A SYSTEMATIC LITERATURE REVIEW OF THE FEASIBILITY OF A TRANSLANGUAGING PEDAGOGY IN THE FOUNDATION PHASE

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Article Info	Abstract
	Many South African educational contexts, including the Foundation Phase are linguistically diverse. However, this diversity is not mostly catered for as evidenced by the prevalent monoglossic ideologies. This has resulted in low literacy levels in South Africa, which indicate a poor literacy foundation and limit learners' ability to learn effectively and excel academically. Over the past decade, a number of literacy intervention programmes have been implemented at national and provincial level, but the impact has been minimal. There is need to explore and adopt other approaches to literacy development such as the translanguaging pedagogy which has been reported to be successful in other phases of education. However, there has not yet been studies that report on translanguaging undertaken at Foundation Phase in South Africa. Thus, this qualitative study explored the feasibility of a translanguaging pedagogy in the Foundation Phase to develop literacy for multilingual English first additional language learners. Through a systematic review, translanguaging studies conducted between the years 2015-2022 in South Africa and internationally were reviewed and analysed using a thematic analysis approach. Findings from this study reveal that learners' home language should be considered as a resource for attaining deeper levels of meaning. The study suggest that, by adopting a translanguaging approach, teachers can enhance multilingual learners' literacy skills through strategies such as home-languaging, translation, juxtaposing languages and the flexible and dynamic use of the multimodal semiotic repertoire. However, future research is recommended to investigate the application of this pedagogy in the Foundation Phase classrooms in South Africa.

INTRODUCTION

The first phase of formal schooling in South Africa is called the Foundation Phase (FP). This phase includes learners who are between five and nine years, that is Grade R (Reception Year) to Grade 3. This is an important phase as it lays foundation to future learning. In the FP, learners are learning to read and when they move to the Intermediate Phase (IP) (Grade 4-7) they transition to "reading to learn" (Prinsloo, 2009). In addition, in most schools, learners also transition from using their mother tongue or their home language (HL) as the Language of Learning and Teaching (LoLT) to using English as the medium of instruction. This sudden shift often results in what is known as the fourth grade reading slump (Best, Floyd and McNamara, 2004). Therefore, it is important that learners are supported during this transition period to develop both their HL and First Additional Language (FAL). In response to this, researchers such as Mgijima and Makalela (2016); Schoeman, Geertsema, le Roux, & Pottas, (2023) have explored the use of a translanguaging (TL) pedagogy for instructing Foundation Phase learners.

According to Garcia and Kano (2014), translanguaging is "a process by which students and teachers engage in complex discursive practices that include all the language

practices of students in order to develop new language practices and sustain old ones, communicate appropriate knowledge, and give voice to new socio-political realities by interrogating linguistic inequality" (pg. 261). Thus, TL can be defined as "the full use of idiolectical repertoires without regard for named language boundaries" (Otheguy, Garcia & Reid, 2015, p.304). Li & Luo (2017) states, "A TL lens posits that bilingual learners draw on a holistic linguistic repertoire to make sense of the world and to communicate effectively with texts" (p.1). This is only possible with the teacher's support. Teachers should welcome the use of all learners' languages in the classroom and implement multilingual activities (Fürstenau, Çelik and Plöger, 2020). "Thus, aTL pedagogy aims to "liberate minoritized bilinguals and educate them fairly and justly, and to liberate ourselves from the monoglossic hegemony of language education policies" (Panagiotopoulou et al., 2020, p.18).A translanguaging approach acknowledges "the value and multiplicity of linguistic diversity" (MacSwan, 2019, p.190) and fosters the dynamic and flexible use of multiple languages simultaneously to enhance learning. Translanguaging encourages the dynamic and integrative use of languages by bilingual or multilingual learners thus creating a space for learners to use all their languages concurrently. While a translanguaging pedagogy has been considerably researched in the Intermediate Phase (Mgijima and Makalela, 2016), Senior Phase (Guzula, McKinney and Tyler, 2016) and higher education contexts (Makalela, 2016) in South Africa there is gap in the literature with regard to a translanguaging pedagogy in the foundation phase in the South African context.

In South Africa, the Language in Education Policy (LiEP) was developed to redress the inequalities of the past and allow freedom of choice by promoting "additive multilingualism as an approach to language in education" (Department of Education, 1997, p.2). Since many South African classrooms are diverse, the policy also seeks to encourage equal status of all official languages by creating a democratic space, which encourages multilingualism, diversity and the development of all official languages. Similarly, the policy aims to overcome disadvantages experienced by learners as a result of differences between their home language and the language of learning and teaching as it "supports the teaching and learning of all other languages" that learners may necessitate (Department of Education, 1997, p.2), thus promoting equal access to education. The policy further encourages the development of programmes to compensate for languages that were neglected and disadvantaged in the past. It clearly states that all language subjects must be allocated an equal amount of time and resources. The goal is to show respect for language diversity, view each language as valuable and respect and fulfill each individual learner's language rights.

However, the policy has not be successfully implemented in many educational settings as evidenced by the existing gap between policy and practice (Nugraha, 2019). For example, South Africa is widely known as one of the most linguistically diverse countries with eleven official languages, but English still remains the dominant language in many classrooms and the society at large. The inherited LiEP is underpinned by racial and linguistic discrimination. It is informed by a monoglossic ideology that embraces the concept of languages as separate entities that are clearly distinguished by defined boundaries. There is no mention of the possibility of using more than one language simultaneously. The policy is focused on the idea of languages as "pure and bounded entities" (McKinney et al., 2015, p.112).

