

**Investigating Kaaps multimodal literacy interactions at a township primary school in
Cape Town, South Africa**

By

Veronique Sasha Williams

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Supervisor: Prof. Amiena Peck

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Abstract

This study explores learners' use of Kaaps multimodal resources in the classroom. This investigation draws on the work of Kaaps researchers who have advocated for the inclusion of this language in the primary school curriculum and the requirements needed to teach Kaaps effectively to Kaaps-speaking learners. With the development of the first Kaaps dictionary, it has become important to prepare instruction and curriculum content for Kaaps-speaking learners. This study proposed a qualitative investigation of multimodal Kaaps reading and writing practices of Kaaps-speaking learners in a primary school classroom. The methods used to collect interactional data through audio recordings, participant-observation and fieldwork reflections. Multimodal materials were translated from Standard English into Kaaps and used to gather feedback from learners in a focus group setting to explore the potential use of multimodal Kaaps literacies in multilingual classrooms. By applying the multimodal literacy framework developed by Walsh (2010), this study analysed how Kaaps-speaking learners responded to multimodal learning materials, by drawing on their linguistic repertoires, and engaging in translanguaging practices during the tasks. The conclusions of the findings follow that there is a greater need and urgency to transform the basic education system to include learners in the curriculum.

Declaration

I declare that *Investigating Kaaps multimodal literacy interactions at a township primary school in Cape Town, South Africa*, is my own work, that it has not been submitted for any degree or examination in any other university and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Full name: Veronique Sasha Williams

Signed: 

Date: _____

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Chapter 1

Introduction and Background

1.0 Introduction

South Africa has always been a multilingual country, since the inception of colonialism and in our young democracy. Initially, only two languages were recognised as official languages. According to Van Niekerk (2015), in 1909, Section 137 of the South African Act declared English and Dutch as the official languages of the Union of South Africa. This Act “amended the Constitution of the Union” in 1925 and stipulated that Dutch retroactively included Afrikaans. Fast forward to quite a few decades later, in 1996, 11 languages were incorporated into the South African Constitution and declared official languages: isiXhosa, isiZulu, Venda, Southern Sotho, Northern Sotho, English, Swati, Ndebele, Tswana, Tsonga, Afrikaans, and more recently, South African Sign Language (SASL) also became the 12th official language. In many ways, this new, constitutionally recognised multilingualism defines multilingual education in our country (Makalela, 2022), but in many ways does not fully include the Kaaps-speaking learner and the education of that learner in the curriculum. This study attempts to suggest ways on how to do so effectively.

In this thesis, I examined the multimodal Kaaps reading and writing interactions in a township primary school in Cape Town¹. The study contributes to the growing body of sociolinguistic and applied linguistic research on Kaaps in institutional and educational contexts in post-apartheid South Africa. It joins a body of scientific investigations, following Hendricks and Dyers (2016) and, in particular, the decades-long debate and numerous strategies proposed by Michael Le Cordeur on the inclusion of Kaaps in the basic education system of South Africa (see, for example, Le Cordeur, 2020). Importantly, this study provides a perspective on how to shed light on the challenges Kaaps-speaking learners face when confronted with Kaaps-based multimodal literacies in bilingual and multilingual classrooms.

¹ Cape Town forms part of the Western Cape province where three official languages are used in institutions and across the province: isiXhosa, English and Afrikaans.

In this chapter, I discuss the rationale behind a focus on Kaaps in the educational context of post-apartheid South Africa. I first provide a brief background on Kaaps, leading into the debates which I will review in Chapter 2 of this thesis. I also outline the rationale for this study. Throughout this report, I refer to Kaaps as a language and not a language variety of Afrikaans, joining the likes of Adam Small, Hein Willemsse, the sociolinguist Quentin Williams, and others who maintain this stance for the historical record, i.e., as a linguistic and scientific fact (see Williams, 2024, elaborates on this point in the Martin Luther King lecture). In this thesis report, I weave this argument to raise the functions of Kaaps in the education context.

This chapter explains the importance of Kaaps research in the educational context and provides the reader with information about the research context and site, the community of Bishop Lavis, where I conducted the study and collected the data. I provide also the research question that was posed, followed by the aim and specific objectives of this study. I close the chapter by discussing the rationale for the design of this study, followed by the methodology, and an outline of the chapters and a conclusion.

1.1 Background and Rationale: Focus on Kaaps in post-apartheid South Africa

Kotzé (2016) argues that Kaaps cannot be “extracted from Afrikaans” because of its close historical development with that language. Williams (2024) argues in a recent public lecture, the Martin Luther King Jr Linguistics Colloquium, many of the arguments that have been put forward by historical linguists primarily working on the history of the formation of Kaaps are either based on secondary sources that date back to the 1800s, or synchronic data that provide unsatisfactory, limited scientific arguments of the origins of Kaaps (see Williams, 2024). As a language born in the Cape, Kaaps developed over 350 years ago and yet today it remains a highly marginalised ‘language’. It is not one of the official languages of South Africa, in spite of the fact that a high percentage of the so-called coloured South African population speak Kaaps as their mother tongue (Kotzé, 2016: 41)².

Historically, as studies have shown, Kaaps became a resistance variety following its erasure from the standardisation of a colonial language such as Afrikaans, in particular following the emergence of apartheid (Hendricks, 2016; compare Steyn, 1989, 2014; Carstens and Raidt,

² I will elaborate on these points in Chapter 2.

2020; but importantly also read Hamans, 2021, 2024). It is the language of comedy, pain and storytelling for the majority of its speakers (Carstens and Le Cordeur, 2017).

As Le Cordeur (2016: 85) argues, Kaaps is “a variety of Afrikaans” that was spoken “before Jan van Riebeeck” set foot in Cape Town in 1652. Interestingly, an early version of Kaaps likely emerged before the high point of colonialism, before trading companies such as the Dutch East India Company (DEIC/VOC) decided to trade at the Cape, when Jan van Riebeeck settled with a company of Free Boers and slaves, and through contact with the local Khoi and San population. Many of the slaves were forcefully brought in from places like Madagascar and Mozambique (Le Cordeur, 2016). According to van Rensburg (2012: 36), slaves brought “Malay to the Cape, farmers married Khoi-Khoi women or former slaves who already spoke Afrikaans by 1600”. As time moved on, children grew up and – with further intense contact with the Dutch – spoke a form of early Dutch Afrikaans (but also an early version of a Dutch inflected version of Kaaps) (Van Rensburg, 2012: 36, cited in Le Cordeur, 2016:85).

Kotzé (2016: 41) points out that people speaking different languages can have an impact on the mixing of languages, which is also referred to as “contact-induced change”, but which can be traced back to the beginnings of a language. In 1957 (67 years ago), Adam Small spoke out and even began writing and publishing in Kaaps³. Small’s work was not welcomed by all and was criticised in every way, especially by those who spoke Standard Afrikaans. Speakers of Standard Afrikaans made fun of Kaaps and spoke of “Gatiepie jokes” (working class jokes). However, this opened up the opportunity for Adam Small to write even more poems in Kaaps. In 1961, he wrote a collection of poems entitled ‘Kitaar my kruis’, to which he also added an essay in which he made it clear that he was aware that Kaaps was being mocked and used as a joke, writing: “Kaaps is a language” and “not a joke”, and that people live their whole lives in it (Le Cordeur, 2016:92).

From the pen of Small and others (such as Peter Snyders and Patrick Petersen), and through the continued miseducation of Kaaps-speaking learners in post-apartheid South Africa, we are confronted by the reality that in order to raise the functions of Kaaps and truly make space for

³ But of course, we should note, Adam Small was not the first creative writer to do so. He is preceded by Sydney Vernon (S.V) Peterson’s use of Kaaps in his novella *As die Son Ondergaan* (When the Sun Sets) and the many articles in *Die Naweek* published from the 1940s (see Van Wyk, 2010 and Willemsse, 2010).

Kaaps in the basic education curriculum, we need to develop scientific research that demonstrates where those needs exist and what infrastructures can be developed.

Following decades of erasure and marginalisation in the education system (see Basson, 2018), Kaaps speakers have been present in the classroom but for much of their schooling have had to learn in Standard Afrikaans, and not in their home language. Yet, studies have shown that often Kaaps-speaking learners use their own Kaaps linguistic resources to translate texts and engage in academic literacy practices to understand the curriculum content (Saal and Lawrence, 2019; Cooper, 2017). This often starts at an early age, even before they enter the primary school classroom (Jegels, 2011; 2016). In spite of its historical erasure, Kaaps is arguably the language of youth popular culture in the Western Cape. The literature of the language is growing yet there is not formal plans to include it in the basic education curriculum for teaching, learning and literacy purposes. Kaaps can be very beneficial for learners when content is explained in their native language, and especially when they see what their language looks like on paper. This way, learners can understand the information more easily without having to translate it, which takes more time and energy. It helps the teacher to convey the material in a reasonable amount of time, which makes it easier for learners to maintain their concentration.

1.2 Statement of the Problem

Today, Kaaps (nowadays also referred to as Afrikaaps⁴) is a language that for many Kaaps and non-Kaaps speakers expresses the sociocultural content of their identity. In the literature on Kaaps, the vast majority focus on Kaaps and popular culture, identity politics, variation, and the general linguistic system (see Hendricks and Dyers, 2016; Pretorius, in progress; Van Rooi, 2022), but few studies to date have considered the pedagogical potential of Kaaps multimodal literacies (see the recommendations by Basson, 2018, for example). Often the problem with research on Kaaps is its lack of study in the classroom. To address this problem, I investigated the (translanguaging) interactions of selected Kaaps-speaking learners with Kaaps learning materials (see Annexure A) from a science multilingual classroom in a township primary school in Bishop Lavis. In the design of the research project, I investigated how Kaaps *could* be

⁴ Afrikaaps, a term introduced by Hip Hop artist Jitsvinger, also the name of a documentary. See here: <https://www.youtube.com/watch?v=WxMponKKsdc>

modelled and implemented in a classroom filled with multimodal and translanguaging practices.

1.3 Research Question

What is the outcome of Kaaps multimodal literacy interactions on Grade 6 pupils in a township primary school?

1.4. Research Aim and Objectives

The aim of this study is to develop and contribute to interaction-based Kaaps multimodal literacy research in the field of applied linguistics in South Africa. The specific objectives are:

- To investigate the potentiality of Kaaps multimodal literacy interactions in a primary school classroom.
- To explore challenges emergent from non-use of Kaaps in the academic domain.
- To suggest recommendations for expanding applied linguistics research on the teaching and learning of Kaaps-speaking learners in primary school classrooms.

1.5 Kaaps in the educational context

Historically, many Kaaps-speaking learners attended schools that were underfunded, racialized and based on a segregation system that was established by the apartheid regime prior to 1994. This has had a protractive negative impact on the schooling culture of Kaaps-speaking learners and has produced an ever-deepening crises of the quality of education where it concerns Kaaps-speaking learners (though not exclusively). After 1994 the separation of schools based on inequality and race started to disappear (Le Cordeur, 2016:97). Significantly, schools on the Cape Flats are still trying to recover over 30 years later.

In Bishop Lavis, I argue that the first language of most people living in and around the township is Kaaps. A large percentage of learners who attend school in this community observably use Kaaps as a first language and are either bilingual or multilingual. Even though this may be the case, parents often choose between Afrikaans and English to commence their children's schooling career because Kaaps is not (yet) an official language and is therefore not mentioned explicitly in the constitution, acts and policies of the Pan South African Language Board (PanSALB) or in the Western Cape Education language acts and policies, in spite of the many

recommendations that have been made to do so (see the respective government department websites).

Often parents are forced to make a difficult, linguistic choice for their child's academic future. This is a mandatory process at all South African schools and the implications for academic literacy development of select languages cannot be avoided in this regard because it is part of the Schools Act and the right of choice as promulgated in the South African constitution. This fact contributed an important part in the design of study.

1.5.1 Research Context: Background of Bishop Lavis

Bishop Lavis is a community where the majority of the population are historically so-called coloured (see Figure 1.1 and Table 1.2 below). It is a township that was created during apartheid in the 1950s following the publication of the Group Areas Act. A town in the heart of the Cape Flats, close to Cape Town International airport and about 20 km from the centre of Cape Town, it is defined by poverty, social ills and the working class. It is located alongside a main road, Robert Sobukwe Road, and surrounded by two informal settlements and communities in similar circumstances: Clark Estate, Valhalla Park, Elsies River, and Bonteheuwel (to name a few).

In Table 1.2 below we learn, educationally speaking, that 49.8 per cent of so-called people of colour in Bishop Lavis have completed a primary education, while only 21.5 per cent have completed high school, 4.5 per cent have completed university, and 0.3 per cent have completed some other form of higher education. From this, we can deduce that due to the lack of primary, secondary and higher education, parents of learners have low academic literacy skills (though there may be some high community literacy skills in other areas, compare Dyers' research, 2018, on language shift in the township of Wesbank). The question raised by these statistics, given the low educational background of parents, is how to improve their children's learning ability or their academic literacy. This study, however, does not address this matter directly, but I do return to it in the conclusion chapter. All in all, such quantitative data stands in contradiction to the interactional dynamics that emerge when Kaaps-speaking learners code-switch, translanguaging, and learn with bilingual multimodal literacy material in the classroom (as I will demonstrate later).

Figure 1



Source: www.google.co.za/search?q=map+of+bishop+lavis

Table. 1.1

Social-Economic characteristics of the Area	
Total Population	54006
Population Density	In formal dwellings
Race	Coloured 92%
Total Household	11211
Average Household Size	4.82
Median Average household Income	47% of households have a monthly income of R3200 or less
Education	28% of those aged 20 years and older have completed grade 12 or higher.

Source: https://www.capetown.gov.za/en/stats/2011CensusSuburbs/2011_Census_CT_Suburb_

Table 1.2

Bishop Lavis Adult Education (for all aged 20+)	Black African		Coloured		Asian		White		Other		Total	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
No schooling	30	1.6%	660	2.1%	0	0.0%	0	0.0%	54	8.6%	744	2.2%
Some primary	144	7.7%	4 263	13.5%	24	18.6%	3	6.3%	75	12.0%	4 509	13.2%
Completed primary	90	4.8%	2 673	8.5%	21	16.3%	3	6.3%	48	7.7%	2 835	8.3%
Some secondary	567	30.3%	15 729	49.8%	45	34.9%	15	31.3%	297	47.4%	16 653	48.6%
Grade 12	453	24.2%	6 780	21.5%	33	25.6%	21	43.8%	138	22.0%	7 425	21.7%
Higher	576	30.8%	1 419	4.5%	3	2.3%	6	12.5%	12	1.9%	2 016	5.9%
Other	9	0.5%	81	0.3%	3	2.3%	0	0.0%	3	0.5%	96	0.3%
Total	1 869	100.0%	31 605	100.0%	129	100.0%	48	100.0%	627	100.0%	34 278	100.0%

Source: <https://www.capetown.gov.za/en/stats/2011CensusSuburbs/2011>

As I have pointed out above, the majority of the speakers in the community are Kaaps speakers, yet do not enjoy this language as a language of teaching and learning in the basic education system. Le Cordeur (2016) argues that Kaaps should be included in the basic education curriculum to remedy this. The question therefore remains: why is Kaaps still not part of the school curriculum? According to Desai (1994:24-25), “language is a critical factor in educational success”, and since Standard English, Afrikaans and isiXhosa are the mediums of teaching and learning in most schools in the Western Cape, are we not deliberately neglecting Kaaps-speaking learners who regularly speak their first language in the classroom (following Le Cordeur, 2016)? Of course, there is a great need to conduct more studies on Kaaps in the education context. But to the former point, at issue is this: since Kaaps is not part of the curriculum, learners have never been taught how to read and write in Kaaps, leaving them unable to do so. In chapter 3, I provide specific information about the school used in this study and in Chapter 5, I demonstrate how learners confront this reality of not reading and writing in Kaaps.

1.6 Chapter Outline

In this introductory chapter, I provide an overview of the history of Kaaps. This was followed by a brief account of the background and reasons why we should advance research on Kaaps in the educational context, and why Kaaps should be defined as a language and inserted in the basic education system of South Africa. I then explain the problem of why Kaaps is not used in multilingual education. This is followed by the research question that explores the impact of multimodal Kaaps literacies on learners, followed by the aim and objectives. I also explained why it is important to research Kaaps in the education setting, followed by insight into the research context, where the school is located and where I collected the data.

In Chapter 2, I present the literature review and theoretical framework used in this research project. I discuss the key debates by authors and writers who have written about Kaaps and who write about the importance of Kaaps for speakers of Kaaps in schools. The importance of teaching Kaaps in the classroom is explained. The reader will also read about the continued marginalisation of Kaaps in the education system, and how speakers of Kaaps do not have the freedom or education to learn, read or write in their home language. Another important point in this chapter is that evidence has been found that Kaaps was created at the beginning of

slavery (see Williams, Martin Luther King Jr Linguistics Lecture⁵). I discuss this in relation to how we should proceed to define Kaaps as a language. Furthermore, this chapter discusses why some authors define Kaaps as a sociolect or designate Kaaps as a so-called ‘colour variety of Afrikaans’. I briefly discuss the first linguistic adaptation of Kaaps in the seventeenth century and the role that Kaaps has played in the development of Afrikaans, followed by an overview of Kaaps in the classroom, how the Kaaps culture can be preserved and how these pedagogical measures can be promoted. Transforming learning materials into multimodal materials for Kaaps speakers is an important debate and I outline this in the chapter. Similarly, I present the theoretical framework discussing the notions of translanguaging, code-switching and code-mixing with its social functions and multimodal literacy.

Chapter 3 discusses the research design and the methodology. A qualitative methodology was used for data collection. I discuss where the data was collected, who participated in this study, and how the study was structured.

Chapter 4 is the first analysis chapter which describes and analyses the science lesson entitled “The Solar System” that I translated from Standard English into Kaaps, designed to create a bilingual Kaaps multimodal literacy material. Attention was paid to what is visually in front of the learners and what the learners can touch to support meaning making. In this chapter, I continue with a translanguaging analysis to illustrate that writing in Kaaps does not come easily to everyone and that this can also lead to a negative attitude towards adapting to a ‘new’ visual language. At the end of this chapter, the focus is on the similarities found in the data, similarities that are familiar to the learners, that is, Kaaps words that they use on a daily basis.

Chapter 5 is the second analysis chapter. In this chapter, I focus on the multimodal mixing and matching in Kaaps translanguaging by the learners. I analyse Kaaps tone as a mode of multimodality. This is followed by the analysis of an oral presentation in Kaaps, and the Kaaps-speaking learners’ reflections on their experiences of Kaaps in the context of this study. I apply the notion of translanguaging to demonstrate how learners use Kaaps as a resource, how they moved freely between English and Kaaps codes, learning visually from the written Kaaps text, and familiarising themselves with what they had in front of them. The Kaaps-speaking learners

⁵ See the lecture available: <https://www.youtube.com/watch?v=H3LPonOJve4&t=2508s>

found their own style of mixing languages and called it “mengels”, using their background knowledge to adapt and explore their linguistic diversity. The chapter also demonstrate how Kaaps-speaking learners also sounded out Kaaps in translanguaging of oral presentations.

1.7 Summary

In summary, this chapter presented an overview of Kaaps and the history of the language and its speakers. I also discussed the background and reasons for conducting such a study on Kaaps and how Kaaps is still not part of the school language curriculum. Furthermore, I described the problem statement and how I proposed to investigate Kaaps multimodal literacy interactions in a primary school in the township of Bishop Lavis. In addition, this chapter provided an overview of the research question, the aims and the reasons why the research on Kaaps is deemed necessary in the educational context. I provided the reader with more insight into the research context and background information about Bishop Lavis, where the research was conducted. The next chapter presents the literature review and theoretical framework.

Chapter 2

Literature Review and Theoretical Framework

2.0 Introduction

This chapter's starting point builds on the argument that the Kaaps-speaking learner, their 'language' Kaaps, and the multimodal literacy (and learning) requires development (Hendricks and Dyers, 2016; see specifically Le Cordeur, 2016). By focusing on this argument, I weigh up the comparisons for why and how we should effectively include the teaching of Kaaps for the Kaaps-speaking learner. I also link these arguments to consider the translanguaging of Kaaps as a resource for learning and teaching, in particular when codeswitching is underway in the classroom. This is the focus of this literature review chapter.

In this chapter, I review research and studies on the formation of Kaaps and its relevance for teaching, learning and literacy. I consider the main as well as marginal debates, points, positions and arguments by leading and emerging scholars and writers on Kaaps (section 2). I present the perspective of Culturally Sustaining Pedagogies and its importance for thinking differently or alternatively about teaching Kaaps in the classroom and with a multimodal framing in mind. Scholarly literature on the importance of Kaaps in the classroom is sparse, and although there is literature on the pedagogical and curriculum importance of including Kaaps (see for example Basson, 2018), gaps remain. I thus begin with the background of what Kaaps is and what it means for the classroom, which is extended into three distinct parts. The first part is about Kaaps as a variety versus a language. Here I weigh up the debates, or rather schools of thought, that view Kaaps as a variety (Hendricks, 2016) and Kaaps as a language (Williams, 2024). Next, I address Kaaps in the classroom, followed by a review of the culturally sustaining pedagogic of the Kaaps-speaking learner. Subsumed within this concept, I discuss the notions of translanguaging and codeswitching, specifically how multimodal meaning and identities in the classroom are negotiated in multimodal interactions. The last subsection of this chapter is a discussion and rationalisation of the theoretical framework.

2.1 The importance of Kaaps for the Classroom

2.1.1 Kaaps: variety versus language

There are but two ways one can characterise Kaaps, linguistically: as a variety of Afrikaans (hence labels such as Kaapse Afrikaans), or as a language (hence the label Kaaps). The first has to do with the formation history of Afrikaans and the long subjugation of Kaaps speakers in relation to that development. According to Roberge (2002: 79), three groups were responsible for the emergence of Afrikaans. These groups are the European settlers (from 1652), the indigenous Khoi and San, and the enslaved people of African and Asian origins (from 1658), even though they “were distinct during the first decades of the Cape Colony”.

According to Hendricks (2016), the term Kaaps was born in Cape Town and is also referred to as ‘Kaapse Afrikaans’ and the ‘Cape Vernacular’ of Afrikaans. Hendricks (2016) writes that Adam Small had a leading role in settling on the name Kaaps. Hendricks (2016) continues by writing that Kaaps is an academic term used to name a language that is spoken by mostly coloured⁶ people in and around Cape Town (especially in the Cape Flats area). In its history of formation, Kaaps, like other varieties of Afrikaans, was written out of the creole origins narrative of Afrikaans (den Besten, 2012; Davids, 2011; compare also van Rensburg, 2017; 2018). As stated earlier, Hendricks (2016: 8) writes that Cape Vernacular Afrikaans is but one of the Afrikaans language “manifestation forms” and that it is only one form of Afrikaans used by ordinary people. This has led some authors to suggest, like Hendricks (2016: 9), that according to ‘their’ linguistic status, Kaaps is not a language or a “language form alongside Afrikaans”, but indeed a variety of Afrikaans. In the process of decreolization and standardization, Afrikaans was institutionalised as an official language. Yet, at the same time, there emerged a reductionist narrative of Kaaps as a resistance variety or an idiolect, according to Hendricks (2012).

Like other marginalized speakers, Kaaps speakers were assigned all manner of stereotypical linguistic labels that Adam Small refuted. These ranged from “Kitchen Afrikaans”, a “Coloured language”, “Coloured Afrikaans”, “Capey” or “Gammat-taal” (Blignaut & Lesch 2014: 2; Small, 1972). To this end, Kaaps can be distinguished, for example, from other varieties of

⁶ Coloured is a racial epithet first used in colonial South Africa and expanded in apartheid to describe such citizens as not quite white nor strictly black or African.

Afrikaans: Oranjerivier Afrikaans, Oosgrenseafrikaans, Nama Afrikaans, and Khoi Afrikaans (Christo van Rensburg, cited by Hugo, 2010: 16). In contrast, Hendricks (2016) states that not only is Kaaps one of the oldest varieties of Afrikaans, but linked to Standard Afrikaans. Hendricks (2016: 9) makes repetitive statements when he writes that “Cape Afrikaans implicitly alludes to the fact that Kaaps is essentially a form of Afrikaans”. The central argument of Hendricks’ study is that Kaaps is not a language, but termed as an unacceptably informal (colloquial) “colour variety of Afrikaans” (Hendricks, 2016: 11).

Notably, it is not clear as to when or where Kaaps originated at the inception of slavery. Deep archival research will still need to unearth the colonial roots of it, but according to Hendricks (2016: 10), based on his twentieth century data, Kaaps was limited “to the Cape Peninsula” and most likely originated in the Bo-Kaap, District Six and other neighbouring Cape Town areas. The analysis of the data revealed that this is where Kaaps stabilized linguistically and took the language variety character (Hendricks, 2016: 11). Furthermore, Hendricks (2016: 10) states that Bo-Kaaps Afrikaans is a cradle for Kaaps and that it started before the 1960s, but its use escalated thereafter with the help of the “Group Areas Act”, which forced segregation and in return led to the expansion of Kaaps in different areas on the Cape Flats. This is where the term ‘Cape Flats Afrikaans’ was born, and then later referred to as Kaaps, and served as proof of the geographical boundaries and “distribution of Kaaps” (Hendricks, 2016: 10).

Hendricks (2016: 10) writes about the sociolect nature of Kaaps, focusing primarily on the working class of Cape Town. This does not only include “Cape Muslims, and / or coloured people, but also white people who have always spoken Kaaps” (Hendricks, 2016: 10). With this said, Kaaps cannot be classified as a coloured language, but a language that includes people native to Cape Town, people who stayed in Cape Town and moved to other areas outside Cape Town, and people who acquired the ability to speak Kaaps (Hendricks, 2016: 10). Another terminology used by Hendricks (2016) is that of the ‘cocoon of Kaaps’, and that Kaaps is first and foremost a working-class cocoon. In other words, despite the class differences (working class, middle class) among people from Cape Town and the Cape flats, there are many varieties of Kaaps that we hear and are able to read.

Hendricks (2016: 11) further writes about the regional, racialized dominance of Kaaps and how it can be labelled as a “colour variety of Afrikaans”, and as “traditionally associated with the people of colour”. To elaborate the distinction of Kaaps “to the other colour varieties of

Afrikaans”, Hendricks (2016: 11) points out the (a) subvarieties of “the geolect Orange River Afrikaans that includes ‘Griqua Afrikaans’” as well as the “colloquial Afrikaans of Namaqualand, Bushmanland, Richtersveld, Rehoboth and Riemvasmaak”; (b) Tstotsi and Flytaal Afrikaans that are varieties of Afrikaans too, and are historically associated with young people who stay in Johannesburg; and (c) “black Afrikaans”, which is a form of dialect that has a mixture of other black languages. To summarise Hendricks’ (2016) point, Kaaps is regarded as a variety of Afrikaans and not a distinct language on its own.

Adding to these insights, Willemse (2016) was of the view that the result of the first linguistic adaptation in the seventeenth century took the form of Cape Dutch and later Hottentot Dutch, as was visible in South African literature in the first decade of the nineteenth century. Willemse (2016) goes on to write about the nineteenth century, where he writes about people who observed the unfamiliar (to them) repertoire, like Hubertus Elffers, who started a little book in which he wrote down a record of what he heard. This book he called *The Englishman’s guide to the speedy and easy acquirement of Cape Dutch* (1908). Willemse (2016: 75) writes that Adams Small had a “similar insight almost seventy years later”. He cites one of Adam Small’s poems (*Kitaar my kruis*, 1973) to make his point, which I think is thought-provoking, when Adam Small asks the question, “Can the first human cry be in any language?” Willemse (2016: 75) refers to Kaaps as the most stigmatised variety of Afrikaans and is associated with the typical humour of so-called coloured people. However, Small (1973) and Williams (2021) challenge Willemse (2016). The foreword of Adam Small’s poem *Kitaar my kruis* begins with the sentence, “Kaaps is ‘n taal”, and Williams (2021: 32) writes in the same breath that “Kaaps is a language that has emerged since 1500” and refers to it as one of the least described and “underdeveloped languages of South Africa”. The debate about calling Kaaps a language from a sociolinguistic perspective is still ongoing.

From the perspective of Kaaps in the classroom, Le Cordeur (2016: 86) reflects on “the history of Kaaps” going back to the 1600s, to determine “what role Kaaps play in the development of Afrikaans”. Le Cordeur (2016: 88) writes that Kaaps was recorded “before the arrival of Jan Van Riebeeck” at the Cape in 1652. Le Cordeur (2016: 88) points out that Afrikaans, on the other hand, “began after Van Linschoten’s visit to the Cape in 1592 and De Houtmand and Lodewycks in 1595”. A trading company called the Dutch East India Company, also known as the *Verenigde Oostindische Compagnie* (VOC), was in trouble; the company was overloaded with work and had too few employees, then called slaves, and in 1658 had to “import slaves”

from Angola and Mozambique (Le Cordeur: 2016: 88). Under the law of the time, before South Africa became a democratic country, a slave was the property of whites (Mason, 2003). A slave had no rights, was disenfranchised, possessed no free will of his or her own, and therefore could be imported, according to Le Cordeur (2016). Slaves, such as the Malays, were also imported from the East, Le Cordeur writes (Le Cordeur, 2016).

In the post-apartheid educational context, it is generally understood, at least from a general linguistics perspective, that Kaaps is a system, a language. From a sociolinguistic and applied linguistic perspective, and definitely from a historical linguistic perspective, there are diverse positions. In fact, there has always been diverse positions but, implicitly and explicitly in favour of Kaaps, compare for example the historical study by Valkhoff (1966) (see importantly, Hamans, 2021: 2024). An additional argument is that Kaaps should be referred to as a language and should warrant constitutional protection, including the extension of language policy provisions for the inclusion of Kaaps in schools and universities⁷.

Although conceptually Kaaps is often referred to in the scholarly literature as a historically marginalized language, it is not covered, mentioned or even categorized under the language provisions of section 6(5) (a) and (b) of the constitution of South Africa or the provisions in the Pan South African Language Board's policy definition of "previously marginalized languages". The focus is only on the twelve official languages (which includes the recent addition of sign language).

Kaaps is also a previously marginalized language and language policy plans should explicitly be developed to argue for the constitutional and legislative protection of this language. If we take this argument into consideration, then following Williams (2021), Kaaps does not receive blanket legislative protection under Afrikaans as an official language.

2.1.2 Kaaps in the classroom

The history of education in South Africa before 1994 was very structured due to the colonial and apartheid policies. It was divided according to ethnicity and language. For example, there were separate departments for different ethnicities, such as Bantu Education for the blacks,

⁷ See Williams' (2024) summary of the 3rd Kaaps Symposium, "The science of Kaaps": <https://www.litnet.co.za/the-science-of-kaaps-reflections-on-the-3rd-kaaps-symposium/>

Indian Education for the Indians, Education for coloureds, and the White Education System for the whites (Jansen, 1990). Today, 30 years after abolishing such education systems, it is evident that when one compares the infrastructure of the formally advantaged educational institutions with that of the disadvantaged groups, particularly in the Cape Flats and the black informal settlements, the impact of colonial and apartheid education is still felt by African language speakers and Kaaps speakers, in spite of developments of mother tongue-based bilingual education (compare for example Sink and Swim, 2004, and *Free to Learn*, 2024, documentaries).

I take the points raised by Basson and Le Cordeur (2012) that practical solutions should be offered to transform the education system for Kaaps speakers. For the purpose of this study, and as I argued in the Introduction chapter, the use of multimodal, translated Kaaps in bilingual and multilingual classrooms will provide an important focus to develop it in the basic education system. In this regard, I was interested in how Kaaps speakers who write multimodally in Kaaps negotiate their educational spaces where educators expect only ‘proper’ Afrikaans or English to be used. Plausibly, these occurrences may lead to learners feeling embarrassed to speak their mother tongue in public and eventually stop communicating in their language (Willemse, 2016). I argue here that Kaaps speakers oftentimes prefer to communicate in English as opposed to Standard Afrikaans, or even Kaaps, to avoid being corrected or because they fear mixing their languages in the classroom (see Jegels, 2011). Even though they code-mix and code-switch for communication purposes, when it comes to learning the curriculum content, there is less commitment to Standard Afrikaans.

In the study by Jegels (2011: 44), writing about his observations in a classroom, he points out that “English is the medium of instruction” (Jegels 2011: 44-45) in Manenberg schools, even though those teachers and learners “often do not have English as their first language”. Since they come from the same community, there is a possibility that they speak the same first language, even if English is the predominant language in the school. His classroom research observations showed how subject-verb agreement “is internalised at the basic level of learning”, and in the next grades, all questions are expected to be answered in Standard English or in Standard Afrikaans (when Afrikaans is the predominant language) (Jegels 2011: 46). Jegels (2011) notes that “the convention of simplifying subject-verb agreement is a phenomenon” that is prevalent in the Cape Flats and is significant for understanding the morpho-syntactic rules for forming words and sentences in Kaaps. Jegels’ (2011) research had

a significant impact on my research motivation for this study, and to think more carefully about the history of Kaaps and its future in the educational context.

Willemse (2012), cited in Willemse (2016: 74), argues that “Standard Afrikaans is an exceptional achievement”, pointing to the “codification of Afrikaans grammar”, the creation “of several general and technical dictionaries” relating to “Standard Afrikaans in the media, in education, the justice system and formal spheres of usage” achieved in the last century is very remarkable. He justifies this phenomenal achievement by citing the influence of the “dutchification and germanisation of Afrikaans and the language family metaphor”, which reveals “an underlying metaphor” of Eurocentrism (Willemse, 2016: 74). This idea holds that non-white speakers have a lower quality or status than whites (Willemse, 2016). In introducing the standardisation of Afrikaans, careful attention was paid to selecting individuals who could contribute to the standardisation of Afrikaans (Willemse, 2016). For example, deliberate care was taken to exclude non-white Afrikaans-speaking communities (Willemse, 2016). As Willemse (2016) argues, we need to cultivate a “greater awareness of the legitimacy of language, varieties must be cultivated in education and the media” (Willemse, 2016: 77). This can be done, as Willemse (2016) suggests, by creating a positive attitude towards other forms of non-standard language varieties by training educators how to promote non-standard languages in the classroom, in this case Kaaps, and give educators positive awareness and dignity rather than making alarmist claims against standard languages.

The fact that Kaaps speakers learn to decode in Standard Afrikaans the standard English curriculum content in the classroom through Kaaps translation or translanguaging is of second language significance, and indexes ongoing struggles felt by marginalized communities in South Africa. In language didactics, translanguaging is normative, but since the late nineteenth century, it has been largely “taken for granted” as a learning phenomenon in twentieth century language didactic literature (Hall and Cook, 2012: 272). In Hall and Cook’s (2012) study, students were discouraged from communicating in their own native language, which made it difficult for them to understand the subject matter. Another important study by Garcia, Flores, Seltzer, Wei, Otheguy and Rosa (2021: 1), raises the issue of racialized bilinguals, their language, and their education, an important lens to understand the ongoing issues that the Kaaps-speaking learner face.

'Racialized bilingual' is a term that refers to people who have been classified as racially and linguistically inferior due to "long processes of domination and colonization" (Garcia *et al.*, 2021: 15). In this vein, Garcia *et al.* (2021) provide a compelling explanation that refutes the notion that linguistic exclusion and segregation in bilingual classes result in bilingual students having to overcome barriers that prevent them from using their full linguistic repertoire to create meaning. These authors also take it very seriously when they critically note that "dominant white groups" are allowed "to use their full linguistic" abilities to "participate in foreign- or second-language activities" and other "bilingual educational activities", while in contrast, "racialized bilinguals are discouraged" or even prevented from using their full linguistic repertoire (Garcia *et. al.* 2021:217). This is fully visible in comprehension examinations, an assessment where learners/students are provided with a text which they have to read and later on answer questions related to the text. This is undertaken to assess the level of comprehension of the learners.

Comprehension examinations have been conducted on a "Monolingual Assumption" and has been challenged in all aspects, specifically with respect to language switching from the standard variety to the language the student was socialized in (Hall and Cook, 2012). Although monolingual teaching and monomodal materials development have been supported by the mainstream literature for the last decade, students continue to communicate in their own language in the classroom (Hall and Cook, 2012). Research claims that, based on the teaching model, focusing curriculum material and its teaching on a bilingual or multimodal path have both communicative and cognitive benefits (Hall and Cook, 2012: 272). Levine (2011), cited in Hugo (2012: 278), states that even though "monolingual principals and norms" were indirectly forced into use within the language teaching literacies over a century ago, bilingualism and multilingualism remains active and fruitful in the language classroom environment. Many assumed perhaps that monolingual teaching was taking place in all classrooms, because not much noise had been made at the time about using one's own language and translations of texts to accommodate students (compare Butzkamm, 2003: 29, cited in Hugo, 2012: 278). Comparatively, Hall and Cook (2012) argue that those past developments in language teaching have led to a split between those who take monolingual classrooms for granted and those who teach learners' languages. This research conducted by Hall (2012) pointed me in the right direction and provided fruitful data that I thought to be useful to refer to in the research process.

