TEACHERS' PERCEPTIONS OF TRANSLANGUAGING AS A DECOLONIAL PEDAGOGY IN SOUTH AFRICAN MULTILINGUAL CLASSROOMS

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INTRODUCTION

The world, nowadays, has become culturally and linguistically diverse (Charamba & Zano, 2019) and this results in people being either bilingual or multilingual. King (2018) denotes that this situation has always been there since the beginning especially when looking back at the pre-colonial periods in the Southern African context where people were able to communicate effectively using their multiple languages. King further points out that "children in most parts of the world grow up with two or more languages available to them, and increasingly young people in their studies and work move to locations where other languages than their mother tongue are the norm" (Makalela, 2018: 4). This situation invited a new thinking of how teachers could employ relevant language teaching and learning approaches that would accommodate the prevailing linguistically diverse classroom contexts. The relevance of the teaching in "this evolving reality necessitates a deeper exploration of bilingual and multilingual students' learning experiences" (Tyler, 2023, 184) to be considered as a resource in teaching and learning. Since teachers come to the classroom with different language ideologies that can somehow affect the approaches they use in their teaching, it is therefore necessary to interrogate these ideologies/perceptions which can create linguistic hierarchies in classrooms (Uysal & Sah, 2024) and determine their approaches of teaching. Examining these

perspectives will enlighten whether the approaches that are being used are relevant to the prevailing linguistically diverse post-colonial era. This study, therefore, intends to expand on the research that has been done to interrogate teachers' perceptions on involving the use of more than one language in teaching in multilingual classrooms. Historically, languages were treated as separate entities, 'monoglosic ideology', and classroom contexts were "monolingually driven language instruction" (Brinkmann, 2024:3). This monolingual myth and the dominance of English are a product of coloniality (McKinney, 2020). The use of various learners' linguistic repertoires was then not practical in classroom settings but the colonial ideology of 'one language at a time' was believed to be a norm (Hurst & Mona, 2017) and languages were treated as separate entities. This ideology calls for further research on changing to decolonising approaches that were used during the colonial era. There are studies on the efficacy of translanguaging in teaching in multilingual classrooms (e.g. Ndhlovana & Charamba, 2023; Omidire & Ayob, 2022; Sefotho, 2022), but there is little on what teachers' views are on the use of translanguaging in their teaching. This study, therefore, examined teachers' perspectives on engaging learners' linguistic repertoires in their classroom. The study was guided by the following research questions:

1. How do teachers allow or make use of more than one language in their teaching in multilingual classrooms?
2. What are the perceptions of teachers in integrating multilingualism in their teaching?

These questions enabled the researcher to find teachers' views on incorporating multilingualism in their teaching. The study further explored the use of translanguaging as a relevant approach in decolonizing language teaching and learning in bilingual classrooms.

Literature Review
Translanguaging pedagogy

This study is guided by translanguaging framework, a flexible pedagogical practice that has been taken up and extended further by many scholars to explain the use of language as unbounded entities that are dynamic and fluid linguistic repertoire (Wei & Lin, 2019). It is a theory of practice and a framework that could serve as a decolonial approach in teaching and learning in bi/multilingual classroom contexts. It is "a pedagogical and theoretical approach that leads us away from the notion of *language* as an autonomous and static system to a focus on the fluid and mobile semiotic resources" (Santo, 2023:2). Therefore, it becomes one way of moving away "from monoglossic framings of bilingualism and bilingual learners" (Hamman-Ortiz & Prasad, 2022:3) to providing "individuals with opportunities to employ their entire linguistic repertoire" (Santo, 2023:3). It has been found that teachers gain better understanding of their students when they apply translanguaging pedagogies in their teaching in multilingual classroom contexts (Hamman-Ortiz & Prasad, 2022). In this study, translanguaging is viewed as a pedagogy that knows no boundaries between or among languages and which can be utilised in bilingual or multilingual classroom settings where learners come to the classroom with knowledge of more than one language (Sefotho, 2022). It "emphasises a case for use of translingual communication that transcends boundaries between languages" (Makalela, 2023:85), questions the validity of language boundaries and redraw linguistic boundaries from a more fluid position (89). Furthermore, it is an effective pedagogical practice (Wei, 2018) that could be utilised to decolonise language teaching and learning in South African bilingual classroom context where the school language of instruction is different from the home language of the learners (Charamba, 2020). This pedagogy is considered to allow "bi/multilinguals opportunities to flexibly drawing upon their full linguistic repertoire to make meaning (García et al., 2017). Translanguaging allows flexible use of various languages and "better captures multilingual language users' fluid and dynamic practices" (Wei, 2018: 18) in bilingual settings. It "could be used to engage learners … through

