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A Conceptual Framework for Inclusive Pedagogy in South African Multilingual Higher Education Classrooms

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A Conceptual Framework for Inclusive Pedagogy in South African Multilingual Higher Education Classrooms

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Abstract

In addition to the linguistic diversity of South African nationals, the growing number of international students from other countries, especially from Africa, has made language-related issues in South African university classrooms more complex. The teaching-learning process is very challenging with linguistically heterogeneous learners with different symbols and meanings that influence the way they learn and could be a source of exclusion and a barrier to effective learning outcomes. Hence, this paper aims to shed light on strategies and practices contributing to engendering inclusive pedagogy in diverse classroom settings, especially in multilingual university classrooms. To address this, this literature review used secondary sources collected through an in-depth review of academic journals, books, and doctoral dissertations using Google Scholar. The textual analysis showed that enablers of inclusive pedagogy in South African multilingual higher education classrooms include translanguaging, continuous lecturer professional development on inclusivity, use of audio-visuals, continuous evaluation of lecturers and inclusive policies, providing learners with requisite skills, lecturers' knowledge of learners' diversity, and lecturer's self-awareness and preparedness to deal with linguistically diverse learners. This resulted in a potential conceptual framework for inclusive pedagogy in multilingual South African higher education undergraduate university classrooms. The results have implications for language policy, practice, and research.

Keywords: conceptual framework, review of literature, inclusive pedagogy, multilingualism, higher education

Introduction and problem statement

The manifestation of various sources of educational inequity associated with political, economic, social, linguistic, and institutional factors are generic but also vary across and within countries. Thus, efforts to engender inclusion and inclusivity in education systems should be based on analyzing contexts (Ainscow, 2020). For example, the attitudes and practices of South Africa's contemporary higher education institutions about the inclusion of students with indigenous languages other than English have been subjected to some questioning (Haringsma, 2022). This issue could be traced back to the apartheid era and democratic dispensation. As further observed by Buchs and Maradan (2021), similar to the era of colonial rule, the alienation of indigenous South African languages is a common feature in apartheid and post-apartheid eras that manifest in various forms in different settings, including university classrooms. According to Goduka (1998), due to apartheid government language policies aimed at promoting English and Afrikaans as the only means of communication, major indigenous languages have been undervalued and underdeveloped. Consequently, students of indigenous language backgrounds have been assimilated with the perception that their indigenous languages and other aspects of their culture

and knowledge systems are inferior to other languages, particularly English and Afrikaans, as well as other aspects of the cultures of their European counterparts (Haringsma, 2022). Language is like life that cannot be controlled through different regulations and mechanisms to maintain power and impose order (Shohamy, 2006) because those that feel excluded and not valued will always fight back, and thus the teaching-learning process will not be effective.

The mixing of different linguistic groups, loosely characterized by individuals with differences in historical backgrounds, race, and ethnicity, defines multilingual institutions (Wyatt-Nichol & Antwi-Boasiako, 2012). However, historical trajectories paint a different image and reality in South Africa; thus, making the situation more worrisome. As Makalela (2014) echoed, the compartmentalization of indigenous languages breeds linguistic isolation and platforms for exclusion in the immediate and broader context. According to Motlhaka (2022), colonial monolingualism still plays an important role in African students' epistemological and pedagogical access to academia concerning learning content subjects. A university classroom where English, Afrikaans, or indigenous African speakers can learn in their mother tongue does not constitute inclusiveness for non-speakers. According to Haringsma (2022), removing Afrikaans or English as the first official language of instruction in South African universities does not guarantee inclusion because attempting to replace one language with another naturally creates a new form of exclusion. Makalela (2016) asserts that there is an ever-growing need to appreciate the voices of African students and lecturers in transforming classrooms and advancing inclusive teaching and learning in multilingual higher education institutions. For instance, the #FeesMustFall student protests showed language-related issues and realities in South African higher education institutions. During these protests, students' demands included the rallying call for higher education institutions to reflect South Africa's multilingual settings (Nkoala, 2020). Nkoala (2020) claims that the #FeesMustFall student protests played a significant role in debunking myths about multilingualism, as students called for a multilingual higher education system and a decolonized one, where different ways of knowing and being were recognized and acknowledged in the academy.