The situation is not much different for Kaaps-speaking learners, as Le Cordeur and others have repeatedly shown. Le Cordeur (2011) reminds us of the emotional and political problems Kaaps speakers face outside the classroom, when he argues that Kaaps speakers should not be pushed into the discourses and ideologies of Standard Afrikaans or even Standard English as taught in our schools, but rather that we should accommodate such a speaker in their own right. Basson and Le Cordeur (2018) write that there are more or less 2.5 million learners who speak Kaaps as their first language, but it is not part of their curriculum and academic language repertoire in schools. By comparison, Le Cordeur (2011) makes the important point that teachers must make it their mission to teach in standard linguistic diversity, but that they must simultaneously design tasks for Kaaps speakers to reduce negative attitudes toward Kaaps, and that the inclusion of Kaaps does not mean the replacement of Standard Afrikaans and language identities or even a particular speaker (Le Cordeur, 2011: 97). Instead, as Willemse (2011, cited in Le Cordeur, 2011:97) puts it, it is about “restoring pride in the language with which the learners are familiar with”.

It is clear that language plays a major role in the South African education sector, which can be described as a kind of codification or barrier in education (Le Cordeur, 2016). I disagree with Le Cordeur (2016) when he repeatedly refers to Kaaps as a variant of Afrikaans, as a politically expedient position, even though he cites Adam Small who writes in the foreword of his poetry collection, *Kitaar my kruis*, “Kaaps is a language, a language in the sense that it bears the full fate and destiny of the people who speak it; their whole fate, their whole life ‘with everything that is in it’; a language in the sense that the people who speak it, give their first cries in this language”. According to Nikki (2023), language is a system of structured, rule-governed communication used by humans. The author further defines language as a “method of human communication, consisting of words used in a structured and conventional way and conveyed by speech, writing, or gesture” (Nikki, 2023). Taking into consideration these definitions help to persuade the reader why I talk and write about Kaaps as a language and prefer to side with the school of thought that defines Kaaps as a language.

Put another way, Le Cordeur is fully persuaded by the language-ness of Kaaps, as he writes: “Kaaps is not a joke” (Le Cordeur, 2016:92). Kaaps is often tainted with “Gatiepie jokes” or referred to as ‘Gammat’ language, which has a “negative reference to the influence of Muslim Afrikaans” (Le Cordeur, 2016:92). While no full study has been conducted on what is essentially Kaaps, in the way that white people refer to Kaaps as a joke, or to stereotype and to

malign Kaaps speakers, a more serious charge is that mocking the use of Kaaps is linguistic prejudice or a form of linguisticism (language racism). Bourdieu (1977: 652) draws conclusions that “a language is worth what those who speak it are worth”. Following the former argument, not only are Kaaps speakers racialized, they are also assumed to reflect a lower social class based on where and how they were historically placed by the apartheid government.

Criticism of Adam Small’s early works were levelled at his use of Kaaps and that his work “stereotypes people of colour and portrays them in pejorative ways” (Gerwel, 1985: 16, in Le Cordeur, 2016:92). According to Gerwel (1985: 92), cited by Le Cordeur (2016:92), this criticism was unfounded. Small’s drama, *Kanna Hy Kô Hystoe* (Kanna He’s Coming Home) (1965), was an effective linguistic means of “protest against political injustice” (Le Cordeur, 2016: 92). An excerpt of the poem illustrates Small’s resistance to standardised Afrikaans and validates Kaaps as a language of the people.

Ek sê ek praat met djou in Kaaps
(I say I speak to you in Kaaps)
Here some van my critics
(Lord some of my critics)
het nog neve in allie djare
(never have in all these years)
my taal hierso geperform ie
(my language in not performed like that here)
ek sê ma net weer net soes lank gelede
(I’m just saying again just as long ago)
die’s g’n Gamat-taal nie.
(this is no Gamat-language)
‘n straight en diep taal vannie mense
(a straight and deep language of the people)
Waar hulle in gebore word en eerste kwyl
(Where they are born in and first drool)
en dan allie transactions van hulle lewe in beklink
(and then conclude all the transactions of their lives)
hulle bietjie maybe baie liefde soek,
(they are maybe looking for a lot of love,)
en haat *(and hate)*
en dan, daa’ byrie final beacon vannie dood,
(and then at the final beacon of death)
in sterwe
(passed away)

en, dja of course djy moet dit sing
(and of course, you have to sing it)

Small's writing expresses "the power with which Kaaps can express the pain" of the people who speak Kaaps (Le Cordeur, 2016:92). On the other hand, I agree with Willemse (2012), quoted in Le Cordeur (2016), when he says that "Kaaps is associated with the so-called humour of the Coloured people", but one may argue as to whose authority this correlation was made. In addition, there is the media, which should and can play a large role in educating people about this stigma against Kaaps, even though the "stereotype of Kaaps and its speakers" is still present in the media (Le Cordeur, 2016:93). Le Cordeur (2016: 93) states that not all speakers of what he calls "Cape Afrikaans are passionate about their dialect and identity". I agree. I will reflect on this very point in the methodology chapter on how these ideas also affected my identity during my research.

In thinking about pride in language and cultural self-awareness, I cite the poem by Peter Snyder titled *Of Hoe?*

Of hoe?
(Or how?)
Moetie rai gammattal gebrykie
(Don't use that gammat language)
dit issie mooi ni:
(it's not pretty:)
dit diegreid die coloured mense – of hoe?
(it degrades the coloured people - or how?)
Wat traai djy
(What are you trying)
Om 'n coloured culture te create?
(To create a coloured culture?)
Of dink djy is snaaks
(Or do you think it's funny?)
Om soe te skryf
(To write like this?)
Of hoe?
(Or how?)
Traai om ôs lieweste op te lig;
(Rather try lifting us up)
Ôs praat mossie soe nie...? of hoe?
(We don't talk like that...? do we?)

Pienaar (2014), cited in Le Cordeur (2016: 93), aptly states that, with regards to the identity of white Afrikaans speakers, “Afrikaans is part of their identity. It defines who and what they are.” He continues that Afrikaans has deep value for certain identity categories. Le Cordeur (2016: 86) writes that Kaaps, in contrast to Afrikaans, acts as a “barrier of cultural identity” for Kaaps speakers, particularly in the area of literacy. Le Cordeur suggests that there has to be a shift in our understanding of the literacy practices of Kaaps-speaking learners in the classroom.

It can be argued that languages such as Kaaps are fit to be developed for learning and teaching in the classroom. We know that in such a scenario, the curriculum content and the production of learning patterns cannot be classified merely as an “instrument of sound and communication”, but that “our language is part of how we experience and see ourselves, how we express ourselves and understand the world” (Pienaar, 2014, cited in Le Cordeur, 2016: 94). This is also how coloured Kaaps speakers identify themselves, even if, as Le Cordeur (2016) writes, they are less overt about it. Before unpacking Le Cordeur’s research question, which I found useful for the design of my research, I want to take a step back into the history of schooling for Kaaps speakers in South Africa before 1994, during apartheid legislation.

As previously stated, apartheid was a time of inequality between racial groups, more specifically, white people regarded themselves as more dominant/superior than non-white people. Because of this, non-whites were deprived of many things, such as equality in education, and especially with regards to language.

Le Cordeur (2016: 94) writes, as I noted above, that “the coloured speakers of Afrikaans” did not make much ado about the way they spoke. Gerwel (1985), quoted in Le Cordeur (2016:94), wrote, “they made peace with the language they spoke”. This is where the notion of Kaaps as a resistant language emerged: not only because of the apartheid regime, but also because the directive appears to have been to *not* develop the language, therein continuously misrepresenting Kaaps speakers’ inequality. During apartheid, the main concern of Kaaps speakers was to survive, and to obtain a better education – if not for themselves, then for their children’s children – so that they in turn could succeed. For them, Kaaps was their language spoken behind closed doors. They did not make their “peace with the language they spoke”,

but one can argue that they chose to make their peace with the language because of the situation they found themselves in.

In Saal and Lawrence (2019), the dynamics of writing in Kaaps in the classroom suggest a process of translation and using different resources. The authors examined Afrikaans-speaking adolescents in grade 10 to see if they could communicate or write only in Standard Afrikaans or if they mixed Afrikaans with English. For their study, Saal and Lawrence (2019) collected 65 essays from two different provinces: Western Cape (Piketberg) and Northern Cape (Uppington). They asked learners to “write formal essays on given topics” (Saal and Lawrence, 2019). In the data collected, they found that the youth from the Western Cape (Piketberg) used more “English language elements” than those from the Northern Cape (Uppington). This suggests that the Northern Cape students were more exposed to or had more access to Standard Afrikaans than the Western Cape (Piketberg) youth, who appeared to use more English lexemes. But what strikes me about these data is that they found data that they called “Afrikaansified English words” like “*oraait (okay / all right), warrie (where are) en brieke (brakes)*”. These are in fact part of the Kaaps lexicon, not Afrikaansified English words (see van Rooi, 2018).

Saal and Lawrence’s (2019) study also claims that direct translation of English is used to “enhance the Afrikaans character of the text”. The above study proves, as I mentioned earlier, that most coloured people in the Western Cape speak Kaaps. Since Kaaps is not yet an official language, it is not officially taught in schools. As mentioned earlier, parents had to decide which language their children had to learn when they entered school. This means that the words recorded are Kaaps and not an invented term from Afrikaans-English called “Afrikaansified English words”. Furthermore, Kaaps words appear in the study not only among learners in the Western Cape, but also in the Northern Cape. For example, words such as “*dies, watse, vanie, hoeko, gewies, kennie*”, the word “*lente*” instead of ‘*lengte*’, and many more.

2.1.3 Kaaps and Culturally Sustaining Pedagogy in the Classroom

Paris and Alim (2017) define culture-sustaining pedagogy (CSP) as the presence of language and culture in the education context and in turn whether the education context supports the way of life of communities. Complementing this, Alim, Wong and Paris (2020) write that culturally sustaining pedagogy aims to preserve and promote linguistic, literary and cultural pluralism as part of schooling in order to consider dynamic cultural competence as necessary, “to consider

the outcome of learning as additive and not subtractive, its languages, skills, cultures and histories” (Paris and Alim, 2017:1). This approach to the teaching and learning of Kaaps and multimodal materials in Kaaps can be used to reshape the curriculum for the advantage of the Kaaps-speaking learner. The culture-preserving pedagogical approach (CSP) focuses on how teachers can promote Kaaps in the classroom. Paris and Alim (2014: 86) critiques CSP as “asset pedagogies” which aims to strengthen and preserve the literary, linguistic, and cultural pluralism of multilinguals in school. It is part of the “democratic school project” and the urgent need to address demographic and social change. CSP challenges the monolingual and monocultural limitation implied by language education policies (Paris and Alim, 2014).

In this study, I draw on the culturally sustaining pedagogy scholarship to study how multimodal literacy practices and curriculum sustain the lived experiences of Kaaps-speaking learners in the classroom. Recent studies demonstrate that there has been a move away from monomodal approaches to teaching and learning that focus on language as the primary mode of learning and assessment, incorporating “more concrete, material, sensory, and bodily practices” (Newfield, 2011: 29). According to Newfield (2011), language is only one of the modes that can be used to create meaning that is disseminated and interpreted through many means of representations or modes. The other modes are sound, image, music, space, and colour, to name a few. In addition, the author addresses how language is often connected to other modes of meaning making that materialise through available materials such as clay, wood, stone, paper, sound, body, and fabric (Newfield, 2011: 29). Newfield (2011) states that all forms of communication are equal and therefore taken equally seriously.

This is developed further based on a perspective on multimodal literacy practices and forms part of the theoretical framework of this study (outlined below). I use this framework to analyse Kaaps in the classroom and to suggest scholarly and practical ways to support the lived and cultural experiences of Kaaps-speaking learners.

A second argument in this study is that, given the lack of representation of Kaaps in the curriculum, we need to promote pedagogical interventions that support Kaaps-speaking learners’ cultural-linguistic experiences (see for example Basson, 2018). Research shows that Kaaps-speaking learners lack confidence because their native language is not used to the same extent and function as Standard Afrikaans (Le Cordeur, 2011: 97). The majority of “prescribed textbooks ... represents a different world” (Le Cordeur, 2011: 714) than the one in which

Kaaps-speaking learners live, and the way the core curriculum is taught to them is not positive or transformative. It is clear that Kaaps needs to be recognised, as Le Cordeur (2015) has argued, but we also need to do so in order to overcome the barriers to learning for Kaaps speakers and provide resources for Kaaps speakers when it comes to assessment and testing, as is largely the case in Standard Afrikaans.

2.2 Theoretical Framework

2.2.1 What is Translanguaging?

A considerable amount of research has been published on ‘Translanguaging’, focusing specifically on teaching in a classroom environment. García (2009: 547-577) describes translanguaging as a process of making meaning, using “various cognitive processing” and all “linguistically diverse context” moving between languages to make meaning (García, 2009: 547-577). Wei (2018: 21) writes similarly that “Translanguaging is used to describe the meaning- and sense-making processes in cross- and multi-modal communication” using multilingual resources.

According to Cummins (in press), translanguaging was introduced by Cen Williams (1994, 1996, and 2000) in Welsh-English bilingual programmes that focused on Welsh language revitalization. The term governed attention as it focused specifically on the “systematic and intentional alternation of input and output of languages in the bilingual classroom” (Cummins, in press: 1). Garcia (2009), building on the construction of translanguaging cited in Singleton and Flynn (2021:3), describes translanguaging as the act bilinguals perform by “accessing different linguistic features” or different modes of so-called “autonomous languages...in order to maximize their communicative potential”. This supports Palmer, Martinez, Mateus and Henderson’s (2014: 757-772) argument that translanguaging “offers...the potential for cognitive and academic benefits” that include “the flexible use of multiple linguistic resources”. Although a Chomskyan view on translanguaging that raises some concerns about individual language proficiency and cognitive competencies that could be characterized as overlooked (cited in Singleton and Flynn, 2021), the limitation in this view is that language competence is portrayed as “innate, monolingual”, especially for those learners who come from a “homogeneous environment” (Singleton and Flynn, 2021:14). Translanguaging scholars refute this Chomskyan theory and instead support Cook’s (1999) concept of multi-competence,

as cited in Wei (2021). Wei (2021) also point out that translanguaging scholars have found new evidence that multilingual competence is qualitatively different from Chomskyan monolingual competence. But there was a limitation here as well.

Translanguaging is a social performance, not a multi- or monolingual competence (Wei, 2021). According to Wei (2021:14), translanguaging is not only about incorporating a person's linguistic repertoire into communication, but also about "shuttling between the languages" that the other brings to the table in order to "co-construct meaning". McKinney, Zavala, and Makoe (2024: 23) agree that, in practice, translanguaging is about the "complete linguistic repertoire of the speaker" and emerges in classroom communication, for example, without regard for vigilant "adherence to the socially and politically defined boundaries of names (and usually national and state) languages" (McKinney *et al.*, 2024).

Put simply, when one learns a new language, the native language serves as a foundation, which will assist them to translate a L2 (second language) into a native language. According to Makalela (2018), as cited in McKinney, Makoe and Zavala (2024: 23), "new languages of description foreground southern epistemologies and ways of knowing that differ from northern or 'applied' mainstream science and sociolinguistics". This is an important point with regards to the local application of the notion of translanguaging in South Africa. Makalela (2018), cited in McKinney *et al.* (2024: 23), introduces the concept of "Ubuntu translanguaging" which refers to a "relational ontology" that "foregrounds" the "infinite" dependency relations between different linguistic resources used in "class discourse" in rural and urban South African spaces." Makalela creatively uses the meaning of the term Ubuntu – I (we) am because you are – to set out how one language is dependent on another language in multilingualism. For him the meaning of Ubuntu is about the connectedness of all people to one another (see McKinney *et al.*, 2024: 23).

Learning a second language is even more rewarding when the first language and the second language are related. For example, this study is about Kaaps as a native language with Afrikaans closely related to Kaaps. In many cases, similar words can be found that make it easier for the Kaaps speaker to understand the language. For example, the word <bol> in Kaaps and <bal> in Afrikaans have the same meaning, the spelling and pronunciation are different but similar because both languages form part of the Germanic language family.

In this study, I draw on the notion of translanguaging to explore how learners and teachers make meaning through language. I wanted to explore how Kaaps language use emerges in a classroom setting when the environment is painted for the engagement in Kaaps.

Oftentimes translanguaging is thought to overlap with code-switching. To differentiate between the two, I delve into the underpinnings of codeswitching and its uses in the classroom. In what follows, I briefly differentiate between code-switching and code-mixing.

2.2.2 Codeswitching to negotiate meaning and identities in the classroom

The communication practices of Kaaps speakers are defined by code-switching; it is, as I have argued above, how potentially grammatical rules and words are formed in the language (see Hendricks, 2012 and 2017). According to Rahmat, Othman and Unin (2019: 1), the two best-known, best-studied, and most commonly used categories of codeswitching are intrasentential code-switching, when individual codes switch within a sentence, and inter-sentential codeswitching, when two languages are mixed “in two separate sentences in an utterance”. In this study, I aim to demonstrate that this practice formed an important part of how Kaaps speakers interacted to make meaning of curriculum content but also drew on their linguistic repertoires (Busch, 2012) to manage translanguaging practices.

Hornberger and McKay (2010) proposed different models that divide code-switching into different functions. The authors explain that code-switching is a product of language contact and occurs “where two or more languages meet, as is the case in multilingual” societies around the world, “they tend to color each other” (Haugen, 1972, cited in Hornberger and McKay, 2010). In line with Hornberger and McKay (2010), Myers-Scotton (1993) refers to codeswitching as the switching of varieties within the same conversation. In other words, it is a common practice in which bilingual or multilingual speakers mix phrases, words, and sentences from two or more languages, dialects or linguistic styles (see for example studies by Bokamba, 1989; Hymes, 1974). However, code-switching is also language crossing between language styles.

Language crossing, according to Rampton (1995), refers to the use of another’s language that is generally thought not to “belong” to a particular person. Rampton writes that “language crossing” involves the switching of codes by persons “who are not accepted members of the

group associated with the second language” (Rampton, 1995: 485 - 513). This type of language movement involves moving from one dialect to another, which can also be seen as a type of performance.

2.2.3 The social functions of code-switching

In code-switching, there is a dominant language, which in most cases is the home language/native language and is referred to as the “matrix language”, and an additional language, which is referred to as the “embedded language” (Auer, 2010: 460 – 466). As a result, people can sometimes switch between different languages unconsciously. Overall, there are several code-switching functions, namely referential, directive, expressive, phatic, metalinguistic, solidary, and clarifying (Ennaji, 2005). These various social functions, as Ennaji (2005:142) calls them, help pave the way for communication and to overcome the lack of certain “lexical items or expressions in a language”, known as the referential function.

Code-switching practices can also compensate for linguistic deficits (Ennaji, 2005). For example, sometimes one may want to discuss a specific topic in a specific language and automatically switch to that specific language without hesitation. For example, Kaaps is the first language of many people in the Western Cape (Cape Flats), especially the coloured population. Although Kaaps is not yet an official language and therefore not taught in schools, parents are compelled to choose Standard English or Standard Afrikaans as their language of teaching and learning when they enrol their children in school. Because Kaaps-speaking learners are not taught to read and write in Kaaps as a matter of language learning in the curriculum, they may lack referential function in the language. Utami, Hakim, and Adiputra (2019: 3-5) write that “referential function involves lack of knowledge of a language or lack of ability in that language on a particular topic”. It stands to reason then that Kaaps-speaking learners, as I have observed as a teacher, often want to express themselves but do not have the appropriate vocabulary in their first language. They also want to do so with peers who speak the same first language but remain silent when it comes to intercommunicative and cognitive curriculum demanding activities in the classroom. These learners are often misjudged as having no opinion on a particular topic or subject.

The second social function of code-switching is directive function (Ennaji, 2005). According to Ennaji (2005:142), this function refers to the addressee. It is a type of code-switching that aims to do one of three things: excluding “other people from the conversation”; including a

person by using their language; or you want to end a discussion and resume talking to the people around you, so you switch to a language they understand. An example: two Kaaps-speaking friends are invited to a social gathering of non-Kaaps speakers and want to talk about the food at the event. So the Kaaps speakers may switch to the Kaaps language to exclude the others from their conversation, but are forced to end their conversation when someone addresses them.

Nurmalia and Purwaningrum (2019) agree with Ennaji (2005) and write that the expressive functions address the listener directly. The expressive function of code-switching is when people express themselves in more than one language in the same conversation. For example, here is part of a conversation between two educators on a Monday afternoon after the learners have been dismissed. In this conversation, the teachers switch from Kaaps to English and then back to Kaaps: “Jinne, I am so tired today, die kinnes drain my yt (*Sjoe, I am so tired today, the children drain me*)”. This illustrates the expressive function compared to the phatic function which refers to “metaphorical switching” (Ennaji, 2005:142) that supports the speaker’s change of tone “throughout the conversation”.

Another function that contributes to code-switching is the metalinguistic function, which is used to show one’s knowledge of one language and to make comments about another language (Zolkapli, Mohamad, Mohaini, Wahab and Nath, 2022). In this case, it can be used to impress an audience to “show their mastery of the languages” in question between two interlocutors who switch languages (Ennaji, 2005: 142). This type of skillful performance is found among salesmen, tour guides, politicians, to name a few (Ennaji, 2005). The final function is the solidarity function, which can be used to “express solidarity with a particular group”, and lastly is the clarification function, which helps to define terms clearly (Ennaji, 2005:142).

Malik’s (1994) model of code-switching is based on distinctive functions, which include lack of convenience, “lack of registrational competence”, reflection of the speaker’s mood, an act of “addressing different” listeners, attracting attention, and finally an act that serves “pragmatic context and habitual expression” (Malik, 1994, cited in Zolkapli *et al.*, 2022: 1369). All in all, code-switching and code-mixing are about switching and mixing languages, and this type of communication is very common and normative, especially for bilingual and multilingual speakers (Benson, 2005).

In summary, code-switching in the classroom is a very important form of classroom communication and potentially for the development of cognitive academic language proficiency. It shows not only what language you speak, but also how your language identifies you as a person. With respect to Kaaps, we can ask: Should multimodal tasks and learning materials define, design, and shape code-switching and code-mixing by Kaaps-speaking learners in learning situations and contexts? To answer this question, in addition to the main research question of this study, I drew on Walsh (2010)'s concept of multimodal literacies.

2.2.4 Multimodal Literacies

Following Hines (2014), Walsh (2010) defines multimodal literacy as the production of knowledge that typically occurs in reading, responding to, understanding, viewing, interacting with, and producing digital and multimedia texts. This research project developed further Walsh's multimodal literacies concept (Walsh, 2010). In this section, I outline the rationale behind this notion.

A huge percentage of teaching material used in the classroom today is already multimodal, for instance, textbooks, posters and print-rich walls, but it raises standard languages (i.e., the language of instruction) and not non-standard/non-officials languages such as Kaaps. As is clear from the project's problem, research questions, and review of literature above, there is a clear need to understand the cause and effects of multimodal materials in Kaaps for Kaaps speakers in the classroom.

Walsh (2010: 213) provides a powerful concept in this regard. She writes those new terminologies used in recent years indicate the birthing of "new modes of communication, e.g. visual literacies, new literacies, digital literacies, multimodality and multiliteracies" that have become important in the classroom. Multimodal literacies, as she defines it, concerns those academic literacies for meaning-making and using different multimodal modes, such as reading, viewing, understanding and how to respond, produce and "interact with multimedia and digital texts" (Walsh, 2010: 213) in the classroom. Similarly, Gee (2003) and Prensky (2001), cited in Walsh (2010: 214), state respectively that digital technology has had a positive impact on learners and therefore they acknowledge the potential "and the processing of different modes within digital texts".

Walsh (2010: 215) argues that academic literacy cannot be simplified as an act of “decoding, comprehending or reproducing printed words on a page”. Instead, academic literacies have to be thought of as “social practices so that becoming literate is a complex interaction between the learner’s background and language and the context, purpose and discourse of the text” (Walsh, 2010:215). By adopting this literacy perspective, a multimodal classroom can enhance both learners’ and teachers’ comprehension of information, writing, etc., using a diversity of multimodal modes to make meaning.

Walsh investigated multimodal literacy practices in schools with a focus on how to better teach and introduce new and innovative ways to understand literature. She focuses on how literacy in schools can be improved and how we can use different traditional pedagogical methods, such as science experiments and literary responses, through different modes and new texts (Walsh, 2011). As stated previously, much of the instructional materials used in classrooms today are already multimodal, but the curricula emphasize standard languages rather than languages such as Kaaps, a language that has not yet been standardized. This falls out of the problem statement of this study and feeds into the research questions and the literature review covered. In this way, there is a clear need to understand the causes and effects of multimodal materials in Kaaps for Kaaps speakers in the classroom.

Walsh (2010) also writes about the coherence and synchronicity of processing modes, referring to images, words, sounds, movements and how these can all occur simultaneously. Interestingly, as Walsh (2010: 213) puts it, “certain modes may dominate”, for example, when creating a screen-based text, the visual mode may dominate, and with an audio podcast, the sound mode may dominate. Recent research has discovered two important aspects of multimodal literacy that have implications for instructional practice (Walsh, 2010).

The first theme concerns the effectiveness of technological changes related to reading, writing, and producing visual texts on a screen compared to reading and writing printed texts (Walsh, 2010). The second theme is in the social practices of reading and writing that have not only changed, but expanded tremendously with the development of Web 2.0 technology. The constant change and evolution of technology and the importance of technology do not only occur at home, but also in the classroom.

I recognized in this study that it is critical that Kaaps-speaking learners be exposed to the world of multimodal learning, not only because this is how they interact and communicate, but because in today's technological world, young children learn multimodally (Marsh and Hallet, 2008:

122-123). I explore this further in my data analysis chapters.

2.3 Summary

In this literature review and theoretical framework chapter, I provided a discussion where I engage in the key debates on Kaaps in the school setting. I have drawn inspiration from the work of Basson and Le Cordeur (2012) and the arguments by others on how to proceed to transform the education situation for Kaaps-speaking learners. An important insight provided by Jegel's (2011) lies in his observational data from the classroom that highlight the importance of the native language of a speaker. Jegel's demonstrated how second language use, even when not taught in the native language, can contribute to word and sentence comprehension. The work of Le Cordeur (2012) has had the most influence on this thesis, as is clear in the opening chapter of this thesis and in subsequent chapters.

This chapter also highlighted the important contributions of Adam Small in defining Kaaps as a language and in which he repeatedly expresses the power of Kaaps to express his own feelings and his pain. Additionally, this chapter also drew attention to the identity of Kaaps speakers, to their lack of self-confidence due to the apartheid regime in which Kaaps was disregarded as a language, but this idea can be traced as far back as the colonial period (see Williams, 2021). One focus of this chapter is translanguaging. Extensive research studies have been conducted on translanguaging and its importance in meaning-making, especially in the classroom. I then wrote briefly about the importance of the social function of code-switching, focusing specifically on the referential function, directive function, expressive function, phatic function, metalinguistic function, solidarity function and the clarification function. I closed with a review of language crossing, style, code-switching, and code-mixing as linked to Kaaps, followed by an explication of the notion of multimodal literacy. In the next chapter, I discuss the methodology of the research project.

Chapter 3

Methodology

3.0 Introduction

In the first chapter of this thesis, I briefly referred to the research design of the project. In this chapter, I discuss in detail the methodology, methods and data collection procedure I followed in this study. I provide a rationale for the methodology, the methods of participant-observation and audio-recordings and also provide a detailed description of the research context and participants. I also provide some insight into the school used for this research study. I explain participant-observation, reflect on the data collection process, and the methods I used to collect the data, but also how I thematized the data. I conclude the chapter by reflecting on the limitations of the study and provide an overview of my position as a teacher (as an exercise in reflexivity) and consider the ethical concerns attached to the study.

3.1 Conducting qualitative Methodology research

A qualitative methodology was proposed to capture and document the importance of using multimodal competencies in the classroom, not only for Kaaps-speaking learners, but for all multilingual learners. Qualitative methodology is an approach to interactional research that collects language practice data in the real world. The project collected multimodal interactional data in a multimodal focus group setting where Kaaps-speaking learners interacted with Kaaps multimodal learning materials. The data for this project was collected from two separate Grade 6 focus groups whose language repertoires consisted of Kaaps, English and Afrikaans. In this project, a qualitative methodology and methods was used to collect the data. I employed the following methods:

3.1.1 Participant-Observation

Participant-observation can be defined as the method of taking part in a project or research that you are going to write about. The advantage of participant-observation is that you can ask better questions for your research because you know the context better and your data collection is therefore of a higher quality. Hammersky and Atkinson (1983) make it clear that to study the social world, it only makes sense to participate in it. This was one of the most valuable pieces of data I collected. I observed but also participated in the multimodal task set for the focus

groups. It is now well known that we speak and learn not only verbally, but also visually and viscerally, in other words, multimodally, that represents in many ways our emotions (captured in colour). For example, I noted and recorded facial expressions and was able to recognize excitement, confusion, and sadness by the Kaaps-speaking learners (and so on).

3.1.2 Audio recordings

In order to collect as much interactional data as possible, I audio-recorded the engagement with the multimodal tasks. The reason why I chose to audio-record interactions between learners was because I wanted to collect enough interactional data to answer my research question and provided micro-data that highlighted how Kaaps-speaking learners engaged with multimodal literacy tasks in the classroom, but also how they engaged in code-switching, code-mixing and translanguaging. I had two focus groups that I selected from a large pool of learners.

3.1.3 Using data for data: Translated sciences curriculum documents

I translated a Grade 6 science lesson from Standard English into Kaaps to provide the learners with a sample of Kaaps learning materials. I also completed such a translation to expose learners to reading Kaaps on the page and to show them that the way they use Kaaps in the classroom to make sense of the curriculum material, verbally, can be transposed to the page in multimodal writing. I translated most of the text into Kaaps, but selected to keep some of the English scientific keywords unchanged so that learners would be able to use Kaaps from English especially for science subjects where terminology in Kaaps is not available as yet (see Annexure A).

3.2 Data collection procedure

The data was collected in a selected classroom in a selected primary school in the township of Bishop Lavis, in Cape Town. This was done in several stages. After obtaining ethical approval from the UWC Humanities and Social Sciences Ethics Committee, I applied to the Western Cape Education Department (WCED) for permission to conduct research in the selected school. Once approved, I sought permission from the principal and then obtained consent from three to four selected teachers, parents of ten learners, and the learners themselves. Next, I considered the COVID-19 rules and regulations of the Western Cape Education Department (WCED). I selected participants from three classrooms of Grade 6 teachers to avoid bias, as I was also a teacher at the school at the time of the study. I selected eight to ten (self-identified)

Kaaps learners in the Grade 6 classes to participate in the study and opted for purposive sampling. The reason why I selected the Grade 6 learners is that they are advanced in the curriculum and have Standard Afrikaans and English language skills and advanced vocabulary in Kaaps. I asked the teachers to ask the learners to self-identify as Kaaps speakers and not simply assume that they are Kaaps speakers because of objective factors (phenotype, region). I deidentified the name of the school which is simply referred to as 'Rainbow School'.

In the third phase of data collection, I designed and translated the Curriculum and Assessment Policy Statement (CAPS) worksheets into multimodal Kaaps materials as part of the design of reading and writing experiments for learners. In other words, I created and translated multimodal worksheets aligned to the CAPS curriculum, although the aim was originally to translate them from Standard Afrikaans to Kaaps, but I myself had difficulties with Standard Afrikaans as my first language is English. Therefore, I opted for a translation from Standard English to Kaaps. These multimodal exercises were completed by the participating learners, who were then allowed to discuss the exercises. Please note: consent from parents and assent from learners were obtained prior to data collection. The learners completed these exercises in a specially convened lesson. I recorded these in-class discussions (interactions) in the following format: I divided the class into two focus groups of four to five learners each and gave them different but similar topics (depending on the lesson material I was using) and asked them to brainstorm the topics.

The learners were asked to observe and participate in the exercises and also reflect on how easy or difficult the exercises were. This interaction was recorded on tape. The goal was to collect meta-reflexive data to capture the use, value, and impact of Kaaps multimodal skills and how they are used to interact, discuss, and contextualize information.

Even though the sample size was small, the goal was to collect naturally occurring data in a simulated classroom. The aim was to collect, supplement and confirm authentic data in their natural environment. Terre Blanche, Durrheim and Painter (2006:287) raised the question, "How can we collect data in such a way as to make it easier to get to know the phenomenon in its real context?" The most ideal answer would be to "become a natural part of the context in which the phenomenon occurs" and participate "with minimal disturbance to the natural setting" (Terre Blanche *et al.*, 2006:287).

3.3 Thematic analysis of the data

After completing the data collection phases, I applied thematic analysis to code, organize, manage, and prepare the collected data for analysis. I used Attride-Stirling's (2001:388) three-level approach to aid the process of coding the data collected. This thematic analysis tool promised a simpler approach to analysing qualitative data and complemented the framework used to analyse my collected data. I coded my data by focusing first on the basic themes, the organizing themes, and then the global themes. The first level was the "lowest order theme" present in the text, also known as the Basic Theme. This was followed at the second level by the Organizational Theme, also known as the middle order theme. This theme organized the basic themes into thematic groups. The third level was the super-ordinate theme or Global Theme, which encompassed "the principal metaphors in the text as a whole" (Attride-Stirling, 2001:388). This three-level approach allowed me to filter the collected data by common, similar, and different experiments conducted by the participants.

I furthermore relied on five steps of interpretive data analysis in Terre Blanche, Durrheim and Kelly's (2006) to analyse the data within the theoretical framework discussed in Chapter 2. The first stage is about familiarizing oneself with the collected data, reading the collected data, and reviewing it repeatedly. The second phase is the induction of themes. The third phase is coding, i.e., comparing, analysing and summarizing the data. The fourth phase is elaboration, and the fifth phase is the interpretation phase.

3.4 Research Context and Participants

3.4.1 School

Rainbow Primary School was founded in the 1960s and was one of three schools that offered Standard English and Afrikaans as the languages of instruction. Rainbow Primary School is a bilingual school where Standard English and Afrikaans are taught. The school serves the township of Bishop Lavis on the Cape Flats and the surrounding areas. The mother tongues of the children from this community are mostly Kaaps and isiXhosa, with most learners switching between English (their second language) and Standard Afrikaans. This makes the school a multilingual school, as the teachers communicate not only in the two languages of instruction, Standard English and Afrikaans, but also in other languages. Considering the socio-economic condition of the area as well as prevalent social ills such as poverty, gangsterism and poor government services, it can be deduced that parental support for their children's education is

minimal to none, as parents themselves do not have the academic literacy skills to help their children. Note that the definitive reasons for this lack of support is not recorded or investigated while unrefined observable realities on the ground point to relatives such as grandparents, offer even less support. The high level of unemployment in Bishop Lavis also means that school fees are not paid and children often do not bring lunch or do not eat enough at home. In this regard, thankfully, the school manages a feeding programme for needy learners who look forward to their one meal for the day (which is often the case for many of the learners).

3.4.2 Learners

There were ten learners who volunteered to participate in the study; only one learner asked to be excluded from the study after a brief introductory session and before the first session began. The learners were all in Grade 6 and attended the same primary school since 2023. The learners who participated in the study were divided into two groups: group A consisted of five learners and group B consisted of four. Due to their community, they were all multilingual and between 11 and 13 years old. The table below shows the participants in this project in detail.

Table 3.1 Learner Participants

No.	Name	Gender	Age	MT	FL	FAL	Group
1.	May	F	11	Kaaps	English	Afrikaans	A
2.	Chris	M	12	Kaaps	English	Afrikaans	A
3.	John	M	11	Kaaps	English	Afrikaans	A
4.	Pam	F	12	Kaaps	Afrikaans	English	A
5.	Sakhiel	M	12	Kaaps	English	Afrikaans	A
6.	Lula	F	11	Kaaps	Afrikaans	English	B
7.	Jack	M	12	Kaaps	English	Afrikaans	B
8.	Aron	M	12	Kaaps	English	Afrikaans	B
9.	Mia	F	12	Kaaps	English	Afrikaans	B

Key: Mother Tongue (MT), First Language (FL) and First Additional Language (FAL).

As can be seen from the table, all participants are multilingual and all speak Kaaps as their mother tongue. Importantly, all participants were provided with pseudonyms to conceal their identity. Pam, Lula and Edwina have the same FL, namely Afrikaans, and FAL, namely English, while May, Chris, John, Sakhiel, Jack, Aron and Mia have the same FL, namely English, and the same FAL, namely Afrikaans. Their family backgrounds are similar: working class parents/guardians living in a community where gangsterism and drugs are ubiquitous.

The reason why I chose to include background information about the community they come from was to allow the reader to better understand the social and economic factors that influence the use of Kaaps.

3.5 Audio Recordings and Transcriptions

I collected data from March 2023 for three to four hours on a Tuesday and Thursday, between 08:30 a.m. and 12:00p.m. with breaks in between, for about two weeks. I convened four sessions with the focus groups and concluded with over 16 hours' worth of data. I used these days because after examinations, learners often stay absent, and it was a good decision to collect data during this time, because normal teaching could not take place because of the high absenteeism in the classes.

