Translanguaging as a Socioculturally Responsive Pedagogy for Multilingual Learners

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Abstract

The study investigated pedagogical affordances of collaborative peer-to-peer translanguaging in a trilingual educational context at a South African rural secondary school. Qualitative data collection was carried out through semi-structured interviews with 10 (n=10) grade 12 learners to elicit their experiences on how translanguaging as affordances of translanguaging during collaborative in English First Additional Language classroom in analyzing a novel, Kiss Before Dying by Ira Levin drawing from their Xitsonga and Siswati language repertoires in small groups. The study found that L1 use in the classroom increases the enjoyment and confidence of learners, relieves language anxiety, and provides a sense of security because learners are able to ask and answer questions in a language in which they are proficient. The findings of this study also show that translanguaging as a linguistic-discursive affordances in a trilingual collaborative learning environment facilitates the transfer of knowledge and language skills across languages, scaffold learners' learning of a new language, affirm their linguistic and cultural identities, and enhance their engagement in learning. The study recommends the use of pedagogical affordances of collaborative peer-to-peer translanguaging in a multilingual educational context to allow learners to showcase their L1 cultures and teach their L1 to their peers to enhance their identity investment, and affective and cognitive engagement.

Keywords: Trilingual educational context, translanguaging, linguistic-discursive, affordances, collaborative peer-to-peer translanguaging, identity investment, scaffolding

Introductıon

Multilingual classrooms are a growing phenomenon around the world, as a result of rapid increases in global mobility and internationalization of education. Within these classrooms, learners become linguistically and culturally diverse they may speak one language at home and another language at school, or be learning the language of instruction as an additional language. South Africa has rich cultural history with eleven official languages, each with equal status under the Constitution. However, many parents, through a perception of what they believed to be right for their children enrol their children in English medium schools which results many classrooms in the country becoming multilingual and multicultural. The educational changes brought by the South African Constitution and Language Education Policy have resulted in many previously monolingual classrooms in South Africa becoming multilingual. The rich diversity of these classrooms calls for pedagogical practices that draw on learners' linguistic and cultural resources to support their learning. Thus, pedagogical implication of translanguaging allows learners to use their home languages to communicate with others, express their ideas, talk about themselves and engage in meaning-making, rather than silencing learners until they develop the capacity to do so in English (Wiley & García, 2016). In other words, teachers can design lessons that build on learners' entire linguistic repertoire to facilitate the transfer of knowledge and language

skills across languages, scaffold learners' learning of a new language, affirm their linguistic and cultural identities, and enhance their engagement in learning (Larsson & Jakobsson, 2018; Canals, 2021).

The integration of learners' home language in teaching and learning provides support to learners while developing their proficiency in a language of instruction, enhances their participation, and understanding of subject-area concepts, making learning more authentic and meaningful for them (Maruma & Motlhaka, 2020; Abraham, 2021).This practice demonstrates flexible multilingual strategies that can address the linguistically structured inequalities in multilingual South Africa and other parts of the world which promote monolingual and epistemological bias (Motlhaka & Makalela, 2016; Mendoza & Parba, 2018; Mgijima, 2021). This suggests the need for scaffolding multilingual learners' linguistic skills which provide adequate support that has not been taken into use, and linguistic approaches have not been systematically used in multilingual settings like South Africa. From this perspective, learning arises from, and is mediated through, various types of affordances, or a myriad of opportunities for meaningful action and interaction offered to an engaged participant (da Silva Iddings, 2018; Canagarajah, 2021). This suggests that translanguaging as a transformative pedagogy promotes academic literacy by acknowledging multilingual capital that African learners bring with them into the classroom as a way of recognizing and promoting African languages as a medium of communication, instruction and assessment in education. Thus, flexible language use in the classrooms enhances the understanding of subject- area concepts and connects content problems with learner experiences outside the school as well as developing their proficiency in a language of instruction. There is an abundance of evidence to show that in classrooms where there are multilingual learners, learners move between their languages naturally (García & Li Wei, 2014). Even in classrooms with English-only policies, acts of translanguaging occur with minimal pedagogical effort from the teacher. This suggests that translanguaging could be a useful pedagogic tool for learners' academic development across perceived language borders because it signals the shift from a focus on bounded language systems to discursive practices as ongoing negotiations of a speakers' linguistic repertoire, which incorporates different dimensions of their personal history, experience and environment, their attitude, belief and ideology, their cognitive and physical capacity. Thus, this study aims to address this gap in the research by documenting the pedagogical affordances of collaborative peer-to-peer translanguaging in a unique trilingual educational context at a South African rural secondary school.

