her statement deviated, she still contributes to the discussion of the product by uncritically building on a broader theme in a positive manner.

Betty in line 16 builds on Rose’s contribution as she explores the cost related aspect as she is actively participating in pricing and affordability discussion of the product by stating “Product *yethu inga cost-a malini?* (How much would our product cost?)”; this demonstrates cumulative talk with elements of exploratory talk. Betty’s question seems to seek a shared understanding of the potential cost of the product as she wants to establish common knowledge within the group.

Mike, in line 17, contributes to shared understanding in the group as he continues to build on the cost-related aspect of the product by providing a clear and specific cost to the pricing of the product. In his conversation he demonstrates cumulative talk by

stating “R90 *nto kalok eyi* one (R90 and some odd each)”. Mike’s statement confirms the pricing of “R90” for the product, which is the amount of money per product. The amount of money, which is symbolised with an “R” refers to the South African Rand (ZAR) currency and the 90 refers to the amount of money. The phrase “*nto kalok eyi* one” indicates that some other amount should be attached to the cost for each product.

This discussion concludes with Jeff in line 18, who contributes to the discussion by questioning the financial-related aspects of the potential target audiences’ affordability regarding their income level. He states, “*So xa uno-earn-a R3000 angayi afford-a?* (If you earn R3000 can you afford it?)” This demonstrates exploratory talk. Jeff’s statement encourages critical thinking within the group as he introduces the hypothetical income level “R3000” of their potential target audience. His questioning expands beyond the issue of affordability but also incorporates a specific income level, prompting the group to consider various viewpoints.

4.6 STUDENTS’ PERCEPTIONS REGARDING TRANSLANGUAGING

In this section, I report on the participants’ views on whether the use of their multiple languages can improve their comprehension and participation. The interviews were conducted over two days with eight participants from two groups. Group three was willing to attend but could not due to COVID-19 lockdown restrictions and time constraints. During the interviews, participants’ responses were recorded on separate days, and the interviews were conducted in English. All the participants were asked the same two questions, with some having to answer follow-up questions to clarify their responses. This discussion will focus on the first two questions, which highlight the participants’ perceptions. The first question addressed the participants’ language proficiency and context of use, while the second question addressed the communication challenges faced during their collaborative group work.

4.6.1 Participants’ experiences with LOLT at school and college

The participants explained that the comprehension challenges stemmed from their communication difficulties, imposed language preferences and language barriers in multilingual educational settings. They mentioned that they come from multilingual backgrounds, each with different educational experiences and language backgrounds. The participants also stated that they mix Afrikaans and English or isiXhosa and

English and discussed their proficiency and level of comfort in using these languages, as well as the exposure to these languages in different contexts like home, school, college and with friends. They also mentioned the challenges they face when dealing with diverse accents and language differences found within their educational setting. An illustrative example can be seen in excerpt 11 involving individual responses from Jessica, Debra and Monica.

Excerpt 11

Jessica: *“At the college my lecturers speak Afrikaans so I find it a little bit challenging. Like most of the lecturers who have an Afrikaans background, I find it difficult to speak in English all the time with them, but I do understand most of the time.”*

Debra: *“Although, I’m Xhosa my parents wanted me to go to an English speaking school. They thought that the English schools provide better education, but I don’t agree as all my friends who did not go to English school ok.”*

Monica: *“My teachers mixed isiXhosa and English ,which helped me to understand, but when it comes to exams you’re stuck with pure English. That becomes a bit complicated because you’ll be taught in isiXhosa. Sometimes you don’t even know what to write because of the language that is used. Maybe you might understand but you don’t know the context that they want it in. Now at the college, the English here is different from the English we spoke there because it was basic English and here it’s like a different English.”*

As seen in excerpt 11, David mentions that he is proficient in both English and Afrikaans, but he prefers to speak English. He explains that he found it difficult to understand the specifics of his friend's discussion in isiXhosa, so he chose speak English with them. This language barrier affects David's comprehension and might hinder his ability to effectively participate in discussions where isiXhosa is dominant. This example shows that individuals who come from multilingual environments might have varying degrees of language comprehension, ranging from limited proficiency to difficulty in understanding others.

David's challenges stem from his unfamiliarity with isiXhosa. This analysis highlights that language comprehension is influenced by social context and an individual's language preference, which shapes their communication style. This aligns with the collaborative group work particularly from excerpt 1 to 3 where David did not participate in the isiXhosa discussions of social interaction.

Jessica identifies as isiXhosa, which demonstrates a strong link between her native language and culture. She primarily speaks isiXhosa at home and school where isiXhosa is the LOLT and English was her First Additional Language (FAL). This response highlights her multilingual environment and emphasises her isiXhosa-speaking school environment (although the official LOLT was English). However, challenges arise when she goes to college where monolingual English is the LOLT. She mentions that it is difficult to communicate entirely in English with her lecturers who come from Afrikaans-speaking backgrounds. This example shows that, despite some comprehension difficulties, she can adapt from school to college. This aligns with the collaborative group work, particularly from excerpts 1 to 3 where Jessica initiated the discussions in isiXhosa of social interaction.

Despite attending an English LOLT high school, Debra expressed her comfort in her isiXhosa-English bi/multilingual as she mentions that she speaks both isiXhosa and English with her friends at college. This demonstrates the mixing of languages and the adaptability of communication. She mentions that her parents arranged for her to attend an English-speaking school as they believed that an English school could provide a better quality of education. She challenges her parents' beliefs by expressing her disagreement and personal experiences. This illustrative example implies that individuals might face challenges when they are compelled to only communicate in English in the classroom. The analysis highlights imposed language preferences, particularly in education, personal experiences and personal identity, which shape communication styles and comprehension. This aligns with the collaborative group work, particularly with excerpt 6, where Debra mixed isiXhosa and English during educational discussion. This indicates that Debra has proficiency in both English and isiXhosa.

Monica, for example, has highlighted that she speaks IsiXhosa both at home and at school. However, the switch from using a mixture of IsiXhosa and English as the LOLT

to writing exams exclusively in English has posed several challenges. The problem lies in the mismatch between the oral language used in the classroom and the written language used in exams. This example illustrates that individuals may face difficulties in expressing their comprehension and knowledge of a subject when they are required to use a different language (pure English) than the language (IsiXhosa-English) in which the subject was taught. The analysis highlights the challenges that arise when shifting from a multilingual environment to "pure English" during exams. This aligns with the collaborative group work particularly with excerpt 4 and 6 where Monica mixed isiXhosa and English during educational discussion. This indicates that Monica has proficiency in both English and isiXhosa.

The group two participants who attended the interviews were Amy, Shelly and George and Tracy. During the interview discussions, three of the four participants highlighted that English is a hindrance to comprehension and participation in their educational multilingual environments. One of the participants responses was outside of an educational environment, which was not relevant for the study. Hence, her response is not discussed. An illustrative example can be seen in excerpt 12 involving individual responses from Shelly, George, and Tracy.

Excerpt 12

George: I speak Xhosa! I learned all my subjects in English. Xhosa was my home language and English was my first additional language in school. The teachers all spoke Xhosa (...). My English teacher taught in English, but with some Xhosa dialect here and there. In whatever, maybe we're doing literature. She would use it. My Maths spoke English, but with some Xhosa also. Since we all spoke Xhosa also. But the books were in English.

Shelly: I speak Xhosa. I only know the Xhosa speakers in my class and then I speak IsiXhosa. At school, I was only friends with IsiXhosa speaking people. I sometimes go with another girl that speaks in Afrikaans, but since we were a few IsiXhosa speakers in the class at school (.) It's just I'm comfortable with Xhosa.

Tracy: *I speak IsiXhosa. I went to a Xhosa primary school and then started to go to an English school high school. This was an Afrikaans-English school. But we did have a Xhosa teacher who was teaching us IsiXhosa as a first additional language. I had English, Afrikaans and IsiXhosa. At school, I befriended some of the Afrikaners speaking girls. That girl could help me because at home we don't speak Afrikaans. But I left Afrikaans in Grade 10. In grades 8 and 9, I was doing Afrikaans and English only and in grade 10 you could choose between IsiXhosa and Afrikaans, so I chose Xhosa.*

Amy: *I speak English at home. my parents speak Afrikaans mostly, but I'm comfortable with Afrikaans and English.*

As seen in excerpt 12, George for instance highlights that he is proficient in isiXhosa and he speaks it at home. George highlights that his English teacher mixed some isiXhosa dialect with English while his Mathematics teacher mixed isiXhosa and English since they were proficient in both languages. They mixed their isiXhosa and English even though the instructional materials were all written in English. This illustrative example of language use in the classroom implies that George might have faced hindrances when he had to engage with his monolingual English books especially when he had to analyse and interpret literature.

The instructional materials used in English could impact comprehension of the subject matter and in turn affect academic success. They might find it difficult to fully participate in collaborative group discussions, share their comprehension as well as demonstrate their comprehension of literature concepts. If the literature lesson is highly reliant on English than student who have poor English proficiency might struggle to comprehend the text in the literature. The use of English only as the LOLT might impose on an individual language of preference and unintentionally exclude individuals whose indigenous language is isiXhosa. This implies that individuals might feel compelled to use English as the language of preference, which does not align with their own cultural and identity of their indigenous language. The analysis highlights the differences between the LOLT being English with some isiXhosa and the language of the educational material being English, which can create confusion for individuals like George who has to navigate between these languages.

Additionally, George mentioned that he is comfortable with isiXhosa, but this might be hindrance to him as it might cause him difficulty to express his thoughts and ideas effectively in English. This was evident during the collaborative group work particularly in excerpt 7 and 8 where he did not contribute to the discussion. However, in Annexure A, a fuller vision of the group discussion, George mixed both isiXhosa and English, but the English words that he used were textbook-driven or technical terms, as well as the use of casual English.

Shelly, highlights that she speaks isiXhosa and socially interacts with Xhosa speakers. She speaks isiXhosa at home, school and with friends who are isiXhosa speakers. While she has a strong connection and comfort with isiXhosa, this implies that she has limited social experience in engaging with individuals from different language backgrounds. Her limited social experiences could result in missing social opportunities and potentially lead to isolation. However, she mentioned that she occasionally interacts with an Afrikaans-speaking girl, which suggests an effort to build a diverse social circle. She mentions limited non-IsiXhosa speakers in her social circle. This suggests that her social interactions may have been influenced by her language of preference. However, her stated preference for isiXhosa mostly was not evident during the collaborative group work, particularly in excerpts 7 and 8, where she used English to engage with Amy and translanguaging with the rest of the group using concepts from the textbook when she participated in the group.

Tracy, for instance, highlights that she is an isiXhosa speaker who transitions from an isiXhosa-speaking primary school to an English-speaking high school with an Afrikaans-English curriculum. She mentions that she has a multilingual background and is proficient in isiXhosa, English and Afrikaans. She mentioned that she had a friend who spoke Afrikaans, but she herself spoke isiXhosa. However, it seems that having just one friend who spoke her preferred language was not enough, as she switched to taking isiXhosa FAL in grade 10. This example illustrates that the lack of sufficient language interactions can have an impact on language choices and proficiency. The analysis suggests that the way individuals learn a language is influenced by their home environment and, to a lesser extent, their social connections and their personal circumstances. In excerpts 7 and 8, it was evident that Tracy's language preference was IsiXhosa and English, suggesting that she used these languages due to her social interaction.

4.6.2 Translanguaging enhances comprehension and participation

The interviews with eight participants revealed that they all agreed that mixing isiXhosa and Afrikaans with English and translating them enhances comprehension and participation in multilingual educational environments. The responses suggest that the participants' ability to use multiple languages allows them to maintain a strong cultural identity, preserve their language, and improve social inclusion, personal and cognitive development, and personal comfort in language usage. This highlights the importance of supporting multilingualism in educational and social environments. The excerpt used in this section has two separate discussions. Hence, the same illustrative examples are used in excerpt 13, involving individual responses from David, Jessica, Debra and Monica.

Excerpt 13

David: *"I speak English now, but I come from an Afrikaans-English school. English was my first language. Afrikaans was my additional language. I'm comfortable speaking both, but I find myself speaking English most of the time with my friends. My friends are Xhosa speaking when they speak Xhosa, I can only understand the topic and not the words themselves."*

Jessica: *"At home, I speak Xhosa, and at school too. It was at a Xhosa-speaking school only. At school, English was my First Additional language. At the college my lectures speak Afrikaans, so I find it a little bit challenging. Like most of the lecturers who have an Afrikaans background, I find it difficult to speak in English all the time with them, but I do understand most of the time."*

Debra: *"I am Xhosa speaking. I went to an English-speaking school. My first additional language was Afrikaans. Although, I'm Xhosa my parents wanted me to go to an English-speaking school. They thought that the English schools provide better education, but I don't agree as all my friends who did not go to English school ok. I'm really*

comfortable with IsiXhosa and use both English and IsiXhosa at college with friends.”

Monica: *“I speak isiXhosa and I spoke isiXhosa at school as well. Most of the subjects were mixed. It would be explained in isiXhosa or English or whatever. My teachers mixed isiXhosa and English ,which helped me to understand, but when it comes to exams you’re stuck with pure English. That becomes a bit complicated because you’ll be taught in isiXhosa. Sometimes you don’t even know what to write because of the language that is used. Maybe you might understand but you don’t know the context that they want it in. Now at the college, the English here is different from the English we spoke there because it was basic English and here it’s like a different English.”*

As seen in excerpt 13, David is comfortable using both Afrikaans and English, but he primarily uses English as a common language because friends are isiXhosa-English bilinguals. David's response shows that he has a basic understanding of isiXhosa, as he can recognize the language when he hears or sees it. However, he cannot speak or write isiXhosa. Despite not understanding the isiXhosa words, David comprehends the topic of conversation, indicating that he is not excluded from his friends' discussions. This aligns with his collaborative group discussion in excerpt 6, where he demonstrated an ability to understand the context of the discussion, likely guided by non-verbal cues or familiar isiXhosa words that sounded like Afrikaans and English words. These instances allowed David to actively participate in group discussions by asking clarifying questions in English or Afrikaans, which his friends could translate into isiXhosa. This improved his friends' comprehension of the discussion and demonstrated David's willingness to engage in discussions despite the language barrier. This example highlights the importance of cultural and language diversity in enhancing social interaction and maintaining relationships with peers from different backgrounds.

Jessica mentioned that she faces a challenge in speaking English continuously. However, she mentions that her Afrikaans-speaking lecturers can understand her despite both communicating in English. This demonstrates that comprehension can be achieved in a multilingual environment, even when the language spoken is different

from what an individual is used to at home and in school. Jessica's language use was evident in her collaborative group discussion in excerpts 4 to 6, where she communicated with David, who is Afrikaans speaking, which highlights learning opportunities in a multilingual educational environment.

In excerpt 13, Debra mentioned that she is comfortable using both isiXhosa and English. Her proficiency in both languages suggests that she has integrated them into her daily life. These competencies enable effective participation in both educational and social environments. Debra's preference to mix isiXhosa and English at college. Debra's language shift between isiXhosa and English showcases her translanguaging practices, which are common in multilingual individuals. Translanguaging enables effective communication in different language environments.

Monica shared that her teachers used a mix of isiXhosa and English, which helped her understand the subjects better. The teachers used both languages according to Monica's language background, which facilitated a deeper understanding of the subject matter. Her experience suggests that the use of multiple languages in this case, isiXhosa and English, enhanced her comprehension. Monica's enhanced comprehension might result from her speaking isiXhosa, which is the language that she is comfortable and familiar with. This example highlights that using multiple languages enhances cognitive abilities as an individual adapts and thinks in multiple languages, which might improve problem-solving skills.

Four members of group two agreed that the use of translanguaging improves comprehension and participation. The examples given in Excerpt 12 are the same as those in Excerpt 13, as previously noted. One example in Excerpt 12 involves the responses of George, Shelly, Tracy, and Amy regarding their experience with comprehension and participation.

