

Language ideologies and Stakeholder responses to the proposed implementation of Mother Tongue-Based Bilingual Education in Grade 5 Natural Science.



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ABSTRACT

This study investigates Grade 5 natural science teachers', learners and parents' language ideologies and responses towards Mother Tongue Based Bilingual education that has been proposed by the Department of Basic Education starting in 2025. First, it probes teachers' linguistic repertoires, their understandings of bi/multilingual education and their responses to the minister's proposition of Mother Tongue Based Bilingual Education (MTBBE) for 2025. Secondly, it investigates learner's linguistic repertoires and probes how bi/multilingual learners use their linguistic repertoires as resources for meaning making to engage with the curriculum. Lastly, it examines parents' language ideologies and responses to Mother Tongue Based Bi/multilingual education.

The study draws on language as a social practice theoretical framework, dominant language ideologies, as well as alternative concepts such as heteroglossia, linguistic repertoires, multilingual repertoires, language as a resource and translanguaging to challenge monoglossic as well as anglonormative ideologies which position learners with multiple language resources as deficient. The research design and methodology comprise of an interpretivist and qualitative approach which involved purposive sampling of participants to gather their linguistic repertoires and language ideologies and responses to the proposed MTBBE. The stakeholders involved in the research comprised of grade 5 teachers, learners and parents of the learners from four primary schools in Galeshewe, Township. The research focuses on people's experiences, language uses and ideologies about the MTBBE phenomenon. The main data collection tools were interviews and questionnaires.

The findings of the study reveal that language ideologies such as monoglossia, monolingualism and anglonormativity are imbedded in learning materials provided in school and formal assessments administered by the schools. Furthermore, it shows that colonial ideologies of some teachers and learners continue to be a stumbling block for African language speaking learners who come from linguistically hybrid township environments where language diversity is a norm. However, not all teachers, learners and parents harboured these monoglossic and anglonormative ideologies. There were contrasting views from teachers, learners and parents who believe in the socio-economic emancipation that English provides yet asking for the promotion and resourcing of African languages as languages of teaching and learning alongside English. Teachers admit to teaching bilingually already, though this remains mainly in oral discourse. They

welcome MTBBE as a new model for teaching bi/multilingual learners, if training and resources are provided. Furthermore, parents play a huge role in the promotion and preservation of African languages as they continue to speak their home languages with their children. Parents go to great lengths to translate mathematics and natural science contents from English to Setswana/isiXhosa and Afrikaans to their children and see the value of mother tongue based bilingual education (MTBBE).

The study shows learners having multilingual repertoires, with the learners speaking between 2-5 languages. However, despite their self-reported multilingualism, the learners show a great preference for English over their first languages/mother tongue and as they have been socialised to believe that their African languages are not valuable enough to be resourced for content subjects such as natural science and that only standard English is acceptable. These ideologies have presented learners with negative perceptions towards African languages and is forcing them to choose English over their most familiar languages. However, there were a few learners who showed excitement about being taught in more than one language.

The strength of the study has been in the way that the research questions were posed, not as a binary between African home languages and English as mediums of instruction, but in asking teachers, learners and parents about how they would feel, if education was to be provided in both HLs and English. The response has been overwhelmingly positive towards MTBBE than previous studies that have only focused on presenting the languages in opposition.

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Thank you heavenly father for giving me the strength to persevere when it got tough.

To my late parents and beloved grandmother, this is dedicated to you.

Shirley, Innocentia and Elton. You sacrificed so much for me.

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ACRONYMS

DBE- Department of Basic Education

LiEP-Language in Education Policy

LoLT-Language of Learning and Teaching

LoLTA - Language of Learning and Teaching Assessment

MTBBE-Mother Tongue Based Bilingual Education

CAPS-Curriculum Assessment Policy Statement

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CHAPTER 1:

1.1 INTRODUCTION

A significant number of children in South African Schools are speakers of indigenous languages, however, the dominance of monolingual English in the political economy necessitates that schools, as mandated by the Curriculum and Assessment Policy Statement (CAPS) (McKinney, 2017). Switch to English as the medium of instruction by Grade 4. The switch occurs way before learners have the necessary English skills to access the curriculum which results in negative ramifications for teaching and learning. The South African Constitution makes provision for 12 official languages, including sign language. The Language in Education Policy (LiEP) (DoE, 1997) in alignment with the constitution advocates for bi/multilingual education to remedy the injustices of the past. Yet, only English, and in minority of schools Afrikaans, is used and resourced beyond Grade 3 (Probyn, 2019). In a documentary titled Sink or Swim, Neville Alexander claims that “The only children who have mother tongue education from the cradle to the university are first language English speaking children and very many Afrikaans speaking children” (Alexander, 2003, Tyler, 2016,). This means that the Afrikaans and English-speaking children who were privileged during apartheid are still advantaged in the new democratic dispensation (Bua-lit, 2022, Alexander, 2003).

Thirty years into our liberation, African language speaking children continue to experience racism, in that their languages are still seen as inferior in ex-model c schools, because their languages are not used as medium of instruction. McKinney (2017) and Guzula (2021) highlight that although the LiEP of 1997 looks good on paper, in practice the official CAPS curriculum and the pronouncements by the national Department of Basic Education (DBE), education researchers and policymakers about the poor performance of African language speaking children in local and international assessments, all continue to construct African language speaking children as deficient English and African language monolinguals.

The Bua-lit Language and Literacy Collective (Bua-Lit) opposes the abrupt transition to learning through the medium of a former colonial language, which they consider having a profoundly detrimental effect on teaching and learning when it is the exclusive medium of instruction (Bua, -lit 2019). McKinney (2017) asserts that the existing LiEP being implemented positions the ideal learner or normal learner as monolingual in African

languages in the Foundation Phase and in English in the Intermediate Phase and so perceiving the concurrent use of multiple linguistic resources as problematic and deviant. In certain circumstances, South African teachers and learners have a common home language, whereas in others, both parties are proficient in multiple African languages . Thus, unlike their counterparts in historically white, and coloured schools, they can switch to the learner's home languages to achieve several cognitive, effective and management goals but in line with the English language policy for assessment (Ferguson, 2009).

