Multilingualism and sociocultural factors prevalent in rural language classrooms

by:

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PRETORIA

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DECLARATION OF ORIGINALITY

I, Keamogetswe Oratilwe Mekgwe hereby certify that I am electronically submitting this mini-dissertation

Title: **Multilingualism and sociocultural factors prevalent in rural language classrooms**

The work recorded in this report is, in its entirety, my original work, except for quotations and citations which have been duly acknowledged and included in the list of references.

I also declare that it has not been previously or currently submitted for any other degree at the University of Pretoria or other institutions.

Name: Keamogetswe Oratilwe Mekgwe

Signature of Student: _____

Date: _____

DEDICATION

I dedicate this mini-dissertation to my son Leamogetswe Oaratwa Somphekwa. I hope that you will read this and be reminded that hard work pays. May you be inspired to follow in my footsteps. I am looking forward to reading your work.

To my life partner, Ms Amogelang Olivia Somphekwa. I dedicate this work to you for your consistent support through this milestone. I deeply appreciate your sacrifice.

To my mother, Mrs Neo Jacobeth Bogopane. This also goes to you for supporting me through this long and challenging journey. I could not have done it without your words of encouragement and your devotion to me achieving this goal.

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- Ms Anetha de Wet, technical and language editor of this mini-dissertation. Thank you for your assistance; I appreciate your contribution to shaping my work.

ETHICAL CLEARANCE CERTIFICATE

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CLEARANCE CERTIFICATE	CLEARANCE NUMBER: **EP 07/02/04 Quality Talk 18-001**
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CHAIRPERSON OF ETHICS COMMITTEE: Prof Funke Omidire

CC

Ms Thandi Mngomezulu
Prof Funke Omidire

This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:
- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

ABSTRACT

This study aimed to identify multilingual and sociocultural factors prevalent in rural English language classrooms. The New Literacies Studies theory was the theoretical underpinnings of this study and an interpretative phenomenological paradigm was also used. Qualitative research methodology informed the secondary data analysis that was part of this study. Secondary data from a rural high school based in Mpumalanga, which was part of the Quality Talk South Africa (QTSA) study conducted by the University of Pretoria in collaboration with Pennsylvania State University and the Centre for the Study of Resilience (CSR), was utilised for this study. The data sources used were videos, voice recordings and pictures of learners' classwork books.

Various themes and subthemes emerged from the secondary data during the inductive thematic analysis process using Quality Talk Model indicators as a guideline, with a limited focus on multilingual and sociocultural factors. The emerging themes included language use during lessons (learner proficiency and dialogical space), Influence of culture (cultural worldview and cultural communication) and context of learning (infrastructure, lack of resources and lack of visual aids on walls). The findings indicate that multilingual learners need to develop proficiency in all the languages they speak. Teachers need to ensure that the content of their lessons are contextually relevant to the lives of the learners. In addition, teachers should encourage the use of multiple languages by the learners to make lessons more meaningful and strengthen learners' language repertoires. Therefore, teachers have to use various teaching strategies such as repeating learners' answers, code-switching and cold calling. Social indicators included old infrastructure and lack of physical resources, while cultural indicators comprised collectivism, accountability, cultural communication and self-regulation.

Keywords: Multilingualism, social factors, cultural factors, rural school, Quality Talk, New Literacy Studies.

LANGUAGE EDITOR'S LETTER

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TO WHOM IT MAY CONCERN

The thesis titled "Multilingualism and sociocultural factors prevalent in rural language classrooms" by Keamogetswe Oratilwe Mekgwe has been proofread and edited for language by me.

I verify that it is ready for publication or public viewing in respect of language and style and it has been formatted as per the prescribed style of the institution.

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Kind regards

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LIST OF ACRONYMS

CS   Code Switching

COLD C   Cold Calling

COLT   Communicative Orientation of Language Teaching

CSR   Centre for the Study of Resilience

PU   Printer Unavailable

QT   Quality Talk

QTSA   Quality Talk South Africa

TIT   Teacher introduces topic

TPSC   Teacher prompts learner to self-correct

Table of Contents

List of Figures

List of Photographs

List of Tables

1.   CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.1   Introduction

1.1.1   Purpose of the study

This dissertation of limited scope is part of a larger study that focuses on adapting the Quality Talk Intervention Model used in the United States of America for the South African rural classrooms context (Sefhedi, 2019). This study focuses on identifying multilingual and sociocultural factors prevalent in rural language classrooms as part of the adaptation process. Multilingualism is the ability of a speaker or a community of speakers to communicate effectively in more than two languages (Aronin, 2018). Multilingual speakers in this study comprised of learners and an English language teacher.

The purpose of Chapter 1 is to introduce, provide background and give an overview of this study. It will begin by introducing the study and the rationale for conducting this study. The background of the study will situate this study within a bigger study. The research purpose and the research questions will be covered in this chapter. Moreover, concept clarification, theoretical framework and assumptions will also form part of Chapter 1. Lastly, research paradigms, methodological overview and ethical considerations will also be discussed in this chapter.

1.1.2   Rationale of the study

The South African government became more intentional in their approach of supporting multilingualism through policies such as the language policy of 1997a and the new curriculum policy of 1997b. These two policies informed the implementation of multilingualism in South African education (Heugh, 2013). Research indicates that South African learners speak different indigenous languages and come from different cultures (Maseko & Vale, 2016). Diverse classrooms are common, considering that South Africa has eleven official languages (Maseko & Vale, 2016). South African Sign Language (SASL) is currently recognized as the twelfth official language in South Africa which can be taken as a school subject for National Senior Certificate qualification (Reagan, 2020).

The notable consequence of this diversity is that the language and cultural differences may translate into many challenges that teachers might have to deal with within the language classrooms (Jantjies & Joy, 2016). The most prominent of these challenges may include difficulty in teaching and comprehending instructional content such as poetry in the English language classroom, due to the deeper language knowledge necessary to make meaning of the content (Jackson, 2017). One of the contributing

factors to the specified challenge is that most learners only get exposed to the English language during classroom interactions, because other official languages are used to communicate and interact in social settings. (Kioko et al., 2014).

According to research, confusion regarding communication and lack of academic content comprehension are also evident in rural South African multilingual language classrooms (Jackson, 2017). Thus, it is necessary to explore multilingual and sociocultural factors that may enable or hinder learning in English language classrooms within rural South African context.

"When looking at universal scale, there is every reason to assume that, numerically, multilingualism is the rule and monolingualism is an exception" (De Bot, 2019, p.3). This means that there are many more classrooms that have learners who speak or understand more than one language than classrooms that have learners who speak or understand just one language. Hence the focus of this study is on multilingual and not monolingual classrooms.

Furthermore, Yin (2016) asserts that the sociocultural background is one of the crucial aspects of understanding young people's individual experiences (De Bot, 2019, p.3). So, I assert a need to study both multilingualism and the sociocultural factors qualitatively within the rural South African classroom context.

Moreover, social factors such as poverty, teachers being inadequately trained to teach in multilingual classrooms (Nkambule & Mukeredzi, 2017), the use of underdeveloped mother tongue in classroom interactions and code-switching when interacting in the classrooms; are some of the prevalent social factors in South African classrooms (Malechová, 2016).

Based on my experience as an English teacher in a context where learners come from different social and cultural backgrounds, so to support teaching and learning I had to use the learners' mother tongue and code switching so that I can reduce communicative confusion amongst learners and the lack of comprehension of the instructional content. My personal experience supports the findings of the research (Jackson, 2017). Therefore, based on research and personal experience, I developed an interest in identifying multilingual and sociocultural factors evident in rural South African classrooms. Moreover, I wondered about factors that may enable and hinder teaching and learning.

This study is part of a larger study that adapted the Quality Talk Intervention Model used in the United States of America (Davies, Kiemer & Meissel, 2017) for South

African rural schools' context. The main Quality Talk South Africa (QTSA) study was a collaboration between the Centre for the Study of Resilience (CSR), University of Pretoria, Pennsylvania State University and a rural school based in Mpumalanga province of South Africa (Sefhedi, 2019).

1.2 Background of the Study

The assertion is that language is crucial (Oyoo, 2015) and facilitates classroom discussions (Davies & Meissel, 2016). Some researchers state that the use of language significantly contributes to effective communication (Malechová, 2016). Thus how language can be used to ask questions and formulate answers might warrant critical analysis of the linguistic context such as the English language classroom in high school (Malechová, 2016). Moreover, the proper use of language and effective communication might also be important when discussing multilingual and sociocultural factors prevalent in rural English language classrooms. This study is worth researching because the South African Language in Education Policy stipulates that every learner has the right to be taught in their preferred language, which leads to multilingualism becoming unavoidable within South African classrooms. The link between multilingualism and sociocultural factors is that the use of language has to be interpreted within the sociocultural setting in which it occurs, in order to contextualize the meaning attached to the language being used.

Quality Talk (QT) is a reading and instruction intervention model used to support learners to think critically, use reflection and reasoning abilities when engaging with English texts (Davies & Meissel, 2016). The main study applied adapted *quality talk* in the English Language rural high school based in Mpumalanga (Statistics South Africa [STATS SA], 2016, 2018). The adaptation was to support teaching within the South African rural context by improving teachers' effective facilitation of small group discussions and for quality talk to become in tune with South Africa's educational curriculum (Sefhedi, 2019).

This study used baseline data collected from the Quality Talk South Africa project (Sefhedi, 2019) to identify multilingual and sociocultural factors prevalent in rural language classrooms. My stance is that if multilingual and sociocultural factors are accounted for, we can know which factors can enable teaching and learning. This is so that interventions from professionals such as educational psychologists in their efforts to improve education, can integrate the supportive factors to increase the effectiveness of implemented strategies. Lastly, my study's other distinguishing factor

is that it focuses particularly on identifying sociocultural factors that may enable or derail teaching and learning within a multilingual social context (Islam, 2017).

1.3   Research Questions

This research aimed to identify multilingual and sociocultural factors (if any) prevalent in the three classes where the research was conducted during the English language lessons.

Primary research question:

What are the multilingual and sociocultural factors evident during English language lessons in rural Grade 8 rural classrooms?

Secondary research questions:

1. What key multilingual indicators are evident during language lessons in Grade 8 rural classrooms?
2. What key sociocultural indicators are evident during language lessons in three Grade 8 rural classrooms?
3. Which multilingualism and/or sociocultural indicators hinder teaching and learning?
4. Which multilingualism and/or sociocultural indicators support teaching and learning?

1.4   Concept Clarification

Multilingualism- This concept refers to the ability of an individual speaker or a community of speakers to communicate effectively in more than two languages (Aronin, 2018). The blending of languages during verbal communication (Singh, 2014) and the ability to apply this linguistic skill meaningfully often occurs within a sociocultural context (Malechová, 2016). In the process of blending languages, the dominant language often has the most influence in terms of the speaker's linguistic repertoire (Benson, 2014). Multilingualism is asserted by research to be a globalisation construct, as multilingualism often occurs due to migration of people from different regions and mixing (Benson, 2014). There are various multilingualism types, including an individual and a collective form of multilingualism (Bhatia & Ritchie, 2013). This study focuses on individual multilingualism as it encompasses the individual's multilingualism influences within the rural school contexts (Nkambule & Mukeredzi, 2017).

Sociocultural factors– Sociocultural factors are experiences of a specific society that have a cultural connection (Mulaudzi & Runhare, 2011). For example, language is a cultural construct within a social setting (Jessner & Mayr-Keiler, 2017). Therefore, in this study, the use of language within three multilingual Grade 8 classrooms situated in a rural setting was investigated.

South African rural context– The South African rural context is mostly characterised by limited resources or inadequate quality of resources emulating from the prevailing poverty (Ebersohn & Ferriera, 2012). This poverty can often be linked to the geographical separation and unequal economic privilege that was afforded to the white population during the apartheid era (Nkambule & Mukeredzi, 2017). This notion of rural context created the background in which the study investigated the sociocultural factors that may be evident in South African rural multilingual language Grade 8 classrooms (Hlalele, 2012).

English language lessons in rural South African classrooms– South African rural classrooms are educational contexts in which a lack of access to basic needs prevails and educational goals relating to student academic achievement are deterred (Hlalele, 2012). Linguistic challenges that often lead to code-switching are among the sociocultural factors investigated in this study (Nkambule & Mukeredzi, 2017). Hence, the study only focused on English language lessons conducted in rural classrooms.

1.5 Theoretical Framework and Working Assumptions

1.5.1 Theoretical framework

Multilingualism within rural South African language classrooms is asserted to coexist with cultural diversity (Ntombela, 2016). Therefore, multilingualism and cultural diversity determine the instructional interaction between learners and teachers in the rural South African multilingual language classrooms (Liddicoat et al., 2014).

This study's proposed theoretical framework is the *new literacies studies* (NLS) theory (Larson & Marsh, 2014). This theory asserts that learning is influenced by various social experiences and contexts (Frey, 2018). It also refers to the notion that sociocultural factors can emerge from multiple literacy contexts, such as a language classroom (Larson & Marsh, 2014). The social contexts investigated in this study were rural English language classrooms (Nkambule & Mukeredzi, 2017).

The new literacies studies theory is premised on eight key principles, summarised as situated position, being literate, social inequalities, the social regulation of instructional content, the impact of new technology, the changing nature of work, purposefulness

and continuous change (Larson & Marsh, 2014). The new literacies studies theory will be discussed fully in Chapter 2.

1.5.2 Working assumptions

The working assumptions are that multilingual learners may be influenced both negatively and positively by multilingual and sociocultural factors that may be evident in the language lessons of rural Grade 8 classrooms (Evans & Cleghorn, 2012).

Multilingualism's negative influence might be due to the lack of comprehension of instructional content from inadequate language competencies in the learners' mother tongue (Madiba, 2014) and the language of instruction within a multilingual language classroom (Malechová, 2016).

Conversely, having multilingual learners in rural language classrooms may positively impact educational interactions within South African Grade 8 language classrooms (Evans & Cleghorn, 2012). This assertion originates from positive aspects such as intellectual development and divergent thinking associated with multilingual groups' interaction (Wedin & Wessman, 2017).

Research indicates that due to globalisation, there is a mixing of people from diverse backgrounds (Liddicoat et al., 2014). This integration of people is believed to lead to the inevitable mixing of diverse languages (Malechová, 2016), resulting in either positive or negative effects, as mentioned throughout this study and the previous assumptions. Thus, my other assumption is that it is imperative to identify the key multilingual and sociocultural factors that may significantly impact English language classrooms in rural contexts. Through this knowledge base, I might be more likely to develop effective recommendations on how the sociocultural factors can best serve rural schools.

My final assumption is that the evidence of both negative and positive sociocultural issues in the rural English language classrooms makes a discussion about multilingualism within the educational context complex (Evans & Cleghorn, 2012).

1.6   Research Paradigm

This study was conducted through an interpretative phenomenological paradigm (Willig, 2013). This paradigm is characterised by the pursuit of subjective accounts of research participants' experiences regarding the phenomenon being investigated to provide some new insight that might help to understand the phenomenon better (Willig, 2013). Thus, I investigated the participants' experiences through secondary data

analysis (Heaton, 2011). The research phenomena in this research are multilingual and sociocultural factors prevalent in rural language classrooms.

Since I studied the classroom interactions of a teacher and learners recorded in the videos that I analysed, this paradigm enabled me to look for the indicators through the process of interpretative phenomenological analysis.

Interpretative phenomenology guided my analysis and interpretation of themes to identify multilingual and sociocultural factors prevalent in three groups of learners. Therefore, this study utilised the contextual information from the main study to support the use of adapted quality talk to effectively develop language skills.

1.7 Methodological Overview and Ethical Considerations

1.7.1 Methodological approach

The methodological approach of this research followed the qualitative research method (Eatough & Jonathan, 2017). The qualitative research method is mostly characterised by investigating the research phenomenon where it naturally occurs (Creswell, 2014).

I investigated the sociocultural factors that may be prevalent in rural English language classrooms using secondary data (de Vos et al., 2011). This data was collected from three Grade 8 rural South African multilingual language classrooms in Mpumalanga, during the main study.

1.7.2 Research design

This study used secondary data analysis (Heaton, 2011) to gain insight into how multilingual and sociocultural factors that might be prevalent in the rural English language classrooms might influence those classrooms (de Vos et al., 2011). This means that I used data that had already been collected for another study, to provide new insights pertinent to my study (Corti, 2018).

I chose secondary data analysis because this research formed part of a bigger research project, and the data I needed to answer my research questions was already collected. Therefore, I did not have to spend time and money going to the research site (Greenhoot & Dowsett, 2012). This was very beneficial because there was no funding provided for me to conduct this study.

However, the data was complex, and I had to simplify it by breaking it down into manageable sizes and themes (Guest et al., 2014). I, therefore, referred to the video and audio recordings to observe certain behaviours relating to the multilingual and sociocultural indicators during the secondary data analysis (Guest et al., 2014).

1.7.3 Sampling of secondary data

This study is based on the secondary data obtained from the main study that was conducted in a rural context situated in the Mpumalanga province of South Africa (Maseko & Vale, 2016). In the secondary data, the sample comprised an African teacher, teaching the English language as a subject and three multilingual groups of Grade 8 learners.

I purposefully selected the secondary data that was more likely to help me identify indicators regarding multilingual and sociocultural factors that might be prevalent in rural language classrooms (de Vos et al., 2011). Thus, I used specific inclusion and exclusion criteria to identify codes grouped into themes during secondary data analysis (Corti, 2018). More details on the sampling of the secondary data, analysis, coding and quality control are presented in Chapter 3.

1.7.4 Research site

The case study from which I used secondary data comprised of a Grade 8 English language teacher and the three classes that she taught. The sample size of learners was 152. The research site was a rural school situated in the Mpumalanga province of South Africa (Nkambule & Mukeredzi, 2017). The direct translation of Mpumalanga is "a place where the sun rises" (South African Government, n. d.). It covers 76 495 km^2 of surface area with an estimated human population of about 4,3 million (STATS SA, 2016, 2018). Ninety-three point six per cent (93,6%) of Mpumalanga's population are black Africans born in the Southern African Development Community (SADC) member states (STATS SA, 2016, 2018) The languages that are mostly spoken in Mpumalanga's households are Siswati and isiZulu, followed by Xitsonga and isiNdebele (STATS SA, 2016, 2018). English is spoken at home by only about 1.8% of the population (STATS SA, 2016, 2018). The school that this study is based on is a rural school, within a South African context; this means that the school is poorly funded, resource-constrained and serves a large number of learners from surrounding poverty-stricken communities (Nkambule & Mukeredzi, 2017)

1.7.5 Data analysis and interpretation

I used inductive thematic secondary data analysis (Guest et al., 2014). This entailed identifying, analysing and reporting data patterns in the videos of the data that was collected previously during the main study (Vaismoradi et al., 2013). Inductive thematic secondary data analysis enabled me to observe videos of research participants' behaviours and perspectives regarding multilingual and sociocultural factors that may be prevalent in rural language classrooms. While I observed the videos, the teacher I

observed was teaching three Grade 8 English subject classes. The baseline data was collected from multilingual language classrooms that adapted the quality talk (Sefhedi, 2019). This process of analysing the secondary data from videos helped me answer the research questions of this study (Creswell, 2014).

I became familiar with the data by observing the interactions in the recorded videos and listening to the audio recordings. I also familiarised myself with the workbooks of the learners that formed part of the main study, through analysing the provided pictures. I then manually coded the data using an Atlas ti-8 computer programme to efficiently code the data (Creswell, 2014). The data was firstly classified into named themes for easy identification. Then reference was made to the most relevant aspects of the analysed data in terms of answering the research questions of this study (Guest et al., 2014).

I used inductive thematic secondary data analysis because it is believed to be basic enough to answer research questions aimed at investigating a phenomenon (Guest et al., 2014). Sociocultural factors prevalent in rural English language classrooms was the phenomenon investigated in this study is (Vaismoradi et al., 2013).

I also continuously reflected on whether my data categories and interpretations from the inductive thematic data analysis represented the realities of teachers and learners regarding the researched phenomenon (Guest et al., 2014). To accomplish this, I familiarised myself with the social and cultural norms of the participants from which the data was collected (Mulaudzi & Runhare, 2011). I, therefore, read up on the sociocultural background of the community from which the data was collected. to evaluate the sociocultural relevance of the indicators and emerging themes.

1.7.6 Rigour

Credibility, dependability, confirmability, trustworthiness, transferability, and authenticity formed part of the quality assurance process used to justify this study's rigour.

1.8   Ethical Considerations

Before conducting secondary data analysis, I confirmed that all ethics procedures and consent for the original study were in place (Corti, 2018). I also obtained the necessary permission to use secondary data (Corti, 2018). Furthermore, I ensured the research participants' anonymity by assigning random identification numbers to all the original contributors of the secondary data (Frey, 2018).

However, to not compromise the credibility of the study, I began by reading the available information about the original study where the data was collected (Eatough & Jonathan, 2017). I also consulted the researchers involved in the original study to verify that the ethical issues relating to avoidance of exploitation, obtaining informed consent, anonymity, deception, research into vulnerable people, the duty of care, ethical safeguards, ethical guidelines and ethical clearance were addressed in the original study before, during and after data collection (Creswell, 2014). Additionally, I applied for and waited for ethical clearance and approval for secondary data analysis, from the University of Pretoria's research ethics board (Frey, 2018).

The secondary data collected comprised of video recordings of interactions amongst learners and between learners and the teacher, during the English language lessons. The audio recordings of the verbal interactions also formed part of the secondary data collected. The secondary data included pictures of the learners' workbooks taken by researchers of the main study during the English language lessons (Eatough & Jonathan, 2017).

While secondary data was used during this study, I adhered to the legal and ethical guidelines relating to data protection within the research context (Creswell, 2014).

1.9 Conclusion

Chapter 1 provided a synopsis of what to expect in this study. The study was introduced and situated within a broader study relating to quality talk. This study focused on multilingual and sociocultural factors that might be evident in the English language classroom, especially in the South African rural context. This chapter posited that multilingual and sociocultural factors within the classrooms are worth identifying. It stated that I used interpretative phenomenology as my paradigm within this qualitative approach. I used secondary data analysis as my research design and inductive thematic secondary data analysis as a strategy to interpret my findings. Lastly, ethical considerations were also addressed in this chapter.

2. CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter will review the available literature regarding multilingual and sociocultural factors evident in rural language classrooms. I will begin by distinguishing between different levels and various categories of multilingualism. Additionally, key terms associated with multilingualism will be explored to define multilingualism within the context of this study. Moreover, I will discuss quality talk and its applicability within South African rural English language classrooms to locate my study within the broader study. Thus, the significance of focusing on adapting quality talk to cater to rural classroom contexts will be highlighted. Specific reference will also be made to the prominent sociocultural factors evident within South African classrooms. The new literacies studies theory underpins this study, so its relevance to this study will be critically evaluated. Finally, the theory on conducting research in South African classrooms will also be discussed in this section.

2.1.1 Multilingualism levels

Multilingualism can occur on two levels —namely, the individual and the collective level (Coulmas, 2018). Firstly, individual-level multilingualism is when an individual can competently communicate in various languages (Comanaru & Dewaele, 2015). For an individual to be perceived as multilingual, they may have to demonstrate their capability in using linguistic strategies such as code-switching (Pahta, Skaffari & Wright, 2017).

Secondly, collective level multilingualism is when multiple languages are spoken within a society (Coulmas, 2018). At this level of multilingualism, promoting a mother tongue-based multilingual education (Benson, 2014) and understanding the sociocultural context are some of the key features (Rooy, 2018).

A study conducted in South Africa by Madiba (2014) has shown that English second language speakers using their mother tongue to learn academic content can lead to literacy development and better comprehension (Madiba, 2014). Despite the available research on the benefits of mother-tongue instruction, most children in rural parts of Africa are still forced to learn in languages that are not their mother tongue because those languages are the medium of instruction (Kioko et al., 2014). For example, in Kenya about 52 % of learners are illiterate, and about 60% of learners repeat a grade at least once before they get to Grade 5, due to the lack of communication in English at home (Kioko et al., 2014). Considering that only 1.8% of the population of the Mpumalanga province in South Africa speak English at home (STATS SA, 2016,

2018), it can be expected that lack of exposure to the English language might emerge as a significant challenge towards adequately implementing quality talk within the South African context. Since the main study was conducted in English language classrooms, the results might be crucial in informing teaching practices in other school subjects because English is the medium of instruction across school subjects in most South African schools (Milligan & Tikly, 2016). Moreover, the lack of exposure to the English language might inform multilingual and sociocultural factors prevalent in rural language classrooms.

Research also asserts that enabling learners to use their mother tongue (Maseko & Vale, 2016) within a multilingual setting will increase their classroom engagement, and in turn, their academic achievement (Benson, 2014) This means that if the learners who were participants of this study were allowed to speak their mother tongue, they would most likely have engaged more. Thus, it would have increased my chances of identifying multilingual and sociocultural factors prevalent in rural language classrooms.

However, research indicates that teachers are failing in terms of catering to diverse linguistic repertoires and the academic needs of multilingual learners (Wedin & Wessman, 2017). One of the reasons for this might be that teachers' linguistic repertoires and subject knowledge are also not comprehensive enough to provide the necessary support for multilingual learners (Rooy, 2018). This factor may lead to teachers resorting to only using the dominant language (Rooy, 2018). An example of this is a study conducted in Sweden, were the teacher resorted to using the dominant language within the Swedish context (Wedin & Wessman, 2017). In Mpumalanga, the dominant languages are SiSwati and IsiZulu. So, one or both of these two South African official languages might have been predominately used by the teacher in this research context. With this being the case, the implications for this study are that some multilingual and sociocultural factors emerged while SiSwati or IsiZulu was being spoken in the classroom.

2.1.2 Categories of multilingualism

The three categories of multilingualism that may occur within a society are territorial multilingualism, diglossia and widespread multilingualism (Bhatia & Ritchie, 2013).

The territorial type of multilingualism is when different languages are spoken within a specific geographical area (Bhatia & Ritchie, 2013). For example, South Africa has eleven official languages that can be spoken within the country (Maseko & Vale, 2016). However, some of these eleven official languages are predominantly spoken in

specific provinces within the nine provinces that make up South Africa. For example, IsiXhosa is mostly spoken in the Eastern Cape, in KwaZulu Natal it is IsiZulu (Maseko & Vale, 2016), while in Mpumalanga it is SiSwati (STATS SA, 2016, 2018).

Moreover, any combination of the eleven official languages may be spoken in South African classrooms due to the multilingual repertoires of both learners and teachers (Rooy, 2018). One of the reasons for this is because South African languages fall under language groups such as Nguni and Northern Sotho (Maseko & Vale, 2016). Speakers of a language falling in a particular group can often understand or even communicate using different languages that fall under that language group (Maseko & Vale, 2016). Thus, multilingualism within the South African context is often characterised by translanguaging, utilising the culturally sensitive, interconnected and overlapping combination of languages used by multilingual speakers (Makalela, 2015). Garcia initially expanded on this notion of translanguaging by using the concept of an "all-terrain vehicle" (García, 2009, p. 45), a metaphor to emphasise the meaning-making process involved in translanguaging (Vogel & Garcia, 2017). Therefore, this study may provide insight into how the learners' construction of meaning in rural classrooms can affect the effectiveness of the quality talk within the South African context.

Diversity and language acquisition often occur together within the educational context (Wedin & Wessman, 2017). Therefore, learners from different cultural and language backgrounds often interact with each other within an educational context such as the school. It is within this school setting that learners formally build their language competence level and expand their linguistic repertoire (D'warte & Slaughter, 2021)

Furthermore, Makalela's study (2014) affirmed that translanguaging could be an effective teaching strategy in South Africa (Makalela, 2014). However, there is lack research regarding the beneficial effects of translanguaging if more than two languages exist within classrooms (Makalela, 2015). Thus, this study might expand knowledge regarding translanguaging within the multilingual classroom because it is conducted in a school in Mpumalanga. The learners will most likely communicate competently in multiple languages within the classroom (Evans & Cleghorn, 2012). Trying to incorporate quality talk within such a context also provided insight into whether there is a threshold for the complexity level of multilingualism that should exist for sociocultural factors to be prevalent.

Diglossia is a form of multilingualism when at least two languages are used in a particular society for a particular function (Bhatia & Ritchie, 2013). For example,

English is used more in formal settings compared to other official languages in South Africa. This is supported by the fact that English is a medium of instruction for the majority of the South African population (Setati et al., 2010). The English language is primarily associated with more favourable employment prospects (Gay & Howard, 2010). English is also used to communicate in formal settings (Ntombela, 2016). Hence, using English language classrooms as the research field might make this research's findings relevant to the broader rural contexts. Thus, this study might lead to a broader discussion to determine whether sociocultural factors and multilingualism impact individuals' proficiency in the English language.

Widespread multilingualism is when most people in a society are considered to be multilingual (Bhatia & Ritchie, 2013). Multilingualism refers to one's proficiency in multiple languages (Cenoz, 2013). This proficiency entails communicating and comprehending information or messages in various languages (Singh, 2014).

Thus, multilingualism can be evident in dialogical teaching. It can be observed through teachers' preparedness for the lesson and learners' language proficiency when engaging in quality talk (Davies & Meissel, 2016). Multilingualism can specifically be evident in oral fluency, grammar, pronunciation, vocabulary, comprehension and written work (Davies et al., 2017).

The levels of multilingualism indicate whether it is an individual or a group of people that is multilingual, while the categories refer to the different ways which multilingualism can occur within a group of people.

2.1.3 Multilingualism in South Africa

There may be pragmatic socioeconomic reasons for a person to become multilingual (Schwieter, 2019). This means that being multilingual can increase the economic opportunities available to a person (Schwieter, 2019). A socio-political reason for being multilingual is that South Africa has a history of apartheid (Maseko & Vale, 2016). The Dutch and the English colonisers deliberately grouped the South African population according to race and ethnicity to deter interaction between diverse groups of people for white superiority to endure (Ross et al., 2020). This lack of interaction between indigenous groups and language policies that discouraged indigenous languages' use meant that multilingualism was difficult to achieve during apartheid (Pluddemann, 2015). After democratic elections in 1994, diverse groups of people could interact. South Africa adopted a multilingual language policy, which meant that multilingualism became unavoidable (Bhatia & Ritchie, 2013).

The South African population's diversity is demonstrated by having eleven official languages (Maseko & Vale, 2016). Multilingualism within the South African context is thus a likely consequence of such a diverse group of people coexisting within one context (Ntombela, 2016).

South Africa's linguistic diversity supports the assertion that the global south countries comprise 96% of languages spoken in the world (Heugh et al., 2016). Therefore, I expected to find multiple languages coexisting within the three classrooms my study was be based on. Hence my study aimed at identifying multilingual and sociocultural factors evident in the rural English language classrooms based in Mpumalanga. I will discuss the implications of those multilingual and sociocultural factors in the context of the implementation of quality talk. It is hoped that this study will help in terms of a better understanding of multilingualism.

2.1.4 Multilingualism in South African classrooms

Research states that linguistic and cultural diversity determines learners' instructional interactions (Liddicoat et al., 2014). Hence, this premise led me to investigating specific multilingual and sociocultural factors evident in the English language classrooms situated within rural contexts. These multilingual and sociocultural factors could explain anomalies that may arise when implementing the adapted quality talk strategy (Murphy et al., 2018).

In the same vein, research also asserts that multilingualism is a critical skill for both the learners and teachers to possess in the instructional context, as it facilitates the knowledge transmission process (Singh, 2014).

However, multilingualism within the South African rural classroom context often presents how multiple languages coexist within the language classrooms. Still, there is usually no consensus on using different languages to improve the learning process's quality (Liddicoat et al., 2014). For example, in the Western Cape province of South Africa, post the 1994 democratic elections, students that predominately understood and spoke Xhosa ended up in classrooms where teachers could only interact in either Afrikaans or English. Thus, the students could not thoroughly engage with the instructional content due to inadequate assistance from teachers (Pluddemann et al., 2000).

This demonstrates that multilingualism may lead to learners' exclusion in classroom academic activities (Jessner & Mayr-Keiler, 2017). This premise was also demonstrated by a study of the Swedish multilingual classrooms. Teachers initially enforced the use of Swedish in the classroom because they could not cater to the

multilingual learners' diverse linguistic needs (Wedin & Wessman, 2017). Eventually, there were language policy changes that changed the teachers' negative attitudes towards multilingualism. The result of these changes meant that learners could write in their preferred languages to build their linguistic repertoires (Wedin & Wessman, 2017).

Changing languages while communicating is an example of code-switching, which is believed to be a useful strategy within linguistically diverse and multicultural classrooms because it can be associated with creativity and critical thinking (Dewaele & Wei, 2013). The relevance of this to my study is that I needed to verify whether the language policy of South Africa was effectively implemented within the three classrooms that formed part of my study (Ntombela, 2016). I particularly evaluated whether the national language framework of 2003 was implemented in the research classrooms (Evans & Cleghorn, 2012). The policy advocated for ideals such as all the official languages to be used equally, robust discussions revolving around multilingualism and acquisition of other official languages by South African citizens (Evans & Cleghorn, 2012).

Multilingualism in the language classrooms may lead to code-switching, which could have positive academic outcomes, as was the case in the Swedish example presented earlier (Wedin & Wessman, 2017). I also wanted to explore the possible negative outcomes of code-switching in classrooms comprising multilingual learners. One of the negative outcomes is the notion that code-switching might further exacerbate poor academic achievement due to the miscommunication that may arise from code-switching (Heugh et al., 2016). I agree with this notion, as I have witnessed this phenomenon in my teaching career, and it is one of the main reasons why I undertook this study.

Additionally, language classrooms' success depends on resonating with learners' cultural contexts (Ogay & Edelmann, 2016). Learners' background knowledge is also vital in comprehending and adequately responding to standardised assessments (Palomino-Bach, 2017). However, these standardised assessments tend to use examples that resonate more with and resemble the reality of more privileged learners rather than their rural counterparts (Palomino-Bach, 2017).

English language as a medium of instruction also contributes to the multilingual and sociocultural factors evident within rural South African English language classrooms (Evans & Cleghorn, 2012). English presents western culture, which may influence how

teaching and learning take place, as well as how sociocultural factors may or may not be expressed in the classroom context (Evans & Cleghorn, 2012).

2.1.5 Key terms associated with multilingualism

Multilingualism refers to interactions that include communication through more than one language at an interpersonal or societal level (Singh, 2014). These interactions involve multicultural exchanges that occur within a certain context (Comanaru & Dewaele, 2015). Social language contact, linguistic competence level, linguistic repertoires, context, interpersonal exchange, intercultural exchange (Bhatia & Ritchie, 2013). and translanguaging (Makalela, 2015) are the key terms often associated with multilingualism in literature.

Code-switching and code-mixing are also key terms that often occur in literature discussing multilingualism (Malechová, 2016). The distinction between code-switching and code-mixing is that in code-switching, the speaker changes from one language to another. In contrast, in code-mixing, combinations of different languages are used to form the spoken language (Malechová, 2016).

Research on the purpose of code-switching by school-going children revealed that older children use code-switching more than younger children and are more likely to do so in their attempt to expand their linguistic repertoire with their peers (Reyes, 2010). The implication of this is that code-switching is more evident in this study because I am using data from research conducted on relatively older learners. The use of code-switching to expand the linguistic repertoire makes code-switching something to note when applying quality talk within the South African context. (Wang, 2017). Thus, in this study, I noted whether code-switching was used in rural English language classrooms. I wanted to evaluate whether it effectively supported quality talk for productive teaching and learning in those classrooms.

2.2   Quality Talk

Quality Talk (QT) is an intervention strategy aimed at enhancing learner's comprehension of classroom content and texts through engaging in a high quality group discussion (Murphy, 2018). The distinguishing features of QT comprise small-group classroom discussions, the notion that talk is an external representation of learners' thinking skills and the belief that productive talk consists of indicators of high-level comprehension (Murphy, 2018)

According to research, QT increases learners' interaction during classroom discussions (Davies & Meissel, 2016). This increase in learners' classroom discussion interaction is linked to the increased use of authentic questions, uptake questions and

high-level questions (Davies & Meissel, 2016). These types of questions form part of indicators of high-level comprehension (Murphy, 2018). The contextual factors that need to be considered for quality talk to be effective include group size, group composition, learners' characteristics, text features, and practitioners (Murphy, 2018).

QT was adapted within the South African rural context in the Inkhulumo Quality Talk South Africa project (QTSA). The QTSA project was a collaboration between the Centre for the Study of Resilience (CSR), from the University of Pretoria, a rural school based in Mpumalanga, and Pennsylvania State University (Sefhedi, 2019). The collaboration amongst the stated institutions aimed to promote resilience by developing teachers' competence in facilitating small group discussions that foster learners' thinking skills such as fluency, comprehension, and critical-analytic thinking (Sefhedi, 2019). This study aimed to identify multilingual and sociocultural factors prevalent in rural classrooms by using the baseline data of the QTSA project.

2.3   Social Factors Related to English Language Classrooms

Teaching and learning that occurs in the English language classroom are most likely shaped by the social context of learners and teachers (Islam, 2017). Within the South African context, the broader social factors include poverty (Landsberg, 2016), unemployment, uneducated parents, historical context (Probyn, 2010) and policies (Wedin & Wessman, 2017). At the school level, the social factors may include access to resources such as basic services, classroom routines (Islam, 2017) and space (Evans & Cleghorn, 2012). The social factors are also influenced by code-switching, code-mixing, mother tongue use (Benson, 2014) and attitudes towards learning (Gay & Howard, 2010).

Fifty-five per cent (55,5%) of the South African population is classified as poor (Statistics South Africa, 2017). More specifically, poverty within the South African context is characterised by poor literacy abilities and unemployment amongst people affected by poverty and weak finances (Ebersohn & Ferriera, 2012). Poverty has been chosen as the first social factor to discuss in this study, because of its possible impact in the rural English language classroom (Evans & Cleghorn, 2012). This is relevant to this study, especially considering that poverty is often linked to rurality within the South African context (Bradshaw, 2009). This conceptualisation of poverty might provide a background that must be considered when identifying multilingual and sociocultural factors prevalent in rural English language classrooms.

Some of the implications of poverty in rural classrooms are that it can limit the number of resources that can be made available to schools (Ebersohn & Ferriera, 2012), and

it is also believed to have adverse effects on academic achievements (Banerjee, 2016). One of the suggested ways of identifying whether learners from a rural context are coming from a poor background within the South African school context, is by checking if they qualify for the feeding scheme that might be offered in the rural school (Banerjee, 2016).

The relationship between the classroom and social context can also be discerned by noting that the parents of struggling learners from poor environments usually exacerbate the poor academic performance by not engaging in academic routines at home with the struggling learners (Banerjee, 2016). One of the possible reasons for lack of parental involvement in academics might be that parents themselves do not have an adequate educational background that can enable them to intervene (Ntombela, 2016). This could be due to the deliberate academic limitations of Bantu education, which formed part of the apartheid regime, under which they would most likely have been educated (Ntombela, 2016).

Research asserts that parents' involvement in academic activities encourages learners to perform better (Jessner & Mayr-Keiler, 2017). This indicated that I needed to note classroom activities or interactions that might indicate parents' involvement in the learners' academic activities and make inferences that might later inform my recommendations for multilingual and sociocultural factors prevalent in rural language classrooms.

2.4   Cultural Factors Related to English Language Classrooms

Culture is a very complex term to define. I concluded this because the research states that there are more than 400 different definitions of culture (Ogay & Edelmann, 2016). Carlone and Johnson (2012) specifically explain culture through the funds of knowledge approach, third space and practice theory.

Funds of knowledge are the wealth of cultural information that learners acquire through their family and community activities (Carlone & Johnson, 2012). This cultural information informs the learners on why and how to act when exposed to social contexts (Coetzee-Van Rooy, 2018). The learners' funds of knowledge might be linked to English language classrooms content to scaffold the learners' learning process because the learners' funds of knowledge were used for scaffolding learners' learning process in science classrooms (Carlone & Johnson, 2012).

Third space is when school culture and home culture are infused to form a completely new culture (Zhou & Pilcher, 2018). Therefore, third space culture refers to how

teachers and learners make meaning out of the variety of cultures within the classroom context.

Practice theory pronounces that observed continuous behaviours from individuals must be interpreted with reference to the micro and macro level factors that may have contributed to that patterned behaviour (Welch & Yates, 2018). The macro level structures are things that affect the individuals' society as a whole (Ntombela, 2016). In other words, the macro-level structures can also be classified under the social factors section of this discussion, factors such as poverty, political issues and language diversity (Evans & Cleghorn, 2012). The micro-level factors constitute individual and situational occurrences (Carlone & Johnson, 2012). An example of a micro-level factor is learners' behaviour and actions during the English language lesson. This theory asserts that learners' actions such as code-switching during conversations in classrooms should be interpreted both within the context of their classrooms discussions and the policies relating to code-switching or societal views on code-switching (Mokgwathi & Webb, 2013). Therefore, this study identified both the social and cultural factors instead of just focusing on either social or cultural factors.

This study defines classroom culture as shared knowledge and practices of learners and teachers within rural English language classrooms (Carlone & Johnson, 2012). The cultural indicators this study focuses on are cultural worldview, cultural communication and classroom context. So, basically, the focus is on how learners and teachers in this study view certain cultural elements and how their predisposition on culture is communicated in the classroom interactions within a certain period.

Informal culture is the automatic behaviour that occurs within informal settings while people interact (Coetzee-Van Rooy, 2018). This type of culture concedes that individuals can be casually exposed to culture without being aware of or even actively participating in that cultural engagement (Ogay & Edelmann, 2016). This means that learners in a multilingual class might interact with each other and naively engage in cultural interaction. Hence there was a need for me to identify cultural factors within a classroom context to determine the perceived multilingual and sociocultural factors prevalent during English language lessons in Grade 8 rural classrooms and identify which of them enabled or hindered teaching and learning.

Spirituality is believed to be crucial to the process of individuals becoming a whole (Mulaudzi & Runhare, 2011), because it may lead to connectedness with their inner selves, their environment (Mulaudzi & Runhare, 2011) and their larger purpose within their lives (Schwieter, 2019). Compassion, a sense of community (Zollers,

Ramanathan, & Yu, 2010) and wisdom are some of the key characteristics ascribed to spirituality (Schwieter, 2019). This can be communicated through how one relates to others and one's core values or routines (Zollers et al., 2010). Within spirituality, the learners' indigenous knowledge is relied upon for the learner to participate and comprehend academic content (Carlone & Johnson, 2012). Thus, classroom routines and learners' participation were observed in this study.

Research asserts that culture may influence the learning process (Gay & Howard, 2010). Therefore, teachers need to be informed about how learners' cultural values and beliefs emerge as behaviours within rural classroom contexts (Gay & Howard, 2010).

Moreover, according to the research, diversity is beneficial for development (Gay, 2010). Thus, I believe that it was imperative that I identify cultural factors that might hinder diversity's positive contributions within contexts such as multilingual English language classrooms (Benson, 2014). It is possible that identifying the cultural factors that may hinder positive contributions of diversity might also help to mitigate challenges that may hinder the learners' potential.

2.5   Rural South African Context

Rural community usually has a lower population compared to urban areas. There is usually higher rate of social ills such as poverty and unemployment. The people in rural communities are also often more collectivistic than individualistic (Curtin & Cohn, 2015).

2.5.1   Rural communities

The South African rural communities are mostly characterised by limited resources or inadequate quality of resources (Ebersohn & Ferriera, 2012) emulating from the prevailing poverty (Bradshaw, 2009). This poverty can often be linked to the geographical separation and unequal economic privilege that was afforded to the white population during the apartheid era (Nkambule & Mukeredzi, 2017). The rural communities in the context of South Africa are also often ruled by chieftaincy or African monarchs (Mwalukomo & Patel, 2012). This necessitates the anticipation that culture might play a significant role in a rural school's overall functioning and interactions.

The technological divide between the rural and urban areas is also believed to be very wide (Otwinowska & De Angelis, 2012). Thus, lack of access to technology is seen as one of the distinguishing features between urban and rural schools. Therefore, it was

crucial to note the use of or access to technology such as computers and printers in this study.

2.5.2 Rural schools

South African rural classrooms are educational contexts in which a lack of access to basic needs prevails. Such contexts deter educational goals relating to student academic achievement (Hlalele, 2012). This lack of access to basic needs might have posed a challenge to the rural language classrooms that were part of this study.