In excerpt 14, George mentions that his teachers mixed elements from his indigenous language, isiXhosa, into the English language that they use for teaching. This seamless shift between languages in different subjects demonstrates adaptability and fosters a more flexible learning environment that allows individuals to engage by providing their language input. In such environments, individuals might show awareness of their multilingualism, which could promote more accessible and inclusive education. This emphasises that language is more than just a communication tool, but

an aspect of culture that should be acknowledged, celebrated, and valued. In Annexure A, George participated in collaborative group work and mixed English and isiXhosa, which contributed positively to the group. This demonstrates that George might have felt confident and empowered to express his ideas, as his language identity is respected and acknowledged by his peers.

Shelly stated that isiXhosa is her preferred language. She was comfortable speaking it and has formed friendships with isiXhosa speakers. This highlights a strong connection between her personal comfort and social interaction. The analysis indicates that Shelly's preference for isiXhosa is based on her familiarity with her indigenous language. This example highlights the importance of personal comfort and social interaction, as was evident in the collaborative group discussions in excerpt 7. During the discussion, Shelly asked one of the group members to explain something to Amy in English, which suggests that she may have had difficulty expressing her thoughts and ideas to Amy in English only.

Tracy mentioned that she became friends with a girl who spoke Afrikaans. This shows that Tracy was open to connecting with someone from a different language background. Having cross-cultural friendships can enhance the ability to shift between languages. This demonstrates the important role of social interaction in facilitating translanguaging abilities.

Amy has mentioned that she is proficient in both Afrikaans and English languages. Although English is the language spoken at home, her parents are Afrikaans speakers. The analysis of this situation points towards the fact that her ability to switch between both languages, particularly at home, promotes effective communication. Through a suitable example, Amy's comfort with both languages contributes to her enhanced comprehension and participation.

4.6.3 Challenges during collaborative group work

Four participants, two from each group, pointed out that they faced various challenges during the collaborative group work. Some of them had difficulty expressing themselves in English while others faced language barriers and lacked exposure to entrepreneurship subjects. These challenges were primarily due to unfamiliarity with financial-related entrepreneurship concepts and language. Excerpt 14 provides an

illustrative example of such instances, which involved Debra and Monica from group one and George and Shelly from group two.

Excerpt 14

Debra: *It was a bit challenging, sometimes cause you would want to say something in English but you can't seem to think of words to explain it* [other students nodded in agreement to Debra's statement]. *You can't express yourself....I think I found the calculation bits difficult since I did not do anything related to business at school because I had pure Maths. Some of the words were a bit challenging. I do understand the words, it was just that the definition was challenging and not the actual word. Like, I did not know what market share means.*

Monica: *Yes, especially for me! I would just Xhosarised something and I don't know how he managed to understand but I'll also ask them to translate what I was trying to say. I forgot the words now, but we googled whenever we struggled with a certain words* [Debra nods agreeing with Monica]. *For me, the English runs out, so you end up speaking Xhosa but they [referring to all the members] understand what you are trying to say.*

Shelly: *Yes, I do because in the Eastern Cape we almost use everything in IsiXhosa, so all the subjects were taught in IsiXhosa besides English, so mostly I used to speak IsiXhosa and now (.) it's so new to me, we have to use English almost every day. So it does have a little bit of a challenge here and there. I did struggle a little bit [referring to Entrepreneurship] because I wasn't doing i-business subjects, but some of the words I used to do it in grade 10. So some of the words for me. I am not familiar with them because I did not have subjects related to EBM. I did not do Business Studies or Economics, I was doing pure Maths.*

George: *I find computer practice [one of the subjects in Public Management] challenging only. I'm familiar with some of the words as*

I'm used to seeing them or hearing them, so it's not all of the words that I have a problem with. I was not entirely unfamiliar with EBM [referring to Entrepreneurship]. is because I did Economics in school.

In extract 14, Debra expressed her difficulties in effectively communicating her thoughts and ideas in English during group work. This suggests a language barrier that hinders her ability to contribute to collaborative projects and may impact her overall comprehension of the subject matter. Despite her background in pure mathematics, she struggled to apply her skills to accounting calculations in entrepreneurship, particularly market share. This challenge indicates a lack of exposure to business-related subjects. Debra also admitted to difficulty with certain words, and while she understood the words themselves, she struggled with their definitions. This was evident during a group discussion when she asked the teacher for assistance in defining the concept of market share. This example highlights the need for intervention to address gaps in understanding and ensure that all group members have a common comprehension of key concepts.

Monica has expressed that she has trouble expressing her ideas in English, and, as a result, she resorts to using isiXhosa to communicate her ideas. This is an example that highlights how individuals switch to their indigenous language when their English proficiency falls short as a coping mechanism to bridge the communication gap. Monica also mentioned that she relied on her group members to translate for her when she faced language-related challenges that hindered effective communication. This reliance on translation suggests that a collaborative group effort is necessary to ensure comprehension. Additionally, Monica highlighted the fact that her English proficiency sometimes falls short, which highlights the challenges she faces in communicating effectively in English. This analysis emphasizes the importance of addressing language barriers and providing support to multilingual individuals who have limited English proficiency and exposure to entrepreneurship subjects. Finally, Monica mentioned that she would use Google to overcome her language barriers, which demonstrates the potential benefits of incorporating technology within group discussions.

Shelly mentioned that she uses isiXhosa as her primary language, switching to using English in her academic life. This change has been difficult for her as it presents

communication barriers during group work activities. Moreover, she mentioned that her struggle with entrepreneurship is connected to the lack of exposure to business-related subjects such as business studies and economics, as she only studied pure mathematics. The insufficient exposure to business subjects has contributed to her difficulties in comprehending entrepreneurship concepts. This real-life example highlights the significant impact of language and subject exposure on an individual's ability to work collaboratively in groups. Therefore, addressing language and subject-related challenges is crucial to ensure effective group work.

George mentioned that he has limited exposure to entrepreneurship concepts and is not familiar with the subject. This lack of prior knowledge may affect his participation during group work. However, George did mention that he is not entirely unfamiliar with entrepreneurship as he studied economics in school. This analysis highlights that prior familiarity with business-related concepts can contribute to better comprehension and participation.

4.7 CONCLUSION

This chapter discusses the use of translanguaging in social interaction and pedagogical translanguaging during on-task discussions. The benefits of exploratory talk were evident in promoting critical but constructive group participation, active involvement by all members, and a shared sense of purpose. This form of talk encouraged the offering of suggestions, the voicing of opinions before joint decision-making, the provision of justification for counter-assertions, and the proposal of alternative ideas within the group through active listening and questioning. The use of translanguaging was found to enhance comprehension and participation. However, challenges were encountered during collaborative group work. Some participants had difficulty expressing themselves in English, while others faced language barriers and lacked exposure to entrepreneurship subjects. These challenges were primarily due to unfamiliarity with financial-related entrepreneurship concepts and language. The participants' experiences with the language of teaching and learning at school and college were also reported.

CHAPTER FIVE: RECOMMENDATIONS AND CONCLUSION

The study's main purpose was to explore how translanguaging might assist first-year multilingual students in an entrepreneurship classroom at a TVET college in the Western Cape during collaborative group work. There were two objectives to accomplish the overall purpose of the study. Firstly, the study wanted to find out how translanguaging is used in a classroom where the LOLT is English. Secondly, the study aimed to give an account of the kinds of collaborative talk during group work of multilingual students. By addressing these goals, the study intended to provide information about how translanguaging might improve multilingual students' learning experiences in entrepreneurial classroom. Results have shown the use of translanguaging was not only used in social interaction but in pedagogical translanguaging as well during collaborative group work.

Additionally, translanguaging as a language resource supported students' engagement in exploratory talk, which enhanced comprehension and participation. This was achieved by allowing students to use their entire linguistic repertoire for pedagogical purposes. Hence, the study recommends that TVET teachers acknowledge their students as bi/multilinguals and encourage translanguaging as a language resource when students are involved in collaborative talk during group discussions. These students in TVET colleges attend classrooms where the LOLT is officially monolingual English with written materials such as the textbooks and assessments provided in English only and teachers are expected to teach in English. However in practice, students often work collaboratively, they are actually bi/multilingual as they work together. Many students draw on all their language resources for on-task and off-task interaction.

REFERENCES

- Arthur, J., & Martin, P. (2006). Accomplishing lessons in postcolonial classrooms: Comparative perspectives from Botswana and Brunei Darussalam. *Comparative education*, 42(02), 177-202.
- Auer, P. (Ed.). (2013). *Code-switching in conversation: Language, interaction and identity*. Routledge.
- Baker, C. (2001). *Foundations of bilingual education and bilingualism* (3rd ed.). Clevedon, UK: Multilingual Matters
- Baker, C. (2011). *Foundations of bilingual education and bilingualism* (5th ed.). Clevedon, UK: Multilingual Matters.
- Banda, F. (2007). Study groups and peer roles in mediated academic literacy events in multilingual educational contexts in South Africa. *Stellenbosch Papers in Linguistics*, 37(1), 1–21. <https://doi.org/10.5774/37-0-15>.
- Banda, F. (2016). Language policy and orthographic harmonization across linguistic, ethnic and national boundaries in Southern Africa. *Language Policy*, 15(3), 257–275. <https://doi.org/10.1007/s10993-015-9370-2>.
- Banda, F. (2018). 'Translanguaging and English-African language mother tongues as linguistic dispensation in teaching and learning in a black township school in Cape Town', *Current Issues in Language Planning* 19(2), 198–217. <https://doi.org/10.1080/14664208.2017.1353333>.
- Batyi, T. (2022). Enhancing the quality of students' academic literacies through translanguaging. *Language, Culture and Curriculum*, 35(3), 303-316.
- Blommaert, J. (2010). *The sociolinguistics of globalization*. Cambridge University Press.
- Blommaert, J., & Backus, A. (2011). Repertoires revisited: 'Knowing Language' in superdiversity. *Working Papers in Urban Language & Literacies (WPULL)*, 67, 1-
- Blommaert, J., & Backus, A. (2013). 'Superdiverse Repertoires and the Individual. Current Challenges for Educational Studies' in I. de Saint-Georges and J.-J. Weber (eds.): *Multilingualism and Multimodality*. Sense, pp. 11–32.

- Busch, B. (2012) linguistic repertoire revisited. *Applied Linguistics*, 33(5), 503-523.
- Canagarajah, S. (2011). Translanguaging in the classroom: Emerging issues for research and pedagogy. *Applied Linguistics Review*, 2, 1-27.
- Canagarajah, S. (2013). Theorizing a competence for translingual practice at the contact zone. In *The multilingual turn* (pp. 78-102). Routledge.
- Carstens, A. (2016). Translanguaging as a vehicle for L2 acquisition and L1 development: students' perceptions. *Language Matters (Pretoria, South Africa)*, 47(2), 203–222. <https://doi.org/10.1080/10228195.2016.1153135>.
- Cenoz, J. & D. Gorter (2011). Focus on multilingualism: A study of trilingual writing. *The Modern Language Journal* 95, 356–369.
- Cenoz, J. (2017). Translanguaging in school contexts: International perspectives. *Journal of Language, Identity & Education*, 16(4), 193-198.
- Cenoz, J., & Gorter, D. (2011). A holistic approach to multilingual education: Introduction. *The Modern Language Journal*, 95(3), 339-343.
- Cenoz, J., Gorter, D. (2017). Translanguaging as a Pedagogical Tool in Multilingual Education. In: Cenoz, J., Gorter, D., May, S. (eds) *Language Awareness and Multilingualism. Encyclopedia of Language and Education*. Springer, Cham. https://doi.org/10.1007/978-3-319-02240-6_20.
- Cenoz, J., & Gorter, D. (2021). *Pedagogical Translanguaging*. Cambridge: Cambridge University Press.
- Charamba, E. (2019). Translanguaging: Developing scientific scholarship in a multilingual classroom, *Journal of Multilingual and Multicultural Development*, 41(8), 655–672. <https://doi.org/10.1080/01434632.2019.1625907>.
- Charamba, E. (2023). Translanguaging as bona fide practice in a multilingual South African science classroom. *International Review of Education*, 1-20.
- Childs, M. (2016). Reflecting on translanguaging in multilingual classrooms: Harnessing the power of poetry and photography. *Educational Research for Social Change*, 5(1), 22-40.
- Cresswell, J. (2007). *Qualitative inquiry and research design: Choosing among five traditions*. London: SAGE.

- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: SAGE.
- Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. Sage publications.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design : qualitative, quantitative, and mixed methods approaches* (5th edition. International student edition.). SAGE Publications, Inc.
- Cummins, J. (1979). Linguistic interdependence and the development of bilingual children. *Review of Educational Research*, 49, 222-251.
- Denzin, N.K & Lincoln, Y.S. 2000. The discipline and practice of qualitative research. In N.K. Denzin & Lincoln (eds), *Handbook of qualitative research* (pp1-28). Thousand Oaks; CA: Sage.
- Du Plessis, S. (2006). The acquisition of English as Language of Learning and Teaching: The South African Context. Unpublished PhD thesis, University of Pretoria, Pretoria.
- Duarte, J. (2016). Translanguaging in mainstream education: A sociocultural approach. *International Journal of Bilingual Education and Bilingualism*. doi:10.1080/13670050.2016.1231774.
- Duarte, J. (2018). Translanguaging in the context of mainstream multilingual education. *International Journal of Multilingualism*. DOI: 10.1080/14790718.2018.1512607.
- Dwyer, S. C., & Buckle, J. L. (2009). The space between: On being an insider-outsider in qualitative research. *International journal of qualitative methods*, 8(1), 54-63.
- Finegan, E. (2004). *Language: Its Structure and Use*, Fourth Edition. Boston MA: Wadsworth.
- Frankfort-Nachmias, C. & Nachmias, D. (1996). *Research Methods in the Social Sciences*. Fifth Edition. London: Arnold.

- Fusch, P. I., Fusch, G. E., & Ness, L. R. (2017). *How to Conduct a Mini-Ethnographic Case Study: A Guide for Novice Researchers*. *The Qualitative Report*, 22(3), 923-941. Retrieved from <https://nsuworks.nova.edu/tqr/vol22/iss3/16>.
- García, O. (2009). *Bilingual education in the 21st century: A global perspective*. Hoboken, NJ: Wiley-Blackwell.
- García, O., & Kano, N. (2014). Translanguaging as process and pedagogy: Developing the English writing of Japanese students in the US. *The multilingual turn in languages education: Opportunities and challenges*, 258, 277.
- García, O., & Lin, A. M. (2017). *Translanguaging in bilingual education*. *Bilingual and Multilingual Education. Encyclopedia of Language and Education*, 117-130. Switzerland: Springer.
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. London: Palgrave Macmillan.
- Grosjean, F. (1989). Neurolinguists, Beware! the bilingual is not two monolinguals in one person. *Brain and Language*, 36(1), 3-15. doi: [https://doi.org/10.1016/0093-934X\(89\)90048-5](https://doi.org/10.1016/0093-934X(89)90048-5).
- Gumperz, J. J. 1964. 'Linguistic and Social Interaction in Two Communities', *American Anthropologist*. 66 (6/2): 137–153.
- Guzula, X., McKinney, C., & Tyler, R. (2016). Language-for-learning: Legitimising translanguaging and enabling multi-modal practices in third spaces. *Southern African Linguistics and Applied Language Studies*, 34(3), 211–226.
- Halliday, M. A. (1993). Towards a language-based theory of learning. *Linguistics and education*, 5(2), 93-116.
- Heugh, K. (2013). Multilingual education policy in South Africa constrained by theoretical and historical disconnections. *Annual Review of Applied Linguistics*, 33, 215-237.
- Heugh, K. (2015). Epistemologies in multilingual education: Translanguaging and genre – companions in conversation with policy and practice. *Language and Education*, 29(3), 280-285. <https://doi.org/10.1080/09500782.2014.994529>.