In discourse and research about the use of African languages in education, there have been recommendations that English should be the only Language of Learning and Teaching (LoLT) because parents choose English for their children, despite them speaking African languages at home (Harvey, 2019). This study thus, aims to investigate teachers', parents' and learners' language and linguistic repertoires and language ideologies in light of the recent launch of Mother Tongue Based Bilingual Education (MTBBE) by the then minister of the Department of Basic Education (DBE), Angie Motshekga.

1.2 BACKGROUND ON THE STUDY: BI/MULTILINGUAL EDUCATION & LANGUAGE IDEOLOGIES

Mother Tongue Based Bi/multilingual Education (MTBBE) is the use of more than one language as a Language of Learning, Teaching and Assessment (LOLTA). For the purposes of this study, I will use abbreviations LOLT as the medium of instruction in curriculum documents has been referred to as LOLT excluding assessment, and at other times use LOLTA, as the new discourse around MTBBE includes assessment. The recent inclusion of A at the end signifies a change in this conceptualisation to include assessment. Mother Tongue Based Bi/multilingual Education means content subjects such as mathematics and natural science and technology and social sciences are taught in two or more languages. This model is referred to as mother tongue based because it continues to use the child's mother tongue, which they started their education within the Foundation Phase as the LOLTA in Grade 4 while adding another, typically less familiar language (in most cases, English), as a complementary LOLTA (Bua-lit, 2024). MTBBE is a response to historical language and educational inequities in the South African education system where English and Afrikaans learners have benefitted the most from the use of their mother tongues as LOLTAs beyond grade 3.

It is hoped that in MTBBE, learning and teaching support materials (e.g. textbooks) are made available in two or more languages and that assessments will be conducted in

more than one language. In this model, the LOLTAs are also offered as language subjects at either Home Language or First Additional Language level. Successful implementation of MTBBE is partly dependent on quality subject teaching of languages used as LOLTAs (Bua-lit, 2024). The exposure to English increases without sacrificing the home language, literacy and cognition, then later, in grade 4, a second medium of instruction is added and works alongside the home language, building on the foundations laid earlier in the home language (Benson, 2005).

Pluddemann (2009: 9), as referenced in Guzula (2021), indicates that in South Africa, bilingual education carries two meanings that are historically linked to the education of White Afrikaans and English speakers. The scholar explains that firstly, bilingual education refers to the use of two languages as mediums of instruction, alongside the teaching of these languages as subjects, typical in dual medium instruction where both English and Afrikaans serve as mediums of instruction in South African schools. Secondly, bilingual education can also signify the use of one language for instruction while teaching it as the Home Language subject and treating another language as an additional subject, which occurs in parallel and single medium schools. For instance, this is seen in English schools that utilize English as a subject and as the Language of Learning and Teaching (LOLT), or in Afrikaans schools that teach Afrikaans as Home Language subjects while also using it as the LOLT.

The bilingual education situation is different for African language speakers. They experience neither parallel medium nor dual medium education but start off by learning in home languages from grade 1 to 3 and then switch to English medium in grade 4. This is called subtractive bilingual education (Guzula, 2021). However, studies in primary school classrooms from grade 4 and up show that a different form of bilingual education is taking place. For example, though schools teaching majority African language speaking learners in township and rural schools are meant to be transitioning to English only medium in grade 4 as per the apartheid policy still in practice, these teachers communicate bi-multilingually to the learners.

This communicative practice of using more than one language alternately and flexibly is known as translanguaging (Garcia, 2009). However, this form of translanguaging is claimed to create adaptive translanguaging rather than established translanguaging spaces (Guzula, Tyler, & Mckinney, 2016). Garcia and Li (2014) make a distinction by describing and contrasting two kinds of translanguaging (TL) spaces;

adaptive and established TL spaces. The scholars assert that in established TL space, the expectation is that people will use their linguistic repertoire, which is positioned as legitimate and welcome as a common practice but in an adaptive TL space, bilingual or multilingual languaging is not seen as legitimate but as a necessary evil (Guzula et al, 2016).

The practice is therefore adaptive in that translanguaging is only used temporarily to help learners with meaning-making in oral discourse, but then teachers revert to English for the written discourse, activities and assessment. This means that translanguaging is not an established practice that is recognized, acknowledged and legitimized yet. For an established third space to occur, Tyler (2023) argues that both language and curriculum policies should explicitly name and valorise the semiotic repertoires of multilinguals as valuable meaning making resources. During apartheid, Afrikaans and English were the two official languages, with the goal that all white South Africans would become bilingual in these languages (Bua-lit, 2022). Guzula (2021) highlights the fact that English speaking, and some Afrikaans speaking, children learn through their home languages at school, while African language speaking children must learn through the medium of English from Grade 4 onwards. The scholar believes that this creates huge inequalities in the educational attainment of African language speaking children as they underperform in the system compared to their English and Afrikaans counterparts.

However, the LiEP of 1997 promotes an additive approach to the education of African language emergent English-speaking bilinguals, yet this policy has not been implemented, until March 2024, where former Minister of Basic Education, Angie Motshekga made a big announcement that her department would be implementing MTBBE in the country's schools from 2025. In her announcement, the minister admits that one of the biggest reasons why South African children have poor reading comprehension skills is that the learners are learning and taught in a foreign language (English). The minister revealed in her statement that the government had already held a successful mother-tongue based bilingualism pilot project in the Eastern Cape and is looking to expand these to schools in other provinces (Bua-lit, 2022).

The pilot project announced by the former minister of Basic Education, Angie Motshekga includes 2,015 schools using IsiXhosa and Sesotho as the Languages of Learning and Teaching (LoLT) beyond the foundation phase. She reveals that learners in these schools are taught Mathematics, Natural Science and Technology in their home languages which

are isiXhosa and Sesotho. Furthermore, the minister acknowledges that there have been problems with switching to a purely mother tongue-based system, as she points out that it was likely impossible to have a pure class in Sesotho or isiXhosa in Gauteng (Bua-lit, 2022). Hence, the circular sent to provincial departments, schools, principals, teachers and teacher unions in October 2024 emphasizes translanguaging as a model for bilingual education in multilingual contexts (DBE, 2024).