Aim Of The Study

This study aims to investigate pedagogical affordances of collaborative peer-to-peer translanguaging in a unique trilingual educational context at a South African rural secondary school.

Context Of The Study

South Africa is a multilingual country 12 official languages – including sign language – but this is simply not reflected in our classrooms beyond Grade 3. 79.2% of the population speak African/indigenous languages as their home languages, while 8.2% of the population speak English as their home language, which is dominant language of instruction in South African education system. South Africa's current language policy promotes multilingual education, but given Anglo-normative bias towards English, apartheid's subtractive bilingual model of education continues to this day where English takes over from the Home Language as a sole medium of instruction from Grade 4 onwards which results into the detriment of the first language. This study took place at a rural public secondary school in Mpumalanga province, South Africa wherein leaners and teachers possess proficiency in more than one of the indigenous language such as Xitsonga, Sepedi, Setswana, isiZulu, isiXhosa, isiNdebele, SiSwati and Tshivenda. This emerging multilingualism among learners is informed by learners' backgrounds arising from parental intermarrying or speaking different but mutually intelligible dialects. Learners in this study come from low-income homes and have limited English language access outside the school due parents'inadequate literacy and English proficiency. The school is situated in a community which dominantly speaks Xitsonga and SiSwati language, hence these languages are taught at school as learners' home languages and English as First Additional language.

Research Methodology

The researcher used qualitative approach to investigate how translanguaging as a pedagogical affordances of collaborative peer-to-peer translanguaging in an English First Additional Language classroom to enhance grade twelve learners' analysing and understanding a novel, Kiss Before Dying by Ira Levin drawing from their Xitsonga and SiSwati language repertoires in small groups. This study explores the affordances of translanguaging during collaborative language learning among trilingual learners in grade twelve learners' English First Additional Language classroom at a South African rural public secondary school in Mpumalanga province. This study is underpinned by van Lier's (2004) concept of affordances which refers to "what is available to the person to do something with wherein learning arises from, and is mediated through, various types of affordances, or a myriad of opportunities for meaningful action and interaction offered to an engaged participant(da Silva Iddings, 2018). In this study, collaborative learning is regarded as a social context that provides opportunities for learners to engage in translanguaging through peer interactions hence this study aims to answer the following research questions:

- What are the affordances of translanguaging in collaborative learning among multilingual learners in grade twelve English First Additional Language classroom at a South African rural public secondary school in Mpumalanga province?

- What are learners' reasons for translanguaging during their collaborative peer interactions, and the factors influencing their use of translanguaging?

Participants

The participants for this study include ten grade twelve learners who possess proficiency in more than one of the indigenous language such as Xitsonga, Sepedi, Setswana, isiZulu, isiXhosa, isiNdebele, SiSwati and Tshivenda represented in his classroom. Learners included 5 boys and 5 girls aged between 16-18 years whose home language is either Xitsonga or SiSwati language in trilingual English First Additional Language classroom.

Data Collectıon

Qualitative data collection was carried out through semi-structured interviews with 10 (n=10) grade 12 learners to elicit their experiences on how translanguaging as affordances of translanguaging during collaborative in English First Additional Language classroom in analyzing and understanding a novel, Kiss Before Dying by Ira Levin drawing from their Xitsonga and SiSwati language repertoires in small groups. The researcher prepared a list of all the questions to ask participants and the interview lasted for 10 to 15 minutes per participant. Yet, the format of the interview was open-ended, as each participant was encouraged to express his or her ideas freely, elaborate and even ask questions on their experiences. Interviews were recorded on a voice recorder for a later analysis. This study was guided by the following questions:

- What are the affordances of translanguaging in collaborative learning among multilingual learners in grade twelve English First Additional Language classroom at a South African rural public secondary school in Mpumalanga province?

- What are learners' reasons for translanguaging during their collaborative peer interactions, and the factors influencing their use of translanguaging?