- Holliday, A. (2007). *Doing & writing qualitative research*. Sage.
- Hungwe, V. (2019). The effectiveness of using translanguaging in collaborative learning to enhance reading comprehension in first year university students (Doctoral dissertation).
- Hurst, E., & Mona, M. (2017). Translanguaging as a socially just pedagogy. *Education as Change*, 21(2), 126-148.
- Hymes, D. (1996). *Ethnography, linguistics, narrative inequality: Toward an understanding of voice*. London: Taylor & Francis.
- Johnstone, B Marcellino, William (2018). Dell Hymes and the Ethnography of Communication. Carnegie Mellon University. Journal contribution. <https://doi.org/10.1184/R1/6469616.v1>.
- Jørgensen, J. N. (2008). Polylingual languaging around and among children and adolescents. *International Journal of Multilingualism*, 5(3), 161–176.
- Joseph, D. I. (2015). A sociolinguistic analysis of the effective translanguaging strategies of some first year bilingual students at University of the Western Cape (UWC).
- Krause, L. S., & Prinsloo, M. (2016). Translanguaging in a township primary school: Policy and practice. *Southern African Linguistics and Applied Language Studies*, 34(4), 347-357. <https://doi.org/10.2989/16073614.2016.1261039>.
- Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Origins and development from school to street and beyond. *Educational Research and Evaluation*, 18(7), 641-654.
- Lin, A., & Martin, P. W. (Eds.). (2005). *Decolonisation, globalisation: Language-in-education policy and practice* (Vol. 3). Multilingual Matters.
- Lin, L. (2015). *Investigating Chinese HE EFL classrooms: Using collaborative learning to enhance learning*. Heidelberg, Germany: Springer-Verlag Berlin Heidelberg.

- Madiba, M. (2010). Towards multilingual higher education in South Africa: The university of Cape Town's experience. *Language Learning Journal*, 38(3):327-346.
- Madiba, M. (2014). "Promoting Concept Literacy through Multilingual Glossaries: A Translanguaging Approach." In C. Van der Walt and L. Hibbert (Eds.). *Multilingual Teaching and Learning in Higher Education in South Africa*. Clevedon: Multilingual Matters.
- Makalela, L. (2015). Moving out of linguistic boxes: The effects of translanguaging strategies for multilingual classrooms. *Language and Education*, 29(3), 200-217. <https://doi.org/10.1080/09500782.2014.994524>.
- Makalela, L. (2016). Translanguaging practices in a South African institution of higher learning: A case of Ubuntu multilingual return. In C. M. Mazak; K. S. Carroll (Eds.) *Translanguaging in Higher Education*. pp. 65-78. Bristol: Multilingual Matters.
- Makoni, S., & Pennycook, A. (Eds.). (2007). *Disinventing and reconstituting languages*. Clevedon, UK: Multilingual Matters.
- Mbirimi-Hungwe, V. (2016). Translanguaging as a strategy for group work: Summary writing as a measure for reading comprehension among university students, *Southern African Linguistics and Applied Language Studies*, 34:3, 241-249, DOI: 10.2989/16073614.2016.1250352.
- Mbirimi-Hungwe, V., & Hungwe, T. (2018). Translanguaging for epistemic access to computer science concepts: A call for change. *Per Linguam: a Journal of Language Learning Per Linguam: Tydskrif vir Taalaanleer*, 34(2), 97–111. <https://doi.org/10.5785/34-2-771>.
- Mbirimi-Hungwe, V., & McCabe, R. M. (2020). Translanguaging during collaborative learning: A 'transcollab' model of teaching. *Southern African Linguistics and Applied Language Studies*, 38(3), 244–259. <https://doi.org/10.2989/16073614.2020.1847670>.

- Vygotsky, L. S. (1986). *Thought and language*. Cambridge, MA: The MIT Press.
- Vygotsky, L. (1962). *Thought and Language* (1934). (Trans. Eugenia Hanfmann and Gertrude Vokar). Cambridge, MA: MIT Press.
- McKinney, C. & Tyler, R. (2018). Disinventing and reconstituting language for learning in school Science. *Language and Education*, 33 (2), 141-158.
- Mercer, E. M., & Higgins, S. E. (2013). Collaborative learning with multi-touch technology: Developing adaptive expertise. *Learning and Instruction*, 25, 13-23.
- Mercer, N. (1994). The quality of talk in children's joint activity at the computer. *Journal of Computer Assisted Learning*, 10(1), 24-32.
- Mercer, N. (1995). *The guided construction of knowledge: Talk amongst teachers and learners*. Clevedon, England: Multilingual Matters.
- Mercer, N. (1996). The quality of talk in children's collaborative activity in classroom. *Learning and Instruction*, 6(4), 359–377.
- Mercer, N. (2000). *Words and minds: How we use language to think together*. London, England: Routledge.
- Mercer, N. (2002). Developing dialogues. In G. Wells & G. Claxton (Eds.), *Learning for life in the 21st century* (pp. 141–153). Oxford, England: Blackwell.
- Mercer, N. (2010). The analysis of classroom talk: Methods and methodologies. *British Journal of Educational Psychology*, 80(1), 1–14.
- Mgijima, V. D., & Makalela, L. (2016). The effects of translanguaging on the bi-literate inferencing strategies of fourth grade learners. *Perspectives in Education*, 34(3), 86-93.
- Milroy, L., & Muysken, P. (Eds.). (1995). *One speaker, two languages: Cross-disciplinary perspectives on code-switching* (Vol. 10). Cambridge University Press.
- Mokone, K. (2014). *The impact of academic development programmes on the performance of lecturers in the classroom at public further education and training colleges*. Research project.

- Mouton, J. (1996). *Understanding Social Research*. Pretoria: JL Van Schaik.
- Msimanga, A., & Lelliott, A. (2014). Talking Science in Multilingual Contexts in South Africa: Possibilities and challenges for engagement in learners home languages in high school classrooms, *International Journal of Science Education*, 36:7, 1159-1183, DOI: 10.1080/09500693.2013.851427.
- Myers-Scotton, C. (1993). *Social Motivations for Code-Switching: Evidence from Africa*. Oxford: Clarendon Press.
- Nieuwenhuis, J. (2016). Qualitative research designs and data gathering techniques. In K. Maree (Ed.), *First steps in research* (2nd ed., pp. 72-102). Pretoria: Van Schaik.
- Omidire, M. F., & Ayob, S. (2022). The utilisation of translanguaging for learning and teaching in multilingual primary classrooms. *Multilingua*, 41(1), 105-129.
- Otheguy, R., García, O., & Reid, W. (2019). Clarifying translanguaging and deconstructing named languages: A perspective from linguistics. *Applied Linguistics Review*, 6, 281-307.
- Otsuji, E. & Pennycook, A. (2011). Social inclusion and metrolingual practices. *International Journal of Bilingual Education and Bilingualism*. 14. 413-426. 10.1080/13670050.2011.573065.
- Patton, M. Q. (2002). Two decades of developments in qualitative inquiry: A personal, experiential perspective. *Qualitative social work*, 1(3), 261-283.
- Paxton, M. (2009). "It's easy to learn when you using your home language but with English you need to start learning language before you get to the concept": Bilingual concept development in an English medium university in South Africa. *Journal of Multilingual and Multicultural Development*, 30(4), 345–359.
- Paxton, M., & Tyam, N. (2010). Xhosalising English? Negotiating meaning and identity in Economics, *Southern African Linguistics and Applied Language Studies*, 28:3, 247-257, DOI: 10.2989/16073614.2010.545027.
- Pennycook, A. (2006). *Global Englishes and Transcultural Flows* (1st ed.). Routledge.

- Polit, D. F., & Beck, C. T. (2004). *Nursing research: Principles and methods*. Lippincott Williams & Wilkins.
- Poplack, S. (1980). Sometimes I'll start a sentence in Spanish Y TERMINO EN ESPAÑOL: toward a typology of code-switching 1. *Linguistics*, 18, 581-618. [10.1515/ling.1980.18.7-8.581](https://doi.org/10.1515/ling.1980.18.7-8.581).
- Poza, L. (2017). Translanguaging: Definitions, implications, and further needs in burgeoning inquiry. *Berkeley Review of Education*, 6(2), 101-128.
- Probyn, M. (2009). "Smuggling the vernacular into the classroom": conflicts and tensions in classroom codeswitching in township/rural schools in South Africa. *International Journal of Bilingual Education and Bilingualism*, 12(2), 123–136. <https://doi.org/10.1080/13670050802153137>.
- Probyn, M. (2015). Pedagogical translanguaging: Bridging discourses in South African science classrooms. *Language and Education*, 29(3), 218-234. <https://doi.org/10.1080/09500782.2014.994525>.
- Probyn, M. (2019). Pedagogical translanguaging and the construction of science knowledge in a multilingual South African classroom: challenging monoglossic/post-colonial orthodoxies, *Classroom Discourse*, 10:3-4, 216-236, DOI: 10.1080/19463014.2019.1628792.
- Punch, K. F. (2014). *Introduction to Social Research: Quantitative and Qualitative Approaches third edition*. London: SAGE Publications Ltd.
- Punch, K. F., & Oancea, A.(2014). *Introduction to Research Methods in Education*. 2nd ed. London: SAGE Publications Ltd.
- Setati, M., Adler, J., Reed, Y., & Bapoo, A. (2002). Incomplete journeys: Code-switching and other language practices in mathematics, science and English language classrooms in South Africa. *Language and education*, 16(2), 128-149.
- Siziba, L., & Maseko, B. (2023). Mainstreaming translanguaging pedagogy through language policy: Opportunities and challenges in a South African university. *Language* 99(3), e135-e152. <https://doi.org/10.1353/lan.2023.a907015>.

- Vass, E., & Littleton, K. (2009). Analysing role distribution in children's computer-mediated collaborative creative writing. In K. Kumpulainen, C. E. Hmelo-Silver, & M. César (Eds.), *Investigating classroom interaction: Methodologies in action* (pp. 99–120). Rotterdam, Netherlands: Sense.
- Vygotsky, L. (1978). Mind in society: The development of higher psychological processes. M. Cole, V. John-Steiner, S. Scribner & E. Souberman (Eds.). Cambridge, MA: Harvard University Press.
- Wei, L. (2011). Moment analysis and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain. *Journal of Pragmatics*, 43(5), 1222–1235.
- Wei, L. (2016). New Chinglish and the post-multilingualism challenge: Translanguaging ELF in China. *Journal of English as a Lingua Franca*, 5(1), 1–25.
- Wei, L. (2018). Translanguaging as a practical theory of language. *Applied Linguistics*, 39(1), 9-30. <https://doi.org/10.1093/applin/amx039>.
- Wei, L., & Ho, W. Y. (2018). Language Learning Sans Frontiers: A Translanguaging View. *Annual Review of Applied Linguistics*. 2018;38:33-59. doi:10.1017/S0267190518000053.
- Wei, L., & Lin, A. M. Y. (2019) Translanguaging classroom discourse: pushing limits, breaking boundaries, *Classroom Discourse*, 10:3-4, 209-215, DOI: 10.1080/19463014.2019.1635032
- Williams, C. (1994). An evaluation of teaching and learning methods in the context of bilingual secondary education. Unpublished PhD thesis. University of Wales, Bangor, UK.
- Williams, C. (1996). Secondary education: Teaching in the bilingual situation. In C. Williams, G. Lewis & C. Baker (Eds.), *The language policy: Taking stock* (pp. 39-78). Llangefni, Wales: CAI Language Studies Centre.
- Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks CA: SAGE.

ANEXURE A: CLASSROOM DISCUSSION TRANSCRIPTS

Group one

No.	Speakers	Conversation Turns
1.	Ms Jay	Are you here?
2.	Monica	<i>Ucela</i> explain-a. (Please explain)
3.	Debra	Mam, can you explain this?
4.	Jessica	<i>Haibo!</i> Where is mine? [Oh no- expresses looking for her handout]
5.	Ms Jay	Can I explain what?
6.	Debra	What is the target market?
7.	Monica	Is this your customers income or what?
8.	Ms Jay	Yes, it's your customers. It is everything here that has to do with target market. It has to do with your customers. Like who are you selling these products to. What age range, and so on. [here - referring to textbook]
9.	Monica	Hence, <i>kengoku</i> . I am saying there is no one who is earning R400 000 and something a month. [kengoku = closely related meaning to what, now, and then, continuing].
10.	Debra	<i>Hayi!</i> It's not them that is getting R400 000 and something a month. [Hayi = No]
11.	Jessica	<i>*#Yha, *#Yha!</i> it's for our business. [Yha = Yes]
12.	Debra	It's not them that is getting R400 000 and something a month. It is us! it's our business. It's our potential ~
13.	Jessica	So, their income is #gonna be the R11 500?
14.	Larry	For (...) for? [Seemed confused as he looked around for group members to assist him]
15.	Monica	<i>*#Yha!</i> For the market plan!

		[Yha = Yes]
16.	Debra	Oh no! It's their income.
17.	Monica	It's their income, <i>kaloku</i> #guys! So you were saying we must put this R400 for this amount (...) [kaloku = emotive and affirmation]
18.	Debra	@Mmm. [breaks the silence]
19.	Monica	So, you #guys were saying we are going to use the R11 500? [seeking clarification from others]
20.	Debra	@Aha! I think the R11 500. [feelings of satisfaction or surprise],
21.	Monica	^Gender!
22.	Debra	Both males and females or any gender?
23.	Jessica	Any ^gender!
24.	Monica	*# <i>Yha</i> , any gender because we have any genders now, we have transgenders, we have *twin-plugs. We have any genders! [Yha = Yes] [Twin-plugs = It's an English word that means bisexual - township slang].
25.	David	A gay guy is going to come to you and say ((inaudible))
26.	Monica	Location, location (...)
27.	Debra	I was busy looking (...)
28.	Larry	[Laughing]
29.	Ms Jay	Guys you so loud others can't hear! (...) Guys calm down other people need to learn too.
30.	Monica	@Eer, so we said the location is where? Kuilsriver? [a person concerned with engaged activity]
31.	Larry	Kuilsriver, Cape Town (...) #guys let's #rush. We need to finish. [rush = means hurry up]
32.	Monica	@Eer, @eer! [a person concerned with engaged activity] [She was search for the right words to express herself]
33.	David	Are we staying after this guys?

34.	Jessica	For this thing? [referring to business plan]
35.	Monica	If you guys manage to stay, <i>mna</i> I'm not going anywhere. [making reference to herself],
36.	David	I'm just asking! You don't have to.
37.	Debra	I also don't mind because tomorrow I'm having extra classes.
38.	David	We can finish everything now?
39.	Debra	No, there's not a lot, oh I mean there is only a few things. [self-correction]
40.	Larry	*# <i>Yha</i> , let the personal resources ~ [yha=yes]
41.	Debra	Ok! ,which supply? I mean we have to look for suppliers.
42.	Jessica	We have <i>i-suppliers</i> , # <i>NE?</i> [We have the suppliers, isn't it?]
43.	Debra	Oh sorry! Could you please repeat what we did (...)
44.	Monica	<i>Hayi</i> , we don't have (...) <i>hayi</i> , we don't have <i>i-suppliers</i> ! I was talking about something else. [hayi=no] [while looking through her handout]
45.	Debra	Ok, where is the long term goal? [Asking Larry-to draw him into the conversation]
46.	Larry	What?
47.	Debra	Draw up <i>i-long</i> term goal. [reading the question out loud]
48.	Jessica	<i>Jonga akho</i> long term goals. [jonga akho= look for]
49.	Monica	It's on page 6. I don't know (...) [reference to textbook]
50.	David	*# <i>NAH</i> , page 4... [nah=no -referring to the page number]
51.	Monica	Page 4 [looking for page 4]
52.	Debra	Oh here! It's on page 4. [Referring to the textbook page]

53.	Monica	Oh *# <i>Yha</i> ! It's on page 4. [yha=yes]
54.	Jessica	Page 4!
55.	Debra	I can just take a picture then <i>ubhale</i> later. [ubhale=write]
56.	Larry	Guys, I have a new!
57.	Monica	A new idea?
58.	Larry	Yes, a new idea.
59.	Monica	Ok?
60.	Larry	In the 4 critical factors the things that the business needs to operate we can't have (.) these~ [referring to their answers in the handout]
61.	Monica	Oh, okay.
62.	Larry	So, I think we can put high standards (...). So we don't have (.) high quality (.) .So now after change like taking risk. [Not standard English]
63.	David	They can get start-up capital. Is it critical? And high quality staff or committed and trustworthy stuff [meant to say staff] #cause nowadays no one is trustworthy. [High quality staff = professional staff]
64.	Jessica	*# <i>Yha!</i> [yha=yes]
65.	David	#Cause knowledge and skills. That is critical.
66.	Debra	*# <i>Yha</i> , exactly! [yha=yes]
67.	Monica	And then there is also (...) Where is it located? now? [paging through textbook]
68.	Debra	Wait Monica! How about long? Did say about customer service?
69.	David	What about customer service?
70.	Debra	Good customer service. Or is it full now?
71.	Monica	It's full!
72.	David	Don't say com-ma-tid (...). Say commit-ted-ta staff. [Reading out loud]
73.	Debra	So you already drew something, *# <i>NE</i> ?

