

Translanguaging as a Panacea for the Inclusion of Learners in South Africa's Classroom Space : A Systematic Review

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Abstract

Aims: This review establishes a critical overview of the practice of language use and models in the classroom space that, in the long term, can have an impact upon children's experiences of belonging and inclusion in the classroom, the wider school and society. This can then help the author to draw attention to the importance of using the translanguaging framework for the implementation of inclusive pedagogy. The author then tried to explore further in this review by drawing on translanguaging as a promising approach and a way of reimagining the inclusion of learners in the South African education context. The author hopes that his analytical framework, which is informed by key concepts in translanguaging, enables him to unravel a new and better approach for the inclusion of emergent multilinguals in South Africa.

Approach: The approach is argumentative.

Data and Analysis: The author draws on a wide range of previously published work to support his argument and conclusions.

Conclusion: The author concludes that translanguaging Theory is a better framework that education practitioners can use to enact inclusive pedagogy.

Originality: This article makes original contribution to language ideology and inclusive pedagogy, and the relationship between translanguaging and inclusive pedagogy.

Significance: This article makes an important critical contribution to the literature on inclusive education and translanguaging theory by drawing attention on significant limitations of translanguaging as a framework for the enactment of inclusive pedagogical practice and the need to utilize it as a powerful tool for the practice of inclusive pedagogy.

Keywords

Additive bilingualism, Inclusion, Inclusive pedagogy, Translanguaging.