A monoglossic ideology or a monoglossic vision of bilingualism is prevalent in educational institutions. A monoglossic approach to bilingualism views each language as a separate entity and differentiated in contexts; a sort of "parallel monolingualism" or "separate bilingualism" with defined boundaries between languages (Makoni & Pennycook, 2007). According to McKinney et al., (2015), "The multilingual/bilingual teacher/learners are represented as two monolinguals in one body" (p.111). As a result, the majority of students are disadvantaged, specifically those emergent bilinguals whose weaker language is the

language of instruction. The monoglossic ideologies prevalent in multilingual classrooms inhibit learners' participation in the classroom and their access to quality education. Some linguistic ideologies postulate that emergent bilingual learners or multilingual learners who lack proficiency in the dominant language are labelled as having no language or as remedial learners. Children who are not proficient in English (as this is the lingua franca) in particular are stereotyped as "not being able to speak at all" (McKinney et al, 2015). Further, these learners are regarded as having learning difficulties and stereotyped as problematic. Therefore, "the inability to speak English is a problem" and "the children are a problem" (Dixon & Peake, 2008, p.88). From a young age, learners are socialised into believing that English is the norm and proficiency in English equates to superior status (Dixon & Peake, 2008; Makoe, 2007).

In addition, monolingual and in some instances bilingual teachers are presented with the challenge of teaching in multilingual contexts (Du Plessis and Louw, 2008; Hooijer & Fourie, 2009). South African educators are faced with the challenge of trying to redress the educational imbalances inherited from the past by considering ways of promoting mother tongue based education. Many teachers in SA who are faced with the challenge of teaching in multilingual classrooms are not skilled or aware of multilingual pedagogies or the teaching of an additional language (Catalano & Hamann, 2016). Therefore, they have to explore innovative ways to teach the diverse group of learners and these attempts do not always lead to successful outcomes. In many multilingual classroom situations, the teacher is unable to communicate in or understand all the languages that learners bring into the classroom (Hooijer & Fourie, 2009). Ultimately, pressurising learners into learning through a medium other than their first language (L1) results in poor comprehension levels, as evidenced by the 2016 PIRLS results (Howie, Combrinck, Roux, Tshele, Mokoena, & Mcleod Palane, 2017).

The current study, therefore, suggests South African teachers and researchers need to transcend beyond this idea of languages as autonomous entities. There is need to blur the boundaries between languages to enable learners to utilise their entire linguistic repertoire and realise their true potential. These monoglossic ideologies that inform the LiEP, inform school language policies, affect access to quality education and hinder success.

LITERATURE REVIEW
Rethinking Pedagogy: The positioning of languages in the Foundation Phase

In South Africa, the dominance of English in many school language policies is clear. While many school language policies in SA state that they value diversity, these policies remain biased, as in many contexts the Language of Learning and Teaching (LoLT) remains English and many school policies do not allocate enough time for teaching English First Additional Language (EFAL) learners. The Curriculum Assessment Policy Statement (CAPS) allocates limited time for EFAL in the Foundation Phase (Grade 1- 3). Biases are evident "in the way in which the hegemony of English is entrenched in the language policy" (Dixon & Peake, 2008, p.2008). There are no explicit strategies to ensure that EFAL learners receive the necessary support to learn effectively. Many learners are learning in a language that is not their first language (L1). This language is usually English.

Current school language policies tend to favour one particular language over others and while not explicitly stated, learners whose L1 differ from the Language of Learning Teaching (LoLT) are immersed and forced to use the LoLT. Before democracy, schools in SA were distinguished according to language and culture. Learners were taught in their home language for the first four years of their schooling career and thereafter it was obligatory for learners to learn in either English or Afrikaans. This practice discriminated against learners whose L1 was not English or Afrikaans. Post-Apartheid South Africa gave rise to a number of multilingual classrooms as individuals now have language rights and the liberty of choosing

their language of instruction within reasonable practice. However, realistically it is not always possible to provide and implement this, due to ineffective and limited resource deployment. The multilingual classroom in the SA context therefore, presents a situation where the learner's mother tongue or home language (HL) varies from the LoLT (Hooijer & Fourie, 2009). There may be more than three different home languages spoken by learners while the LoLT is English. The teacher is presented with the challenge of trying to accommodate a linguistically diverse group of learners. In many multilingual classrooms, learners are second language learners (L2) who are learning through a language medium other than their HL or L1. However, this remains a contentious issue, as most parents prefer English (due to its superior status) as a medium of instruction rather than learners' HL.

While many primary schools in rural areas in SA use African languages as the medium of instruction from Grade R-3 and English thereafter, many schools in urban areas such as Johannesburg, where African languages are not the L1 of many learners, implement English as the medium of instruction from Grade R. These monoglossic ideologies that inform the LiEP and are prevalent in monolingual and multilingual classroom practices (in SA and all over the world) limit learners' opportunity to engage meaningfully. As a result, these children are rendered 'voiceless' while a form of epistemic injustice is created. It is important that educators overcome these linguistic injustices by placing equal value on all languages and escape these ideologies by deconstructing the idea of languages as "pure and bounded entities". This necessitates a post-structuralist shift through the adoption of pedagogies or approaches to learning that accommodate and include emergent bilingual learners so as to provide these learners with an equal opportunity to learn in a linguistically diverse classroom and a socially just education system.