linguistically relevant practices thus linking in- and out-of-school worlds (Infante & Licona, 2021). Infante & Licona further point out that translanguaging carries ideo-logical significance as it challenges the hegemonic view of English as the primary medium of instruction and considers all languages to be of great importance. A flexible use of linguistic resources in an educational setting is part of translanguaging as a pedagogy or as a pedagogical stance, in which teachers and student can use their linguistic and semiotic resources in the teaching and learning process (Mazak & Carroll, 2016).

Translanguaging was originally developed by Cen Williams (1994) in association with bilingual education (Ngcobo et.al., 2016) where bilingualism was regarded as a resource to allow learners to use their linguistic repertoires which cover aspects of both languages (King 2018). This approach "was not originally intended as a theoretical concept, but a descriptive label for a specific language practice" (Wei, 2018:15). It is a term that was translated by Baker (2001) from a Welsh term 'trawsieithu', coined by Williams (1994), referring to a pedagogical practice where two languages, Welsh and English, were used during the same lesson for reception and production activities (Garcia & Lin, 2017). Learners were allowed to alternate the two languages, read a text in Welsh and write a summary of that text in English or vice versa or a teacher reads a text in English and learners respond in Welsh (McKinney & Tyler, 2019). This was done in order to help learners make meaning of what they were doing in their classrooms and to deepen their understanding of concepts. By using this approach, it was found that both learners and teachers used their linguistics repertoires for problem solving (William, 1994), which means the concurrent use of the two languages was a benefit to both teachers and bilingual learners. It did not only promote deeper understanding of the content but also enhanced the weaker or second language (Garcia & Wei, 2015).

The concept has been developing since its invention and different linguists defined it further into clarifications pertaining to the use of more than one language. For example, translanguaging is defined as a systematic and planned process of incorporating students' linguistic repertoires, which includes all the linguistic varieties and socio-cultural practices, in the classroom and allowing them to utilise their ability to flexibly move between their first language (L1) and their second language (L2) to "maximise [their] communicative potential" (Garcia, 2009:140). In addition to allowing a dynamic movement between languages, it is also viewed as a process of meaning making where learners are allowed to make use of their languages to construct meaning of their world (Mazak & Herbas-Donoso, 2015). It is further considered as a systematic approach that helps bi/multilingual learners to do away with socially and politically defined boundaries of names and labels of languages (Otheguy, Garcia & Reid, 2015, Wei, 2018) that were created between languages during the colonial era and to regard knowledge of more than one language as a resource from which they can benefit and enhance their learning (Garcia & Lin, 201, Garcia & Reid, 2015, Maseko & Mkhize, 2019, Wei & Lin, 2019). Some scholars view translanguaging as a process by which students and teachers engage in complex discursive practices that include all the language practices of students (Charamba, 2020) and where there are no boundaries but fluidity between bilingual languages. It is further seen as a means of communication which is multimodal and "a process of knowledge construction that goes beyond language(s)" (Wei, 2018:15).