However, universities have been found wanting in practices that promote inclusive pedagogy and ensure inclusivity for all students (Khoele & Daya, 2014; Moloto et al., 2014; Teise & Alexander, 2017). It has been argued that inclusion in the form of fixation through access for all students from different language backgrounds is not synonymous with inclusivity. It is not sufficient to naturally address language-related exclusion or inequalities in classrooms and related issues, and this does not instantaneously guarantee the competitive advantage commonly experienced by multilingual classrooms associated with inclusive pedagogical practices that have transited such classrooms beyond mere inclusion (addition of learners of indigenous African language backgrounds) to inclusivity (Randel et al., 2018; Winters, 2014). Inclusivity in this study, as adapted, represents the simultaneous feeling of belongingness and uniqueness. It is the extent to which linguistically diverse members see themselves as esteemed members of the classroom through experiences that meet all their needs of acceptance (belongingness) and uniqueness through feelings that they are acknowledged as linguistically diverse individuals and their unique voices are heard and valued (Ayehsabu, 2020; Ferdman, 2017).

Educators are, therefore, challenged to open channels of success for all learners by providing them with what they need to succeed (Goduka, 1988). The costs associated with multilingual classroom culture characterized by exclusion, tensions, and fear include dealing with avoidable conflicts, a weak sense of innovation and resourcefulness, strained relationships among stakeholders, students absenteeism and dropout, and staff attrition and turnovers (Compton & Meier, 2016; Eyben et al., 2001; Ollapally & Bhatnagar, 2009). Conversely, inclusive pedagogy and inclusivity usher positive ramifications such as social cohesion, reduced conflict, psychological safety, high staff and learner retention, a better quality of education and performance of members, especially learners, improved creativity, a desire to go the extra mile by learners, and the holistic growth and development of diverse members of the system (Moloto et al., 2014; Teise & Alexander, 2017).

Aim of the study

The aim of this literature review paper is to examine pedagogical practices that create a climate of inclusivity in multilingual South African university classrooms, irrespective of the language prescribed as the official language of instruction. Therefore, the paper's main aim is to explore existing local and international literature and situate fitting practices for inclusive pedagogy that will promote inclusivity in the school climate in South African multilingual higher education classrooms. This paper contributes to unpacking and highlighting literature on language inclusion in classrooms and related issues and specifically provides processes that engender inclusive pedagogy and inclusivity in multilingual classrooms. The corresponding benefits of fostering social cohesion, realizing individual and collective academic aspirations, and other benefits associated with inclusive pedagogy also added credence to the study. Aligned with this, paper seeks to answer one research question: What strategies and practices contribute to engendering inclusive pedagogy in diverse classroom settings, especially in multilingual higher education university classrooms? To answer this question, the current paper implicitly contributes to theories and practices that foster multilingualism, diversity, equity, and inclusive pedagogy in higher education classrooms. In realizing these objectives, I addressed the research question about the inclusive pedagogical practices that ensure inclusivity in South African multilingual university classrooms.

Conceptual Framework: Symbolic Interactionism and Language Inclusion

The symbolic interactionism theory helps to explain how the ethnic and linguistic lenses of individuals are critical in interpreting events, situations, inclusivity, and subsequent emotions or reactions associated with such feelings during interlingual encounters (Carter & Fuller, 2015; Cole, 2019; Crossman, 2016). Symbolic interactionism builds on the assumption that facts are led by symbols and their meanings, which differ from one individual to another. It locates meaning-making, language, and thinking as the key features of the symbolic interaction perspective. According to the exponents of this theory, meaning-making is central to human behavior. Diverse individuals give different meanings to symbols and express them using language. Bala and Daniel (2013) and Vaccaro et al. (2011) claim that people's way of thinking also transforms their interpretations concerning symbols or actions. Therefore, pedagogical practices in multilingual classrooms are facets, objects, or symbols through which students use their various linguistic lenses to attribute their inclusion or exclusion in such classrooms and could trigger different

responses or reactions from them as observed and experienced in multilingual higher education settings in South Africa.