The structure of the sessions was well planned and I always made sure that the tables in the classroom were set up in a C-shape so that the learners in each group were facing each other. In other sessions they were set up in an L-shape so that the learners in their groups were facing each other but away from the other group in the class. This C-shape set-up allowed the two groups to work individually when I wanted to compare and contrast the data collected, or collaboratively (L-shape set-up), when the emphasis was on a group work. I used two audio recorders for each group (group A and B) and made sure that they were placed in the middle of the groups. I always turned on the recorder before I opened the door for the learners. This way I audio-recorded snippets of conversation between the learners while I did some final preparations for the focus groups. I chose the classroom as a venue because it was big enough to separate two focus groups and collect data at the same time, and small enough to manage and move things around if needed. Another reason for using the classroom was that the children are taught in the classroom and can unleash their creativity there, and because of the classroom, the learners came to class thirsty for knowledge to learn more about Kaaps in a multimodal literacy materials format.

After each session, I immediately copied the data to my Google Drive. I listened through the recordings to commit small details to memory, and made notes to supplement my observations, to remember interesting and important observations. Each time I listened to the audio data, it became easier to transcribe because my ear became accustomed to certain lexical and syntactic levels. In addition to personally transcribing the data, I also hired a research assistant to help

me transcribe my audio data. All transcriptions undertaken by a third was checked by me to ensure sure the quality of transcriptions.

3.6 Participant-Observation

The observations began as soon as the recorder was switched on, i.e., a minute or two before I opened the door for the learners, who were always standing outside waiting to enter the classroom. I gave the learners their instructions for the day and reminded them that everything they said was being recorded. Afterwards, I sat down in front of the class and surreptitiously obscured my presence by attending to classroom management administration. I tried to listen to as much information as possible and captured as much observations in my notebook. As I listened and observed, I wrote down what happened in each session, making sure I had the date right so that when I read the transcribed data, I could remember the date and the session I had observed.

3.7 Fieldwork Reflections

I am presently a teacher based in Bishop Lavis and it was my experiences with Kaaps-speaking learners that inspired this particular study. I also grew up in Bishop Lavis, which is riddled with gangsterism, violence, gender discrimination and of course, the daily struggle to put food on the table. There is much more to this community than the negativity associated with the area. Multilingualism and multimodal practices thrive in this community as well as popular culture, a diversity of religions, and respect for each other's religions. Having grown up in the same community, I faced the same daily challenges of poverty, yet I approached the research with an open mind, not knowing what to expect from my participants. This is the nature of working with people and interactional research.

As a primary school teacher in the heart of the Cape Flats, Bishop Lavis, I saw a gap in the education system for the Kaaps-speaking learner and that the current curriculum does not account for the lived linguistic experiences of such learners. I wanted to know what could be done to remedy this and provide interventions for such learners.

In spite of the low-class status and conditions, and teaching in the community at one of the primary schools, I have found that Bishop Lavis is a community that protects and cares for its children, with citizens who look out for each other's safety and sometimes helps each other to

earn a living. Although some of the negative factors I have mentioned suggests a deep negative impact on students' school performance (Peters, 2020), there are a multitude of reasons why this is the case. For example, parents neglect their children due to their addiction to drugs and alcohol. Often grandparents, foster families or other family members have to assume parental duties, leading to children often feeling unloved and unable to concentrate in class. This also impacts the financial possibility of providing quality education for such children: for example, often it is grandparents who use their pensions and single parents who use their child benefits to support the children and pay for school supplies (see for example Camphor, 2018). This situation I have observed many times with learners in my class.

Importantly, I draw on my own experience and intuition. As a teacher, I argue that learners need to constantly cope with the updated curriculum. They are overloaded with content that needs to be prepared. With a huge administrative burden with an already overloaded curriculum, where are we going to find the time to translate lessons into Kaaps? Learning resources, such as multimodal, bilingual learning materials, as well as the Kaaps dictionary, need to be created to assist Kaaps-speaking learners and teachers to translate learning materials from standard languages into Kaaps, in order to aid cognitive academic learning and basic interpersonal communication skills. One solution to the above problems could be to appoint qualified Kaaps professionals to train and guide teachers in translating learning materials into Kaaps.

I recognized that, in this study of Kaaps-speaking learners and my years of experience as a teacher, it is crucial that learners are exposed to the world of multimodal learning, not only because they interact and communicate that way, but because in today's technological world, young children learn multimodally (Marsh and Hallet, 2008: 122-123).

When a researcher collects multimodal interactional data, it is an advantage if they are familiar with the background of the participants, and even more so if they have the same cultural background. During my data collection, I had the opportunity to examine my own feelings, reactions, motives and their impact on the data collection: I was reflexive, doing reflexivity. Pierre Bourdieu favored it as a way of guarding against complacent reproduction of scholars' pet concerns and ideas (Deer, 2008, cited in Doyle, 2013:248). Anthony Giddens, on the other hand, problematized reflexivity as a consequence of modern society and suggested that the constant flow of new information and knowledge creates a kind of collective, perpetual revisioning of social life (Giddens, 1991, cited in Doyle, 2013: 248). Another author, George

Herbert Mead, father of symbolic interactionism, considered reflexivity a capacity for self-consciousness and thus the core of human nature (Bond & Bond, 1986, cited in Doyle, 2013:248). As a multimodal researcher, I became aware of myself within this study, as well as the practices of others who were aware of my presence for the duration of the data collection.

My field notes and my awareness of my reflexivity were challenged during the analysis and data collection process, and in the writing of my analysis chapter. I used the classroom space to reflect on my role not only as a teacher, but also as a sixth grade teacher at the school, as a mother tongue speaker of Kaaps, and finally as a researcher studying multimodal Kaaps literacies in a primary school classroom.

During participant-observation, I was constantly in the participants' space observing them, but I was also being observed by the learners. This went so far that the learners felt uncomfortable talking to their classmates and they often put on a show when they saw me observing their group. To make them more comfortable, I would pretend to be very busy or sometimes even turn away from the group so that they could speak in their mother tongue in peace.

3.8 Limitation to the study

Overall, I think this project provides accurate data for answering my research question about Kaaps multimodal literacy interactions in a primary school classroom. Since there has not been any study conducted of this nature, I found it challenging given the lack of resources such as a dictionary, rules for writing or a developed orthography in Kaaps. There were other limitations as well.

The limiting aspects of this study were, firstly, authenticity; secondly, the short concentration span of the learners; and thirdly, the little time the curriculum allowed for me to conduct such a study. Firstly, regarding authenticity, the learners were well aware that they were being recorded, so their interactions were not authentic at the beginning. I had the impression that the learners were just not being themselves at certain points, and but when they were reminded by their classmates that everything they said was being recorded, they stopped the interaction. After a while, they began to relax and were soon themselves most of the time during the interaction. It was clear that they were shy and not used to being recorded.

Also, the learners were very conscious of my presence and often felt uncomfortable speaking in Kaaps in my presence, but this could be because they were embarrassed or shy to express themselves in Kaaps in front of me (the teacher). Due to their short concentration time, a lot of time and energy was wasted as the learners constantly strayed from the topic. The biggest challenge was time: during the reflection sessions with the learners, which is part of my analysis chapter, one of the learners said that the time of the sessions was too short and they often felt rushed or did not finish on time.

3.9 Ethics

An ethical approach was chosen after the university's ethics committee had given its approval. Participants who agreed to take part in this study were asked to complete and sign a consent form. In it, they were assured that participation in the study was voluntary and that they could withdraw at any time. There were no negative or undesirable consequences for them. The data collected was anonymized to protect the identity of the participants.

Learners from a primary school took part in this study, making it a high-risk study. Permission from the Western Cape Department of Education, the school, teachers, learners' parents and learners were required in order to interact with the learners. Pseudonyms were used and the location of the study was deliberately kept vague by only mentioning Cape Town as the general area in which the research was conducted. In the end, because I did not receive consent from my fellow teachers to have them participate in the focus group discussions with the learners, I decided to conduct focus group discussions, with me teaching the translated Kaaps multimodal learning materials.

The learners and their parents received a separate information sheet in English, Afrikaans or Kaaps to secure their participation. If the parents agreed, they were given a consent form that allowed me to give the information sheet and an assent form to their children. Even if the parents agreed to the study, learners who did not want to participate were not included in the study.

Confidentiality was maintained throughout the data collection process and all participants were informed of their right to withdraw their participation at any time.

No reference is made to the school or in this dissertation and neither in any subsequent publications.

3.10 Summary

In this chapter, I provide an overview of the data collections as well as the participants, including their roles and distributions, that contributed to this thesis project. The reflexivity of the teacher/researcher has been discussed as well as the impact on data collection. In the next two chapters, I present, describe and analyse the data.

Chapter 4

Translanguaging Kaaps Multimodal Literacy Interactions

4.0 Introduction

In this chapter, I analysed a lesson entitled ‘The Solar System’, translated from English into Kaaps. In the first part of the chapter, I write about the meaning of Kaaps, the bilingual learning materials I translated into Kaaps, as well as the analysis of these materials and the translanguaging interactions by the learners in and through Kaaps. This chapter explores the problem I have identified by Le Cordeur (2016) and others and has equally dominated the scientific study of Kaaps for many years, specifically, the phenomenon of why Kaaps-speaking learners cannot understand or clearly comprehend what they read when they are not reading in their own language. In practice, this study tests this idea.

In the second section of the chapter, I analysed how the learners were oriented towards the learning I set forth for them in the classroom. They were placed in a focus group setting, a mock lesson so to speak, selected from the larger Grade 6 class. The analysis explores how learners interpret the task in Kaaps via the practice of translanguaging and multimodal learning.

The third and final part of this chapter deals with multimodal learning of the solar system lesson by the Kaaps-speaking learners; I analyse the visualizing aspect of the learners’ interactions with the multimodal task. In doing so, I discuss the importance of the visual aspect of a multimodal lesson and the importance of multimodal learning. Also, some visual images were used during the lesson and images of 3D solar systems created by the learners.

4.1 Prefacing the Kaaps translated learning material

In the literature review chapter, I highlighted the point raised by Basson and Le Cordeur (2012) who write about the importance of practical solutions needed to change the education system for Kaaps speakers. I therefore decided to use the solar system lesson in the Grade 6 curriculum as a starting point for translating the text from English into Kaaps and other multimodal modes to bring the solar system to life and support the learning of Kaaps-speaking learners in a multilingual classroom.

When I thought about how I would translate the text into Kaaps, I decided on the following. Firstly, I did not want to confuse the learners and add new words that they did not know. Therefore, I decided to avoid translating scientific words into Kaaps as much as possible. The reason for this is that the learners are not taught academic Kaaps (we have yet to develop Kaaps in this way) and the curriculum content is not written in Kaaps and as such, it was best that the learners learn the same science words that they would use in the next grade, though in English. Therefore, I decided it was best to leave the science words in Standard English as the learners had been taught since fourth grade (see translated lesson in Annexure A).

Another reason I chose the solar system lesson as a starting point is the multimedia and multimodal text it represents. Learners can see the different solar systems on colour pictures, they can use their different senses, such as touch, and they can create their own solar system with the materials provided to them, such as balloons, pens, and glue. In this way, their knowledge is expanded and they learn more about the composition and structure of a solar system in ten minutes than if they read or learned from the CAPS curriculum textbook. More importantly, the solar system is much more fun if you build it yourself. In this section, I will describe the structure of the multimodal lesson and the English to Kaaps translation choices I considered.

In the first part of the lesson, the sun is introduced in the text. The information that then follows is an explanation of the sun as a ball of gas and that it is a star and not a planet. It is also explained how dangerous its rays are and how important it is to wear sunscreen before going out into the sun. In addition, the lesson expands by explaining how important the sun is for our planet and that life on earth would not have been possible without it. Finally, the text also points out that the sun is the perfect distance from the earth, because if it were closer, everything would burn up.

In the second part of the lesson, the learners were familiarized with the planets and the asteroid belt. In this section of the lesson, they learned that planets are bodies in space that orbit the sun, and that each planet orbits the sun in its own time frame. In this way, the planets do not collide with each other. The smaller the orbit, the closer the planet is to the sun. In addition, the planets have been labelled in order of their proximity to the sun and their distance from the sun as follows: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. Finally, the asteroid belt was explained and that there is an asteroid belt between the rocky planets and the

gaseous planets. Asteroids are large chunks of rock that orbit the sun and even form a ring between Mars and Jupiter. In the third part of the lesson, I summarised in the text the different planets that were introduced to the learners, followed by an assessment task.

There were three assessment tasks. The first task was a five-question task in which I tested the knowledge of the individual learners. The second task was a group task where I had the learners form groups of three or four to solve the task in table form. The third and final task was a multimodal task where learners had to work in groups to create a three-dimensional solar system using waste materials such as balloons, string, pencils, and paint. Importantly, scientific words (in their use) were not reframed during data collection as Kaaps does not have such terminology, although it is currently undergoing intellectualisation. However, the explanation of said scientific terms were discussed in Kaaps.

4.2 Translanguaging a Kaaps multimodal learning text

For the translanguaging dimension of this study it is important to note that I initiate Kaaps in order to simulate a class where the Medium of Instruction (MOI) (typical English or Afrikaans) is replaced with Kaaps. This strategy is intentional and the responses of the learners is of interest here. At the beginning of the translated lesson and throughout, I used Kaaps words such as ‘osse’ (our), ‘issie’ (is not), ‘ennit’ (and it) and ‘ommië’ (around that) - words that are used by Kaaps speakers daily in interpersonal communication with and between other Kaaps and non-Kaaps speakers. These are just some of the words that are part of our sentence structure and meaning-making processes that can be found in the translated lesson (see Annexure A). Learners could relate and comprehend the information. For example, in the section of the lesson where the sun is introduced, it became clear to me early on that the learners were familiar with the phonetic and phonological distinctions inherent in Kaaps. In the lesson, for example, the letter <y> in Kaaps, which is often represented in the curriculum as <ui> in Standard Afrikaans, are nevertheless read and pronounced as <y> by the learners. For example, we find it in words such as ‘yt’ (*uit* in Afrikaans, and *out* in English); ‘ygie’ (*uit gee* in Afrikaans, and *give out* in English); ‘ytbestaan’ (*uitbestaan* in Afrikaans, and *existence* in English); and ‘bytekant’ (*buitekant* in Afrikaans, and *outside* in English). The learners did not find it unusual or strange when the Kaaps text was read out loud during the lesson, as they could understand everything clearly (as I demonstrate below).

In this text, the word ‘djy’ is only used three times in the entire translated text. Although it is a very familiar word, it is also context-dependent. The word is age-appropriate, and speakers of Kaaps know when, where and with whom it can be used. It is spoken among friends and people of the same age group, but this is also dependent on class. To give an example: children do not address their parents as ‘djy’, as it is a sign of disrespect. They do not greet people they meet for the first time (even if they are the same age) as ‘djy’, nor do learners address their teachers as ‘djy’, even if it is translated as ‘you’ in English. In the text referring to the first activity, I have used the word ‘djy’ and this is aimed at the learners reading the text.

To illustrate: “Kies drie vannie planete innie lys. Beantwoordtie, djy kan ‘n woordeboek kies om information yt jou teks te kry. Onthou djy het mos drie planete gekies soe djy moet die vrae vir elke planeet doen.” (Choose three planets from the list. Answer the questions using a dictionary if you wish. Remember, since you have chosen three planets, you must answer the questions for all three planets). Learners clearly understood the instructions and knew that the word ‘djy’ in the text referred to them and therefore did not take offense.

I did not translate the entire lesson into Kaaps, because Kaaps speakers and all other native speakers draw on their linguistic repertoire and use whatever linguistic resources to create meaning. When I teach, I never speak just one language, even though our languages of instruction at school are Standard English and Afrikaans. I constantly switch between languages, even though all the content in my case is in English. The learners are used to listening to and participating in a multilingual lesson. Therefore, for the purposes of the focus group multimodal interactions, I translated the entire text into Kaaps while retaining the English scientific terms.

The learners speak Kaaps, but because their parents had to choose between English and Afrikaans as their languages of instruction in school, the learners communicate multilingually and participate in a multilingual class, so it was not necessary to translate the entire text into Kaaps. I translated the text using my linguistic repertoire and how learners used Kaaps in the classroom to show how to write certain words in Kaaps.

4.3 Task orientation for Kaaps Natural Science Lesson

In the first week of data collection, in our mock science class (focus group), and as a Grade 6 teacher and researcher, I introduced the first topic about the solar system. Our first focus group session was on a Thursday afternoon. This particular focus group consisted of ten learners, of whom only eight were present that day. They were evenly divided into two groups, Group A and Group B. Since 90 per cent of the learners in this class have English as their school language and the other 10 per cent have Afrikaans as their school language, my goal was not to select anyone from the Afrikaans class.

The lesson focused on the solar system and other objects in the sky, covering how many planets are part of the solar system, how they are different from each other, and if there are any planets that play an important role in our universe. In the lesson, I also played clips from a YouTube video that allowed learners to visually see the solar system in space. The different planets that are part of the solar system showed the different colours, shapes, sizes, and materials that make up each planet. This also helped the learners visualize each planet, and assisted them as they discussed it in detail during their activity.

In the lesson I translated into Kaaps, I intentionally left sections in English to see how the learners would interpret it and if they would use their Kaaps repertoire to analyse it. I also included coloured pictures to help them so that they would be able to complete their own solar system when prompted toward the end of the lesson.

First, I inquired about what they knew and remembered about what they had learned about the solar system in fifth grade. It is important to mention that the learners are familiar with my teaching style because I switch and mix between English and Kaaps every day during the lesson. However, I did not write or translate materials into Kaaps, nor do the learners write or attempt to write in Kaaps. Therefore, the learners in this focus group had to become used to reading and writing in Kaaps. I have to point out that in this case, I initiated Kaaps communication, creating a learning context where the medium of instruction typically would be English or Standard Afrikaans.

In the following extract, the learners and I interact in Kaaps. Below, I examine the first lesson of how Kaaps is used as a linguistic resource as I explain the multimodal task using the different

planets in our solar system. I examine how Kaaps is used as a linguistic resource to explain the multimodal task by myself and how the learners code-switch and translanguaging in Kaaps.

Extract 4.1: Group A

Making sense of the task in Kaaps

[Participants: Pam, Chris, May, John and Sakhiel]

1. **Teacher:** Dan stu dji dit vi my. Right, so die les wat os vandag gan doen gan oor solar systems. Die is wat julle volgende term gan doen. Weet enige iemand wat 'n solar system is en wat dit toe doen? Ek dink julle het die verlede jaar gedoen.
(Then you send it to me. Right, so the lesson we are going to do today is about solar systems. That is what you will do next term. Does anyone know what a solar system is and what it does? I think you did last year.)

(A learner raised her hand to ask a question)

2. **Pam:** Ma'am, nou what is the Afrikaans word ma'am? *(Ma'am, now what is the Afrikaans word ma'am?)*
3. **Teacher:** Okay, hoeko wil dji die Afrikaanse word wiet? Because you don't understand...
(Ok, why do you want to know the Afrikaans word? Because you don't understand...)

(She interrupts me and completes my sentence by saying)

4. **Pam:** die English woodtie. *(The English word)*
5. **Teacher:** Hoekomme? *(Why not?)*
6. **Pam:** Cause my home language issie Engelsie *(Because my home language is not English).*
7. **Teacher:** Apart dat jou hystaalie Engels issie, vra ek wee hoeko wil dji die Afrikaanse word hê? *(Apart from the fact that your home language is not English, I ask again why do you want the Afrikaans word?)*
8. **Pam:** Because the word is high, ma'am. Ek vestaan nie die woord nie *(Because the word is high, ma'am. I don't understand the word).*
9. **Teacher:** Ek vestaan wat dji bedoel en ek bly dji point dai yt. Ma my vraag is hoekom vra dji vi my wat die Afrikaanse word is vi solar system?Dink gou
(I see what you mean and I'm glad you point it out. But my question is why are you asking me what the Afrikaans word is for solar system?Think quickly)

(Here I wanted her not think too much about the answer, which she did perfectly)

10. **Pam:** Oh, because I'm in an Afrikaans class? **(smiles)**
11. **Teacher:** daas hy! Want dji is inne Afrikaanse klas en die terms wat julle in Afrikaans gebruik is dieselfde soes in Engels, maa dus net in Afrikaans. Kom os kyk wat is die actual Afrikaanse word vi solar system. Ek ky gou innie dictionary, wan ek wiet myselfie warrit issie.....Aaah, Sonnestelsel. Julle wat in 'n Engelse klas is nuh wiet julle wat is sonnestelsel is? *(there you go! Because you are in an Afrikaans class and the terms you*

use in Afrikaans are the same as in English, but only in Afrikaans. Let's see what is the actual Afrikaans word for solar system. I quickly look in the dictionary, because I don't know myself what it is.....Aaah, solar system. You who are in an English class, do you know what the solar system is)?

12. **Students:** (all say at the same time) Nee. (No)
13. **Teacher:** Julle wat in 'n Afrikaanse klas is ht julle gehoo al wat 'n sonnestelsel is? ...is julle familiar met die wood sonnestelsel? (*You who are in an Afrikaans class, have you heard what a solar system is? ...are you familiar with the wood solar system)?*)
14. **Chris:** Ja, it sounds (interrupted by John) (**Yes, that sounds familiar**).
15. **John:** Familiar.
16. **Chris:** Ja, familiar, omdat dit vir ons gegee gewees het in graad 5. (**Yes, familiar because it was taught to us in grades 5**)
17. **Teacher:** en as julle saam mekaar praat dan praat julle van sonnestelsel? (and when you talk to each other then you talk about solar system)?
18. **Sakhel:** Ja, burreit klink nie mooi in Afrikaans. (*Yes, but it doesn't sound nice in Afrikaans*)
19. **May:** Solar system klink lekker en makliker om te onthou. (*Solar system sounds nicer and easier to remember.*)

In the extract above, in line 1, I first introduced the term 'solar system' in Kaaps. I informed the learners that they would be studying solar systems in the next term and asked them if they had done so last year. After this explanation, one learner raised her hand and asked a question for clarification. She asked me what the Afrikaans term for solar system was (line 2). I had anticipated such questions, knowing that some of them were not familiar with English terminology. I first asked her why she wanted to know the word in Afrikaans (line 3): "Okay, hoekom wil jy die Afrikaanse woord wiet? (*Okay, why do you want to know the Afrikaans word*)? Because you don't understand?..." Of course I knew, but for the experiment I wanted her to tell me the exact reason for her question, which she did. Pam then respectfully interrupts me in line 3, where she completes the question I wanted to ask her by saying, "die Engelse woordjie (*the English word*)" in line 4. I then asked her "hoekom nie? (*why not?*)" in line 5.

After a short pause, she explains to me in line 6 that her home language is not English, and I repeat my question from line 3 in line 7, "hoekom wil jy die Afrikaanse woord wiet" (line 3), and "Bygones dat jou hystaalie Engels is, vra ek jou hoekom wil jy die Afrikaanse woord wiet? (*besides the fact that English is not your home language, why do you want to know the*

Afrikaans word?)” (line 7). Then in line 8 she said, “because the English term is too high, ma’am. Ek verstanie die woede nie.” In line 9, I let her know that I know what she means, but I ask her again, “Ma my vraag is hoekom vra djy vi my wat die Afrikaanse wood is vi solar system? (*but my question is why are you asking for the Afrikaans word for solar system?*)”. In line 10, she gives the other part of the answer where she says “Oh, because I am in an Afrikaans class”. I then applaud her in line 11 where I say, “daas hy! Want djy is inne Afrikaanse klas en die terms wat julle in Afrikaans gebruik is dieselfde soes in Engels, maa dus net in Afrikaans. Kom os kyk wat is die actual Afrikaanse wood vi solar system. Ek kyk gou in die dictionary, wan ek wiet myselfie warrit issie... (small pause). Aaah, Sonnestelsel. Julle wat in ‘n Engelse klas is nuh wiet julle wat is sonnestelsel is? Julle wat in ‘n Engelse klas is nuh wiet julle wat is sonnestelsel? (*There you have it! Because you are in an Afrikaans class and the terms you use in Afrikaans class are the same as in English, only in Afrikaans*)”.

According to the dictionary, the Afrikaans term was “Sonnestelsel, (*Solar sytem*)” and I shared it with the group. I quickly noticed the frowning and repetition of the term among the English-speaking learners, but decided to disregard it. I then asked in line 11 if the English language learners knew the term, to which they all answered no at the same time in line 12. I then asked the Afrikaans learners if they knew the term in line 13: “Julle wat in ‘n Afrikaanse klas is ht julle gehoo al wat ‘n sonnestelsel is? (*You who are in an Afrikaans class, have you heard what a solar system is?*)” They replied that the term sounded familiar (line 14). Then I asked them if they use the term “sonnestelsel (*solar system*)” when they communicate with each other, and they said no, they prefer the term solar system because it sounded nicer and was easier to remember (lines 16-18).

From the perspective of code-switching and code-mixing, all the learners and I feel comfortable when we switch and mix from English to Afrikaans, then to Kaaps, and then back to English, and that is the norm for us. In line 2 is an example of code mixing: “Ma’am, nou what is the Afrikaans wood ma’am? (*Ma’am, now what is the Afrikaans word ma’am?*)” Pam mixes Afrikaans, “nou” (*now*) with the English words “what is the”, and then uses Kaaps “wood” (*word*) again. Another example would be code-switching, which is evident in line 3: “Ok, hoeko wil djy die Afrikaanse wood wiet? (*Ok, why do you want to know the Afrikaanse word?*) Because you don’t understand.... it...” Here I switch from English (okay) to Kaaps (hoeko (*why*)), to Standard Afrikaans (wil (*will*)), back to Kaaps (wood (*word*)), and then finally back to Standard Afrikaans (wiet (*know*)).

In the second phrase, however, I switch completely to English (“Because you don’t understand...”). In this context, I would like to draw your attention to the conclusions of Jegels (2011), who assumed in his study, at a school in Manenburg, that the learners and the teachers come from the same community, the Cape Flats, and therefore speak the same language. I can say with certainty that this is the case in this focus group. I am from the same community as the learners, the working class of the Cape Flats, and so I teach every day in the classroom, switching and mixing between English, Kaaps, and Standard Afrikaans. We communicate with each other by constantly switching codes, and this is normal for this group.

The same pattern is found in line 14, where Chris answers in Standard Afrikaans (Ja), switches from English to Standard Afrikaans, and then to Kaaps again as the sentence progresses until he has trouble finding the term to finish his thought. At this point, John respectfully interrupts him and finishes his sentence with “Familiar” (line 15), to which Chris happily replies “ja (*yes*), familiar” in line 16. In line 17, I ask them which expression they use, “die sonnestelsel” or “the solar system”. The learners all answer, with one talking over the other and saying “nee” (*no*).

Finally, Shakiel answers, “Solar system, dit klink nicer en makliker om te ontdou (*Solar system, it sounds nicer and easier to remember*)” (line 18-19). They use the term “solar system” and explained that it sounded nice and was easier to remember.

4.4 Translanguaging the task to make sense

Translanguaging runs through Extract 1 above, and one finds similar Kaaps words such as ‘wood’ (word), ‘issie’ (is not), ‘moenie’ (do not), and ‘wêk’ (work), as well as tones echoed in the communicative observation activities, and therefore highlights the cultural aspect of Kaaps. From the perspective of translanguaging, the learners in the extract above use Kaaps from their linguistic repertoire to make sense of the discussion of the topic. It is plausible that using Kaaps makes it easier for learners to communicate, not only with me, but also with fellow learners in class. In turn, learners may also feel more authentic and open to creativity. Perhaps they feel free to communicate in their own native language to find, explore, and create meaning. In other words, they do not feel they need to be silent because they fear that they do not have the right vocabulary to express themselves or speak their mind.

In introducing the task in Kaaps, I use pedagogical translanguaging in line 1: “Right, soe die les wat os vandag kan doen kan oor solar systems. Die is wat julle volgednde term kan doen. Weet enige iemmand wat ‘n solar system is en wat dit toe doen...ek dink julle het die verlede jaar gedoen. (*Right, the lesson we are going to do today is about solar systems. That’s what you’ll be doing for the rest of the term. Does anyone know what a solar system is and what it does then...I think you did last year.*)” Here I begin to explain in Kaaps what we will be doing. I also mix Kaaps with English intentionally in the second sentence, when I use the word “term”, and in the last sentence when I use the term “solar system”, because that is typical of communication in this community. Not all words are Kaaps words, we borrow words from English and Afrikaans. Another important point is that when I use technical terms, I stick with those terms and do not translate them into Kaaps. In this way, learners are not completely lost when they go to another class, and the researcher may not be teaching in pedagogical translanguaging. In line 5, “Hoekom? (*Why not?*)”, I use the Standard Afrikaans word “hoekom” and combine it with “nie” so that it becomes the Kaaps word “hoekom”. Other examples of translanguaging are found in lines 7 and 9: “Besides dat jou hystaalie Engels issie, vra ek wee hoeko wil djy die Afrikaanse woord hê? (*Apart from the fact that your home language is not English, I ask again why do you want the Afrikaans word?*) (line 7); and “Ek vestaan wat djy bedoel en ek bly djy point dai yt. Ma my vraag is hoekom vra djy vi my wat die Afrikaanse woord is vi solar system? ... Dink gou (*I see what you mean and I’m glad you point it out. But my question is why are you asking me what the Afrikaans word is for solar system? ... Think quickly*)” (line 9).

I start in line 7 with the English word “besides” to make a point, then I switch to Afrikaans and use the words “dat en jou (*that and you*)”, then I move to the Kaaps word “hystaalie (*home language*)”, which is translated in Afrikaans as two separate words (huistaal nie). Also, in lines 7 and 9, I use Kaaps words throughout, such as “issie (*is not*)”, “hoeko (*why*)”, “dji (*you*)”, “ma (*but*)”, “wee (*again*)”, “woord (*word*)”, and “vi (*for*)” to clarify what I want to explain to learners, keeping in mind that their native language is Kaaps.

In the next section, I will illustrate the learners’ translanguaging, beginning with Pam. In line 2, Pam asks: “Ma’am, nou what is the Afrikaans woord ma’am? (*Ma’am, now what is the Afrikaans word ma’am?*)” She begins with the Afrikaans word “nou” and quickly switches to English, “what is the Afrikaans word” to make sense of her question and ends her sentence with Kaaps, using the word “woord” which refers to the Afrikaans word “woord”.

In line 4, Pam interrupts me by completing the sentence I asked in line 3: “the Engelse woodtjie”, again the word “woodtie” is Kaaps and translated from the Afrikaans for “woordjie”.

In line 6, Pam abbreviates the word and says, “Cause my home language issie English nie”. Learners often use this form of abbreviation when speaking to each other. It is normal for them to communicate in a way that everyone understands; it is part of the development of basic interpersonal communication skills (BICS).

To go a little further, Pam uses the Kaaps word “issie”, which are two separate words when translated into Afrikaans (*is nie*). In line 8, Pam tells me that she does not understand the content and that her native language is not English, but she appears comfortable and not embarrassed when she says that the “word is too high” to understand, too standardised. It is also clear that Pam is a multilingual learner who is not afraid to speak in all the languages that she and her classmates use daily in the classroom of a Cape Flats school. She uses her linguistic repertoire as well as her linguistically diverse context to understand the sentence. She could not match it, however, so she asked me to translate the term into Standard Afrikaans, which is also her school language. Plausibly, she did this to maximize her communication potential, and only then could she understand it. Notably, she knew exactly what a solar system was from a visual point of view.

4.5 Multimodality of task orientation

After the task orientation, the learners engaged in the multimodal task. They had a lesson in front of them that was 90 per cent translated into Kaaps and contained pictures and activities where they were asked about texts and learned about the different planets in a familiar language. I proceeded with the lesson and asked them to form small groups and choose a leader for those groups to create a more controlled environment, which did not really work because the learners were so excited when they read the text written in Kaaps. Since the learners were very selective about who read which texts, they began to use their own Kaaps language repertoire to explore their own meanings of the multimodal text.

The small groups began asking questions like, “yor, imagine os kan soe gepratit during osse oral presentations of soe geskryfit vi osse essays? (*Imagine if we had talked like this during our oral presentation or we could have written our essays the way we talk*). Far behind, someone then answered, “ek sal mos vol pinte gekryit (*I would have gotten full marks*)”. The purpose of this targeted teaching activity was to investigate the impact of a culturally sensitive pedagogical approach in the classroom and how learners are able to comprehend texts transcribed in Kaaps compared to texts in the dominant language, in this case English. When the learners met one more time afterward, they seemed to feel even more connected not only to each other, but also to me, the researcher. However, one learner (Jack) stood out because he refused to read the text that the group leader had presented to him during the group work.

Lula was the group leader and Jack was the participant who refused to read⁸. This interaction stood out because Jack was usually very willing to read and always liked to read or answer when he was asked a question. At first this was very strange to the learners, but since time was against them, they just kept going. For this reason, this little encounter stuck out as an anomaly. Below is an excerpt from their interaction.

Extract 4.2: Group B

Jack don't want to read

[Participants: Lula, Jack, Aron and Mia]

1. **Lula:** Okay, soe dai was nou Aron wat geliesit. Nou gan os na Jack toe (*Okay, so now it was Aron who was reading. Now we go to Jack*). (awkward silence in group, Jack avoids eye contact and then Lula asks) Jack, wil dji nie liessie? (*Jack, don't you want to read*)?

(But Jack continues to avoid eye contact with the rest of the group)

2. **Aron:** (a little annoyed with Jack who doesn't want to join in) Jack, you need to get to reading.

(Jack remains silent and just stares at the texts in front of him)

3. **Lula:** Okay, Aron kan dji dit lies vi os asseblief (*Okay, Aron can you read it for us please*)?
4. **Aron:** Waa nou? Uuhhhmmm feite vanie son. (*Where now? Uuhhhmm facts about the sun*).

⁸ In this group there were four learners (not their real names): Lula, Jack, Aron and Mia.

(there is silence in the class)

5. **Jack:** “Kyk aa, hulle kom lekke by da wan hulle lies leke saam en hulle doen die anwoode saam. Hulle doenitie een vi een oppe tytie.”
(See, they work well together because they read together and give their answers together. They do not do it individually)
6. **Lula:** We do it together and you didn’t want to read, so that’s your business
7. **Jack:** But I can’t read mos Afrikaans, verstaan djy nie. (almost shouting now) *(But I can’t read Afrikaans, don’t you understand)*
8. **Mia:** Ma djy praadan Afrikaans. (laughing) *(But then you speak Afrikaans).*

In line 1, Lula has just confirmed that Aron has read aloud and tells Jack that it is now his turn, but Jack did not immediately respond to Lula’s words, “Nou gan os na Jack toe (*Now we are going to Jack*)”. He completely avoided eye contact with the group, and then (in line 3) Aron also reminded him that he needed to read aloud. The reason he did not read aloud, and I asked him this later after the session, was that he was uncomfortable and afraid of mispronouncing the words in the text. Also, he did not understand what he was reading because he was reading it quietly in his head without saying it out loud, and therefore he may not have understood what he was reading because he could not sound out the words. For this reason, he remained silent, and only after an awkward silence did he take the floor and say (in line 5), “Kyk aa”, referring to the other groups in the class, “hulle kom lekke by da wan hulle lies leke saam en hulle doenie anwoode saam. Hulle doenitie een vi een oppe tytie” (line 5). Here it is clear that Jack is almost emotional, because it is not that he does not want to work, he just wants to work together and wants everyone to make the same mistake, along with the other group. In this sense, it is plausible that Jack feels embarrassed because it is out of character for him not to be able to read a text. Lula corrects Jack in line 6 by saying that they are working together and that he is not paying attention and does not want to participate in the group. Jack angrily and frustratedly replies to Lula (in line 8) that it is not his fault that he cannot read Kaaps. What follows is an automatic response from Mia, in line 8, “Ma djy praadan Afrikaans” to a response that is not consciously criticised but unconsciously voiced, namely that Jack speaks Afrikaans but cannot read in Afrikaans. This dialogic power-sharing highlights the difficulty some learners have with reading Kaaps. This also indicates that the learners still refer to Kaaps as Afrikaans. Although they read, wrote, and communicated in Kaaps during our session, they still saw Kaaps as

Standard Afrikaans (compare, for example, Dyers, 2018: 104). This may be because they have never had the opportunity to read Kaaps in the classroom as part of the curriculum.

4.6 Multimodal learning of the solar system

In this section of the chapter, I analyse the visual aspect of how the learners interact with a multimodal task. This follows the task orientation portion of the lesson. As always at the beginning of our sessions, I prepared the learners for what we would be doing in the lesson and what the outcome of the learning experience would be. The learners would know more about our solar system, because they would build a solar system. In this lesson, nine of the ten learners were present and I divided them into two groups, Group 1 (five participants) and Group 2 (four participants).

Group 1 was in the front right corner of the classroom and group 2 was in the back left corner of the same classroom at the same time. I asked both groups to choose a group leader so that the group could focus on the task. Each group had different materials that they could use to build their solar system. The learners could choose from a host of different materials, such as coloured paper, different highlighters, colourful balloons, toothpicks, chopsticks, paper glue, and scissors, to build their solar system. One important instruction I gave them was to brainstorm how they wanted to build their solar system. For example, what colours the planets will be, who will work on what, what materials they will use, and most importantly, what size the planets need to be and that it should be in 3D. The learners also received the completed assignments from the last session so they could refer back to those notes when they needed to refer to measurements, distance, colour, and so forth. I also encouraged the learners to focus, communicate, have fun while learning, and to behave themselves while I was away from the classroom. The below extract occurred shortly after I returned to the class:

Extract 4.3: Group A

Participants: Pam, Chris, May, John and Sakhel (**Pam, who is also the group leader**).