In an attempt to include all languages and all learners in the classroom, teachers have implemented a number of strategies into their language classrooms. In South Africa's bilingual and multilingual FP classroom, there is a pervasiveness of "code-switching". Code-switching can be defined as a practice of switching between two or more languages in one conversation. While code-switching can be a beneficial practice if used strategically, it poses challenges in multilingual classrooms that are populated with many different home languages, particularly where the teachers are monolingual or bilingual and unfamiliar with the L1 of learners in the classroom. Further, code-switching is based on monolingual ideologies that views learners' bilingualism as various discrete languages rather than fluid and dynamic. Beyond this paradigm, Garcia (2009a) maintains that bilingualism is "not monolingualism times two" (p.71), "not like a bicycle with two balanced wheels", rather it is an all-terrain vehicle. Teachers and learners' strategically draw on their holistic linguistic repertoire to communicate effectively and complete tasks. It is against this background that this study recommends a translanguaging pedagogy for Foundation Phase classroom amongst multilingual learners.

Translanguaging as a pedagogical strategy in multilingual contexts

Recent developments in bilingual education consider learners' entire linguistic repertoire as "fluid and dynamic" (Wei, 2018, p.9), rather than the conventional view of bilingualism which views learners' languages as discrete entities. The idea of "one linguistic repertoire is central to the concept of dynamic bilingualism" (Li & Luo, 2017, p.141). In addition, some educational contexts have adopted a translanguaging approach to learning. A translanguaging approach acknowledges "the value and multiplicity of linguistic diversity" (MacSwan, 2019, p.190) and fosters the dynamic and flexible use of multiple languages simultaneously to enhance learning. Translanguaging encourages the dynamic and integrative use of languages by bilingual or multilingual learners thus creating a space for learners to use all their languages concurrently. Translanguaging fosters an environment where the incorporation of all learners' languages is a natural phenomenon and teachers accept a TL

pedagogy as a "legitimate pedagogical practice" (Herrarte & García, 2014, p.557). Through a TL pedagogy, bilingual learners make meaning while shaping their individual experiences and enhancing their knowledge by employing their entire linguistic and semiotic repertoire (Herrarte & García, 2014). Therefore, TL presents a shift beyond code-switching in that it regards bilingualism or multilingualism as the norm (Garcia & Wei, 2014). A translanguaging pedagogy enables bilingual learners to employ their entire semiotic and linguistic repertoire in the classroom which is acknowledged by teachers as an acceptable and valid pedagogic practice (Herrarte & García, 2014). Hence, this study seeks to explore the feasibility of a TL pedagogy in developing literacy among EFAL multilingual FP learners.

Several studies conducted internationally and nationally have explored the effectiveness of a TL pedagogy in multilingual contexts. Recently, Seltzer, Ascenzi-Moreno, & Aponte, (2020) conducted a dual language programme to enhance and promote learners' bilingual and biliteracy development in English and Spanish. TL through various modes of play was one of the key strategies that the FP teachers used to develop learners' bilingual language development, foster their bilingual identities and develop their biliteracy skills. TL strategies included the incorporation of multilingual resources and culturally relevant props and books in the play areas to support emergent bilingual learners. The multilingual resources included books in English and Spanish to enable learners to engage with the stories in both languages as they played. Findings from this study revealed that learners fluidly utilised their multimodal linguistic repertoires effectively to communicate and interact and there were increased levels of interaction and excitement amongst learners. Further, it was revealed that TL fostered learners' creativity and encouraged them to transcend beyond what was in the text to create something unique that echoed their personal bilingual experiences. The utilization of their entire linguistic repertoire enabled learners to bring their individual background, experiences and bilingual imaginations into the classroom. The use of multilingual texts and resources in the play area facilitated deeper levels of meaning for learners. This emerged as they creatively re-enacted the stories in the play area by incorporating both languages into their fluid bilingual performance.

Similarly, Kirsch & Seele, (2020) conducted a study in Luxembourg to incorporate TL in the FP to facilitate inclusion and participation of all multilingual learners and educators in contexts where two or more languages were used. The aim was to explore the extent to which TL practices promoted inclusion and participation and evaluate the effect of professional development on teacher attitudes, knowledge and classroom practices. The study involved observing three-year-olds in formal education settings (classroom) and non-formal education settings (day-care center). Most of these learners did not speak the target language, which was Luxembourgish. The TL strategies implemented professional teacher development, and using translations between Luxembourgish and learners' home languages. These strategies promoted home languaging, which involved switching to learners' home language to ensure comprehension. Further, resources were used in a flexible and dynamic way to allow learners to communicate using all the features of their linguistic and semiotic repertoire. This included the use of signs and symbols to communicate and support meaning-making. Findings from this study included a change in teachers' perceptions towards TL and multilingual education, participation and inclusion of all learners in the classroom, enhanced communication, and improved learning of concepts and language learning

While there have not been any noteworthy studies in the FP in SA, a number of studies have been conducted in the IP. A study was conducted by Makalela (2015a) to explore the effectiveness of TL practices on Grade 6 learners' reading comprehension abilities at a primary school in a rural area in Limpopo. After the pre-test revealed that learners experienced reading comprehension difficulties, this study involved utilising TL techniques and strategies to support learners' reading development in their HL (Sepedi) and an additional

language (English). The treatment involved a TL workshop for learners, which included bilingual vocabulary contrasts, text comprehension, oral reading proficiency and a print environment. Findings from this study revealed that learners showed deeper comprehension of the original text through the re-telling of stories in their HL (Sepedi). Learners contrasted the language of input and output, which ensured deeper digestion of the learning content. The learners were able to utilise two linguistic codes to convey meaning and thereby multilingual learners revealed their ability to transfer knowledge through the medium of two different languages. The post-test revealed that TL practices resulted in statistically 45 significant reading comprehension gains for English. Improved comprehension levels resulted in positive learning experiences and improved access to knowledge, thus improving learners' overall academic performance.