Methods

To address the research question (What strategies or practices contribute to engendering inclusive pedagogy in diverse classroom settings, especially in multilingual higher education university classrooms?), the literature review used secondary sources collected through an in-depth review of academic articles, books, and doctoral dissertations using Google Scholar, as such, this qualitative interpretive paper relied on collecting secondary data through an in-depth literature review of credible sources (Creswell, 2014). According to Scotland (2012), the interpretive methodology is concerned with investigating a small number of cases in detail using an explicit interpretation of meanings and functions of human actions, which take the form of verbal descriptions and explanations. Therefore, a sample presented in interpretive research does not necessarily represent the large population; rather, it is selected to provide rich information about the phenomenon under investigation. I originally employed search terms such as multilingualism, diversity, teacher training for diversity, and inclusivity in higher education. From this, I located numerous publications, both nationally (in South Africa) and internationally. Most of the results were articles criticizing traditional teaching methods and not clearly indictating how to improve them. However, I required more regarding how lecturers are trained to experiment with new ways of effectively teaching in multilingual classrooms, without necessarily excluding students because of their linguistic backgrounds. I also sought to research how students of diverse backgrounds are made to value their first or home languages while learning an additional language. I therefore adjusted the terms until a useful set of data emerged, 20 sources (3 books, 16 articles, 1 dissertation)

Relational content analysis was employed as an analytical method. The use of relational analysis in this paper was motivated by Bell et al.'s (2019) premise that relational analysis delves into the interactions between concepts that become apparent from the examined text, tolerates more elucidation, and allows for interpretation to be made of inclusive significance. Through this analytical process, the researcher was central to the text's meaning-making process (Bell et al., 2019).

Vojislav et al. (2011) define a framework as a skeleton of claims consisting of a whole developed code of a system's straightforward (uncomplicated) functions, which can be modified for tangible application or conformity to the needs of a specific application. Scholars (Maxwell, 2013; Ravitch & Riggan, 2012; Ocholla & Le Roux, 2011) have divergent views of the use of conceptual and theoretical frameworks. Some see these frameworks as the same; others see them as distinct frameworks, while some perceive a theoretical framework as an aspect of the conceptual framework. Ngulube et al. (2015) argued that using the conceptual or theoretical framework varies from one researcher to another (Lester, 2005; Ngulube et al., 2015) claim that though research traditions could be different, both frameworks may be used as an interpretive framework or lens (analytical tools) to theoretically and conceptually explain and understand the phenomenon being investigated in social science research, both rely on previous research and are essential elements in the research enterprise. However, the conceptual framework was preferred as the best for this qualitative research because, according to Lester (2005), it is concerned with explanations, relies

on different theories and various knowledge areas of the expert, and the relevance and importance of the researcher's argument to address the research problem. The conceptual framework for this paper is derived from concepts or constructs, which are labels that emerged from reviewed literature that were assigned to elements that constitute and help in understanding inclusive pedagogical practices in multilingual higher education classrooms. The framework that emerged shows the relationship between concepts and their effects on inclusive pedagogy (Bryman, 2012; Jabareen, 2009). The final framework represents a node of interwoven concepts that collectively provide a complete idea of inclusive pedagogy in South African Multilingual higher education classrooms (Jabareen, 2009). This framework diagrammatically explained concepts that emerged from analyzed literature and their relationship in enhancing inclusive pedagogical practices and linked ideas to research data (Vithal et al., 2013). Therefore, as Leshem & Trafford (2007) emphasized, the resultant conceptual framework contributes to portraying coherence between observed or reviewed and analyzed literature and conceptual conclusions.

Furthermore, bracketing and flexibility (Cohen, 2008) were observed by the researcher during the collection and analysis of literature related to promoting inclusivity through inclusive pedagogy in multilingual classrooms by purposefully setting away personal experiences or preconceived perceptions, and considering the perspectives of different authors throughout both processes (Creswell, 2014). Such an endeavor also contributes to strengthening the trustworthiness of this study.