Linguistic challenges that occur within rural contexts often lead to code-switching (Nkambule & Mukeredzi, 2017). Since this study is conducted in English language lessons within rural classrooms, it is necessary to anticipate that if linguistic challenges occur within the research context, the research participants will resort to code-switching.

2.6   New Literacies Theory in South African Classrooms

2.6.1   New Literacies Theory

This study's literature review asserts that multilingualism within a language classroom is very complex (Liddicoat et al., 2014). This complexity might be due to various sociocultural issues such as difficulty in classroom content comprehension, which may be evident in a multilingual rural language classroom (Jackson, 2017). Similarly, the latest literacy studies' theory asserts that learning occurs in various complex social contexts, including the classroom (Larson & Marsh, 2014). Moreover, understanding the social contexts where learning occurs is dependent on the extent to which one immerses in the daily life of the context they want to understand (Larson & Marsh, 2014).

The latest theory reflected in literature studies also advocates ideological literacy, in which the sociocultural context, historical background and politics shape the learning process within a social context such as a rural language classroom (Evans & Cleghorn, 2012). More specifically, recent theory (Larson & Marsh, 2014) is premised on eight principles detailed below.

The first principle states that literacy practices and events are always situated in social, cultural, historical and political relationships embedded in structures of power (Larson & Marsh, 2005, p. 5). This means that the teaching and learning involved in literacy do not only occur in formal classrooms but are largely influenced by individuals' experiences of daily living within society. Hence, this study focuses on multilingual and sociocultural factors.

According to the second principle, being literate involves being communicatively competent across multiple discourse communities (Larson & Marsh, 2005, p. 5). This model was pursued to encourage Swedish learners to use multiple languages to become part of the meaning-making of instructional content (Wedin & Wessman, 2017). Thus multilingualism seems to be an important factor when discussing literacy within an educational context such as the rural English language classrooms.

The third principle asserts that social inequalities are based on social constructs, such as access to participation in literacy events and practices (Larson & Marsh, 2005, p. 5). This was evident in this study when there was a shortage of reading material in the classrooms, as reflected in the secondary data I observed, which meant that some learners were not given access to participate in reading the issued text. These learners were further prejudiced by the teacher, only focusing on specific learners to either read or answer questions that she asked the whole class.

The fourth principle is that literacy practices involve the social regulation of text, determining who has access to it and who can produce it (Larson & Marsh, 2005, p. 5). This principle is consistent with the notion that teaching and learning that occurs in the English language classrooms, as could also be observed from the secondary data, are most likely shaped by learners and teachers' social context (Islam, 2017).

According to the fifth principle, the impact of new information and communication technologies changes the nature of literacy, and thus technology changes what needs to be learned (Larson & Marsh, 2005, p. 5). Technology, such as a printer within a rural school context, can give access to information to learners that would otherwise be deprived of such information due to the lack of textbooks.

The sixth principle states that the changing nature of work also demands a new view of language and multimodal, multi-literacies emerge (Larson & Marsh, 2005, p. 5). This principle speaks to the importance of multilingualism being part of this study.

The seventh principle asserts that literacy practices are purposeful and embedded in broader social goals and cultural practices (Larson & Marsh, 2005, p. :5). Hence it was also crucial for this study to focus on sociocultural factors prevalent in rural English language classrooms.

The eighth principle purports that literacy practices change, and new ones are frequently acquired through processes of informal learning and sense-making (Larson & Marsh, 2005, p. 5). This principle made the observation of classroom routines in

relation to the cultural knowledge of both the teacher and learners (Islam, 2017) inevitable when analysing the secondary data.

Thus, it is evident that the new literacies studies theory fits in with most of the aspects discussed in the literature review. Consequently, it provides me with enough scope to explore the content that emerged in the literature review (Larson & Marsh, 2014). So every aspect discussed in the literature review can be linked to one of the eight principles of Larson and Marsh's (2005) theory. Hence, this theory is suitable for this this study.

2.6.2 Conducting research in South African classrooms

The research asserts that due to the cognitive development which occurs during the interaction process, multilingualism enables learners to use the full extent of their language repertoires to fully engage within the classroom activities (Kerfoot & Simon-Vandenbergen, 2014).

The discourse within a second language classroom was studied through interaction analysis and discourse analysis (Makalela, 2015). I will now define and discuss these two types of analysis to explain the choice for the most appropriate classroom research analysis for this study.

Interaction analysis is a research method to determine the most suitable classroom interaction conducive to second language learning (Gorter & May, 2017). It also evaluates the teacher's effective use of communication patterns and encourages different communication patterns during classroom discourse (McKay, 2006).

The two types of coding systems used in interaction analysis are generic and limited coding schemes (De Bot, 2019). As part of the generic coding scheme recording procedure, the researcher can code the occurrence of behaviour based either on frequency or specific time intervals. Additionally, under a generic coding scheme, multiple coding is when the researcher codes a behaviour numerous times based on multidimensional factors. An example of a generic coding system is the Communicative Orientation of Language Teaching (COLT). This generic coding system describes classroom activities and the communicative features exchange within the research context. One of the benefits of the COLT scheme is the measure of communicative features within classrooms.

However, the pre-specified themes often do not adequately account for the classroom discourse complexities. Hence, limited coding systems emerged. In this type of coding system, the themes are developed based on one type of classroom discourse or one

aspect of classroom interaction. "Discourse analysis is concerned with the study of relationship between language and the contexts in which it is used" (McKay, 2006, p.101). The analysis can either focus only on written text or both written and spoken discourse (Davies & Meissel, 2017). This study will use the latter because both pictures of workbooks and videos of classroom spoken interactions will be used (Jonker, 2020). The principals of discourse analysis relevant to this study are analysing a single case, using authentic recorded data, and analysing transcriptions.

Research asserts that face-to-face interaction is crucial for the development of identity, and in such an interaction, meaning is created by both parties (Landsberg, Kruger & Swart, 2016). This notion was extended through research on language and exploration of cross-cultural factors integral to the communication process (Jantjies & Joy, 2016).

Within current multilingual settings, language teaching can include teaching in the mother tongue, code-switching and cognitive processes involved in processing different language systems (Gorter & May, 2017). Most researchers agree that multilingualism is a potential resource within English language classrooms, as it can be used for scaffolding classroom discourse (Kerfoot & Simon-Vandenbergen, 2014). Furthermore, Jessner advocates against the separation of languages in classrooms, citing that this goes against evidence from recent research (Gorter & May, 2017). This recent research shows that multilingualism is beneficial within a context where there is language contact (Gorter & May, 2017). Hence, the prevalence of multilingualism within rural language classrooms is worth researching.

Another benefit is multilingual learners' ability to choose which aspects of different languages they can use in language contact situations (Gorter & May, 2017; Kerfoot & Simon-Vandenbergen, 2014). Grosjean's language mode model speaks directly to this cognitive choice notion regarding activation of languages (Schwieter, 2019).

However, recent research acknowledges the importance of neuroscience within multilingualism research (Schwieter, 2019). Therefore, one of the areas of interest in multilingualism research is how social factors influence language acquisition in children (Otwinowska & De Angelis, 2012).

Research on multilingualism is only beginning to focus on social factors (Otwinowska & De Angelis, 2012) and has not sufficiently accounted for the cultural factors that may influence the teaching and learning of languages within a multilingual context. Hence, this study aimed at exploring multilingual and sociocultural factors prevalent in rural English language classrooms, which is a critical factor.

2.7   Summary of Chapter 2

This chapter highlighted the literature on the different studies based on multilingual and sociocultural factors that might be prevalent in English language classrooms. The literature discussed the different levels of multilingualism, categories and key terms associated with multilingualism. Multilingualism can occur at an individual or collective level. The categories of multilingualism are territorial, diglossia and widespread multilingualism. The key terms that emerged from the literature on multilingualism were code-switching, code-mixing, translanguaging and the use of mother tongue. Research on code-switching indicated that older learners are more likely to use code-switching (Reyes, 2010). Code-switching was one of the prevalent multilingual factors in this study. This confirms that older learners will most likely use code-switching.

The literature asserted that learners in rural communities are often forced to use languages that are not their mother tongue within the classroom context despite the positive benefits of mother-tongue instruction (Kioko et al., 2014) with positive benefits, including better comprehension (Madiba, 2014). The lack of comprehension because of the use of English as a medium of instruction was also evident in this study.

The adaptation of QT within the South African rural classrooms context necessitated that prevalent multilingual and sociocultural factors should be taken into account because of the diversity in learners' languages (Maseko & Vale, 2016) and sociocultural backgrounds (Ntombela, 2016).

According to research, a lack of resources is often a feature of the rural classrooms context (Ebersohn & Ferriera, 2012). In this study, the teacher often indicated that she could often not print the reading material. There was usually also a shortage of textbooks and stationery.

The literature defined culture through the funds of knowledge approach, third space and practice theory. (Carlone & Johnson, 2012). Based on Carlone and Johnshon's (2012) explanation of culture, this study defines classroom culture as shared knowledge and practices of learners and teachers within rural English language classrooms (Carlone & Johnson, 2012). The prevalent indicators of this study are cultural worldview, cultural communication and classroom context.

The Literacies Studies Theory from Larson and Marsh's (2014) study was chosen to guide this study because the eight principles described in this theory resonate with the critical elements that emerge when identifying prevalent multilingual and sociocultural factors in rural English language classrooms.

Levels	•Individual •Collective

Categories	•Territorial •Diglossia ⎫ •Widespread ⎭ Multilingualism

Keyterms	•Codeswitching •Codemixing •Translanguaging •Mother tongue

Quality talk	•What is quality talk? •How is it adapted in South Africa •Accounting for multilingualism and sociocultural factors in rural classrooms

Sociocultural factors	•Social factors •Cultural factors

Theoretical underpinning	•Discussion of the theory •Relevance of the theory to this study •Conducting research in South African classrooms

SUMMARY OF CHAPTER 2

Figure 2.1: Overview of Chapter 2

3. CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Chapter 2 reviewed the literature on multilingual and sociocultural factors that may be prevalent in rural English language classrooms and the theoretical foundation of this study. This chapter discusses the methodology of this study. It starts with the research paradigm and the methodological approach. This is followed by the research design, sampling, data collection, data analysis and interpretation. Lastly, data management and ethical considerations are also discussed in this chapter.

3.2 Research Paradigms: Epistemological and Methodological Paradigm

3.2.1 Interpretative phenomenology

The research paradigm through which I viewed this study is interpretative phenomenology (Horrigan-Kelly et al., 2016). The key aspects of interpretative phenomenology that this study focused on were lived experiences and everyday ordinariness in the context studied (Horrigan-Kelly et al., 2016).

In interpretive phenomenology research, participants' experiences regarding the phenomenon in question are crucial in assisting the researcher in gaining a more comprehensive understanding of the phenomenon (Willig & Rogers, 2017). This study's subject was the phenomena of multilingual and sociocultural factors (Vaismoradi, Turunen, & Bondas, 2013). Thus, this study had to account for how South African teachers and learners experienced multilingual and sociocultural factors in English language classrooms within rural contexts. New literacies theory was also used as a theoretical framework to guide my observations based on the secondary data. The data had to make sense in relation to the New literacies theory principles for me to consider it as relevant to this study. Moreover, learning theory of social constructivism also informed my decision making process because the teacher was mostly trying to co-create meaning with the learners she was teaching. Hence, she used teaching strategies that were aimed at providing some support towards the learning process. Then I had to interpret those manifestations of multilingual and sociocultural factors to identify themes and ascribe meaning to multilingual and sociocultural factors pertaining to the specified research context.

The interpretative, phenomenological paradigmatic approach allowed me to capture the teachers' and learners' experiences that formed part of this study (Sefhedi, 2019) through the data collection methods used (Willig & Rogers, 2017). The data collection methods included video recordings, voice recordings and a review of the class workbooks of learners that were part of this study (Sefhedi, 2019). The review allowed

me to extrapolate the possible meaning that might be ascribed to multilingual and sociocultural factors within English language classrooms (Willig, 2013). Therefore, interpretative phenomenology was an appropriate paradigmatic approach for this study to follow.

3.2.2 Methodological approach: Qualitative research

Qualitative research captures people's experiences, followed by the construction of meaning of a complex phenomenon being researched (Corti, 2018). This type of research often involves observing people (Harding, 2013) in their natural settings, such as a classroom (Willig & Rogers, 2017). In this study, I observed individuals' behaviour from recorded videos for secondary data analysis.

Qualitative research enabled me to observe the recorded behaviours of learners and their teacher and the classroom context that formed part of the original study (Jonker, 2020). This observation allowed me to do secondary data analysis to identify how multilingualism (Swartz & Rohleder, 2011) and sociocultural factors might be part of the teaching and learning experience within rural South African classrooms (Jackson, 2017).

To sum up, qualitative research is inductive (Creswell, 2014). Thus, naturalism, a holistic approach and seeing through the eyes of others; are the three principles of qualitative research that formed part of the collected data informing this secondary data analysis based study (Harding, 2013).

Therefore, qualitative research was a suitable approach for this secondary data analysis study (Eatough & Jonathan, 2017). For me to adequately identify multilingual and sociocultural factors evident in the recorded rural English language classrooms (Jackson, 2017), I had to draw from the contextual data depicted within the secondary data of the three classrooms that formed part of this research (Jonker, 2020). This action is one of the defining aspects of qualitative research (Harding, 2013).

3.3   Participants in the Original Study

I used secondary data of the research participants that formed part of the main study (Sefhedi, 2019), comprising Grade 8 (learners between age 13 and 14 years, who have completed 7 years of primary education) English language teacher and three classes she taught (Sefhedi, 2019). The participants are all black. The teacher and learners mother tongue is either Zulu, Swati, Xitsonga or isiNdebele. This is an example of a non-probability type of sampling (Eatough & Jonathan, 2017), and it is classified as purposive sampling (Daniel, 2012) because it allowed me to select the sample from the secondary data based on the likelihood that the sample would provide

insight regarding multilingual and sociocultural factors that might be evident in rural South African English language classrooms (de Vos et al., 2011). Thus, I used specific inclusion criteria to identify sample most suitable for this study (Eatough & Jonathan, 2017). The inclusion criteria were that the participants had to be in classrooms where multilingualism was evident, they had to be part of the context were sociocultural factors are at play. and they had to be part of the teaching and learning process within a rural classroom.

The size of the sample is influenced by whether you are conducting qualitative or quantitative research and the purpose of the research (Terry, Hayfield, Clark & Braun, 2017). Since I chose qualitative research to identify multilingual and sociocultural factors in rural classrooms, this study's sample size did not necessarily have to be very large. (Stewart & Kamins, 2011). The sample size of learners was 152. This sample size meets the criteria of between two (2) and four hundred (400) for thematic analysis proposed by Fugard and Potts (Braun & Clarke, 2016). Thus, the sample of about 152 learners was sufficient for this secondary data based qualitative research and for the thematic analysis used in this secondary data analysis study (Eatough & Jonathan, 2017).

The original study's research site was a rural school situated in the Mpumalanga province of South Africa (STATS SA, 2016, 2018). Mpumalanga is located between Gauteng province, Mozambique and Swaziland borders (Mpumalanga provincial government, 2020). Poultry farming and growing vegetables are the main agricultural activities in Mpumalanga (Delius, Maggs & Schoeman, 2014). While the tourist attractions include the Kruger national park. An old gold mining town called "Pilgrim's Rest" is also located within Mpumalanga (Mpumalanga provincial government, 2020). The population is predominately black and speaks Siswati and isiZulu, followed by Xitsonga and isiNdebele (STATS SA, 2016, 2018). The importance of this research site is that the research question is based on the rural classroom context (Jackson, 2017). So this research site helped me to situate my secondary data analysis study within such a context. In other words, I used a recorded case study to answer the research question.

3.4   Data Sources: Video Recordings, Audio Recordings, Workbooks and Transcripts

The secondary data used in this study was the baseline data for a QT project (Sefhedi, 2019). It was collected from one English teacher and three classes of 152 learners in total (Eatough & Jonathan, 2017). The research site was a rural school in Mpumalanga, South Africa (Stats SA, 2016, 2018). The teacher was observed while

teaching three of her Grade 8 English classes. The data was originally collected from multilingual language classrooms that formed part of the research aimed at adapting the quality talk (Murphy et al., 2018).

The secondary data available was in the form of video recordings of interactions between learners and the teacher during English language lessons (Willig, 2013). The audio recordings of the verbal interactions were also part of my secondary data collection (Heaton, 2011). Thus, I had to spend time studying the daily academic activities and social interactions in rural English language classrooms as reflected in the secondary data; to identify prevalent multilingual and sociocultural factors. Additionally, I also used the learners' workbooks collected during the English language lessons to inform the discussion on text comprehension (Murphy et al., 2018).

3.5   Research Design: Qualitative Secondary Data Analysis

Qualitative secondary data is used to answer a different research question than the original research question for which the data was collected (Heaton, 2011). This study used the data originally collected for the main study to implement quality talk (QT) in the South African rural classrooms context (Sefhedi, 2019). This study's research question addresses multilingual and sociocultural factors prevalent in English language rural classrooms (Evans & Cleghorn, 2012).

This study used secondary data analysis (Corti, 2018) to gain insight into the multilingual and sociocultural factors that emerged in the rural English language classrooms (de Vos et al., 2011). It also ultimately addressed the implications that identified multilingual and sociocultural factors might have on the implementation of QT within the context of the South African classroom (Sefhedi, 2019).

One of the advantages of using secondary data is that it is readily available. The data was collected for the main study pertaining to implementing quality talk in South African classrooms (Sefhedi, 2019). Thus it was less time consuming (Stewart & Kamins, 2011) and inexpensive to conduct this research using the secondary data (Greenhoot & Dowsett, 2012). This was very beneficial because there was no funding provided for me to conduct this study.

However, some researchers caution against using secondary data just because it is easily accessible and cheap to conduct research (de Vos et al., 2011). Hence, the ultimate reason I used secondary data was that it allowed this study to contribute to the main study (Corti, 2018) by addressing issues that were not necessarily focused on during the main study's data collection (de Vos et al., 2011). These issues include classroom culture and its possible influence in the multilingual classroom setting (Ogay

& Edelmann, 2016). Therefore, I looked at whether culture and social context indicators became evident when the teacher assessed learners (Murphy et al., 2018) or asked them questions relating to the given stories (Kerfoot & Simon-Vandenbergen, 2015).

Although secondary data analysis as a research design has increasingly been used by renowned researchers in recent years (Corti, 2018), there are still researchers that assert that secondary data analysis is inferior to primary data collection (Yardley et al., 2014). Their justification for this viewpoint reflects one of the disadvantages of secondary data: it often lacks the contextual information necessary for researchers to arrive at insightful conclusions (Yardley et al., 2014). Moreover, contradicting conclusions drawn from data by the primary researchers and secondary researchers may undermine the research's validity and reliability (Yardley et al., 2014).

However, technological advances such as collecting data using audio and video recorders are being incorporated in data collection so that the primary researchers can capture as much contextual data as possible (Stewart & Kamins, 2011). This contextual data may later be used by secondary researchers (Yardley et al., 2014). Hence, this study drew data from numerous data entries that formed part of the main study's data collection (Jonker, 2020). More specifically, video recordings, audio recordings (Willig, 2013) and learners' classwork books (Frey, 2018) were used for data collection and analysis (Corti, 2018).

3.6   Data Analysis and Interpretation: Inductive Thematic Secondary Data Analysis

This study used inductive thematic secondary data analysis to analyse the data (Guest et al., 2014). This type of analysis is believed to be basic enough to answer research questions aimed at investigating a phenomenon (Vaismoradi et al., 2013). Multilingualism and sociocultural factors prevalent in rural English language classrooms were the phenomena investigated in this study (du Plooy-Cilliers et al., 2014). The main reason for researching these phenomena was to consider them when implementing the adapted quality talk (Murphy et al., 2018) within the South African rural classrooms context (Sefhedi, 2019)

Inductive thematic secondary analysis entails a complex process of making meaning from the data that was collected previously (Heaton, 2011) to answer the current research question (Vaismoradi et al., 2013). To this end, the researcher has to begin with the identification of themes (Nowell et al., 2017) and then analyse the data before providing evidence that answers the research question (Vaismoradi et al., 2013)

This study focused on observing videos of the research participants' behaviours and their experiences regarding multilingual and sociocultural factors that may be prevalent in rural language classrooms (Ogay & Edelmann, 2016).

The initial process of the data analysis of this study was the development of codes (Roberts et al., 2019). The codes were developed (Hayfield et al., 2017) through reviewing the video recordings (Guest et al., 2014), audio recordings (Willig, 2013) and the pictures in the workbooks of learners (Marlina, 2012). I also transcribed the data using Microsoft Office software to later import the transcriptions into the Atlas ti 8 software to make an in-depth analysis when developing codes from video recordings. (Frey, 2018).

I began to identify potential themes that might best answer the research questions (Vaismoradi et al., 2013). The next step was to specify the codes I would use to classify the data, so I developed exclusion and inclusion criteria of data codes.

I analysed the codes so to establish themes (Vaismoradi et al., 2013). These themes helped me answer the research questions based on the patterns I discovered (Creswell, 2014). This process helped me make sense of all the data to extrapolate the secondary data as necessary to answer the research question (Clarke & Braun, 2017). Finally, I had to use the answers to the research question to evaluate whether this study's findings could be replicated in similar contexts.

I became familiar with the data by observing the recorded videos' interactions and listening to the audio recordings (Willig, 2013). I further transcribed the videos into a Microsoft Excel spreadsheet for easier classification based on the language used during lessons, and the influence of culture and context of learning categories. I manually coded the data and then used the Atlas ti 8 software programme to organise the data for efficient data coding (Creswell, 2014). The data was classified into specific themes for easy identification. Then reference was made to the most relevant aspects of the analysed data in terms of answering the research questions of the proposed study (Guest et al., 2014).