		[ne=isn't it ?]
74.	Monica	Here 2.6!
75.	Larry	Paragraph 3.....
76.	Debra	<i>Uphi uAmy?</i> (Where is Amy ?) [inquisitive about Amy's whereabouts from group 2]
77.	Monica	I think she is not in here, yet!
78.	David	I'm #gonna take this one, *# <i>NE</i> .This page! [showing group members the page-see] [ne=isn't it?]
79.	Monica	Yes, anyways you are going to type it # <i>MOS</i> ! Whatever you writing you are going to be typing it. [mos= after all]
80.	David	<i>JA</i> (.). <i>JA</i> ! All the answers is here! I'm just #gonna put it on the laptop and make a column (...) We can just cut it [Referring to the page]. [ja=yes]
81.	Monica	Ok, *# <i>Yha</i> ! 107 [yha=yes]
82.	Jessica	<i>Ithini kengoku</i> 107 [Ithini kengoku =What is it saying now on 107?]
83.	Debra	<i>Ithini na</i> 107, # <i>chomi?</i> [Ithini na =What is being said on...] [chomi = friend]
84.	Monica	Promotional strategies. Question one.
85.	Debra	Oh, name and explain!
86.	Monica	So we can choose (...)
87.	Debra	<i>i-social media</i>
88.	Monica	Social media, one. [Writing the answer aloud]
89.	Jessica	<i>Iphi</i> ? (Where?) [Asking where social media can be found in the textbook while paging through her textbook]
90.	Debra	<i>Apha</i> 2.6 [Apha = here 2.6]
91.	Jessica	<i>Zeziphi ezi uzibhaleyo</i> . (What have you written so far?)

92.	Debra	<i>Nditheni apho mna ...ndiye ndathinina.</i> (What did I say there?...What did I say?)
93.	Monica	<i>Ulungile !</i> (That's fine)
94.	Jessica	<i>Hayi, ndiske nda dizzy aphe eklasini.</i> (No, I'm so dizzy here in class).
95.	Monica	<i>Kuyathathwa</i> (You are being bewitched) [<i>salid</i> jokingly]
96.	Debra	<i>Hayi, uyathakatha sisi sozuve. Hayi, uyathakatha sisi sozuve.</i> (No, you are a witch sister. No, you are a witch sister). [Laughter]
97.	Monica	<i>Ndithe kuwe</i> , create business cards and handouts to people so that they can come and enjoy our de(.)lec-ta-ble, delectable fish and chips. We are also going to be available on all social media platforms where we can advertise our business since most of the people use social media. [Ndithe kuwe = I told you so]
98.	Debra	*# <i>Yha</i> , since they say name and explain! [yha = yes]
99.	David	So that our business can have big exposure.
100.	Monica	*# <i>Yha</i> , and news travels fast on social media so we can also advertise it there and in our local newspaper where people can buy a newspaper on a really low cost. [Yha = yes]
101.	Debra	*# <i>Yha!</i> [Yha = yes]
102.	Jessica	<i>Andazi !</i> (don't know) [she does not know where the group is and asking for help]
103.	Monica	2.6!
104.	Larry	So, this means?
105.	Debra	So 107, we just have to print. [107 is referring to a page number in the textbook]
106.	Monica	And we still have to name and explain.
107.	Jessica	<i>i-social media.</i>

108.	Monica	i-business card, le social media, le local newspaper [pointing and referring to where a certain item belongs in the handout]
109.	Debra	What?
110.	Monica	Local newspaper
111.	Jessica	Even noZibonele, even le radio #cause ~ [noZibonele = name of a community radio station in Khayelitsha - township] [le = this]
112.	Larry	Take a picture [the answers that were written in the handouts]
113.	David	JA, I took a picture of that. [Ja = yes in Afrikaans]
114.	Debra	Amy, did you get coke? [Amy from group two returned from the cafeteria and gives Debra's money back]
115.	Amy	There was no coke!
116.	Debra	I'm thirsty!
117.	Amy	Are you thirsty?
118.	Debra	I'm very thirsty!
119.	Amy	I have two Jives, but you only drink coke!
120.	Debra	=#Yha, but can I have the Jive, please? [Yha = yes]
121.	Amy	,which one? [Showing the lemonade and mango flavours]
122.	Debra	That one! Thanks! I wish you told me (...) I was going to ask you to buy me~ [pointing towards the mango flavour]
123.	Amy	Something else! But you said you only drink coke.
124.	Ms Jay	Don't be drinking in here. It's Covid, but you can go outside and drink that. [Amy and Debra. They leave the classroom silently while the other group members still continue]
125.	David	Let's just look at this one.

126.	Monica	,which one is that?
127.	David	It's the third long-term goal.
128.	Monica	*# <i>Yha</i> , because you have to expand and probably have different franchises~ [Yha = yes]
129.	David	Different branches.
130.	Monica	What else?
131.	David	We #gonna start with something small but in the long term, it will get bigger. Build or franchise! We will definitely have to expand the business. Let's look at the income. What is the income?
132.	Monica	The income, isn't this R11 500?
133.	David	Is it this thing? [Referring to the potential market share in the textbook]
134.	Jessica	Yes, is this one. The R11 500. [pointing at the market share in the textbook]
135.	Monica	The 400 and 10 000 is our income. Not the people's income because here they're asking for the consumers income and here it is our potential market share [thinking out loud]. They are gonna get (...) This is really confusing.
136.	David	How are we supposed to know that?
137.	Monica	*# <i>Yha</i> , I don't know. [Yha = yes]
138.	Jessica	<i>Eyiphi</i> ! (,which one)
139.	Monica	I'm not comfortable with this thing. [referring to the market share in the textbook]
140.	Debra	<i>Leyna?</i> So what's going on #guys? [Leyna = This one]
141.	David	What's the name of our competitor?
142.	Jessica	@Huh? [waiting for comment]
143.	Monica	5 star! It's a Fish Aways.

		[name of a popular takeaway fish restaurant].
144.	David	JA, I know it's a Fish Aways, but I think we have to make a correction.
145.	Debra	Oh! I didn't know it's 5-star fish and chips.
146.	David	She wasn't here! [Pointing at Debra while reminding them that Debra was absent on the day they decided on the type of business]
147.	Monica	I think we must just move on if we don't have answers for 2.6.
148.	Debra	2.6 is already answered. So now we have to look for suppliers.
149.	Monica	Mam, what did you say the market share is again? [referring to the textbook and revisiting the question ,which they struggled with]
150.	Ms Jay	It's on page 37. [Page number in the textbook]
151.	Monica	Oh, 37!
152.	Ms Jay	Yes, 37?
153.	Monica	So guys, here it says~
154.	Jessica	Page what, 37?
155.	Debra	Look at page 38. #/Yebona. This thing says multiply the percentage by the total amount of the product. This is your market share. This money is ours. [Yebona = You see].
156.	Monica	Are we now referring to this? This is now the income of our consumer not ours so we not gonna be writing. So we not going to be writing R400 and something.
157.	Jessica	#Ewe! (Yes)
158.	Debra	That was, what I was saying!
159.	Monica	So we agreed on R11 500.
160.	David	So that 11 000 is it monthly or annually?
161.	Debra	I don't (...). They #gonna ask if it's monthly or annually.
162.	Monica	I think it's monthly #cause no one can earn 11 500 yearly. Everything we're referring is towards that kind of environment and ~
163.	Debra	The houses in towns are very expensive~
164.	Monica	@Mmmm! [Agreed with what Debra's said]

165.	David	We #gonna stick to that answer #* MOS (isn't).
166.	Monica	I think most of the questions in part 2 are done #cause so let's focus on part 3.
167.	David	So, now why are we adding the location of our business to the consumers? [paging through the handouts and referring to an already answered question]
168.	Debra	I don't know, I'm self-confused. Location! I want to say Bellville South or something. I'm just so confused.
169.	Jessica	So what location are we gonna write here?
170.	Monica	Mna #guys, I say if we stuck, we just move on and then we go back or we'll end up thinking about it or things we don't know. [Mna = me] [Making reference to herself]
171.	David	What are our two competitors' advantages? [He suppose to ask what are the two advatages of our compitors?]
172.	Monica	I think we said the other day (...) We said we will open throughout our operating hours since we said our competitors will close during prayer times and they have poor customer service so we said it's their weakness. So we said that if they are closed, we are open. And we also have affordable prices. [Looking for what they have written previously]
173.	David	I only wrote affordable prices.
174.	Debra	Yho ! I only wrote the affordable prices [Yho- emotive to express disbelief]
175.	David	So we only extend our operation?
176.	Debra	@Mmmm! [Agreed with what Daivd said]
177.	Monica	I don't think we have to #cause if they take an hour or 2 to pray we can use that time and steal their customers and it's obvious they will choose us instead of those one's who close at certain times.
178.	David	JA ! (Yes)
179.	Monica	But we can use another point.... if we have.

180.	Larry	Or else we can say knowledge of production~
181.	Monica	<i>Andazi</i> why <i>ndidizi ndakuba seelasini ey nkosi yam</i> . (I don't know. Why I become dizzy in class my Lord)
182.	Debra	<i>#Ewe</i> ! (Yes)
183.	David	Competitive advantages. Like what do we have that is better than them?
184.	Larry	Customers service...
185.	David	You can't say that #cause nobody has been to our shop yet. What if we see a customer now and we have to say we don't serve now...#cause that is like not fixed. [Peer correction]
186.	Larry	Affordable price.
187.	David	<i>JA</i> , affordable price. <i>JA</i> , we need stuff [Meant staff instead of stuff. [Ja = yes]
188.	Monica	And, then we have 2.7 as well
189.	Jessica	Did you design the business card already?
190.	David	The~
191.	Monica	Have you designed the business card already?
192.	Larry	<i>*#Yha</i> . We must make it~ [Yha = yes]
193.	Monica	So we must leave it to you guys.
194.	David	<i>JA</i> , I can do it! Just send me a picture so I can put it on the laptop. You should just show me what you want ~ [Ja = yes]
195.	Monica	And we also have to create a flyer.
196.	David	But didn't she not make it?
197.	Larry	<i>*#Yha</i> , she make it~ [Yha = yes]
198.	Monica	Did you make a business card? <i>Uyenzile</i> , business card. [Uyenzile = Did you make it?]
199.	Jessica	No, I just draw it!
200.	Monica	@Mmmm! Let's see (...) [Agreed with what Jessica said]
201.	Jessica	I was just doing it for the sake of doing it.

202.	David	Oh, it's better than nothing.
203.	Monica	*# <i>Yha</i> , it's ^better than nothing! [Yha = yes]
204.	David	I'm #gonna use that but I'm #gonna do it on the laptop.
205.	Debra	So who's going to do the business card? Are you going to do it? [Asking for clarity]
206.	David	Like, she has already done it. I'm just doing it on the laptop with this information on it.
207.	Monica	Okay 2.8.2! <i>i-flyer!</i>
208.	Jessica	She already done ^the flyer. [Pointing at Debra]
209.	Monica	You already done it? [surprised that Debra did the flyer] Let me see! [Debra gives her the flyer] (...) Wow! [expresses astonishment after seeing the flyer]. #Okay, <i>Soyenzile</i> . (Okay, you've done it) [Writing on her handout while speaking out loud to Debra]
210.	David	Do you have a laptop by your place? #Cause if you don't have I can also do the flyer (...) ~
211.	Monica	#Guys! Have you already seen 2.7? She has already done that. [Referring to Jessica]
212.	David	She wasn't even here!
213.	Monica	So, you good with this ? <i>Mna</i> , I'm good with this. [Mna = me] [making refence to herself] [referring to the flyer]
214.	David	<i>JA</i> , I'm glad that this is done than we can just copy now. [Ja = yes] [respond while looking at the flyer]
215.	Monica	*# <i>Yha</i> , we can just copy now. [Yha = yes]

216.	Debra	#<i>Yho!</i>. We have to do a contract of employment on question 3 (.) Mam, @um (.) is it going to be a problem if we copy the exact thing or must we do our own thing? [Yho = disbelieve] [she was uncertain of how to anser the question and needed clarification from the teacher by showing her the employment contract in the textbook]
217.	Ms Jay	You can copy it, but to a minimum and not everything, but of course, these things are needed [referring to the textbook]. All the benefits because you are a new business. You won't have the same benefits as an exciting business. Do you #guys get what I'm saying? [Student silence] @Huh (.) Like benefits, your business would probably not have a lot of leave days, so leave days would be different. Things like medical insurance, perhaps you might have or might not have it. [The teacher leaves as someone got her attention and the facial expressions indicated they have understood what was required from them]
218.	Debra	OK! What are the other groups do?
219.	Monica	@Mmmm! <i>Ukule</i> group <i>kanti</i> (You are in this group/Aren't you in this group?)
220.	Debra	I'm curious! I want to know ~
221.	David	What did you say there by 2.5.1?
222.	Debra	2.5.1?
223.	David	About the location?
224.	Debra	Oh, I said @(.), huh? (.) [paging through her handouts and reads it to the group] It is located in Access Park. It's a shopping centre consisting of outlets. It's has a great location because it is constantly busy. In Kuilsriver, it is the busiest shopping centre because there is always

		people around there and so when people go and do shopping or buy stuff (...) *#@Yha [using yes as a filler sound in this context almost sort of agreeing with what she wrote] (.) Oh and there's great parking space so they don't have to struggle.
225.	David	Can you just take pictures of that. Can you send it to the group. The WhatsApp group.
226.	Debra	@Mmmm! [in this context she gave approval to say that she will do it]
227.	Monica	La SWOT Analysis Ndizobhala yona. (This SWOT Analysis, I will write that one) [Referring to the textbook]
228.	Debra	Labala yone (Write this one)
229.	Jessica	kwamele ke sense la SWOT Analysis. (We still have to do this SWOT Analysis)
230.	Debra	Determine the SWOT Analysis. [reading out loud] Oh ok! I only have one opportunity here. [referring to the written answers in her handout]. What would be the second opportunity be in the SWOT Analysis?
231.	Monica	lyasebenzisa kanene! (It's tiring) [Referring to the SWOT]. Ok, the first one is job creation. The second one will be what?
232.	Jessica	Seriously, ndibadizzy xa ndiseclassini haybo. (I become dizzy in this class)
233.	Debra	Ubu right before ungene eklasini. (Were you ok when you came in class?)
234.	Jessica	Ndinayo nentloko ke engapheliyo andnazon nepilist endingazisebenzisa (I have a constant headache that never ends and I don't even have pills that I could use)
235.	Monica	#Guys mna andikwazi usebenza ndi-under pressure. (Guys, I can't work under pressure). So let's search it up! [Referring to the business plan] [search it up – reference to the SWOT analysis]
236.	David	Ok searching! [checking on a search engine on the internet for answers by using his cellphone]

237.	Monica	Let's move on now, so we can just go back. Don't you #guys got the suppliers.
238.	Larry	*# <i>Yha</i> ! (yes)
239.	Debra	Can I see the suppliers please.
240.	Larry	*# <i>Yha</i> ! Cape Fish and what? [Yha = yes]
241.	Debra	Oh, Sorry! Chip Co.
242.	David	No, Fish and Chip Co, Co with a dot at the end.
243.	Debra	Fish and chip Co.
244.	Monica	Is that one word?
245.	David	<i>JA</i> ! (yes)
246.	Jessica	<i>Ndidizy nyan xa ndilap eklassini.</i> (I become dizzy when I'm in the classroom)
247.	Debra	<i>Haibo, nangoku na mtase ubu-right kwawena.</i> (Oh no, even now are you still ok?)
248.	Monica	What is the second opportunity in the SWOT analysis? The first one is job creation. So other opportunities would be (...) Like if we expand our business <i>NE</i> (.) maybe if we extend or maybe we rent out a big place whatever that person will be the landlord. There is an opportunity for that person isn't that so or is just put like creating a job for that person? Not so? [Ne= isn't it?]
249.	David	But that was the same as you just now said. You creating a job for that person.
250.	Monica	Besides us employing people.
251.	Larry	*# <i>Yha</i> ! (yes)
252.	David	That would be job opportunity. Maybe you can just say customer loyalty. <i>NE!</i> [Ne = isn't it]
253.	Monica	*# <i>Yha</i> (.) *# <i>Yha</i> , customer loyalty (writing it down while speaking out loud). Is there any other point? [Yha = yes]
254.	Larry	There is money to be made.