1. **Pam:** Sit May, [pointing towards an open seat next to Sakhel] so that we can discuss. We first gonna cut the thing nuh? (**Sit May, so that we can discuss. We first going to cut the thing, right?**)

[She holds up the writing of an image of the solar system for all to see]

2. **May:** Ek wil al die shapes sien wat ek hie het. [*Spreading the different materials in the middle of their desk*] Ampe soes Mr. Maker. Kyk djy vi Mr Maker? (***I want to see all the shapes I have. Almost like Mr. Maker, do you watch Mr Maker?***) [*giggling softly*]
3. **Pam:** [Looking at the other group members to see their facial expressions, which is clearly full of questions.] We don't know whose that.
4. **Sakhiel:** Gie die balloons hier. (***Give the balloons here***) [*Keeping out her hand in May's direction*] What is this? [*after a slight pause she asked again, this time in Kaaps*] Wattis dai? (***What is that?***)
5. **May:** Ôs het gister gepraat oor Mr Maker. Dis 'n cartoon. (***Yesterday we talked about Mr Maker. It's a cartoon.***)
6. **Sakhiel:** Niieeee, wat is dai in your hand? (***No, what is that in your hand?***)
[*Pam interrupts them by trying to draw their attention to their task*]
7. **Pam:** What must I write by step 1?
8. **May:** So, step 1...uhmmm (***thinking and scanning through the activity***)
9. **Sakhiel:** Obviously djy gan eerste jou item vat nuh? (***Obviously you'll take your item first, right?***)
10. **Pam:** Write John.
11. **John:** You write...we discuss.
12. **Sakhiel:** Da staan kla step one. (***Step one is ready.***)
13. **John:** I can't blow this balloon.
14. **May:** I'll blow.
15. **Chris:** Moenie mal issie John se mond was nou da an, aaaggghhh...sies! (***Don't be crazy, John's mouth was on it now, sis.***)

[Pam is once again trying to keep the group focus, but it is difficult]
16. **Pam:** First step, all die items you need, dan na daai... [*searching in her notes*] (***First step, all the items you need, then after that ...***)
17. **Sakhiel:** Then we gonna start...uuhmm... naai os kannie eeste die babeloons beginner op blow nie. (***Then we are going to start...no we can't blow the balloons first.***)
18. **Chris:** Djy begin eeste om jou son te maak. (***You first start to make your sun.***)

19. **May:** No, we first make this... [*Pointing to the pictures of the planets in the book.*]
20. **Sakhiel:** No, we must mos first make the planets (*No, we must first make the planets*)
21. **Pam:** First make your... (*slight pause*) Maak eeste jou son, want jou son kom in die middle en dan die planete. (**First make your ... (slight pause) Make your sun first, because your son comes in the middle then the other planets.**)
22. **May:** Okay, we first make the planets.
23. **Sakhiel:** Djy moet eeste begin met jou sun. (**You have to start with your sun first.**) (*getting frustrated with May who is not focussed*)
24. **Pam:** **Now give that thing, I'ma make the sun with that thing you have in your hand, wat is dai nou wee....** (Now give that thing, I will make the sun with that thing you have in your hand, what is it now in your hand...)
25. **Sakhiel:** 'n babbeloon... versin (laughing) (**A Balloon...crazy**)
26. **Pam:** (sounds puzzled) That one? (pointing to the yellow balloon Sakhiel have in his hand)
27. **Pam:** Yes! (smiling)

Later in the interaction, they began to engage in the task. In line 1, Pam wanted to start, but May was distracted, but it was not clear what was distracting her. I (the teacher) left the room for a few seconds, and when I came back, I busied myself elsewhere and subtly observed the learners. Pam asks May to sit next to Sakhiel in line 1, "Sit down May, (pointing to an empty seat next to Sakhiel) so we can discuss." Expecting May to listen to her, she gives an instruction in the form of a question, "We first gonna cut the thing nuh? (**We first going to cut the thing, right?**)" At this point, she scans the learners in her group to see if they agree, but May has not even taken note of what Pam just said. Instead, in line 2, May said, "Ek wil al die shapes sien wat ek hie het. (**I want to see all the shapes I have.**) (*She spreads out the various materials in the middle of her table*) Ampe soes Mr. Maker. Kyk djy vi Mr. Maker? (*She giggles softly*) (**Almost like Mr. Maker. Do you watch Mr. Maker?**)" Pam looked at the other group members to see their facial expressions, frowned, obviously full of questions, and allowed herself to speak on behalf of the group (line 3): "We don't know who that is", and the group seemed to agree, as their facial expressions said it all. Before letting May answer, Sakhiel turned to May, using imperative verbs normally used for instructional purposes (line 4): "Gie die balloons hier (**Give the balloons here**)". He then pointed to an object and asked in English, "What is that?" He then asked exactly the same question, this time in Kaaps: "Wattis dai? (**What is that?**)".

This exchange was interesting for the following reason: May switched to Kaaps almost immediately when she realised I was not paying attention to the groups, almost as if it was some kind of relief not to pretend, but to speak in her native language, which is Kaaps. Without paying attention to Sakhiel, May responds to Pam (line 5): “Ôs het giste gepraat oo Mr. Maker. Dis ‘n cartoon. (**We talked about Mr. Maker yesterday. It’s a cartoon**)”. Sakhiel looked at May and almost shouted: “Niieeee, wat is dai in your hand? (**No, what’s that in your hand?**)”. Before May could answer, Pam interrupted her by drawing her attention back to the task by asking in line 7: “What do I’ve to write in step 1?”

May tried to answer Pam, but failed because she herself did not seem to know what was going on as she had not been concentrating since I left the classroom. In line 8, she tried anyway and says, “So, step 1 ...um ... (*thinks and scans the task*)”. In response, Sakhiel says in line 9, “Obviously djy gan eeste jou item vat, nuh? (**Obviously you’ll take your item first, right?**)” and waits for the group to agree with what she just said, but instead Pam tells John in line 10 to write, while John says to Pam in line 11, “You write, we discuss.” Then Sakhiel interrupts and says in line 12, “Daa staan kla step one (**Step one is already written.**)” John suddenly explains, “I can’t blow this balloon up”. A welcome distraction for May, who does not hesitate to reply in line 14, “I’ll blow” and takes the balloon from John’s hand. Chris then interrupts and makes noises as he says in line 15, “Moenie mal issie, John se mond was nou daa an aaaarrggggg...sies (**Don’t be mad, John’s mouth was on it...sis**)”. Pam interrupts Chris and May’s conversation in line 16: “first step, all die items you need, dan na dai (*looking in her notes for what to do next*) (**First step, all the items you need, then after that ...**)”. That was when Sakhiel completed Pam’s sentence in line 17: “Then we gonna start...uhm... (**Then we are going to start**) (*thinking about her face now, brings her right index finger up and positions it between the spaces of her right eye and her right ear, tapping it slowly against her head*).....Then she says...(after a few seconds of thinking)...naaaii os kannie eeste die babbeloens beginner op blow nie (**No, we can’t start blowing up the balloons first**)”.

From lines 18 to 23, Chris, May, Sakhiel and Pam go back and forth on deciding what to do first, struggling to decide which planet or star (sun) to do first. It is not until line 24 that Pam, who was still the leader, gives in and agrees with Chris in line 18 to do the sun first, saying, “Now give that thing there.... (*referring to something that is in Sakhiel’s hand*) - Imma make the sun with that yellow thing you have in your hand, wat is dai nou wee? (**I will make the sun with that yellow thing you have in your hand, what do you call it again?**)” Sakhiel thought

this was really funny, because everyone knew what it was, and she answers Pam in line 25, “‘n babbeloon...versin (**a balloon... crazy**)”. This time she laughs out loud, but Pam does not take offense and accepts it when Sakhil hands her the balloon.

Everyone learns differently, some learn visually, others by listening, and according to Marsh and Hallet (2008: 122-123), in today’s technological world, young children learn multimodally. Then there are learners like the participants in this group who learn with more than one sense, verbally, by sight, and by touch. In the classroom, as I pointed out in my literature review, we have multimodal teaching materials, but they are in standard languages like English and Afrikaans and not Kaaps. This is why the interactional data are so unique because they make clear how the images are verbally captured in the learners’ native language, which is Kaaps. They also give a clear indication of the importance of having multimodal materials for Kaaps speakers in the classroom in Kaaps. This is already clear at the beginning of lines 1 to 2.

Learners talk with their hands, as Pam does in line 1, showing May where to sit, and she holds up a picture of the solar system for all to see. In this way, it is easy for May to follow Pam’s hand signals and sit down, and Pam again uses the visual mode to draw the learners’ attention to what she is referring to as she gives the first instruction. A very interesting point is that May uses background information in line 2 to illustrate what they were about to do. She asks the group if they have ever seen the television show *Mr. Maker* (she explains later in the text that it is an animated series). With a little research, I found out that this is a cartoon where the person makes things out of almost anything. This is unique because learners can visualize and compare a television show and imagine what they can do with the materials they have in front of them to build the solar system. *Mister Maker* is the ultimate craft show for parents, guardians and children where he teaches and entertains in a fun and imaginative way, an entertainment show where you can learn numerous simple crafts for all target groups. It can be streamed on social media platforms such as YouTube, TikTok, Facebook and Instagram.

In line 4, Sakhil uses hand gestures by holding out his hand and waiting for May to place the balloons in his hand, while also asking for clarity about who or what *Mr. Maker* is. Here, Sakhil uses an imperative verb (gives a command) and expects May to do what he asks while answering her question in the same breath. Without May feeling attacked, she continues to answer Sakhil’s question in line 5, even though she misunderstood Sakhil’s question in line 4 and Sakhil rephrased it in line 6. In this sense, it is normal for learners to interact with each

other in various forms of multimodality in order to learn from and with each other every day in the classroom.

Another interesting observation is that in line 10, Pam (the group leader) instructs John to write the notes while they are in discussion, but John asks Pam to write instead in line 11 and uses the pronoun “we” instead of “I”. This is significant because it becomes clear that John does not want to engage in writing down but prefers to engage in oral discussion. Considering that learners learn and adapt differently, the reason why John felt intimidated could be the same reason why Jack (in extract 2, group b) did not want to read, because they were not familiar with Kaaps as a written language even though they speak it fluently every day.

It is difficult to maintain the concentration of a group when the researcher is not actively present in the group activities, guiding and keeping the groups on track, especially when they have to do a physical group work activity. In this case, they had balloons in front of them, and like children, colours attract them, and it is very difficult to keep your hands off them. While the group is trying to concentrate, John tries to blow up a balloon in line 13, which of course distracts the group, so they all want to blow up the balloon, they all did it, except May. This shows how strong the senses of sight and touch can be and how important they are in a child’s development or discovery phase when they are learning new and interesting multimodal skills that can enhance their ability to learn faster.

In line 21, when considering where to place the sun, the semantics of space come into play: when they see the solar system in the picture in front of them, it is easy for them to place the balloons that are supposed to represent the planets and the sun in the right place because they can see it visually and imagine what they saw in the book without looking at the book all the time. It is also easier to read and learn interesting facts about these planets in a language they know well. This makes it easier for them as a group to remember certain aspects and imagine where to place each planet they want to build.

A very interesting observation that struck me during the transcription was that no one said anything when May pronounced the English word ‘balloon’, which is translated as ‘ballon’ in Afrikaans, as “babbeloen” (line 25) in Kaaps because it was natural to her. I argue that when you know your own language well, in this case Kaaps, you do not have to worry about how to pronounce certain words or phrases. When you are with people who speak the same language

as you, you do not need to feel embarrassed if you do not know a word or even understand the name of a product. The example in line 24 is indicative of this when Pam forgot the name of the item in May's hand and May did not hesitate to answer her. Even when she laughed and called her "vesin (stupid)" (line 25), perhaps to relieve tension and not out of malice, she playfully told Pam the name of the item in her hand.

4.7 Translanguaging as Multimodal learning

In the literature review, Walsh (2010: 213) defines multimodal literacy as making sense of what is read, by using different multimodal modes to create meaning. Related to this is another form of co-construction of meaning, that is, translanguaging. As Wei (2021: 14) points out, "shuttling between languages" is one of many ways of making constructive meaning.

In line 1, Pam uses the verb 'gonna' (going to) and refers to the image of the solar system, which she holds up as a "thing". The word 'gonna', which refers to the English verb 'going (to)', is used daily by speakers of Kaaps. The reference to a specific object, also known as a 'thing', is also used and understood when learners' vocabulary is stuck, or sometimes when they cannot think of the name of an object. As I stated in extract 3, the learners keep switching back and forth between English, Kaaps and Afrikaans without recognising any particular pattern, and it all makes perfect sense to them. They use Kaaps words such as "ôshet (we have)" in line 5, "babbeloon (balloon)" in line 25, "Da (there)" in line 10, and "naai os kannie eeste (no, we can't first)" in line 17. In this interaction between the learners in this particular group, similar patterns are used as in the other groups. They are constantly switching between codes and mixing them to convey the meaning of what they want to say to their classmates.



Figure 1 (Source: <https://www.google.co.za/search?q=picture+of+the+solar+system>)

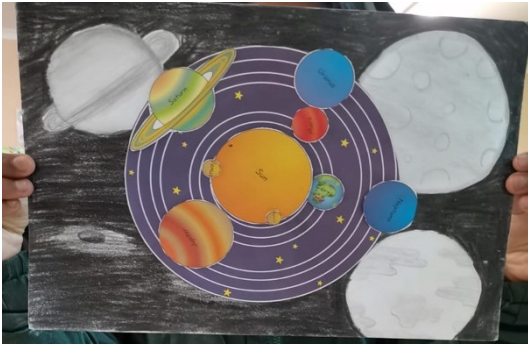


Figure 2



Figure 3



Figure 4

I would like to illustrate the importance of visual and tactile methods, also known as touch, in meaning making. In line 1, Pam shows the learners the picture of a solar system that I gave to each group and the learners were able to immediately recognize what they were looking at to build the solar system (see Figure 1). In line 2, as mentioned earlier, May was able to draw a comparison between an animated series and what they were asked to make from the materials they had in front of them, such as in the animated series, 'Mr. Maker', where things are made from waste materials. In turn, learners could design their own solar system based on the image provided to them (see Figure 2). Even if this was not entirely correct, it clearly shows that including pictures in the lesson not only makes the lesson more interesting for the learners, but that they also learn faster if they can visualise the text with the picture.

In Figure 3, the learners first had to recreate what they saw on the drawing after being given the task of creating a three-dimensional solar system (Figure 4). They used their hands to complete the task. This activity was not only fun for the learners, but they also learned much more about the solar system than by reading and looking at pictures in a textbook. Therefore, the data can confirm that learning with multimodal methods can improve learners' learning

ability. Below is the analysis of Group 2, who sat in the back-left corner of the class; this group seemed to be more mature than Group 1.

4.8 “Write it any way, dit is mos Kaaps”: translanguaging in action

The following extract is from Group 2. The two groups worked within their individual groups at the same time in the same classroom, a few metres apart, and each group worked at their own pace. Group 2 consisted of four participants, of which Larry was chosen as the group leader. In the extract, the reader can quickly see why the learners in his group chose him as the group leader. He presented himself as determined but gentle, appeared to like order, and kept the group in line. He was a stronger leader compared to Pam, the leader of Group 1, who found it very difficult to keep the group focused on the task at hand. Larry seemed to control his group better. The following extract shows an interaction between May in group 1 and Larry and Tammy in group 2 from line 1 to line 6. From line 7 to line 29 the interaction of group 2 will be analysed below.

Extract 4.4 Group B

Participants: Jack (group leader), Aron, Mia and Lula.

(May has started laughing and the leader of group B, Jack is now getting angry because group A is becoming a distraction. May from group A is now standing in front of group B because she is looking for something)

1. May: Yor isn't there a big, red balloon for us? (**Damn, is there not a big, red balloon for us**)?
2. Jack: ha ah, hie is net white big ones. (**No, here is only white big ones.**)
3. Lula: Djy kan mossie osse goet weg gie nie. Where are we gonne get big ones? (**You can't give away our things. Where are we gonne get big ones**)?
4. Jack: Relax, we have two more.
5. May: Thanks! Os kannit met rooi incolour vir Mercury, because its mos red nuh? (**Thanks! We can only use red colour for Mercury, because it is red, right**)?
6. Lula: Good idea, nou gan nou weg os is biasag, djy wil wee ko afkyk. (**Good idea, now go away, we're done, you want to come and copy again.**)

(May left very happy and group 2 went on with their activity)

Interaction starts...

7. Lula: [*deliberately, but playfully saying loud enough for all to hear*] Ek wonne hoe gan Kim die ding opblaas wan sy roek. **(I wonder how Kim is going to blow the thing up because she smokes.)**

[Both groups are laughing now.]

8. Jack: Please focus, jarre die tyd loop ouense. **(Please focus guys, the time is moving.)**
9. Aron: Ek voel alwee om te faint. **(I feel like fainting again.)**

[Aron is ignored by everyone in the group and the group continued to work in silence for a few minutes]

10. Mia: Eeeste. Hoe spel 'n mens eeste? **(First. How does one spell first)?**
11. Lula: E e s t e n s. [*slowly spelling it out for Mia*]
12. Jack: You can write... [*slight pause*] Kaaps, English and Afrikaans.
13. Mia: Oh like you think you must skryf it? **(Oh like you think you must write it)?**
14. Jack: Ja. Write it anyway. Dis mos nou Kaaps. **(Yes, write it anyway. It is Kaaps.)**
15. Lula: Yor die balloons is mossie 'n joke om op te blaasie. **(Damn, the balloons are no joke to blow up.)**
16. Mia: Just take a big one to blaas op. **[Just take a big one to blow up].**
17. Lula: Niieeee, dies mos 'n small planet, kyk soelank watte planet is small daa. **(No, this is a small planet, see which planet is small there.)**
18. Jack: We blow the sun up with this one.
[Holding a big yellow deflated balloon in his hand and passing it to Lula]
19. Aron: Watse planets maak ek hier? **(What kind of planets am I making here)?**

[He points to the visual drawing on the sheet that he has roughly sketched in front of him.]

20. Jack: Moet noggie die planets maakie. Focus....maak eeste jou son. Focus op die sun. **(Don't make the planets yet. Focus....make your sun first. Focus on the sun.)**
21. Lula: Is die son groot genoeg? **(Is the sun big enough)?**
[Showing the big yellow balloon now 80% blown up]

22. Mia: Nou watse colour gan julle nou die son maak? (**Now what colour are you going to make the sun?**)
23. Lula: Dis is gonna be the sun want kyk hoe lyk die son. Mooi, groot en geel. (**This is going to be the sun, because look what the sun looks like. Nice, big and yellow.**)
[smiling almost feeling proud of herself]
24. Aron: [*pushing the small balloons in the middle of the table for everyone to see*] Die issie smaller balloons. (**This is the smaller balloons.**)

(the bell rings for interval – end of recording)

In line 1, May stands in front of Group 2 (who is obviously very busy and perhaps a little annoyed by the noise of Group 1) and asks, “Yor isn’t there a big, red balloon for us? (**Is there not a big, red balloon for us?**)”. Jack quickly replies in line 2: “ha ah, hie is net white big ones (**No, here is only white big ones.**)”. Before May could reply, Lula replied with a very irritating tone in her voice, almost rude like inflexion, and says to Jack in line 3: “Djy kan mossie osse goet weg gie nie. Where are we gonne get big ones? (**You can’t give away our things. Where are we gonne get big ones?**)”. But Jack quickly replies in line 4 in a calm and controlling voice: “Relax, we have two more”. With this sentence, it is clear that Lula did not go through their equipment like Jack did before they began their interaction. This also highlights Jack’s good observation skills. Another important point that should be made is that Jack’s response to Lula was calm and to the point without causing unnecessary distractions. It’s also clear that Jack wanted to help May, but he also needed her to go back to her own group so she could not cause a distraction in his group. Jack attained what he wanted, and May thanked him in line 5 and quickly asked him a question to make her point: “Os kannit met rooi incolour vir Mercury, because its mos red nuh? (**We can only use red color for Mercury, because it is red, right?**)” Even though she knew the answer, she still wanted Jack’s opinion, but Lula quickly playfully dismissed May in line 6 when she said, “(**Good idea, now go away, we’re done, you want to come and copy again**)”. But May smiled, turned around and happily walked back to her group.

In line 7, Lula is distracted and says playfully: “Ek wonne hoe gan Kim die ding opblaas wan sy roek. (**I wonder how Kim is going to blow the thing up because she smokes.**)” Both groups then burst out laughing. This shows that the learners communicate with each other through playful banter. The way they talk to each other appears natural and it is plausible that they feel comfortable saying what’s on their mind without feeling a certain way. Jack, however, seemed to have a different opinion to the rest of the group, as he admonishes his group member

in line 8: “please focus, jarre die tyd loop ouense (**Please focus guys, the time is moving.**)” Aron speaks, but not to a specific person, and says in line 9, “Ek voel alweer om te faint (**I feel like fainting again.**)”, but he is ignored by his group members. Importantly, Aron suffers from asthma and often says he feels like fainting, especially when it is hot, but never faints ultimately. This is plausibly why the group seemed unperturbed and remained silent.

The awkward silence is broken when Mia asks in line 10: “Hoe spel ‘n mens eeste? (How do you spell, first?). Lula was the first to answer, emphasising each letter and pausing slightly after each letter to give Mia enough time to write it down, in line 11: “E e r s t e n s (**First**)”. Jack also responds to Mia’s question, saying in line 12, “You can write... [*short pause*] Kaaps, English and Afrikaans”. Mia replies almost excitedly in line 13, “Oh, like you think you must skryf it? (**Oh, like you think you must write it?**)”. Jack replies in line 14: “Ja. Write it anyway. Dis mos nou Kaaps. (**Yes. Write it any way. It is Kaaps**)”.

Lula changes the conversation in line 15 when she says: “Yor die balloons is mossie ‘n joke om op te blaasie (**Damn, the balloons are no joke to blow up.**)”. If you compare this sentence with the standard Afrikaans (**Hel, die ballone is nie ‘n grap om op te blaas nie**), you can hear that the vowels are raised and sound much rounder and it is written in short single words. Mia reacts to Lula’s statement and advises her in line 16: “Just take a big one to blaas op (**Just take a big one to blow up**)”. Lula quickly replies in line 17, “Nieeee, dies mos ‘n small planet, kyk soelank watter planet is small daa (**No, this is a small planet, look which planet is small there.**)”. Jack then says: “We blow the sun up with this one [*he holds a large yellow inflated balloon in his hand and passes it to Lula*]”. Aron finally breaks his silence and asks the group in line 19: “Watse planets maak ek hier? (**What kind of planets am I making here?**)”. [*He points to the visual drawing on the sheet that he has roughly sketched in front of him.*] Jack says to Aron in line 20: “Moet noggie die planets maakie. Fokus...maak eeste jou son. Focus op die sun (Do not do the planets yet. Focus...do your sun first. Focus on the sun)”. Lula looks for approval in line 21 when she asks: “Is die son groot genoeg? (*Shows the big yellow balloon, now 80% inflated*) (Is the sun big enough?)”. Mia speaks in line 22, but she does not answer Lula, instead asking: “Nou watter colour gan julle nou die son maak? (What colour should the sun be?)” Lula answers proudly: “Dis is gonna be the sun want kyk hoe lyk die son. Mooi, groot en geel. (*smiling, almost proud of himself*) (This is going to be the sun, look at it, nice, big and yellow)”. Aron then says in line 24, (pushing the smaller balloons into the middle of the table for all to see), “Die issie smaller balloons (These are the smaller balloons)”.

Perhaps an important observation to mention is that in the extract above (Extract 4.4 group B), there are many signs of agglutinative structures. For example, there are the following agglutinative structures: Line 15, **mossie** (mos nie) (must not), and **blaasie** (blaas nie) (do not blow); Line 17 the word **dies** (die is) (this is); in line 20, there are two agglutinative structures, **noggie** (nog nie) (not now / not yet) and **maakie** (maak nie) (do not make); and finally, in line 24, **issie** (is nie) (is not). This is only a fraction of the agglutinative words that are used daily in the Kaaps language (comparatively, also typical of African languages generally).

4.9 Translanguaging amidst multimodal learning

During the transcription process, it becomes clear that the learners use words that are familiar to them in their daily interactions with each other, such as the word ‘gonna’ (going to), which appears in almost every second transcript. For example, the word ‘gonna’ is found in Extract 4.3 Group 1: lines 1 and 17, and Extract 4.4 Group 2 in line 23. Another and very familiar word that Kaaps speakers use is the word ‘dji’ (you). This word can be found in every transcribed transcript of this data collection, for example in extract 2, group B: lines 1, 3 and 7; extract 3, group 1, lines 2, 9, 18 and 23; and extract 4, group 2: lines 3 and 6. These words are commonly used by Kaaps speaking learners and they feel comfortable speaking to each other like this, but learners still feel uncomfortable speaking to their teacher with words like ‘gonna’ or ‘dji’. Again, these are some of the words that are used on a daily basis to help learners understand Standard English and Afrikaans.

It is important to point out that learners constantly make use of their linguistic repertoire and create meaning by switching from one language to another, which can also be referred to as translanguaging. These examples can be seen in line 2, where Jack asks the group to “Please focus, jarre die tyd loop ouense (Please focus, people, time is passing)”. Here Jack starts his sentence in English, then switches to Kaaps, then to Afrikaans and ends the sentence in Kaaps. This is a typical sentence structure for learners as they communicate in different dialect patterns on a daily basis and is used here for translanguaging as part of multimodal learning. Another point is that, in some cases, learners omit the sounds of certain letters in a word, e.g., in line 3 the word ‘alwee’ (again), which is spelled *alweer* in Afrikaans, has exactly the same meaning but is pronounced and spelled differently. There is another similarity between the Kaaps word ‘eeste’ (first) and the Afrikaans word *eerste*. The letter ‘r’ has been added to the standard

Afrikaans word and when you pronounce it, you can clearly hear the letter 'r' in the word *eerste*; again, it has exactly the same meaning but is spelled similarly. Again, learners use their predominant language to understand the meaning and use the words to understand each other when communicating in the different multimodal modes. I note these words to highlight the Kaaps words and to show how certain letters of Standard Afrikaans have been integrated into Kaaps. Since the learners are only now learning that what and how they speak is a language called Kaaps and that the way they pronounce certain words is not wrong, perhaps this is a good starting point to introduce more multimodal Kaaps curriculum material in the classroom.

From the data analysed, it appears that the dominant language of the learners is Kaaps, but since they speak a second (English) and third language (Afrikaans), this makes the learning process in the classroom even more fruitful.

4.10 Summary

Although the learners were not used to reading or writing in Kaaps, they engaged with the text and listened attentively to the presentation of the lesson. As they were used to multimodal teaching, the only thing that was different this time was that the lesson was translated by and large into Kaaps.

Teaching and learning in Kaaps was very exciting for the learners as they learned to work in groups where no specific language dominated the writing. The learners appeared comfortable in these groups because they could use their own native language and even be creative when writing down Kaaps words. Learners communicated with each other by switching from one language to another and trying to understand the tasks in Kaaps.

In this chapter, I begin with an in-depth analysis of the translated text and the interaction by the learners on the multimodality of the text as they practised translanguaging in Kaaps. I interpret from the data analysed above that those learners learned why, John, for example, an intelligent learner, appeared embarrassed and confused, and the importance of understanding the trauma that learners experience when they cannot read the language in which they think and dream. The data presented in this chapter concludes that learners understand information more easily when it is written in their own native language, which in this case is Kaaps. It is important to create multimodal Kaaps literacies in a classroom where the majority are Kaaps-speaking learners. In the next analysis chapter, I highlight what I call multimodal mixing in interaction.

Chapter 5

Multimodal mixing and matching in Kaaps translanguaging

5.0 Introduction

In this chapter, I briefly set the scene of how the learners in the focus group prepared for their presentation of the solar system task. The second part of the analysis focuses on the meaning of how Kaaps sound and how it is used to translanguage in the learning process. This analysis demonstrates how learners read Kaaps texts aloud to hear and make sense of what they read. In addition, the data points to the challenges of reading Kaaps texts. I explain and give examples of these encounters in the analysis.

In the third part, I analyse the oral presentation of the learners. This part of the lesson-allowed the learners to use Kaaps in their presentation. What follows then is an analysis of multimodal presentations by the learners that involves movement during the presentation in Kaaps. John and Mia were the first to give their oral presentation and the learners were fascinated because John and Mia combined multimodal skills (reading and learning from multimodal learning materials) and made Kaaps come alive in the classroom. They combined their background language knowledge of Kaaps so that they could connect, teach and entertain their peers while learning.

In the last part, the learners reflected on what they had learned about Kaaps. In this part of the session, I asked the learners to give their honest opinion about the Kaaps project they had participated in, both negative and positive. They were also asked to give advice or ideas for better teaching methods. The learners were candid in their answers. Towards the end of the reflections, learners also had many questions about the meaning of Kaaps. A conclusion to this chapter follows, from my perspective.

5.1 Presenting the Solar System in Kaaps

Day three of the data collection and the focus groups was a continuation of the seven-part lesson. At the beginning of the session, the learners decided on their planets and who would write down the answers. Each learner had the opportunity to choose which planet they wanted to present. None of the learners were allowed to have the same planet. In group A there were

only five students, so only five planets were worked on. They had to pretend they were the planet and tell the rest of the group all about themselves (the planet). May chose Uranus, Chris chose Saturn, John chose Jupiter, Pam chose Mercury and Sakhiel chose Mars. The learners in Group B worked on the other three planets that Group A could not cover, namely Venus, Earth and Neptune. Although they each had to work on their own planets, they decided to help each other so that they would make fewer mistakes. Below is an example of the task I gave them to prepare for their oral presentation, followed by a dialogue interaction between the learners in Group A.

Example of Task: see Annexure A

Planeet	Wat issit van gemaak?	Diamiter (km)	Hoeveel ringe	Hoeveel maanne	Average surface temperture	Distins vannie Son af	Lengte vannie jaar
Mercury							
Venus							
Earth							
Mars							
Jupiter							
Saturn							
Uranus							
Neptune							

Extract 5.1: Group A Oral presentation preparation [Participants: May, Chris, John, Pam and Sakhiel]

1. **Pam:** kom ôs moet kla maak met die activity hieso (**Come on, we have to finish the activity**)

[putting the activity on the table so that everyone can see]
2. **Chris:** Ôs gan an vandag, onetime klaa maak. (**We are going to finish one time today.**)
3. **Pam:** Soe vandag... (So **today...**)
[interrupted by John]
4. **John:** Ôs praat mos mengels. (**We talk mixed languages, right?**)

5. **Pam:** [*attempting to start again*] Vandag gan ôs ... (**Today we are going to...**) [*This time interrupted by Sakhel*]
6. **Sakhel:** Mars is gemaak van stof. (**Mars is made out of dust**)
- [00:23 - 02:12 *students talk over each other, reading the questions in front of them*]
7. **Chris:** Guys! ôs maak geraas. Amal kannie gelyk praatie is mossie ‘n choir practissie. Ok, soe gan ôs eeste by Mars begint? SSSHhhht (**Guys! We are making a noise. Everyone cannot speak at the same time, this is not a choir practice. Ok, so shall we start with Mars first? SSSHhhht**).
- [*making sure everyone in the group is listening*].
8. **John:** Okay, hulle vra hie... [*trying to focus*] hoeveel kilometers is Mars. (**Okay, they ask here... (trying to focus) how many kilometers is Mars.**)
9. **Pam:** Hoog, bedoel djy, hoeveel kilometers hoog is Mars? 28 Kilometres hoog. (**High, you mean, how many kilometers high is Mars? 28 Kilometers high.**)
10. **Sakhel:** Nou skryf. (**Now write**)
11. **Chris:** Wa moet ek nou skrywe? Hie nuh? (**Where must I write now? Here, right?**)
12. **Pam:** Ja.(**Yes.**)
13. **Chris:** Naai man lat John die skryf wêk doen. Ek skryf lelik. (**No man, let John do the writing part. I write ugly**).
14. **John:** Okay kom lat ek skryf. Hoeveel ringe het Mars? (**Okay, come let me write. How many rings does Mars have?**)
15. **Chris:** Ek wietie ees of Mars ringe het nie. Daas net percentage oppie blaaie. (**I don't even know if Mars has rings. There is only percentage on the page.**)
16. **Pam:** Dit hettie ringe nie. (**It does not have rings.**)

In line 1, Pam takes the lead by encouraging the group, “kom ôs moet kla maak met die activity hieso, (**Come on, we have to finish the activity**)”. She puts the text on the table for all to see. Chris agrees with Pam when she says in line 2, “Ôs gan an vandag, onetime klaa maak. (**We are going to finish one time today**)”. Pam then tries to start again in line 3, but John interrupts her and asks in line 4: “Ôs praat mos mengels? (**We talk mixed languages, right?**)”. John’s

question is ignored by the group, and Pam tries to shift the focus to the task at hand. She tries again in line 5 when she says: “Vandag gan ôs... (**Today we are going to...**)”, but again she is interrupted, this time by Sakhel, who says in line 6: “Mars is gemaak van stof (**Mars is made out of dust**)”. At this point in the recording, the learners are talking past each other and almost two minutes passed when they realised they have gone off topic. At this moment, Chris tries to calm the group down by saying in line 7: “Guys! ôs maak geraas. Amal kannie gelyk praatie os is mossie ‘n choir nie. Ok, soe gan ôs eeste by Mars begint? SSSHhhht... (*makes sure everyone in the group is listening*) (**Guys! We are making a noise. Everyone cannot speak at the same time, this is not a choir practice. Ok, so shall we start with Mars first? SSSHhhht**)”.

John tries to concentrate and says in line 8, “Okay, hulle vra hie...hoeveel kilometers in Mars (**Okay, they ask here... how many kilometers is Mars**)”. Pam quickly corrects him by adding the missing word that would complete the sentence and also make grammatical sense, in line 9: “hoeg, bedoel dji, hoeveel kilometers hoeg is Mars? (**High, you mean, how many kilometers high is Mars? 28 Kilometers high**)”. Here she answers the question John tried to ask in line 8, without waiting for someone else to find the answer in the text. Everyone’s attention is focused on John, who is in the process of completing the table, and a second later Sakhel becomes a little impatient and says in line 10 in an almost panicked voice, “Nou skryf (**Now write**)”. Chris in line 11 seems confused as he does not seem to know what to do and he asks, “Wa moet ek nou skrywe? Hie nuh? (**Where do I have to write now? Here, right?**)”. Pam answers her in line 12 with “Ja” (**Yes**). This becomes clear in lines 13 and 15 when he says: “Naai man lat John die skryf wek doen. Ek skryf lelik (**No man, let John do the writing part. I write ugly**)” (line 13). John then immediately takes over and says in line 14, “Okay kom lat ek skryf. Hoeveel ringe het Mars? (**Okay, come let me write. How many rings does Mars have?**)”. Chris then says: “Ek wietie ees of Mars ringe het nie. Daas net percentage oppie blaai (**I don’t even know if Mars has rings. There is only percentage on the page**)” (line 15). Pam then replies in line 16: “Dit hettie ringe nie (**It does not have rings**)”. At this point, the dialogue takes an unexpected turn.

Several things stand out in this extract. First, the strategic patterns used by learners to create meaning, for example, how easily learners switch from Kaaps to English and Afrikaans and vice versa. This leads to the question I asked myself when transcribing the data. Was Chris really worried about his handwriting, or was it more because he did not know how to write in Kaaps,

or that writing in Kaaps for the first time might be scary. Was he perhaps afraid of writing something wrong and being teased by his classmates for it?

Before I continue with the analysis, I want to draw the reader's attention to how new it is for learners to see the Kaaps language written in words for a scientific task and to actually have visuals in front of them. They may also be seeing how certain words are written for the first time and therefore mispronounce them, even though they know how to pronounce them correctly in Kaaps, but because they see them written, for some reason they find it difficult to pronounce them depending on how they are written.