The advantages of thematic analysis include simplifying complex data into segments that provide more insight into the researched phenomenon to adequately answer the research question (Nowell et al., 2017). Simultaneously, the disadvantages comprise the lack of consensus between researchers in terms of what qualifies as sufficient rigour of the study that used thematic analysis. The lack of consensus on sufficient rigour might raise elements of doubt in terms of the research competence, especially in novice researchers such as myself (Nowell et al., 2017).
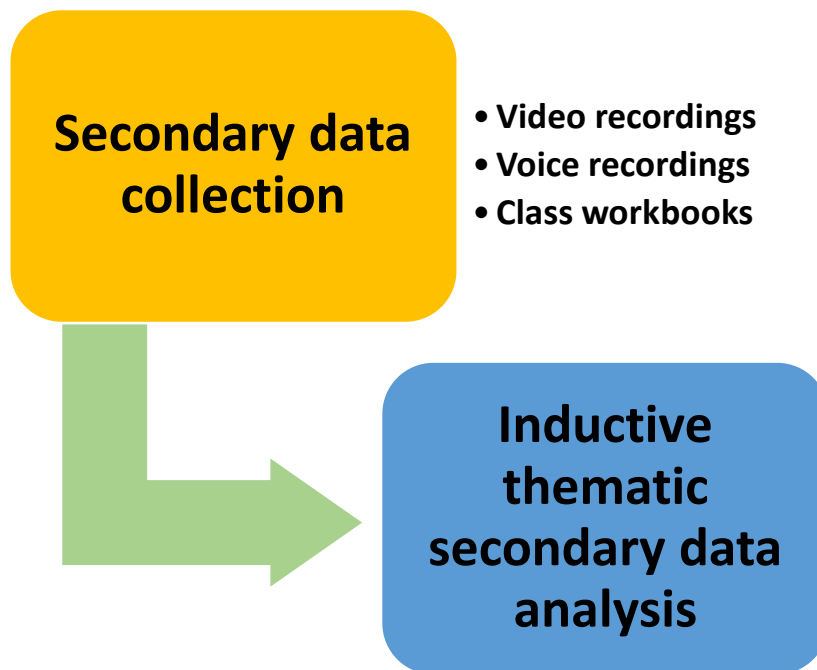
Figure 3.1: Summary of data collection and data analysis

3.7   Data Management

While the secondary data was in my possession, I did not keep it for longer than necessary (Prasad, 2013). I protected the data from unauthorised access by keeping the data in a password encrypted laptop. I also uploaded the data into Atlas ti-8 to easily manage the data and reliable data analysis (Frey, 2018).

3.8   Rigour

Research asserts that rigour is important in qualitative research. To ensure this qualitative study's rigour, I used trustworthiness since I will not use numeric data to account for this study's validity and reliability (Koonin, 2014). Trustworthiness is a qualitative research construct comprising credibility, transferability, dependability and confirmability (Roberts et al.,2019).

3.8.1 Credibility

This study's credibility comes from my detailed engagement with the secondary data through the data analysis processes involving establishing themes (Terry et al., 2017). The triangulation process of collecting data using audio recordings, video recordings, transcriptions and workbooks of learners added to this study's credibility (Roberts et al., 2019). Moreover, this study's findings reflect the research participants' reality; thus, credibility is evident in this study (Koonin, 2014).

3.8.2 Transferability

Transferability in qualitative research is similar to external validity in quantitative research (Korstjens & Moser, 2018) So, this study's findings can be replicated if another researcher follows the methodology section of this study in their research.

3.8.3 Confirmability

Confirmability was evident in this study as my findings emerged from the secondary data from audio and video recordings and the data transcription and pictures of learner workbooks (Korstjens & Moser, 2018).

3.8.4 Dependability

Dependability in qualitative research is comparable with the reliability construct in quantitative research (Roberts et al.,2019). This speaks to the quality of inferences and processes I followed within this research project. The inferences I made and processes I followed throughout this study, such as coding and using observations, are based on best practices and ethical considerations when conducting qualitative research (Yardley et al., 2014).

3.9   Ethical Considerations

Specific information regarding consent forms is usually not provided in secondary data analysis studies. Still, confirmation regarding the original study's ethical approval that the data collection was initially intended for is made available to the new researcher (Yardley et al., 2014). Thus, before conducting secondary data analysis, I verified that the informed consent forms from the learners' parents, the teacher's informed consent forms and the assent forms from learners were on record. This record confirmed the study provided enough details about consent and assent, and that these forms were signed during the original study (Harding, 2013). My supervisor also signed a declaration letter allowing me to use the data she collected as secondary data (Eatough & Jonathan, 2017). I also ensured the research participants' anonymity by assigning random identification numbers to them all in the secondary data (Irwin, 2013).

I began my research by reading the original study's available information, where the data was originally collected (Sefedi, 2019). I also consulted the researchers involved in the original study to verify that ethical issues relating to exploitation, informed consent, anonymity, deception, researching vulnerable people, the duty of care, ethical safeguards, ethical guidelines and ethical clearance were addressed in the original study before, during and after data collection (Creswell, 2014). I also applied

for and waited for ethical clearance and approval for secondary data analysis from the University of Pretoria's research ethics board (Greenhoot & Dowsett, 2012).

3.10   Conclusion

This chapter detailed how I went about conducting this study. Interpretative phenomenology as a paradigm was used to identify multilingual and sociocultural factors prevalent in rural English language classrooms. It described what qualitative research is and why it was used in this particular study. The research design that was used was secondary data analysis, and it was more focused on inductive thematic secondary data analysis. Finally, ethical considerations pertaining to this study were discussed and addressed.

4. CHAPTER FOUR: PRESENTATION OF RESULTS

4.1 Introduction

This chapter presents the results and then discusses themes and subthemes concerning the data and the available literature. Appropriate excerpts from transcripts and screenshots from videos embedded in the original data are reflected. The data sources comprise video recordings, audio recordings, pictures of learners' workbooks, and research transcripts.

4.2 Results

The three prominent themes that emerged were language use during lessons, influence of culture and context of learning. Learner proficiency and dialogical space were subthemes for language use during lessons. Cultural worldview and cultural communication were subthemes of influence of culture while infrastructure, lack of resources and lack of visual aids on walls were subthemes for the context of learning.

Table 4.1 indicates the themes and subthemes.

Table 4.1: Overview of themes and subthemes from the data analysis

THEME 1: LANGUAGE USE DURING LESSONS
SUBTHEMES:
1. Learner proficiency
2. Dialogical space
THEME 2: INFLUENCE OF CULTURE
SUBTHEMES:
1. Cultural worldview (Collectivist, accountability, self-regulation)
2. Cultural communication (Greeting)
THEME 3: CONTEXT OF LEARNING
SUBTHEMES:
1. Infrastructure
2. Lack of resources
3. Lack of visual aids on walls

Table 4.2 to Table 4.17 reflects the indicators that were used for inclusion and exclusion relating to each theme and subtheme

4.2.1 Theme 1: Language use during lessons

Language use during lessons between the teacher and learners as well as amongst learners emerged as one of the themes when identifying multilingual and sociocultural factors prevalent in rural language classrooms. The subthemes under the language used during lesson themes are learner's English proficiency, teacher actions and teacher-learner interactions. Table 4.2 presents the inclusion and exclusion criteria that guided the thematic analysis process.

Table 4.2: Inclusion and exclusion criteria of the language theme

Inclusion criteria
The use of language and behaviours linked to classroom interactions (Teacher- Learner(s), Learner(s) -Learner(s).
Exclusion criteria
Language and behaviours that do not facilitate classroom interactions [Teacher- Learner(s), Learner -Learner(s)].

The figure below shows the three main codes that emerged within the learners' English proficiency subtheme.
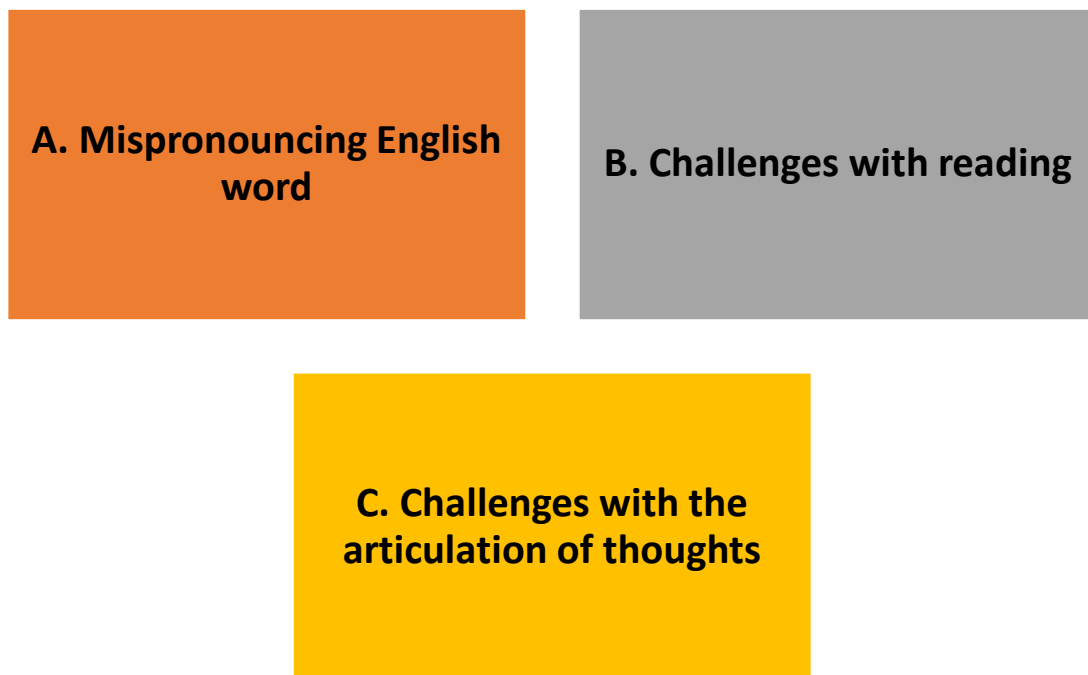
Figure 4.1: Teacher's actions codes

4.2.1.1 Subtheme 1: Learners' English proficiency

Learner proficiency includes aspects such as oral fluency, pronunciation, vocabulary and comprehension (Davies, Kiemer, & Meissel, 2017). The evidence from the

analysed data that informed my inclusion of learner proficiency as a subtheme comprises learner mispronouncing the English word(s), learner challenges with reading and the learner challenges with the articulation of thoughts.

Table 4.3: Learners mispronouncing the English word(s), Example 1

Observation Video Transcript: 2016 07 26 Class A_1	
Speaker	**Comment**
Learner	That's easily solved. Have you forgotten that I am a wood carver (curver). I carve … I carve them a picture of the village. The sea will not spoil it.

The learner pronounced the word "carver" as "curver".

Table 4.4: Learner mispronouncing the English word(s), Example 2

Observation Video Transcript: 2016 07 26 Class C	
Speaker	**Comment**
Learner	And that is what Mazandaba did. She took the shell (sell) home. Every night the children sat around, and the woman puts the shell to her ear. Then she began.

The learner pronounced the word "shell" as "sell"

Table 4.5: .Learner's challenges with reading, Example 1

Observation Video Transcript: 2016 07 26 Class A_1	
Speaker	**Comment**
Learner	That is wonderful Zensele. Now add the figures of our people, the children waiting for the, for stories and animals waiting in the bush.

The learner paused when the reading got difficult instead of reading fluently.

Table 4.6: Learner's challenges with reading, Example 2

Observation Video Transcript:: 2016 07 26 Class B

Speaker	Comment
Learner	(Reading the story)It must be fair ex..
Teacher	It must be..
Learner	Must be fair..
Teacher	It must be..
Learners	Assist
Teacher	will I, we will tell our stories but it must be a fair..
Learner	It must be a fair. Bring us a picture of a [pause] bring us a picture of
Teacher	Start again, Start again. Number? Start again
Learner	Eish! You will learn to share stories, but it must be fair exchange. Bring..bring us picture of dry land of where you live. We are caring about your land.
Teacher	We are curious about those lands

The learners struggled to read independently. The teacher had to continuously probe for the learners to correct their reading. This demonstrated that the learners had challenges with reading fluently. Challenges with reading will most likely hinder academic achievement, as it partly relies on being able to read and comprehend what is asked before giving the correct answer.
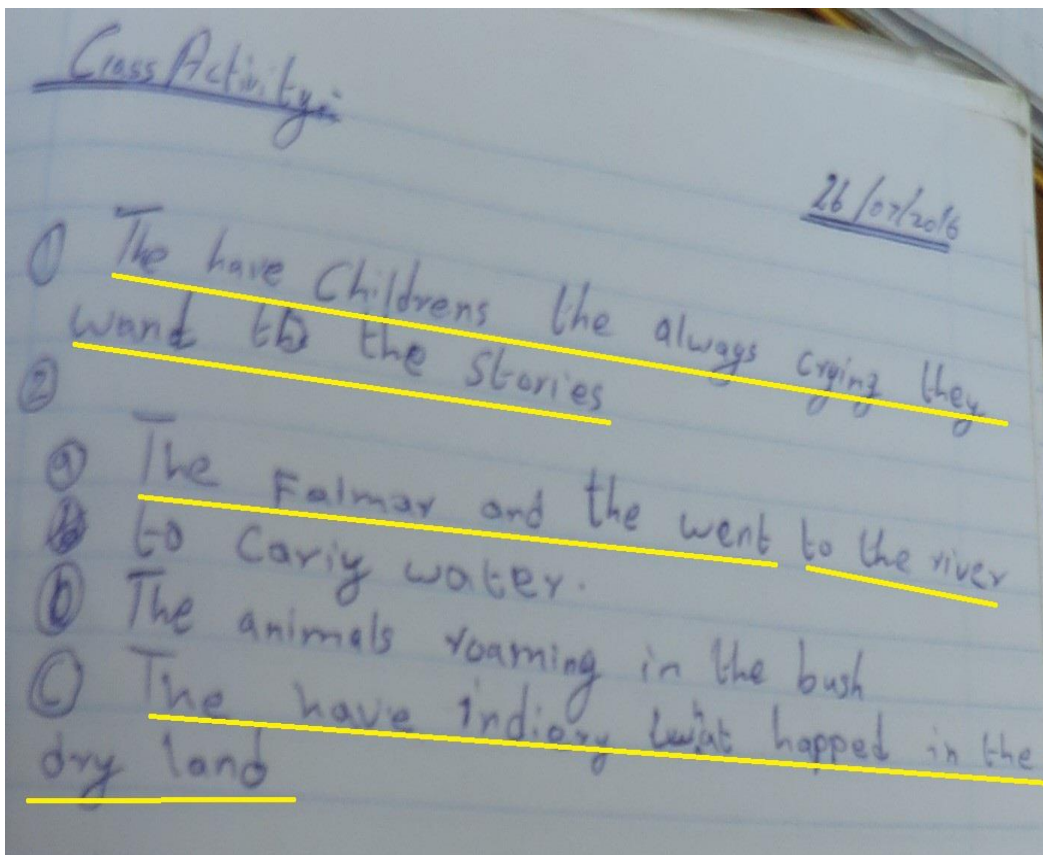
Photograph 4-1: Learner challenges with the articulation of thoughts
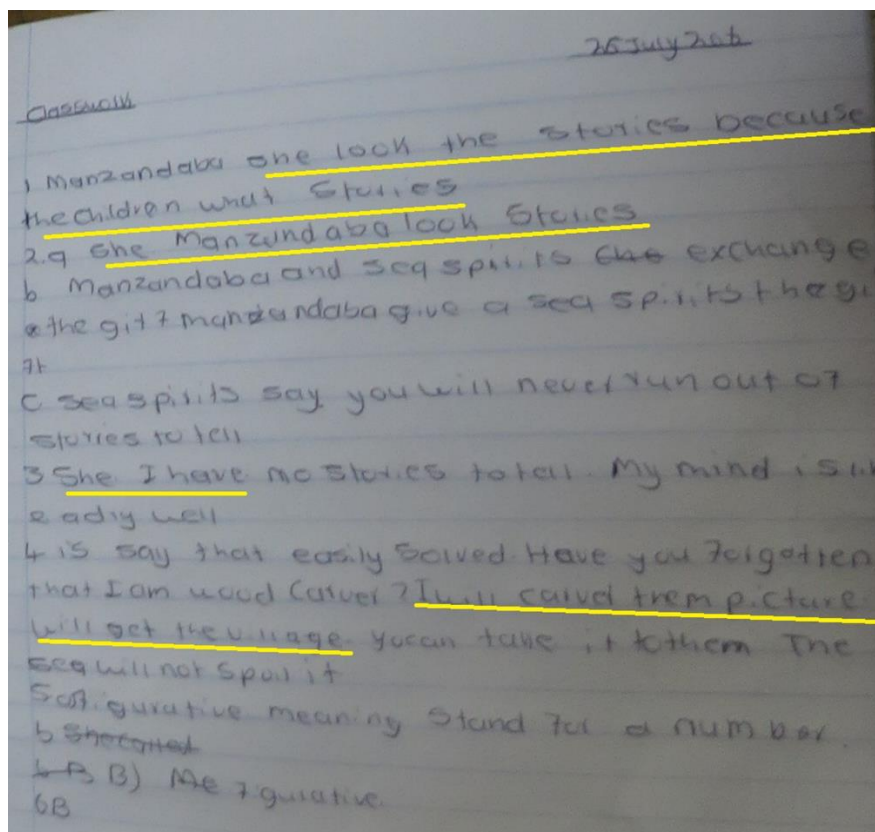
Photograph 4-2: Learner challenges with the articulation of thoughts. Example 2

.2.3   SHORT STORIES

What is a short story?

A piece of fiction written in prose, but shorter than a novel.

Plot:

A short story's plot follows a pattern:
- Introduction: that normally includes setting an introduction to characters.
- Plot rises as story develops. Events unfold and reader becomes aware of what story is about.
- Plot continues to rise until climax is reached. The climax is where the most important part of the story occurs.
- After climax, the falling down action, that is events after the climax.
- Plot reaches its conclusion. This is where story ends.

Characterisation:

People in a work of fiction are characters. Short stories have fewer characters because the story is short. Usually we find one or two important (main) characters. It is through these characters that we understand the story.

Mood:

This refers to the feelings the reader has while reading. Is story frightening, sad or funny? The setting can influence the mood, e.g. scary story set in gloomy old house. The mood can also change at any moment as the plot develops.

ACTIVITY: SHORT STORY

Read the story provided below and indicate how a grade 8 English teacher can teach all features of the short story.

Define each concept and give an examples from the story provided.

☐ **Plot**

Ihty tell us how the story is about and the event unfold and reader become aware OF what the story is about.

☐ **Characters**

Is where people involved in the action OF a novel or story or poem e.g A Joruba king

Photograph 4-3: Learner challenges with the articulation of thoughts, Example 3

The areas underlined in yellow on the three examples of learners' workbooks show that learners struggled to adequately express what they wanted to communicate in their answers to the posed questions. This implies that learners within this context are most likely not fully participating because they find it challenging to express

themselves in English, hence they resort to speaking in their mother tongue during informal classroom discussions.

The figure below shows the teacher's actions that were coded as part of the dialogical space subtheme. The teacher's actions included the things the teacher did during the video observations that formed part of the secondary data analysis.
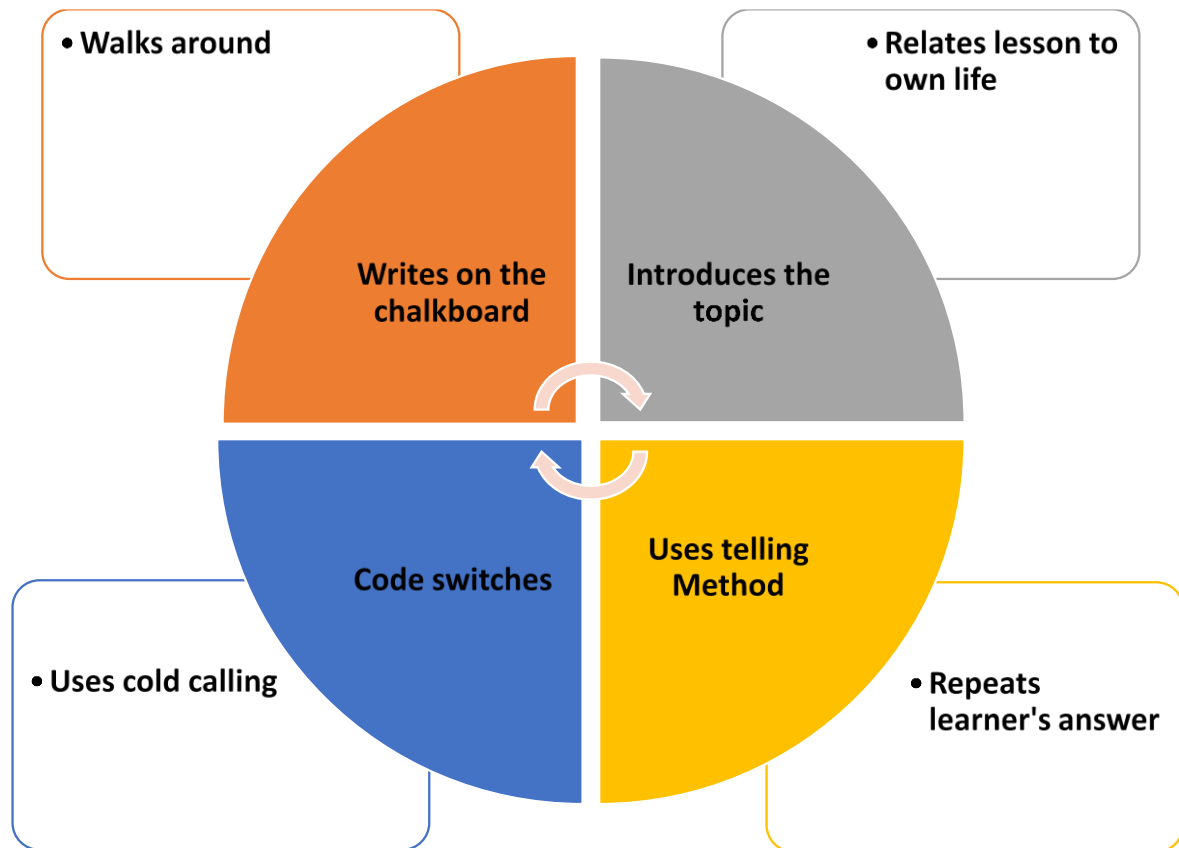
Figure 4.2: Teacher's actions codes

4.2.1.2 Subtheme 2: Dialogical space

The literature indicates that the social context of teachers and learners shape teaching and learning within the English language classrooms (Islam, 2017). The social factors may include classroom routines (Islam, 2017), space (Evans & Cleghorn, 2012), language contacts, code-switching, code-mixing, using the mother tongue and attitudes towards learning (Gay & Howard, 2010).