The ministers' statement about the problematic nature of a purely mother-tongue system points to why bi/multilingual education is necessary in a country where language diversity is prevalent. Garcia (2009) mentions that bilingual education in the 21st century needs to be reimagined to reflect the linguistic profiles of learners. Thus, the subtractive model of bilingual education cannot be the norm when we have 12 official languages enshrined in our constitution. An additive bilingual model, such as the MTBBE is needed where the child's first language/mother tongue is not compromised at the expense of the second language (Christine and Baker, 1996). The lack of implementation of the LIEP 1997 which promotes multilingual education by the Department of Basic Education (DBE) is marginalizing African language speaking learners, and this injustice robs learners of opportunities to access quality basic education.

With this backdrop, this research investigates teachers', learners' and parents' language ideologies in response to the minister's announcement on the implementation of bilingual education. While language policies in schools in Kimberley position learners as linguistically deficient, the LIEP of 1997 makes provision for the promotion of bi/multilingual education and claims that there is a mismatch between the two organs. Monolingual ideologies remain prevalent in the schools' language policies as well as in the assessments and teaching and learning materials thus preventing learners from drawing on their rich linguistic repertoires and resources. While first language English and Afrikaans speaking children continue to receive mother tongue education, their African language speaking peers are the only ones obliged to take up English as the official LoLT from grade 4. This results in an unequal access to education for African speaking children who come from linguistically hybrid townships such as Galeshewe. It is thus crucial to investigate how language ideologies obscure real engagement with productive solutions to the problems of language and learning in post-colonial classrooms, as English proficiency becomes the unassailable good in consideration of language use at the Schools in Galeshewe Township.

As far as language beliefs are involved, this study seeks to explore teachers', learners' and parents' language ideologies to explore how they perpetuate a monolingual and English only system of education. Additionally, the study, aims to surface how the above language ideologies prevent the use of African languages as mediums of instruction alongside English especially for teaching subjects such as Natural Science. Furthermore, the study highlights how the current LIEP in practice is rooted in monoglossic ideologies which position African language speaking children as monolinguals. Mayaba (2010), cited in Guzula and Abdulatief (2024) foreground the use and analysis of language, literacy, and translanguaging practices in constructing science and scientific practices. This demonstrates the development of scientific literacy in South African classrooms and reveals that, not only do learners find it difficult to read, write, and argue when learning through an additional language, but that they are generally exposed to very little writing in the science classroom. The Natural Science curriculum is nationally prescribed for all Intermediate Phase learners. All curriculum material is provided in English and Afrikaans only from Grade 4.

Science topics are drawn from the canon of Western Science, with an expectation from teachers to include indigenous knowledge while marking it as supplementary (Soudien, 2015; Taylor & Cameron, 2016). Despite, school language policies opposing the use of African languages in the classroom, learners' cross boundaries by relying on their African languages to interact with the curriculum. To bridge the learning gap, teachers take agency by using code switching/translanguaging strategies to enable their learners to partake in the curriculum. Setati, Chitera and Essien (2013) highlight the benefits of the use of code-switching as a learning and teaching resource in multilingual mathematics classrooms. They show the practical manifestation of the use of the learners' home languages in their study through code-switching, mainly to provide explanation to learners in their home languages.

However, despite teachers making use of learners' languages familiar to the learners, learners are still subjected to a biased form of education which favours first language English and Afrikaans learners as it is expected that they must take assessments only in English. Schools in townships are forced to adopt a linear approach when it comes to the linguistic profiles of their learners and have not put measures in place to accommodate the bi/multilingual resources that children bring to the classroom.

In addition to language ideologies and responses towards bilingual education. This research investigates the state of readiness of teachers, parents and learners with regards to embracing bi/multilingual education and aims to contribute towards advocating for an inclusive bi/multilingual education system that values linguistic diversity. This study therefore explores how dominant language ideologies are constructed in schools such as the ones in the oldest townships in Kimberley. It explores teachers' linguistic repertoires and their language ideologies, as well as how teachers' use translanguaging strategies as a pedagogical tool to aid learners' to effectively participate in the classroom content. It surveys how some teachers view learners as contributors who possess knowledge rather than the banking model of education which puts emphasis on memorization of basic facts rather than on understanding and critical thinking. The study further investigates how Anglonormative ideologies are prevalent in teaching and learning materials and how the lack of resources in African Languages contributes to these Anglonormative ideologies. Finally, it investigates how the lack of training in bi/multilingual education also contributes to teachers' language ideologies and perceptions towards the use of African languages in education.

1.3 RESEARCH QUESTIONS AND OBJECTIVES

Main Research Question:

What are Grade 5 natural science teachers', learners' and parents' language ideologies and responses towards the proposed implementation of Mother Tongue Based Bilingual Education in Galeshewe Township, Kimberley?

Sub Questions:

- What are Grade 5 natural science Teachers' language ideologies, understandings of bilingual education and views on the implementation of MTBBE?
- What are Grade 5 parents' language ideologies and views on the implementation of MTBBE?
- What are Grade 5 natural science learners' language repertoires, language ideologies and views on the implementation of MTBBE?

1.4 SYNOPSIS OF CHAPTERS

Chapter 1: Overview of the study.

In Chapter 2: Conceptual framework and review of existing literature.

Chapter 3: Research design and methodology.

Chapter 4: Data presentation and analysis.

Chapter 5: Study's findings, limitations and recommendations.

CHAPTER 2: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

This study draws on language as social practice theoretical framework and literature review. Studies in sociolinguistics, applied linguistics and in New Literacy Studies concern themselves with language in use rather than language as a form (McKinney, and Tyler, 2019). Such studies show how people use language in their daily lives and put forward arguments that schooling must calibrate language policies and pedagogies on people's real-life uses of language. These sociolinguists, applied linguists, and educational linguists therefore challenge the focus on idealized forms of language, i.e. monolingualism in English, and standard languages. They draw on concepts such as language ideologies, and concepts linked to bi/multilingualism such as linguistic repertoires, multilingual repertoires, language as a resource and translanguaging to challenge dominant views about language. Thus, I begin this chapter by theorising language as a social practice, the language ideologies that have presented multilingualism as a problem and thirdly, I theorise multilingualism drawing on concepts such as linguistic repertoires, multilingual repertoires and language as a resource to challenge the monolingual and monoglossic as well as Anglonormative ideologies.