255.	Monica	@Mmmm ! [looking at David as she is expecting him to add another point, so she can write it]
256.	David	What he said! Money can be made. It's an opportunity.
257.	Monica	And there is 3.1.2. Select suitable suppliers. [Reading out loud from the handouts]. @Uhm! [Uhm = expresses uncertainty as she did not know what to say while thinking about something at the same time] (...) This is now based on these two , so I think we need to talk about it. And this one [Pointing at the handouts] Is it a truck delivery or fresh stock? What are we going to use here for 3.1.2? (...) # Cause this answer is based on why did we choose these two suppliers? Are they (...) Do they have a quick delivery, are they cheaper, is it fresh?
258.	Jessica	Fresh #stock [This is a township word that implies goods]
259.	Monica	And~
260.	Jessica	Oh, and I also said that they supply legal goods~
261.	Monica	Closer (.) Are they closer?
262.	David	Maybe we can lie!
263.	Monica	We can lie! So we can say they are closer, so that saves trav~
264.	Student	Travelling.
265.	David	Maybe they are closer to us.
266.	Monica	The quality is good.
267.	Debra	The location is good. It has to be closer.
268.	Monica	*# <i>Yha</i> , all those. So we can say and honestly will be cheaper because they are closer and the quality. What will be the third point? [Yha = yes]
269.	David	It doesn't have to be cheaper ~
270.	Debra	Affordable instead of cheaper. [Using synonyms]
271.	David	<i>JA!</i> (yes)

272.	Monica	Ok! Affordable and what is the right word for the mostly used where ever. [Asking for the correct vocabulary]
273.	David	Worldwide~
274.	Monica	Worldwide? #Cause the answers here is to why we choose these two suppliers. Oh, well known! [self-correction].
275.	Debra	Well-known and e-reliable.
276.	Monica	So, they are reliable and well-known and they are closer. They are closer ,which saves us travelling and they good with their quality. They are well known ~ [writing while reading out loud to the group as to know what she has written]
277.	David	JA . (Yes)
278.	Debra	#Yho! Draw up an organisational structure. I don't know what is it? [Yho = xpresses shock or disbelieve]!
279.	David	Organisational structure...
280.	Monica	For organisational structure. Your business include (.) secretary in the diagram. What other organisational diagram?
281.	Debra	Are you doing one? [Asking Monica]
282.	Monica	I think he is doing it. [Referring to David]
283.	David	No, must I google it?
284.	Monica	Did you do e-contract?
285.	Debra	@Mmmm?
286.	David	I don't see, they don't give an example here. [Referring to the internet]
287.	Monica	So you using the information given already. So wena uzokwenza i-Employment Contract? [So are you going to do the employment contract?] [Referring to the textbook]
288.	Debra	No, are you going to do it? (...) I don't mind doing it!

289.	David	Have you not done an employment contract yet? [Asking Debra]
290.	Debra	I don't mind doing it #cause you are doing a lot of stuff.
291.	David	JA, just send me a picture. [Ja = yes]
292.	Debra	What is the name of our company?
293.	David	S-S(.)G-B-S.
294.	Monica	I'm talking now just about 3.3. I'm just now giving you the information that you will use, so our business name is SS(.)GBS. Logo and slogan? Fishing for chips. That will be the slogan. I don't know what the logo will be. [Referring to Debra who has to do the employment contract].
295.	David	I changed the logo. It's not fishing for chips! It's fish for chips!
296.	Monica	So that will be our slogan, fish for chips.
297.	Debra	Ok! The logo? Do we have the logo?
298.	Monica	The slogan changed to fish for chips. [Writing the logo while reading out loud]. Employer and employees' names?
299.	Debra	We are the employers.
300.	Jessica	Employer MOS ! Employers are the people who hire.[Mos = isn't it ?]
301.	Monica	SS(.) GBS <i>yi</i> employer (.) <i>i-employees</i> . (The employer is SS(.) GBS (...) employees)
302.	Jessica	Employer MOS, <i>agalomba uqashayo</i> and employee <i>ngulomwbu uqashwayo</i> ? (Employer isn't it the one who hires and the employee is the one who is hired?)
303.	David	We are going to be our own employees.
304.	Debra	The employees can choose any names.
305.	David	We can take on those responsibilities #cause you can have more than one job. You can be the manager, she can have two jobs. [Referring to Debra]
306.	Monica	Own employees .The nature of service? [Writing the answer own employees" while reading out loud].

307.	Jessica	<i>Ndikwiphepha elingelilo</i> page, you #guys. [I'm on the wrong page, you guys]
308.	Monica	Working hours we said~
309.	Debra	<i>i-Duties zabo</i> is to take orders from <i>abantu</i> . [zabo= theirs] [abantu = people]
310.	Jessica	Let's serve people~
311.	Monica	Take orders and serve people [Writing it in the handout while reading out loud]
312.	Debra	Place of work, working hours, lunch and tea breaks.
313.	Jessica	<i>Yintoni amaxanduva duties</i> , What are the duties? [She knew the word duties in IsiXhosa but was seeking clarity from others by saying it in English again]
314.	Monica	Our duties is take orders and serve people. What other duties are there? (.) As to keep the place clean?
315.	Jessica	*# <i>Yha</i> , tidy [provides a synonym for clean] [Yha = yes]
316.	Monica	Taking orders, serve and keep the place tidy. [Rewriting the answer and reading out loud]
317.	Debra	And, let's say "rumune". <i>Yho!</i> English! Re-mu-ne-ration. [Expresses shock or disbelieve while reading the word out of the textbook]
318.	Monica	Working hours, we said its 7.
319.	Debra	Are we also going to do that on the weekends or~
320.	Monica	<i>Yoh #ngamajuda aba bantu</i> (These people are judases) [Yho = expresses shock or disbelieve] [judases = township language ,which refers to stinginess of employers]
321.	David	Off course! 7 #til about~
322.	Monica	For a fishery? Even on weekends?
323.	David	Say about half past 7 until 7.
324.	Monica	So it is, ^7: 30 until 9:30.

325.	Debra	<i>Yho!</i> My hands are cold. [Yho = expresses shock or disbelieve]
326.	Ms Jay	Guys! I'm aware that this is your last period, but if you want to stay I'm ok with it, you are more than welcome to stay. And if you want to leave I'm ok with that too.
327.	David	<i>BAIE, BAIE DANKIE!</i> (Thank you very much) [The teacher is also Afrikaans speaking and replied with a smile]
328.	Jessica	Lunches and tea breaks?
329.	David	Is this for the staff who will work there?
330.		Yes, let's say they #gonna have like 15 min tea break.
331.	Monica	And 1 ^hour lunch break.
332.	Jessica	<i>Hayi!</i> ^30 minutes. [Hayi = no]
333.	David	<i>JA</i> [Ja = Yes]
334.	Debra	No! 30 min, there are two breaks 15 minutes each and 30 minutes for lunch.
335.	Monica	So it will be two tea breaks ^15 minutes each and 30 minutes lunch but if times?
336.	Debra	I don't know. Why don't we say a 10 minute toilet break..
337.	Monica	^10 minutes.
338.	Debra	Oh, but it's from 7 to 7 that is the thing. * <i>#Yha</i> , 15, 15, and 10. [Yha = yes]
339.	Monica	15 minutes each and 10 minutes.
340.	Debra	Let specify the time, let's say the first break from 10:00 to 10:15 and then they are #gonna have lunch at 12h00 to 12h30. At 16:00 to 16:15 they are #gonna have another tea break.
341.	David	Why can't they just have 1 break?.
342.	Monica	I think the lunch breaks will have to be rotated.
343.	David	See! That's why~
344.	Monica	#Cause everyone cannot go on lunch together. So maybe lets not specify what times. So let us rather say two tea breaks ,which is ^15 minutes each, ^10 minutes natures break, and 30 then minutes lunch

		break, but then they will be rotational. So we can still have some people on duty. [nature break = toilet breaks]
345.	David	So, when will the first break be?
346.	Debra	The first break can be from 10.
347.	Jessica	Is it tea time?
348.	Monica	*# <i>Yha</i> , it's tea time. [Yha = yes]
349.	David	So when the they go, the others will be on and they will go at half past ten [Seeking clarity about the 10:30].
350.	Jessica	*# <i>Yha</i> , at ^quart past ten and come back at half ^past. [Yha = yes] [Refering to 10:15 and 10:30]
351.	Monica	So they will go at 10 and come back at ^quart past ten and then the second one~ [Refering to 10:15]
352.	David	Let's make it 10:30.
353.	Debra	*# <i>Yha</i> ! [Yha = yes]
354.	Monica	And then, at 12 or 1 is their ~
355.	Jessica	Lunch!
356.	Debra	No, the first group goes at 12 and the second group goes at 1. Wait, is the break 30 minutes or an hour.
357.	Monica	^30 minutes.
358.	Debra	Then 12:00, the first group goes and 12:30 for the second group.
359.	Monica	<i>Yho!</i> it's too early if they take lunch at 12:00 when will it be 7 O'clock? [Yho = expresses shock or disbelieve]
360.	David	Then, what about tea break?
361.	Larry	15 minutes.
362.	Debra	*# <i>Yha</i> , it's 15 minutes so they can do a tea or snack on something quick-quick .

		[Yha = yes] [quick-quick is township English meaning fast].
363.	Monica	That is only 15 minutes.
364.	David	* <i>Yho</i> they <i>MOS</i> getting #luxury! (they are getting luxury isn't it?) [Yho = expresses shock or disbelieve] [Mos = isn't it ?] [Rhetorical question and luxury meaning that they would have an easy life of getting spoiled]
365.	All	[Laughing]
366.	Debra	At the end o.f the day, they do need those breaks, imagine from 7 to~.
367.	Jessica	Yes!
368.	Monica	But in restaurants you don't get any tea breaks, you don't get any lunch. There is nothing.
369.	Debra	They still need those breaks. Imagine you have to work those long hours without breaks.
370.	David	At the end of the day, they are still going to take home the leftovers. [leftovers- meaning the food that will not be sold in the restaurant, the staff will take it home]
371.	All	[Laughing]
372.	Monica	Do they? [Referring to the employees taking leftovers]
373.	David	Yes!
374.	Monica	They don't!
375.	David	They take the leftovers.
376.	Monica	Unless, this is something to make us look good. Otherwise in fisheries you don't take anything.
377.	David	<i>JA</i> , that is <i>MOS</i> providing a happy staff environment. [Ja = yes] [Mos = isn't it ?]
378.	Debra	Then, they can cook when they get bored. I can just tell!
379.	David	I don't think they need that much of a break, 30 minutes is # <i>O-RIGHT</i> !
380.	Monica	^30! But you still do need a tea break! You still need a tea break! [Nodding her head no as she disagreea with David said]

381.	David	But what is it? What is a tea break?
382.	Monica	Tea break, that is before lunch because you can't just sit~
383.	Debra	from half past to 7. [means 7:30]
384.	Monica	No, you cannot be there the whole day. You at least need two tea breaks. We have to! It's a must. At least two tea breaks.
385.	Larry	Organisational structure (...) I write in bullet points.
386.	David	Can you explain to them. Because his going to be the general manger. [Referring to Larry]
387.	Debra	<i>Mna</i> , I'm confused! [Mna = me]
388.	Larry	I'm #gonna be the general manger, assistance manager and financial manager. You will be the marketing and HR manager. [pointing at Debra]
389.	Debra	[Laughs]
390.	Monica	Why doesn't she do marketing and then she does HR. [she suggests that Jessica does the marketing and Debra does the HR].
391.	David	Either way, by the way this table is looking. We are going to have two jobs. At the end, she is going to have 3 jobs maybe. [pointing at the handouts and reefing to Debra having three jobs]
392.	Monica	She is going to have many jobs in marketing and remember marketing is not easy.
393.	David	<i>JA</i> ! (Yes)
394.	Monica	So, it will be two tea breaks, a break <i>ubhalwa njn kanti?</i> (how do you spell break?).
395.	Debra	Someone spell break please!
396.	Monica	Bre-ak! [Writing while spelling out loud]
397.	Debra	<i>Yho!</i> I remember when I was writing the exams. I didn't know how to write "ask". [Yho = expresses shock or disbelieve]
398.	David	You couldn't write "ask". [Surprised facial appearance]
399.	Debra	<i>Yho!</i> @Huh? Do you know that feeling of when your brain goes?

		[Yho = Express shock or disbelieve] [Huh = invite agreement or further comment] [laughing].
400.	David	I know (...) brain fart! [brain fart = failure to reason correctly] [Laughing]
401.	Debra	<i>Yho!</i> Like ask! [Yho = Express shock or disbelieve],
402.	David	I did spelled angel as angle.
403.	All	[Laughing]
404.	Debra	And <i>shu!</i> Do you know how there are two different centre? [Referring to group]
405.	Jessica	<i>Yha</i> , ^centre with t-r-e and with ~ [Yha = yes]
406.	Monica	Lunch ^30 minutes [writing while reading out loud]
407.	Debra	So we just telling them how many hours they #gonna work. [Seeking clarity from group]
408.	Jessica	They #gonna get paid. How much per hour? R11 or R10?
409.	Debra	Let say, they #gonna have two off days, per week.
410.	Monica	@Mmm, ok!
411.	Debra	Two off days a week!
412.	Jessica	<i>Yho!</i> one. [Express shock or disbelieve] [Laughing]
413.	Monica	Two, you work 8 hours a day, if you work more than that it's over time. [writing while reading out loud]
414.	Debra	And how much do they earn per hour?
415.	David	Two rand.
416.	Monica	Three rand.
417.	David	Two rand.
418.	Jessica	[Laughing] no, eleven or ten rand.
419.	Monica	#Cause we normally get paid R600 to R700 per week. [Referring to her own work experience]
420.	Debra	Per hour?
421.	Monica	No, per week.

422.	David	Aren't they getting paid per day? [He meant that per hour adds to the amount per week ,which Monica was referring to]
423.	Monica	No, per week.
424.	David	Oh! [Express disbelieve over a remark]
425.	Monica	When, I worked there [restaurant], I was getting paid R700 per week.
426.	Debra	But guys people are only allowed up to eight hours a day.
427.	Jessica	There's extra time.
428.	Larry	Over time. [synonyms for extra time]
429.	Student 7	Lets say people who work from 7,8, 9, 10 ((inaudible))
430.	Monica	<i>Kaloku</i> , remember, remember <i>NE</i> we minus the tea breaks. [But then, we minus the tea breaks isn't it.]
431.	Debra	So we are going to minus an hour from them.
432.	Monica	<i>Ewe</i> , we minus 1 hour. [Ewe = yes]
433.	Jessica	We minus 1 hour.
434.	Monica	It is 1 hour and 10 minutes. Let us not count the 10 minutes and say 1 hour. Whatever we get, that will be the working hours.
435.	Jessica	7 to 3!
436.	Monica	Oh, the other thing they do. Is, if you work from 7 to 7, you can work 3 days and get 3 days off. If work for longer hours then you still get more days off but as long as your eight hours are# covered. [covered= township English for working hours]
437.	Debra	<i>Yho!</i> This is complicated. [Express expresses shock or disbelieve]
438.	David	Can we just change the time a bit?
439.	Monica	And make it? (...) Lets make it 8 until 7. 8 until (...) 7, its late but that's fine. Even though fisheries open early but that is fine.
440.	David	You should still know <i>MOS</i> what time to get there. (.) Like the community. [Mos = isn't it ?]