The dialogical space codes that emerged from the analysed data included; teacher walks around to check work progress, the teacher relates the lesson to real life, the teacher uses a cold calling method, code-switching, the teacher introduces a topic, the teacher prompts learners to self-correct, the teacher repeats learners' answers, the

teacher uses the telling method, the teacher writes on the chalkboard and the teacher ignores raised hands of learners. I then further categorised the dialogical space codes into the teacher's actions and teacher-learner interactions.

Photograph 4-4: Teacher walks around to check progress

Table 4.7: Teacher relates lesson to real life

Observation Video Transcript: 2016 07 26 Class C

Speaker	**Comment**
Teacher	Yesterday we talked about the tradition of storytelling, there are so many ways in which our ancestors or forefathers and mothers were using to tell us stories. We talked about the oral tradition. What is oral tradition? [The] oral tradition is the way in which they were using' not writing anything but they were telling us stories. [Indistinct] When I grow up at home my grandmother every night we would sit around the fire and she would tell us stories. She would say, long time ago there was this and that, in other words, although they're not writing anything, there was a way in which they were telling us stories or relating to us what happened long, long time ago. Huh?

The teacher related the topic to how her grandmother used to tell them stories while sitting around the fire. This is an example of the teacher relating the lesson topic to their own life. This served as a way for the teacher to assist the learners to internalize information provided in the classroom using familiar situations or concepts.

Table 4.8: Teacher uses cold calling method

Observation Video Transcript: 2016 07 26 Class C

Speaker	**Comment**
Teacher	Scene 4, let me read. Sea spirits! What a wonderful gift you have given us. Here is our gift to you. It is a shell. When you put the shell on your ear, you will hear stories about life under the sea. You will never run out of stories to tell. What is the meaning of that? When you put a shell, you will never run out of stories to tell. What is the meaning of that ... Bandile? (COLD C)

The teacher used cold calling by randomly calling one of the learners by his name "Bandile" in an attempt to get him to answer the question she asked instead of waiting for the learner to voluntarily answer the question that the teacher asked to the rest of

the class. This was an effective strategy for the teacher to involve learners that would usually not voluntarily participate in classroom discussions.

Table 4.9: Code-switching

Observation Video Transcript: 2016 07 26 Class C	
Speaker	**Comment**
Teacher	Acting, "anghithi" [I don't–code-switching]
Learner	Yes
Teacher	Acting also is another way of telling a story what else again?
Learner	Indistinct.
Teacher	Mmmh?
Learner	Indistinct.
Teacher	So, in other words, there are so many ways of telling a story, body language, also can tell you what I'm saying although I don't say anything you can understand, "kuthi" [code-switching] what is Mhlabe saying. So let's go to the drama. We have a drama in page 1 [pause] 120?

The teacher code switched from English to Zulu by predominantly speaking English and substituting English words with words Zulu words such as "anghithi" (isn't it?) and "Kuthi" (That). This demonstrates how code switching within the multilingual context can support teaching and learning.

Table 4.10: Teacher introduces the topic

Observation Video Transcript: 2016 0816 Class A_1	
Speaker	**Comment**
Teacher	Morning class.
Learners	Morning Mam.
Teacher	Today we are going to read a story.
Learners	Yes.

| Teacher | A short story, the title [pause] the twin brothers. A short story is a piece of writing. It's a piece of fishing, written rows, but shorter than a novel (TIT). A short story is very short, [shorter] than a novel itself. Let's read the story. Let someone read for us the story. |

Table 4.11: Teacher prompts learners to self-correct

Observation Video Transcript: 2016 07 26 Class C

Speaker	Comment
Learner	And when, when he get, when he went
Teacher	When [pause] .(TPSC)
Learner	When he went
Teacher	When [pause] (TPSC)
Learner	[other learner whispered "she"] When she went in the sea. She, she met the sea spirits, and the sea spirits gave him the shell.
Teacher	Gave?
Learner	Gave her the shell. To put it on. To put it on her ears. To, to, to listen on the stories and to tell her children.

The teacher repeated words such as "when" and "gave" to prompt to the learners that they needed to correct what they previously said. The learners then took the teacher's prompts to make more attempts towards reading properly. This seemed like an effective strategy for the teacher to support the reading ability of learners.

Photograph 4-5: Teacher writes on the chalkboard

The teacher wrote keywords on the chalkboard to guide the classroom discussion in relation to the questions she was asking the learners. This formed a visual cue that learners could refer to for their learning to be supported.

The following figure shows teacher-learner interaction codes that formed part of the dialogical space subtheme. The teacher-learner interaction codes included were: No questions to the teacher, Multiple interactions between the teacher and one learner and teacher prompts learner to self-correct.
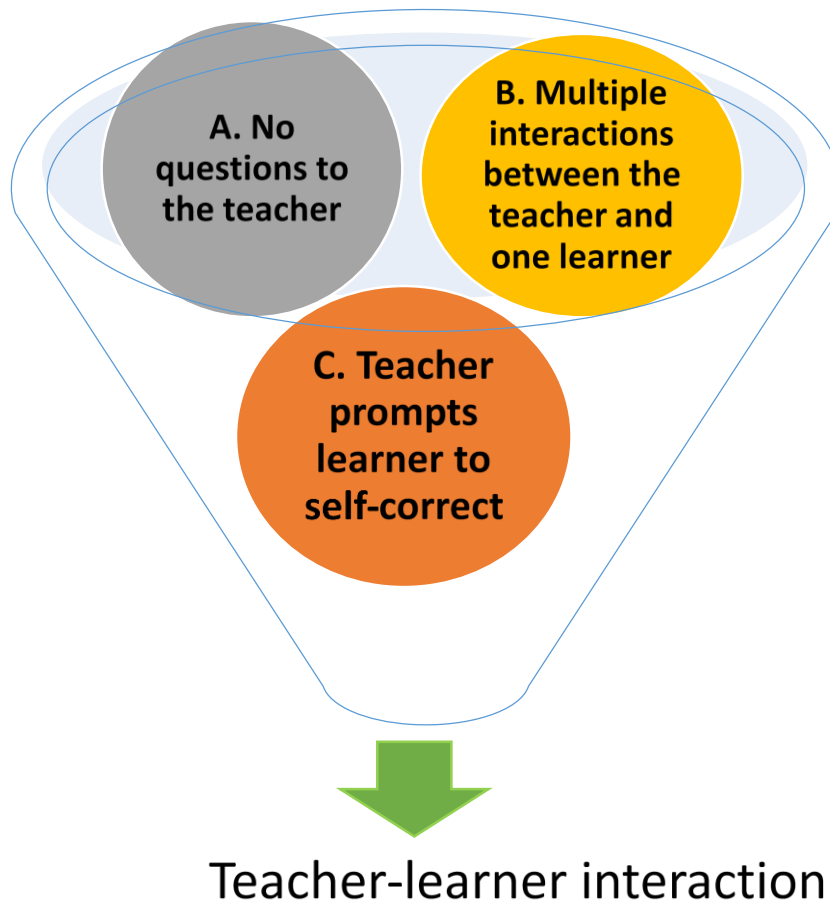
Figure 4.3: Teacher-learner interaction codes

Table 4.12: No questions to the teacher

Observation Video Transcript: 2016 09 07	
Speaker	**Comment**
Teacher	Questions based on the story itself? Questions…You don't have questions?
Learners	Yes

The learners were supposed to ask the teacher clarifying questions but throughout my observations there was no learner that asked the teacher any question. The learners mostly kept quiet and just followed the teachers' instructions. This might imply that the learners are intimidated by the teacher as an authority figure and the source of

knowledge. Which means that the teaching and learning process in this context is one directional (from the teacher to the learners)

Table 4.13: Multiple interactions between the teacher and one learner

Observation Video Transcript: 2016 09 07 Class A

Speaker	Comment
Teacher	Anyone, can you read for us. Number 1, can you read for us. Can you read for us?
Learners	[Mumbling]
Teacher	Can you read for us number [pause] number 1 read for us.
Learner	The sacrifice. When Zahid reached the age of eight years, his father decided that he would sacrifice a lamb during the festival of Eid. So Zahid, and his two friends, Afzal and Bilal, went to his father in a hired truck into the country and bought a lamp from a farmer. On the way back to Fordsburg, the three boys sat at the back of the truck and put their arms around the lamp. They tied the lamp to a pole in the yard in Terrace Road where they lived and scattered hay, which the farmer had given them for the lamb to feed and lie on.
	As the festival of Eid was two weeks away, the lamb become a pet to the boys, and they called it Snow. They [pause] they and the other children in the yard loved to care for its wool, give it water, sit beside it and even talk to it. At times, Zahid untied the lamb and run about with it in the yard and along the pavement in the streets, with the other children following in glee. The boys [pause], the three boys were very excited about their new pet and washed it and made its wool gleam by brushing it. They then decided that their pet needed grass. They saw a house in Mint Road, one of the few in Fordsburg which had a patch of lawn in front of [the] porch, [pause] in front of the porch. They knocked at the door and the householder, a tall man, came out.
	Can you give us some lawn, so we can cut it?

Table 4.14: Multiple interactions between the teacher and one learner

Observation Video Transcript: 2016 09 07 Class A	
Speaker	**Comment**
Teacher	Number 1
Learner	Every child in the street loved the lamb
Teacher	Again, every ?
Learner	Everyone, every child in the street loved the lamb

Table 4.15: Multiple interactions between the teacher and one learner

Observation Video Transcript: 2016 09 07 Class A	
Speaker	**Comment**
Teacher	Number 1!
Learner	Zahid went to plead [with] his mother to tell his mother not to kill the lamb.

The teacher kept asking one learner coded "number one" to read and posed most of her questions to that specific learner to answer. The learner that the teacher had multiple interactions with seemed to be relatively stronger academically when compared to her classmates. Her answers were mostly correct and demonstrated more confidence in her responses. This implies that teachers need to cautioned about unintentionally creating a situation in which the strongest learners are more dominant within the classroom context. As this might lead to learners that lack confidence to become more withdrawn during classroom interactions.

4.2.2 Theme 2: Influence of culture

According to research, an individual can be naively exposed or actively participate in cultural context (Ogay & Edelmann, 2016). The influence of culture is the second theme that emerged during data analysis. The subthemes were cultural worldview and cultural communication. Table 4.13 presents the inclusion and exclusion criteria that guided the thematic analysis process.

Table 4.16: Inclusion and exclusion criteria of the Influence of culture theme.

Inclusion criteria
Data relating to the behaviours reflecting cultural worldview, social participation and cultural communication.

Exclusion criteria
Data relating to the use of any language during interactions (Teacher- Learner[s] Learner - Learner[s]).

The next figure shows the two categories of codes relating to the influence of the culture theme. The categories are the cultural worldview (collectivism and accountability), and cultural communication, as well as self-regulation. The cultural worldview is made up of collectivism and accountability codes. Collectivism secondary data included learners' sharing reading material, sharing stationary and learners answering the teacher using chorus answers. Accountability secondary data included learners distributing reading material, learners wiping the chalkboard and learners collecting reading material or books. On the other hand, cultural communication and self-regulation comprised of secondary data such as teacher greeting the class, learners unsupervised, raised a hand to answer, lesson disruption by an outside individual (s) and completing an end of lesson activity.

Cultural Worldview
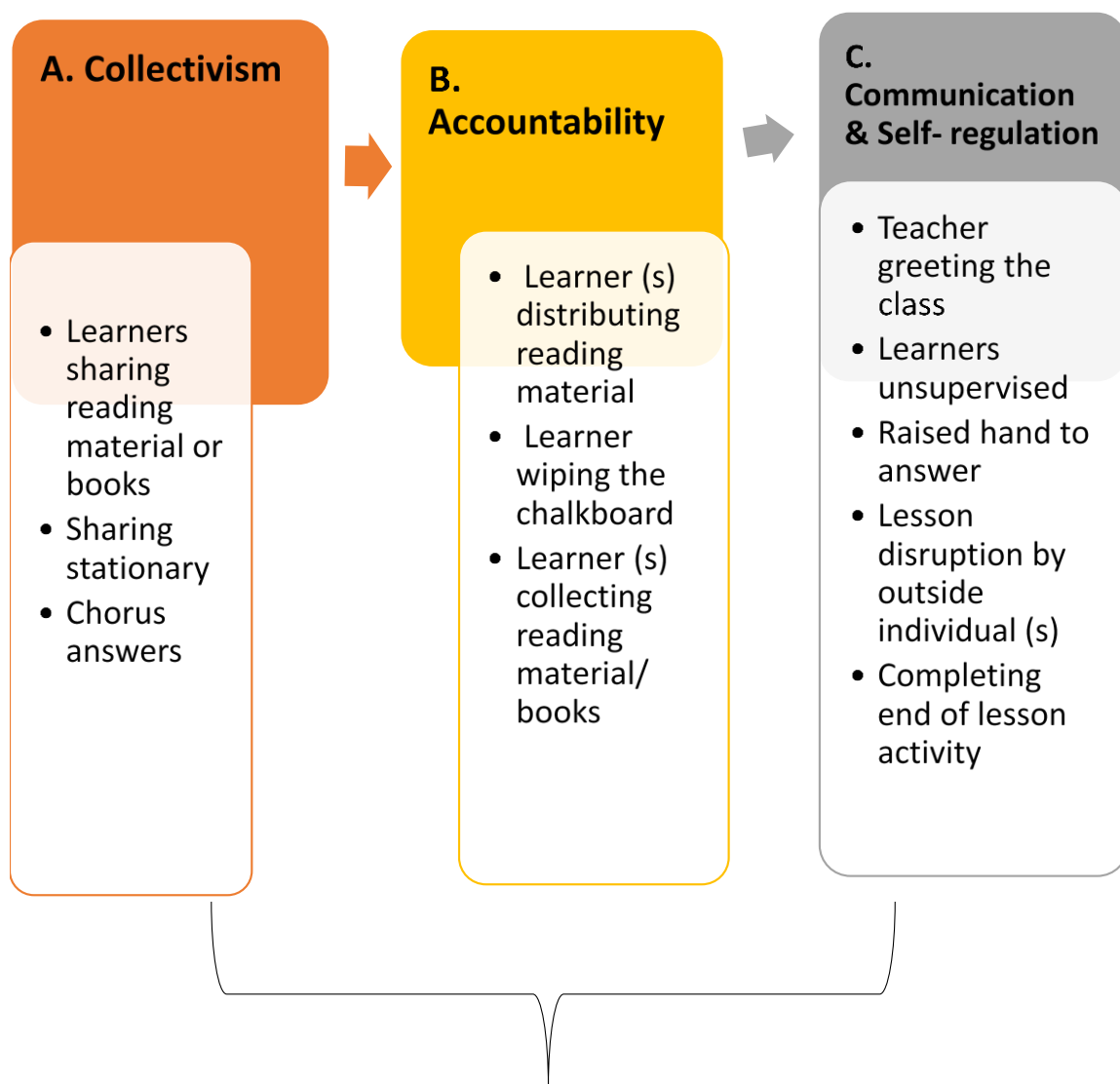
Figure 4.4: Influence of culture codes

4.2.2.1 Subtheme 1: Cultural worldview

Cultural worldview refers to how learners' and teachers' predisposition on culture is reflected in classroom interactions (Ogay & Edelmann , 2016). Data such as learners sharing reading material, borrowing reading material, asking for essential things such as tissue, borrowing each other the stationary necessary for completing classwork activities and answering the teacher using chorus answers; demonstrated collectivism code. Simultaneously, responsibilities such as distributing reading material, wiping the chalkboard, and collecting reading material or books were coded under accountability.

Photograph 4-6: Learners sharing reading material

Photograph 4-7: Learners sharing stationary

In all the classrooms I observed, there was a shortage of teaching and learning materials such as books and stationery. This means that the interventions designed for the rural classroom context should take into consideration the limited resources which may hinder the effective implementation of such interventions.

Table 4.17: Chorus answers

Observation Video Transcript: 2016 07 26 Class C

Speaker	Comment
Teacher	Yes, those that are having textbooks, I was unable to copy because of the machine. Yesterday we talked about the tradition of storytelling. There are so many ways in which our ancestors or forefathers and mothers were using to tell us stories. We talked about the oral tradition. What is oral tradition? The oral tradition is the way in which they were using, not writing anything but they were telling us stories. [indistinct]. When I grow up at home, my grandmother, every night we would sit around the fire and she would tell us stories. She would say long time ago there was this and that, in other words, although they're not writing anything there was a way in which they were telling us stories or relating to us what happened [a] long, long time ago. Huh?
Learners	Yes (CA).
Teacher	Can you gave us, give us an example of what we talked about yesterday, before we go to the story that we want to read. Yesterday we talked about the tradition stories on page 129, what are the ways, what other ways except talking to us, [the] oral way of telling a story, what other way according to the book?
Learner	By music.
Teacher	By music, by [pause].
Learners	Music (CA).
Teacher	I told you that South Africa, before 1994, our musicians, some of them were in exile they were telling the story of South Africa all over the world through music. What else again, what else again? They were not writing anything, they were just singing but people end up understanding what was happening here in South Africa, what else again? Except oral.

Learner	Acting
Teacher	Acting, "anghithi" [isn't it–CS]
Learner	Yes.
Teacher	Acting also is another way of telling a story. What else again?
Learner	[Indistinct]
Teacher	Mmmh?
Learner	[Indistinct]
Teacher	So, in other words, there are so many ways of telling a story–body language also can tell you what I'm saying, although I don't say anything. You can understand, "kuthi" [to us–CS]. What is Mhlabe saying? So let's go to the drama. We have a drama in page 1.[pause].120?
Learners	Nine (CA).

There were a lot of instances where learners preferred to answer questions as a group. When they had to answer individually, they often struggled and resorted to mumbling. This suggests that the learners' confidence in their responses needs to be encouraged so that the teacher can have a clearer idea of which learners need more academic support in the classroom.
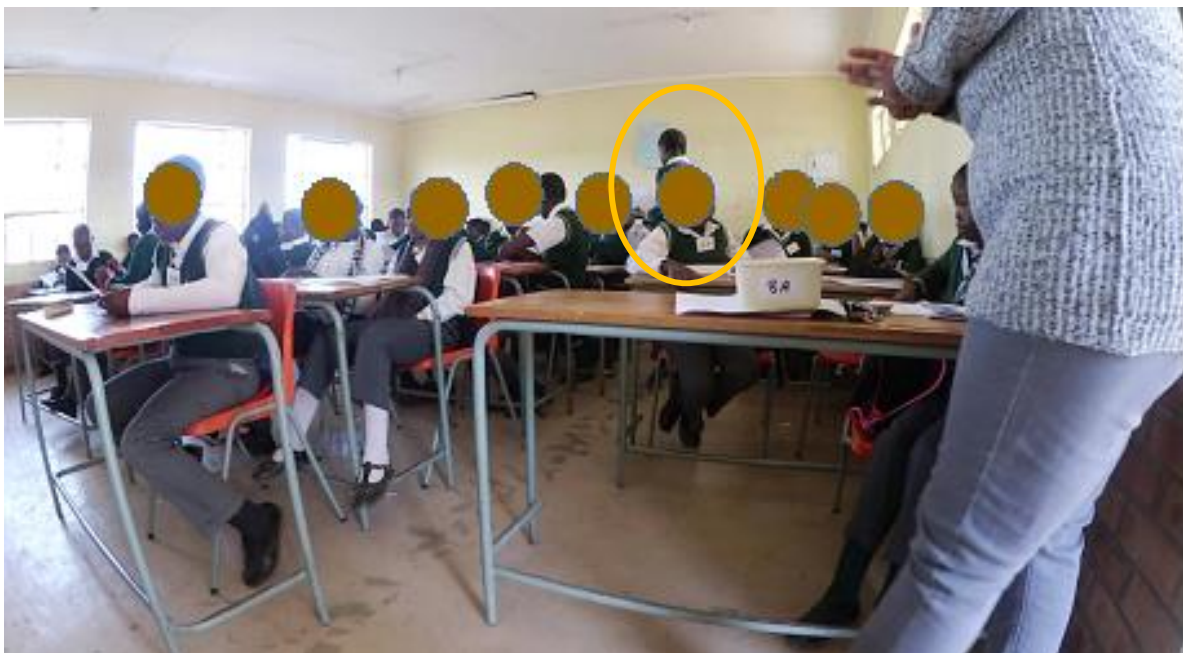
Photograph 4-8: Learner distributing reading material

Table 4.18: Collecting reading material or books

2016 07 26 Class C

Speaker	Comment
Teacher	Thank you. At the end of the lesson I would like you to give me all your classwork books.
<u>Learners</u>	(Take out their books from their bags)
Teacher	<u>On all unfamiliar words. Look on the dictionary. You all have dictionaries, "anghiti" [isn't it]. You all got dictionaries, [to] look [up] on unfamiliar words, write, understand their meanings and everything. Yah, classwork books. Lebo, there take them, take them.</u>

There was evidence of established classroom routines such as learner(s) distributing or collecting reading materials. This demonstrates that the learners can effectively execute established routines. So, more classroom routines that support teaching and learning should be established.

4.2.2.2 Subtheme 2: Cultural communication and self-regulation

According to research, confusion regarding communication is evident in rural South African classrooms (Jackson, 2017). Thus aspects of communication were coded with self-regulation aspects. Greeting is associated with cultural communication which was further coded with self-regulation data; such as *learners unsupervised*, r*aised hand to answer*, *lesson disruption by outside individual(s)* and *completing end of lesson activity.*

Table 4.19: Teacher greeting the class

Observation Video Transcription: 2016 09 20 Class B 1

Speaker	Comment
Teacher	Morning class [pause.
Learners	Morning.
Teacher	Today I would like us to read the comprehension– Aids Orphan in Africa. What is an orphan?