The final part of this theoretical framework and literature review explores bi/multilingual education in South Africa which is historically associated with the education of white Afrikaans and English-speaking children. I highlight the problems that Black South African children are facing as a result of the apartheid legacy. I then draw on scholars like Garcia (2009) who provide us with a new perspective on bilingual education. I draw on the concept of translanguaging as a pedagogical approach to implementing bilingual and multilingual education.

I echo Garcia's view that children's linguistic practices cannot be integrated in a straightforward manner since they enter and leave schools at various times. Furthermore, concepts associated with bilingual education and different models of bilingual education that have been developed such as dual medium instruction in which learners receive their education through the medium of two languages, subtractive model of bilingual education in which the second language is learned at the expense of the child's first and

Finally, additive bilingualism which is in contrast with monolingual ideologies are discussed at length.

2.2 Language as a social practice

A researcher from New Literacy Studies, Barton (2003), emphasizes that language and literacy as a social activity gives us fresh perspective on how learners negotiate meaning making and utilize language in their daily lives. Furthermore, Barton points out that people's literacy and language practices need to be situated within the larger social norms of daily life. By emphasizing the social environment in which language occurs, Pennycook reflects on Barton's theoretical approach of language and literacy as a social practice and views language as in use rather than as a form or abstract. According to Baynham and Prinsloo (2001) language practices are always and already embedded in particular social forms of activity, such practices are fundamentally and mutually constructed and are also shaped by both institutionalised and informal relations of power.

Prinsloo and Street (2014) highlight that the language of the everyday takes place in people's homes and neighbourhoods, workplaces, places of trade, local offices, religious settings, sports, entertainment venues, as well as at a number of other sites. Furthermore, Errington (2008, 2013) and Street (2011), mention that it has been common to see language as a standardised resource as something which individuals acquire through instruction, a unified autonomous set of neutral skills that can be applied across all contexts. Policy, curriculum and teaching methods in schooling as well as in adult education have, as a result, sometimes ignored the situated and variable nature of language practices and have not grappled closely with what it is that children bring with them to learning in educational settings and to the use of language in those settings (Rogers and Street, 2012). Moreover, Gee (2012) gives us new insights on situated language practices and implores us to look at the unique varieties of language that are used in content subjects such as Mathematics and Science. Gee (2012) argues that the language acquisition process needed to learn these forms of language is not provided with ample attention by schools and this places an unfair pressure on marginalized learners.

With this backdrop, scholars such Pennycook (2010) who theorise the use of language as a social practice perspective, view language as an activity rather than a structure, as a material part of their social and cultural life rather than an abstract entity. In bi/multilingual and hybrid township learners continually acquire languages at home and

at school and these social domains shape the linguistic resources they bring to the classroom. We see language as a form of action in a specific place and time in which learners, teachers and parents engage in. Pennycook (2010) critiques the idea that languages are systems of communication that are used in the same way by people in different contexts and argues in favour of a view of language as social practice where languages are a product of the deeply social and cultural activities in which people engage. Barton (2003) highlights that if learning is to be effective, it must be relevant to people's lives, and it thus reminds us that monolingual language practices in schools do not serve the needs of learners but continuously marginalize them as individuals with deficits.

Gee (2014:66) theorises that language allows us to distribute information, in which we engage in activities and take on socially significant identities. He makes a comparison to a game of cards to show that language gets its meaning from practices it is used. The scholar mentions that as in a game, there are always winners and losers, language is also political, social goods are always at stake when we speak. Language serves many functions in our everyday lives. Giving and getting information is by no means the only objective. Language allows us to inform each other, but it also allows us to be things, as well. In fact, saying things in language never goes without also doing things and being things.

2.3 Colonial language ideologies

I shall now discuss dominant language ideologies which inform how language is used and conceptualised. Makoe & McKinney (2014) define language ideologies as the sets of beliefs, values and cultural frames that continually circulate in society, informing ways in which language is conceptualised and represented as well as how it is used. They believe such ideologies are constructed through discourse. In South Africa, it is common for schools to choose one language of instruction as a language of teaching and learning or medium of instruction. And in Africa as a whole, languages that are usually chosen as mediums of instruction are usually colonial languages such as English, French or Portuguese and Guzula and Tyler (in press) characterise this as Kolonilingo-normativity. They define Kolonilingo-normativity as the expectation that indigenous people must be proficient in colonial languages and absorb colonial knowledge in Global South colonies because colonial legacies dominate the curriculum and books. Alexander (1989); Makalela (2015) and Garcia (2009) have challenged the normativity of colonial languages

in education, arguing that it is rooted in nation-state ideologies of one state one language. Ndhlovu & Makalela (2023) argue that such nation state ideologies have entrenched a monolingual bias in multilingual societies. Below I surface the dominant language ideologies that have influenced schooling in South Africa and argue that they are the ideologies that continue to perpetuate monolingualism in schooling and the marginalisation and erasure of African languages in schooling.

- **Monolingual ideologies**

South Africa is a bi/multilingual country in all its facets, yet some schools provide a monolingual medium of instruction, overlooking what the LiEP of 1997 and the constitution preambles in fostering an inclusive bi/multilingual society to redress the imprints of Apartheid. Jorgensen (2013) points out a consequence of the monolingualism ideology is the belief that every person must have a particularly close relationships to one language, almost invariably the mother tongue of the person. Monolingualism, or a high level of proficiency in a single named language thus becomes the norm. Monolingual ideologies refer to the beliefs, attitudes, and social policies that promote the use of a single language while marginalizing or suppressing other languages within a particular community or society (Blackledge, 2000). For example, English medium schools or Afrikaans medium schools and during apartheid, there were isiXhosa, Sesotho, and Xitsonga medium schools. Post apartheid, the constitution makes provision for 12 official languages. However, because of monolingual ideologies, it can be challenging to achieve the objective of the constitution which promotes bi/multilingualism as arguments for Mother Tongue Education (MTE) present multilingualism as separate monolingualisms.