441.	Monica	*# <i>Yha</i> , ok! It's fine we can still make it 8. [Yha = yes]
442.	Larry	#Guys! Are we done?
443.	Monica	@Mmm! let's find a way to put this remunerable together guys. [She meant the noun remuneration instead of the adjective remunerable]
444.	Debra	Maybe, let's say if they earn sixty five rand per hour. Is that little?
445.	Jessica	<i>Hayi, ininsti kakhulu</i> [No, that's too much]
446.	Debra	Twenty rand an hour
447.	Jessica	That is even ^better!
448.	Monica	<i>Nabatu bakaw</i> Shopright <i>abapeyi lo mali.</i> [Even the workers at Shopright don't earn that much]
449.	Monica	Maybe ^twenty thee rand.
450.	Debra	How many hours is it? 11 hours (.) no, 10 hours.
451.	Monica	*# <i>Yha</i> ! ^10 hours cause <i>u-minus-a</i> 1 hour. [Yha = yes]
452.	Debra	Twenty three times ten equals two hundred and thirty rand a day and for five days a week it's R1 150. [Calculating while saying it out loud]
453.	Monica	<i>Ewe!</i> It makes sense as the person only gets paid for hours they worked. If you work from ^08:00 until ^10:00, then you get paid only for those hours worked. How many weeks in a month? [Ewe = yes]
454.	Debra	Its four weeks in a month. So, that will be R1 150 times 4 equals R45 00 per month. [Calculating while saying it out loud]
455.	Monica	There are three waiters and a chef. We won't pay for sick leave. We only left with two pages~
456.	David	When you are done, are you #gonna send it with the contract of employment or are you #gonna do it?
457.	Debra	Yes, I will do it. <i>Nzojenja</i> . Just take a picture of <i>lento seiyenzile</i> [Nzojenja = I'm going to do it] [lento seiyenzile = what we have done]

458.	Monica	So <i>nantisi</i> information <i>uzakuyi sebenzisa</i> . (So here is the information that we will use] [Gives the written answers to David and Debra]
------	--------	---

Group two

No.	Speakers	Conversation Turns
1.	Ms Jay	How do you do this? [referring to the recorder]
2.	Shelly	<i>Siya video-rizwa.</i> (We are been recorded)
3.	Grace	<i>Yilento ndiyithethayo nam.</i> (That is what I'm saying.)
4.	Shelly	<i>Anika gqibi ubha.la?</i> So that <i>sizo sole sisenza lena?</i> (Aren't you guys finish counting , so that we can also do this.)
5.	Tracy	<i>Anikaqgibi</i> #guys? So that <i>sibe sisenza le? Le ndawo ye</i> number of households <i>nton nton ukuba bangaphi abantu.</i> (Aren't you guys finished? So that we can do this one that deals with the number people per households)
6.	George	3 000
7.	Shelly	3000
8.	George	@Mmmm!
9.	Tracy	6 (.) 00 [hesitation to provide a number]
10.	Shelly	Or what?
11.	Tracy	600
12.	George	600 <i>noba</i> 800 <i>abantu?</i> (600 maybe 800 people.)
13.	Shell	<i>Abantu?</i> (People?)
14.	Tracy	<i>E-area-ni? Akamncincanga na u</i> 8000 for business <i>ekwi</i> CBD? (In the area? Is that not a small amount for business in the CBD?)
15.	George	For customers?
16.	Grace	<i>Besithe siphi kanene?</i> (Where did we say we were?)

17.	Shelly	<i>Besthe sise town</i> (We said we are in town.)
18.	Ms Jay	Remember guys use this time because this is the only time you have for your business plan to finalise it (...) #Guys you need to speak up.
19.	Tracy	<i>Uthini?</i> (What did she say?)
20.	Shelly	<i>Uthi masithethele phezulu</i> so that <i>si zovakala pha e-video weni</i> (She said we must speak loudly, so that they can clearly hear us on the video). [Giggles]
21.	Brain	((inaudible))
22.	Shelly	So are you having any suggestion on this part of the question? [showing Amy the handout]
23.	Amy	I don't understand that (.). This #guys, when it comes to this (...) market share. This potential market share, I don't understand it very nicely. [pointing to her handout] .
24.	Shelly	You don't understand? What we have just done now? All that?
25.	Grace	You don't understand?
26.	Amy	[Nods yes]
27.	Shelly	<i>Khoawuzame umcacisela lo usecaleni kwakhe</i> (Please explain to the one next to you.) [Gives instruction to Grace]
28.	Grace	<i>Ayifani naleya kodwa le yethu.</i> (This one is not the same as ours) [Making reference to Amy's textbook. She had the updated textbook while the rest of the class had the older version of the textbook]
29.	Shelly	<i>Njani?</i> (How?)
30.	Tracy	<i>Kona ndawo yo households engekho yo pha.</i> (There is a section on households that is not there.)

31.	Grace	<i>Yindlela yobetwa pantsi</i> otherwise they give it to you. (Is the way its being placed or written otherwise they give it.)
32.	Amy	[Calls the teacher for assistance] Mam, I don't understand this part. [pointing in her textbook]
33.	Ms Jay	You see where you have that R200? [pointing at the textbook]
34.	Amy	[no response]
35.	Ms Jay	It's already given to you then you times it by that amount. So this is the number of students. This is the amount. [pointing in the textbook]
36.	Amy	So they give it you. [ask clarity while writing notes in the textbook]
37.	Ms Jay	Yes!
38.	Amy	Ok, thanks! [Jots notes down on her handout while checking the PowerPoint cross refering it with her texttebook]
39.	Shelly	Ok, Multiplying, fifteen-thousand times eight-hundred. [Giving Tracy instruction to calculate]
40.	Tracy	Twelve thousand rand. [Replying to Shelly]
41.	Shelly	<i>Hayi, yi</i> twelve million rand. (<i>No, it's R12 000 000</i>) [Laughing]
42.	Tracy	<i>Ayinkulwanga na</i> #guys? (Is it not big guys?) [Surprise about the amount]
43.	Grace	<i>Ayinkulwanga sisezoyi divid-a kaloko.</i> (It is not big, but we still need to divide).
44.	Shelly	<i>Isezoshiyeka incini pha ekuqgibeleni.</i> (It will remain small at the end.)
45.	Tracy	<i>Funeka sinciphise imali pha kwi</i> household <i>nguye lo u</i> too much. (We must decrease the household amount is too much.)
46.	Grace	<i>Sithini</i> #guys? <i>Besingathanga kanti sifuna abantu.</i> (What should we do guys? Didn't we say we are looking for people)

47.	Shelly	<i>Bapeya malini abantu abakwi</i> middle income? (How much do middle income pay people?)
48.	Grace	About ten thousand rand.
49.	Shelly	High income?
50.	Grace	Twenty thousand and up.
51.	Shelly	<i>Masiyehlise noba sithe</i> R10 000 then <i>izoba yi</i> . (Lets decrease then to ten thousand rand).
52.	George	<i>Yha, ibhetele</i> then <i>masithini</i> R10 000 <i>ke</i> . (Yes, it's better, let us say R10 000).
53.	Brain	^So <i>funeka sigikelele ba ababtly ba peya malini</i> but <i>asizubhola eziya</i> amounts. <i>So abant ba peya malini? 10 000 ingathi siyenze</i> too much <i>lento</i> . (So we have to guess how much they earn, but we don't write those amounts. So these people earn how much?)
54.	Tracy	R8 000 000.
55.	Tracy	<i>Lamali, yi</i> R8 000. (how much is it? Is it R8 000?)
56.	Shelly	R8 000 000.
57.	Grace	Then percentage?
58.	Tracy	30%.
59.	Shelly	((inaudible))
60.	George	Percentage <i>esiyi</i> <i>spend-ayo?</i> <i>Enkulu sizayidinga apha</i> (Percentage that we will spend? We will need a big)
61.	Shelly	Then, <i>masithi</i> 1.3. (Then, let's say 1.3)
62.	Grace	Percentage <i>ekulu kalok sizamfaka pha ke</i> expected share, so <i>masizameni</i> 1.3. (We will put a big percentage on the expected share. So, let's say 1.3.)
63.	Shelly	One point three percent times eight million divide by 100. [calculating while saying out loud to the others]
64.	Grace	<i>Izoba yi</i> R104 000.00.

		[Izoba = It will be]
65.	Shelly	<i>i-right</i> , then <i>amazantsi sithathe lo</i> 20% (Its right then below, we take 20%). [Referring to the second percentage in the market share]
66.	Grace	<i>Xa sisith</i> 20 divided by 100 times 104 000, <i>yabo yi</i> R20 800 00. (When we say 20 divide by 100 multiple by 104 000, you see its R20 8000 00) [calculating loud and then showing the answer to all the members]
67.	Grace	<i>Yimali esiyifumanyo</i> . (How much are we getting?)
68.	Tracy	After <i>kutheni, yimali esishiyekelayo</i> after <i>senze zonke le-expenses</i> . (After what? how much do we have after we done all the expenses?)
69.	George	<i>Incinci kaloku sana, funeke sohlukane sonke kula</i> 20 000 for <i>upaya</i> . (That's little we have to divide the R20 000 for payments)
70.	Grace	<i>Hayi, yimali endiyifumana kwimarketi</i> . (No, it's the amount that I'm getting from the market.)
71.	Tracy	<i>Akuba sizo hlule kule</i> 20 000. (It's not like this 20 000 we will spilt) [spilt means divide]
72.	Shelly	<i>Hayi, yimali esizoyisebenzisa kutenga</i> services <i>zethu</i> . (No, its money that we will use to buy our services)
73.	Grace	Okay, <i>indlela endiui unda-stand-a ngayo yimali esiyifumana (...)</i> . (Okay, the way I understand it, its money that we will get.)
74.	Shelly	<i>Hayi, incinci. Masibuze uJay kodwa Hayi, ke Maesimbuze</i> . ((No, its too little.. Let's ask Jack. No, lets ask.)..
75.	Tracy	<i>Makeze Sana</i> . (She must come.)
76.	Shelly	#Coz if <i>yimali esiyipaya eshiyekelayo</i> . (because if its's the money that we will earn or that 's left)
77.	Tracy	<i>Ayizaba right-i</i> . (It'won't be right)
78.	Shelly	<i>Ewe incinci</i> . (Yes, its little). <i>Kalok xa sibala</i> spent on products <i>ne</i> total avaiable <i>sofumana</i> expected market share. <i>Masizameni anyo amount sqale siyi cuthe kqola izobo yi</i> R11 000. (When we spent

		on products and total available, we get expected market share. Let's try another amount to reduce it, so that it will be R11 000). #Eish yha (Yes) , I'm so confuse. [In this context, "ne" means "and or with", so it's not the same as the "ne" in Afrikaans for "isn't it". Mover, the "Eish" is a colloquial expression that means "wow! what?" ,which is derived from Xhosa] [looking around for the teacher to help] Mam?
79.	Ms Jay	Yes?
80.	Shelly	Can please help us understand what potential mark share means?
81.	Ms Jay	The potential market share is just an estimate before you start the market (.) the business how are you going to ((inaudible)) you want to see ((inaudible)) maybe you have 3 competitors, these competitors have so many customers, if you come into the equation, you will also be able to make money.
82.	Brain	So it's the amount you make against other competitors...((inaudible))
83.	Ms Jay	Yes!
84.	Brain	Thanks mam.
85.	Shelly	Ok! Mam (...) [teacher leaves] Oh, <i>sa i-right-i lento</i>. (So, this is correct)
86.	Tracy	<i>I-right-i?</i> (Correct). <i>Yimali besiyifumanayo</i> . (The money that we wanted.)
87.	Shelly	((inaduable))
88.	Tracy	Huh! <i>Uthini</i> . (What are you saying?)
89.	Shelly	<i>Bendifuna ukubona ezi</i> (I wanted to see these) ((inaudible))
90.	Tracy	<i>Jonga uba le</i> project <i>abeyishiya ayikho na Ujonga lento eyenzile ucyimalini</i> . (If the project is there, how much is it.)

91.	Shelly	<i>Nami ndigqitywe (...) hayi ibingekho +ngaphaya, auiko i-market share apha. Oh! Nantsi, nantsi, nantsi. (I'm confused. no there's no market share here Oh, here it is.)</i>
92.	Grace	,which activity are you doing?
93.	Tracy	<i>Uyayibona inkulu kanjani.</i> (Do you see how big it is?)
94.	Shelly	<i>Yimalini.</i> (How much is it)
95.	Tracy	<i>Xa ndiyidibanisa ~</i> (When I put it together ~)
96.	Shelly	<i>Cela undibonise.</i> (Can you show me!)
97.	Tracy	23, 283 500.

Group three

No.	Speakers	Conversation Turns
1.	Betty	So more or less like <i>le</i> product <i>yentloko, umntu</i> one afro MOS. <i>Ziyawa so une knowledge yoba ithwani, njani i-Afro</i> . (So more or less like this hair product is for people with afro right and if you don't have knowledge on how to do your Afro).
2.	Rose	And skills <i>mhlawumbi sixoke okanye sibene salon, sihlambe abantu intloko</i> . (And skills, maybe we lie and say we have a salon, or we wash people's hair).
3.	Jeff	<i>Ey kodwa</i> #guys <i>ingathi ezi</i> points <i>sizinikayo ngathi azenzi sense yabo?</i> But <i>andiyazi masiqhubekeni y!</i> (But guys, these points don't make sense you see, but we can carry on). [<i>Ey kodwa</i> is the same as 'Eish'- expressing a range of emotions-things don't make sense]
4.	Betty	<i>Ngase sive idea yakho ba yena uthini</i> #cause <i>kudala engavumi ukuva</i> points <i>zethu ngoku</i> . (If we can hear your idea because it's been a while now that you have not been agreeing with ours).
5.	Jeff	<i>Ha a mamela andizikhabeli ba EKSE jonga, qha azinawo maan la mgravity andazi maan</i> but <i>ke mas'qhubekeni</i> but <i>ndizozama nam uba ne</i> input. (No, listen it's not like I'm saying I don't agree but I'm saying look they don't have the flair, so I'm not sure, but we can carry on and I will also give my input) [EKSE – "I say!" used in Afrikaans to make a statement.]
6.	Betty	<i>Yabo xa usithi uzozama ngase uyenze namhlangje</i> so that <i>ndizokwazi ukuthi pha e-group-ini</i> like Jeff <i>uthi wathi wathi. Si phendule</i> question <i>na</i> question <i>sifake pha e-group-ini</i> then if <i>siyavumelana nalonto, sibuye nayo yonke lo</i> information <i>siyidibanise</i> . (You see, if you say you will try, try to give your input today, so that, I can put this to the group and say Jeff said this and that. We can

		then answer question by question, and if we all agree then we combine all the information).
7.	Jeff	@Mmmh (.) but <i>okwangoku masiqhubekeni</i> . (but for now, let us proceed)
8.	Betty	But at least <i>inayo i-direction lento siyenzayo</i> . (But at least there is some direction in what we are doing)
9.	Rose	<i>Asikagqibi kusashota ezi. Kusafuneka</i> knowledge about <i>le</i> product. (We not done yet, we need to have knowledge about this product)
10.	Betty	<i>Noba singathi sense i-short</i> course. (We could even say we did a short course)
11.	Mike	Short course <i>yantoni</i> ? (Short course of what?)
12.	Betty	<i>Kolok abantwana zi sensitive nwele zabo</i> . (Because Kiddies hair is sensitive)
13.	Mike	It's natural, <i>yaqaphela iinwele zabantwana ziqala uqina</i> from 3 years. (Its natural, kids hair starts to be strong enough from 3 years) [Thought process about how toddler's hair follicles could be damaged]
14.	Betty	<i>Qala kwi five</i> years. (Start from five years)
15.	Rose	<i>Umtu u-earn-a malini?</i> Like <i>u-afford-a</i> ? (How much must a person earn? Like you afford to?)
16.	Betty	Product <i>yethu inga cost-a malini?</i> (How much would our product going to cost?)
17.	Mike	R90 <i>nto kalok eyi</i> one. (R90 something each)
18.	Jeff	So <i>xa uno-earn-a</i> R3000 <i>angayi afford-a</i> ? (If you earn R3000 can you afford it?)
19.	Betty	Location, Cape Town or Western Cape?
20.	Mike	Location, <i>kufuneka ubhale igama lalendawo</i> or? (Location, do you have to write the name of the place or~)
21.	Rose	<i>Ha, a kufuneka ube specific kaloku ba</i> target <i>abantu abangaphi yabo</i> like Western Cape. (No, you must be specific about your target and number of people like Western Cape.)
22.	Mike	Oh, Western Cape it is!