Table 4.20: Learners unsupervised

Observation Video Transcription: 2016 07 26 Class A_1

Speaker	Comment
Teacher	Once upon a time. In other words, she will never run out of stock. She will have stories every day when she put the shell on her ear stories will come from the sea. She will hear stories from the sea. She will be able to tell the children. Any questions? Questions. Do you have questions?
Learners	[Some learners] No [pause]. [Some learners]. Yes.
Teacher	In the absence of questions, let's take our classwork books and write the class activity that follows. Number 1 up to 6. After this and I want the books after this [pause]. Now. Now now.
Learners	[Working on their books]
Teacher	Classwork [pause]. I'm giving you five minutes to write the classwork.
Teacher	[Leaves the classroom]
Learners	[Learners unsupervised]

Table 4.21: Learners unsupervised

Observation Video Transcription: 2016 07 26 Class A_2

Time (minutes)	Speaker	Comment
00:00-07:09		[Learners unsupervised]
07:09-08:00	Teacher	[Teacher walks around and checks books] Finished? [Teacher leaves the classroom]
8:00- 09:25		[Learners unsupervised]

Table 4.22: Raised hand to answer

Observation Video Transcription: 2016 07 26 Class C

Speaker	Comment
Teacher	We have the characters. The narrator who tells the story. Who will be our narrator? Here in class..
Learners	[Raised hands to answer]
Teacher	"Siyabonga"[Thank you]. Then Mazendaba, the basket weaver, who have many children.
Learners	[Raised hands to answer]
Teacher	Candy. Zenzele husband who is a wood Carver
Learners	(Raised hands to answer)

Photograph 4-9: Raised hand to answer

Learners demonstrated the ability to self-regulate through things such as raising their hands to answer questions and completing classwork activities without supervision from the teacher. This implies that the learners have the necessary self-discipline to effectively internalize factors that can support teaching and learning.
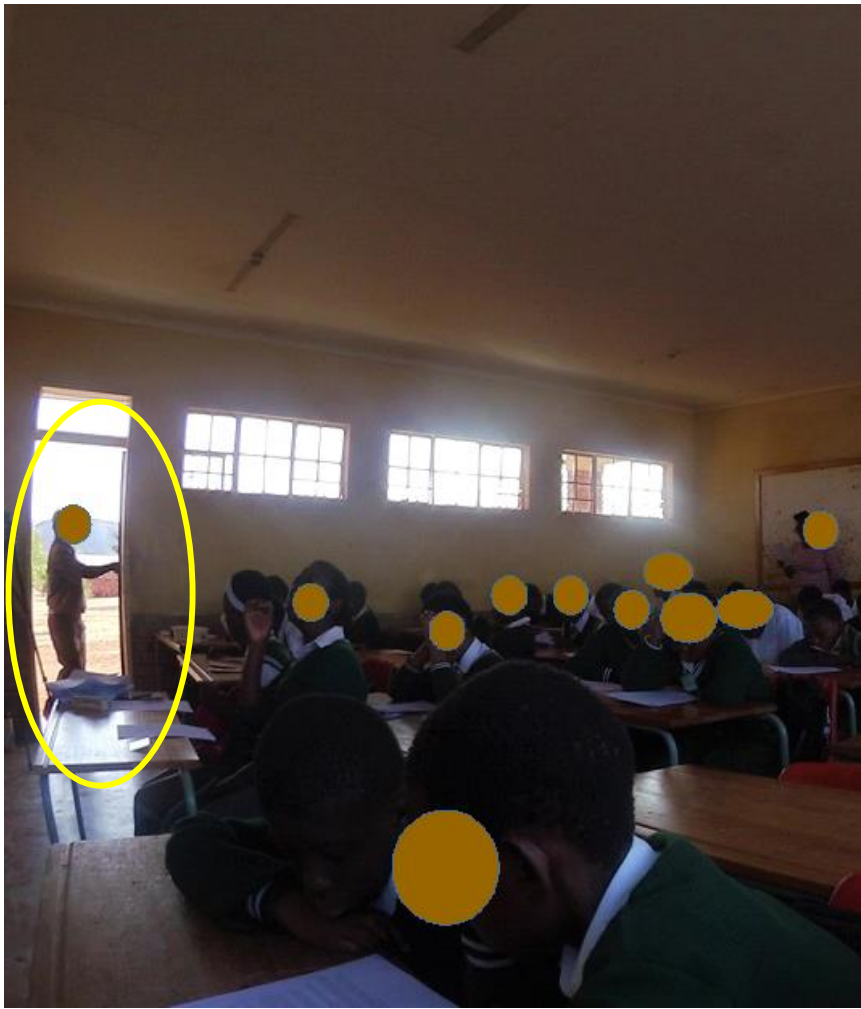
Photograph 4-10: Lesson disruption by outside individual(s)

One of the things that negatively influenced effective teaching and learning was the numerous lesson disruptions either from staff members or learners that came late. This implies that classroom disruptions need to be minimized for effective learning to take place.

4.2.3 Theme 3: Context of learning

Research asserts that rural contexts comprise of limited resources or inadequate quality of resources due to prevailing poverty (Ebersohn & Ferriera, 2012). Rural contexts remain characterised by the limited or inferior quality of resources as evident in the analysed data. The context emerged as the last theme that was identified during the data analysis process. The table below presents the inclusion and exclusion criteria I applied in the context theme.

Table 4.23: Inclusion and exclusion criteria of context theme.

Inclusion criteria
Data relating to physical resources within the physical environment of the classrooms.
Exclusion criteria
Data relating to resources that are not physical and not within the physical environment of the classrooms.

The following figure shows the codes that were part of the context of learning theme. The codes included lack of physical resources, reading material shortage, printer unavailable, old infrastructure and lack of visual learning aids.
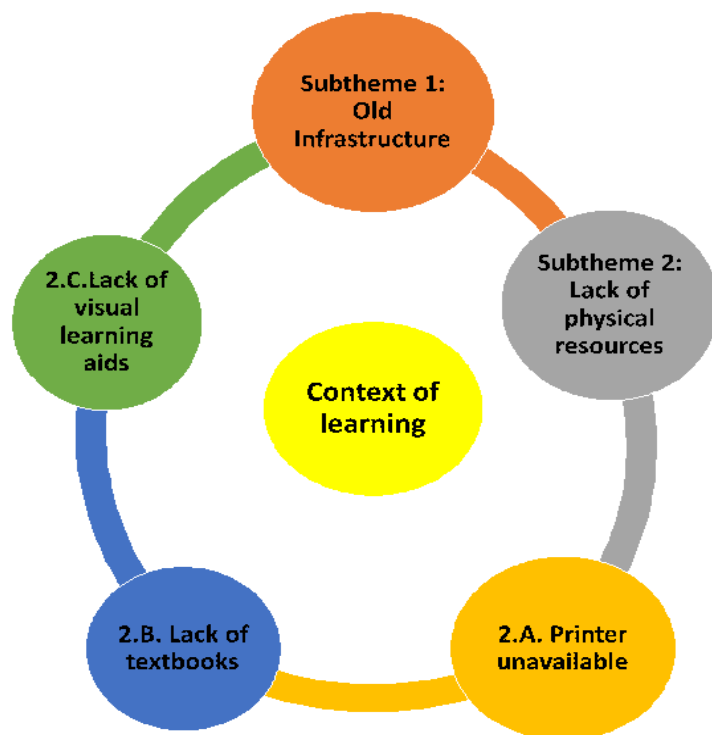
Figure 4.5: Context of learning codes

The above codes relating to the context of learning where grouped into two subthemes, namely, the old infrastructure and lack of classroom resources.

4.2.3.1 Subtheme 1: Old Infrastructure

Infrastructure emerged as a subtheme of the context of learning. All the classroom buildings in the data I analysed were old, had chipped flooring, the wall paint was old, the learners' tables looked old, and the ceilings had holes as well as showing signs of water damage from the leaking roof.
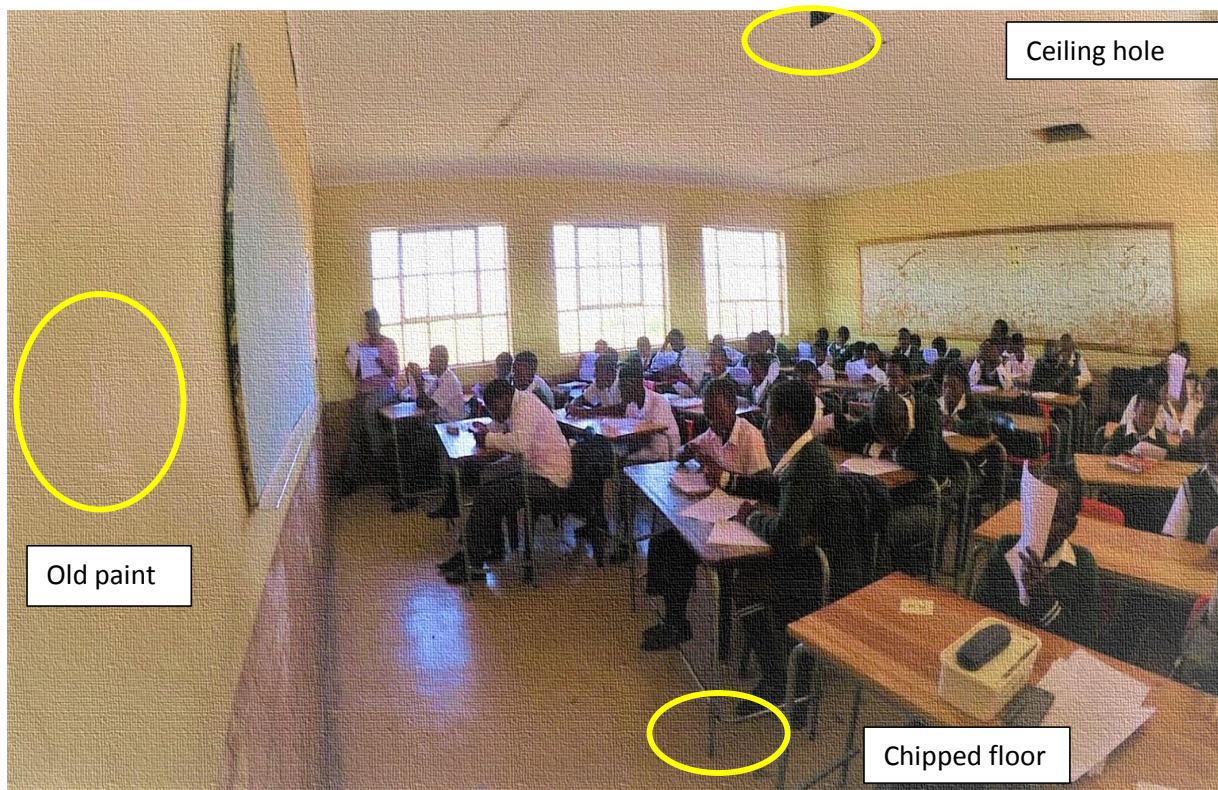
Photograph 4-12: Aging infrastructure

4.2.3.2 Subtheme 2: Lack of classroom resources

According to literature, the lack of resources prevails in rural classrooms and hinders learners' academic achievement (Hlalele, 2012). Lack of classroom resources emerged as one of the subthemes of the context of learning theme during the data analysis process. *Printer unavailable* and *lack of textbooks* were used as codes for lack of resources. Moreover, the classrooms in the data set lacked pictures or visual aids for learning on the wall. The learners had to rely mostly on listening to the teacher during classroom interactions because there were no visual aids on the walls to scaffold their learning process. So, lack of visual learning aids was also used as a code under the lack of classroom resources subtheme.

Table 4.24: Printer unavailable

2016 07 26 Class C

Speaker	Comment
Teacher	Yes, those that are having textbooks, I was unable to Photocopy because of the machine (PU).

Table 4.25: Lack of textbooks

2016 07 26 Class A_1

Speaker	Comment
Teacher	Almost in each desk, we have this book "angithi bazelwane?" [isn't it, neigbours?. We have them.
Learners	No.
Teacher	Yes.
Learners	No.
Teacher	Yes, I have 20 Learners with that book. Can you please raise your hands, those who are having that book. Plus or minus 20, plus or minus 20. Yes. [Learners raise hands]. Yes. [Learners raise hands]. Huh? [Learners mumbling]. Nomonde, you have it. [Learner nods her head]. "Ebeye mo" [He was in there]. Ntombi you have it.
Learner	No, I gave it to you! (points at another learner)
Teacher	You gave it to her? [goes to another learner] Take one out. "Wena?"[You]. One, you have it. You don't have one? "lena le dlala nghame" [this one is playing hide and seek]. Yesterday we talked about the traditional way of telling stories. Can someone tell us what we talked about yesterday? Traditional ways of telling stories? What's going on? Let's talk. [inaudible vernacular]. How were the ways that they were using before where we use the technological way where we use televisions and writings and everything. The traditional way of telling stories, how were they used. Yes. Let's talk. Yesterday we talked about it or "kanjani"? [so]. The oral [pause]. [Looks at a learner]. What is a traditional way of telling stories? What were the ways that we spoke about? Yes [pause].

Photograph 4-13: Lack of visual learning aids

5. CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

Chapter 5 is the final chapter of the study. It presents an overview of the study on multilingual and sociocultural factors prevalent in rural English language classrooms and summarises each of the previous chapters of this study. The overview is followed by a discussion aimed at answering the primary research question formulated in Chapter 1. It then refers to a theoretical framework that underpinned this study. The significance of the study and possible limitations are acknowledged. Furthermore, recommendations and possible contributions for future research

also form part of this chapter. Lastly, a conclusion will constitute the last section of this chapter.

5.2   Overview of the Previous Chapters

This study consists of five chapters. Chapter 1 provided the introduction and background of this study, Chapter 2 consisted of a literature review on the available body of knowledge that is relevant to this study, Chapter 3 detailed the research design and methodology, Chapter 4 presented the findings, and Chapter 5 brings forward the conclusions and recommendation of the study on multilingual and sociocultural factors prevalent in rural English language classrooms.

Chapter 1 indicated that this study focused on identifying multilingual and sociocultural factors prevalent in rural English language classrooms but indicated that this was a study is of limited scope. I explained that it was part of a bigger study that focuses on adapting the Quality Talk Intervention Model used in the United States for South African rural classroom contexts. This study's rationale included how South Africa's democratic dispensation made multilingualism more prominent as diverse classrooms became more common. This change in the classrooms possibly posed challenges such as learners struggling to comprehend instructional content due to various factors such as learners only being exposed to English during classroom interactions. These challenges necessitated identifying multilingual and sociocultural factors that might enable or hinder learning in rural English language classrooms. My anecdotal observation as a teacher was supported by the review of the literature, which increased my interest in identifying multilingual and sociocultural factors evident in rural classrooms.

Thus, this study's research purpose was to identify multilingual and sociocultural factors (if any) prevalent in the three classes from which the secondary data was collected. The primary research question that asked what the multilingual and

sociocultural factors evident during English language lessons in rural Grade 8 classrooms were, was addressed by answering the secondary research questions. The key concepts pertinent to this study were defined and contextualised within this study. The new literacy studies theory was used as this study's theoretical framework. I explained why I used research paradigms consisting of interpretative phenomenology and a qualitative research methodological approach. These research paradigms informed my use of qualitative secondary data analysis as a research design for this study. The data analysis and interpretation of this study was inductive thematic secondary data analysis, to answer the research questions of this study.

The themes and subthemes were derived from thematic analysis of the secondary data comprising video recordings, audio recordings and pictures of learners' classwork books. The themes and subthemes were informed by the literature review in Chapter 2. So the themes that emerged either confirmed and/or expanded on the available research.

5.3   Answering the research questions

In this section, I will answer the research questions outlined in Chapter 1 (Section 1.3). I will begin by answering the four secondary research questions in Section 5.3.1 and then answer the primary research question in Section 5.3.2. When answering the research questions, I will refer to the prevalent themes, how the themes relate to the presented literature and the theory underpinning this study.

5.3.1   Secondary Research Question 1

What key multilingual indicators are evident during language lessons in Grade 8 rural classrooms?

Multilingual indicators revealed that many factors are evident within a multilingual context. This supports the research notion that multilingualism within language classrooms is very complex (Liddicoat et al., 2014). The complex factors included learners' mispronunciation of English words, struggling to read, and struggling to articulate their thoughts. This was also consistent with the research stating that learner language proficiency includes oral fluency, pronunciation, vocabulary and comprehension (Davies et al., 2017). Furthermore, this reiterates the assertion from research that multilingualism is a critical skill for learners to possess within the instructional context (Kumar & Singh, 2014), because it was part of the knowledge transmission process in the observed videos. It was evident in the secondary data that the multilingual classrooms required the learners to be proficient in multilingualism to be part of the classroom interactions effectively.

Other multilingual factors that were apparent were the teacher's actions that seemed to emerge as she tried to facilitate learning within the multilingualism classroom context. She introduced topics and related the lesson to her own life using multilingualism to fill in the knowledge gaps that may exist within the multilingual classrooms. She used multilingualism in the telling method and repeated learners' answers for them to further their language repertoire to have more exposure to multilingualism. The teacher also used cold calling and code-switching, which seemed to be an unavoidable part of interactions within the multilingualism classroom context. This study confirmed the research stating that older children use code-switching to expand their language repertoires with their peers (Reyes, 2010). However, it further demonstrated that code-switching is used by older children within the multilingualism classroom and to facilitate the lesson.

According to this study's findings, teachers need to introduce the lesson topics and relate the lessons to their own lives using multilingualism for the lessons to be meaningful. Teachers have to use multilingualism to expose and strengthen learners' language repertoires. So it was evident that the telling method and repeating learners' answers formed part of multilingualism strategies used within rural English language classrooms.

This study showed that cold calling is also a necessary strategy within the multilingualism classroom context because it allows the teacher to invite learners into the multilingualism classroom interaction. Without the cold calling method, learners were mostly not engaging with the teacher.

Multilingualism was further evident when the teacher wrote on the chalkboard in English and then walked around the classroom to check the learners' written work while interacting with learners using different languages. This implies that physical interactions and written text form part of multilingualism in rural English language classrooms, although research highlighted multilingualism occurring in physical interactions within the rural classroom context (Bhatia & Ritchie, 2013). This study further highlighted that multilingualism could also emerge while the teacher engages with learners through the written text in the learners' books and what is written on the board.

The dialogical space also shaped multilingualism within this study, because certain multilingual factors were either the result of multilingualism or were used to facilitate multilingualism within the rural classroom context. The multilingual factors identified included that the learners were not asking any questions to the teacher, there were

multiple interactions between the teacher and one learner as well as the teacher prompting a learner to self-correct. The multilingual factors that emerged within the dialogical space are also part of this study's contribution to research on multilingual factors evident in rural English language classrooms.

The second principle of the new literacy studies theory states that being literate involves being communicatively competent across multiple discourse communities (Larson & Marsh, 2005, 2014). Thus, this study's theoretical underpinnings were consistent with both the research presented in the literature review and the key multilingual indicators that emerged in the secondary data of this study.

5.3.2 Secondary Research Question 2

What key sociocultural indicators are evident during language lessons in three Grade 8 rural classrooms?

Social indicators that emerged during this study were old infrastructure and lack of physical resources (such as a printer being unavailable, lack of textbooks and lack of visual learning aids). The printer being unavailable confirmed the assertion from research that there is a technological divide between rural and urban schools (Sithole et al., 2013). The lack of physical resources highlighted in this study confirmed research stating that South African rural communities are mostly characterised by limited resources (Ebersohn & Ferriera, 2012). However, this study specifically identified the printer, textbooks and visual learning aids as some of the physical resources lacking within the rural English language classrooms. This is consistent with the fifth principle of the theory stating that the impact of technology changes the nature of literacy (Larson & Marsh, 2005, 2014).

Cultural indicators included collectivism, accountability, cultural communication and self-regulation. Collectivism was indicated by learners sharing reading material, books, stationary or learners giving chorus answers. Accountability was indicated by learners distributing reading material, wiping the chalkboard and collecting reading material or books. Cultural communication and self-regulation were indicated by the teacher greeting the class, learners being left unsupervised, raising their hand to answer questions, the lesson being disrupted by outside individuals and the learners' completion of an end of lesson activity. The cultural indicators mentioned above confirm that certain elements of culture and the predisposition to culture by both the teachers and learners' culture are communicated within the classroom context (Carlone & Johnson, 2012). This study expanded the research by indicating some of the practices of learners and teachers within rural English language classrooms that

form part of the classroom culture. The seventh new literacies theory principle asserts that literacy practices are embedded in broader social goals and cultural practices (Larson & Marsh, 2005, 2014), which was evident in the prevalent cultural indicators of this study.

5.3.3   Secondary Research Question 3

Which multilingualism and/or sociocultural indicators hinder teaching and learning?

Multilingual indicators that hinder teaching and learning include learners' proficiency in multilingualism, learners not asking any questions to the teacher and multiple interactions between the teacher and one learner.

According to research, multilingualism enables learners to engage meaningfully in classroom activities by using their language repertoires to the highest degree (Kerfoot & Simon-Vandenbergen, 2014). So, some learners' lack of proficiency in multilingualism means that they cannot meaningfully participate in classroom activities. This might explain why learners were not posing any questions to the teacher and the teacher often resorted to interacting with one learner. The teacher might have interacted more with the specific learner because that learner demonstrated a relatively more developed language repertoire.

The social indicators that may hinder teaching and learning include old infrastructure and lack of physical resources. Research asserts that the lack of resources may result from poverty within rural classrooms (Ebersohn & Ferriera, 2012) and may negatively impact academic achievement (Banerjee, 2016). This study supports the notion that South African rural classrooms' lack of access to basic needs, such as physical resources, deter academic achievement (Hlalele, 2012).

Cultural indicators that may hinder teaching and learning comprise learners being left unsupervised and the lesson being disrupted by outside individuals.

Despite the sociocultural indicators that may hinder teaching and learning, the eighth principle of the new literacy theory states that literacy practices change and new ones emerge through informal learning and sense-making (Larson & Marsh, 2005, 2014). Thus it implies that changes can be made towards sociocultural indicators that may support teaching and learning.

5.3.4   Secondary Research Question 4

Which multilingualism and/or sociocultural indicators support teaching and learning?

Multilingual indicators that support teaching and learning include the teacher introducing the topic, the teacher relating the lesson to her life using multilingualism, the teacher using the telling method and repeating the learners' answers, as well as the teacher using cold calling and codeswitching. Moreover, the teacher was using multilingualism within physical interactions with the learners to elaborate on the written text both on the chalkboard or in their books and asking them to self-correct, and also to support teaching and learning. This is consistent with research stating that multilingualism can be used to scaffold classroom interactions (Kerfoot & Simon-Vandenbergen, 2014), which means that all the multilingual factors mentioned above support teaching and learning.