17. **Chris:** Hoeveel manne het Mars? (**How many men does Mars have?**).
18. **Sakhiel:** huh? Manne? [very confused] (**What? Men?**)
19. **Chris:** Nieeee nie manne ne nie, maane. (**No, not men, moons.**)
20. **John:** Djy het gese manne. (**You said men.**)
21. **Sakhiel:** Mars hettie manne nie. (**Mars do not have men**) [*laughing*]
22. **Pam:** Mars het nie maan nie. Wat skrywe djy hie? (**Mars do not have a moon. What are you writing here?**)
23. **John:** Mars hettie manne nie. (**Mars do not have men.**) [*laughing*]
24. **May:** Dit sê, maan nie. Nie manne nie. (**It says, no moon. Not men.**)
25. **Pam:** Skryf dit hier. (**Write it here.**) [*using her index finger to guide John*]
26. **May:** Mars het twee maanne. Wanne jy dit sê dan moet sy dit hie in sit nuh? (**Mars has two moons. When you say it then she has to put it in here, ok?**) [*She points with her index finger to the place where the answer should be entered.*]
27. **John:** If you don't know how to say something in Afrikaans you can just say it in English because I have no idea what you just said now. Djy praat agterste voo. (**You not making sense.**)
28. **Pam:** Dankie May. (**Thank you May.**) [*Now looking directly to John, next to her*] Wat is djy? Saturn? Ha ah djy kannie net skryfie you must read and then you must write.
Wat is dit van gemaak? Wat is djy Saturn? Oh, my word skrik wakke my broe. Is djy Saturn? (**Thank you May.**) [*Now looking directly to John, next to her*] **What are you? Saturn? Well, you can not just write, you must read and then you must write. What is it made of? What are you, Saturn? Oh, my word, wake up my brother. Are you Saturn)?**

29. **John:** Jare Pam, djy gie mannie ees kaans om te dinkie. Ja...ja... ja...gotala, ek is Saturn. Jare my broe djy's nerve reeking. Ek wiet dat djy moet mos nou sê van wat djy gemaak van is. But you don't even let me translate it in my kop first. (**Wow Pam, you don't even give me a chance to think. Yes...yes...yes...goddamit, I am Saturn. Damn dude, you nerve wrecking. I know that you must now say what you are made of. But you don't even let me translate it in my head first.**)
30. **May:** Wat wil djy translate? Djy is gemaak van (**What do you want to translate? You are made out of....**)
31. **John:** GAS, MAY. EK... IS... GEMAAK... VAN... GAS. [*Speaking a little louder and slower than usual*] JULLE STRESS MY YT! [*everyone including May laughs*] (**GAS, MAY. I... AM... MADE... OF... GAS.** [*Speaking a little louder and slower than usual*] (**YOU STRESSING ME OUT!**) [*everyone including May laughs*]
32. **Chris:** My tong knoep vas (**My tongue is twisted**).

This interaction between the learners in this group continued for 15 minutes until all five planets were completed. The learners then had to split up but returned after a 30-minute break to make final preparations for their oral presentations.

This happened to Chris in line 17, when he asked: “Hoeveel manne het Mars? (**How many men does Mars have?**)”. This confused the learners and Chris tried to correct himself, but his fellow learners quickly began to focus on his lexical error. The word ‘man’ in Kaaps and Standard Afrikaans refers to a human being, and the word ‘maan’ in Kaaps and Standard Afrikaans refers to the moon. When written in the plural, it looks similar but is pronounced differently. In Kaaps, for example, the plural of man is *manne* and the plural of maan is *mane*. It looks the same, but sounds completely different. The sound that came out was ‘mane’ and not the sound he was thinking of, which was ‘maane’. We could also argue that he was trying to shorten or contract the vowels in the word, which is common among Kaaps speakers. From lines 18 to 26, Sakhiel, Pam, John and May keep trying to correct Chris and tease him. In line 27, Pam almost proudly says, “If you don't know how to say something in Afrikaans, you can just say it in English, because I have no idea what you just said. Djy praat agterste voo (You not making sense)”.

John had a meltdown in line 29 when Pam pressed him for an answer and did not give him enough time to respond. Pam, in line 28, said, “**Thank you, May. [Now looking directly at**

John, next to her] What are you? Saturn? Well, you can not just write, you have to read and then write. What is it made of? What are you, Saturn? Oh, my word, wake up, dude. Are you Saturn?)". John's reaction in line 29 clearly shows that he was very annoyed with Pam for being so impatient with him and not giving him enough time to respond, "to translate" the answer in his head first. May then asks John sarcastically in line 30: "Wat wil dji translate? Dji is gemaak van ... **(What do you want to translate? You are made out of...)**, to which John explodes with rage and replies in line 31: "GAS, MAY. EK... ... IS... ... GEMAAK... ... VAN... ... GAS. (He speaks a little louder and slower than usual] JULLE STRESS MY YT! [*everyone, including May, laughs*]. **(GAS, MAY. I... ... AM... MADE... OF... GAS.** [*Speaks a little louder and slower than usual*] **(YOU STRESSING ME OUT!)**" [*everyone, including May, laughs*]. Chris tries to save face by saying, "my tong knoep vas (my tongue is twisted)" in line 31.

Importantly, this is the first time this select group of learners have read Kaaps and seen it written on a page. Even if some teachers switch to Kaaps, this does not mean that learners have materials to show them how the word sounds and how it is spelled. Even if Kaaps is their first language, which is not the case in schools, and sometimes they have to translate things into Kaaps to understand it, or vice versa.

After everyone had filled in the information about their planet, they took a 30-minute break and finally prepared for their oral presentation.

5.2 Translanguaging Kaaps on paper

In chapter two, the argument for the inclusion of Kaaps in the classroom is made, but more importantly, the inclusion of Kaaps in the curriculum so that Kaaps-speaking learners on the Cape Flats can learn to read and write in their mother tongue cannot be overemphasized (Le Cordeur, 2016).

In the previous chapter, I described the translation of a science lesson about the solar system into Kaaps, with the learners code-switching from Kaaps to English and then to Standard Afrikaans from time to time, jumping back and forth within their language repertoires. This writing added linguistic colour to their repertoire and filled the air with different sounds as they tried to read what was written in Kaaps. This also allowed the learners to visually recognize

how a word is written (compare Jegels, 2011). Even if they write Afrikaans essays, they often write how the word sounds. Words such as ‘kombys’ (kombuis–kitchen); ‘biesem’ (besem–broom); ‘Komieso’ (kom hier–come here); and ‘hys’ (huis–home / house), these are but a fraction of the words Kaaps speakers use when they write in Kaaps. Often the use of Kaaps was marked as incorrect in their Afrikaans essays, from my experience as a teacher and findings from other studies (see Cooper, 2018). The learners were pleasantly surprised and overjoyed to see their mother tongue written in words for the first time and not underlined, circled or crossed out with a teacher’s red pen. The salience of this point is returned to later in this chapter, when students had an opportunity to reflect on the advantages and disadvantages of the study.

In the following analysis, I focus on Kaaps language mixing, which one of the learners referred to as Mengels. The definition of the word ‘meng’ in Afrikaans refers to the mixing together of two or more linguistic codes. The learners used this background knowledge and created their own Mengels (mixture). They developed their own definition of Mengels as a code-specific language that Kaaps speakers can refer to and understand. Learners used Mengels throughout their dialogue as they effortlessly switched from one language to another without giving it much thought.

Previously, I discussed how Wei (2021:14) defines translanguaging as the phenomenon of “shuttling between languages that others bring to co-construct meaning”. The term Mengels is illustrative of such shuttling between languages and codes.

Line 28 of Extract 5.1, for example, shows the linguistic diversity of the Mengels: Pam first uses Afrikaans, then the word *djy*” from Kaaps and then an onomatopoeic word, “ha ah”, which describes the sound she makes. She also uses the Kaaps word “kannie”, which is rendered as “kan nie” in Standard Afrikaans. Then Pam uses another language component, English, which is part of her Mengels, so that the learners can easily understand her. But John did not like the fact that she did not give him a fair chance to respond. From the dialogues, it is clear that Pam understands the information faster and can translate it into Kaaps faster than John.

In the below analysis, I make a comparison between two interactions, one between Chris and John, and the other between Pam and John. I want to illustrate that it is not always easy for speakers of Kaaps to say what they mean or to respond as quickly as one would in Standard English compared to Kaaps. One potential reason for this is that the multimodal materials

learners use in class are not translated into Kaaps. It is a challenge for some learners to quickly translate what they want to say in Kaaps, because I surmise the brain has not had sufficient reading practice in the academic domain.

In line 17, for example, Chris has mispronounced the word “maane (moons)” as “manne (men)”, and John responded to Chris in line 27, “If you don’t know how to say something in Afrikaans, you can just say it in English, because I have no idea what you just said. Djy praat agterste voo (**You are not making sense**)”.

Pam, in line 28, repeatedly asks John, “Wat is djy? Saturn? Ha ah djy kannie net skryfie you have to read and then you have to write. Wat is djy van gemaak? Wat is djy Saturn? Oh my word skrik wakke my broe. Is this Saturn? (**Thank you May.** [*Now looking directly to John, next to her*] **What are you? Saturn? Well, you can not just write, you must read and then you must write. What is it made of? What are you, Saturn? Oh, my word, wake up my brother. Are you Saturn?**)” John loses his temper with Pam, forgetting for a second that the conversations are being recorded, as he tells her, “Jarre Pam, djy gie mannie ees kaans om te dinkie. Ja...ja... ja...gotala, ek is Saturn. Jare my broe djy’s nerve reeking. Ek wiet dat djy moet mos nou sê van wat djy gemaak van is. But you don’t even let me translate it in my kop first. (**Wow Pam, you don’t even give me a chance to think. Yes...yes...yes...goddamit, I am Saturn. Damn dude, you nerve wrecking. I know that you must now say what you are made of. But you don’t even let me translate it in my head first.**)”

John then tells Chris to speak English if he did not know Afrikaans, because he was confused listening to Chris. Chris did not seem offended and just laughed. However, when Pam asked John a question, John became annoyed at Pam’s impatience with him and answered her in Mengels, which was perfectly understandable to the ears of the other Kaaps speakers, but I noticed that he himself has difficulty expressing himself in Kaaps. Although it is his mother tongue, it appears sometimes difficult and unfamiliar to use it in an academic context, most likely due the lack of Kaaps academic, curriculum content. We can presume that though John embarrassed Chris, he felt indirectly embarrassed because he could not answer as quickly as Pam wanted him to.

5.3 Translanguaging using sound

According to March and Hall (2008), infants learn multimodally with the help of technology by listening to the sound of vowels from a very early age. They learn to repeat these vowels, and with practice, they will eventually speak them fluently. The same applies to reading: when a child begins to read, the vowels are among the first word sounds they learn; when they have mastered them, they can read. Of course, this also applies to any other language. Since Kaaps is not yet an official language, not much attention or money has been given to the linguists who want to intellectualise Kaaps.

It is understandable that learners need to read Kaaps aloud so that they can hear how certain words or letters sound. For example, in Extract 5.1, there were a few minutes between lines 33 and 34 where it was impossible to understand who was saying what while the data was being transcribed, because the learners had to read aloud and I was in front of them with the recorder. They all read different parts of the task out loud at the same time. They did this so that they could hear for themselves how the words were pronounced in order to understand the meaning of the task.

Another example is found in line 28, where Pam assumes that John is not listening to her or is asleep because she tells him to “skrik wakke (wake up)”. What Pam did not realise was that John was busy translating the information in his head into Kaaps while she asked him the question, “Wat is djy (what are you)”, referring to the planet he represents, and then asked another question, “wat is djy van gemaak (what are you made of)”. This did not give John enough time to formulate a response in his head, let alone express it multimodally through Kaaps, hence his outburst.

To conclude, sound forms part of multimodal learning and is a very important mode in Kaaps multilingual literacies.

In the analysis of extract 5.1 above, I have described and analysed the data of group A with respect to oral preparations and presentations. In the second extract below, I analyse the data from group B, who had already prepared for their oral presentation. The reason I chose this data was because of the richness of the presentations, which included much reassurance from peers, self-reflection, engagement with their audience, and effusive gestures evoking laughter and interest in the presentations.

When it concerns presenting curriculum content, there are multiple forms of presentation, including verbal instructions during oral presentations, to help learners to optimize their learning methods. For this reason, it can become the most dreaded form of learning or assessment if not practised in the classroom. The goal of oral presentations is to create a more communicative classroom where growth is possible. It will also be easier to encourage learners to take initiative, use materials other than the textbook, utilise background information, and use language in more creative, purposeful, and interactive ways (Al-Issa, A.S. and Al-Qubtan, R.E.D.H.A., 2010). The following extract is an example of an oral presentation from group B.

Extract 5.2: Group B

Oral presentation

[Participants: Lula, Jack, Aron and Mia]

1. **Lula:** I'm so op my nerves. (rubbing her hands together then shaking it on her side) (**I am so nervous.**)
2. **Jack:** You mos doing Venus nuh? (**You are doing Venus, right?**)
3. **Lula:** Ja, and you doing Earth, right? (**Yes, and you are doing Earth, right?**)
4. **Jack:** Ja. Aron watte planet doen djy? (**Yes. Aron what planet are you doing?**)
5. **Aron:** Mia and I are sharing Neptune.
6. **Jack:** Oh yes, ja. (**Oh, yes, yes.**)
7. **Aron:** Nou wie gaan eeste? (**Now who is going first?**)
8. **Mia:** Let's go first seeing that we are sharing Neptune.
9. **Aron:** Ok, nou wattetaal moenos praat. Soes ôs nou praat or must we speak Afrikaans. (**Okay, so what language should we speak? The way we speak now, or do we have to speak Afrikaans?**)

10. **Mia:** Ôs prat soes ôs met mekaa praat. Soe gan ôs praat in ôsse oral presentation (**We speak as we speak to each other. This is how we should also speak in our oral presentation**).

11. **Teacher:** Ok, lat os begint. Wie gaan eeste. (**Ok, let us begin. Who is going first?**)

[Aaron and Mia step forward and prepare for the start. Mia leans slightly towards Aron and whispers in his ear, whereupon he nods and takes off his jacket to reveal his white shirt]

12. **Teacher:** Julle kan begint soedra julle reg is. (**You can start as soon as you are ready.**)

13. **Mia:** [Taking a deep breath and smiled] Goeie more amal. Os gan vandag van Neptune prat. Yor, it feels funny speaking like this. Ok ok...Ek en Aron is Neptune. Niece I mean os gan like vi Neptune represent. (*Taking a deep breath and smiled*) (**Good morning everyone. Today we are going to talk about Neptune. Damn, it feels funny speaking like this. Ok ok...Aron and I are Neptune. No, I mean we're going to represent Neptune**).

14. **Aron:** Awe. [*lifting both his hands in the air*] (**Hello.**)

15. **Learners:** Awe. (Hello.)

[This came across very unexpected, because Aron often appears quite introverted]

So of course, this was indeed a very pleasant surprise. The classroom was filled with smiles and giggles, eager to listen to what Aron had to say. He continued after the class settled down.

16. **Aron:** Neptune is 'n kwai planet. Kom sit 'n bietjie nade bly still and let us blow your mind. (**Neptune is an awesome planet. Come sit a little closer, be quiet and let us blow your mind**) [*using hand signals while his presenting*]

[Class laughed and cheered and was eagerly drawn to the two of them]

17. **Mia:** Sjoe, Neptune het 'n kwai colour, dit is soe blou-groen, en is netsoes Uranus vannit is gemaak van gevrieste Hydrogen, Helium and Mthane. (**Wow, Neptune has a**

- nice colour, it is so blue-green, and is just like Uranus in that it is made of frozen Hydrogen, Helium and Methane.)
18. **Aron:** Ja, if you look into our eyes dan sien julle paradise. (**Yes, if you look into our eyes then you see paradise**). [*laughter from the class*]
 19. **Mia:** Neptune is baie sterk. Kyk hier na Neptune se mossels (**Neptune is very strong. Check out Neptune's muscles here**) [*as she places her hand lightly on Aron's triceps, which he shows without hesitation, the students rise from their seats laughing and whistling*]
 20. **Aron:** (He raises a hand in the air to reassure the learners, and it worked) Dus hoekom ossie sterkste en die winderigste planet is. Os blaas julle amal weg (**That is why we are the strongest and the windiest planet. We will blow you all away.**) [*now blowing directly towards his group who participate automatically and make as if they are about to fall over from the wind his letting out*].
 21. **Mia:** Even though os net een maan het het os 6 donke ringe. Ôs is vê weg vannie son af. Vier honded...niee... wag gou...vie (**Even though we only have one moon we have 6 dark rings. We are far away from the sun. Four hundred... no... wait... four**) [*interrupted by Aron who gladly helps her*]
 22. **Aron:** Mia, dji mean vie-dysent vie-honet vyf en nientag mijoen kilometers weg vannie Son af. But tjek this, os het 'n orbit van 'n honet vyf en sestag aare se jare. (**Mia, you mean four thousand four hundred and five nineteen million kilometers away from the Sun. But check this, we have an orbit of one hundred and sixty-five earth years**)
 23. **Mia:** And the most interesting part is... dit het net once georbit since dit gediscover gewiesit in eighteen forty six. Ôs is oek ... [*she pauses and quickly whisper to Aron*] yor... Aron can you say this number? I can only say it right in English. (**And the most interesting part is... it only orbited once since it was discovered in 1846. We are also...).**
 24. **Aron:** [*he leans towards Mia and say*] niege en veetag vyfhoned en ag en twintag kilometre wyt en osse average temperture is [*now looking at Mia*] (**forty-nine five hundred and twenty-eight kilometers wide and our average temperture is**) [*now looking at Mia*].
 25. **Mia:** Minus twee honet degrees Celsius. (**Minus two hundred degrees Celsius**).

26. **Aaron and Mia:** Baie dankie dat julle na os gelyste het. [*learners standing up and clapping hands*] (**Thank you very much for listening to us**) [*learners standing up and clapping hands*]
27. **Teacher:** Baie mooi, dankie. Wie is next? (**Thank you very much. Who is next?**)
28. **Lula:** Go Jack.
29. **Jack:** No, I can't speak like that. I mean ek kan, but nie voo amal nie. Dit klink soe gammerag. (**No, I can't speak like that. I mean I can, but not in front of everyone. It sounds too ghetto**)
30. **Lula:** [*motivating Jack*] Just go and be yourself. Djy kannit doen. [*motivating Jack*] (**Just go and be yourself. You can do it.**)
31. **Aron:** [*Slowly moving to the front*] Hi, ok ek gan van Earth prat. Yor Mam, it don't sound right. Dit klinkie reg om soe te praat. Ek moenog praktis. (**Hi, ok I'm going to talk about Earth. Yor Mam, it doesn't sound right. It doesn't sound right to talk like that. I still have to practice.**)
32. **Teacher:** Ok Lula, wil djy gou soelank jou planeet doen. (Ok Lula, would you like to do your planet in the mean time)?
33. **Lula:** Ek wil ook nog practice, it's strange to give an oral presentation in Kaaps. I mean I do speak Kaaps at home and with my friends, but dit voel net strange om soe voo Mam te praat en 'n presentation in Kaaps te gie. Ek moet soe beittjie moet skep ees. (**I also want to practice, it's strange to give an oral presentation in Kaaps. I mean, I speak Kaaps at home and with my friends, but it just feels weird to speak like this in front of Mam and give a presentation in Kaaps. I need a bit of courage first.**)

At the beginning of the interaction above, the learners seemed ready and eager, but very nervous. In lines 1 to 6, Lula admits that she is very nervous and asks her classmates which planet they were going to talk about. But even if they knew that Lula knew what they were talking about, it is clear that she was very nervous. Aron asked in line 7: "Nou wie gan eeste? (**Now who is going first?**)". Mia replies in line 8 to Aron, who is also her partner, "Let's go first seeing that we are sharing Neptune". This surprised Aron, but he was thrilled and said, "Ok, nou wattetaal moenos praat? Soes ôs nou praat or must we speak Afrikaans (**Okay, so what language should we speak? The way we speak now, or do we have to speak Afrikaans?**)". Without hesitation, Mia said in line 10: "Ôs prat soes ôs met mekaa praat. Soe gan ôs praat in ôsse oral presentation (**We speak as we speak to each other. This is how we should also speak in our oral presentation**)". The researcher makes the final announcement and asks who will start the oral presentation.

Aron and Mia stepped forward and are prepared to present. Mia whispered something in Aron's ear and he immediately took off his jacket. Then the researcher gave the go-ahead for them to start. Mia takes a deep breath, smiles and says in a very nervous tone, line 13: "Goeie more amal. Os gan vandag van Neptune prat. Yor, it feels strange to speak like this. Ok ok... Ek en Aron is Neptune. Niece ek mean os gan vi Neptune represent (**Good morning everyone. Today we are going to talk about Neptune. It feels weird to talk like this. Okay okay... Aron and I are Neptune. No, I mean we are going to represent Neptune**)". She then turned to Aron, who stepped forward, raised both hands in the air and greeted the learners with, "Awe (**Hello**)" in line 14. This is a very familiar way of greeting in Kaaps. The class was enthusiastic and the learners responded to Aron in line 15 with "Awe (**Hello**)". The learners' eyes lit up and all you could see were white teeth. It took a few seconds for the learners to calm down. When they calmed down, Aron walked forward, went to the left, then to the right and used his arms while saying in line 16: "Neptune is 'n kwai planet. Kom sit 'n bietjie nade bly stil and let us blow your mind (**Neptune is a big planet. Come sit a little closer, be still and let us blow your mind**)".

Then it was Mia's turn. She looked at Aron with a smile and says in line 17: "Sjoe Neptune het 'n kwai colour, dit is soe blou-groen, en is netsoes Uranus vannit is gemaak van gevrieste Hydrogen, Helium and Methane (**Wow, Neptune has an awesome colour, it is blue and green and is the same as Uranus because it is made out of frozen Hydrogen, Helium and Methane**)". Aron moves closer to the learners and says in line 18: "Ja, if you look into our eyes dan sien julle paradise (**Yes, when you look into our eyes, you see paradise**)", referencing a popular cultural saying. This naturally made the learners laugh, because they also understood the similarity that Aron was making by indexing a popular saying based on a song.

The green and blue represent (paradisiacal) land and water. The class could not stop laughing. Then Mia walked up to Aron and waited for the learners to calm down so they could hear what she was saying, in line 19, "Neptune is baie sterk (**Neptune is very strong**)". She put her hand lightly on Aron's triceps who then posed to demonstrate and show off his (Neptune's) muscles. Mia then says: "Kyk hier na Neptune se mossels (**Look at Neptune's muscles here**)".

In the meantime, the learners had stood up and were making <oooo> sounds and even whistling. Then Aron raised an arm in the air, the learners began to calm down, and he says in

line 20: “Dus hoekom ossie sterkste en die windragste planet is. Ôs blaas julle amal weg (**That is why we are the strongest and windiest planet. We will blow you all away**)”.

With that, he takes a deep breath and blows in the direction of his group mates, who happily join in and pretend to fall over. Mia, in line 21, trying to maintain the learners’ adrenaline and attention, says: “Even though os net een maan het het os 6 donke ringe. Ôs is vê weg vannie son af. Vier honded...niee...waggou...vie (**Even though we only have one moon, we have 6 dark rings. We are far from the sun. Four hundred...no...wait...four**)”. Here Aron came to Mia’s rescue and gladly helped correct his teammate indirectly without embarrassing her, in line 22: “Mia, djy mean, vie-dysent vie-honet vyf en nientag mijoen kilometers weg vannie son af. But tjek this, os het ‘n orbit van ‘n honet vyf en sestag aare se jare. (**Mia, you mean four thousand four hundred and ninety-five million kilometres away from the sun. But look at that, we have an orbit of one hundred and sixty-five Earth years**)”. Mia continued quickly in line 23, almost forgetting that she was having a hard time pronouncing the numeral figure in Kaaps, and said, “And the most interesting thing is... .. dit het net once georbit since dit gediscover gewiesit in eighteen forty-six. Ôs is oek ... (whispering) yor... .. Aron can you pronounce that number? I can only pronounce it correctly in English. Just to slightly pause here. (**And the most interesting thing is ... it has only made one orbit since its discovery in 1846. We are also... .. (whispering) yor... .. Aron can you pronounce that number? I can only pronounce it correctly in English**)”. Mia made a very interesting statement when she said in line 23: “I can only pronounce it correctly in English”. I would like to explain here what she meant by this: although her first language is Kaaps and she speaks it fluently, this does not mean that she is fluent in Kaaps in mathematical language. As a reminder, when the learners came to school, they were only taught in the language their parents had chosen as their mother tongue, which in her case was English. Now they may speak Kaaps at home, but they rarely repeat numbers in Kaaps, and therefore Mia did not yet have the mathematical vocabulary of Kaaps. In contrast, Aron, who stepped forward to spare Mia the embarrassment in line 25, says the numbers with ease in Kaaps. It could be that Aron has come into contact with the mathematical vocabulary of Kaaps before.

Mia completes Aron’s sentence in line 26: “Minus twee honet degrees Celsius. (**Minus two hundred degrees Celsius**)”. Aron moves closer to Mia and they close with the following practised words in line 27: “Baie dankie dat julle na os gelyste het. (**Thank you for listening to us**).” They received a standing ovation from the learners. They finished their presentation.

The researcher then asked the class to be quiet and asked who was next, but Lula and Jack withdraw, saying that they were not ready yet and needed some time to prepare for their oral presentation.

5.4 Translanguaging in the oral presentation

When you give an oral presentation, it is part of an act that you prepare for in advance. This goes hand in hand with presenting, teaching or giving a lecture. How the *presenter* behaves gives the audience an impression of the presenter. It is also important that you know your audience so you know what vocabulary to use. For example, you cannot explain the solar system to a grade R class in the same way as a higher grade, such as grade 6. Grade R students will quickly lose interest because they do not understand what you are presenting to them. During the preparation for their oral presentation, the learners knew their audience and made sure they had a good background knowledge of the topic they were about to present.

Reading in Kaaps is one thing, but giving an oral presentation in a language you have never learned academically is another. During the oral preparations, I noted conversations and concerns that the learners had about their oral presentation in Kaaps. They were excited, but also appeared uncomfortable – almost embarrassed to speak “like that” in front of everyone. In terms of the way Kaaps speakers speak, learners have a certain feeling when they speak Kaaps with certain people or in certain situations. For example, one learner proactively told me: “Mam, I speak English when we go to the mall or when we go out to eat. I feel embarrassed to speak the way we do outside of our home or our circle of friends. People would judge us”. Since learners are not exposed to Kaaps literacy, they are only confronted with negative posts on social media. This was one of the main motivations for bringing Kaaps to life in a classroom, and that is what Aron and Mia so brilliantly communicated to the learners in their presentation.

At first Mia was a little nervous, but as soon as Aron entered and said “Awe (Hello)”, she appeared to set aside her nerves as he took the lead. The way Aron gave his presentation was very surprising to everyone as he is usually rather quiet and always sticks to his script when giving oral presentations in the standard languages of English and Afrikaans. What they saw today was that Aron was comfortable enough to be himself in his own language. Aron had the learners’ attention when he said “Awe (Hello)”. It could be said that Aron was advantaged by the opportunity to draw on his linguistic repertoire in Kaaps. In addition, Kaaps-speaking

learners are familiar with the word ‘Awe’ and therefore understand exactly what it means, and it also makes it clear where Aron is from, in this case, the Cape Flats.

Aron and Mia present themselves in Mengels, which is familiar to their audience. They used Mengels to capture the learners’ attention and held it until the end of the presentation. As noted previously, Mengels is the name given to a mixture of languages created by speakers. . Aron used his background knowledge to help learners understand, e.g. in line 19 he says: “Yes, when you look into our eyes, you see paradise” – he knows that paradise makes you think of colours and water, trees, fruits and flowers (life). He does this in a creative way so that the learners understand what he is trying to say without thinking too much. As I pointed out above, it is a common popular cultural phrase used in communication amongst Kaaps speakers at the Cape.

Mia and Aron used three different languages with ease, namely Standard English, Afrikaans and their mother tongue, Kaaps. They mixed them up and switched from one language to another and throughout their oral presentation, there was not a single learner who did not understand the content or the way they delivered their oral presentation. This is evidence that Kaaps can be productively employed as a language of learning.

The data collected signals that translanguaging has potential in the classroom, as all of the extracts I analysed show, and that incorporating multimodal Kaaps literacies in the classroom can awaken the talent of Kaaps-speaking learners and make learning fun for Kaaps speakers. Even if there are no academic texts or literature in Kaaps for learners to read, that does not stop them from speaking and translating academic content into Kaaps so they can better understand it.

5.5 Translanguaging in bodily-kinaesthetic Kaapse presentation style

Mia and Aron are typically considered introverts as they would often remain quiet and not bring attention to themselves. For this reason, their presentation is marked. Mia started with the normal behaviour that learners were accustomed to. She welcomed the audience in a friendly and calm way and introduced what they were going to present. She pointed out how unfamiliar it felt to present in Kaaps, but this is nothing unusual. Everyone is quiet and listens attentively. Aron stepped forward, scanning his audience, but he did something so unusual that the learners were confused. He slowly raised his hands in the air, turned his palms to the ceiling, stepped

forward, paused for two seconds and said, “Awe”. The learners smiled and rose from their seats, and said “Awe”, but Aron remained very still, slowly walked to the centre and began his part of the presentation, which he shared with Mia.

Learners interact and communicate multimodally, and movement or visual movement is part of the way learners learn every day. Mia and Aron used physical movement to enrich their presentation, as opposed to the usual approach of simply presenting and then moving on to whoever is next. They used their background knowledge of how they communicate and interact with each other on a daily basis and offered a creative performance that captivated the learners and taught them more about the planet Neptune.

I agree with Willemse, quoted in Le Cordeur (2016:93), when he states that Kaaps is “linked to the so-called humour of the Coloured people”. Before I make my point, I want to remind readers that Adam Small wrote that Kaaps is not a joke language. While it is true that Kaaps is stereotyped as a joke language, the data presented here shows other uses of the language, such as supportive, engaging, explanatory, as well as reflective.

An important point or observation is that the learners were not laughing at the language Mia and Aron presented in, which was mainly Kaaps, or at the way Mia and Aron pronounced the Kaaps words, but at the way they presented themselves and the way they used their bodies to emphasise the meaning of certain things. For example, when Mia stepped closer to Aron at the beginning and lightly touched his triceps to indicate the strong winds on Neptune, the learners were able to understand and comprehend the message. This is the strength of multimodal teaching and learning.

5.6 Reflecting on writing and reading in Kaaps

This next section is an analysis of the students’ perceptions of Kaaps in use. The below extract is from one of the last meetings with these two groups of learners. They reflected a lot on what they had experienced during this time and gave feedback on how the multimodal Kaaps lessons could be improved in the future, but also highlighted the positive results of this project.

Extract 5.3: Group A and B combined

Oral presentation

[Participants: Pam, Chris, May, Jack, Sakhiel, Lula, John, Aron and Mia]

I (the teacher) explain to the learners what the next part of the lesson will be. I have asked them to form a large group and talk about what they experienced in class over the last few weeks, how it could perhaps be improved, but especially what they thought of the lessons translated into Kaaps and what effect the lessons had on them. I told them to set up the benches in a circle and place a small chair with the recording device in the middle. I also told them that I wanted their honest feedback so that I could improve on the lessons.

1. **Aron:** Kan os mengels praat? (**Can we speak Mengels?**)
2. **Teacher:** Ja. Ok wat was die negative and positive things vannie project? (**Yes. Okay, what were the negative and positive aspects of this project?**)

[learners looking at each other and waiting for someone to break the ice]

3. **Lula:** Dit was challenging, want eke het nog nooit Kaaps in writing gesiennie. (**It was challenging, because I have never seen Kaaps in writing**).
4. **John:** Ja, dit het my dom lat voel, because at first, I couldn't read it. (**Yes, it made me feel stupid, because at first, I couldn't read it.**)
5. **Aron:** Ennie begint was ek bietsjie sceptical, but I have found my feet in my roots. (**And at first, I was a little skeptical, but I have found my feet in my roots.**)

[learners laughing]

The researcher asked Aron what he meant when he said "I found my feet in my roots".

6. **Aron:** Uuhhmm hoe kannek nou eksplain, it's almost like I feel free, like myself when Mia and I did that oral presentation. Ek het like at home gevoel, free in my roots. Like jinne it's difficult to put it in words. (**Uuhhmm how can I explain now, it's almost like I feel free, like myself when Mia and I did that oral presentation. I felt like at home, free in my roots. Like, oooo, it's difficult to put it into words**).
7. **Pam:** I know what you mean, like you speaking Kaaps made you feel free. (**I know what you mean, as if you feel free when you speak Kaaps**).
8. **Aron:** Ja, iets soes dai. But is nettie liesery wat my bietsjie ytgooi. (**Yes, something like that. But it's just the reading that confuses me a bit**).

9. **Sakhriel:** Ja ek dink dai wassie challenge gewies, but to be honest Mam, die introduction was baie lang en boring, respectfully said. (**Yes, I think that was the hard part, but to be honest, Mam, the introduction was very long and boring, respectfully said**).

More than three students agreed with Sakhriel by saying yes and nodding their head in agreement.

10. **May:** Ekkit baie vannie bouery vannie solar system gehou? Dai was lekker vir my. (**I really liked building the structure of the solar system? It was nice for me**). [*Everyone agrees with May*]
11. **Chris:** (Joking) Ek hettie vannie oral gehou nie, wan Aron and Mia hettie bar te hoog gesit. To be honest, ek en ek dink os amal het intimidated gevoel. (**I didn't like the oral because Aron and Mia set the bar too high. To be honest, and I think we all felt intimidated**). (giggling)
12. **Lula:** Ja, dais hoekom ekkerit die next time gedoenit en nie dieselfde daggie (**Yes, that's why I did it the next time and not on the same day**). (giggling)

I ask if they noticed anything positive about this experience, if there anything that particularly struck them.

13. **Aron:** Ek was ees skaam om voo Mam soe te prat, ma toe ek hoo hoe Mam prat, yor toe voelit like os issieselfde. Like from the same language family, ek wietie of dai sens maakie? (**At first, I was shy to speak like this in front of Mam, but when I heard Mam speak, I felt we were the same. Like from the same language family, I don't know if that makes sense?**)
14. **Mia:** ur nuh, but Mam always mix languages when Mam teach us in the class, that's why this style of teaching is familiar. Is net difficult om by Kaaps te hou. Ek mean om like een sentence in Kaaps te sê. Like toe ek en Aron gepresentit, toe kan ekkie die nomme in Kaaps sê nie. (**ur nuh, but Mam always mix languages when Mam teaches us in the class, that's why this style of teaching is familiar. It's just difficult to stick to Kaaps. I mean to say like one sentence in Kaaps. Like when Aron and I presented, neither of us could say the numbers in Kaaps**). (smiling)

15. **Pam:** You know why it's easier to give an oral presentation in English than in Kaaps, because die was like die eeste kee like in ever to like present in Kaaps. I mean if you think about it, we in grade 6 and this is the first time presenting in our mother language. **(Do you know why it's easier to give an oral presentation in English than in Kaaps, because it was the first time I presented in Kaaps. I mean, if you think about it, we're in 6th grade, and it's the first time we're presenting in our mother language).**

[a silence fills the room]

16. **Lula:** Is Kaaps dan nie belangrik soes allie anne talle nie. **(Is Kaaps not important like all the other languages?)**

17. **Sakhiel:** Ôs wodtie gesienie. Ôs wat hie bly wodtie gesienie. **(We are not seen. We who live here are not seen).**

18. **Aron:** But die issie begint van something kwai, Mam. Mam moet nog lesse soes die doen. **(But this is the beginning of something big, Mam. Mam needs to do more lessons like this).**

19. **May:** Ja, Mam moet, but ôs moet net innet kan skryf. Hulle kan Afrikaans replace, niemand how vannitie. **(Yes, Mam must, but we must also be able to write it. They can substitute Afrikaans, nobody likes it).**

[Everyone agrees with a cheer and laughter]

The researcher responded to May's remark and said that it is not a question of replacing something, but of adding something. In this way, we can speak more than one language. That makes us multilingual.

20. **Jack:** Multilingual? Wat betiekin dai. **(Multilingual? What is that?)**

21. **Lula:** Ek dinkit betieken dat os fluent kan is in meer as een taal, nuh Mam. **(I think it means that we can be fluent in more that one language, right Mam?)**

I agreed and asked the learners if there was one thing that they could have done better in these few days working on this project, what did they think it would be? “Let’s start with Mia, then we can go round in circles and give everyone a chance”.