Additionally, another South African study (Mgijima and Makalela, 2016) explored the effects of TL techniques for instructing Grade 4 learners on using appropriate background knowledge when drawing inferences during reading. This study explored the effectiveness of simultaneously utilising learners' HL (Xhosa) and second language (English) in developing reading in a rural primary school in the Eastern Cape in South Africa. The study involved a pre-test, a TL intervention and a post-test to determine the efficacy of the TL techniques. The TL strategies involved explicitly teaching learners how to draw inferences from the blended isiXhosa-English reading passages by applying appropriate prior knowledge while reading. Findings indicated a significant improvement in the learner participants' performance from the pre-test to the post-test. This suggests that the TL intervention contributed positively to learners' reading performance in both languages, as it improved learners' ability to apply relevant background knowledge when reading.

In addition to Makalela's studies of the efficacy of TL in multilingual contexts, a study by Guzula, McKinney & Tyler (2016) explored the effectiveness of a TL pedagogy in two established third spaces. The study focuses on how learners' capacity was augmented through establishing a "heteroglossic and multimodal" approach to classroom practices and comprehension (Guzula, McKinney & Tyler, 2016, p.212). The first case was a Saturday multimodal literacy club for 30 to 60 Grade 3-6 learners (ages 9-12) at a primary school in Khayelitsha, Cape Town. The Grade 3-6 learners at the literacy club were enrolled at a school where the medium of instruction was their HL (isiXhosa) and they took English as a FAL from Grade 1. From Grade 4 level, the LoLT suddenly changes from learners' HL to English. This study used a "language-for-learning" approach, which encourages learners to access all the resources of their linguistic repertoire and to employ multimodal strategies. The facilitators employed two-way translation between isiXhosa and English as a TL tool to foster learners' biliteracy and bilingual development. The study employed TL strategies through utilising both languages in spoken and written form. The facilitators drew on learners' sociocultural resources to promote language and literacy learning. The findings revealed that TL, through translation, enabled learners to develop vocabulary simultaneously in English and isiXhosa, therefore fostering learners' bilingual language and literacy development. The TL, through translation, enhanced learner participation, facilitated inclusiveness, activated learners' prior knowledge, empowered them, and was utilised as a resource for storytelling. Further, the TL and multimodal strategies implemented in this study created abundant opportunities for meaning-making, thus challenging the monolingual approaches used in many language and literacy classrooms in SA and globally.

The second case of the study carried out by Guzula, McKinney and Tyler (2016) was facilitated by a NGO known as Focus Education in the rural Eastern Cape. The aim of the NGO is to enhance the education of local learners. The 15 Grade 11 learners involved in this case study participated in a holiday mathematics support programme. The TL techniques included the bilingual facilitator intervening and speaking isiXhosa and the teacher's

combination of drawing on isiXhosa, using gestures and everyday English to teach Mathematic concepts guided by a heteroglossic approach. The teacher, facilitator and the learner used all their multilingual and multimodal resources (including action, gaze, spoken language and positioning) to engage, to make meaning and enhance learning. The learners' multimodal classroom interactions during the sessions were also identified as trans-semiotising, which refers to "the use of various semiotic resources to make meaning" (Guzula, Mckinney & Tyler, 2016, p. 222). The findings revealed that the bilingual learner as a resource and the flexible use of their entire linguistic and semiotic repertoire were effective strategies of TL and multimodal meaning-making that enhanced learning by deepening understanding. Both the studies by Guzula, McKinney and Tyler (2016) reveal that TL can be utilised as "an intellectual, social and linguistic resource, enhancing multilingual and multimodal meaning-making" (p.223). Furthermore, it revealed that TL is an effective tool for employing learners' sociocultural resources, prompting their prior knowledge, and ensuring deeper comprehension. Overall, this study indicated that TL and multimodal strategies result in powerful learning opportunities and meaningful collaborative participation.

In addition to this national study, in the southern part of the US, Li and Luo (2017) explored how high school emergent bilingual learners flexibly utilised TL strategies in small group reading sessions in a translanguaging space facilitated by teachers. The learners were Spanish HL speakers and English additional language speakers. The TL strategies comprised of small group collaborative reading activities involving a reading book of which there were bilingual versions (English and Spanish). The stories in the book were read using a reciprocal teaching approach. During the collaborative reading, learners were actively engaged in employing multiple semiotic resources and utilising all the resources of their linguistic repertoire when they experienced difficulties comprehending. Learners fluidly alternated between English and Spanish as they read the English or Spanish version of the text and discussed the story alternating the language. The TL strategies implemented facilitated reading beyond the lexical level. There was a gradual shift from focusing on the lexical level of understanding towards focusing on the context rather than individual words to develop an understanding of the text. This enhanced learners' reading fluency. One of the strategies involved building rapport with learners by engaging with their background, culture, past and present experiences, and attitudes towards reading. Becoming familiar with these aspects of the learner enabled the teacher to creatively utilise learners' interests as a resource to involve them in the reading materials. Incorporating texts that related to learners' background and drawing on their everyday language practices further resulted in improved reading comprehension and engaged learners' interest in reading. Multimodal interactions involved employing an abundance of semiotic resources, including their linguistic repertoire, gestures, bodily movements, facial expressions and interaction with the Internet to enhance comprehension. Other strategies included drawing on one another's multiple repertoires, encouraging learners to draw on their life experience and background and lastly, using reciprocal teaching (which is in essence is a way of co-learning in multilingual classrooms). Overall, this study revealed the potential of TL strategies to creatively enhance reading comprehension and encourage the active participation of all learners.