The issue of multimodality highlights that translanguaging embraces the different ways in which language is used for various communication purposes using different modes of communication. Wei further indicates that from its origin, translanguaging involved the four modalities of learning, speaking, writing, reading and listening. He points out that it involves "language as a multilingual, multisemiotic, multisensory, and multimodal resource for sense- and meaning-making" (2018:22). Other scholars consider it as a practical theory that challenges the created boundaries between languages and a practice that allows people from different cultures and linguistic backgrounds to move constantly between the named languages and even

think beyond those boundaries that were created (Otheguy et.al., 2015, Wei, 2018). It embraces all language resources of students and teachers in order to develop new communicative practices and subjectivities" (Santo, 2023:6). As a result of all the views expressed about translanguaging, one can conclude that it "may … be immutably associated with deconstructivism" (MacSwan & Rolstad, 2024) as it challenges the traditional way/order of using language as separate entities which should not be joined. By so doing, this study argues that it decolonises the constructed colonial ways of using languages in the mulltingual classrooms. It is further viewed as an ideology that recognizes bi/multilingualism as the norm (Paulsrud & Rosén, 2020:3535) and embraces a dynamic perspective on bilingualism and thus challenges a traditional monolingual bias in second-language acquisition (SLA) and bilingual education.

Bi/multilingualism in classroom contexts

Bi/multilingual education has become one of the features of the world in the 21ˢᵗ century where globalisation has made people use more than one language and 'has fundamentally changed the way people learn and use languages (Elashhab, 2020). This integration has led to a situation where learners use two or more languages in the same environment (Sah, 2018), in a variety of situations, conditions and classroom settings (Rodriguez, Carrasquillo, and Lee, 2014). Modern classrooms are more linguistically diverse than they were in the past and the diversity is fully prominent and has to be embraced. This has become a natural way of life in the education sector to the extent that monolingualism no longer makes sense. The situation has changed the manner in which education is viewed and practised around the world and It is important to view education in a different lense and find appropriate and applicable approaches in teaching and learning (Sah, 2018). Research has shown that languages are no longer considered as isolated entities but a process of languaging (Wei, 2018), a means by which individuals are identified as members of the society (Palfreyman & Al-Bataineh, 2018) and a "fluid discursive resource that is used flexibly by multilingual speakers" (Sefotho & Makalela, 2017: 42).

Historically, languages were treated separately and taught in different lessons and at different times in classroom settings regardless of the linguistic background of learners. The knowledge of two or more languages was approached as the knowledge of completely different and separate languages (Gort, 2015). It was always believed that the separation of languages was done in order to avoid 'cross-contamination' and confusion; and that the concurrent use of languages was considered to be inappropriate (Makalela, 2017). It is a norm that language policies, globally, determine the manner in which languages should be taught at school; and teachers will then follow the prescribed route. In most cases, language education policies, in bilingual classrooms, do not always match language practices outside the classroom and this creates a problem in the teaching and learning process (Gort, 2015). Researchers have argued against separation of languages and recommend bilingual learners' use resources from all their linguistic knowledge whenever using language either for communication or thinking or any other language usage (Cummins, 2017, Musanti & Rodriguez, 2017).   Opponents of bilingualism recognize bilingual educational programs as detrimental to cognitive development and academic success of individuals. They believe that using two languages as a medium of instruction hinders the acquisition of some aspects of two languages, specifically vocabulary (Yuvayapan, 2019). This belief, therefore, hinders the implementation of bilingual education to the full level of making use of learners' linguistic resources. It is this belief that has brought about the idea of decolonising the use of languages in bilingual or multilingual classroom settings. "Because deficit theories based on monolingualist ideologies have been relatively resilient, it is useful to search for new, groundbreaking paradigms in order to trans-form biased and outdated theories and pedagogical approaches" (Wiley, 2020).

Decolonisation

The issue of decolonisation seems to have been a key issue of discussion in most countries that were previously colonised, and it has become a massive drive of nationals trying to establish their new way of living during the post-colonial era. This has been brought by the colonial history and practices of the then colonised countries. Decolonisation is an endeavour to deconstruct notions of colonialism in social, economic, political and educational spheres (Mbembe, 2015). It is a process of withdrawing from former colonial practices, understanding language diversity and context through the multilingual turn Eurocentric multilingual roots (Pennycook & Makoni, 2019) by applying one's own independent practices that match the existing environment. One of the aspects of colonial practices was the use of language in classroom settings which was grounded on the 'monolingual bias' notion where languages were treated as completely separated entities (Portolés & Martí, 2017) with created boundaries that separated them (Wei, 2018). This belief of monolingual bias brought about the idea of decolonisation where bilinguals and multilinguals are made "aware of the existence of the idealised boundaries between languages and between language varieties" (Wei, 2018:19) and to apply approaches that look beyond those boundaries and use their knowledge of multiple languages as a resource in the post-colonial era.