22. Mia: Meer tyd, di tyd was te short. Wan ‘n mens het net lekke begint dan issie time over en os moet nog alles geprocessit. Like die writing in Kaaps especially. **(More time, the time was too short. If we have only just begun the work, then time has run out, and we still have to work on everything concerning the translation from Kaaps into English and back into Afrikaans in order to fully understand it).**
23. John: Sommige van os issie patient met mekaa nie, like Pam yor djy het my kwaad gemaak dai dag, [*Looks at Pam and smiles*] djy gie my nie kaans om te dinkkie. **(Some of us are not patient with each other, like the other day when Pam did not even give me a chance to think. [*Looks at Pam and smiles*] You made me very angry that day.)**
24. May: Die introduction moet korter is, dit was te lank. **(The introduction needs to be shorter. It was too long.)**
25. Chris: Miskien beter equipment ommie solar system mie te maak. **(Maybe better materials to build a solar system).**
26. Aron: Dat dit like a once-off project is en dat os ma back to normal wee moet gan. **(That this is like a one-off project and that we will soon have to return to normality when this project is over).**
27. Pam: Ek kan an niks annes dinkie **(I can’t think of anything else).**
28. Sakhiel: Wiet Mam nuh, ek wietie of die nou ‘n negative issie, but soes ek geserrit vieffen, ek voel nogal biedjie upset. (*learners giggling*). Nai julle lag, rerag ek voel upset dat ekkie my eie taal kan liesie. Ek voel upset dat ek hie in grade 6 eers kom kry

dat alle jare dat die woord “djy” wat ek soe baie gebrykit in my Afrikaanse opstelle wat met ‘n rooi pen altyd geonderstreep was, indicating a spelling error, was actually reg in my mother language. Mam, en julle kan ma lag (referring to the rest of the learners in the group) ek voel see omdat ekkie ... (getting emotional) ek voel belangrikkie. Ek voel dat os wat Kaaps praat issie belangrikkie virrie werelddie van hoekom het ossie Kaaps as ‘n subjectie. We don’t even have a dictionary we don’t even form part of the national languages. Yet, the majority of us in the Cape Flats schools praat Kaaps. **(You know, Mam, I don’t know if this is negative now, but like I said, I’m a bit sad. [Learners giggle]. No, you laugh, (looks at his classmates) I’m really sad that I can’t read my own language. I’m annoyed that I came here in Grade 6 only to realise that the word “djy”, which I used a lot in my Afrikaans essays and which was always underlined with a red pen to indicate a spelling mistake, is actually correct in my mother tongue. Mam, and you can go ahead and laugh (referring to the rest of the learners in the group), I feel hurt because I don’t... (gets emotional) I don’t feel important. I feel that we who speak Kaaps aren’t important to the world because why don’t we have Kaaps as a subject? We don’t even have a dictionary, we aren’t even part of the national languages. Yet the majority of us in Cape Flats schools speak Kaaps).**

When Sakhil ended, the silence was deafening. It seemed as if Sakhil’s thoughts had struck a nerve with his peers. And with me.

Aaron was the first to speak and asked if they could speak in “Mengels”. I said yes and asked the following question to start the session, line 2: “wat was die negative and positives of this project? **(what were the negative and positive aspects of this project?)**”. After I asked the question, there was silence for a good 20 seconds before Lula finally found the courage to break the silence in line 3: “Dit was challenging, want eke het nog nooit Kaaps in writing gesiennie **(It was challenging because I have never seen Kaaps in writing)**”. John said

almost shyly in line 4: “Ja, dit het my dom lat voel, because at first, I couldn’t read it (**Yes, it made me feel stupid because at first I couldn’t read it**)”. Then Aron also found the courage to express his opinion in line 5: “Innie begint was ek bietsjie sceptical, but I found my feet in my roots (And at first, I was sceptical, but I have found my feet in my roots)”. Some of the learners laughed, but I was not sure if they laughed because they understood his parable or if they laughed because they did not understand it. Before anyone could say anything, I quickly asked him with a smile on my face in: “Wat bedoel djy by ‘I found my feet in my roots?’ (**What do you mean by ‘I found my feet in my roots?’**)”.

I would like to pause here for a moment and draw the reader’s attention to the “roots” to which he could be referring. It is clear that Aron identifies himself as a person of colour who speaks Kaaps, and because of the background knowledge of race and language, it is clear that he now knows and indirectly acknowledges that his home language is Kaaps. Aron had a hard time putting this into words, but he made an effort to do so. Although I understood very well what he was trying to say, I still wanted to give him a chance to find the the right words to explain to his classmates what he meant. To find the right words to describe who we are is also important and that we also belong in this diverse country.

Aron tried to explain what he meant in line 6: “Uuhhmm hoe kannek nou eksplain, it’s almost like I feel free, like myself when Mia and I did that oral presentation. Ek het like at home gevoel, free in my roots. Like jinne it’s difficult to put it in words (**Uuhhmm how can I explain now, it’s almost like I feel free, like myself when Mia and I did that oral presentation. I felt like at home, free in my roots. Like, oooo, it’s difficult to put it into words**)”. Pam says in line 7, “I know what you mean,” and she continues, “Like you speaking Kaaps made you feel free (**I know what you mean, as f you feel free when you speak Kaaps**)”. Aron in line 8 agrees, but adds a negative encounter with the reading of Kaaps, saying, “But is nettie liesery wat my bietsjie ytgooi (**But it’s just the reading that confuses me a bit**).” Sakhriel agreed with this statement, and says in line 9: “Ja ek dink dai wassie challenge gewies, but to be honest Mam, die introduction was baie lang en boring, respectfully said (**Yes, I think that was the hard part, but to be honest Mam, the introduction was very long and boring, respectfully said**)”.

Looking around the class, I saw more than three students nodding in agreement with Sakhriel. May decided to disagree with Sakhriel’s opinion and gave her own in line 10: “Ekkit baie vannie

bouery vannie solar system gehou. Dai was lekke vir my (**It was really fun for me to build the structure of the solar system. It was nice for me**). In line 11, Chris then indirectly admitted that his ego interfered during the oral presentation, when he spoke on behalf of everyone and tried to save face: “ek dink os amal het intimidated gevoel (**I think we all felt intimidated**)”.

It should be noted that learners are always nervous during oral presentations, but some of the learners were even more nervous because it was the first time they had to present in Kaaps, or more specifically, in Mengels. For example, Chris says in line 11: “Ek hettie vannie oral gehou nie, wan Aron and Mia hettie bar te hoeg gesit. (**I didn’t like the oral because Aron and Mia set the bar too high**)”. Lula was the only one who had the courage to agree with Chris and said, almost a little embarrassed, in line 12, “Ja, dais hoekom ekkerit die next time gedoenit en nie diedelfde daggie. (**Yes, that’s why I did it the next time and not on the same day**)”.

The next question that I asked elicited much in the way of feedback. I asked the learners if they noticed anything positive about this experience and if there was anything that struck them in a positive way. Aron said in line 13: “Ek was ees skaam om voo Mam soe te prat, ma toe ek hoo hoe Mam prat, yor toe voelit like os issie selfde. Like from the same language family, ek wietie of dai sens maakie... (At first, I was shy to speak like this in front of Mam, but when I heard Mam speak, I felt we were the same. Like from the same language family, I don’t know if that makes sense?). It made perfect sense to me, of course, but I did not respond in the affirmative as I wanted to maintain an objective space for all learners to express themselves without my influence. Aron indirectly makes a clear distinction between teacher and student by making it clear to the class that he feels equal because he speaks the same language as the teacher. He felt empowered because he knew you can study and make it in life if your home language is Kaaps. He felt inspired and perhaps is now more convinced than before that it is worth finishing school and to continue to study.

I would like to point out that the learners observed that the teacher spoke the same language as them and that this made them feel the same as the teacher. In a way, it also taught them that just because they speak Kaaps does not limit them from becoming what they want to be. It does not limit them in their education, but encourages them to want to learn more.

Mia made a very interesting observation, one which I was hoping one of the learners would address. It is clear that she understood what Aron was trying to say and agreed with him in line 14, “ur nuh (**yes**)”. She continued by saying, “but Mam always mix languages when Mam teach us in the class, that’s why this style of teaching is familiar. Is net difficult om by Kaaps te hou. Ek mean om like een sentence in Kaaps te sê. Like toe ek en Aron gepresentit, toe kan ekkie die nomme in Kaaps sê nie (**but Mam always mix languages when Mam teaches us in the class, that’s why this style of teaching is familiar. It is just difficult to stick to Kaaps. I mean to say like one sentence in Kaaps. Like when Aron and I presented, neighter of us could not say the number in Kaaps**)”. That was the moment when the learners started to think outside the box. Pam indirectly explained to the group why it is difficult to read, speak or even write in Kaaps. She says in line 15: “You know why it’s easier to give an oral presentation in English than in Kaaps, because die was like die eeste kee like in ever to like present in Kaaps. I mean if you think about it, we in grade 6 and this is the first time presenting in our mother language (**Do you know why it’s easier to give an oral presentation in English than in Kaaps, because it was the first time we presented in Kaaps. I mean, if you think about it, we’re in 6th grade, and it’s the first time we’re presenting in our mother tongue**)”. You might say that Pam is disappointed with the academic curriculum because there is no Kaaps, not because Kaaps is a challenge in school. However, if it had been introduced at the same time as English and Afrikaans, it would not have been so difficult.

Pam’s explanation points to the empty space in the academic curriculum which can be taken up by Kaaps. Pam does not blame Kaaps for challenges in schooling, but rather the lack of Kaaps. She hit the nail on the head. At that moment, I felt the mood in the room change. Lula then asked me in line 16: “Is Kaaps dan nie belangrik soes allie anne talle nie (**Is Kaaps not as important as all other languages**)”. Before I could respond, Sakhil voiced his opinion in line 17: “Ôs wodti gesienie. Ôs wat hie bly wodie gesienie (**We are not seen. We who live here are not seen**)”. Aron then responded with a very positive answer when he says in line 18: “But die issie begint van something kwai, Mam. Mam moet nog lesse soes die doen (**But this is the beginning of something big, Mam. Mam needs to do more lessons like this**)”. May doesn’t think twice and agrees with Aron in line 19: “Ja, Mam moet, but os moet net innet kan skryf. Hulle kan Afrikaans replace, niemand how vannitie (**Yes, Mam must, but we must also be able to write in. They can substitute Afrikaans, no one likes it**)”. Everyone seemed to agree with May on this statement.

Importantly, a large percentage of learners have difficulty with Standard Afrikaans and find it very hard to understand. For this reason, they start to dislike learning in that language because they do not understand most of what is being said or what is in the textbook, and therefore do not learn anything. It is therefore very common to develop an aversion to the language. However, I tried to explain to the learners that it is not about replacing anything, it is about adding something. Jack asked in line 20: “Multilingual? Wat betiekin dai? (**Multilingual? What does that mean?**)”. Just as I was about to answer, Lula said in line 21: “Ek dinkit betieken dat os fluent kan is in meer as een taal, nuh Mam? (**I think it means that we can be fluent in more than one language, right Mam?**)” I agreed with Lula.

I looked at the notes I had in front of me and asked the learners, “If there is one thing you could have done better in the few days you worked on this project, what do you think it would be?” I suggested starting with Mia and then “going around in circles and giving everyone a chance”.

Without hesitation, Mia says in line 22: “Meer tyd, di tyd was te short. Wan ‘n mens het net lekke begint dan issie time over en os moet nog alles geproesit. Like the writing in Kaaps especially. (**More time, the time was too short. If we have only just begun the work, then time has run out, and we still have to work on everything concerning the translation from Kaaps into English and back into Afrikaans in order to fully understand it**)”. This was the perfect opportunity for John to speak up after the incident with Pam, and he playfully says the following while looking at Pam, in line 23: “Sommige van os issie patient met mekaa nie, like Pam yor djy het my kwaad gemaak dai dag, djy gie my nie kaans om te dinkie. (**Some of us are not patient with each other, like the other day, when Pam did not even give me a chance to think, you made me angry that day**)”. John’s assertion that he did not have enough time to think speaks to his cognitive processing. Oftentimes, multilingual speakers opt to speak the dominant language so that they do appear to be slow or stupid. For a long time, multilingualism was seen as a deficiency and not a resource (compare Dyers, 2018: 83). This has however changed over time.

Speaking a language that you do not practise in every day can be challenging, for example, when you are asked a question or when you are expected to answer or explain something in that particular language. Whether it is your mother tongue that is not used often, or a second or third language, it can have a cognitive effect when you are trying to comprehend, translate or filter it through several languages in order for the interaction or message to make sense. To

some, this process can be done quickly, but for others it might take a little practise, especially if the language is not often spoken. Multilingual speakers often choose to speak the dominant language to avoid appearing slow or stupid. For a long time, multilingualism was seen as a deficiency rather than a resource (Turner & Schools, 2019). This has since changed (Blommaert & Leppänen, 2012).

Chris added in line 25: “Miskien beter equipment ommie solar system mie te maak (**Maybe better materials to build a solar system**)”. Aron said in line 26, in a very downbeat tone: “Dat dit like a once-off project is en dat os ma back to normal wee moet gan (**That this is like a one-off project and that we will soon have to return to normality when this project is over**)”. Pam was next, but she said she had nothing to add to the conversation at the moment.

Then it was Sakhiel’s turn, who was also the last speaker in the circle. He said in line 28: “Wiet Mam nuh, ek wietie of die nou ‘n negative issie, but soes ek geserrit vi-effen, ek voel nogal biedjie upset. [*The learners laugh, but soon stop when he says*] Nai julle lag, rerag ek voel upset dat ekkie my eie taal kan liesie. Ek voel upset dat ek hie in grade 6 eers kom kry dat alle jare dat die woord ‘dij’ wat ek soe baie gebrykit in my Afrikaanse opstelle wat met ‘n rooi pen altyd geonderstreep was, indicating a spelling mistake, was actually reg in my mother language. Mam, en julle kan ma lag (in relation to the rest of the learners in the group) ek voel see omdat ekkie... (becomes emotional) ek voelie belangrikkie. Ek voel dat os wat Kaaps praat issie belangrikkie virrie wereldtie van hoekom het ossie Kaaps as ‘n subjectie. We don’t even have a dictionary, we aren’t even part of the national languages. Yet, the majority of us in Cape Flats schools praat Kaaps ((**You know, Mam, I don’t know if this is negative now, but like I said, I’m a bit sad. [*The learners laugh, but soon stop when he says*] No, you laugh, I’m really sad that I can’t read my own language. I’m annoyed that I came here in Grade 6 only to realise that the word ‘dij’, which I used a lot in my Afrikaans essays and which was always underlined with a red pen to indicate a spelling mistake, is actually correct in my mother tongue. Mam, and you can go ahead and laugh (referring to the rest of the learners in the group), I feel hurt because I don’t... (gets emotional) I don’t feel important. I feel that we who speak Kaaps aren’t important to the world because why don’t we have Kaaps as a subject? We don’t even have a dictionary, we aren’t even part of the national languages. Yet the majority of us in Cape Flats schools speak Kaaps**))”.

This frank disclosure from Sakhriel demonstrates not only the status of Kaaps in the classroom, but also its potential function as a language of learning, teaching and literacy. Had Sakhriel been taught to read and write in Kaaps from the first grade, part of this reaction would have been positive. He only finds Kaaps in tabloids (like *The Son*, *The Voice*) or, if he is lucky, in mainstream newspapers (like *The Rapport*) where Kaaps is used in short 800-word columns (often written by Nathan Trantraal or Chase Rhys). Also, and equally important, it is an indication of how the ideologies of standard language are imposed on nonstandard speakers; how Kaaps is policed by the grammar police of standard language and how the basic education system reproduces the misrecognition of Kaaps speakers and their language (à la Bourdieu, 1991). Sakhriel's comment welcomes a culturally supportive approach to Kaaps in the classroom where experiences like his are centred and included in the learning and teaching of the language; however, to make this a reality, we must recognise that these learners' words require greater activist work by many stakeholders in the school system to represent Kaaps in specific ways.

While we should take note of Sakhriel's comments on why Kaaps needs to be further developed in the school context, the feedback from the learners was a clear indication that they found this project very welcome. They found a personal connection that brought them closer to who they are, and they have welcomed Kaaps into their academic future.

5.7 Summary

This chapter revealed the tension between reading and writing a language versus speaking it. Children only acquire the ability to write after they have spoken the language for many years. The gap created by historical, educational and social factors cannot be overestimated. In the beginning, learners had difficulties with reading and writing, but not with speaking in Kaaps. When they had to read the text, they thought that it was a new language, as they had never learned to read or write in Kaaps at school. Although Kaaps is their mother tongue and they are taught in a multimodal classroom where Kaaps is used, it still felt strange to the learners to read and write in Kaaps. The problem was not speaking the language, *but not being able to read and write in their mother tongue*, i.e., in Kaaps.

The learners bonded when they were preparing for the oral presentations, as described in the first analysis chapter, and they bonded even more during their oral presentations, as I have

analysed and explained in this analysis chapter. They used multimodal skills for translanguaging and brought Kaaps to life in the classroom.

To summarise, multimodal Kaaps skills in a primary school classroom could enable learners to learn, teach, and accept that Kaaps is already part of their language practices and should be part of the school's language policy so that translanguaging can continue in the classroom.

It is clear that there are benefits to mother tongue teaching. According to Webb (2002); Braam (2004); Heugh (2005); Alexander (2005); Romaine (1995); and Bamgbose (2000), mother tongue teaching is strongly supported by academics both nationally and internationally. A child whose mother tongue has been the same throughout their school career will achieve greater academic success than a child whose school career has not been in their mother tongue. More importantly, it can be very difficult for a child's learning ability if their first language at school is not the same as their first language at home. If the cognitive skills required to learn in a second language are underdeveloped or not developed at all, there is a risk that learners will not be able to understand information. There is an even greater risk if the cognitive development needed for interactions or for translations has not been achieved, i.e. if translanguaging for multimodal interaction is not possible. Although this study did not analyse cognitive abilities in Kaaps, the link between the mother tongue and the learner's first language is important for daily practice. In this case, the Kaaps-speaking learners speak Kaaps regularly and often mix it with Standard Afrikaans and English at school. However, the problem for the learners, which is evident in the data, is that they have not been taught to read and write in their mother tongue, Kaaps, compared to English. This is of course not their fault, as there is no academic curriculum content in Kaaps.

Chapter 6

Discussion and Conclusion

6.0 Introduction

During the apartheid regime, from 1948 to 1993, white, coloured and black learners were taught in separate schools and received unequal education (Le Cordeur, 2016). This naturally resulted in coloured and black learners being less literate than their white peers because the predominant school languages were either Afrikaans or English, leaving little room for the development of the mother tongue of the coloured people, Kaaps. Today, almost 30 years into democracy, English and Afrikaans are still the predominant languages in South African schools for the Kaaps-speaking learner, and Kaaps remains outside the school curriculum as a language of learning. Parents of Kaaps-speaking learners are therefore forced to choose between English and Afrikaans as their children's language of instruction when they start their school careers (at least in the Western Cape).

In this concluding chapter, I bring together the results of the analyses in the previous two chapters. I also discuss the limitations of this study, followed by recommendations that could be implemented to improve and further develop this study. These are scientific, methodological and theoretical recommendations, followed by a conclusion.

6.1 What did we learn from Kaaps multimodal literacy interactions?

Kaaps is the language spoken largely on the Cape Flats, the place where this research was conducted. The main reason I designed this study was to capture in writing how Kaaps teaching and learning could be transformed in the classrooms of schools on the Cape Flats. I wanted to answer the research question posed in the introductory chapter, "What is the impact of the experimental Kaaps multimodal literacy interactions on Grade 6 pupils in a township primary school?". In the literature review of this thesis, I argued how Kaaps has been described as a language of comedy and pain, and that Le Cordeur (2016) argued that practical solutions should be sought to include Kaaps in the school curriculum.

Although Kaaps speakers make up the majority of learners in the Cape Flats schools, and although they learn Standard Afrikaans and English, learners use their own linguistic repertoire

to translate texts, understand academic content, and participate in curriculum practice (compare Saal and Lawrence, 2019). More importantly, as mentioned in the literature review, authors such as Basson and Le Cordeur (2012) write about the importance of integrating Kaaps into the education system and translating educational texts into Kaaps so that Kaaps speakers can ultimately benefit. In this study and the analysis, I prove the importance of Kaaps in a multilingual classroom. However, in order for Kaaps to have an impact, and for learners to have the opportunity to improve in Kaaps reading and writing, Kaaps materials are needed in the classroom. Kaaps literature needs to be taught in the classroom so that learners become familiar with seeing, reading and writing in Kaaps on a daily basis. Below, I provide a number of recommendations for how to proceed.

6.2 Summary of findings

Following the analysis chapters, it was noted that Kaaps was already part of the classroom in terms of teaching and learning, but only as a form of communication. Even though there are no Kaaps curriculum learning materials in the Grade 6 classroom, learners still drew on Kaaps as a resource to code-switch, -mix and translanguange (see Annexure A) to make meaning of the curriculum content. The study also found that no Kaaps materials, such as poems, were used to engage with the learners, most of whom speak Kaaps, an expected finding given the very standard language focus in the basic education curriculum. Although the majority of learners in the selected primary school have Kaaps as their first language, it does not form part of the schools' language policy. More importantly, and most worrying and embarrassing for the learners, they are not taught or are unable to read or write in Kaaps.

6.2.1 Kaaps code-switching and translanguaging in the classroom

Code-switching and translanguaging are the norm in a classroom filled with Kaaps-speaking learners. Kaaps-speaking learners are constantly switching from one language to another without thinking about it. As the data collected proves, it is sometimes almost impossible to speak or have a conversation without adopting words and phrases from another language. Sometimes a word or phrase simply sounds better when spoken in another language, or sometimes you cannot think of a particular word in English, then you simply use the word from Kaaps to complete a sentence. The learners and teachers in Cape Flats schools, or where Kaaps is predominantly used as a means of communication and meaning-making, are constantly switching codes and this is quite normal for them (see for example the studies by Jegels, 2011;

Basson, 2018; and Cooper, 2018 as studies supporting this conclusion). This goes hand in hand with translanguaging practices. As I described in the analysis chapters, it is difficult for Kaaps-speaking learners to understand some information if it is not in the language to which they were born. Plausibly, learners fall back on their mother tongue to understand new curriculum information. More importantly, learners use their Kaaps mother tongue to formulate the meaning or answer and then translate it into the language they use at school as their first language. This means that cognitive processing is constantly on the move in all linguistically diverse contexts – moving between languages to create meaning. The same can be said for the Kaaps-speaking learner, but we need studies to test this statement.

6.2.2 Reading and Performing Kaaps multimodal literacies?

The reading and performance of Kaaps was a bittersweet experience in this study, because Kaaps-speaking learners are not taught to read and write in Kaaps. At first, it was very difficult for the learners to understand what they were reading. They appeared to be embarrassed and incompetent because they could not read what was written in front of them. It took a while for the learners to become used to the idea of reading a text in their mother tongue, Kaaps, as they had never experienced anything like that before. The experience was like teaching the learners to read for the first time, even though it was only for the purpose of this project. Of course, the written language was not a foreign language, it was and is their mother tongue, but the learners were unfamiliar with Kaaps in written form. This distance between speech and the written word can be assumed to have played a part in the learners' discomfort, anger and apprehension during the activities analysed in the preceding chapters. For example, many encounters were analysed in which learners remained silent when asked to read in group work, like Jack. Jack felt embarrassed because he was unable to read the Kaaps text aloud (Excerpt 2, Group 2, Chapter 4). Even if the learners can speak Kaaps very well, it is a challenge to give an oral presentation to a class in a language that is not one of the languages taught at school. Here we see the effect of entrenched racist ideologies which have shaped the curriculum and potentially robbed learners of their ability to engage in the classroom and feel more confident in their abilities.

Oral presentations were not easy for the learners to manage for the first time in Kaaps, not only because they are used to presenting in Standard English and Afrikaans but especially because they fear they will be judged by their classmates. It is even scarier when you have never had the opportunity or permission to use your mother tongue in a presentation, which is not one of

the twelve official languages of South Africa. This may have made the learners even more anxious despite the allotted time to practise.

As we know, it is important to practise an oral presentation because it is part of an act that is usually prepared in advance. Before the oral presentations, the learners were uncomfortable with speaking Kaaps in an academic setting, in front of the class and the teacher. Even though the learners had practised their presentations in advance, they were still hesitant to present. In their oral presentations, the learners had the opportunity to use Mengels in a classroom setting for the first time in their lives. This mix of Kaaps, English and Afrikaans has never been allowed in a school's language policy in the history of South Africa, let alone in an oral presentation – and when learners did use it, they were demoted because they were not using the official language in which they were supposed to give the presentation.

The first presentations went better than expected. I remember Mia and Aron's presentation, where Mia was very anxious at first, but when it was Aron's turn to present, Mia was able to follow easily. Aron connected with his peers because he felt comfortable speaking Kaaps and introduced himself to the learners with a single word: "Awe" (hello). He captured the learners' attention and made it easy for Mia to follow the presentation. Aron and Mia used three different languages with such ease and confidence in their presentation, the learners focused on every single detail and understood every single word in which the content was presented.

All in all, it is clear that learners can make academic progress if they have the opportunity to read, write and recite for performance purposes in Kaaps. This lends credence to the fact that opportunities need to be created to teach literacy skills in Kaaps and to create more Kaaps bilingual learning materials in the classroom.

6.3 Limitations of Study

The study would have been more successful if more time had been available to work with the participants and include teachers and parents. More time would have allowed the learners to familiarise themselves with reading Kaaps. Currently, there are no investigative studies that deal with bilingual reading and writing in Kaaps, and no studies on Kaaps literacies in a school context.

There is also a lack of interactional data on Kaaps in the school context, bilingual academic reading materials for sixth grade learners. There is currently no Kaaps dictionary to check the spelling of certain words, or confirm the meaning of certain words, or even look for synonyms in Kaaps while one is busy translating from Standard English to Kaaps. A lot of my own translation was based on introspection as a teacher and the everyday use of Kaaps in the classroom. Because of this, the time frame allotted for translating the science lessons was longer than I had anticipated.

Another constraint is the burdensome teaching schedule of teachers during the year, which includes a large number of administrative tasks and meetings. Interviews with teachers would have enriched this study in terms of understanding Kaaps and the impact on comprehension of the information taught and read in class. Another limitation was that there were no Kaaps materials in the classroom and no Kaaps literature. For this reason, it was very difficult to promote Kaaps, encourage learners to read or write or even perform in Kaaps as they were unfamiliar with the spelling of Kaaps and had never seen academic Kaaps material until this study.

6.4 Recommendation for further study

The aim of this study was to provide an insight into the importance of interacting with Kaaps curriculum material in a township primary school. The framework and methods used in this study were very helpful, despite all the limitations mentioned above. This study, a snapshot on Kaaps curriculum material interactions, can serve as a starting point or, more accurately, a foundation for future researchers who wish to engage and develop research on Kaaps in schools. However, it is clear and very important that further research is mandatory and necessary to test the arguments and framework of the study. Below, I provide a number of recommendations (not exhaustive) for how to proceed:

- It is important that more multimodal teaching material is translated into Kaaps so that Kaaps speakers can learn to read and write in their mother tongue. This can be achieved by including Kaaps in the language policy of schools and making it a language subject. But as I pointed out in Chapter 2, it also requires language policy to change at the national and local level. In this way, students can learn to read and write in Kaaps, under the legal cover of rights, and which in turn will enable them to improve academically

as they will no longer have to translate the information or text into Kaaps to understand it.

- Kaaps should become part of the official languages of South Africa. For this to happen, there needs to be more talk about language policy and planning with respect to Kaaps. There is a dictionary on the way and there needs to be status planning next and the development of rules for writing in Kaaps.
- We need to conduct a study on how to teach learners to read and write in Kaaps. We also need to study how to deal with the different reading and writing experiences of Kaaps-speaking learners.
- We need to design studies on translanguaging, code-mixing and code-switching and the multilingualism of Kaaps.
- We have to conduct critical language awareness in schools and classrooms to facilitate and cultivate positive attitudes about Kaaps in our classrooms.
- We have to conduct translanguaging and materials design workshops for teachers to facilitate the learning and teaching of curriculum content *with* and *through* Kaaps. I am mindful that this recommendation will require political will on the part of an important stakeholder: the basic education department.
- In this study, the methodology was qualitative and method methodology was used to collect data. We may need more ethnographies of Kaaps mixed with quantitative approaches in the study of Kaaps in the education context.
- Importantly, and the lessons taught by the data in this thesis: we need to design studies on the potential negative psychological effects (lack of confidence) of keeping Kaaps outside of the classroom, for example, conduct surveys amongst Kaaps-speaking learners and teachers about the lack of confidence experienced by Kaaps speakers, feeling left out, and the frustration at having errors corrected and clarified in Standard Afrikaans.

6.5 Conclusion

This study's aims and objectives were achieved in the research design and implementation of the project in a primary school classroom. When I presented the project to the participants, the learners were beaming like I had never experienced before as a teacher. It was mix of different feelings, including excitement, confusion and sadness. The learners understood that Kaaps is a language and not just a variant of another language; but then the confusion came and questions

were asked, such as why they were never taught Kaaps, and why Kaaps is not a language subject like English and Afrikaans. This was of course followed by sadness because they felt that their language was not good enough for the educational context. The learners in this study know that although Kaaps is not part of the basic education curriculum today, with more effort, we can transform it into a language of teaching and learning in our schools. This is a starting point to overturning long-held racist ideologies about Kaaps and its speakers.

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Annexure A: Solar System Lesson

Intro / Introduction

Die Solar System

Die Solar System is 'n sistim van planete en ane goetes in space wat drai om 'n ster. Die ster van osse Solar System issie Son. Os het ag planete met hulle eie maane, en it het oek 'n belt van asteroids, wat drai ommie Son.

Belangrike woorde: Solar System, Son, drai, asteroid belt, klipperage planete, gaserage planete.

Die Son

Die Son is 'n ster wat bestaan yt 'n bol van gas wat lig en warmte ytgie. Dit kan warmte en lig ytgie want die gase wat die son ytbestaan is baie warm ennit gloei. Die warmte en lig gie warmte en lig waves af. Die rays vannie Son kan baie gevaalik wies – dis hoekom os moet sun screen en hoete of keppies dra wane os bytekant innie Son is. Die Aarde se atmosphere trep som vannie rays innie atmosphere en die warmte wat getrep wod maak osse planeet warm. Sone die warmte, salie aarde nie liewe kan suportie. Die son is nettie regte distans vannie aarde af. Assit nadere gewiesit, sal os amal opgebrant gewiesit, en assit vede moet gewiesit, sal os gefreezit.

Feite VANNIE SON

1,4 miluun km in diameter

150 miluun km weg vannie aarde

5500°C in tempratier

Die Planets and Astroids Belt

Die planets is ligaame in space wat drai ommie Son. 'n drai (orbit) is die pat (pathway) wat 'n planeet vat ommie Son. Os se dat die planeet drai (orbit) ommie Son. Elke planeet's pathway is different sodat hulle nie in mekaar crashie. Hoe klyner die orbit, hoe nader is die planeet annie Son.

Die order vanie planete vannie naaste todie veste vannie Son af is soes volg:

Mercury, Venus, Aarde, Mars, Jupiter, Saturn, Uranus en Neptune. Die eeste twee planete is van rotse gemaak ennie ane fie planete is gemaak van liquid en gas.

Between die rotsirige planete ennie gas planete, is 'n asteroid belt. Asteroids is groot stukke rots was vasgetrap is in 'n orbit ommie Son. Hulle form 'n ring tussen Mars en Jupiter.

Aktiwietyd

Fint ytie volgende oo die planete.

Kies drie vannie planete innie lys. Beantwoordtie die vrae, djy kan 'n woorde boek om information yt jou teks te kry. Onthou djy het mos drie planete gekies soe djy moet die vra vir elke planeet doen.

1. Wat is die diameter van die planeet? (in km)

2. Wat is die afstand van die planeet tot die Son? (in miljoen km)

3. Wat is die posisie van die planeet tot die Son af? (byvoorbeeld, Mercury is eerste).

4. Is die planeet rotserig of gasreus?

5. Noem twee interessante feitjies?

LES 1

Die planeet en die Solar system

Al die planeete is verskillend, met hulle eie kenmerke (features) en karakters. Hulle is gemaak van verskillende stowwe, hulle het verskillende omlooptye om die Son en verskillende afstande tot die Son.

Kyk die fotos van elke planeet en plaas dit in die spasie wat voorsiening gemaak is.

Mercury

Mercury is 'n rotserig en bedek in fyn sant. Dit het baie krate want dit hettie 'n atmosfeer nie en material kan maklik in sy surface vasraak. Daa is evidins van ys op sy Noord pool maa daa issie liquid wate nie. Mercury hettie maane nie. Dit issie vinnagste bewegende planeet en is net 60 miljoen km weg vannie Son. Dit maak sy orbit klaa in 88 aarde dae. Mercury se diameter is 4879km wyt en het 'n average temperture van 167°C

Venus

Venus is 'n kaal, rotserige opevlak met baie wolkanoes, berge en kanonne. Die dik atmosfee is gemaak van carbon dioxide (CO₂). Die atmofee trapie Son se strale ennit maakit die warmste planeet op osse System. Dit het baie stek winde wat wai innie atmosfeer. Daa issie wate nie, en Venus hettie 'n maanie. Venus is 108 miljuun km vannie Son en maak sy orbit kla in 225 aardse dae. Sy diameter is 12104 km ennit het 'n average temperture van 464°C.

Aarde

Osse hys planeet is 'n rosirage planeet wat gecover is met sand en wate. Osse atmosfee het oxseegin (O₂) (wat diere inasem) en carbondioxide (CO₂) wat plante inasem. Die aarde lyk blou van space af becoz van allie wate oppie surface – dus hoekomit genoem wod “Die blou planeet”. Die aarde issie ienagste planeet in osse Solar System wat lewe sirport. Dit het een maan ennit is 150 miljuun km weg vannie son af. Die aarde se orbit vat 365 dae ennit het 'n average tempreature van 15°C. Die aarde se diameter is 12 756km wyt.

Mars

Mars wod genoem “Die Rooi Planeet” want dit het 'n rooi appearance due toe al die rooi stof wat die rotsirage surface dek. Mars het wolcanic berge, die famous een is die Olymos Mons, wa 28km hoog is. Mars is kout en 'n winderage planeet met baie stoworage windstorms in sy atmosfeer, wat baie din is. Daas evidence van wate op Mars soes die droe revier beds en ys by die noorde en suid pool. Mars het twee maane. Dit het 'n diamiter van 6792 km wide en 'n average tempreature van -65°C. Mars is 228 miljuun km vannie son en orbits die Son in min of mee 687 aarde dae.

Jupiter

Jupiter is bekend as 'n gas planeet omdat dit van hydrogen (H) en Helium (He) gemaak is. Jupiter is massief met 'n diameter wat 11 keerie aarde se size is in diameter! Dit is actually groot genoeg om al die ander planeete in te fit, en dis hoekom dit die grootste planeet in ons Solar System is. Jupiter het 'n streepagtige voorkoms omdat dit 'n sterk wind wat gasse in oos en westelike kante toe wai. Een van die interessantste dinge van Jupiter is sy "Groot Rooi Spot" – 'n hurycane of 'n storm van draaiende (swirling) gasse. Jupiter het 3 donker ringe om dit, wat van stof gemaak is en dit het 67 maans. Jupiter is 779 miljoen km van die Son en dit orbiteer die Son in amper 12 aarde years! Sy diameter is 142 984 km en dit het 'n gemiddelde temperatuur van -110°C .

Saturn

Saturn is ook 'n gas planeet wat van Hydrogen en Helium gemaak is. Dit is 'n baie ligte planeet. Dit het die ringe wat van gas en ys gemaak is. Die geel bande op die planeet se oppervlakte is gemaak deur die wind wat deur die gasagtige atmosfeer wai. Saturn het 62 maane. Dit is die grootste planeet wat ons kan sien met ons blote oë, maar sy ringe kan net deur 'n teleskoop gesien word. Saturn is 1434 miljoen km van die Son en dit orbiteer die Son in 29,5 aarde years. Sy diameter is 120 536 km en dit het 'n gemiddelde temperatuur van -140°C .

Uranus

Uranus is 'n gevrieste gas plannet wat gemaak is van Hydrogin, Helium en Methane (wat dit sy blou kleur gee). Uranus se axis is onnestebo sodat dit lyk ampe asofie planeet op sy sei le. Asgevolg vanit , is dit die ienagste planeet wat drai op sy sei. Dit he niege donke ringe en twee helder ringe soewel as 27 maane wat ons van wiet. Uranus is 2873 miljuun km vannie Son a fen orbits die Son elke 84 aardse jare. Uranus orbits die Son innie oposit direction van alie ane planete. Sy diameter is 51 118km wyt en sy average tempreture is -195°C.

Neptune

Neptune is baie similar an Uranus wannit is oek van gevrieste Hydrogen, Helium en Methane gemaak ennit is oek blou-groen in colour. Dit het verskirklike sterk winde wie sy title (“winderagste planeet”) geearnit. Neptune het 1 maane en het ses donke ringe- os het nogge ytgevindt van wat die ringe gemaak is vannie. Neptune is 4495 miljuunkm weg vannie Son en het 'n orbit van omtrent 165 aardse jare (Dit het net eek keer georbit since dit gediscover gewiesit in 1846). Dit is 49 528km wyt en sy average tempreture is -200°C.

The Asteroid Belt

Innie spasio tussin die vie rotsirage planete en die gas/ys planete, is daa 'n belt van asteroids om die Son drai. Hierdie asteroids is groot stukke rotse – som vannit is soe groot as 1000km in diameter, annes is net die size van 'n kar.

Aktiwietyt

Maakie volgende klaa en gebryki informasi innie worksheete om it kla te maak.