Data Analysıs

The researcher adopted thematic analysis method to identify, analyse and report patterns (themes) within qualitative data. In this study, thematic analysis method of open-ended responses from transcribed interviews helped the researcher to explore the context of teaching and learning of English First Additional Language literature at a level of depth that quantitative analysis lacks while allowing flexibility and interpretation when analysing the data to build trustworthiness and credibility with readers. Thus, analysis of qualitative data can be outlined in five steps: compiling, disassembling, reassembling, interpreting and concluding. The transcriptswerereadseveraltimestoidentifythemesandcategoriesonlearners'andteacher'sexperienceson

translanguaging to improve learners' analysis and understanding of a novel, Kiss Before Dying by Ira Levin drawing from their Xitsonga and SiSwati language repertoires in small groups.

Significance Of The Study

This study will contribute to the field of English First Additional Language learning both in terms of pedagogy and research. This study will also offer significant pedagogical implications for English First Additional Language teachers in South Africa who may be resistant towards the use of languages other than English in their classrooms and help them to recognize the pedagogical value of translanguaging on how they can facilitate activities that create opportunities for learners to leverage the full affordances of translanguaging. This study makes an important contribution to the body of research by adopting a process approach and documenting the learning that occurs throughout the collaborative process by which learners interact and engage with each other using their shared languages wherein translanguaging is regarded as a shared social practice and an intentional and agentive learner-led collaborative pedagogy for multilingual learners.

Discussıon Of The Fındıngs

The aim of this study was to investigate pedagogical affordances of collaborative peer-to-peer translanguaging in a trilingual educational context at a South African rural secondary school. The analysis of data unearthed the following themes:

Cognitive-Conceptual Affordances

The cognitive-conceptual affordances offer learners the opportunity to exchange ideas, clarify their input, reprocess and modify their interlanguage utterance which lead to the development of both the target language and home language within collaborative learning framework (Motlhaka, 2021). Respondents highlighted the following responses in using translanguaging approach in collaborative learning to enhance the development of both the target language and home language:

Excerpt 2

The use of SiSwati and English language in explaining the title of the novel titled " A Kiss before Dying" helped me to confidently share my ideas which enhanced my confidence and participation unlike if I was expected to express myself in English only which is somehow problematic for me because all my classmates understand both Xitsonga and SiSwati (SiSwati: Bekune lijaha lebendze lifuna kushada nayinye I ndvodzakati tukwe madvodzakati lamatsatfu ale ndvodza beyicebile inemabhizinisi, leli jaha belifuna kuba nempilo lenhle. English-A kiss is a symbol of love. Bud pretends to love the victims before he kills them => dying. So, he kisses them and then he kills them, so they will never expect it).

Excerpt 4

Being offered the opportunity to express myself in Xitsonga in an English classroom to explain the title of the novel deepened my understanding of the novel before the actual reading and analysis of the novel which also enhanced my English language proficiency (Xitsonga-(A Kiss) Ku tswotswana I mfungho wa rirhandzu. Bud Corlins a endla onge u rhandza vaxanisiwa va yena loko a ngase vadlaya. (Dying) Bud a sungula hiku tswotswa vaxanisiwa kutani a va dlaya, leswi a endlela leswaku vanga lemuki kungu ra yena. English-A kiss is a symbol of love. Bud pretends to love the victims before he kills them => dying. So, he kisses them and then he kills them, so they will never expect it).

Above excerpts show that translanguaging played an important role in helping learners perform important cognitive-conceptual functions which scaffolded their collective learning. Explaining the title of the novel in using Xitsonga and SiSwati as their home languages increases learners' motivation, confidence, and participation by building on each other's suggestions through a combination of languages. The study found that L1 use in the classroom increases the enjoyment and confidence of learners, relieves language anxiety, and provides a sense of security because learners are able to ask and answer questions in a language in which they are proficient (Neokleous, 2017). This understanding of translanguaging positions the language practices of

multilingual learners as the norm and privileges of the linguistic and semiotic practices of learners above the named language systems which are rooted in Vygotsky's sociocultural theory (SCT) which views learning as inherently a social process activated through the Zone of Proximal Development (ZPD) in which working with more capable peers increases the potential level of development (Vogel & García, 2017; Kleyn & García, 2019). This suggests that learners are more confident and motivated to express their ideas when using their various linguistic resources to understand texts drawing from more one language as they shuffle between languages at their disposal. In other words, translanguaging through collaborative learning allows learners to learn by sharing their thoughts and provides them with the opportunity to bring real and authentic speaking experiences in the classroom using multiple languages and language improvisation to locate common ground for meaning-making within the *trans* (Abraham, 2021; Canagarajah, 2021).