South African classroom contexts

South African classrooms, like many other classrooms elsewhere in the world, have become linguistically super-diverse due to the language situation in the country, internal and external movement of people and effects of immigration. Children bring along the vast knowledge of languages that they have acquired even before they come to school but these are hardly considered (Hurst & Mona, 2017), yet researchers have indicated the importance of addressing the linguistic diversity in bi/multilingual classrooms (Charamba, 2020, Maseko & Mkhize, 2019). This is further adhering to the South African Section 29(2) of the 1996 Constitution 'which recognises cultural diversity as a valuable national asset and hence is tasked, amongst other things, to promote multilingualism' and states that learners have the right to receive education in any language of their choice among the official languages. Despite recommendations and initiatives on using diverse linguistic knowledge of learners, most schools, in South Africa, are still clinging onto colonial approach which is a monolingual bias (Charamba, 2020, McKinney, 2017). These studies indicate that in South African bilingual classroom settings, even though two or more languages are introduced and taught to the learners, they are taught as separated entities. It is further argued that this approach of one language at a time, which South Africa has inherited from the colonial era (Mbembe, 2015), still dominates even now in the post-apartheid education system and decolonial era. This means bilingual learners are still considered as monolinguals times two (McKinney, 2017). Furthermore, several studies (such as Allard, 2017, Yuvayapan, 2019) have been done to assess teachers' perspectives on bilingual teaching in different context and found that teachers do not implement bilingual education by using learners' languages concurrently but instead continue to treat languages separately (Holdway and Hitchcock, 2018, Rivera and Mazak, 2017) as though learners are monolingual. It is further noted that it is not only in South Africa where this is taking place but "language programmes around the globe are still grounded on a monolingual bias and insist on reinforcing traditional monolingual behaviour in the language classroom" (Portolés & Martí, 2017*)*.

Although, several studies have hammered the issues of decolonisation and language diversity these days (Banda, 2018, Sefotho, 2019), in South Africa most schools still use a monolingual approach which does not value the complexity of super-diverse languages in multilingual classrooms (Portolés & Martí, 2017). This leaves a gap on how teachers perceive the use of more than one language in the same lesson. The language in education policy (1997) also encourages and allows language diversity in multilingual classroom settings. It clearly specifies that students have a right to learn in a language of their choice or that with which they

are most familiar (Charamba, 2020), which in most cases it is their home language versus what is the norm of using only English as a medium of instruction.   This became the base for this study to explore how teachers apply the use of more than one language in the same lesson and their perceptions on this issue as a way of decolonising the colonial teaching approaches.

RESEARCH METHOD

The study followed a qualitative research design to investigate in depth the perception of teachers in the context of using more than one language in multilingual classroom context. The qualitative design was considered to be appropriate for this study because it allows one to "understand a real-life phenomenon in depth" (Yin, 2009:18) and in a contextual situation. Semi-structured interviews and observations were conducted to find teachers' perceptions on the concurrent use of languages. These methods were found relevant to the study as they allowed the researcher to gather adequate information to respond to the research questions. Semi-structured interviews allow the researcher to tailor the questions to get insights in the context of the topic and they are "flexible, allowing new questions to be brought forward during the interview as a consequence of what the interviewees have said" (Ruslin et.al, 2022:24). These semi-structured interviews were conducted to find teachers perceptions in relation to the use of more than one language during the same lesson. On the other hand, classroom observations were used to capture what teachers do in the classroom and support the information gathered from the interviews. These observations were conducted twice in each classroom to observe how teachers apply more than one language in their teaching. The participants for this study were four language teachers, two who teach Sesotho and two who teach English, at bilingual primary schools in Southwest Townships (SOWETO) of Johannesburg, South Africa. These townships are the mostly over-populated townships in South Africa, with people who speak diverse languages.