In the higher education context, Makalela (2015a) conducted a number of studies investigating the efficacy of a TL pedagogy in higher education multilingual contexts. Within the same study (Makalela, 2015a) that explored the effectiveness of TL practices on Grade 6 learners' reading comprehension abilities, Makalela investigated the effectiveness of TL practices for teaching an indigenous African language to speakers of other languages at a higher education institute (the University of Witwatersrand). The study involved 24 pre service teachers who were enrolled for Sepedi as an additional language as part of the new languages programme. The aim of the new languages programme was to equip the teacher

students with the necessary and basic reading, writing and conversational skills in order to enable them to work effectively with multilingual learners. Translanguaging strategies involved the development of receptive skills and productive skills by utilising oral and text-based approaches to allow the student participants the opportunity to practice using the language by juxtaposing the language of input and output. Further, the instructors compared and contrasted concepts in Sepedi with those of other languages spoken by the teacher students. The instructor encouraged the use of HL during discussions. Findings revealed that the participants developed positive attitudes towards African languages, positive experiences in the target language, and the idea that multilingualism is a natural phenomenon. The student teachers' responses revealed that TL instructional practices proved to be successful in that it deepened their existing knowledge and deeper comprehension while they were learning the target language and cultural content. Overall, this study revealed that TL blurs boundaries between languages and disrupts linguistic fixity in monolingual classroom practices.

Similarly, Makalela (2015b) investigated the effectiveness of a TL teacher intervention programme for teaching African languages to speakers of other African languages. The study investigated the efficacy of a TL intervention programme on the participants' ability to learn an additional language (Sepedi). The one-year Sepedi course aimed to provide the student participants with essential conversational, reading and writing skills to provide them with the necessary skills to support learners in their classrooms who speak different languages and to create affirmative multilingual spaces in their school environments. The focus on developing receptive skills (listening and reading) while working with Sepedi texts and on developing productive skills (speaking and writing). The control group was instructed using Sepedi as the LoLT as in monolingual classroom instruction practices, while the experimental group incorporated TL strategies that flexibly utilised the target language (Sepedi), the student participants' home languages and English. Translanguaging strategies therefore included the simultaneous use of the target language (Sepedi), the student participants' home languages and English. Language alternation was one of the core TL strategies incorporated in the classroom. Activities were structured to enable simultaneous use of all the languages and the use of the student participants' entire linguistic and semiotic repertoire.

Resources used by the student participants included a bilingual (Sepedi-English) dictionary. The student participants were asked to write weekly multilingual blogs and to join a Facebook group where Sepedi was used with various home languages and English. Contrastive elaboration was used as an explicit strategy. This strategy enabled the student participants to intersect between the languages, to transcend meanings beyond the language of input, and to promote a deeper digestion of the content and concepts taught. In addition, the student participants brainstormed, took notes in their preferred language, and alternated the language of input and output. The study findings revealed vocabulary and reading proficiency gains for the student participants, deeper levels of understanding, the reinforcement of their personal identities, cultural congruence through input-output alternation, the acquisition of proverbs and idiomatic expressions in the target language, and the development of multilingual teacher identities. Overall, the study revealed that TL techniques had social and cognitive advantages for preparing pre-service teachers for multilingual classrooms.

Overall, studies around TL globally prove to have numerous advantages for the bilingual or multilingual learner. These include social and cognitive advantages for the learner. While these findings reveal that a TL pedagogy results in successful outcomes for multilingual learners in multilingual contexts, there remains a gap in the research at national level pertaining to TL in the FP. Very little is known about the efficacy of a TL pedagogy in language and literacy classrooms in the FP in SA. This is a notion that is quite neglected and demands attention. Most studies in SA focus on TL in intermediate, senior and higher

education settings. The low literacy levels in South Africa indicate a poor literacy foundation. This necessitates a TL pedagogy to develop literacy skills in the FP. To initiate this, a systematic review of how to adopt a TL pedagogy in the FP to enhance multiliteracy development is necessitated.

The purpose of this study was to; (1) review translanguaging studies focusing on literacy development conducted internationally and nationally between the years 2015-2022; (2) synthesise the main findings of these reviewed studies and   make recommendations of how a translanguaging pedagogy can be applied in the Foundation Phase classroom amongst multilingual FP learners. Taking into consideration the above purpose, the present study seeks to contribute to the field of language and literacies in the Foundation Phase in South Africa from a review perspective. As discussed earlier, there are limited translanguaging studies conducted in the Foundation Phase, this study is intended as a contribution to this component of translanguaging research in the Foundation Phase in South Africa. This study also comes at a crucial time where there is need for educators, curriculum developers and policy implementers to rethink literacy instruction especial in the Foundation phase so as to address issues of multilingualism, diversity in the classroom, respond to the digital age which requires rapid adaptation in order for learning to continue and align their pedagogical approaches with the demands of the 4IR.

RESEARCH METHOD
Research Design
The current study followed a systematic review method which relies on qualitative data collection methods. Systematic reviews are one of the most commonly used types of reviews and "considered to provide the highest level of evidence" (Impellizzeri and Bizzini, 2012, p.495). A systematic review involves systematically searching, synthesising and contextualising existing literature on a topic (Samnani, Vaska, Ahmed & Turin, 2020). According to Denyer and Tranfield (2009), a systematic review is "a specific methodology that locates existing studies, selects and evaluates contributions, analyses and synthesizes data, and reports the evidence in such a way that allows reasonably clear conclusions to be reached about what is and is not known" (p.1). As mentioned earlier, the aim of the study was to review translanguaging studies conducted nationally and internationally between the years 2015-2022 to develop learners' literacy skills. The review process involved searching for relevant studies online using various electronic databases, applying inclusion and exclusion criteria to select studies to be comprehensively analysed and lastly assessing the selected studies.