According to Bourdieu's theory of the linguistic market, English is a dominant language, and access to it provides learners with linguistic capital (1991). He believes that different languages and different varieties of the same language are differently valued. We thus see this narrative playing out in schools where English is valued and has been made the LoLT whilst African languages are not afforded the same status. Bourdieu argues that placing the value on one language produces a system of social distinction, providing linguistic capital to those who have access to the distinctive language. He further argues that it is a form of capital, with real social economic force and its dominance, and access to such a language materially affects people's futures (Bourdieu, 1991).

Makoe and McKinney (2014) draw on language ideologies in post-apartheid schooling to understand how the injustices of the past continue to inform the present when it comes

to language policies and practices in education. They argue that without understanding the language ideologies informing both policy and practices in the education sector, we will not be able to change practices in South African classrooms so that learners' full linguistic repertoires can be used as resources for learning. The scholars further highlight that the LiEP of 1997 supports additive bilingualism and the resource of mother tongue as the LoLT in the first three years of schooling before switching to another monolingual instruction in English. However, they argue that monolingualism in English is dominant while multilingual practices are restricted.

Bunyi (1999) highlights how African languages have been disempowered in education both in colonial and post-colonial contexts. In his ethnographic study he points out how the use of English as the medium of instruction contributes to differential education system which leads to the perpetuation of social inequalities. Bunyi argues that African languages should be given greater emphasis if education in Africa is to contribute to the much needed social, economic, and political transformation. The scholar points out how teaching in English leads to safe talk, which is the superficial languaging in the classroom and does not lead to meaningful talk that embraces meaning making. Bunyi (1991) cites Freire (1970) who coined the concept of the banking model of education, as Freire argues the banking model of education treats children as empty vessels to be filled by the teacher, rather than as active participants in the production and acquisition of knowledge. Freire (1970) argues that the banking model of schooling is not transformative because it does not give the learner the opportunity to be interactional in his/her experience. Kiramba (2018) writes on language ideologies in multilingual contexts, and she critiques the monolingual approaches which dominate educational practices in these contexts and the reluctance by teachers, parents, and learners, and thus asks for a mind shift where they embrace bi/multilingualism in education to reposition African languages as resources in the classroom.

- **Monoglossic Language ideologies**

According to Garcia (2009) monoglossic ideology can be defined as a form of standard language ideology and comprises a rigid perspective that sets standard English as a norm and expectation. Garcia highlights that when monoglossia persists as the standard language ideology within a system, languages perceived as non-standard are rejected (Lippe-Green, 2012, Garcia, 2009). Furthermore, because non-standard languages normally belong to specific racial or cultural groups, monoglossia may lead to linguistic

racism (Baker-Bell, 2020). Dominant language ideologies such as monoglossia are against the implementation of multilingual education.

With monoglossic ideologies the narrative being paved is that non-standard languages are not provided equal status as standard languages. Monoglossic language ideologies ultimately lead to subtractive bilingualism, and which is resistant towards learners using their diverse linguistic resources. We thus see the current LiEP in practice and CAPS following suit by delegitimising the bi/multilingual resources learners bring to the classroom by only allowing one standard language, English, to be resourced and used in the classroom and discard African languages. Garcia (2009) highlights that when monoglossic ideologies persist, and monolingualism and monolingual schools are the norm, it is believed that children who speak a language other than that of the government should be encouraged to abandon that language and instead take up only the dominant language. These monoglossic ideologies which Garcia (2009) brings to our attention are still prevalent in schools. McKinney (2017) believes that monoglossic ideologies underlying language policy are a central factor in the recontextualisation of children's linguistic resources as problems and deficiencies on their entry to schooling. Rather than seeing children's rich linguistic resources as tools to access the curriculum and meaning making, the learner is thus marginalised on the basis that their African languages are not deemed suitable for academic purposes. McKinney (2017) argues that with a monoglossic orientation to language, only monolingual language users with single home languages can be imagined as the ideal normative learner in such a policy. English monolinguals whose HL matches the LOLT from entry to school are constructed as the "ideal" learners causing the least "problems" for schools.

- **Anglonormative ideologies**

English is regarded as a global language and the gateway to upward mobility in society and many schools have opted for English as a medium of instruction despite children's bi/ multilingual resources in their repertoires, especially because of lack of support for MTBBE by the DBE in the past 30 years. The learners are expected to be taught and be proficient in a single language, English in grade 4. McKinney (2017:80) refers to this dominant use of English as Anglonormativity and defines it as "an expectation that people will be and should be proficient in English and are deficient, even deviant, if they are not". Anglonormativity also refers to the cultural, social, and political preference for English, particularly in contexts where English is not the primary or native language. This

study investigates the extent of this language ideology amongst teachers, learners and parents in informing the English monolingual policy in schools.

McKinney (2017), cited in Coady (2021) believes Anglonormativity enables English speaking children to have their language resources celebrated and used as indicators of their intelligence while children from non-dominant language backgrounds are recast as linguistically deficient because it is not only monolingual English but the kinds of English that is aligned with whiteness that are most valorised. Language ideologies shape family language policies and have a ripple effect on how bilingual education people might viewed e.g., in single medium and parallel medium schools, the ideology is that everyone is monolingual and must have a particular relationship to one language. The switch to English medium in grade 4 in many schools teaching African language speaking multilinguals is an example of this dominant language ideology. If the education sector can deviate from these ideologies, attitudes and values, bilingual education instruction may become more inclusive and the link between language ideologies and bilingual education is one that is multifaceted that should reflect the diversity of our country. The following section presents alternative ideologies which are in support of bi/multilingualism and celebrate linguistic diversity to show how they might be helpful in shaping education calibrated on the languages used in communities.

2.4 Alternative ideologies

Sociolinguists and applied linguists interested in how people use language in their daily lives have offered us alternative perspectives on how language should be conceptualised in multilingual settings. One such perspective is the notion of heteroglossia, an alternative to monoglossia. In this section I theorise the concept of heteroglossia which provides us with a paradigm shift against dominant language ideologies discussed and show the former is contested.