Identifying multilingual and sociocultural indicators that support teaching and learning resonates with the theoretical assertion that literacy practices are purposeful and embedded in broader social goals and cultural practices (Larson & Marsh, 2005, p. 5). The purpose, in this case, is to support teaching and learning.

In cases where there were printouts and textbooks, the learners seemed to be able to use the available resources in the multilingual interactions as they were the ones that were asked to read, which supported teaching and learning. This is an example of literacy theory's principle of focusing on access to participation in a literacy event (Larson & Marsh, 2005, 2014), such as classroom discussion within a multilingual rural classroom setting.

5.3.5 Primary research question

What are the multilingual and sociocultural factors evident during English language lessons in rural Grade 8 rural classrooms?

To answer this study's primary question, I first discussed the key multilingual indicators, followed by the sociocultural factors evident in English language rural classrooms. I then expanded on the multilingual and sociocultural indicators that may hinder teaching and learning. Lastly, I referred to multilingual and sociocultural indicators that may support teaching and learning. To answer the primary research question, I refer to the relevant new literacy theory principles applied to this study and base my findings on the literature reviewed in Chapter 2.

The new literacy theory emphasised that: Being literate involves being communicatively competent across multiple discourse communities; the impact of technology changes the nature of literacy and literacy practices are embedded in broader social goals and cultural practices. Lastly, literacy practices change and new ones emerge through informal learning and meaning-making.

The results showed that multilingual indicators include learners' mispronunciation of English words, struggling to read, and struggling to articulate their thoughts. Within the multilingual context, the teacher introduced topics and related the lesson to her own life using multilingualism. The teacher also used the telling method, repeated learners' answers, used cold calling and code-switching. This study indicated that physical interactions between the teacher and the learners formed part of multilingualism. Furthermore, the results also showed that learners were generally not asking the teacher questions. Multiple interactions occurred between the teacher and one learner, and the teacher prompted learners to self-correct when they made mistakes when reading or answering questions.

Social indicators that emerged included the old infrastructure, the printer being unavailable, lack of textbooks and lack of visual aids.

Cultural indicators included learners sharing reading material or books, learners sharing stationary and learners giving chorus answers.

5.4   Significance of this study

By focusing on prevalent multilingual and sociocultural factors, this study emphasised the need for the main study to consider the background information embedded in the study's limited scope to contextualise the main study and inform other facets of the main study.

5.5   Limitations of the study

This study's limitations comprise of lack of generalisation and the limited scope of focus.

The research design and sampling techniques used in this study contributed to the limited scope of focus and, ultimately, the lack of generalisation being a limitation. Secondary data analysis was the research design used in this study. This study focused on data already within the context of the main study of which this study was a part. This study is limited to only focusing on multilingual and sociocultural factors prevalent in rural language classrooms when considering the different facets that formed part of the main study. This study's use of secondary data also meant that I could only interpret the data available to me within the boundaries of the video recordings, voice recordings and pictures of learners' classwork books. Thus I might have missed out on very important contextual data not captured by the cameras or voice recordings (Yardley et al., 2014).

The secondary data sampling consisted of one English language teacher and her three Grade 8 classes based in rural Mpumalanga. Thus the sample of this study was relatively small and too focused on one context to generalise its findings. However, generalization was not the main purpose of this study. It aimed to identify multilingual and sociocultural factors (if any) prevalent in the three classes that formed part of the secondary data.

5.6   Recommendations

Multilingualism is a critical skill to have in the classroom (Kumar & Singh, 2014), as it facilitated the knowledge transmission in the secondary data I observed. The learners must be encouraged to see multilingualism as a tool that can help them be part of the English language lesson instead of choosing to withdraw from the lesson due to fears of being embarrassed by not being proficient in English.

The teacher in this study introduced topics and related lessons to her own life through multilingualism. She used the telling method, repeated learners' answers, used cold calling and code-switching to facilitate her lessons. Teachers must use every teaching strategy they are competent in to ensure effective teaching and learning taking place in their classrooms.

Physical interactions between the teacher and her learners and the written texts on the chalkboard and learners' books were also part of multilingualism within this research context. Therefore, multilingualism should not only be seen as what is being verbalised in the classroom, but what is written should also be seen as part of multilingualism in rural English language classrooms.

Multilingualism within this study was shaped by the dialogical space. So factors such as the learners not asking the teacher any questions, the teacher only interacting with specific learner(s) and prompting learners to self-correct are some factors that teachers should be careful to avoid. In cases where teachers want to prompt learners they must provide more support if they are still struggling. The type of support might include strategies such as asking leading questions to the struggling learner.

Old infrastructure and lack of physical resources were prevalent social indicators. The Department of Basic Education must update the schools' ageing infrastructure and provide the necessary physical resources to support teaching and learning.

Learners being left unsupervised and the lesson being disrupted by outside individuals were some of the cultural indicators that hindered teaching and learning. Thus, boundaries could be set so that the lessons are disrupted within specific times. Then

some time could be set aside within the lesson to accommodate disruptions, preferably when the teacher is not actively teaching.

5.7   Conclusion

This study aimed to identify multilingual and sociocultural factors prevalent in the rural English classrooms of the three classes that were part of the secondary data. This study's findings revealed that multilingualism includes learners' mispronouncing, struggling to read and articulate their thoughts in English. So learners have to be proficient in multilingualism to effectively participate in class activities. Multilingualism was also part of the teacher's actions that helped her facilitate teaching and learning. Physical interactions between the teacher and learners and written text also formed part of multilingualism, which was ultimately shaped by the dialogical space. The social indicators included ageing infrastructure and lack of physical resources, while cultural indicators comprised collectivism, accountability, cultural communication and self-regulation.

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7. APPENDICES

Appendix A: Examples of stories

The gift of stories

Setting: *A village near the sea, in the province of KwaZulu-Natal*

Characters:

Narrator, who tells the story

Manzandaba, a basket weaver who has many children

Zenzele, her husband, who is a wood carver

Sea turtle

Sea Spirits

Scene 1

A village and the surrounding bush

Narrator: There once lived a woman called Manzandaba, who had many lively children. By day the children helped her in the house, but at night, when it was dark, her children cried for stories. Her husband got tired of the children's crying.

Zenzele: Those children are noisy! Can't you calm them down with some stories?

Manzandaba: I have no stories to tell. My mind is like a dry well.

Zenzele: Well, go and ask the animals in the bush to tell you their stories. I will look after the children while you are gone.

Narrator: So the woman went into the bush to collect stories. She met the hare who was too busy, the baboon who laughed at her and the owl who flew away. She walked and walked, and finally got to the beach, where she saw the sea **turtle**.

Manzandaba: Please will you tell me some stories?

Sea turtle: We must visit the spirits of the sea at the bottom of the sea. Climb on my back and I'll take you there.

Narrator: When the carving was finished, the woman carried it on her head, and returned to the Sea Spirits with her gift.

Scene 4

The exchange of gifts

Sea Spirits: What a wonderful gift you have given us. Here is our gift to you. It is a shell. When you put the shell to your ear, you'll hear tales about life under the sea. You will never run out of stories to tell.

Narrator: And that is what Manzandaba did. She took the shell home. Every night the children sat around and the woman put the shell to her ear. Then she began.

Manzandaba: Once upon a time …

After reading

On your own, answer the questions about the play.

1. Stories usually have a problem that must be solved. What is the problem in this play? (2)
2. Plays have actions. The things that happen are called the **plot**.
   a) Describe what actions happen in the village. (2)
   b) What actions happen in the bush? (3)
   c) What actions happen in the sea? (3)
3. Name all the difficulties Manzandaba has to overcome before the problem is solved. (5)
4. How does Manzandaba's husband help her? (2)
5. Manzandaba says: I have no stories to tell. My mind is like a dry well.
   a) Is this a literal meaning or a figurative meaning? (1)
   b) What is this comparison called? (1)
6. Write down the letter of the statement that best describes the message of the play. (1)
   A   We must learn stories about the sea.
   B   If we all share our skills, we can overcome problems.
   C   We must not ask hares or baboons for help.

Total: 20 marks

Work with words

1. Find **synonyms** in the text for these words.
   a) beach   c) tales   e) sea
   b) active   d) present
2. Find the **proper nouns** used in the text that name the following.
   a) The woman   b) The man   c) The province

The sacrifice

Ahmed Essop

About the story

Zahid is an eight-year-old growing up in a Muslim family in Fordsburg, a suburb of Johannesburg. His father decides to sacrifice a lamb for the Muslim festival of Eid. Zahid and his friends go with Zahid's father to buy the lamb from a farmer. They look after the lamb and it becomes their pet. When Zahid realises that his father is going to kill the lamb, he tries to persuade his father and then his mother to spare the lamb, but they do not agree. On the morning of Eid, Zahid's father tells Zahid to hold the legs of the lamb as he cuts its throat, but Zahid and his friends run away. Zahid refuses to give out the meat of the lamb to other families and to eat the meat himself. His father gets angry and hits Zahid, saying he must learn about sacrifice.

The theme of a short story is the main idea. It is what the story is about and what message it sends to the reader.

The sacrifice

When Zahid reached the age of eight years his father decided that he would **sacrifice** a lamb during the festival of **Eid**. So Zahid and his two friends, Afzal and Bilal, went to his father in a hired truck into the country and bought a lamb from a farmer. On the way back to Fordsburg the three boys sat at the back of the truck and put their arms around the lamb. They tied the lamb to a pole in the yard in Terrace Road where they lived and **scattered** hay which the farmer had given them for the lamb to feed and lie on.

As the festival of Eid was two weeks away the lamb became a pet to the boys and they called it Snow. They, and the other children in the yard loved to **caress** its wool, give it water, sit beside it, and even talk to it. At times Zahid untied the lamb and ran about with it in the yard and along the pavement in the street, with the other children following in glee. The three boys were very excited about their gentle pet and washed it and made its wool **gleam** by brushing it. They then decided that their pet needed grass. They saw a house in Mint Road, one of the few in Fordsburg, which had a patch of lawn in front of the **porch**. They knocked at the door and the householder, a tall man, came out.

"Can you give us some lawn when you cut it?" Zahid asked.
"Why do you need it?"
"We want to give it to our lamb."
"Lamb?"
"Yes, my father bought one for Eid."

"Well, why not bring the lamb here and it can eat the grass."

So the boys, with Zahid's father's **consent**, took the lamb to Mint Road where it grazed on the lawn. Zahid's father praised them for caring for the head closer to him. Then Bilal and Afzal came running towards him and said that they had seen a house with lawn in the back garden and had asked for permission from the lady of the house to bring their pet and the lady had agreed.

"It's no use," Zahid said. "My father says he is going to sacrifice Snow on Eid day."

"Sacrifice?"

"Yes," and he told them what his father had said.

The two boys sat next to the lamb and listened. The lamb looked up at their **bewildered** faces.

"Father says he is going to give the meat to everyone to eat."

"Eat our lamb?" Afzal asked.

"That's what father says."

The joy that the boys had **derived** from their lamb **companion** had **endeared** them to it and they could not understand why anyone should wish to kill their friend. After a while they went out of the yard into the street, saddened by the **impending** fate of their pet.

the Prophet Ebrahim cut the animal. That is sacrifice."

"You mean you are going to cut Snow like the **butcher**?"

"Yes."

"But you can't."

"I must. We Muslims follow what the Prophet Ebrahim did. Then we will give the meat to people in the yard."

Zahid went out of doors with tears in his eyes. He went to the lamb and sat down beside it and caressed its head. The lamb looked at him and pressed its

That night, when Zahid's father went to the **mosque**, he spoke to his mother, and pleaded that she speak to his father not to kill the lamb.

"The lamb has not harmed anyone, mother."

"Your father must do what he has to do. He didn't buy the lamb for you to play with."

"But how can he kill Snow?"

"We must sacrifice during Eid and feed the poor and hungry."

"But nobody is hungry here. We can buy meat from the butcher and give it."

"That is not the same."

"Why not? The butcher sells meat every day. I want to keep Snow."

"You don't understand. You will when you are bigger. Lambs are eaten every day for food and killed by butchers."

"The butchers have not played with the lambs."

"That doesn't matter. Lambs are made for eating."

"I don't want my pet to be eaten."

"Don't argue. We know what must be done."

"I won't ..." he said, beginning to cry.

"You can cry as much as you like. Your father is going to cut the lamb."

On the morning of Eid, Zahid's father told him to come with him to the

On the morning of Eid, Zahid's father told him to come with him to the mosque for prayers. When they returned his father said it was time to sacrifice the lamb. He went to the kitchen and took out from the dresser drawer a large gleaming knife which had been specially bought for the **occasion**. He told his son, "I will let you hold the lamb's legs while I cut."

Zahid's father went outside, called **Hajji Musa**, the well-known faith-healer and demon **exorciser**, and Solomon to help him. Solomon tied the lamb's legs with a rope while Zahid's father and Hajji Musa held it. Then Solomon lifted the lamb and took it to the drain and placed its neck over the cement edge.

Zahid ran out of the yard, his two friends following him. When they were in the street they heard Snow cry out as the knife cut into its throat. The three boys put their fingers to their ears and tears **filmed** their eyes. They sat on the edge of the pavement for a long while and did not go into the yard.

When later they went in they saw the lamb, skinned, hanging from a cord under a **rafter**. The boys went to the corner where Snow used to be tied and swept the place as a **last rite**.

Zahid's father called the three boys and said that as soon as he had cut the lamb into pieces and made parcels they could **distribute** the meat to various families, including Afzal's and Bilal's. Quietly, the three friends slipped out of the yard. When Zahid's father could not find them he distributed the meat himself, keeping some of it for eating at home.

During the evening meal there was mutton curry on the table and Zahid sensed that his mother had cooked the meat of the lamb.

"I am not hungry," he said. "I will have bread and tea."

"You must eat some of the lamb we sacrificed."

"That is my pet, Snow."

"You must eat," his father said.

"I won't."

Zahid's father was not a violent man, but he lifted his hand and hit his son hard on his back.

Zahid cried out, jumped off his chair and ran out of the kitchen. His father said, "Where are you going?" following him.

Zahid went to his room and hid under his bed. His father and mother came into the room.

"He won't have any food tonight. That should be a lesson to him."

"He doesn't understand," his mother said.

"He must learn about sacrifice."

Zahid's father and mother returned to the dining table.

Glossary

sacrifice – the act of offering something to God or a god, especially by killing an animal (*noun*, as in the title, The Sacrifice); offer up something to God (*verb*, as in "his father *decided* that he would sacrifice a lamb")

Eid – Muslim festival at the end of a period of fasting

scattered – spread out

caress – stroke, touch softly

gleam – shine

porch – small room or area with a roof in front of the entrance to a house

consent – agreement

Allah – muslim name for God

butcher – someone who owns or works in a shop that sells meat

bewildered – confused

derived – got

companion – friend

endeared – made someone or something to be loved or liked

impending – coming soon

mosque – place of worship of followers of Islam

occasion – important event

Hajji – title given to someone who has made the holy journey to Mecca

exorciser – someone who performs rituals to get rid of evil spirits

filmed – covered

rafter – roof beam on the inside of the house

last rite – ritual performed at death, like washing hands after a funeral

distribute – give out

Understand the story

1. Who went with Zahid and his father to buy the lamb? (2)

2. How did they transport the lamb? (1)

3. a) What name did they give to the lamb? (1)

   b) Why do you think they gave it that name? (1)

4. Is the following statement True or False? Give two reasons to support your answer. (3)
   Zahid and his friends came to love the lamb.

5. a) Choose two correct answers from those listed below.
   When Zahid finds out that his father is going to kill the lamb, he is:

   A excited.

   B sad.

   C joyful.

   D confused.

   E angry. (2)

   b) Find words in the story and write them down to support each of your answers. Remember to use quotation marks for quoting. (4)

6. Zahid is very upset by the killing of the lamb. Write down three of his actions that show his feelings. (3)

Explore language and literary devices

In this story, the sacrifice has many different meanings.

Zahid's father sacrifices the lamb. The lamb is the sacrifice. In what way is this also a sacrifice (a difficult act of giving up something) for Zahid?

Write a paragraph on your understanding of the title of the story.

Look up **theme** and **irony** in the Glossary of literary terms.

Response to literature

It is six months later. Zahid, his father and his mother are sitting at the table talking about the sacrifice of the lamb. What do you think they would say now?

Write a dialogue between the three characters. Remember first to write the name of the character in bold, and then a colon, and then the words that the character says. You can also put the tone, actions or feelings of the character in italics in brackets. You can start like this:

Mother (*gently*): I hope you are not still worrying about that lamb, Zahid.

Activity 5 Read a poem

You are going to read a poem about an animal caught in a trap.

Before reading

Some poachers use a snare or a trap for catching animals. They kill the trapped animal and use it for food or for its fur. Traps or snares can cause the animal a lot of pain. In the poem, the poet has heard the cry of a trapped animal that is in pain.

1. What do you think the animal feels when it is caught in the trap?
2. Why would trying to get out of the trap cause the animal even more pain?

A snare

Glossary

snare – a trap

aid – help or support

While reading

Work with a partner. Read the following poem about poaching, taking turns to read each verse. Try to show in your reading the sad feeling that the poet has about the rabbit's pain. Pay special attention to the **repetitions**. This helps to show the poet's feeling of desperately wanting to reach the rabbit.

The snare

James Stephens

I hear a sudden cry of pain!
There is a rabbit in a snare;
Now I hear the cry again,
But I cannot tell from where.

But I cannot tell from where   5
He is calling out for aid;
Crying on the frightened air,
Making everything afraid.

Making everything afraid,
Wrinkling up his little face,   10
As he cries again for aid;
And I cannot find the place!

And I cannot find the place
Where his paw is in the snare:
Little one! Oh, little one!   15
I am searching everywhere!

This figure of speech describes the air as frightened. This shows that the rabbit is so scared that its fear has spread everywhere.

This is what the poet calls the rabbit. It shows that he cares for the rabbit.

After reading

Answer the questions on the poem in your exercise book.

1. The man in the poem is looking for the rabbit. What word from the last line tells you this? (1)

2. Through the whole poem, the poet describes looking for the rabbit. Does the poet find the rabbit in the end? Explain your answer. (2)

3. What do you think the poet's message is to the reader? Write the letter.
   A   You will get upset if you go for walks in nature.
   B   Catching animals in traps causes a lot of pain to the animals. It is cruel.
   C   People should find better ways to catch animals. (1)

4. In the third stanza, the poet creates an image of the rabbit's face. Explain why he uses the word wrinkling to describe it. (1)

5. The poet uses personification when he talks about the frightened air. Personification is a figure of speech giving human qualities to non-human things. How does the phrase frightened air help us to imagine how scared the rabbit is? (2)

6. In the last two lines, the poet speaks directly to the rabbit. What feeling is he trying to show to the rabbit? Choose the best phrase from the list below to complete this sentence: The poet wants to show his _____ the rabbit. (2)

| curiosity about | pity for | interest in | dislike for |

A rabbit

7. There are regular rhymes in the poem. Work out the rhyme scheme.
   To remind you how to do this, look at page 84 in Chapter 7.   (2)
8. Some lines in the poem are repeated.
   a) Work out what pattern the poet uses to repeat lines.
   b) Why do you think he does this?   (2)
9. Choose two words from the list below to describe the mood of the poem.   (2)

sad	uncaring	desperate	angry

Total: 15 marks

Work with words

1. Complete the sentences with **prepositions** from the list below.

for	in	out	on	under

   a) The rabbit is caught with its paw _____ a snare.
   b) The poet searches _____ the rabbit.
   c) People put _____ snares to catch wild animals.
   d) Some farmers use snares to catch jackal and leopards _____ their farms.
   e) The narrator looks _____ bushes to find the rabbit.