The researchers searched for relevant studies using various online electronic databases including Google Scholar and the electronic databases of the University of Witwatersrand Library. Reliability was maintained by selecting studies that were peer reviewed from scholarly journals. This means that the studies selected to be reviewed and analysed were high quality research articles. Therefore, this study drew on consistent and reliable sources. To ensure credibility, different types of data were collected from a wide range of studies in various multilingual educational contexts internationally and nationally in order to fully engage with the notion of a TL pedagogy. Collecting several types of data from diverse and multiple studies enabled researchers to develop in-depth understanding of the type of TL practices that occur in multilingual classrooms.

Appropriate key words and search terms were used to find the relevant studies. Some of the key words included in this search were "translanguaging, foundation phase, education, literacy development, multilingual context" and such as "Translanguaging in South Africa", "Translanguaging in the foundation phase in South Africa", "Translanguaging for literacy

development in education contexts", "Translanguaging in educational contexts", "Translanguaging in the classroom".

Initially, the researchers confined the search to the South African context. After recognizing the gap in the field and the paucity of research particularly around TL in the FP in South Africa, the search was expanded to include all educational contexts. By broadening the scope to include educational contexts globally, the researchers realised that it would be beneficial to draw from contexts out of South Africa (particularly the FP) to gain valuable insight. The most relevant studies were screened and selected for the review process. In selecting the relevant and suitable studies to read further into for the literature review, the search was narrowed down to include the most recent and relevant studies from the year 2015 onwards, as well as studies that pertained to learners' literacy development.

Sampling of Data Sources

The data sources for the current review study were selected using judgement sampling. Judgement sampling entails using ones own judgement when selecting the data to be analysed (Sharma, 2017). The researchers used their judgement to select suitable data to be extracted and analysed from the potential studies. The process involved reading through the titles and abstracts of potential studies, selected relevant studies and omitted irrelevant studies. Finally, a total of seven studies (three international and four national) were selected and these will be discussed in the findings.

Data Analysis

The data that was extracted from the seven studies to be comprehensively reviewed was coded in terms of the following categories: author and publication date, time frame, educational level, site and participants, purpose, languages involved, TL intervention strategies, findings and challenges. Thereafter, through a thematic analysis process, the data was analysed systematically. According to Braun and Clarke (2006), a thematic analysis involves identifying, analysing and exploring recurring themes within the data. The researchers identified common strategies that were employed across TL studies that lead to successful outcomes as well as unsuccessful outcomes. The data was examined closely and emerging patterns and correlations were identified across the studies to inform application in the multilingual FP classroom (Javadi & Zarea, 2016). The data analysis process was ongoing and interactive (Nieuwenhuis, 2010). Thematic analysis was the preferred data analysis approach as it was effective and useful in organising the data to identify emerging themes across the studies, interpret the data, prepare a detailed presentation of the findings and lastly to achieve the study objectives.

In sum, the analysis process was informed by Braun and Clarke's (2006) six-step process to gain further insight into analysing the data and identifying themes. These six phases of the thematic analysis process include (i) Familiarisation with data (ii) coding (iii) Identifying themes (iv) Reviewing themes (v) Defining and naming the themes (vi) Producing the thematic analysis report. The themes and the sub-themes that emerged will be discussed in the next section.

RESEARCH FINDINGS AND DISCUSSION
Research Findings
Developing Reading Skills through TL Strategies

The reviewed studies revealed that the learners L1, more specifically home-languaging could be used as a resource to develop the learners reading skills and reading comprehension ability. It was revealed that the use of the learners HL facilitated deeper understanding and produced positive outcomes. Studies by Seltzer, Ascenzi-Moreno & Aponte (2020), Li & Luo (2017) Makalela, (2015) Kirsch & Seele (2020), Guzula, Mckinney & Tyler (2016) and Mgijima & Makalela (2016) show evidence regarding this. For example, a study by Li and

Luo (2017) explored the effects of TL strategies on emergent bilingual learners reading development. Although this study was conducted in a high school setting, we can draw on the findings. In addition to other TL intervention strategies, the study included drawing on vocabulary from the learners HL (Spanish) and using translations during collaborative reading sessions to enable learners to co-construct meaning and facilitate comprehension. The findings from this study revealed an overall improvement in the learners reading ability and reading comprehension. Thus, as revealed by the study by Li and Luo (2017) as well as other studies (Seltzer, Ascenzi-Moreno & Aponte, 2020; Makalela, 2015; Kirsch & Seele, 2020; Guzula, Mckinney & Tyler, 2016 and Mgijima & Makalela, 2016) the utilization of the learners home-language through TL strategies in the development of reading is effective.

Further, the utilization of bilingual and multilingual reading resources or resources in more that one language enhances the learners reading comprehension ability, facilitates deeper understanding and engages the learners. Findings from the studies by Seltzer, Ascenzi-Moreno & Aponte (2020), Li & Luo (2017) Makalela, (2015) and Mgijima & Makalela (2016) revealed that the use of multilingual resources in learning extended learners' understanding of the text and enhanced bilingual language and literacy development. There was clear evidence of deepened comprehension when learners interacted with resources in their L1 and in the L2. For example, the study by Makalela (2015) explored the efficacy of TL strategies on Grade 6 learners reading comprehension abilities. TL intervention strategies included utilizing English and Sepedi versions of reading passages and a bilingual print rich environment to engage learners in incidental reading. The findings from this study revealed overall reading comprehension gains, improvements in the learner confidence and learner motivation to read. The study by Seltzer, Ascenzi-Moreno & Aponte (2020) revealed that exposing learners to both English and Spanish versions of texts/books in the play areas and allowing them to engage with these resulted in deepened comprehension of the stories read. Furthermore, the study by Li and Luo (2017) revealed that the use of bilingual reading materials during collaborative reading activities improved learners' fluency in reading, engagement with reading materials and resulted in improved reading comprehension.