- **Heteroglossia**

Contrary to monolingualism and monoglossic ideologies, heteroglossia is in support of the simultaneous use of diverse language resources. Coined by Bakhtin (1981), heteroglossia can be defined as the complex, simultaneous use of diverse range of registers, voices, named languages or codes in people's daily lives. The scholar believes that language is a site of constant interaction and negotiation among various social and ideological voices. Heteroglossic language practices involving movement across different

named languages have been commonly described, in variationist sociolinguistics, as code switching, which is broadly defined as the juxtaposition of elements from two or more language dialects. Heteroglossia challenges the notion of single, authoritative voices and acknowledges the multiplicity of voices that contribute to the construction of meaning in language (McCormick 2001: 447).

- **Linguistic repertoires**

One of the ideas that emerges from heteroglossia is the notion of linguistic repertoire. As described by Busch (2012), a linguistic repertoire encompasses the entire range of linguistic resources available to an individual or a community. This repertoire includes all the language varieties, dialects, registers, and styles that a person can understand, speak, read, and write. According to Busch (2012), the repertoire should be viewed as interactive and is defined by four characteristics: (1) languages are interconnected, forming a heteroglossic whole, (2) the meanings associated with language practices are connected to personal experiences and life paths, (3) speakers engage in different communication environments, each governed by its own linguistic norms, and lastly (4) the linguistic repertoire is related to both an individual's past and future, linking both backward and forward. (Busch, 2012;345). Busch (2012) foregrounds that one's linguistic repertoire is not set on solely by the linguistic resources we have, but sometimes by those we do not have, and these can be distinguishable in a given situation as a gap, a threat or a desire. The desire to speak a certain language may perpetuate its dominance, for example, desire for English. However, the desire to use other multiple linguistic resources learners bring to the classroom which are not seen as good enough to be resourced for teaching and learning might be seen as a threat. Thus, the linguistic repertoire can be understood as a heteroglossic realm of constraints and potentialities. This study aims to investigate teachers', learners and parents' linguistic repertoire to gain an understanding of how they use language in their daily lives and how this affects their response to the ministers' launch of MTBBE.

Guzula (2021) points out that Ruiz (1984) was the first to propose the idea of language resources, challenging the view that multilingualism or bilingualism was a problem. According to Guzula, children should be encouraged to use both standard and nonstandard languages to navigate various life contexts, and dominant standard languages should be seen as merely a component of the repertoire rather than as

superior to nonstandard varieties. Understanding an individual's linguistic repertoire is essential in the educational and social context. Recognizing and building upon learners' existing linguistic resources can enhance their learning and validate their fluid resources rather than seeing them as a problem. In many classrooms, teachers and learners continue to use their diverse linguistic resources despite the current LiEP in practice limiting them. We thus see how teachers smuggle the vernacular in the classroom to make teaching and learning accessible and convenient for their learners (Probyn, 2009).

- **Translanguaging**

Traditionally, bilingualism was understood as one having separate monolingualisms, with the two languages never allowed to mix. But recent studies on how multilinguals communicate show that multilinguals do not separate their languages when they speak. They draw on their multilingual repertoire to form a single hybrid repertoire and this is known as translanguaging. With translanguaging, the principle is to advocate for schools and educators to transform monolingual ideologies and promote linguistic diversity. Garcia (2009) argues for describing language practices of bilinguals from the perspective of the users themselves and simply describing bilingual language use rather than bilingual contact from the perspective of the language itself. Busch (2017) describes this as a speaker centred approach to translanguaging which is distinguishable from language/code centred approach called code-switching. Garcia (2009) states that bilingual families and communities translanguage to construct meaning. She highlights that bilingual communities use translanguaging extensively, sometimes using their languages for different modalities.

Taking a South African perspective on language ideologies, Makalela (2015) believes that multilingual education practices worldwide are still characterised by monolingual bias that can be tracked as far back as the European Enlightenment period. The research thus provides evidence that South African school children are continuously being positioned as monolingual speakers even as they come from bi/multilingual homes and linguistically hybrid townships. Makalela (2016) challenges these monolingual ideologies and argues for the African value system of ubuntu which looks at the dependency between languages and literacies and how this system reflects a cultural competence upon which literacy practices need to be anchored. Exclusion is always the norm when monolingualism is concerned and Alisaari, Heikkolla, Cummins and Aquah (2019) believe

that a dominant ideology of monolingualism in multilingual societies raises questions of social justice, as such an ideology excludes and discriminates against those who are either unable or unwilling to fit the monoglot standard.

Probyn (2017), studying language practices of science teachers in South African rural township schools where the vast majority of children are being taught and assessed through the medium of English, and poor English proficiency hampers their access to the curriculum. The focus of her study was on exploring how science teachers used the linguistic resources of the classroom, the learners' home language and English and to see how the practices might improve learners' ability to learn science. She found that teachers' use their hereroglossic orientation to multilingualism as an important and necessary factor in supporting learners to learn science. The teachers' orientation to multilingualism was heteroglossic in that she regarded the learners' home language as an important resource for meaning making.

Translanguaging is often dismissed where English is used as a language of learning and teaching as English is often seen as the best available option to help learners deal with subject content. In their study Van der Walt, Mabule and De Beer (2001) justify the use of code switching in the classroom and argue that it is pivotal for all teachers, including English teachers to make the mind shift to see first languages or street languages as a resource in their teaching. In their study of science, mathematics and life sciences as content subjects, they problematize monolingual education instruction which is rooted in colonial ideologies.

McKinney & Tyler (2017) conducted an ethnographic study looking at language ideologies, and how these shape and constrain the use of language as a resource for learning in a linguistically diverse classroom. The scholars challenge the ideology of language as stable, boundarised objects and referenced Makoni and Pennycook (2005) on the colonial invention of African languages to surface coloniality in them. The study was conducted in a science classroom and the scholars explore the pedagogical practices in this grade 9 science classroom. The study's objective was to make a shift from the constraints of language ideologies to enable bilingual isiXhosa/English learners to use a range of linguistic resources for learning science.