Literature Reviewed

This section of the article summarizes what scholars envisaged as strategies or practices contributing to engendering inclusive pedagogy in diverse classroom settings, especially in multilingual higher education university classrooms.

Newman (2022), in a study investigating the complexity of lecturers' multilingual practices in a higher education context in Timor-Leste, South-East Asia, found that lecturers use varied linguistic and semiotic resources to transfer technical knowledge and expertise to their students. Research in multilingualism has also affirmed that translanguaging, besides being a multilingual and multimodal practice, offers pedagogical and interpersonal functions in multilingual classrooms (Garcia & Li, 2014; Tai & Wei, 2020, 2021a, 2021b, 2021c). Translanguaging has been examined, experienced, and postulated as an effective practice for engendering inclusive pedagogy in classrooms of students with different African indigenous linguistic backgrounds. Furthermore, Makalela (2014) describes translanguaging as a pedagogic strategy in multilingual settings that entails receiving input in one language while delivering output in another. Kemende Wunseh (2018) reiterates that through strategic classroom language planning that systematically combines two or more languages within the same learning activities, translanguaging seeks to assist multilingual speakers in making meaning, shaping experiences, and gaining deeper understandings and knowledge of the languages in use and even of the content that is being taught. Makalela (2014) states that creating a translanguaging classroom space that includes multiple discursive practices allows multilingual students to use their home language and develop useful learning experiences in classrooms. In addition, Li (2018) clarifies that translanguaging attempts to challenge the boundaries between named languages. Makalela (2016) argues that although translanguaging presents the space to understand the perspective or worldview of

speakers of other languages in their multitude and advance their pedagogy based on language practices, it, however, also has its challenges, especially concerning students broadening their standard varieties to include speech forms that are not traditionally associated with them.

Nkoala (2020) submitted that South African higher education students are exposed to certain strategies of inclusion, such as delivering lectures in different languages, use of audio-visual learning materials and reading in multiple languages, submission of assessment materials in multiple languages, provision of language training courses, assessments briefs and feedback presented in multiple languages. These strategies and more have been reviewed in a well-structured and coherent format. Multilingual education was therefore advocated for in the South African context. The challenge is still how the policy can be effectively implemented in diverse classrooms.

Creating an inclusive pedagogy in multilingual classrooms also requires preparatory efforts from lecturers long before the beginning of courses. Lecturers need to consider certain actions during the course planning that will help make students of diverse linguistic backgrounds feel safe, valued, and respected. Garibay (2015) highlighted issues that could be considered during preparations for an inclusive classroom for all learners. Chamorro & Paz (2017) also emphasized that in creating a positive language learning environment, the choice of teaching strategies is necessary since they enhance the learners' language performance in multilingual classrooms. Pereira et al. (2013) explained that while designing activities, it is important to encourage communication and consider learners' diverse linguistic experiences. This could begin with slowly building classroom flexibility.

It is important for educators to proactively learn about the classroom environment, especially students' prior education contexts because self-identification begins with a self-introspection of learners' identities and how their attitudes and experiences may affect pedagogy and learners' responses. For example, previous classroom multilingual encounter experiences could give valuable insights into how learners 'actions and attitudes as a lecturer impact learners with diverse linguistic backgrounds. This could be a step towards acknowledging the perspectives of learners as well as preparing yourself as a lecturer on how to respond to issues that arise in your classroom.

As a result of today's changing demographics in higher education, lecturers must embrace the reality of linguistic diversity in classrooms, which are often a mix of limited English proficient and English proficient students. Most often, lecturers are not trained with the requisite skills to tackle learners with diverse linguistic backgrounds. Therefore, there is a need to include professional training relevant to lecturers. Such training should include components with information on cultural sensitivity, multilingualism, and pedagogical strategies. Such strategies should increase awareness of ethnic and linguistic diversity and enhance learners' self-awareness, self-esteem, and identity by valuing linguistic differences and promoting egalitarianism (Teise & Alexander, 2017). To acquire the skills and competencies to teach linguistically diverse learners effectively, educators need to improve their ability to deal with limited English proficiency learners. The linguistic diversity base provides lecturers with competencies and classroom techniques that contribute to establishing a connection with learners from linguistically diverse backgrounds, enables lecturers to be compassionate and understanding of the needs of diverse learners as well as ensures lecturers are trained with the requisite skills to assist and appreciate the strengths that limited

English proficiency students bring to the classroom (Buchs & Maradan, 2021; Parla, 1994; Teise & Alexander, 2017).