Overall, the use of home-languaging and multilingual reading resources to develop reading skills is a worthwhile strategy to explore in the Foundation Phase. These findings also correlate with research by Tian and Macaro (2012) that reveals that learners who receive input in their L1 perform better than those who learn in only one language. Further, research suggests that the utilisation of learners' L1 in classrooms around the globe is deemed advantageous for learners (Choy & Lee, 2012; Lasagabaster & Garcia, 2014; Ngcobo et al., 2016; Prinsloo et al., 2018; Visedo, 2013). Therefore, using resources and strategies that integrate learners' L1 and the L2 allows learners who are struggling in English or the L2 to scaffold their understanding by relying on their L1 thus improving learners' literacy performance.

TL as a Valuable Tool for Developing Learners Writing Skills

Translanguaging strategies are worthwhile to explore for the development of multilingual learners writing skills. Rather than restricting learners to writing in only one language, they should be encouraged to engage in TL during the writing process. When writing, they should be encouraged to utilize their entire linguistic repertoire in order to fully express themselves. By encouraging learners to access their entire linguistic repertoire in the writing process, they will be empowered to utilize their authentic voice to the fullest. Through translanguaging, multilingual learners' critical thinking skills will be stimulated, as learners are empowered to "bring their whole selves and the entirety of what they know to a given writing task" (McLaughlin, 2022, p.1).

Research by Makalela (2015) shows evidence that TL strategies can improve learners writing skills. In the aforementioned study, Grade 6 learners were asked to reflect on a Sepedi

text they had read, and reproduce the text in English, Sepedi and a blend of English and Sepedi. Reproducing the story through these three texts enabled learners to develop their writing skills as well as their bilingual language and literacy development. This exercise allowed learners to be creative in their writing and expand meanings beyond the text read. By accessing their entire linguistic repertoire, learners were given the opportunity to utilize their authentic voice to the fullest. This empowered them, developed their creative writing skills and allowed them to develop a deeper understanding of the original text.

This study implies that in the Foundation Phase, teachers can also create translanguaging spaces for bilingual learners in their classroom where they can freely exercise their agency and utilize their entire linguistic repertoire to creatively develop their writing skills, self-confidence in the writing process as well as a sense of ownership of the work produced. The study by Makalela (2015) empowered bilingual learners by displaying their work in the bilingual publishing corner in the classroom, which can also be done in the FP to create a print rich classroom environment. Valuing bilingual learners work, encourages them to write more and gives them a sense of ownership and belonging in the learning context.

TL Strategies to Develop Learners Listening and Speaking Skills

TL as a pedagogy can be utilized in the foundation phase to develop young learners listening and speaking skills. A study by Kirsch & Seele (2020) on the use of TL in the early years to facilitate inclusion and participation of multilingual learners utilized TL strategies including translations, home languaging, the use of signs and symbols and the flexible use of resources. The use of translations between teachers and learners when instructing learners or during story time enhanced listening and speaking skills. The use of these strategies enhanced communication amongst learners and increased participation and inclusion.

Another study by Mgijima & Makalela (2016) which explored the effects of TL in the bi-literate inferencing of fourth grade learners involved read aloud sessions, oral question and answer sessions, inferencing and using the learner's HL during group discussions. This in turn developed the learners speaking and listening skills. A study by Seltzer, Ascenzi-Moreno & Aponte (2020) focused on a TL play based lens. Learners listened to the stories, discussed them and renacted them using their HL and English. These strategies created opportunities for learners to develop their listening and speaking skills.

These studies reveal that TL strategies are beneficial for developing learners speaking and listening skills. The development of learners' oral language skills is crucial in the FP, thus, by adopting strategies discussed in these reviewed studies, teachers can assist and support their learners in developing these skills which are crucial in the overall development of literacy and literacies.

Supporting the Development of Visual and Digital Literacy through Translanguaging

According to García & Wei (2014) translanguaging encompasses all meaning-making modes, including gestures, objects, and visual cues. In the FP classroom visual support can be utilised in teaching early reading concepts such as the concept of print, the alphabet principle and the teaching of six different methods of reading which are phonics, shared reading, group guided reading, paired or independent reading and reading aloud as specified in the South African curriculum. Considering TL in the FP classes will serve an attempt to get teachers to move away from their monolingual teaching approaches and techniques and work towards being inclusive.

For example, in their study, Nkomo & Charamba (2022) reflected on their own practice as teacher educators for pre-service Foundation Phase teachers. Specifically, they focused on translanguaging as a pedagogical strategy in a linguistically diverse undergraduate classroom. In their findings, they highlighted how they adopted the translanguaging pedagogy through the use of visuals and ICT in their lessons as a way of supporting students with limited

English proficiency and still grappling with the disciplinary discourses in multilingual classrooms.

Thus, the integration Information and Communication Technologies (ICTs) in the Foundation Phase should be fully explored as there is evidence that technology can support children's creativity (Blatchford et al. 2006) and helps them think about thinking, therefore establishing their metacognition (Nkomo & Charamba 2022). Finally, as observed by Muremela (2022) the integration of ICTs in the Foundation Phase resulted in learners becoming more active and they understood concepts taught because learning was centred on them and they took charge of their learning in the learning process.