Literacy development across languages

The use of translanguaging enacted literacy development across languages by validating the use of Xitsonga, SiSwati and English language interchangeably to create a high degree of interest, promote high-level of thinking and give trilingual learners the confidence they need to be successful in learning by developing vocabulary in these languages as indicated below:

Excerpt 3

Translating and explaining the meaning of a words such as Puzzled – state of being confused because somebody does not understand something (Xitsonga – kuva munhu a hlanganahlanganile hikuva a nga twisisinchumuwun'wana. SiSwati – kuba mundu a qakekile ngoba angávisisi lokunye) and Despair – the complete loss or absent of hope (Xitsonga – ku hetiseka ka kuhelela hi tshemba kumbe kuva tshemba ringarikona. SiSwati – kuphelela ngelitshembo nokuba litshemba lingekho) helped me understand how to explain these concepts in Xitsonga and English language than having to explain them in SiSwati as my home language.

Excerpt 5

I think the use of Xitsonga and SiSwati language to explain meaning of unfamiliar concepts during collaborative discussion has improved my English language comprehension and validated my identity through the use of my SiSwati language when explaining concepts such as Dormitory – a university or college hall of resident or hostel (Xitsonga language – I ndhawu eYhunivhesiti kumbe Kholeji laha ku etlelaka machudeni; SiSwati – I ndzawo eskoleni la kulala bafundzi khona) and possessive – demanding someone's total attention and love (Xitsonga – kuva munhu a lava rirhandzu na nkarhi wa wena swiva eka yena hinkwaswo; SiSwati – kufuna lutshando lomundu lonke ne skhatshi sakhe sonke abe nawewedwa).

The findings of this study show that translanguaging as a linguistic-discursive affordances in a trilingual collaborative learning environment facilitates the transfer of knowledge and language skills across languages, scaffold learners' learning of a new language, affirm their linguistic and cultural identities, and enhance their engagement in learning. In other words, learners' use of translanguaging scaffolds learners' linguistic knowledge, and how the use of their linguistic-discursive functions lead to the development of literacy across languages. The findings of this study are supported by Wiley and García (2016) who found that multilingual strategies such as translanguaging allow learners to use their home languages to communicate with others, express their ideas, talk about themselves and engage in meaning-making, rather than silencing learners until they develop the capacity to do so in English. This suggests that integrating learners' home languages into the classroom also helps teachers to build a strong bridge between learners' home and school language practices and makes learning more authentic and meaningful. The findings support Cummins' (1979) interdependence or iceberg hypothesis which reveals the relationship of the first language to the learning of another language wherein bilingual learners to think about the correct use of language and related vocabulary as they move across languages to develop their cognitive skills. In this case, learners supported each other's knowledge on vocabulary usage, explaining the meaning of unfamiliar vocabulary to their peers, providing translations of words and phrases to teach their peers new vocabulary, and used linguistic prompts to help their peers express their idea as way of making language learning more accessible for their peers. These findings are consistent with

the research on translanguaging which builds learners' metalinguistic awareness and the metacognitive ability to use features of their linguistic repertoire selectively and purposefully. In other words, through cross-lingual transfer, conceptual knowledge developed in one language helps to make input in the other language comprehensible as way of advocating expansion of the instructional space to include learners' and teachers' multilingual repertoires (Maruma & Motlhaka, 2020).

Affective-Social Affordances

The affective-social affordances are consist of specific functions which build rapport, engage peers in social interactions, and provide socio-emotional support and assistance to one another by creating a collaborative community of practice. Respondents highlighted the following responses in appreciating the opportunity to contribute their ideas in Xitsonga or SiSwati language instead of using English language only to Asking peers for their opinion on a topic, seek affirmation from peers about one's own answer, ask questions to help peers identify mistakes in their work in discussing the point of view and themes of the novel, Kiss Before Dying by Ira Levin drawing from their Xitsonga and Siswati language repertoires in small groups:

Excerpt 6

The use translanguaging in collaborative dialogue improved our interest and engagement in discussions, and our attitudes towards English language learning regardless of our English language proficiency level because we felt comfortable to explain our understanding in Xitsonga language when we discussing the point of view of the novel (It is an omniscient narrator. He is not involved in the story but tells us all the events and thoughts of the main character.Xitsonga language- Muhlayi wa hungu leri u twala arina vutivi byo enta hi vatlangi, kambe a nga twali ari kona eka hungu naswona u kota ku hlamusela minongonoko hinkwayo ya xitori na miehleketo ya ximunhuhatwankulu.