Although the two schools, that were research sites in this study, were considered bilingual due to the use of the two main languages, English and Sesotho, there were more than two languages that the learners had knowledge of in those classrooms due to the aforementioned location of the schools. Therefore, most learners in this location of South Africa are multilingual. For the purpose of this study, schools that were used were those that consider Sesotho as a home language and language of instruction from Grade 1 to Grade 3 and English as an additional language and language of instruction from Grade 4 upwards. It should be noted that each public primary school, in South Africa, has at least two main languages that are considered as languages of teaching and learning, a home language and a first additional language. After the purposive sampling of the schools that uses English as first additional language and Sesotho as a home language in SOWETO, the two schools used for this study were randomly selected. Teachers who participated in the study were purposively selected as English and Sesotho languages' teachers for Grade 5 class. Grade 5 was chosen as a middle class in the intermediate phase where learners had started using English as a medium of instruction from Grade 4. The required ethical clearance protocols were followed and informed consent were granted by all the affected bodies. The findings were then analysed qualitatively, identifying the themes that emerged from both the observations and interviews.

RESEARCH FINDINGS AND DISCUSSIONS
Findings

The findings for this study are presented according to the emerging themes when data was analysed qualitatively. I first start with the observations and then the interviews.

Observations

The observations were conducted twice in each classroom to observe how teachers apply more than one language in their teaching. The observer got permission to attend the class from the school and the teacher involved in that lesson. The teaches had prepared a space for the

observer at the back of the classroom to avoid disruption of the normal class proceedings. The observer would go into the classroom, take a seat before the learners come to the classroom and did not interact with the learners or teachers in consideration of the ethics and to allow flexibility. Notes and recordings were taken during the observations and later transcribed. These observations took place before the interviews to allow more clarity on the responses received from the participants. The observer also did not determine what should be taught during the lessons but joined in to the normal plan of the teaching.

During the observations, it was discovered that teachers used 90% a language of the lesson that they were teaching and 10% of another language where he/she felt a need for clarification. During an English lesson, a teacher would only use English but move to Sesotho when she sees that learners were not responding and showing lack of understanding of what is being taught. This was done very briefly and she would revert back to the language of teaching then. When it was time for the Sesotho lesson, the teacher used only Sesotho for teaching but at some point, will explain the concepts in English to explain some words or expressions that seemed not clear to the learners and the reaction of the learners would show. The observations revealed that learners became clearer when the two languages were used concurrently. The teachers understood that the use of learners' languages improves learners' comprehension but they did not allow this free movement between languages to happen freely during their lessons. This was supported by their responses during the interviews where they alluded to the fact that they have to move between languages to clarify some concepts to the learners even though it was not allowed. The findings from the interviews are presented according to some of the themes which appeared.

Interviews

It should be noted that the participants for the interviews were given pseudonyms for ethical purposes and to remain anonymous. There were four teachers who participated in the study. Though their background knowledge of the languages was not considered, it should be noted that each one of them was teaching one language subject not both as shown in the table below:

<div align="center">Table 1</div>
<div align="center">Research Partcipants</div>

Teachers	Name/School	Subject/s taught	Years of Teaching Experience
Teacher S	A	Sesotho	20
Teacher M	A	English (FAL)	23
Teacher I	B	Sesotho	39
Teacher L	B	English (FAL)	3

The distribution of the language subjects as depicted in the table above might be related to the concept of 'monolingual bias' where historically it was believed that knowledge of more than one language may create confusion (Sefotho, 2022). None of the teachers taught both language subjects. This could further be an indication of a colonial system of 'one language at a time' to avoid cross-contamination of languages (Sefotho, 2019). It should be noted that the years of teaching experience, though included in the table above, was not considered as a variable to the results. The focus of the study was mainly on their perceptions on the use of languages not related to their teaching experience.

There are several themes that emerged from the findings and not all of them are discussed in this study; only the ones that were relevant appear. These themes were categorised in relation to the research questions, which were the teachers' perceptions on the use of translanguaging, which is an approach that allows the concurrent use of more than one language in the teaching and learning and how they, as teachers, applied the use of more than one language in their teaching. It appeared from the responses that teachers realised the importance

of using both languages but they were reluctant to freely do so. On the other hand, one of the teachers was against using both languages concurrently.