Continuously learning and being informed about the ethnic and linguistic background of students is essential in gaining awareness of their needs and problematic assumptions. For example, asking learners in a language classroom to share how phrases are said in their languages could be more inclusive, leading to a better understanding of the diverse experiences that learners bring into the classroom. In addition, increased knowledge and understanding help lecturers reference different linguistic reference points so that learners in multilingual classrooms can feel included and appreciated (Garibay, 2015). Accommodation focuses on academically accommodating learners with indigenous African languages or from other linguistic backgrounds that are not the first language of instruction used in the university. Using various ways as educators to signal self-confidence in the potential of each student is another inclusive practice (Sanger, 2020).

Potvin (2014) and Berry & Sam (2013) claim that acquiring the much-needed skills and competencies also requires intercultural education, which additionally underlines the importance of equity in line with inclusive education, thus emphasizing the essence of equality of outcomes and success. Buchs & Maradan (2021) also state that providing access to educational resources to all students could be encouraged through integrative and cooperative activities and other teaching techniques and formats such as integrating verbal, visual, and textual representations; mixing-up learning activities and modes of expression; and encouraging peer-to-peer learning that brings unity and promotes a participative classroom environment in customary didactics, with special consideration to status treatment. Thus, each student's contribution is crucial in achieving the common goal of the classroom, which is inclusive quality learning for all. According to Buchs & Maradan (2021), the rationale is that no student or lecturer is an expert in all languages. However, individuals have skills in their language as important factors in strengthening inclusion which makes it feasible to foreground the value of students' skills in their heritage language. Cooperative activities as an interactive learning strategy that engender inclusion in multilingual classrooms entail social integration of all students in class activities, teamwork, or activities that help students that are not confident enough to participate in activities and support the progress of their language skills. This may also be in the form of structured teamwork that involves alternating so that each student gets a chance to be part of the teaching and learning process (Gillies, 2015; Kagan, 2013). Openness to other learners and diversity as strategies to promote cooperative teaching and learning (Sharan, 2017). Furthermore, openness to linguistic diversity in classrooms through blending heritage language activities allows students to experience cross-cultural communication and gain multilingual communication capabilities (Ferguson-Patrick & Jolliffe, 2018).

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Table 1 summarizes the above literature review.

Table 1: Literature review

Authors (in-text citations)	Enablers of inclusive pedagogy in multilingual and multicultural classrooms
(Garcia & Li, 2014; Kemende Wunseh, 2018; Li, 2018; Makalela, 2014; Tai & Wei, 2020, 2021a, 2021b, 2021c).	**Translanguaging:** Translanguaging, apart from being a multilingual and multimodal practice, can also offer pedagogical and interpersonal functions in multilingual classrooms. Translanguaging seeks to assist multilingual speakers in making meaning, shaping experiences, and gaining deeper understandings and knowledge of the languages in use and even the content being taught.
(Ferguson-Patrick & Jolliffe, 2018; Sharan, 2017).	**Lecturers' knowledge of learners' diversity:** Openness to linguistic diversity in classrooms through blending activities based on heritage languages enables students to gain multilingual and cross-cultural communication capabilities. Openness to other learners and diversity as strategies to promote cooperative teaching-learning.
(Buchs & Maradan, 2021; Chamorro & Paz, 2017; Gillies, 2015; Kagan, 2013).	**Continuous evaluation of lecturers and inclusive policies:** Cooperative activities as an interactive learning strategy that engender inclusion in multilingual classrooms entail social integration of all students in class activities, teamwork, or activities that help students who are not confident enough to participate in activities and support the development of their language skills. It may also be in the form of structured teamwork that involves turn-taking so that each student has an opportunity to be involved in the teaching–learning process. Asking learners in a language classroom to share how phrases are said in their languages could be more inclusive and lead to a better understanding of the diverse experiences that learners bring into the classroom. In addition, increased knowledge and understanding help lecturers reference different linguistic reference points so that learners in multilingual classrooms can feel included and appreciated. No student or lecturer is an expert in all languages.
(Garibay, 2015; Sanger, 2020).	**Lecturers' self-awareness & preparedness to deal with linguistically diverse learners:** Creating an inclusive pedagogy in multilingual classrooms also requires preparatory efforts from lecturers long before the beginning of courses. Lecturers need to consider certain actions during the course planning that will help make students of diverse linguistic backgrounds feel safe, valued, and respected. Accommodation focuses on academically accommodating learners with indigenous African languages or from other linguistic backgrounds that are not the first language of instruction used in the university. Using various ways as educators to signal self-