2. Identify the **adverbs** in the following sentences. Say what type of adverb
   each one is. Choose from the list on the right.

   a) The police rushed quickly to the scene of the poaching.
   b) The game ranger called loudly to them to come closer.
   c) He pointed sadly to the dead animal that lay nearby.
   d) The rhino had been very brutally killed.
   e) Its horn had been completely removed and was nowhere to be seen.

   | adverb of manner (how something is done) |
   | adverb of place (where something is done) |
   | adverb of degree (how strong the adverb is) |

Appendix B: Video references of Dialogical space codes

1. **Project: Multilingualism and sociocultural factors prevalent in rural language classrooms**

Report created by Keamogetswe on 8/1/2020

Code Report – Grouped by: Smartness

(18) codes
Local filters:
   Show codes in group Dialogical Space

● **Code switching**

8 Quotations:

1:2 0:05 - 0:07 (0:00:05.041 [0:00:07.468]) - D 1: 2016 07 26 A1

1 Codes:

● **Code switching**

1 Groups:

Dialogical Space

8 Quotations:

1:2 0:05 - 0:07 (0:00:05.041 [0:00:07.468]) - D 1: 2016 07 26 A1 / 1:9 1:44 - 1:47 (0:01:44.640 [0:01:47.962]) - D 1: 2016 07 26 A1 / 1:13 2:29 - 2:31 (0:02:29.719 [0:02:31.978]) - D 1: 2016 07 26 A1 / 1:16 3:09 - 3:19 (0:03:09.331 [0:03:19.218]) - D 1: 2016 07 26 A1 / 1:30 6:41 - 6:43 (0:06:41.431 [0:06:43.326]) - D 1: 2016 07 26 A1 / 1:37 9:41 - 9:44 (0:09:41.372 [0:09:44.033]) - D 1: 2016 07 26 A1 / 9:11 7:17 - 7:46 (0:07:17.240 [0:07:46.388]) - D 9: 2016 09 07 Class A / 9:23 12:13 - 12:24 (0:12:13.484 [0:12:24.151]) - D 9: 2016 09 07 Class A

● **Giving instruction+ Code switching**

2 Quotations:

1:6 0:31 - 0:34 (0:00:31.676 [0:00:34.104]) - D 1: 2016 07 26 A1

1 Codes:

● **Giving instruction+ Code switching**

1 Groups:

Dialogical Space

2 Quotations:

1:6 0:31 - 0:34 (0:00:31.676 [0:00:34.104]) - D 1: 2016 07 26 A1 / 1:7 0:34 - 0:39 (0:00:34.306 [0:00:39.671]) - D 1: 2016 07 26 A1

● **Teacher mumbling response**

1 Groups:

Dialogical Space

2 Quotations:

1:7 0:34 - 0:39 (0:00:34.306 [0:00:39.671]) - D 1: 2016 07 26 A1 / 1:8 0:40 - 1:43 (0:00:40.822 [0:01:43.482]) - D 1: 2016 07 26 A1

● Low participation rate

30 Quotations:

1:28 6:28 - 6:33 (0:06:28.700 [0:06:33.659]) - D 1: 2016 07 26 A1

1 Codes:

● Low participation rate

1 Groups:

Dialogical Space

30 Quotations:

1:28 6:28 - 6:33 (0:06:28.700 [0:06:33.659]) - D 1: 2016 07 26 A1 / 1:34 8:50 - 8:55 (0:08:50.135 [0:08:55.680]) - D 1: 2016 07 26 A1 / 1:35 9:06 - 9:14 (0:09:06.820 [0:09:14.871]) - D 1: 2016 07 26 A1 / 1:38 9:48 - 9:56 (0:09:48.181 [0:09:56.700]) - D 1: 2016 07 26 A1 / 1:40 10:19 - 10:23 (0:10:19.478 [0:10:23.722]) - D 1: 2016 07 26 A1 / 1:51 12:47 - 12:54 (0:12:47.065 [0:12:54.548]) - D 1: 2016 07 26 A1 / 1:53 13:12 - 13:23 (0:13:12.997 [0:13:23.591]) - D 1: 2016 07 26 A1 / 1:60 15:00 - 15:09 (0:15:00.177 [0:15:09.012]) - D 1: 2016 07 26 A1 / 3:5 1:32 - 2:32 (0:01:32.576 [0:02:32.478]) - D 3: 2016 08 16 Class A1 / 3:8 5:15 - 5:59 (0:05:15.848 [0:05:59.413]) - D 3: 2016 08 16 Class A1 / 3:9 9:10 - 9:31 (0:09:10.011 [0:09:31.794]) - D 3: 2016 08 16 Class A1 / 3:12 11:31 - 12:09 (0:11:31.599 [0:12:09.720]) - D 3: 2016 08 16 Class A1 / 3:20 15:31 - 16:52 (0:15:31.209 [0:16:52.892]) - D 3: 2016 08 16 Class A1 / 3:22 0:19:22 - 0:20:00 (0:19:22.650 [0:20:00.770]) - D 3: 2016 08 16 Class A1 / 5:1 0:00 - 0:32 (0:00:00.000 [0:00:32.591]) - D 5: 20160907_095243 / 5:3 1:05 - 1:27 (0:01:05.575 [0:01:27.171]) - D 5: 20160907_095243 / 8:1 0:01 - 0:07 (0:00:01.388 [0:00:07.498]) - D 8: 20160907_095637 / 9:2 1:27 - 2:05 (0:01:27.852 [0:02:05.504]) - D 9: 2016 09 07 Class A / 9:12 8:25 - 9:04 (0:08:25.253 [0:09:04.119]) - D 9: 2016 09 07 Class A / 9:27 13:02 - 13:09 (0:13:02.044 [0:13:09.916]) - D 9: 2016 09 07 Class A / 9:33 15:29 - 16:09 (0:15:29.126 [0:16:09.752]) - D 9: 2016 09 07 Class A / 9:36 0:22:27 - 0:22:42 (0:22:27.222 [0:22:42.178]) - D 9: 2016 09 07 Class A / 9:37 0:25:38 - 0:25:47 (0:25:38.667 [0:25:47.915]) - D 9: 2016 09 07 Class A / 10:4 6:51 - 7:12 (0:06:51.526 [0:07:12.496]) - D 10: 2016 09 20 Class A1 / 10:12 10:26 - 11:11 (0:10:26.464 [0:11:11.025]) - D 10: 2016 09 20 Class A1 / 10:32 0:22:57 - 0:23:45 (0:22:57.235 [0:23:45.924]) - D 10: 2016 09 20 Class A1 / 11:3 0:49 - 1:44 (0:00:49.785 [0:01:44.810]) - D 11: 2016 09 20 Class C1 Camera 2 / 11:4 3:10 - 3:47 (0:03:10.518 [0:03:47.201]) - D 11: 2016 09 20 Class C1 Camera 2 / 11:16 11:45 - 12:26 (0:11:45.950 [0:12:26.523]) - D 11: 2016 09 20 Class C1 Camera 2 / 14:1 0:41 - 1:23 (0:00:41.938 [0:01:23.877]) - D 14: 2016 09 20 Class A2

● Teacher: Cold calling method

1 Groups:

Dialogical Space

10 Quotations:

1:54 13:23 - 13:26 (0:13:23.501 [0:13:26.069]) - D 1: 2016 07 26 A1 / 1:55 13:36 - 13:38 (0:13:36.600 [0:13:38.538]) - D 1: 2016 07 26 A1 / 1:58 14:24 - 14:28 (0:14:24.588 [0:14:28.781]) - D 1: 2016 07 26 A1 / 1:64 16:54 - 16:57 (0:16:54.069 [0:16:57.720]) - D 1: 2016 07 26 A1 / 3:15 12:12 - 12:50 (0:12:12.442 [0:12:50.562]) - D 3: 2016 08 16 Class A1 / 3:20 15:31 - 16:52 (0:15:31.209 [0:16:52.892]) - D 3: 2016 08 16 Class A1 / 5:2 0:33 - 0:37 (0:00:33.376 [0:00:37.696]) - D 5: 20160907_095243 / 9:4 2:36 - 3:17 (0:02:36.880 [0:03:17.669]) - D 9: 2016 09 07 Class A / 9:28 13:08 - 13:18 (0:13:08.815 [0:13:18.184]) - D 9: 2016 09 07 Class A / 10:7 8:04 - 8:46 (0:08:04.919 [0:08:46.857]) - D 10: 2016 09 20 Class A1

3:22 0:19:22 - 0:20:00 (0:19:22.650 [0:20:00.770]) - D 3: 2016 08 16 Class A1

● **Multiple interactions with the teacher by one learner**

1 Quotations:

1:52 13:00 - 13:10 (0:13:00.271 [0:13:10.553]) - D 1: 2016 07 26 A1

1 Codes:

● **Multiple interactions with the teacher by one learner**

1 Groups:

Dialogical Space

1 Quotations:

1:52 13:00 - 13:10 (0:13:00.271 [0:13:10.553]) - D 1: 2016 07 26 A1

● **Mumbling response**

8 Quotations:

1:4 0:24 - 0:27 (0:00:24.261 [0:00:27.168]) - D 1: 2016 07 26 A1

1 Codes:

● **Mumbling response**

1 Groups:

Dialogical Space

8 Quotations:

1:4 0:24 - 0:27 (0:00:24.261 [0:00:27.168]) - D 1: 2016 07 26 A1 / 1:12 2:07 - 2:11 (0:02:07.892 [0:02:11.309]) - D 1: 2016 07 26 A1 / 1:15 2:32 - 2:35 (0:02:32.579 [0:02:35.100]) - D 1: 2016 07 26 A1 / 1:18 3:19 - 3:22 (0:03:19.203 [0:03:22.403]) - D 1: 2016 07 26 A1 / 3:10 9:39 - 10:12 (0:09:39.963 [0:10:12.637]) - D 3: 2016 08 16 Class A1 / 9:18 12:09 - 12:18 (0:12:09.542 [0:12:18.052]) - D 9: 2016 09 07 Class A /

9:34 16:11 - 16:29 (0:16:11.922 [0:16:29.233]) - D 9: 2016 09 07 Class A / 11:17
13:20 - 13:55 (0:13:20.617 [0:13:55.779]) - D 11: 2016 09 20 Class C1 Camera 2

● **No question(s) to the teacher**

2 Quotations:

1:70 2016 07 26 A1.MP4 (0:19:22.767 [0:19:49.852]) - D 1: 2016 07 26 A1

1 Codes:

● **No question(s) to the teacher**

1 Groups:

Dialogical Space

2 Quotations:

1:70 2016 07 26 A1.MP4 (0:19:22.767 [0:19:49.852]) - D 1: 2016 07 26 A1 / 9:39
0:27:23 - 0:27:39 (0:27:23.990 [0:27:39.705]) - D 9: 2016 09 07 Class A

● **Teacher ignores raised hand of learner**

1 Quotations:

1:62 16:27 - 16:29 (0:16:27.409 [0:16:29.978]) - D 1: 2016 07 26 A1

1 Codes:

● **Teacher ignores raised hand of learner**

1 Groups:

Dialogical Space

1 Quotations:

1:62 16:27 - 16:29 (0:16:27.409 [0:16:29.978]) - D 1: 2016 07 26 A1

● **Teacher introduces topic**

3 Quotations:

3:6 1:13 - 1:57 (0:01:13.516 [0:01:57.081]) - D 3: 2016 08 16 Class A1

1 Codes:

● **Teacher introduces topic**

1 Groups:

Dialogical Space

3 Quotations:

3:6 1:13 - 1:57 (0:01:13.516 [0:01:57.081]) - D 3: 2016 08 16 Class A1 / 5:4 1:34 -
3:23 (0:01:34.037 [0:03:23.883]) - D 5: 20160907_095243 / 10:9 8:46 - 9:36
(0:08:46.858 [0:09:36.660]) - D 10: 2016 09 20 Class A1

● **Teacher mumbling response**

2 Quotations:

1:7 0:34 - 0:39 (0:00:34.306 [0:00:39.671]) - D 1: 2016 07 26 A1

2 Codes:

● Giving instruction+ Code switching

1 Groups:

Dialogical Space

2 Quotations:

1:6 0:31 - 0:34 (0:00:31.676 [0:00:34.104]) - D 1: 2016 07 26 A1 / 1:7 0:34 - 0:39 (0:00:34.306 [0:00:39.671]) - D 1: 2016 07 26 A1

● Teacher prompts for a response

4 Quotations:

1:22 3:31 - 3:37 (0:03:31.336 [0:03:37.107]) - D 1: 2016 07 26 A1

1 Codes:

● Teacher prompts for a response

1 Groups:

Dialogical Space

4 Quotations:

1:22 3:31 - 3:37 (0:03:31.336 [0:03:37.107]) - D 1: 2016 07 26 A1 / 1:25 4:07 - 4:12 (0:04:07.983 [0:04:12.855]) - D 1: 2016 07 26 A1 / 1:36 9:15 - 9:18 (0:09:15.085 [0:09:18.046]) - D 1: 2016 07 26 A1 / 1:39 10:14 - 10:18 (0:10:14.125 [0:10:18.182]) - D 1: 2016 07 26 A1

● Teacher prompts learner to self-correct

2 Quotations:

1:57 14:13 - 14:16 (0:14:13.232 [0:14:16.239]) - D 1: 2016 07 26 A1

1 Codes:

● Teacher prompts learner to self-correct

1 Groups:

Dialogical Space

2 Quotations:

1:57 14:13 - 14:16 (0:14:13.232 [0:14:16.239]) - D 1: 2016 07 26 A1 / 3:2 2:46 - 3:26 (0:02:46.092 [0:03:26.934]) - D 3: 2016 08 16 Class A1

● Teacher relates lesson to real life

3 Quotations:

9:13 10:57 - 11:42 (0:10:57.477 [0:11:42.821]) - D 9: 2016 09 07 Class A

1 Codes:

● Teacher relates lesson to real life

1 Groups:

Dialogical Space

3 Quotations:

9:13 10:57 - 11:42 (0:10:57.477 [0:11:42.821]) - D 9: 2016 09 07 Class A / 10:31 0:20:39 - 0:21:22 (0:20:39.228 [0:21:22.520]) - D 10: 2016 09 20 Class A1 / 11:21 0:22:10 - 0:22:56 (0:22:10.756 [0:22:56.737]) - D 11: 2016 09 20 Class C1 Camera 2

● **Teacher repeatedly selects learner**

8 Quotations:

8:2 0:06 - 0:30 (0:00:06.944 [0:00:30.272]) - D 8: 20160907_095637

1 Codes:

● **Teacher repeatedly selects learner**

1 Groups:

Dialogical Space

8 Quotations:

8:2 0:06 - 0:30 (0:00:06.944 [0:00:30.272]) - D 8: 20160907_095637 / 9:6 2:08 - 2:43 (0:02:08.439 [0:02:43.154]) - D 9: 2016 09 07 Class A / 9:10 6:57 - 7:30 (0:06:57.804 [0:07:30.193]) - D 9: 2016 09 07 Class A / 9:16 11:33 - 12:02 (0:11:33.105 [0:12:02.254]) - D 9: 2016 09 07 Class A / 9:35 2016 09 07 Class A.mp4 (0:17:09.611 [0:17:23.920]) - D 9: 2016 09 07 Class A / 9:38 0:25:48 - 0:25:55 (0:25:48.930 [0:25:55.217]) - D 9: 2016 09 07 Class A / 10:6 7:09 - 7:25 (0:07:09.874 [0:07:25.601]) - D 10: 2016 09 20 Class A1 / 10:25 14:14 - 14:38 (0:14:14.506 [0:14:38.097]) - D 10: 2016 09 20 Class A1

● **Teacher repeats learner's answer**

5 Quotations:

1:21 3:24 - 3:30 (0:03:24.829 [0:03:30.237]) - D 1: 2016 07 26 A1

1 Codes:

● **Teacher repeats learner's answer**

1 Groups:

Dialogical Space

5 Quotations:

1:21 3:24 - 3:30 (0:03:24.829 [0:03:30.237]) - D 1: 2016 07 26 A1 / 3:23 0:20:57 - 0:21:36 (0:20:57.948 [0:21:36.067]) - D 3: 2016 08 16 Class A1 / 3:24 0:20:44 - 0:20:55 (0:20:44.334 [0:20:55.225]) - D 3: 2016 08 16 Class A1 / 11:6 1:57 - 2:21 (0:01:57.912 [0:02:21.494]) - D 11: 2016 09 20 Class C1 Camera 2 / 11:18 12:31 - 13:04 (0:12:31.932 [0:13:04.389]) - D 11: 2016 09 20 Class C1 Camera 2

● **Teacher walks around to check work progress**

2 Quotations:

2:3 7:16 - 8:04 (0:07:16.390 [0:08:04.296]) - D 2: 2016 07 26 A2

1 Codes:

● **Teacher walks around to check work progress**

1 Groups:

Dialogical Space

2 Quotations:

2:3 7:16 - 8:04 (0:07:16.390 [0:08:04.296]) - D 2: 2016 07 26 A2 / 2:7 2016 07 26
A2.MP4 (0:09:41.825 [0:10:30.972]) - D 2: 2016 07 26 A2

● **Teacher writes on chalkboard**

1 Quotations:

14:3 1:37 - 1:45 (0:01:37.407 [0:01:45.525]) - D 14: 2016 09 20 Class A2

1 Codes:

● **Teacher writes on chalkboard**

1 Groups:

Dialogical Space

1 Quotations:

14:3 1:37 - 1:45 (0:01:37.407 [0:01:45.525]) - D 14: 2016 09 20 Class A2

● **Teacher: Cold calling method**

10 Quotations:

1:54 13:23 - 13:26 (0:13:23.501 [0:13:26.069]) - D 1: 2016 07 26 A1

1 Codes:

● **Teacher: Cold calling method**

1 Groups:

Dialogical Space

10 Quotations:

1:54 13:23 - 13:26 (0:13:23.501 [0:13:26.069]) - D 1: 2016 07 26 A1 / 1:55 13:36 -
13:38 (0:13:36.600 [0:13:38.538]) - D 1: 2016 07 26 A1 / 1:58 14:24 - 14:28
(0:14:24.588 [0:14:28.781]) - D 1: 2016 07 26 A1 / 1:64 16:54 - 16:57 (0:16:54.069
[0:16:57.720]) - D 1: 2016 07 26 A1 / 3:15 12:12 - 12:50 (0:12:12.442 [0:12:50.562]) -
D 3: 2016 08 16 Class A1 / 3:20 15:31 - 16:52 (0:15:31.209 [0:16:52.892]) - D 3:
2016 08 16 Class A1 / 5:2 0:33 - 0:37 (0:00:33.376 [0:00:37.696]) - D 5:
20160907_095243 / 9:4 2:36 - 3:17 (0:02:36.880 [0:03:17.669]) - D 9: 2016 09 07
Class A / 9:28 13:08 - 13:18 (0:13:08.815 [0:13:18.184]) - D 9: 2016 09 07 Class A /
10:7 8:04 - 8:46 (0:08:04.919 [0:08:46.857]) - D 10: 2016 09 20 Class A1

● **Teacher: Telling method**

1 Quotations:

1:5 0:28 - 0:31 (0:00:28.739 [0:00:31.661]) - D 1: 2016 07 26 A1

1 Codes:

● **Teacher: Telling method**

1 Groups:

Dialogical Space

1 Quotations:

1:5 0:28 - 0:31 (0:00:28.739 [0:00:31.661]) - D 1: 2016 07 26 A1

Appendix C: Example of data analysis

1:5 0:28 - 0:31 (0:00:28.739 [0:00:31.661]) - D 1: 2016 07 26 A1

1 Codes:

● **Teacher: Telling method**

	Subtheme	Theme	2016 07 26 A1	2016 07 26 A2	2016 07 26 B	2016 07 26 C	2016 08 16 Class A1	2016 08 16 Class A2	2016 08 16 Class B	2016 08 16 Class C	2016 09 05 (Rose) Class A	2016 09 05 (Rose) Class B	2016 09 05 (Rose) Class C	2016 09 20 Class A1	2016 09 20 Class C1 Camera 2	2016 09 20 Class A2
Borrowing dictionary	Cultural worldview	Influence of culture	0	1	0	0	0	0	1	0	0	0	0	0	0	0
Borrowing glue	Cultural worldview	Influence of culture	1	2	0	0	0	0	0	0	0	0	0	0	0	0
Borrowing of reading material	Cultural worldview	Influence of culture	1	0	0	0	0	0	0	1	0	0	0	0	0	0
Borrowing ruler	Cultural worldview	Influence of culture	2	4	0	0	0	0	0	0	0	0	0	0	0	0
Chorus answer	Cultural worldview	Influence of culture	3	0	1	3	5	0	10	0	0	0	0	2	0	1
code switching	Dialogical space	Language use during lessons	6	0	1	3	0	0	0	23	0	0	0	12	0	0
code switching/ giving instruction	Dialogical space	Language use during lessons	2	0	0	0	0	0	0	1	0	0	0	0	0	0
End of lesson activity	Cultural communication	Influence of culture	1	0	1	0	1	0	3	2	0	1	1	0	0	1
learner borrows tissue	Cultural worldview	Influence of culture	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Learner struggles to articulate own response	Learner proficiency	Language use during lessons	4	0	2	8	2	1	7	5		3	2	2	0	0
Learner wipes the chalkboard	Cultural worldview	Influence of culture	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Learner(s) collect reading material/books	Cultural worldview	Influence of culture	0	0	0	1	1	1	0	0	0	0	0	0	0	0
Learner(s) distribute reading material	Cultural worldview	Influence of culture	0	0	0	1	1	2	4	2	0	0	0	0	0	0
learners sharing reading material	Cultural worldview	Influence of culture	15	0	3	2	0	2	3	7	10	24	5	0	0	0
Learners unsupervised	Cultural communication	Influence of culture	1	2	2	1	1	4	8	6	0	0	0	1	0	1
lesson disruption by outside individual(s)	Cultural communication	Influence of culture	1	0		2	0	0	3	5	1	0	0	1	4	0
Low participation rate	Cultural worldview	Influence of culture	8	0	5	8	6	2	7	0	0	0	0	3	3	1
Mispronounces english word	Learner proficiency	Language use during lessons	4	0	2	3	0	0	1	0	0	0	5	6	3	2
multiple engagement of the teacher by one learner	Dialogical space	Language use during lessons	2	0	0	0	0	0	1	0	2	0	0	0	0	0
Mumbling response	Dialogical space	Language use during lessons	4	0	0	0	1	0	1	0	0	0	0	0	1	0
No question(s) to the teacher	Dialogical space	Language use during lessons	1	0	1	0	1	0	4	1	0	2	0	0	0	1
Raised hand to answer	Cultural communication & Dialogical space		8	0		6	10	4	60	38	2	1	0	2	0	8
Reading material shortage			15	0	7	10	0	0	4	0	0	0	0	0	0	0
Struggling to read	Learner proficiency	Language use during lessons	7	0	3	3	3	0	6	1	2	1	3	4	0	4
Teacher cold calls	Dialogical space	Language use during lessons	4	0	4	4	2	0	0	7	0	1	1	1	0	0
Teacher greets + learners collectively answer	Cultural communication	Influence of culture	0	0	0	0	1	0	0	0	0	0	0	1	0	0
Teacher greets the class	Cultural communication	Influence of culture	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Teacher ignores raised hand of learner	Dialogical space	Language use during lessons	7	0	0	0	6	0	0	0	0	0	0	0	0	0
Teacher introduces topic	Dialogical space	Language use during lessons	1	0	1	1	1	0	3	1	0	0	0	1	0	0
Teacher prompts for a response	Dialogical space	Language use during lessons	4	0		1	0	0		3	0	0	0	5	0	0
Teacher prompts learner to self correct	Dialogical space	Language use during lessons	1	0	4	4	3	2	2	4	0	0	1	0	0	0
Teacher relates lesson to real life	Dialogical space	Language use during lessons	2	0	0	2	2	0	3	1	0	0	1	2	1	1
Teacher repeats learner's answer	Dialogical space	Language use during lessons	1	0	0	1	2	0	2	2	0	0	0	0	2	4
Teacher selects learner number 1	Dialogical space	Language use during lessons	0	0	0	0	0	2	1	1	1	0	0	2	0	0
Teacher telling	Dialogical space	Language use during lessons	4	0	3	2	3	0	7	2	1	0	1	0	0	3
Teacher telling/ mumbling response	Dialogical space	Language use during lessons	2	0	0	0	0	0	0	8	0	0	0	0	0	0
Teacher walks around to check work progress	Dialogical space	Language use during lessons	0	2	3	0	1	3	6	0	0	0	0	0	0	0
Teacher writes on chalkboard	Dialogical space	Language use during lessons	0	0	0	0	4	1	10	4	0	0	0	0	0	4