Questions	Responses
	Absolutely, these two languages play a crucial role because they integrate. You cannot use Sesotho without using English even use English without referring to Sesotho so that the learners can understand. Reading requires understanding and to help learners understand you have to use all the languages that they know. Sometimes you have to explain some English concepts in Sesotho to make learners understand what you are talking about or explain some Sesotho words in English.
1. Do you use both English and Sesotho concurrently in your teaching? If so, how often and why do you do that?	
	To be honest, even when teaching English, you sometimes have to use the home language so that they can understand, even though it is not allowed. Most of the time you have to use both languages, otherwise learners would not be able to understand. It is an advantage to know both languages
2. What are your views about the concurrent use of English and Sesotho in teaching and learning?	*I wish it were accepted, for a child to maybe be taught by telling the story in their home language and then after that, tell them the same story in English. Like you read the same story in Sesotho and in English and if its English they must present the story in English and if you are teaching Sesotho, the learners must be given an opportunity to present it in Sesotho, I think it will be better that way. At the end of the day, it will make sense to the learners and they will be able to understand, even when learners answer questions, they will be able to do so easily and efficiently because they would be able to understand what that story is all about.*
	I do not support it. I hope you are not encouraging that languages should be taught using both concurrently. This will not benefit our learners in anyway. They need to practice and speak English in order to become fluent in it and should be discouraged to use this code switching that you seem to be advocating for.

Discussion

The observations and responses from interviews reveal that teachers understand that the use of both languages can be an advantage to learners to develop their comprehension especially with English as an additional language, as most of the learners have difficulty in understanding what is being taught. They, as teachers, use both languages in order to enhance understanding of some difficult concepts but do not allow their learners to do the same to avoid language contamination. This brings a question that if they as teachers translanguage to enhance learning, are the languages already not contaminated then or does the 'contamination apply when it is the learners who are translanguaging? Teachers' reluctance to allow their learners to translanguage is an indication that they still believe in the monoglossic ideology of 'one language at a time' in order to avoid 'cross-contamination' and confusion (Makalela, 2017). They do not consider how beneficial the use of both languages is to the learners in that regard. However, in some instances, teachers themselves use both languages to facilitate learning and help learners to comprehend better. This affirms that teachers 'grapple' with the monolingual ideology though they are still clinging to it. It shows "the inconsistent levels of agreement with or embrace of linguistically inclusive practices in the classroom" (Anderson et.al., 2024).

The findings further concur with other studies that the use of L1 assist bilingual learners in understanding and relating meaning of difficult concepts from L2 (Sah, 2018; Charamba & Zano, 2019). It confirms that translanguaging knows no 'named languages' (Wei, 2018) as bilinguals are able to move from one language to another whenever there is a need. Some teachers even echoed that it becomes easy for learners to understand concepts if all the languages they know are being used. They argued that both languages complement each other and have to be used to enhance learning – using one is not enough. This avows the 'Ubuntu translanguaging' framework in which Makalela & da Silva (2023) upholds that all languages complement each other and are all necessary in a bi/multilingual teaching and learning. The Ubuntu saying, 'you are, because I am and I am because you are' (Sefotho & Makalela, 2017) applies even in the classroom environment. There is no language that is complete without the other in a bilingual setting but one language develops another (Sefotho, 2022) and there are no boundaries that can be drawn between the languages in the mind.

Thierry (2016) confirms that it is not possible to draw a line between the languages in the mind of a person, as there is no specific region for a particular language in the mind and believing there are boundaries between languages in a bilingual person does not make sense at all. Makoni & Sinfree (2019) argue that the understanding of a language in a monolingual view requires a serious decolonisation. All these indicated a need for approaches that are suitable for bi/multilingual classrooms and that would lead to doing away with the concept of 'one language a time, a monolingual bias belief. The study, therefore, recommend translanguaging as a process of meaning making, a pedagogy for non-recognition of language boundaries and as a means of developing vocabulary of the target language. It is therefore clear that translanguaging could serve as a pedagogy that enhances learning in multilingual classrooms as "learners are already involved in the process of linguistic exchange, despite the fact that their curriculum materials are biased towards monolingual outputs" (Makalela & da Silva, 2023:93).