Excerpt 7

I think translanguaging approach gave us the opportunity to confidently interact with one another and benefit linguistically across three languages from the collaboration to achieve higher level of thinking to demonstrate an understanding of the themes of the novel (The fight between good and bad: Bud is very bad because he abuses the women who are willing to love him just to achieve his goal: to get rich. He kills three people to get to his goal, but then there's Gordon who finds out about the real Bud and makes him stop (by 'killing' him). Gordon is good and he wins. Xitsonga language- ntlimbo exikarhi ka leswinene na swobiha. Bud a nga na mahanyelo hikuva u xanisa vavasati lava van'wi rhandzaka kuva a humela mahlweni na rhengu ra yena ro fuma. Bud u dlaye vanhu vanharhu kuva kungu ra yena rihumelela, kambe kuna Gordon lweyi a nga endla vulavisisi hi Bud a endla leswaku rhengu ra yena ringa humeleli (hikun'wi 'dlaya'). Gordon I kahle naswona wa hlula.SiSwati language-Lembi emkhatsini kwalo kubi na lokuhle: Bud unenhlitiyo lembi ngoba uhlukubeta lomfati lobe katimisele kumtsandza nedi ngoba a funa kufeza tifiso takhe kutsi acebe.Ubulale bantfu labatsatfu ngoba ufuna kufeza tifiso takhe, kodwa bekune lijaha libito lakhe ngu Gordon yatfolakutsi lo Bud uluhlobo luni lwemutfu bese wamentakutsi ayekele lokubulala, Gordon unenhlitiyo wa phumelela.

Above excerpts show that respondents were confident to engage in a discussion using Xitsonga and SiSwati language repertoires in small groups harness these languages which assisted them in moving through their Zone of Proximal Development (Vygotsky, 1978) in the development of their English First Additional Language when discussion the point of view and themes of the novel. The findings of this study suggest that peer scaffolding through translanguaging is one of the most active strands of sociocultural research in collaborative L2 learning when learners collaboratively co-constructed knowledge English language using their Xitsonga and Siswati home language repertoires. This suggests that learners' interactions during collaborative learning leads to collective decisions about the linguistic content and social talk to establish group cohesion and positive interdependence within the group to reduce anxiety and developing empathy for others (Motlhaka, 2021. In other words, collaborative learning reduces learners' language anxiety, builds their self-confidence and creates more positive attitudes towards English language learning through Xitsonga and SiSwati language repertoires. Translanguaging through collaborative learning advocates for learner-learner interaction which is usually less structured and more spontaneous than teacher-learner interaction, which increases the opportunities for learners

to explore and use language for a greater variety of communicative purposes. The results of this study are aligned with the assertion of Motlhaka (2021) who found that translanguaging through collaborative learning develops learners' self-confidence and self-esteem as well as a sense of accomplishment when they shuttle across languages to create optimal conditions for English language learning. In addition, learners demonstrated higher-order and critical thinking skills through their translanguaging interactions (e.g., rationalizing their suggestions, justifying their answers, evaluating each other's suggestions and work based on specific criteria, challenging and counter-challenging each other's ideas, clarifying and elaborating on ideas, analyzing topics and issues from multiple perspectives, and discussing cause and effect relationships). Thus, translanguaging created space for a process of mutual scaffolding where there was an active exchange of linguistic and content knowledge, and provision of socioemotional support as well as co-learning and development of English First Additional Language occurred by crossing discursive boundaries.

Preserving Cultural Identity

The use of African languages in an English First Additional Language through translanguaging pedagogy preserves learners' cultural identity with asserting their cultural identity as highlighted by respondents below:

Excerpt 8

The use of SiSwati language in English First Additional Language classroom affirmed my identity and culture because I engaged into a discussion with my classmates with pride and confidence which instilled a sense of self-identity and ownership in the co-construction of knowledge by expressing myself in my home language when I was explaining the message of the novel in SiSwati-Umulayeto wa lomdlalo-Umulayeto kule ncwadzi kutsi ungamutsembi lo locabanga kutsi ungamutsemba. English-the message in the novel from Ira Levin is that don't trust the one whom you thought you could trust).