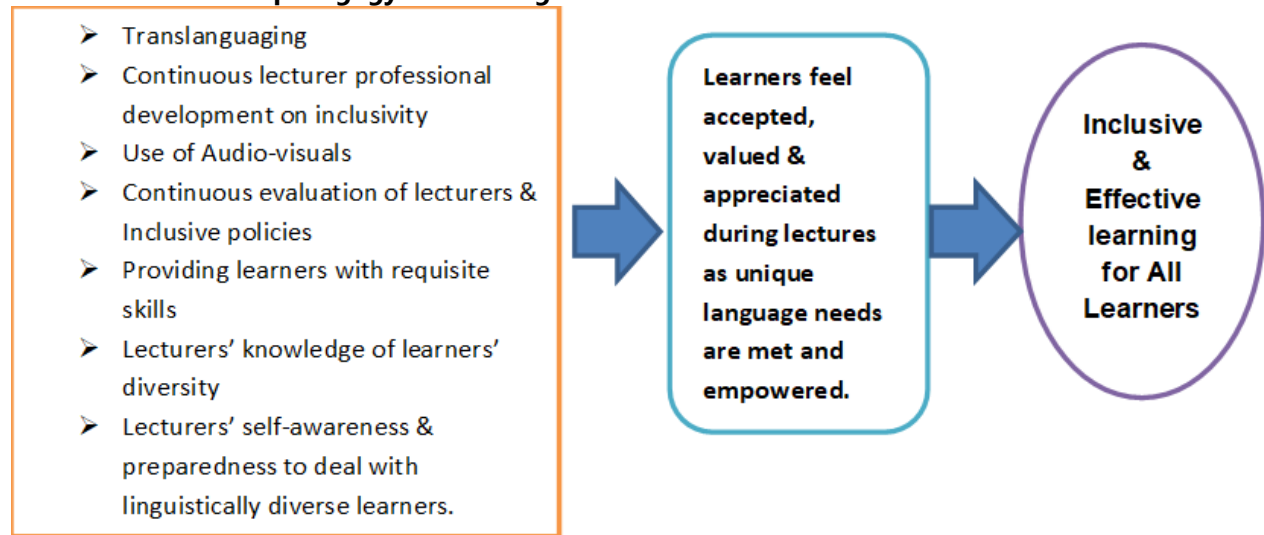|	confidence in the potential of each student is another inclusive practice.
(Buchs & Maradan, 2021; Teise & Alexander, 2017).	**Providing learners with requisite skills:** To acquire the skills and competencies to teach linguistically diverse learners effectively, educators need to improve their ability to deal with limited English proficiency learners. The Linguistic diversity base ensures that lecturers are trained with the requisite skills to assist and appreciate the strengths that limited English proficiency students bring to the classroom.
(Newman, 2022; Nkoala, 2020).	**Use of Audio-visuals:** South African higher education students are exposed to certain strategies of inclusion, such as delivering lectures in different languages, use of audio-visual learning materials and reading in multiple languages, submission of assessment materials in multiple languages, provision of language training courses, assessments briefs, and feedback presented in multiple languages. A study investigating the complexity of tertiary lecturers' multilingual practices in a higher education context in Timor-Leste, South-East Asia, found that lecturers use varied linguistic and semiotic resources to transfer technical knowledge and expertise to their students.
(Teise & Alexander, 2017).	**Continuous lecturer professional development on inclusivity:** Most often, lecturers are not trained with the requisite skills to tackle learners with diverse linguistic backgrounds. Therefore, there is a need to include professional training relevant to this need for lecturers. Such training should include components with information on cultural sensitivity, multilingualism, and pedagogical strategies. Such strategies should increase awareness of ethnic and linguistic diversity and enhance learners' self-awareness, self-esteem, and identity, valuing linguistic differences and promoting egalitarianism.