Translanguaging as a Process of Meaning-Making and Comprehension
One of the aspects of translanguaging is that it develops reading of learners to comprehend and make meaning of what was being read. The response from Teacher S in showing how the use of both languages improves learners' understanding of what they read and help them to make meaning becomes a proof that translanguaging could serve as an appropriate approach in multilingual classrooms. Teacher S stated: '*I think the use of both languages can improve learners' reading because reading is not only the matter of reciting the letters but it goes further to* understanding *the meaning of whatever the person is reading and being able to express oneself*'. This extract shows clearly that Teacher S confirms that the use of the two languages would enhance learners' comprehension of the text and to make meaning out of what they were reading. Teacher M in another lesson, different from that of Teacher S also supports the view that when teaching English, they have to explain some concepts in Sesotho to help learners understand what is being taught or else learners would not be able to grasp the meaning of the lesson. She says: '*I have to be comfortable in using English because I am an English teacher; it is not the matter of choice. Well, I sometimes have to use Sesotho when teaching to help my learners understand what I am teaching but that is not allowed*'. This shows that Teacher M also affirms that to use one language to bilingual learners it is not helpful and sometimes she has to use learners' home language to help learners make meaning of what is being taught or discussed. The last part of the extract where she says, 'but it is not allowed', becomes an indication that teachers have an understanding that they should not engage a different language in a lesson where they are using English. It is a proof that they still believe on the monolingual bias notion of one language at a time (Hurst & Mona, 2017, Sefotho, 2019) though they practically are forced not to follow that practice in trying to enhance understanding.

Translanguaging as a Non-recognition of Language Boundaries Pedagogy

One of the themes that emerged from the interviews was the recognition of no boundaries between languages. Following is the extract that emerged from the interviews with Teacher L. where he stated: '*Absolutely, these two languages play a crucial role because they integrate. You cannot use Sesotho without using English even use English without referring to Sesotho so that the learners can* understand. *Reading requires understanding and to help learners understand you have to use all the languages that they know. Sometimes you have to explain some English concepts in Sesotho to make learners understand what you are talking about or explain some Sesotho words in English'.* In addition to the above extract, Teacher S also indicated that even when teaching Sesotho, they use English to explain some Sesotho concepts that learners do not understand even though the terms are in their home language. He says, '*there are certain Sesotho words that our learners do not know or understand and we have to use English to explain those terms and they will understand better.'* These two extracts confirm that teachers are aware that the two languages cannot be separated; one language is used in order to explain concepts in another one. They pointed out that one cannot use English without referring to Sesotho or Sesotho without referring back to English because it is imperative to use all the languages that learners know in order to develop their comprehension. In other words, teachers are aware that there are actually no boundaries between the languages and the two languages complement each other (Sefotho, 2022, Wei, 2018). It becomes clear that the knowledge of the two is an advantage to bilingual learners as they are able to flexibly move from one language to another and use an appropriate language at a particular situation where there is a need.

Translanguaging Develops Vocabulary of the Target Language

Another aspect of translanguaging that was affirmed by the study was that of developing vocabulary of the target language. Teacher M indicated that she needed to use Sesotho terms to explain some English concepts that were not clear to the learners to assist learners to understand what is being discussed and by so doing learners learn new words in the English language. She said: '*to be honest, even when teaching English, you sometimes have to use the home language so that they can understand, even though it is not allowed. Most of the time you have to use both languages, otherwise learners would not be able to understand. It is an advantage to know both languages because you use one to learn the other.* The extract further confirms that teachers find the use of both languages as a benefit to learners. They use L1 to "enhance the students' comprehension since learners with a lower level of proficiency in L2 struggled to understand lessons" (Sah, 2018:9). The extract further reflects that translanguaging develops learners' vocabulary especially of the English language (Elashhab, 2020).