Excerpt 9

Translanguaging helps me to draw knowledge from Xitsonga language repertoires as my home language and make connection with SiSwati language as way of preserving my cultural identity through language while developing my English language proficiency when I was explaining the plot of the novel (Xitsonga-Nongonoko wa Novele Bud Corlins I jaha ra mbilu yama kwanga leri ari ta endla xin'wananaxin'wana kuva ritikuma ri hanya vutomi bya rifumo na nkoka. Jaha leri ritirhe ePacific ka nyimpi ya misava ya vumbirhi, loko a huma hi lembera 1947 a lemuka leswaku tata wa yena u dlayiwile eka nghozi ya movha loko yena a hari matikomambe. English-Bud Corliss is a young man with a ruthless drive to rise above his working-class origins to a life of wealth and importance. He serves in the Pacific in World War II, and upon his honourable discharge in 1947 he learns that his father was killed in a car accident while he was overseas).

Above excerpts show that respondents were happy when their cultural and linguistic identity was affirmed when they were allowed to use Xitsonga and SiSwati language repertoires in small groups to harness these languages *while developing their English language proficiency*. The findings of this study suggest that learners' language choices in the classroom was influenced by their discourses of being proficient in Xitsonga and SiSwati language regarding the status and importance of different languages for optimal participation and learning. Given the linguistic and cultural diversity of many classrooms today, it is important to understand how multilingual L2 learners draw on their L1 during their spoken interactions to collaborate in a way that collectively scaffolds their learning because their shared L1 had comparable representations of the L2 system, they usually understood each other when using interlanguaging patterns influenced by their L1 (Henry, Thorsen & MacIntyre, 2021). Therefore, in preserving learners' cultural identity, the findings of this study support SLA research informed by Vygotskian sociocultural theory (SCT) which suggests the use of languages other than English reduces learners' anxiety, enhances the affective learning environment, accounts for sociocultural factors, facilitates the incorporation of learners' life experiences into their interactions, and supports the development of a learner-centred curriculum. In other words, teaching through multilingual lens shows that using learners' L1 in English classroom is a meaning-making tool, formidable cognitive resource and a means of communicating ideas rather than an end in itself to maximize the benefits of learners' L1 use in academic learning, hence learners use their L1 when they engage in private verbal thinking during the reasoning and

problem-solving stages of L2 language tasks. It could be concluded that learners' discourse also revealed that they used their L1 to fulfil various communicative and social functions such as asking, clarifying, suggesting, requesting, instructing, favour-asking, affirming, apologizing, encouraging, and joking as way of preserving their cultural identity. Furthermore, welcoming learners' L1 into the classroom validates who they are as individuals, and affirms their lived experiences. When learners' identities are affirmed in the classroom and they are enabled to invest their identities in their learning, they will engage more academically not only in language learning but across the curriculum. For example, in Gagné and Soto Gordon's (2016) study indicated that allowing learners to showcase their L1 cultures and teach their L1 to their peers successfully enhanced their identity investment, and affective and cognitive engagement. This makes learning more personal, authentic and meaningful for them, and improves the links between school, home and community which value their multilingual identities and enhance socioemotional development.

Conclusion

The study investigated pedagogical affordances of collaborative peer-to-peer translanguaging in a trilingual educational context at a South African rural secondary school. The study found that L1 use in the classroom increases the enjoyment and confidence of learners, relieves language anxiety, and provides a sense of security because learners are able to ask and answer questions in a language in which they are proficient. In other words, translanguaging through collaborative learning allows learners to learn by sharing their thoughts and provides them with the opportunity to bring real and authentic speaking experiences in the classroom using multiple languages and language improvisation to locate common ground for meaning-making within the *trans* (Abraham, 2021; Canagarajah, 2021). The findings of this study show that translanguaging as a linguistic-discursive affordances in a trilingual collaborative learning environment facilitates the transfer of knowledge and language skills across languages, scaffold learners' learning of a new language, affirm their linguistic and cultural identities, and enhance their engagement in learning. The findings support Cummins' (1979) interdependence or iceberg hypothesis which reveals the relationship of the first language to the learning of another language wherein bilingual learners to think about the correct use of language and related vocabulary as they move across languages to develop their cognitive skills. The study recommends the use of pedagogical affordances of collaborative peer-to-peer translanguaging in a multilingual educational context to allow learners to showcase their L1 cultures and teach their L1 to their peers successfully as way of enhancing their identity investment, and affective and cognitive engagement.

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