Translanguaging as a Tool to Enhance Learner Participation

An inclusive translanguaging pedagogy aims to promote learning and participation as it draws on the learners' entire semiotic repertoires. Studies that have employed a translanguaging pedagogy have reported an increase in student's ability to participate in class because they have a better understanding of teacher talk (Seltzer, Ascenzi-Moreno & Aponte 2020; Kirsch & Seele, 2020; Li & Luo, 2017; Guzula, Mckinney & Tyler, 2016).

Seltzer, Ascenzi-Moreno & Aponte (2020) conducted a study with FP learners at the Villa School New York, USA. The purpose of the study was to enhance and promote the overall education, bilingual and biliteracy development of emergent English-Spanish bilingual learners. Findings of the study show that translanguaging encouraged creativity and enabled learners to draw on their personal bilingual experiences and background. There was increased engagement and interaction amongst learners. Another relevant study was conducted by Kirsch & Seele (2020) with four FP teachers and 21 three-year old children at one formal classroom and one day care center in Luxembourg, Europe. The purpose of the study was to incorporate translanguaging in the early years context to facilitate inclusion and participation of all multilingual learners and educators in contexts where two or more languages are used. Seemingly, their study findings showed that there was enhanced communication amongst learners and teachers and increased participation and inclusion which resulted in enhanced learners' self-confidence and wellbeing.

Thus, According to García and Wei (2014) multiple languages should be used simultaneously in the same lesson (translanguaging) in multilingual language classrooms to enhance learning. Teachers in the Foundation Phase can adopt this inclusive pedagogy as the Foundation Phase is the most crucial phase of learning. During this phase, learners are being introduced to new concepts and familiarising themselves with formal schooling, an inclusive pedagogy such as translanguaging is very important and should be considered.

Discussion

There is evidence that translanguaging strategies and techniques can be incorporated in Foundation Phase to develop learners' literacy skills as shown in the review studies. For example teachers can elicit learners' background knowledge by drawing on their HL and English simultaneously, juxtaposing the languages and utilising multicultural and multilingual reading resources. Drawing on learners' background and using texts that relate to their background and experiences create a link to the text, thus making the content more relatable for the learner and enhancing their reading comprehension. Secondly, the learners' English vocabulary can be developed through home languaging, the use of translations, using texts in learners' HL and English, using multilingual resources, and utilising learners' multimodal semiotic repertoire. Drawing on vocabulary from learners' HL and using translations during and after reading a text can improve speaking and listening skills and comprehension of the text. Learners can refer to the texts in their HL when trying to understand the meaning of a word in the English text. Utilising a multilingual print environment which consists of vocabulary in learners' HL and English can develop learners' English vocabulary. Further, the

teacher can draw on learners' multimodal semiotic repertoire by utilising gestures, images, facial expressions and body movements to develop meaning of English vocabulary and consequently English reading comprehension.

In addition, the teacher can encourage learners to utilise their entire semiotic repertoire while re-enacting the stories to enhance reading comprehension. Learners can become familiar with the language structure of the English language through the use of multilingual resources and by drawing on their HL. The use of multilingual texts and a multilingual print environment can enable learners to compare the phonology, morphology, syntax and semantics across the languages. Further, though drawing on their HL, they can develop knowledge of the English language structure. Drawing on their HL and eliciting their background knowledge can enhance learners' verbal reasoning skills consequently developing reading comprehension. The learners' background knowledge enables them to make inferences, which contributes to verbal reasoning and reading comprehension. The learners' oral language skills can be promoted by drawing on their HL during discussions and explanations and juxtaposing the language of input and output to facilitate deeper levels of meaning.

Finally, using a range of multilingual resources can enhance learners' English literacy knowledge. The learners' literacy knowledge includes knowledge of print concepts and genres. Utilising multicultural texts, texts written in learners' HL and English and a multilingual print rich environment is useful in this regard. Teachers can incorporate a multilingual reading corner that includes books from different genres to develop learners reading and writing skills.

CONCLUSION

This study investigated the notion of translanguaging for literacy development amongst multilingual Foundation Phase learners. The study findings reveal that TL strategies and techniques are beneficial if creatively utilised in the FP to enhance EFAL learners' literacy development and overall academic proficiency. It was revealed that incorporating a TL pedagogy in multilingual concepts has many social and cognitive advantages for learners. The reviewed studies revealed that a TL pedagogy facilitates inclusion and participation, promotes deeper levels of meaning, enhances communication, promotes creativity, enhances self-confidence, provides opportunities for identity formation, and creates positive learning experiences. Further, the findings reveal that a TL pedagogy in educational contexts challenges monoglossic ideologies prevalent in South African classrooms. The flexible and dynamic nature of a TL approach thus, embraces linguistic diversity and challenges linguistic hierarchies and inequalities. TL as an inclusive pedagogy promotes social justice by accommodating emergent bilingual learners and providing these learners with an equal opportunity to learn in a linguistically diverse classroom and socially just education system. The current study, therefore, suggests learners' L1 should be regarded as a valuable asset in developing their Literacy skills. Teachers should draw on learners' multimodal semiotic repertoire to develop literacy by using gestures, images, body movements, facial expressions. In addition, the teachers should utilise multilingual resources (texts in learners' HL and English and a multilingual print rich environment) and multicultural resources that draw on learners' background and experiences. This study contributes to the field of research by offering insight into how a TL pedagogy can be strategically utilised in multilingual classrooms to develop learners' literacy skills.

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