Opponents of the Use of Translanguaging

Although most teachers believe that using both languages could assist learners to respond efficiently because they would have understood what was on the text, there are those who feel that one language will contaminate another when used together in the same lesson. They further believe that using learners' home language during an English lesson will suppress the proficiency and fluency of the target language. Teacher E said '*I hope you are not encouraging that languages should be taught using both concurrently. This will not benefit our learners in anyway. They need to practice and speak English in order to become fluent in it and should be discouraged to use this code* switching *that you seem to be advocating for*'. The extract shows that Teacher E believes that to become fluent in English, one has to suppress other languages and use only English. This affirms the point that teachers in South African bilingual schools are still clinging to the idea of 'one language at a time to avoid contamination between languages (Sefotho, 2022). This is against what other researchers found when they show that using learners' linguistic resources can boost their self-confidence and enable them to do better

academically. Furthermore, allowing learners to discuss L2 concepts using their L1 gives them confidence (Pachero & Miller, 2015). It is also highlighted that teachers experience confidence and become effective in their teaching if they allow the use of all linguistic resources of learners in bilingual classrooms (Creese & Blackledge, 2015; Cummins, 2015). The perception that some of these teachers had about the use of both languages in one lesson shows that there is still a lot of research and understanding that need to be conducted to decolonise the minds that are still colonised at the post-colonial era.

CONCLUSION AND SUGGESTIONS

Teachers believe in using all the linguistic resources that learners come with to the classroom but they lack understanding on how to incorporate and apply the South African education language policy, which allows multilingualism in their teaching. This has led them to and also be afraid of the unknown as they would always indicate that 'it is not allowed'. Furthermore, it is clear that some teachers still believe in the colonial 'bias rule' of using one language at a time, they continue to stick to the monolingual practice, despite the prevailing multilingual reality in the global world (Garcia & Wei, 2015). It seems, teachers hold that knowledge of or using more than one language brings 'contamination' and 'confusion' yet they use both language for their convenience. They strongly advocate that to be fluent in English, one should use it in isolation from their home languages. The monoglossic ideology is firmly rooted in them that it is difficult for them to accept that there is a need to decolonise their teaching approaches. However, research indicate that sometimes "objections to a full embrace of linguistic diversity do not necessarily represent individual recalcitrance but instead provide evidence of the actual contextual difficulties and policy directives that educators encounter when trying to disrupt monolingual ideologies in schools" (Anderson et.al., 2024:629). This boils down to the directives given to teachers for policy implementation. The country needs to take a lead in trying to find ways of assisting teachers on how to implement multilingualism in the status quo of multilingual classroom contexts and "to shift from monolingual multilingualism to the fluid and porous worldview"(Makalela, 2023:95).

This study, therefore, suggests a drastic training and change to decolonised approaches in teaching and learning in bilingual classroom settings and the use of practical and relevant models of teaching to the South African schools' bilingual context (Makalela, 2018). More research is needed to explore ways in which teachers can decolonise their teaching approaches, considering and embracing diversity in their classrooms and making use of multiple languages of learners as a resource to enhance learning. The study further recommends translanguaging as a decolonial move where learners are allowed to freely use their knowledge of more than one language as a resource in their learning process for better comprehension and learning of concepts and/or ideas. In fact, it is recommended that teaching and learning, nowadays must acknowledge the linguistic diversity and fluidity of languages in the classroom and move out of the linguistic separations that were originally created during colonialism. There is a need therefore to find models that respond to the social and cultural situations in multilingual contexts (Makoni & Pennycook, 2024). There still exists a gap for a continuous discussion on the role of all languages, which can medicate the colonial supremacy of some languages above others and most probably halt eminent linguistic and cultural genocide (Skutnabb-Kangas, 2019). It has been concluded that allowing the use of more than one language in the same lesson can 'serve a number of communicative purposes (Elashhab, 2020), which can benefit not only the students but also the teachers. The study highlights a need for further research to unpack the challenges on the implementation of translanguaging or approaches that respond to the multilingual contexts.

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