23.	Betty	Western Cape. <i>lpha</i> Cape Town so right Cape Town (...) so <i>i-right</i> Cape Town. [Writing while reading out loud to the group members]
24.	Mike	Contact and friend?
25.	Rose	<i>Yabo</i> like <i>#lewei, indlela endiyi</i> understand <i>ngayo ne, # leway ye</i> contact and friends <i>#ne</i> , like~(You see this thing, the way I understand it right, this thing of contact and friends, like~) [ne =right]
26.	Jeff	<i>Bone #laway</i> like <i>sixhomana njani ne</i> supplier like Shoprite to supply <i>ngeirayisi, yavakala?</i> (You see, how are we going to make contact with suppliers like Shoprite to supply us with rice.) [ne = with]
27.	Rose	<i>*#Yha #coz #ingala line. Amanzi ngeirayisi</i> , and <i>i-castor</i> oil <i>so singa bhala yona</i> . But <i>kalokno Funeka ba siyyifako siyifake kwi</i> brackets and explain <i>ba</i> why <i>sibhale</i> rice. (Yeah, coz it's like that. Rice water and castor oil so we could write it on there. But we need to put it in brackets and explain why we wrote about rice.)
28.	Mike	But <i>akho mtu ungayaziyo ba</i> rice water <i>ungayisebanzisa for intloko</i> . But everyone knows that you can use rice water in your hair (Rice water is good for your hair).
29.	Rose	But <i>hay bendinga yazi mna</i> #shame. (But no, I didn't know shame) [Shame is a South African expression for sympathy or admiration. In this context she was felt sorry for herself]
30.	Betty	One contact and friends <i>ngabantu esixhomana nabo xa sifuna</i> products, then <i>akthetwa bona bazfumana kanjani? Akthetwa ba sozi</i> advertise <i>kanjani</i> . (One contact and friends are people that we can link up with when we want products then does it not mean how they are going to get it? Does it not mean how are we going to advertise it?)
31.	Student	<i>*#Hay! iyeza</i> advertising. (No, the advertising is coming along nicely) [Hay = in this context it's a South African expression indicating confirmation]
32.	Betty	Weakness <i>ze</i> competitor? (weaknesses of the competitor?)

33.	Mike	Weakness <i>ze</i> competitor is that~ (Weakness of the competitor is that~)
34.	Betty	Product <i>yobo iya accommodate-a nabantu abamhlophe?</i> (Does the product also accommodate white people? [White people = Caucasian people])
35.	Jeff	But, how sure are you <i>ba abasebenzisi ezi zi</i> natural like chemicals on their products. (But, how sure are you that they don't use the natural ones like chemicals on their products?)
36.	Betty	It accommodates anyone!
37.	Mike	So <i>sa deliver-isha</i> for free? (Do we deliver for free?)
38.	Jeff	<i>Une</i> point *#GROOTMAN. (You have a point there boy) [Grootman is an Afrikaans word that is used as a township. It refers to an older man or big brother. It's a sign of respect.]
39.	Rose	So market share?
40.	Jeff	<i>Hay masiyiqgithe lena</i> #coz <i>i-easy</i> . (No lets skip this one because it is easy)
41.	Rose	I suggest <i>size search-i ezi kwi</i> internet. (I suggest we search on the internet)
42.	Jeff	But <i>i-easy lana hlambi singa guess-a ba</i> number of households <i>zingaphi, abantu ba philayo hlambi bayi</i> 500 <i>yabo?</i> Then times by <i>la</i> 3000 as <i>ba bestshilo la</i> income. (But it's easy here, maybe we could guess the number of households, the number of people who maybe 500 you see? Then multiply by that 3000 as we had said with the income)
43.	Mike	<i>Hay thethi kaka</i> . (No, you're talking shit)
44.	Rose	No education?
45.	Jeff	<i>Hayi, akho</i> need <i>ye</i> education. (No, education is not necessary)
46.	Betty	Competitors?
47.	Rose	Inuka Braids, <i>Besendi</i> suggest <i>a nam</i> into <i>bangenoyi</i> understand <i>mhlambi xa a Markisha</i> . (I suggest we put something, she won't understand when she is marking). [Inuka Braids = name cosmetic brand for Africans].
48.	Mike	<i>Ithin kengoku igama?</i> (Now, what's the name?)

49.	Rose	Jabu hair solutions.
50.	Betty	<i>Kengoku</i> asi-determin-e two strengths of the competitor. (Now, we need to determine two strengths of the competitor)
51.	Rose	More like, <i>unemali uba makakwazi</i> u-supply all over the province. Like well-known brands. (More like, if he/she (the competitor) has money to supply all over the province, like well-known brands)
52.	Betty	Capital enough?
53.	Jeff	<i>Ubane</i> discount <i>ye</i> 20% <i>oko xa uthenga</i> . (You get a 20% discount every time you buy the product)
54.	Mike	<i>Hay noko iya sounda-a</i> (Yeah no, it sounds good)

ANNEXURE B: TRANSCRIPTS FROM THE GROUP INTERVIEWS

Group one

- T: Guys you've done your business plan. What is it again?
- All: Fish and chips!
- T: So, I want you to tell me about your language background. ,which languages do you speak, where do speak these languages at home or in school. Do you use them with friends and what about at the college?
- David: I speak English now, but I come from an Afrikaans-English school. English was my first language. Afrikaans was my additional language. I'm comfortable speaking both, but I find myself speaking English most of the time with my friends. My friends are Xhosa speaking when they speak Xhosa, I can only understand the topic and not the words themselves.
- Jessica: At home, I speak Xhosa, and at school too. It was at a Xhosa-speaking school only. At school, English was my First Additional language. My teachers used to speak a mixture of Xhosa and English. All my teachers in school were Xhosa speakers, so they would mix languages. I could understand better in that way. At the college my lectures speak Afrikaans so I find it a little bit challenging. Like most of the lecturers who have an Afrikaans background, I find it difficult to speak in English all the time with them, but I do understand most of the time.
- T: What is your language background?
- Debra: I am Xhosa speaking. I went to an English-speaking school. My first additional language was Afrikaans. Although, I'm Xhosa my parents wanted me to go to an English speaking school. They thought that the English schools provide better education, but I don't agree as all my friends who did not go to English school ok.

I'm really comfortable with IsiXhosa and use both English and IsiXhosa at college with friends.

T: And you?

Monica: I speak isiXhosa and I spoke isiXhosa at school as well. Most of the subjects were mixed. It would be explained in isiXhosa or English or whatever. My teachers mixed isiXhosa and English ,which helped me to understand, but when it comes to exams you're stuck with pure English. That becomes a bit complicated because you'll be taught in isiXhosa. Sometimes you don't even know what to write because of the language that is used. Maybe you might understand but you don't know the context that they want it in. Now at the college, the English here is different from the English we spoke there because it was basic English and here it's like a different English.

T: Do you also find that teachers with accents make it difficult?

Monica: It does especially the Afrikaans accent. We don't have a lot of Afrikaans in the Eastern Cape. So here you understand something, but because of the language it's kind of difficult to understand where you are. But if someone explains it in IsiXhosa then now you understand especially in Public Administration [*one of the subjects in Public Management*]. You think it's difficult but until someone translates it into Xhosa then now ok.

T: Do you think some students are a bit shy and are afraid to answer in English because they think other would laugh at them?

Monica: Oh yes, that is a big issue. How you speak your English, your accent and everything, that is a big thing with us. For example, Xhosas who grew up here [*Western Cape*] are different from the Xhosa who grew up in the Eastern Cape, so here you feel more connected to the students who grew up in the Eastern Cape. The students who grew up here (.) there is that thing that they would say "Oh you are red". That kind of thing.

T: So they label you? What is red?

Monica: *[laughing and pointing at her friend to help explain "red"]* How can I explain it but (...)

Debra: It means you are so rural!

Monica: Yes! You're so rural. You're so black. This is against Xhosa and Xhosa. The ones who grew up here and the ones that who grew up there in the Easter Cape.

T: OK! There is discrimination.

Debra: Yes there is, those from the Eastern Cape do not mix English when they are speaking. They speak like pure Xhosa. So students don't want to be identified as rural.

T: You guys did your business plan together and David is of course Afrikaans-speaking was it challenging in terms of having to communicate?

Debra: It was a bit challenging, sometimes cause you would want to say something in English but you can't seem to think of words to explain it *[other students nodded in agreement to Debra's statement]*. You can't express yourself.

T: Did you ask someone to explain it to him? How did you guys work?

Monica: Yes, especially for me I would just Xhosarised something and I don't know how he managed to understand but I'll also ask them to translate what I was trying to say.

T: And David how was it for you?

David: It wasn't that challenging. As I said before, I could identify the topic. They have slang, the same way we have slang in Afrikaans. I understood the slang words just like they understood the Afrikaans slang. *[referring to the group]*

T: Could you understand his slang?

- Monica: Yho! It's challenging, I don't know i-Afrikaans. I only know a few words only now that I'm in Cape Town. And the Afrikaans that they speak in the Eastern Cape and the Afrikaans (.) the Coloureds in the Eastern Cape their Afrikaans is different from the Coloureds here, so their Afrikaans is not the same, the accent is not the same.
- T: So some of the students said they went to schools where they had subjects like EBM, so some of the words they were familiar with. Did you find the same?
- Monica: I forgot the words now, but we googled whenever we struggled with a certain words [*Debra nods agreeing with Monica*]. For me, the English runs out, so you end up speaking Xhosa but they [referring to all the members] understand what you are trying to say.
- Debra: I think I found the calculation bits difficult since I did not do anything related to business at school because I had pure Maths. Some of the words were a bit challenging. I do understand the words, it was just that the definition was challenging and not the actual word [*during the classroom observation she asked the teacher for the definition of market share*]. Like, I did not know what market share means.
- Jessica: I did economics, so I was already familiar with some of the concepts.
- T: Did you do any subjects at school that assisted you with Entrepreneurship?
- David: Like maybe in grade 8 or 9. I did EMS (Economics Management Sciences) so for me this was general knowledge.
- T: Thank you very much for this!

Group Two

- T: So, I want you to tell me about your language background. ,which languages do you speak, where do speak these languages at home or in school. Do you use them with friends and what about at the college?
- George: I speak Xhosa! I learned all my subjects in English. Xhosa was my home language and English was my first additional language in school. The teachers all spoke Xhosa (...). My English teacher taught in English, but with some Xhosa dialect here and there. In whatever, maybe we're doing literature. She would use it. My Maths spoke English, but with some Xhosa also. Since we all spoke Xhosa also. But the books were in English.
- Shelly: I speak Xhosa. I only know the Xhosa speakers in my class and then I speak IsiXhosa. At school, I was only friends with IsiXhosa speaking people. I sometimes go with another girl that speaks in Afrikaans, but since we were a few IsiXhosa speakers in the class at school (.) It's just I'm comfortable with Xhosa.
- Tracy: I speak IsiXhosa. I went to a Xhosa primary school and then started to go to an English school high school. This was an Afrikaans-English school. But we did have a Xhosa teacher who was teaching us IsiXhosa as a first additional language. I had English, Afrikaans and IsiXhosa. At school, I befriended some of the Afrikaners speaking girls. That girl could help me because at home we don't speak Afrikaans. But I left Afrikaans in Grade 10. In grades 8 and 9, I was doing Afrikaans and English only and in grade 10 you could choose between IsiXhosa and Afrikaans, so I chose Xhosa.
- Amy: I speak English at home. my parents speak Afrikaans mostly, but I'm comfortable with Afrikaans and English.

T: Where are you from and ,which languages do people speak in your neighbourhood? Do you think it's different, the Xhosa here vs the in the Eastern Cape?

Tracy: My parents are originally from the Eastern Cape, but I was born here in Khayelitsha. People speak Xhosa. I speak pure Xhosa since I go to the Eastern Cape every year.

Shelly: I speak Xhosa. I grew up in Cape Town in a Xhosa neighbourhood. In my neighbourhood people mix Afrikaans and IsiXhosa~

Tracy: and English.

Shelly: I think, the Xhosa here is the same as the Xhosa in the Eastern Cape. There are some words that are a bit different.

T: Give me an example!

Shelly: Yoho! (...) Yoho, I can't think of one right now.

George: I think the only difference between the Eastern Cape and Cape Town was ~

Tracy: The difference is that in the Eastern Cape, they use pure IsiXhosa and here we mix it with English or some Afrikaans words.

T: Do you find it challenging or difficult to express yourself sometimes in English? In ,which subject? Were you familiar with Entrepreneurship words?

Shelly: Yes, I do because in the Eastern Cape we almost use everything in IsiXhosa, so all the subjects were taught in IsiXhosa besides English, so mostly I used to speak IsiXhosa and now (.) it's so new to me, we have to use English almost every day. So it does have a little bit of a challenge here and there. I did struggle a little bit [referring to Entrepreneurship] because I wasn't doing i-business subjects, but some of the words I used to do it in grade 10. So some of the words for me. I am not familiar with them

because I did not have subjects related to EBM. I did not do Business Studies or Economics, I was doing pure Maths.

George: I find computer practice [*one of the subjects in Public Management*] challenging only. I'm familiar with some of the words as I'm used to seeing them or hearing them, so it's not all of the words that I have a problem with. I was not entirely familiar with EBM [*referring to Entrepreneurship*]. is because I did Economics in school.

Amy: I did not find it challenging because I was already familiar with EBM because I did EMS [*Entrepreneurship Management Sciences*]

T: Do you find it difficult to understand the Capetonians when they speak English?

Shelly: Yeah~

George: It's difficult but since we living in that kind of place we got to get used to it. It was really difficult at the beginning.

T: Guys, I've noticed [pause] remember when we were doing the group work and then Amy was there? In the beginning, you guys were all speaking English and assisting each other, and then Amy went to the cafeteria. I think you were seated over there [*referring to Tracy*] or was you [*referring to Shelly*] sitting with someone and speaking IsiXhosa to them? You were doing the calculations.

Shelly: Yes, I think it was me ~

George: Yha (Yes), but we were all speaking mostly isiXhosa.

Tracy: It was easier to explain.

T: There was a point when Amy was sitting here and I don't know who else was sitting here.

Shelly: It was me!

T: Then you told her! To explain to Amy because it seems she didn't understand something.

Shelly: It was Grace.

T: Then you went over to English and explained something but do you think she felt left out when you guys were speaking IsiXhosa?

George: Maybe~

Tracy: She was absent most of the time, she was lost. Sometimes, she came and did most of the work, so she was lost, so we had to explain it to her.

Shelly: Yes, It was most of the time so difficult because she was most of the time absent. We would discuss everything in Xhosa, so when she is present on my side I find it difficult and maybe remember as time goes on "Oh here is Amy" and I will not be able to explain something to her. That is why I asked Grace to do it, I would say: "Grace please explain to her". I'm not used to and I can't explain something and it's so difficult to explain, especially when it comes to calculations.