Planeet	Wat issit van gemaak?	Diamiter (km)	Hoeveel ringe	Hoeveel maane	Average surface temperture	Distans vannie Son af	Lengte van jaar
Mercury							
Venus							
Earth							
Mars							
Jupiter							
Saturn							
Uranus							
Neptune							

Anwood die volgende vra op die information hieboe

1. Watte planeet is die naaste aanie Son en watte een is die veste vannie Son af?

2. Watte planeet issie kleinste en watte een issie grootste?

3. Watter planeet is amper dieselfde soos die aarde?

4. Watter kleinste planeet is gemaak van gefrore gas?

5. Hoe verhouding temperatuur van die planeet en die afstand van die Son
van mekaar af?

6. Watter planeet is die grootste vulkaan in ons Sonnestelsel?

7. Watter een van die rotsplaneete het bewyse van water?

Vrae

1. **Het julle die aktiviteit geniet?**

2. **Wat het julle gedink toe julle die eerste sin lees in die aktiviteit?**

3. **Kon julle uitmaak wat daargestaan het?**

4. **Hoe voel julle nou nadat julle nou meer inligting het rondom wat Kaaps
is?**

5. **Wat sou julle miskien bietere wil doen in die volgende les?**

6. **Wat dink**

Annexure B

(Extract 4.1, Group begins at 03: 29)

1. Teacher: So, die les wat os vandag gaan doen gaan oor solar systems. Dies wat julle volgende term gaan doen. Het enige iemand 'n wat n solar system is en wat dit toe doen...ek dink julle het die verlede jaar gedoen.
2. Pam: What is the Afrikaans word ma'am?
3. Teacher: Okay, hoekom wil jy die Afrikaanse woord wiet? Want jy vestaan nie wat is ?
4. Pam: The English word nie.
5. Teacher: Hoekom nie?
6. Pam: Cause my home language isn't English
7. Teacher: besides daai dat jou huistaal nie Engels is nie, vra ek hou vi jou...
8. Pam: Because the word is high ma'am. Ek vestaan nie die woord nie.
9. Teacher: Nie, nie ek vestaan wat jy bedoel. Ma my vraag is die: Hoekom vra jy vi my wat die Afrikaanse word van solar system? Dink gou
10. Pam: because I'm in an Afrikaans class.
11. Teacher: Daas hy! Want jy is in n Afrikaanse klas. Jy kan normal praat saam my jy hoef nie Engels te praat nie want jy is in n Afrikaanse klas en die terme wat julle in Afrikaans gebruik is nie dieselfde soos in Engels nie . Kom os kyk wat is die actual Afrikaanse woord vi solar system. Ek kyk gou innie dictionary, wan ek myself wiet wiet wiet wiet...Aaaah, Sonne stelsel. Julle wat innie Engelse klas is wiet julle wat is sonne stelsel is?
12. Students: (all say at the same time) Nee. (No)
13. Teacher: Julle wat in 'n Afrikaanse klas is ht julle gehoo al wat 'n sonnestelsel is? ...is julle familiar met die woord sonnestelsel?
14. Chris: Ja, it sounds (interrupted by John) (Yes, that sounds familiar).
15. John: Familiar.
16. Chris: Ja, familier, omdat dit vi os gelee gewiesit in grade 5. (Yes, familier because it was taught to us in grades 5)
17. Teacher: en as julle saam mekaar praat dan praat julle van sonnestelsel?(and when you talk to each other then you talk about solar system)?
18. Sahkiel: Ja, burrit klinkie nice in Afrikaansie.
19. May: Solar system klink nicer en makliker om te onthou.
20. Teacher: Dankie...os julle familiar met die woord sonne stelsel. But as julle saam mekaar praat dan praat julle van sonnestelsel?
21. Students: Nee
22. Teacher: Waa van praat julle?
23. Students: Solar system
24. Teacher: ek dink julle praat...okay ek wil nie vi julle se wa oor ...ma dit is net my, my, my 24. Pam: Idee
25. Teacher: Ja, thanks Pam...my personal opinion. As julle praat van sonnestelsel saam mekaar gaan julle praat van sonnestel because you don't know the Kaaps word of sonnestelsel? Soe julle is bekend met die woord sonnestelsel en nie solar system nie. Solar system, sonnestelsel wat behels daai. Enige iets.
26. May: Die sonnestelsel is in die lig da heel boe. Die solar system en die planete da bo en die sterre

27. Teacher: Dit het te doen me die planete en die stêre moet goete da boe te doen. Ma ôs praat nie van sonnestelsel nie ôs praat van 'n solar system. Julle in die Afrikaanse klas ken die term sonnestelsel soe os gan sonnestelsel gebryk en solar system begruik right? Daai is woorde wat dji nie rerag kan translate in Kaaps innie. Dis 'n woord wat begruik wat soes jou naam gebruik word, dis 'n woord wat da is en julle gebyrykit in Afrikaans da is nie 'n Kaapse woord da voo nie. Ma da is miskien 'n ane way hoe ôs dit spel. Remember hoe ôs praat is hoe ôs skryf. Ek deel vi julle die yt dan wil ek hê julle moet saam die eeste paragraaf lees. Julle het 'n miniet om deur dit te gan.
28. Chirs: Nog n blaai ma'am asseblief.
29. Teacher: Kan julle uitmaak wat da staan
30. May: Dis Kaaps ma'am
31. Teacher: Kan ek een vi een vra om te lees. Kan ek een vi een vra om te lees. Kom os begin by jou. Lees vi my wat dji dink stan da.
32. Pam: Die solar system is 'n system van planete en...wat is daai?
33. Teacher: May, lees gou vi my wat da staan.
34. May: Die solar system is 'n system van planete en ane goetes in space wat draai om 'n stêr. Die stêr van osse solar system is die son. Ôs het ag planete met hulle eie mane en dit het ook 'n beld van asterisk wat draai om die son.
35. Teacher: Okay, vestaan julle daai?
36. Students: Yes, ma'am.
37. Teacher: Vestaan julle daai? Wie vestaan nie daai nie? Kom os lees gou weer daai. Die solar system...
38. Students (Reading together) ... 'n system van planete en ane goetes in space wat draai om n stêr. Die ster van osse solar system is die son. Os het ag planete met hulle eie mane en ôs het ook n beld van asterisk wat draai om die son.
39. John: yoh did you guys know nuh... het julle gewiet nuh...ek wil gou slim goete praat... that the stars , die sterre nuh ...here hoe se ek nou die. Da gebeur mos explosions op die son like every minute every second.
40. Sakhil 2: Ek het nie gewiet die sterre is klippe nie.
41. May: because its not stones.
42. Pam: Dis nie nodig om te skel nie.
43. Sakhil: Cause im not dom and she makes me...
44. Pam: Nou wat is dit?

(from 00:27:00 to 00:29:00 students babble away, talking over each other)

End

Annexure C: Group B, Participants: Lula, Jack, Aron and MIA

1. Teacher: Nou gie hulle vi jou al die planete hieso neh. Julle het mos nou kla daai gedoen bladsy nou gie hulle vi jou al die planete hieso nou vra hulle vi jou hieso wat isit van gemaak. Wat is mercury van gemaak? Wat is Venus van gemaak? Die hele blok moet julle vi my se wat is hulle van gemaak. Ma julle kano ek soe af werk nuh. Soe innie eeste blokkie vra hulle vi jou wat is die planete van gemaak? In die ane eene vra hulle vi jou die diameter. Die diameter is mos hoe groot dit is basically. Hoeveel ringe is omit. Dan moet julle skryf da hoeveel ringe ma julle gan ees op Mercury wek. As julle mercury kla ingevul het hoeveel mane het Mercury? Skryf dit in. Wat is die surface temperature by Mercury? Is dit warm of is dit koud? Zero degrees? Die antwoorde is amal daso in. Julle kan hat op lies met mekaa. Julle kan die wek deel en dan een persoon skryf. En dan vra hulle vi jou hoe ver is Mercury se distance van die son af en lengte van jaar? As julle nie die anwoorde kry nie losit uit en doen dit oor. Ma julle moet kommunikeer met mekaa. Julle kan nou daai doen.
2. Jack: can I have this one?
3. Aron: now you mus give us one also
4. Jack: give for her. Give aarde. She taking aarde
5. Aron: now give me Mercury.
6. Mia: im taking Jupiter 7. Lula: now give me Venus.
8. Aron: now you must also give her...
9. Mia: I already said Jupiter first
10. Jack: ek is mercury
11. Student : vat net enige ene
12. Teacher: Onthou julle moet saam werk met mekaa
13. Jack: Mercury is n planeet wat gemaak is ... kom ek gan liewers venus doen. Venus is n planeet wat gemaak is van helium en nidrogen soe is gemaak van gas.
14. Lula: Wat is dit van gemaak?
15. Jack: us gemaak van gas.
16. Student1 : okay.
17. Aron: not there
18. Jack: Sorry
19. Mia: wat is die diameter?
20. Jack: can you tippex it? You wrote here by the first line you mus write there. Use this one this one is gonna go quicker. Use my one just turn it open
21. Aron: wat is die diameter in kilometer?
22. Lula: Die diameter is 12104km 23. Jack : hoeveel ringe het Venus?
24. Lula: die ringe is gemaak van ys ma ek sien nie wa
25. Mia: hulle se nie hoeveel ringe ma is n groot ring
26. Lula: I didn't touch the tippex
27. Jack: is n groot ring gemaak van ys ma hulle se nie hoeveel ringe da is nie
28. Aron: Okay
29. Jack: Se net een groot ring. Soe dit bedoel een ring.
30. Mia: Wat issie next vraag?
31. Aron: Hoeveel mane het Venus?
32. Lula: Venus het 62 mane.
33. Jack: Wat is die next vraag?

34. Aron: die average surface temperature
35. Mia: die average surface temperature is 464 degree celcius
36. Student: 3 soe wat is die distance van die son af?
37. Lula: is wrong. Dat thing was suppose to come there.
38. Jack: die distance is n 108 miljoen km van die son af. Daais bitter ve
39. Lula: Bitter ver. Jy
40. Mia: Hoekom dan nou soe ver but okay 41. Lula: Daais hoekom os ni hie op kan lewe nie.
42. Jack: wat is die lengte van die jaar?
43. Lula: Is 225 aarde dae. Issie n volle jaar in osse aarde nie is net 225 dae
44. Aron: Wat issie next planet?
45. Lula: Aarde
46. Mia: Ose huis planeet is n rotsige planeet wat gecover is met sand en water. Osse atmosfeer het oxygen wat diere in asem en carbon dioxide wat plante in asem. Die aarde lyk blou van space af because van allie water op die surface dus hokom dit genoem word die blou planeet. Die aarde is die enigste planeet in osse solar system wat lewe support. Dit het een maan en dit is 150 miljoen km weg van die son af. Die aarde se orbit vat 365 dae en dit het aergae van 15 degree Celsius. Die aarde se diameter is 12765km wyd.
47. Lula: Okay. Wat is dit van gemaak?
48. Aron: Rotse. Soe ha antwoord is rotse 49. Jack: En wat is die diameter in kilometers?
50. Aron: die diameter is 150 miljoen kilometers
51. Jack: Okay. Soe hoeveel ringe het os da is geen ringe gesit nie
52. Aron: daas niks niks nie
53. Lula: Geen ringe wan osse het mos die o-zone layer en atmosphere
54. Mia: soe die is... yoh hoe kan ek nou se
55. Lula: die ane planete het mos nie die o-zone layer wan hulle het nie oxygen en water nie.
 Wan die wate sal... hulle hettie gravity nie but wan as djy in space kom of oppie maan dan kan
 djy normal loop nie djy moet jump
56. Jack: djy gan float
57. Aron: djy gan lig is
58. Jack: en die water gan mos...hoe gan die water wies?
59. Lula: die water gan oek opfloat
60. Jack: ek het geleer op die internet dat as iets soes dit moet gebeur dan gan alles op. Dit kan die water wies, dit kan die building wies . dit kan alles wies. Alles, alles, alles
61. Mia: en alles gan oneste boo wies
62. Aron: Alles, alles, alles ja. Enigste iets.
63. Mia: Hoeveel mane het ons op die aarde?
64. Lula: Os het een maan
65. Jack: wat is die average surface temperature?
66. Aron: 15 degrees celsuis
67. Jack: We must stop there otherwise
68. Mia: en die distance van die son af?
69. Lula: wait that's wrong. Its suppose to be...
70. Jack: Djy moen in Afrikaans skryf 71. Aron: dit moen hie gewies het
72. Jack: Wat?
73. Mia: daai anwoord is suppose to om hie te kom

74. Lula: ja
 75. Mia: kan os gou wee lies, vannie gegint af. Wie het nog laaste gelies?
 76. Chris: Ek, elkeen moet 'n kaans kry.
 77. Mia: Aron moet lies.
 Aron is reading without hesitation.

START.....

78. Lula: Okay, soe dai was nou Aron wat geliesit. Nou gan os na Jack toe (awkward silence in group, Jack avoids eye contact and then Lula asks) Jack, wil djy nie liessie?
 (But Jack continues to avoid eye contact with the rest of the group)
 79. Aron: (a little annoyed with Jack who doesn't want to join in) Jack, you need to get to reading.
 (Jack remains silent and just stares at the texts in front of him)
 80. Lula: Okay, Aron kan djy dit lies vi os asseblief 81. Aron: Waa nou? Uuhhhmmm feite vanie son.
 (there is silence in the class)
 82. Jack: "Kyk aa, hulle kom lekke by da wan hulle lies leke saam en hulle doen die anwoode saam. Hulle doenitie een vi een oppe tytie."
 83. Lula: We do it together and you didn't want to read, so that's your business
 84. Jack: But I can't read mos Afrikaans, verstaan djy nie. (almost shouting now)
 85. Mia: Ma djy praadan Afrikaans. (laughing)

END.....

86. Jack: Its different.
 87. Mia: Ok, you do Jupiter and then I do Mars 88. Aron: en wat van my? Ek gan Saturn doen
 89. Jack: Okay, Mars is next.
 90. Lula: Okay, Jupiter gan ek nou oor lees. Jupiter is bekend as n gas planeet omdat dit van hydrogen en helium gemaak is. Jupiter is massive met n diameter wat 11 keer die aarde se size is in diameter. Dit is actually groot genoeg om allie...
 91. Jack: Os doen dan Mars
 92. Aron: Sshh
 93. Lula: ...allie ane planete fit end dus hoekom dit die grootste planeet in ose solar system is. Jupiter het n strieperige appearance because het dit het sterk winde wat gase van oos en westelike kant toe waai. Een van die interesante dinge van Jupiter is sy moerse rooi beld. Jupiter het drie donker ringe om dit wat van stof gemaak is en 67 mane. Yoh...67? Jupiter is 7979 miljoen km van die son en orbit om die son amper 12 aarde dae. Its diameter is 132 km wyd en dit het n average temperature van 110
 94. Jack: julle praat os is biasag hie
 95. Lula: os is biasag hulle wil nou interrupt hieso wane os biasag is 96. Aron: ma julle maak geraas julle
 97. Mia: djy's die ienagste een wat iets doen hulle lag
 98. Lula: anyways. Soe wat is dit van gemaak?
 99. Jack: Dus mos van gas gemaak
 100. Aron: why you answering? Im suppose to answer.
 101. Mia: Daa ly die klok. 102. Lula: jarre....

End of recording.

Annexure D: Group A: Participants: Pam, John, May, Chris and Sakhel (Extract 4.3)

1. Teacher: Right, dies osse tweede sessie en osse laaste sessie, neh. So, julle moet vir my n solar system maak. Julle is ses. Ek gan vir julle in twee groepe deel. Julle moet decide hoe groot julle klein projekie gan wies. Ek het vir julle drie wit sheets gegie. Watse size is daai?
2. Student:
3. Teacher: Is daai A2? Is baie groot. Ek wiet nie hoe noem hulle die sizes da nie. Ek dink daai is A1. Soe ek wil hê julle moet vir my die solar system create. Elke groep het ballone, stokkies, verskillende soorte uhm... wat call dji daai?
4. Chris: Chopsticks
5. Teacher: En wat call dji die? Tubes Da is tubes. Da is highlighters. Da is die... uhm... tane sticks. Wat call jy daai?
6. Chris: Tooth picks.
7. Teacher: Da is alles nuh. Julle moet decide wat julle gan gebruik. Nou voor julle begin met julle project is da n bookie. Elke groepie het n bookie. Julle gaan julle project uitlê vir my. Een person gan skryf, en die ander tweede en die person wat skryf gan uitlê. Die is wat os eerste, tweede, en derde gan doen. Ek wil nie vir julle idees gie nou wat moet julle eerste, tweede en derde moet doen nie. Julle wiet julle moet n solar system create. In other words, die solar system beteken mos ek wil die...wat call dji nou wee die as dji gou vining kan dink, wat call dji nou weer die? Die lyne? Iets van n...
8. Pam: asteroid
9. Teacher: Right. So julle gan julle goetjies nou trug kry, julle scripts nou terug kry. soe as julle vashak kan julle gou hierdeur scroll but wat baie, baie belangrik is julle moet eerste uitle hieso. Once julle uh, uh...
10. May: Planning...
11. Teacher: ... n planning het dan gan dit mos whamp, whamp, whamp. Dji doen die, dji doen dai, of os doen dit saam. Die is hoe groot Venus is, die is hoe klein whatever is. Wat is die grootste? Julle kan kies watse ballone gan doen. Onthou da is meer as tien if not more balloons da. Julle kan nie al die balloons gebruik nie. Julle kan tel hoeveel planete is da...
12. Chris: Ag
13. Teacher: Julle kan net ag gebruik. Soe julle moet nou decide op die kleur. Ek het nie ag verskillende kleure nie but julle moet creative wies. Again, ek wil nie vi julle sê gan doen of julle die naam op die balon gan skryf of wat wat because ek wil hê julle moet dit self doen. Julle moet uit die boks uit dink. You must think out of the box. And if...ahem...En as julle praat met mekaar gie mekaar kans om te praat. Moenie like oor mekaar praat nie want julle wiet dit gan difficult vir my wies om, om, om
14. Pam: uit te maak
15. Teacher: verstaan jy uitemaak wat julle se. Soe julle kan na julle groepe toe gan. Wie en wie is in n groep gan ek nou se. Soe, kom os sit vir julle drie in n groep en vir julle drie in n groep in.
16. Chris: Vir wie?
17. Teacher: Een, twee, drie in 'n groep. Een, twee, drie in 'n groep. Want julle drie is sterker en julle overpower vi hulle en dan kan ek nie hulle opinions hoor nie. Verstaan? Soe julle drie is in 'n groep en julle drie is in 'n groep.
18. (Learners stand up from their desks to form groups while the teacher provides guidance)
19. Teacher: Julle is in daai groep in. Sit die daa vi my. Julle kan daai banke, Claude, kan julle om draai. Hie het ek dit omgedraai vir julle so julle kan lekker hier sit en werk.

Probeer om hard genoeg te praat. Right, elkeen het hulle boekie. Een skryf en julle praat saam met mekaar so dat julle mekaar kan hoor. Vat uit wat julle sinne is dan gie dji die annes vi hulle. Ek wil nie stilte he nie. Ek gan uit so dat julle kan praat. As julle confused is hieso is die planete, die kleure, die signs. Luister gou vi my. Kyk in daai worksheet wat julle gister gedoen as julle confuse is oor iets. Julle kan oulik is en die signs langs die planeet skryf, of op die balon skryf. Dit hang van julle af. Here I have...Hierso is die verskillende colours. Ek vra baie mooi dat julle cautious is met my colors. 20. May: Ma'am moet dji die...

21. Teacher: Ek gan nie vir julle se hoe julle moet maak nie. Jou vraag is? 22.
May: Must you make it 3-D or of moet dji dit hierop maak
23. Teacher: My bru dji moet dit hierop maak.
24. May: Met die baloene wat soe staan (student demonstrates)
25. Teacher: Soe Pam vra vir my moet ek dit n 3D he, of moet ek dit hierop maak met die baloene wat soe staan. Daa is n rede hoekom ek die vir julle gegee het. Julle moet julle kop gebruik. Julle kan dit die gebruik en dit knip en die gebruik om die belde te maak. Dit hang van julle af. Ek wil he julle moet creative wies. Hoe gan dit lyk as julle dit hieop maak? Julle kan die gebruik, uitknip... wa is dai selotape wat dji het?
26. Student : By my
27. Teacher: Dis fine. Julle kan die gebruik ek het Pritt da en create n belde. Be creative. Onthou da moet n son wies in die mirrel. Julle kan dai blaai opvrommel... julle lat my soe wharrie julle moet dit self uit figure vi my.
28. (Students babble indistinctly)
29. Teacher: Hier is my penne sakkie. Whatever julle nodig het kom kyk ma in die pennesakkie.
30. (students babble indistinctly)
31. Teacher: Wat important is dat julle moet praat saam mekaar sodat die recorder kan opvang.
32. (teacher notices Claude...)
33. Teacher: Claude, dji kan nie heelyd blaas nie. Dji moet eers discuss wat julle gan maak. Hallo!!

Start.....

34. Pam : Sit May, [pointing towards a open seat next to Sakhie] so that we can discuss.
We first gonna cut the thing nuh? [*She holds up the writing of an image of the solar system for all to see*]
35. May : Ek wil al die shapes sien wat ek hie het. [*Spreading the different materials in the middle of their desk*] Ampe soes Mr. Maker. Kyk dji vi Mr Maker? [*giggling softly*]
36. Pam : [Looking at the other group members to see their facial expressions, which is clearly full of questions.]We don't know whose that.
37. Sakhie : Gie die balloons hier. (*Give the balloons here*) [*Keeping out her hand in May's direction*] What is this?
38. May : Ôs het gister gepraat oor Mr Maker. Dis 'n cartoon.

39. Sakhiel : Niieeee, wat is dai in your hand?
 a. [*Pam interupts them by trying to draw their attention to their task*]
40. Pam : What must I write by step 1?
41. May : So, step 1...uhmmm (*thinking and scanning through the activity*)
42. Sakhiel : Obviously djy gan eerste jou item vat nuh? (
43. Pam : Write John.
44. John : You write...we discuss.
45. Sakhiel : Da staan kla step one.
46. John : I can't blow this balloon.
47. May: I'll blow.
48. Chris: Moenie mal issie John se mond was nou da an, aaaggghhh...sies! [Pam is once again trying to keep the group focus, but it is difficult]
49. Pam: First step, all die items you need, dan na daai....[searching in her notes]
50. Sakhiel: Then we gonna start...uuhhmm... naai os kannie eeste die babeloons beginner op blow nie.
51. Chris: Djy begin eeste om jou son te maak.
52. May: No, we first make this... [*Pointing to the pictures of the planets in the book.*]
53. Sakhiel: No, we must mos first make the planets
54. Pam: First make your... (*slight pause*) Maak eeste jou son, want jou son kom in die middle en dan die planete. (First make your ... (*slight pause*) Make your sun first, because your son comes in the middle then the other planets).
55. May: Okay, we first make the planets.
56. Sakhiel: Djy moet eeste begin met jou sun.
 (*getting frustrated with May who is not focussed*)
57. Pam : Now give that thing, I'ma make the sun with that thing you have in your hand, wat is dai nou wee
58. Sakhiel: 'n babbelon... versin (laughing)
59. Pam: (sounds puzzled) That one? (pointing to the yellow balloon Sakhiel have in his hand)
60. Pam : Yes! (smiling)

END....

-
61. John: sit tammy so can we discuss. We first gonna cut the thing nuh
 62. Student: we gonna cut the thing nuh

63. Sakhiel: ek wil al die shapes sien wat ek hie het hi. Ampe soes mr maker. Ek djy vi mr maker
64. John: we don't who's that
65. May: Gie die balloons hier
66. May: What is this? Wat is dai?
67. Sakhiel: Gister gepraat oor mr Maker
68. May: Dis n cartoon.
69. John: what must I write by step 1
70. Sakhiel: So, step 1...
71. May: Obviously djy gan eerste jou item vat nuh
72. Chris: Uh
73. John: Write Kirsten.
74. Chris : You write...we discuss
75. Pam: da staan kla step one
76. Sakhiel: i cant blow this balloon
77. John: I'll blow. Moenie jas wies nie jou mond was nou da an
78. May: First step all you item you need, dan na daai nuh...
79. Chris: Then we gonna start... naai os kannie eeste die baloens beginner op blow nie.
80. Pam: Djy begin eerste om jou son te maak
81. May: No, we first make this...
82. Pam: No, we must mos first make the planets
83. May: first make your...Maak eeste jou son. Want jou son kom in die middle en dan die planete
84. Pam: Okay, we first make the planets
85. May: djy moet eeste begin met jou sun
86. John: Now give that thing them amma make the sun with that thing you have in your hand.
87. May: (looks puzzled) This one?
88. John: Yes.
89. May: Shaun het dit gesoek (laughs)
90. John: Ek wiet.
91. Chris: Make it with black
92. May: you can mos color it in.
93. Chris: make it black
94. Pam: Da is mos koukies
95. Sakhiel: my bru how you color in with red
96. Chris: Mmm. With a koukie
97. John: make it with this cause you not gonna see the black on that. Just see here Sien?
98. Sakhiel: You not gonna see it.
99. Chris: die ding wil dan nou nie opblaas nie.
100. May: Blow. moet nou nie jou spieg in dit sit nie. 101. Chris: um not
102. Pam: ek wonne hoe gan Pam die ding opblaas want sy roek.
(Pam and Chris laughs) 103.
- May: ek voel alwee om te faint.
104. John: eeste. hoe spel n mens eeste?
105. Pam: Eerstens.

106. Chris: You can write... Kaaps. In English and Afrikaans. 107. John: oh like you think you must skryf it
108. Pam: Ja. Write it anyway. Dis mos nou kaaps.
109. May: Yoh die balloons is mossie n joke om op te blaas nie.
110. John: You can't wanna blaas mos also n big one up nuh 111. May: im not
112. Pam: We blow the sun up with this one. Change my mind.
113. Sakhel: watse planets maak ek hier?
114. Chris: moet nog nie die planets maak nie. Maak eeste jou son. Focus op die son.
115. May: Is die son groot genoeg?
116. Sakhel: Nou watse colour gan julle nou die son maak?
117. Chris: Dis is gonna be a better sun want kyk hoe lyk die son.
118. John: Dis die small balloons
119. May: That can be for mercury wan mercury is soe n colour. As dji nie gewiet het nie.
120. John: Yoh isn't there a big, red... 121. Sakhel: here s a big red one John 122. Chris: wat is die?
123. Pam: Moet nog nie knip nie. Yoh the bigger the better it would have now been.
124. Chris: Ha ah moet noggie knip nie
125. May: ek gan nie
126. Chris: gan os nou sien of dji nou grooter as die kan blaas. Kom begin 127. John: Da breek die een balloon first of all.
128. Pam: Die stukkende goete sit dji een kant
129. Chris: Kan dji nou die baloen opblaas. Die baloen is gonna be too small. Just see now
130. John : You can make earth with it. Kan die nie die son issie?
131. Sakhel : Wat?
132. John: Daai kan... earth maak
133. May : het dji gewiet earth en die son is nie al twee planete wat belangrik issie. Wat van ane planets?
134. John : Ek wiet.
135. May: nou gan julle nou daai gebruik vi die son?
136. Chris: Nee, ek gan die son opblaas.
(Student blows up balloon)
137. Pam: stop smoking weed
138. May: die kind is alwee moeg
139. John: moen ekkie...
140. Pam: Dit hoeffie te groot is nie 141. John :Knoep dit
142. Teacher: hoe ver is ons nou hier? Wie doen wat hieso?
143. Student: blowing up the son...
144. Teacher: Wat het ek vi julle gesê?
145. John: First you pick all your items you need nuh. Dan gan hulle die son eerste maak. En na die son kan os nou die ringe maak om dit en dan gan os die planete oek maak, ma'am
146. Student: Ma'am, can't we go look for red paint quickly
147. Teacher: Da is nie tyd nie
148. John: Bietjie af...
149. Pam: No, the son must be big

150. Teacher: Da is rooi. Hoekom vat dji nie die rooi koukie nie?
151. Pam: Uh ek het dan vi jou gesê
152. Teacher: Kyk hoe werk dit. Kyk ôs moet werk met die material wat ôs het. Kyk ma hoe ver julle kom met die rooi pen. Hulle moet oek nog met die rooi pen inkleur.
153. Chris: Hooo mense kan wee die knoep nie 154. Teacher: Uhm, soe julle is besig met die? 155. John : Son
156. Teacher: En dan na daai wat gan julle dan maak?
157. John : Die ringe na daai
158. Chris: Die ringe. Wat is die ringe nou wee? Wat call dji die ringe nou weer?
159. May: Die bell
160. Teacher: Die belde is mos soes ringe . Ja, dji kan ringe dit noem. May wat doen dji?
161. May Vi Mercury. Ek doen vir mercury.
162. Teacher: Mercury. Hoe groot is mercury?
163. Chris: s gan dit soe maak...
164. Teacher: Nee, hoe groot is mercury? Technically?
165. May: Oh. Soe groot ma'am.
166. Teacher: Okay. Dit gan nie werk nie.
167. May: Gan dit ? werk dit?
168. Teacher: Julle kan miskien hier opskryf "son" met n groot koukie
169. Sakhil: Men n colour koukie
170. Chris: Men die swot koukie skryf da "son"
171. Pam: dit gan die werk nie
172. Teacher: julle wil he ek moet vi julle ideas gie. EK wil he julle moet self dink man.
173. May: ma'am vi wat...wat is die? 174. Pam: You can use it for whatever
175. Teacher: Vi whatever julle dit wil gebruik. As julle dit nie kan gebruik nie dis fine. Be creative. Al die goetes wat ek vi julle gegee het is goetes wat julle kan gebruik.
176. (Teacher guides second group)
177. Studen 3: ek smaak nie die beloon opblaas nie. Die beloon lyk lelik
178. Pam: ha ah nee los dit.Lat os net kla maak met die...
179. John: skryf son da op
180. May: uh
181. Pam : Mustn't I write Sun 182. May: whatever
183. Pam : Sun, Son, doesn't matter.
184. Chris: die son gan ek soe skryf nuh
185. May: Skryf mooi
186. Chris: I can't write nice 187. May: Gie sker
188. Pam : what you gonna start cutting the rings?
189. Chris : Uh
190. Pam: Don't you wanna first... make a circle.
191. May: Make it with a ruler
192. Pam : make a circle wa die rings gan knip uit
193. John : am still like a two year old
194. May: vat die ruler
195. Teacher: Right. Ek los julle alleen.

196. Pam: Yes, ma'am
197. May: Pencil. Use a pencil cause then you can draw the circles
198. Pam: Gie my die balloen. Die ding moetie in my bek bas nou nie. May, give the scissor here.
199. May: there by her
200. Student: Are you jas...
201. May: this is mercury nuh
202. Chris: yoh die soe maklik om te se nuh but its not easy to do it.
203. May: Wat gan die wies? Mercury?
204. Pam : whatever my baby. The smallest planet
205. May: Mmm
206. Pam: kyk hier nuh die sal nou gevaalik gewerk het. Do you see that thing you make a circle. Kan ek die daai ding gebruik nie. do you think ma'a have one?
207. May: daai gan nie werk nie
208. Student b: daai ding is dan soe klein
209. May: Uh
210. Pam: you can mos rek
211. May: Djy maak lyne soes daai en dan draai djy dit soe n soe n ding
212. May: Give a scissor...ding julle nie os moet die ding op pause sit soelank nie want niemand praatie
213. Pam: yes
214. May: but I don't know how. Leave it ma.
215. Student b: wiet djy wat? Ek wil nou nie n circle geteken het nie. Wiet djy wat wil ek gedoen het?
216. May: N soe n ding
217. Student b: Wiet djy wat wil ek gedoen het? Ek wil eintlik nou strepies uit geknip het. Soe
218. May: daais wat ek dan gese dit. Its gonna work better.
219. Student b: Gie n man jou sker
220. May: First use the ruler. Dan maak djy die striepies straight.
221. Pam: Kk is soe bang om n balloen te bas 222. May: Ba!
223. Pam: It's not gonna burst I will ensure that my child.
224. May: My bru, los die ding hier. Pam sit die ding hie lat dis bas want djy staan an
225. John: Bas die ding
226. Sakhil: Haai jinne kyk hoe oulik lyk dit. Yoh 227. Chris: Skêr
228. Sakhil: Pam, you must draw eight lines, nuh? Must the sun be so big?
229. May: Where's the scissor? I need a scissor. Ala jou ma se kaas.
230. Chris: What we gonna use for the sun? That is uh... 231. Sakhil: The smaller planets
232. May: Daai is Mercury, dies Venus.
233. Sakhil: Use dus for Mars
234. May: For Earth. I am busy with earth.
235. Sakhil: Use die. Sien djy wat ek in my hand in het?
236. May: Moen ek die vi earth gebruik?
237. Sakhil: No, for mars.
238. May: Okay...Die ding is dan stukkend

239. Sakhiel : Now just use the other one. I am just giving you an example of a colour.
240. May: There we go...waa is...daai earths nou...Pam gimme that earths there 241.
Pam: Ek het alwee n idea in my mag. Yoh, dus one has the audacity to do this.
242. Sakhiel : What is next?
243. Pam: Blow for Mars a little... look here.
244. Chris: Dus and dus is almost the same.
245. Sakhiel: Come I write, come I read, come I read...
246. May: Look there
247. Pam: Uh, gan kyk da.
248. May: kyk da dit lyk dieselfde. Look here. It looks the same. Okay, dis n bietjie bietere. Like det.Sien djy nou.
249. Sakhiel: I'm gonna make earth
250. May: Gan djy vi earth maak? Lat os sein hoe ver kom djy 251. Sakhiel:
Da is pink oek. Gebruik pink. Vi Jupiter.
252. Pam: I am gonna use pink
253. May: What you gonna use for earth?
254. Sakhiel: Black
255. Pam: Use pink for Jupiter
256. May: Give another grey pen. Then the grey can be the water. Ek gan nou die ding Mcguyver...ek voel om te faint. Earth is about this size, nuh?
257. May: All the planets must be different sizes, Pam.
258. Sakhiel: What are you blowing up?
259. May: I am blowing up for Jupiter.
260. Pam: Okay, this is earth. 261. May: Uh
262. Sakhiel: Don't say "uh" say yes.
263. May: Okay, met wat is os nou besig?
264. Sakhiel: use soe lank n black balloon vi... whatever gebruik it
265. May: Os moet nog vir dinges maak. Djy maak nou vi hom. Os is kla met die.
266. Sakhiel : did you make that...
267. May: Ja, dus is dus nuh... Jupiter. Kla. Ek het nou net vi Jupiter gedoen. Ke gan nou vi Saturn maak.
268. Sakhiel: Hoe jinne ek smaak nou bietjie slaap 269. Pam: ek gan jou nou wys...
270. May: Saturn is oek mos groot nuh. Is Saturn groter as Jupiter
271. John: bietjie Kleiner
272. Pam: No, Jupiter is die grooste planet
273. Pam: My arme kind wiet nie meer van wat sy praat nie. Use black for Saturn
274. May: Wat color is dus? 275. Sakhiel: Djy can mos see 276. May: Soe?
277. Pam: mmm
278. Sakhiel: Nou bietjie kleiner as die
279. Chris: Moet ek nou sit en beloens in colour
280. May: Daai smiley face lyk darem gesmiley. Okay, nou moen os nog net twee maak. Yoh, die baloen is hard
281. Pam: Hies n whiteboard marker
282. May: Before we do it nuh we can play with it.
283. Sakhiel: You not funny
284. May: We don't need to be hartseer when we work, yoh. Okay, os is kla men daai. Os moet nog nie twee maak dans os kla met daai. What colour mus we use for this, Pam? Pink or Black?

285. Sakhriel: For wat?
 286. Student May: Pink or black? 287. Sakhriel: use umm...
 288. May: Pink, nuh? Because then I can use black for that.
 289. Sakhriel : Ek maak gou twee planets bymekaar. Daais gou my mindset.
 290. May: Gan djy daai twee doen. But you must write the umm...
 291. Sakhriel: Ama make planet earth with that
 292. May: Daais te groot, Pam. N bietjie kleinere. N bietjie innere.

a. (Students babble meaninglessly)

293. Sakhriel: Hie blaas ek twee baloen op. Da is nie vi my nie.
 294. May: As djy wee huistoe gan dan pyn jou hat wee want djy wiet djy is angina. Hoe jirre die beloen is te klein
 295. Student: Pam maak nou asof sy nog nooit n panty an gehad het nie 296. May: Die beloen kan nie evens nie. Kyk hie? 297. Sakhriel: Yoh die ding help my baie 298. May: Wat doen djy?
 299. Pama: Moenie vergeet van Jupiter nie. Daai dongke ringe wat da moen kom
 300. May: First cut it Pam. Pam wil nou die doen. Kyk hier. Give a scissor
 301. Student: Lat Jupiter pink is 302. May: Give a scissor.
 303. Sakhriel: at least color your planets in
 304. Pam: My bru, can you see im trying to Mcguver the thing?
 305. Chris: She's doing this
 306. May: Wat will ek gese het? Colour die goete in please jirre god 307. John: what are you then gonna do? Sit there en look at us? 308. Pam: No, I must write stuff down here 309. Sakhriel: What must you write down?
 310. Pam: Wat julle nou sover gemaak het. Gan die son eeste maak. Na die son toe wat maak os? Die ringe, nuh?
 311. May: we made the earth,we made the sun...
 312. Sakhriel : Then we made the other planets man
 313. May: Uh the planets. Hoekom wil die sker dan nou nie werk nie?
 314. Sakhriel: My mommy send don't her child to be by beloens
 315. May: djy wil gebaloen het
 316. Sakhriel: okay that's fine. Its not like we gonna see this stuff. We were supposed to make the sun this colour
 317. May: Djy moenie daai gebruik nie
 318. Sakhriel: Just use it
 319. Sakhriel: You know what? I think we must make this thing smaller then we can use the tennis ball as earth.
 320. John: vi wat wil djy nou die tennis ball n earth maak dit gan mos nou baie uit lyk
 321. Sakhriel : Hieso is wat ek beplan het...
 322. John: Maak net n planet...wat moet nog alles hie gedoen word?
 323. Chris: Os mekeer nog colours
 324. Sakhriel: Ek gan nou n regte planet maak. I am done playing
 325. Pam: Nog man. Watse planest moet os nog maak? Stop showing off my bru. What planets must we still make?