McKinney & Tyler (2017) reveal in their study that the written definitions provided in isiXhosa were unfamiliar to these bilingual learners. The secondary concepts in science

were not only new to them, but they were also delivered in isiXhosa. Since they began their formal science education in grade 4, these learners lacked the complete scientific vocabulary in isiXhosa necessary for understanding the subject entirely through that language. The scholars then argue that because of the added unfamiliarity of the isiXhosa Science content the learners feel more empowered to be critical of it.

Seth (2023) in her research utilizes the concept of language as heteroglossic practices to illustrate how bilingual science educators navigate the monoglossic ideologies evident in the Namibian Language in Education Policy (LiEP) within a linguistically limited bilingual setting in Namibia. The research challenges the prevailing monolingual and monoglossic language practices that often overlook the linguistic assets learners bring into the classroom. Findings from her investigation indicate the science teachers' discomfort with the English-only policy, which aimed to support learners' understanding of science, while she employed all the linguistic resources available to the children in her classroom. Additionally, the study clearly demonstrates that the implementation of heteroglossic practices reinforces and enhances science comprehension, irrespective of the learners' limited proficiency in English.

In their ethnographic study Abdulatief and Guzula (2024) demonstrate how one Grade 7-9 natural science teacher uses translanguaging for learning to support and improve learner access to the curriculum and develop academic and biliteracy in the classroom. The scholars used interviews, photos, videos, and learners' workbooks to collect the necessary data. The study's results show how the provision of multilingual dictionaries and the valuing of the teachers' multilingual skills ensured that isiXhosa was used to engage learners to construct their own knowledge, both orally and in writing. The study provides us with insight on improved learning opportunities for learners with diverse linguistic repertoires and how translanguaging strategies are eradicating and challenging English monolingual ideologies.

Creese and Blackledge (2010) in their case study demonstrate how teachers and learners in the United Kingdom use Gujarati and English as resources to construct and participate in a flexible bilingual pedagogy in the classrooms by adopting a translanguaging approach. The approach taken shows how teachers and learners use translanguaging for identity performance as well for meaning making and learning and teaching. The study shows how bilingual strategies are used and how teachers use their agency by resourcing their own linguistic repertoires to meet the needs of learners.

The below section gives an overview on bi/multilingual education in South Africa, and I argue that it bears the imprints of the past and continues to privilege a selected group of children while the majority of African language speaking children are marginalized.

2.5 Bi/multilingual Education in South Africa

During apartheid, the goal of schooling was for all white South Africans to become bilingual in the two official languages, Afrikaans and English. (Bua-lit, 2022). Since the same children who enjoyed privileges during apartheid continue to enjoy them today, the main issue that South African children face in their schooling is a legacy of apartheid (Alexander, 2003; Tyler, 2016). Schools that teach learners who use African languages are often regarded as the least effective (PIRLS, 2006, 2011, 2016), with both learners and teachers depicted as having a disadvantage. The 1997 Language in Education Policy (LiEP) promotes an additive approach for educating African language speakers who are transitioning to English

Alexander (2003) argues that the primary issue is that the educational system ought to be founded on the learners' mother tongue while also granting access to English, the global common language. He asserts that within this framework, the mother tongue serves as the essential medium for education, ideally used throughout primary and secondary schooling as well as into higher education. Therefore, Pluddemann (2010) explains that Mother Tongue-Based Bilingual Education (MTbBE) refers to using the mother tongue as the primary language of instruction during the foundational phase of education and continuing its use in the intermediate phase while introducing English as a secondary language.

The issue with the current LiEP in practice, is the construction of African language speaking children, firstly as African language monolinguals in the Foundation Phase, and secondly as English monolinguals in the Intermediate Phase in the implementation of language policy, in curriculum and assessment policies, in learning materials, and in pedagogy (Guzula, 2021). This monolingualism in the foundation phase and monolingualism in the intermediate phase is largely informed by policy makers' beliefs about what counts as good language practices and use in society, and what counts as 'best' in terms of languages for teaching and learning (Blackledge, 2000; Makoe & McKinney, 2009; McKinney, 2017). Heugh (2000:4) is of the view that in a multilingual society where a language such as English is highly prized, there is only one viable option,

and this is bi/multilingual education where adequate linguistic development is foregrounded in the mother tongue whilst the second language (English) is systematically added. She believes if the mother tongue is replaced, the second language will not be adequately learned, since it depends on strong foundation of the development of the mother tongue and the linguistic proficiency in both languages will be compromised.

Baker (2001:4) in defining bilingual education, points out that, “the ownership of two languages is not so simple as having two wheels or two balanced wheels like those of a bicycle. Often in its reductive view, bilingual education has been interpreted as being the simple sum of discrete monolingual language practices where separate and full competencies in each language are expected of students. Furthermore, these “idealized” bilingual education practices take little account of how languages are used in society, or of real bilingual and multilingual practices. Language ideologies that support language practices in bilingual education view it as being like the use of two balanced wheels of a bicycle. These monoglossic ideologies of bilingual education treat each of the child’s languages as separate and whole and view the language resources the learners bring to the classroom as a bounded autonomous system.

Garcia (2009) provides a new perspective and proposes that bilingual education in the twenty first century must be reimagined and expanded, as it takes its rightful place as a meaningful way to educate all children and language learners in the world today. The author states that children do not enter school as cohorts with static and homogenous language use. We thus see children entering school with multiple language resources which serves as a true reflection about the communities they come from. In fact, Banda (2010) has shown that in parallel medium schools and dual medium schools he studied, where another language was used even when it was not meant to be used to show that learners and teachers always recruit their other resources in their repertoire to make meaning. Garcia therefore argues that children’s language practices cannot be added in linear fashion, since the children come and go into schools at different times, in different grades, having different language resources. Baker argues that the purpose of bilingual education is to make students bilingual and biliterate, but at other times, especially in educating language minoritized people, it is simply to enhance comprehension and develop linguistic competence in a dominant language (Baker, 2011, as cited in Garcia, 2009).