Results

The core features of a fitting framework of inclusive pedagogical attitudes and practices that could ensure inclusion for multilingual South African higher education classrooms that emerged from the literature review have been tacitly presented or outlined in this section. Accordingly, practices such as translanguaging, continuous professional development of lecturers with appropriate training, and acquisition of requisite skills and competencies for intercultural and multilingual communication competencies and other related pedagogical skills for inclusion in the classroom were observed (Wei, 2011). The use of audio-visual teaching materials, continuous evaluation, and re-evaluation of higher education inclusive policies and practices aimed at ensuring effectiveness in training was also noticed as critical elements of practices that foster inclusive practices in multilingual classrooms. Providing learners with the requisite skills of accepting and valuing linguistic diversity and providing opportunities for integrated and cooperative classroom activities for students were also identified as essential elements of a framework for inclusive pedagogy in multilingual classrooms. The lecturer's knowledge of the diversity and uniqueness of learners, their

self-awareness, and their level of preparedness (know your power) before the beginning of every course also emerged as essential components. Representing diversity in syllabi and course content, practicing inclusive assessment techniques; proactively learning about the classroom environment, especially students' prior educational contexts; using different ways as educators to signal one's confidence in the potential of each student are other inclusive pedagogical practices that emerged (Mays, 2019).

Figure 1 presents a framework for the kind of pedagogy that guarantees inclusivity and considers students as unique individuals with distinct linguistic orientations, irrespective of their backgrounds.

Fig 1: Conceptual framework for inclusive pedagogy in multilingual higher education classrooms

Enablers of inclusive pedagogy in multilingual

Enablers box:
- Translanguaging
- Continuous lecturer professional development on inclusivity
- Use of Audio-visuals
- Continuous evaluation of lecturers & Inclusive policies
- Providing learners with requisite skills
- Lecturers' knowledge of learners' diversity
- Lecturers' self-awareness & preparedness to deal with linguistically diverse learners.

Learners feel accepted, valued & appreciated during lectures as unique language needs are met and empowered.

Inclusive & Effective learning for All Learners

Discussion and Conclusion

This paper has illustrated that the search for more effective ways to serve indigenous learners from different linguistic and cultural backgrounds needs to continue. Such learners have not been well served or included by South Africa's previous and ongoing educational policies and practices. Addressing this issue has never been more important than it is now. In most cases, espousing theories in inclusion through policy formulation and implementation does not match the reality (theory in use) in multilingual higher education classrooms. Though this article has revealed some fitting practices for engendering inclusivity in multilingual classrooms, there is an increasing need for South African higher education institutions to become learning organizations that continuously learn by questioning old and existing assumptions and practices that have been less effective, and continuously building classrooms cultures that foster inclusion in multilingual higher education settings. This is very important if educators and students want to optimally benefit from multilingual classrooms' returns and competitive advantage. Worth noting also, is the fact that the current literature review paper had limitations such as the risk of bias in selecting the sources

needed. While selecting sources from Asia, Europe, the United States of America, and Africa, many aspects cannot be generalized. Further research is required to find ways of dealing with constraints of the effective implementation of enablers of inclusive pedagogy in South African multilingual higher education classrooms such as translanguaging, continuous lecturer professional development on inclusivity, use of audio-visuals, continuous evaluation of lecturers and inclusive policies, providing learners with requisite skills, lecturers' knowledge of learners' diversity, and lecturer's self-awareness and preparedness to deal with linguistically diverse learners.

Declaration of Conflicts of Interests
The author declares no potential conflicts of interest.

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