326. Chris: That two
327. May: Djy wil twee in een gesit het mos
328. Sakhriel: maak Jupiter, Give that one here, give that one here
329. May: No... I make it
330. Sakhriel: I am gonna make dingeses with it. I am gonna make Jupiter with it
331. May: with this broken thing
332. Sakhriel: Yes. Jupiter must have black stuff on it
333. May: My mouth was already on it
334. Pam: Where the black koukie? Jou ma was da laaste begrawe.
335. Chris: ek moet die binne in die gesit het actually 336. Sakhriel: Yoh ek is baie lazy wiet julle 337. Chris: wat is daai?
338. Pam: I look pretty when I wake up nuh
339. May: Moenie kak praat nie 340.
Sakhriel: May man god gan.
341. May: Wat is dit Pam? Don't keep you tekerag today
342. John: my bru I wasn't even being tekerag 343.
May: Wat het djy nou net gedoen?
344. Sakhriel: and you know what, May is 345.
May: No, Sakhriel
346. Shakhriel: wat is daai? Pam what is that?
347. Chris: We then just gonna make the dark stuff just so. Lat May daai baloen blou
348. Sakhriel: Because we gonna make the other Jupiter
349. May: Hallo god die goete hoef nie om perfect te lyk nie. Jirre.
350. Sakhriel: But we most want it perfect
351. May: No!
352. Sakhriel: Kom blow...
353. May: Nou moet dit nie blow nie
354. Chris: Gewone wat het ek gedoen. You are not funny. Cause you everytime rude.Djy het kak maniere
355. Sakhriel: I wasn't rude
356. May: don't do that. Dit lyk dan nou uh...soe ja. Blow. Da briek...
357. Sakhriel: Mm my word. Djy was voobarig om dit groot
358. May: you Must not make it too big
359. Sakhriel: Mustn't we make the stuff...yoh Pam is altyd reg my bru 360.
May: Kyk hoe demolished lyk die ding 361. Sakhriel: Wat is daai?
362. May: You know its break time guys?
363. Sakhriel: Is it? Congratulations
364. May: Oh. I was not making a joke
365. Sakhriel: Yesterday, May you know what you can lekker come live by me, May come to me sy drink nou koffie my bru. She was now drinking coffee. I was lus for that coffee.
366. May: Djy het tog nie vi my koffie gemaak nie. As ek by jou huis kom dan gie djy my fokkol soe hou net jou mond.
367. Sakhriel: cause you don't ask me for food.
368. May: who does that?
369. Sakhriel: Me!
370. May: No, you don't do that. Ek kom nie vandag na jou huis toe nie even though Brayden se Pam het jou geroep.

371. Sakhil: Moenie kom nie
372. May: Ek bly by my huis.
373. Sakhil: Brayden work on my nerves.
374. May: Wat is daai, Pam?
375. Pam: Jupiter
376. Chris: Nee, it's the sun
377. Pam: Dit lyk dan soes Jupiter 378. John : Give it here. Give it here.
379. Chris: Where's Saturn
380. Pam: We still busy making it
381. Chris: Where is Saturn. Julle het dan nou kla vi Saturn gesoek. Hoe ver is julle nou?
382. Pam: That is Jupiter, nuh. I just wanna make a mark here that Jupiter is finished.
383. Sakhil: Where is that other planet?
384. May: She said shes is gonna do it. 385. Chris: what planet is this? 386. Sakhil: we don't know 387. May: Ja, os wietie.
388. Pam: Wan julle praat anne goet, julle focussie.
389. May: Pick up the planets. Pick up let me see what is going on here.
390. Chris: Now I am looking for...
391. Sakhil: You know what? Kan die stokkies nie byg nie?
392. May: Do you know what? Do you know how duur this stokkies is? Wiet djy hoe happy sal my ma wies? Wiet djy watse stokkies is die?
393. Sakhil: This isn't chopsticks.
394. May: this is that kak where you put in so in and again like put it in the koole and then you eat
395. Sakhil: Nou is kebab sticks jiree
396. May: Okay, stop being
397. Sakhil: I'm just helping you.
398. May: Nee, ek mekeer nie jou help nie. Djy bly ombeskof
399. Sakhil: how was I rude? Because I told you its kebab sticks?
400. May: You every day rude
401. Sakhil: what I do for you?
402. May: Nie what do I do nie. Djy hou vi jou vaterag, your way of talking is also rude en ek het nie gevra nie.
403. Sakhil: And your way of talking is nice? Djy vloek elke vyf minute in my huis in.
404. Student b: wat doen djy?
405. Sakhil: Jinne mama
406. Sakhil: check daai ring om dit
407. Sakhil: very clever. Die ring is nie colorful nie
408. Sakhil: Is n ring. Wa gan djy nog n anne ring kry? God, dit staan dan uit.Ek mekeer nog selotape
409. May: Ek wil die sien. Ek wil die sien. Ma'am, if you hearing this voice, this recording, ons werk nie soes teamwork hie nie want Pam en Chris wil ha eie goete doen. John kom here. Yoh daai was nou soe mooi nuh?
410. Pam: Ja May.
411. John: Look here. I need this and then you give for me this.
412. Sakhil: Hu gan vi..., opblaas . I am gonna laugh me kla now. what you gonna make with that?

413. Student B: dieselfde wat hulle nou da gemaak het.
414. May: wil dji n vampire is? Yoh kyk hoe lyk hulle goete baie mooi waa dji nou wee os se goete kry.
415. Sakhiel: Uh this thing don't look mooi man
416. May: Kan ma'am man nie vi my in hulle team gesit het nie. 417. Sakhiel: waarheid
418. May: Nie waarheid nie. Julle werk nie lekker nie.
419. Sakhiel: Pam, what you gonna do with that?
420. Pam: Uh
421. Sakhiel: Don't you wanna make Jupiter with that?
422. John: Jupiter is dan kla
423. May: Jupiter don't look nice
424. Chris: but its still n planet
425. Sakhiel: Ek gan jou nou wys hoe maak ek dit.
426. May: Julle is darem hat voorbarig
427. Sakhiel: Os kan die gebruik vi os se son
428. May: (sings) – Don't let nobody take you down, down, down shake you... Pam bring me that strips please 429. Sakhiel: What is this?
430. May: Ma'am het nie gesê julle moet krap nie. Maar julle wil krapperag is. Lat die professional begint
431. Sakhiel: what you gonna do there?
432. May: I'm gonna make the rings
433. (A Baloon Bursts)
434. Sakhiel: Why the fok would did you do that. Don't scare n man 435. May: Who was that?
436. Sakhiel: What happened now?
437. May: Wie het vi jou gese dji moet daai an trek.
438. Sakhiel: Ek voel soe 439. May: Wie se croks is daai?
440. Student: Ek maker nou n orange baloen
441. Sakhiel: Where the hell are we now gonna get a yellow colour?
442. Student: ek mekeer orange
443. May: watte baloen het hy nou gebriek? Hoe te... moet ek nou die doen 444. Student : wie dji dan Pam hulle is slimmer as os. Wiet dji daai?
445. (teacher steps inside class)
446. May: Ma'am os kan nie die dinges maak nie. En Claude het iets gebriek. Wat het dji gebriek?
447. Student: Dji het v Jupiter gebruik
448. Teacher: Dis fine solank as dit work related is
449. May: Yoh ek sukkel hie
450. Student: dit lyk soe pabap
451. Sakhiel: Nou
452. May: Wiet dji wat os kan die gebruik dan maa os soe. Dan kry os glue dan lyk dit nie soe pabap nie
453. Sakhiel: nou hoe gan ek...
454. Sakhiel: then how you gonna draai te stuff 455. May: I don't know
456. Student: Bring the selotape there.
457. Teacher: Okay, ek wil julle bietjie help. Soe, die is die...
458. May: die ringe

459. Teacher: Die ringe. Julle maak dit vas, alles oor. Wat ever hier in kom sit julle hie in. hoe gan julle dit in sit? Uhm
460. Student: moen os dit nie teen aan maak nie?
461. Teacher: Julle kan dit...ja. As die balon soe groot is, kan julle die ring hierom sit. Die beld hierom sit. Maak dit vas met dinge and there you go. Bob's your uncle.
462. Sakhel: Ma'am, I need selotape for Jupiter 463. Teacher: Here. Enige een wat die tou wil gebruik?
464. May: Daai tou gan help.
465. Teacher: hieso is nog colours. Moenie weg van daai recorder af beweeg nie. Julle moet beweeg
466. May: os gan die tou vat en d it om...wats daai planet se naam nou wee? Oor Uranus
467. Student: heres the selotape
468. May: Gimme ma n scissor want ek kan nou 469. Pam: Wheres earth?
470. May: gimme a scissor. Ek wiettie wa is earth nie.
471. Pam: give my pinky here for earth.
472. Pam: Pam bring n pink dinges 473. Teacher: Julle het omtrent n half-uur oor
474. May: To finish all this?
475. Teacher: Nog n uur
476. Pam: Pam, bring gou n that thing that pen 477. Pam: what a thing?
478. Pam: that thing, that pen
479. May: Gan os die selotape gebruik 480. Pam: Bring it for me, please 481. John: What thing?
482. May: Don't be voorbarig to bring the whole thing now 483. Chris: Gan os die gebruik?
484. Pam: Yes. leave it here just in case
485. Chirs: Okay
486. Pam: Thank you 487. May: Wat is daai?
488. Pam: I just wanna write
489. May: Write just the names on daai is al . Vi nou
490. Pam: we don't need to write the names big nuh . Die naam lyk perfect geskryf. What planets is that? Come I write
491. May: Uhm, this is...
492. Pam: Now go fetch grey.
493. May: There's black man there isn't grey.
494. Pam: Okay, now bring ma. Not a koukie man n pen.
495. May: Oh, n pen.
496. Pam: Let me just start writing something. Don't be... ek het nou net vi Pam uitgeskel want sy moet nie die ding hele draai nie.
497. May: Dan kan djy mos een keer...en dan is dit mos nou Venus 498. Pam: yoh Pam djy kan die colour gebring het.
499. May: daai is soema venus
500. Pam: What must we now do if we fucked up this thing
501. May: That's why I said use a koukie
502. Pam: What is this earth? Venus? You busy making earth 503. May: Waa is Mars?

504. Pam: Hieso.
505. May: Wat is die? Is die Mars? 506. Pam: haha. Jupiter
507. May: I didn't now see.
508. Pam: what is this? 509. May: That's...
510. Pam: The smallest planet. What is the smallest planet?
511. Pam: How do you spell it. Neptune?
512. May: Hie op die ding.
513. Pam: Gan gou na die blaaie toe.
514. May: Hie so 515. Pam: Turn it.
516. May: wat soek jy?
517. Pam: Go to the stukkie waar da Neptune staan man.
518. May: Oh
519. Pam: Blaai wee, blaaie 520. May: Relax
521. Pam: Ek help jou. Thank you.
522. May: Het os ooit vi Neptune gemaak
523. Pam: Kyk gou da of Neptune reg is
524. Pam: Neptune is similar to
525. May: Kyk hie en kyk hie. This is the smallest.
526. Pam: What is the smallest?
527. May: This
528. Pam: Mercury?
529. May: You can't see it. the difference.
530. Pam: Is Mercury the smallest? Lat ek gou daai gan lees van mercury. Yoh, guys julle kan nie eens dink nie.
531. May: Is Pam.
532. Pam: Haha, you can't wanna blame for her.
533. May: Wat maak jy nou? Wat skryf jy hie op 534. Pam: Mercury. May bring daai kookie hie man .
535. May: Wate kookie?
536. Pam: Die kookie skryf djank
537. May: Ek het jou gese n kookie gan help.
538. John: Here's earth. At least it looks like earth.
539. Pam: May jy het my nou net n lekker dun kookie gebring man 540. Sakhiel: Where is the sun?
541. John: Pam, don't you wanna give me that kookie man please. Just check there its yellow.
542. May: Is die earth?
543. Chris: No, not the yel... never mind.
544. Pam: This? Its black.
545. May: Nee, but I was like describing it
546. Pam: the colour
547. May: Yes
548. Pam: The sun
549. May: Die son...moenie se Christet ons se son gebriek nie
550. Pam: Christet ons se son gebas
551. Teacher: Okay, julle kan n break vat. Dan kan julle eet.
552. May: I don't wanna go out. Ek wil eeste al die goed an los.

553. Teacher: Ek gaan die recorder aan. So, kom met die opname nou. Vat elkeen een. Bring die recorder nader. Terwyl julle eet kan julle discussie wat julle

End.....

Annexure E: Group B (Extract 4.4)

1. Teacher: djy kan nie heelyd blaas nie. Djy moet eers discuss wat julle gan maak. Hallo!!
 2. Jack: Sit Lula, so can we discuss. We first gonna cut the thing nuh?
 3. Lula: Ek wil al die shapes sien wat ek hie het. (*Spreading the different materials in the middle of their desk*) Ampe soes Mr. Maker. Kyk djy vi Mr Maker? (*giggling softly*)
 4. Aron: We don't know whose that. (**not amused at all**)
 5. Mia: Gie die balloons hier. (*Keeping out her hand in Lula's direction*) What is this? (*after a slight pause she asked again, this time in Kaaps*) Wattis dai?
 6. Lula: Ôshet gister gepraat oor Mr Maker. Dis 'n cartoon.
 7. Mia: Niieeee, wat is dai in your hand?
(*Lula interrupts them by trying to draw their attention to their task*)
 8. Lula: What must I write by step 1
 - Jack: So, step 1...(*thinking and scanning through the activity*) 9.
 - Mia: Obviously djy gan eerste jou item vat nuh?
 10. Lula: Write Jack.
 11. Jack: You write...we discuss.
 12. Mia: Da staan kla step one.
 13. Jack: I can't blow this balloon
 14. Lula: I'll blow.
 15. Mia: Moenie mal issie Jack se mond was nou da an, aaaggghhh...sies!
(Lula is once again trying to keep the group focus, but it is difficult)
 16. Lula: First step, all die item you need, dan na daai....(searching in her notes)
 17. Mia: Then we gonna start...uuhhhh... naai os kannie eeste die babeloons beginner op blow nie.
 18. Mia: Djy begin eerste om jou son te maak
 19. Lula: No, we first make this...
 20. Mia: No, we must mos first make the planets
 21. Lula: first make your...Maak eeste jou son. Want jou son kom in die middle en dan die planete
 22. Lula: Okay, we first make the planets.
 23. Mia: Djy moet eeste begin met jou sun (**getting frustrated with Lula who is not focussed**)
 24. Lula: Now give that thing them amma make the sun with that thing you have in your hand, wat is dai nou wee....
 25. Mia: 'n babbeloon... versin (laughing)
 26. Lula: (sounds puzzled) That one? (pointing to the yellow balloon Mia have in her hand) 27.
Lula 4: Yes! (smiling)
(*Lula started to laugh and group 2's leader is getting angry now, because group 1 is too loud*)
- End of recording.....

1. Lula: Ek wonne hoe gan Lula die ding opblaas want sy roek.
(**both groups are laughing now**)
2. Jack: Please focus, jarre die tyd loop ouense.
3. Aron: Ek voel alwee om te faint.
(*ignored by everyone in the group*) 4.
- Joy: Eeeeste. Hoe spel 'n mens eeste?

5. Lula: Eerstens.
6. Jack: You can write...(slight pause) Kaaps, English and Afrikaans.
7. Joy: Oh like you think you must skryf it?
8. Jack: Ja. Write it anyway. Dis mos nou Kaaps.
9. Lula: Yor die balloons is mossie 'n joke om op te blaasie.
10. Joy: Jist take a big one to blaas op.
11. Lula: Niieeee, dies mos 'n small planet, kyk soelank watte planet is small daa.
12. Jack: We blow the sun up with this one.

(Holding a big yellow deflated balloon in his hand and passing it to Lula)

13. Aron: Watse planets maak ek hier? (*pointing to visual drawing on the page he roughly drew*)
14. Jack: Moet noggie die planets maakie. Focus....maak eeste jou son. Focus op die sun.
15. Lula: Is die son groot genoeg? (*Showing the big yellow balloon now 80% blown up*)
16. Mia: Nou watse colour gan julle nou die son maak?
17. Lula: Dis is gonna de sun want kyk hoe lyk die son. Mooi groot en geel.
(*smiling almost feeling proud of herself*)
18. Aron: Die issie small balloons
(**pushing the small balloons in the middle of the table for everyone to see**)
19. Jack: That can be for Mercury wan Mercury is soe 'n colour. As djy nie gewietitie.

(Lula in group 1 is now standing in front of group 2, because she is looking for something)

Start.....

25. May: Yor isn't there a big, red balloon for us?
26. Jack: ha ah, hie is net white big ones.
27. Lula: Djy kan mossie osse goet weg gie nie. Where are we gonne get big ones?
28. Jack: Relax, we have two more.
29. May: Thanks! Os kannit met rooi incolour vir Mercury, because its mos red nuh?
30. Lula: Good idea, nou gan nou weg os is biesag, djy wil wee ko afkyk.

May left very happy and group 2 went on with their activity.....

Interacton starts again.....

31. Lula: [*deliberately, but playfully saying loud enough for all to hear*] Ek wonne hoe gan Lula die ding opblaas wan sy roek. [*Both groups are laughing now.*]
32. Jack: Please focus, jarre die tyd loep ouense
33. Aron: Ek voel alwee om te faint.

[*Ignored by everyone in the group and the group continued to work in silence for a few minutes*]

34. Mia: Eeeste. Hoe spel 'n mens eeste?

35. Lula: E e s t e n s. *[slowly spelling it out for Mia]*
36. Jack: You can write...*[slight pause]* Kaaps, English and Afrikaans.
37. Mia: Oh like you think you must skryf it?
38. Jack: Ja. Write it anyway. Dis mos nou Kaaps.
39. Lula: Yor die balloons is mossie ‘n joke om op te blaasie.
40. Mia: Just take a big one to blaas op.
41. Lula: Niieeee, dies mos ‘n small planet, kyk soelank watte planet is small daa. (
42. Jack: We blow the sun up with this one.
[Holding a big yellow deflated balloon in his hand and passing it to Lula]
43. Aron: Watse planets maak ek hier? *[He points to the visual drawing on the sheet that he has roughly sketched in front of him.]*
44. Jack: Moet noggie die planets maakie. Focus....maak eeste jou son. Focus op die sun.
45. Lula: Is die son groot genoeg? *[Showing the big yellow balloon now 80% blown up]*
46. Mia: Nou watse colour gan julle nou die son maak?
47. Lula: Dis is gonna be the sun want kyk hoe lyk die son. Mooi, groot en geel.
[smiling almost feeling proud of herself]
48. Aron: *[pushing the small balloons in the middle of the table for everyone to see]* Die
issie smaller balloons. (
(the bell rings for interval – end of recording)

End....

Annexure F: Group A: Participants: Pam, Chris, May, John and Sakhiel

32. **Pam:** kom ôs moet kla maak met die activity hieso (*putting the activity on the table so that everyone can see*)

33. **Chris:** Ôs gan an vandag, onetime klaa maak.

34. **Pam:** Soe vandag...

(interrupted by John)

35. **John:** Ôs praat mos mengels.

36. **Pam:** (attempting to start again) Vandag gan ôs ...

(This time interrupted by Sakhiel)

37. **Sakhiel:** Mars is gemaak van stof.

(00:23 - 02:12 students talk over each other)

38. **Chris:** Guys! ôs maak geraas. Amal kannie gelyk praatie is mossie 'n choir practissie. Ok, soe gan ôs eeste by Mars begint? SSSHhhht (making sure everyone in the group is listening).

39. **John:** Okay, hulle vra hie... (trying to focus) hoeveel kilometers is Mars.

40. **Pam:** Hoog, bedoel djy, hoeveel kilometers hoog is Mars? 28 Kilometres hoog.

41. **Sakhiel:** Nou skryf

42. **Chris:** Wa moet ek nou skrywe? Hie nuh ?

43. **Pam:** Ja.

44. **Chris:** Naai man lat John die skryf wêk doen. Ek skryf lelik.

45. **John:** Okay kom lat ek skryf. Hoeveel ringe het Mars?

46. **Chris:** Ek wietie ees of Mars ringe het nie. Daas net percentage.

47. **Pam:** Dit hettie ringe nie.

48. **Chris:** Hoeveel manne het Mars?

49. **Sakhiel:** huh? Mane? (very confuse)

50. **Chris:** Niecee nie man ne nie, maane

51. **John:** Dji het gesê mane.

52. **Sakhiel:** Mars hettie mane nie. (laughing)

53. **Pam:** Mars het nie maan nie. Wat skrywe djy hie?

54. **John:** Mars hettie mane nie.(laughing)

55. **May:** Dit sê, maan nie. Nie maanne nie.

56. **Pam:** Skryf dit hier (using her index finger to guide John)

57. **May:** Mars het twee maanne. Wanne jy dit sê dan moet sy dit hie in se nuh?

58. **John:** If you don't know how to say something in Afrikaans you can just say it in English because I have no idea what you just said now. Djy praat agterste voo.
59. **Pam:** Dankie May. [*Now looking directly to John, next to her*] Wat is djy? Saturn? Ha ah djy kannie net skryfie you must read and then you must write. Wat is dit van gemaak? Wat is djy Saturn? Oh, my word skrik wakke my broe!. Is djy Saturn?
60. **John:** Jare Pam, djy gie mannie ees kaans om te dinkie. Ja...ja... ja...gotala, ek is Saturn. Jare my broe djy's nerve recking. Ek wiet dat djy moet mos nou sê van wat djy gemaak van is. But you don't even let me translate it in my kop first.
61. **May:** Wat wil djy translate? Djy is gemaak van (**What do you want to translate? You are made out of...**)
62. **John:** GAS, MAY. EK... IS... GEMAAK... VAN... GAS. [*Speaking a little louder and slower than usual*] JULLE STRESS MY YT! [*everyone including May laughs*]
63. **Chris:** My tong knoep vas.

End

-
64. **Pam:** Waa pas dit nou in Chris?
65. **May:** man ne...(laughing) my tong knoep vas...hahaha
66. **Sakhiel:** Okay next eene. Wat staan hie? (using his index finger to indicate)
67. **John:** Dais die temperature. Sakhiel, wat staan hie?
68. **Sakhiel:** Surface... Die? (pointing to the text)
69. **John:** Ja.
70. **Sakhiel:**...Dai mean die temperature.
71. **Pam:** Average surface temperature
72. **Sakhiel:** This is the...dies die temperature nuh
73. **Chris:** 65 degrees Celsius
74. **John:** vyf en sestig degrees
75. **May:** Celsius
76. **John:** Julle, I cant write nice. Ek kannie mooi skryf nie nuh. Don't mind me.
77. **Pam:** Okay, dan vra hulle die distance van die son af. Soe dit is hoeveel?
78. **Chris:** ses honderd sewe en tatig
79. **Sakhiel:** Daais n maand en n halwe dag
80. **Pam:** Nee dai issie rie anwoortie. Mars is...hie (pointing to the text) ôs is hie... 228 miljoen.
81. **John:** ... 228 miljoen (sounds it out while his writing it down in the column).

82. **Pam:** Dai issie anwoord
83. **May:** Ek maak ma net vesieke. Dit is...sêrit gou wee.
84. **Pam:** Mars is 228 miljoen km van die son
85. **May:** Okay, nou skryf dji dit in die blokkie
86. **John:** Okay, laaste anwoord. Die lengte van die jaar. Mars het 'n diameter van 228 wyd en 'n ...okay dies die anwoord. Sê gou die anwood vi my, net van hie tot da (**pointing to with his index finger**)
87. **Chris:** Ek wietie warit issie.
88. **John:** Okay nou skip. Van...
(Interrupted by Chris)
89. **May:** 2792 km weg...
90. **Sakhiel:** Wyt...
91. **May:** En...ek kennie daai woortie.
92. **Sakhiel:** average temperature van 56 Celsius
93. **Chris:** Nou gan dji die skryf assie anwoord. Sê gou wee wats die anwoord. Sê net die nomme.
94. **Sakhiel:** 56
95. **May:** Pam is jou turn.
96. **Pam:** Dankie May. (**speaking to John, next to her**) Wat is dji? Saturn? Ha ah dji kannie net skryfie you must read and then you must write. Wat is dit van gemaak? Wat is dji Saturn? Oh my word skrik wakke my broe. Is dji Saturn?
97. **John:** Jare Pam, dji gie mannie ees kaans om te dinkie. Ja...ja... ja...gotala, ek is Saturn. Jare my broe dji's nerve recking. Ek wiet dat dji moet mos nou sê van wat dji gemaak van is.
98. **May:** Dji is gemaak van
99. **John:** GAS, MAY. EK... IS... GEMAAK... VAN... GAS. (**speaking a little louder and slower than usual**)
- (everyone including May laughs)
100. **May:** Yes, but you mos Saturn. So dji is gemaak van gas.
101. **Sakhiel:** Hydrogen en helium, to be exact.
102. **Pam:** Wat is Saturn gemaak van Chris?
103. **Chris:** Hydrogen en helium
104. **May:** Yor, you have a pratige handwriting. (speaking to John)
105. **John:** Okay. Amahad lies gou die man, ek kannierit liesie (pointing to the text)

106. **Sakhiel:** Diameter
107. **John:** Soe hoeveel km is Saturn? Kyk gou da oppie blaai.
108. **Sakhiel:** Twaalf ...uuuhhmmm
109. **Pam:** Just say it in English. (shouting now) Ma' am can you say the numbers in English?
110. **Teacher:** Ja, djy kan.
111. **May:** So Saturn is twelve-thousand five hundred and thirty-six kilometers
112. **Chris:** Ha ah, it's a hundred and twenty thousand...(pausing to say) okay John, nou moet djy dai skrywe... daa (using her index finger to point to where he must write the answer in)
113. **Chris:** Dus, one hundred and twenty thousand five hundred and thirty-six kilometres.
114. **Sakhiel:** Sê dit gou in Afrikaans in.
115. **Chris:** Ha ah dais te hat. (learners giggling) 116. **John:** (attempts to say it) Een duisend twee honet ... 117. **May:** Ha ah.
118. **Pam:** 'n honderd en twintig duisend vyf honderd en sesen dertig.
(no one replies to Pam's respond and the conversation moves on) 119.
Chris: Okay hoeveel ringe het dit?
120. **Sakhiel:** Sewe.
121. **Pam:** En hoeveel mane het dit?

Knock on the door; teacher tend to the learner .

85-99 Learners speak over each other off topic and couldn't get a clear transcript of what was said.

Teacher: sorry about that.

Pam: Waa was os? O ja. Hoeveel mane het Saturn? **100.**

Sakhiel: Twiee en sestag maane (repeating it in Kaaps)

101.John: Die average surface temperature?

102. Sakhiel: 140 degrees Celsius

100. John: distance van die son af?

101.Pam: John, wiet djy die blaai moet om gan na amal toe?

102.John: 1434 km

103. Sakhiel: Die lente van die jaar?

104. May: Die lengte van die jaar is een duisend...one thousand four hundred thirty four

...

105. Chris: Miljoen kilometers weg van die son

(This interaction between the learners in this group continued for 15 minutes until all 5 planets were completed. The learners then split up and returned after a 30-minute break to make final preparations for their oral presentations)

Continue...

106. Sakhiel: Wil djy eeste gan of moet eke? Of wil djy?

107. John: I don't know.

. Pam: Ek sal eeste gan, dan wiet ek - ek is one-time klaa

End.....

Annexure H: Group B, Oral presentation: Participants: Lula, Jack, Aron and Mia (Extract 5.2) Group B

1. Lula: I'm so on my nerves.
2. Jack: You mos doing Venus nuh?
3. Lula: Ja, and you doing Earth, right?
4. Jack: Ja. Aron watter planet doen dji?
5. Aron: Mia and I are sharing Neptune.
6. Jack: Oh yes, ja.
7. Aron: Nou wie gaan eeste?
8. Mia: Lets go first seeing that we are sharing Neptune.
9. Aron: Ok, nou watter taal moenie praat. Soes ôs nou praat or must we speak Afrikaans.
10. Lula: Os praat soes os met mekaar praat. Soe gaan praat in osse oral presentation.
11. Teacher: Ok, lat os begin. Wie gaan Eerste.

(Aron and Mia steps forward and prepare to start.)

12. Teacher: Julle kan begin soedra julle reg is.
13. Mia: Goeie more amal. Os gaan vandag van Neptune praat. Yor, it feels funny speaking like this. Ok ok...Ek en Aron is Neptune. Nee like os gaan Neptune represent.
14. Aron: Awe, (lifting his hands in the air)
15. Learners: Awe. (class laughed and cheered and was eagerly drawn to the two of them) 16. Aron: Neptune is 'n kwai planet. Kom sit 'n bietjie nade bly still and let us blow your mind.
17. Mia: Soe Neptune het 'n kwai colour, dit is soe blou-groen, en is netsoes Uranus vannie is gemaak van gevrieste Hydrogen, Helium and Methane.
18. Aron: Ja, if you look into our eyes dan sien julle paradise.

(laughter from the class)

19. Mia: Neptune is baie sterk. Kyk hier na Neptune se mossels (putting her hand slightly on Aron triceps who is gladly showing it off. (the learners cheer with laughter)
20. Aron: (raising a hand in the air) Dus hoekom ossie sterkste en die wonderigste planet is. Os blaas julle amal weg (now blowing directly towards his group who participate automatically and make as if they are about to fall)
21. Mia: Even though os net een maad het os 6 donke ringe. Os is ver weg vannie son af. Vier honded...niee wag gou..vie
22. Aron: Mia, dji mean viedysent vrehondet vyf en nientag mijoen kilometers weg vannie Son af. But tjek this, os het 'n orbit van 'n honet vyf en sestag aare se jare.
23. Mia: And the most interesting part is... dit het net once georbit since dit gediscovers gewiesit in eighteen fourty six. ôs is oek ... (whispering) yor... Aron can you say this number? I can only say it right in English.
24. Aron:(leaning towards Mia) niege en veetag vyfhoned en ag en twintag kilometre wyt en osse average temperature is (now looking at Mia
25. Mia: Minus twee honet degrees Celsius.
26. Aron and Mia: Baie dankie dat julle na os gelyste het.

(children clapping hands)

27. Teacher: Baie mooi, dankie. Wie is next?
28. Lula: Go Jack.

29. Jack: No, I cant speak like that? I mean ek kan, but nie voo amal nie. Dit klink soe gammerag.
30. Lula: (motivating Jack) Just go and be yourself. Djy kannit doen.
31. Jack: (Slowly moving to the front) Hi, ok ek gan van Earth prat. Yor mam, it don't sound right. Dit klinkie reg om soe te praatie. Ek moenog praktis.
32. Teacher: Ok Lula, wil djy gou soelank jou planeet doen.
33. Lula: Ek wiloek nog praktis, its strange to give an oral presentation in Kaaps. I mean I do speak Kaaps at home and with my friends, but dit voel net strange om soe voo mam te praat en 'n presentation in Kaaps te gie. Ek moet soe beittjie moet skep ees.
34. Teacher: Lyk my niemand wil nou next gannie. Ok os los dit ma dan vi 'n volgende kee.
35. Lula: Ja mam, os moet practise.
36. Jack: Os gan soema nou beginne practise, of hoe?
37. Lula: Ja, asseblief, dan kan os lekke prepare is wanne ôs moet opgaan.

end

Annexure I: Oral Presentations, Group A and B: Participants: Pam, Chris, John, Sakhiel, Lula, Jack, Aron and Mia

1. Teacher: Julle gaan nou een groot groep form en praat oo wat julle geexperience het oo die laaste paa weke innie klas. Waa dit kan geimprove raak miskien en basically wat julle gedink het van die lesse wat in Kaaps getranslate is en watte impact dit gemaakit op julle. Ek wil he julle moet die banke in ‘n kring sit en ‘n klein stoeltjie inne middle sit waaop die recording device gaan staan. Remember I want feedback, so edit is belangrik dat julle honest is met my soedat dit kan verbeter word.
2. Aron: Kan os mengels praat? (Can we speak Mengels?)
3. Teacher: Ja. Ok wat was die negative and positive things vannie project?(Yes. Ok what was the negative and positive things of this project?)
(learners looking at each other and waiting for someone to break the ice) 4.
- Lula: Dit was challenging, want eke het nog nooit Kaaps in writing gesiennie.
5. John: Ja, dit het my dom lat voel, because at first I couldn’t read it.
6. Aron: Innie begint was ek beitsjie sceptical, but I found my feet in my roots.
(learners laughin)

Teacher asked Aron “Wat bedoel djy by “ I found my feet in my roots”?”

7. Aron: Uuhhhh hoe kannek nou eksplain, it’s almost like I feel free, like myself when Mia and I did that oral presentation. Ek het like at home gevoel, free in my roots. Like jinne it’s difficult to put it in words.
8. Pam: I know what you mean, like you speaking Kaaps made you feel free.
9. Aron: Ja, iets soes dai. But is nettie liesery wat my bietsjie ytgooi.
10. Sakhiel: Ja ek dink dai wassie challenge gewies, but to be honest mam, die introduction was baie lang en boring, respectfully said.
(more that three students agreed with Sakhiel by saying yes and shaking their head up and down)
11. May: Ekkit baie vannie bouery vannie solar system gehou? Dai was lekke vir my.
(Everyone agrees with May)
12. Chris: Ek hettie vannie oral gehou nie, wan Aron and Mia hettie bar te hoeg gesit. To be honest, ek en ek dink os amal het intimidated gevoel. (giggling)
13. Lula: Ja, dais hoekom ekkerit die next time gedoenit (giggling)
Teacher asked if “Anything that really stood out for you, like inne positive way?”
14. Aron: Ek was ees skaam om voo mam soe te prat, ma toe ek hoo hoe mam prat, yor toe voelit like os issie selfde. Like from the same language family, ek wietie of dai sens maakie?
15. Mia: ur nuh, but mam always mix languages when mam teach us in the class, that’s why this style of teaching is familiar. Is net difficult om by Kaaps te hou. Ek mean om like een sentence in Kaaps te sê. Like toe ek en Aron gepresentit, toe kan ekkie die nomme in Kaaps sê nie. (smiling)
16. Pam: You know why it’s easier give an oral presentation in English than in Kaaps, because die was like die eeste kee like in ever to like present in Kaaps. I mean if you think about it, we in grade 6 and this is the first time presenting in our mother language.
(a silence fills the room)
17. Lula: Is Kaaps dannie belangrik soes allie anne talle nie.

18. Sakhiel: Ôs wodtie gesienie. Os wat hie bly wodtie gesienie.
19. Aron: But die issie begint van something kwai, mam. Mam moet nog lesse soes die doen.
20. May: Ja, mam moet, but os moet net innet kan skryf. Hulle kan Afrikaans replace, niemand how vannitie.
(everyone agrees with a cheer and laughter)
Teacher reponds to May and say “The idea is not to replace anything, but to add. This way we can speak more than just one language. Making us multilingual.”
21. Jack: Multilingual? Wat betiekin dai.
22. Lula: Ek dinkit betieken dat os fluent kan is in meer as een taal, nuh mam.
23. Mia: Meer tyd, di tyd was te short. Wan ‘n mens het net lekke begint dan issie time over en os moet nog alles geprocessit. Like die writing in Kaaps especially.
24. John: Sommige van os issie patient met mekaa nie, like Pam yor djy het my kwaad gemaak dai dag, [*Looks at Pam and smiles*] djy gie my nie kaans om te dinkkie.
25. May: Die introduction moet korter is, dit was te lank.
26. Chris: Miskien beter equipment ommie solar system mie te maak.
27. Aron: Dat dit like a once-off project is en dat os ma back to normal wee moet gan.
28. Pam: Ek kan an niks annes dinkie (I cant think of anything else).
29. Sakhiel: Wiet Mam nuh, ek wietie of die nou ‘n negative issie, but soes ek geserrit vieffen, ek voel nogal biedjie upset. (learners giggling). Nai julle lag, rerag ek voel upset dat ekkie my eie taal kan liesie. Ek voel upset dat ek hie in grade 6 eers kom kry dat alle jare dat die woord “dji” wat ek soe baie gebrykit in my Afrikaanse opstelle wat met ‘n rooi pen altyd geonderstreep was, indicating a spelling error, was actually reg in my mother language. Mam, en julle kan ma lag (referring to the rest of the learners in the group) ek voel see omdat ekkie ...(getting emotional) ek voelie belangrikkie. Ek voel dat os wat Kaaps praat issie belangrikkie virrie wereldtie van hoekom het ossie Kaaps as ‘n subjectie. We don’t even have a dictionary we don’t even form part of the national languages. Yet, the majority of us in the Cape Flats schools praat Kaaps.

end