T: So the calculations were something new to you?

Shelly: No, I just like it in Xhosa because I understand it more in Xhosa.

T: Do you think it would be helpful if the college said we are going to put some IsiXhosa words in your textbooks? and Why?

Tracy: No, it's boring to read in isiXhosa.

Shelly: No, it can be confusing at times. Like when it comes to calculations it's so difficult.

T: Give me an example [giving a page and pen to Shelly] of the Xhosa words when you are doing calculations.

Shelly: I'm just trying [writing while speaking to the researcher]. [showing a written example for Xhosa calculations] Look it says "*phindahinda u 10 nge nani lo 2 umhlulahlulane ngo 5*" (multiple 10 by the amount

of 2 divided by 5). So that is so long and boring, but I think that this one is so easy. I don't think it's a difficult question. For example on the final exams last year there was i-translation of isiXhosa in the question papers and that was my first time, so I don't even remember using it, but when I looked at it I just noticed it and said *hayi* (no) because it was so long and boring. Although, they gave it to me. At the back, I did not even mind it.

T: Do you also feel the same when she says that the multiply is too long in IsiXhosa?

George and Tracy: Yes!

T: When you guys were doing your business plan were you speaking IsiXhosa right through or did you mix IsiXhosa with a bit of English? And do you believe you did well because you mixed languages?

Tracy: We spoke IsiXhosa with a little bit of English.

George: More like 75% IsiXhosa and 25% English (...) I think since we are used to speaking like that [using hand gestures to include Tracy and Shelly], so we just!

Tracy: And since we're writing it [referring to the business plan] in English. We were speaking Xhosa and English because we could all understand. We did not speak Xhosa all the time at times it was a mixture. Everyone was able to express their opinions well because we mixed our English and Xhosa.

T: Was it when Amy was around or not around?

All: [silence]

Tracy: A mixture

T: Amy do you understand IsiXhosa?

Amy: No ma'am!

T: So could you follow what they were saying?

Amy: kind of! [hand gestures suggesting yes and no]

T: Like give me an example!

Amy: I'd take something in their sentence that I could later understand, and I would ask them many times if they could speak English so they can understand.

T: And did you guys shift languages?

All: [silent]

Shelly: Yes

T: Did you guys work together or did you divide your work?

All: [silent]

T: Do you think if the college or government says you have the option to go to a college ,which is IsiXhosa? Would you guys go? Why?

Tracy: No, because for me it would be difficult to write in the exams if I'm taught in IsiXhosa always~

George: We're already used to write in English.

Tracy: Yes, writing in English (.) It's quicker to read it [referring to English]

T: Do you think there is no place for IsiXhosa in the future?

Tracy: Not ~

Shelly: Not really!

George: Since English is out there, we ought to use it.

Tracy: Yes!

T: I have noticed at the taxi rank! People would come up to me and start speaking IsiXhosa. Other people don't think that there are other languages other than IsiXhosa. When you guys saw me for the first time did you think that I speak IsiXhosa?

George: I thought you were Coloured.

T: No, was it my accent?

All: Yha!

George: Your surname also

Tracy: But, I did think you were Xhosa. I even spoke to you in Xhosa. And then you told me you don't understand. I think it was the registration day. I was asking about the bursary forms in Xhosa. So you told me you don't understand speaking in English, so then I spoke in English.

T: Now guys! Just turn your pages. I would like you to tell me about your languages and why you choose to put the languages there. Let's start here. [the linguistic repertoire at the back of the questionnaire. See Annexure F]

George: I know Xhosa by heart. I grew up speaking Xhosa. And English in my head. It's already in my head. I wrote Zulu although I don't speak it, but since it is slightly closer.

Tracy: Similar!

George: Yeah, so it's easier for me to know~

Tracy: Understand!

Shelly: I put IsiXhosa in my heart because I know it and it's my Home language. I'm sure I can understand IsiXhosa even in writing or reading whatever. English, I read it, no first of all, I want to know it. So it's something always on my mind and I understand that in almost everything English is done, so that is why I put it there.

Tracy: I thought that IsiXhosa and English is the brain [point at the head in the portray]. Zulu is on one because I understand it! I think I know it but there are some words I don't understand.

T: If you had to choose! Ok, let's start here. ,which language would you say between reading speaking writing do you fully understand?

George: IsiXhosa

Shelly: The same, IsiXhosa.

Tracy: IsiXhosa! No, English.

T: Choose one.

Tracy : [laughing] I'm not sure! Because in Xhosa there are some words
that I can't read quicker.

T: Thank you, guys!

APPENDIX C: LETTER OF ETHICAL CLEARANCE FOR RESEARCH PROJECT



SCHOOL OF EDUCATION

Dr. Joanne Hardman

University of Cape Town, Private Bag X3, Rondebosch, 7701
Physical address: Humanities Graduate School Building, University Ave South, Upper Campus
Tel: +27 (0) 21 650 3920 Fax: +27 (0) 21 650 3489
E-mail: Joanne.Hardman@uct.ac.za Internet: www.uct.ac.za/depts/educate

EDNREC20200301

5 March 2020

J. Jonkers
University of Cape Town

RE: Ethical Clearance for Research project

I am pleased to inform you that ethical clearance has been granted by the School of Education Ethics Review Committee of the Faculty of Humanities for your academic research **EXPLORING TRANSLANGUAGING DURING GROUP ACTIVITIES AMONGST FIRST YEAR TVET COLLEGE STUDENTS IN AN ENTREPRENEURSHIP CLASSROOM**. We wish you all the best with your research.

Regards

A handwritten signature in black ink, appearing to be 'Joanne Hardman'.

ASSOCIATE PROFESSOR JOANNE HARDMAN
ETHICS CHAIR

"Our Mission is to be an outstanding teaching and research university, educating for life and addressing the challenges facing our society."

APPENDIX D: LETTER REQUESTING PERMISSION TO CONDUCT RESECH

19 August 2021

The Academic Head

SUBJECT: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Dear [REDACTED]

I am currently studying a Masters in Language and Literacy in the School of Education at the University of Cape Town. In addition, I am also an employee in the Business Studies Department at this respective institution. I would like to ask your permission to conduct classroom observations in the study entitled "*exploring translanguaging during group discussions amongst first year TVET college students in an Entrepreneurship classroom*" with your first year Public Management students in an Entrepreneurship classroom. The study is under the supervision of Professor Ellen Hurst from the University of Cape Town in the Humanities Education Development Department.

I have attached the approval letter which I have received from the Research Ethics Committee from the University of Cape Town. Should you request further clarification or questions regarding the study please do not hesitate to either contact me via telephone or email [REDACTED]

The data collected will only be used for research purposes to answer the research question and not for personal purposes. In addition, the study will not intervene with the students' academic work as the activities are from the students' prescribed textbook and forms part of the subject syllabus. The observations will be conducted in a period of two weeks during the students group activities. Participation in conducting the study with students will be voluntary and confidentiality of all the participants is guaranteed as it will use a pseudonym (different name). COVID19 rules and regulations will be strictly applied to ensure the safety and well-being of all participants.

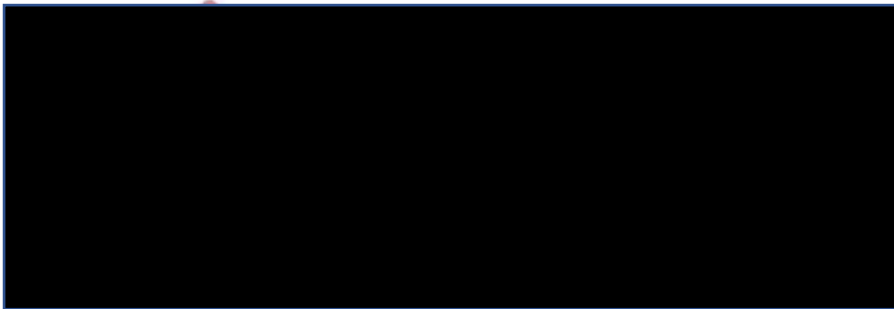
Thank you for your time and consideration. I am looking forward to your reply.

Yours sincerely,

[REDACTED]

JAQUALINE JONKERS (MS.)

APPENDIX E: LETTER OF APPROVAL TO CONDUCT RESEARCH



23 August 2021

SUBJECT: PERMISSION GRANTED TO CONDUCT RESEARCH

Dear Ms Jonkers,

This letter is to respond to your request in conducting research. I hereby grant you permission to conduct your study titled "*exploring translanguaging during group discussions amongst first year TVET college students in an Entrepreneurship classroom*" with the first year Public Management students in the Entrepreneurship classroom at our campus.

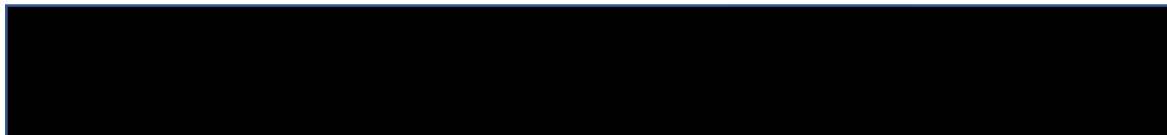
I have understood that the study will not intervene with the students' academic work as the activities are in the students' prescribed textbooks and form part of the subject syllabus. I am aware that participation will be voluntary and confidentiality of all participants as well as the college is guaranteed as it will have a pseudonym. Most importantly, the study will not harm or damage the public image of this institution or disclose confidential information of the participants.

I am pleased that you will adhere to the college COVID19 rules and regulations when conducting your study.

Kind sincerely,



ACADEMIC HEAD



APPENDIX F: CONFIDENTIALITY AGREEMENT

CONFIDENTIALITY AGREEMENT

This agreement is between:

Jaqualine Rokeya Jonkers (the researcher)

and

[REDACTED] (the transcriptionist and translator)

on research titled

Exploring translanguaging during group discussion amongst first year TVET college students in an Entrepreneurship classroom

As the transcriptionist and translator, I am aware of the sensitivity of the information which is collected and which needs to be kept in strict control to ensure confidentiality associated to the study.

I agree to:

1. keep all the research information shared with me confidential.
2. not discuss or share the research information with anyone except the researcher.
3. safe guard research information while it is in my possession.
4. return all research information to the research upon completion of the research tasks
5. I will destroy all research information after consulting with the researcher

Print Name: _____

Signature: _____

Date: _____

28/11/2021

APPENDIX G: LETTER TO RESEARCH PARTICIPANT PROVIDING RESEARCH INFORMATION AND REQUESTING CONSENT

Research Information and Consent Request to Research Participant

Title:

Exploring Translanguaging During Group Discussions Amongst First-Year TVET Students in an Entrepreneurship Classroom

Researcher's Details:

Full name: J Jonkers

Email: [REDACTED]

Phone: [REDACTED]

Dear Participants

My name is Jaqualine Jonkers. I am currently pursuing a Master's degree in language and Literacy Studies at the University of Cape Town. I am also an employee in the Business Studies Department at Northlink College.

I am conducting a research study titled "Exploring Translanguaging During Group Discussions Amongst First-Year TVET College Students in an Entrepreneurship Classroom". The purpose of this study is to understand how language practices, specifically translanguaging is used by students during their group discussions.

Your participation in this study would involve taking part in classroom observations and group interviews. This study will take place during your regular academic activities in your entrepreneurship classroom. Your participation is crucial in helping me gather insights that could contribute to enhancing our understanding of language use in educational settings.

What you need to know:

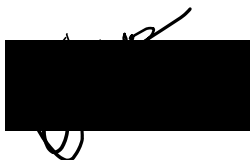
- Participation is completely voluntary.
- The study will not affect your academic work or assessments.
- All information gathered will be treated confidentially, and your identity will be protected through the use of pseudonyms (different names).
- Video and audio recordings of group discussions and group interviews will be used for research purposes ONLY.
- You may withdraw from the study at any time without any negative consequences.

If you agree to participate, please complete the attached consent form. This research has been approved by the Research Ethics Committee at the University of Cape Town, and all COVID-19 safety measures will be strictly observed.

Should you have any questions or need further clarification, please feel free to contact me via email or phone. Thank you for considering this opportunity to be part of my research.

I look forward to your participation.

Kind regards

A handwritten signature in black ink, appearing to read 'Jaqualine', is written over a solid black rectangular redaction box. Below the box, there is a small, circular handwritten mark.

JAQUALINE JONKERS (Ms)

APPENDIX H: TEMPLATE OF PARTICIPANTS CONSENT FORM

Research Participant Consent Form

Title: EXPLORING TRANSLANGUAGING DURING GROUP DISCUSSION AMONGST FIRST YEAR TVET STUDENTS IN AN ENTREPRENEURSHIP CLASSROOM

Name of Researcher: J Jonkers

I am _____ a first year Public Management N4 student. I am currently enrolled in the NATED Report 191 programme at a TVET College in The Western Cape. I hereby confirm that will voluntary partake in the study entitled above.

I have understood the following:

- | | | | | |
|--|---|-----|----|----|
| ➤ I confirm that I have understood the information for the above study | <table border="1"><tr><td>Yes</td><td>No</td></tr></table> | Yes | No | |
| Yes | No | | | |
| ➤ I have been given the opportunity to ask questions (face to face, via telephone and e-mail) | <table border="1"><tr><td>Yes</td><td>No</td></tr></table> | Yes | No | |
| Yes | No | | | |
| ➤ I have understood that information provided will remain confidential and my identify will be protected | <table border="1"><tr><td>Yes</td><td>No</td><td>NA</td></tr></table> | Yes | No | NA |
| Yes | No | NA | | |
| ➤ I agree for the observations and interviews to being audio-recorded | <table border="1"><tr><td>Yes</td><td>No</td><td>NA</td></tr></table> | Yes | No | NA |
| Yes | No | NA | | |
| ➤ I understand that my participation is voluntary and that I can withdraw from the research | <table border="1"><tr><td>Yes</td><td>No</td></tr></table> | Yes | No | |
| Yes | No | | | |
| ➤ I agree to take part in the above study | <table border="1"><tr><td>Yes</td><td>No</td></tr></table> | Yes | No | |
| Yes | No | | | |

Name of participant

Signature

Date

Name of researcher taking consent

Researchers email address

.

APPENDIX I: TEMPLATE OF PARTICIPANTS INDIVIDUAL QUESTIONNAIRE

PARTICIPANTS LINGUISTIC BACKGROUND

SECTION A: PLEASE WRITE YOUR ANSWERS IN DETAIL

Indicate the following biographical information:

age: _____

Male/Female: _____

Name of Course: _____

Level: _____

Grade 12/ NCV: _____

Indicate the following the following demographic information:

Province: _____

City/Village/Town: _____

Name:

Rural/Urban: _____

Please tick your options

1. How many languages do you speak? _____

2. ,which languages do you speak?

3. Home/first language: English ☐ Afrikaans ☐ IsiXhosa ☐ Other:

4. Parents/Guardians language: English ☐ Afrikaans ☐ Xhosa ☐ Other _____

a. Mother/: English ☐ Afrikaans ☐ IsiXhosa ☐

Other _____

b. Father: English ☐ Afrikaans ☐ IsiXhosa ☐ Other _____

5. Second language: English ☐ Afrikaans ☐ IsiXhosa ☐ Other:

6. How is your language competency in the following languages (Excellent, good, or fair)?

	English	Afrikaans	IsiXhosa	Other:
Read				
Speak				
Write				

7. Neighbour language: English ☐ Afrikaans ☐ IsiXhosa ☐ Other: _____

8. How do you use your languages?

First language			
Languages	People	Places	Formal/informal/slang
English			
Afrikaans			
IsiXhosa			
Second language			
Languages	People	Places	Formal/informal/slang
English			
Afrikaans			
IsiXhosa			

9. ,which language are you the most comfortable when writing and speaking at the college? Why?

- a. Writing: _____

- b. Speaking: _____

- c. Reading: _____

10. In the past in your classrooms, did you mix or change languages?

10.1 ,which languages and why?

LANGUAGE PORTRAIT