Garcia (2009) highlights that we should look at bilingual education that extends children's own language repertoire by appropriating other linguistic features which enable the child to be an equal participant in many communities of practice. The idea that languages are equal but hold different values reflects the linguistic realities of many learners in South African schools because sociocultural factors have assigned different values and powers to languages. Bilingual education efforts suffer from the societal hierarchization of languages, which is tied to the political power of the state or the people who speak the different languages, whether indigenous, immigrants, regional, or signed languages. Instead of equalizing the power of languages, most traditional bilingual education programs give preference to the language of more power.

Garcia (2008) states that an education that is bilingual is good for the rich and the poor, and that bilingual education is not only good for children in gifted and talented programs, but also for children in vocational and technical education, as well as for those in special education. Additionally, because the range of the linguistic repertoire of bilinguals is more differentiated than that of monolinguals, the linguistic choices for bilinguals are also greater. In her defence, Bialystok (2004, cited in Garcia (2009) points out the cognitive and social benefits of bilingualism and highlights bilingual children's ability to use two languages systems. It is as if bilingualism provides x-ray vision, allowing the children to conceptualize underlying structures and to incorporate them into one functioning communicative system. Thus, bilingual children develop a more analytic orientation to language, in other words, greater metalinguistic awareness. Bialystok argues that bilingual education is a balancing act, always mindful of what the majority of society wants, while attempting to also serve minoritized populations. The inclusion of the community's language and cultural practices brings the school and the home closer together. Including the language practices means that families can participate in their children's education, making it possible for them to continue their labour as legitimate educators of their children.

- **Concepts Associated with Bilingual Education**

Based on language ideologies discussed above, different models of bilingual education have been developed with a focus on use of official languages in education policies. Under apartheid, white Afrikaans and English-speaking learners were exposed to dual medium education, while black African language speaking learners were first exposed to

Mother Tongue Education for 8 years, and then to subtractive bilingualism. The Bua-lit language and literacy collective (Bua-lit: 2022) reveals that during the apartheid era, bilingual education was implemented in different ways. Some schools used both Afrikaans and English as languages of instruction for different classes in the same grade and this is known as parallel-single medium education. In dual medium schools, the teacher used both English and Afrikaans to teach, and learners could choose the language of assessment. Dual-medium bilingual schools continue to be highly successful in producing bilingual speakers of English and Afrikaans. Below I discuss in detail the models of bilingual education. I start by defining and describing dual medium, parallel medium, subtractive bilingualism model and the additive bilingualism model contained in the Language in Education Policy of 1997.

- **Dual medium instruction**

Baker (1997) cited in Banda (2010) details that in dual medium instruction learners are meant to receive their education through medium of two languages. This usually means the languages are apportioned time in percentage for learning and teaching which can range from equal 50-50% to unequal time allocations as 80-20%. In an extract of the study, Banda (2010) showcases how the teacher demarcates the class into two sides, one for Afrikaans and the other for English. In her interaction, the teacher alternates between two languages, depending on the official identity she had ascribed to the side of the classroom. For this teacher, dual medium of instruction means switching to Afrikaans learners assigned Afrikaans home language and to English to those assigned the English home language identity label. Dual medium even though advantageous, favours English and Afrikaans learners and has not been implemented in schools with African language speakers.

- **Parallel medium of education**

Banda (2010) further provides us with an overview on parallel medium model approach to bilingual education. He claims that in parallel medium, classes are arranged along linguistic lines so that learners are assigned either Afrikaans or English identity levels. Learners share facilities such as the playground and library, but not the LoLT. Banda's study conducted in Cape Town, demonstrates that neither parallel medium nor dual medium models address the issues relating to inherited multilingualism as none of the teachers interviewed and observed had any formal training to handle two languages. Teachers expressed that they are bilingual and proficient in Afrikaans and English. In a

grade 9 Natural Science class, the results of the study showed that in a parallel medium Afrikaans class, there was a fair amount of alternation between English and Afrikaans. In the parallel medium schools, the scholar observed the same teachers teach English and Afrikaans streams where one teacher tried hard not to use Afrikaans, and learners were also discouraged from doing so. Furthermore, parallel medium school offers two or more media of instruction in different classes in the same grade as happens in some parallel medium schools where there is an Afrikaans single medium stream and an English single medium stream. Thus, Dual Medium, Parallel Medium and Single Medium schooling is about the development of bilingual competences of white children in South Africa. Today, this policy includes a tiny minority of black middle class English-speaking children who experience immersion in the dominant language in single medium schools that catered for white students during apartheid (Pluddemann, 2009:17).

- **Mother Tongue Education (MTE)**

Mother tongue is defined as the language that a child learns first from the person having the role of a mother or caregiver. The mother tongue is the language or languages of the immediate environment and daily interaction which nurture the child in the first four years of her life (ADEA, 2012). Under the 1953 Bantu Education Act, mother tongue education was compulsory for African language speakers in the early grades, with a sudden transfer in the later grades to Afrikaans/or English. Initially this transfer was after the eighth grade, by the mid 1970's, because of resistance to mother tongue education, it was after the fourth grade and since 1979, after grade 3. This language policy was combined with an impoverished curriculum that was geared towards preparing black people for subservient positions in South African Society (De Klerk, 2002). De Klerk (2002) highlights that what we then find for African speaking children is essentially an early exit model of bilingual education where these children were exposed to a subtractive bilingual model of schooling. English- Afrikaans speaking (mainly white) children were exposed to a limited form of additive bilingual education.

- **Subtractive model of Bilingual education**

Subtractive model of bilingual education refers to the context or situation in which under development occurs, and it refers to a particular paradigm that positions the learner as deficient. Subtractive bilingual is characterized by transitional programmes that switch from learners' main language to the target language (English) after the early years and are generally associated with catastrophic exam results. In short, Heugh (1995) cited in

Pluddemann (1997) explains that when subtractive bilingualism occurs, a second language is learned at the expense of the first language, which it gradually replaces. Thus, subtractive bilingualism has become synonymous with poor academic performance, low self-esteem, and social marginalization associated with deficit approaches and language policies that officially replace learner's primary (or home) languages as LOLTs with a targeted language of higher status after only a few years of schooling. Pluddemann (1997) highlights that in practice this means that African language speaking children must transition suddenly to English medium classes, with grave consequences.

Macdonald (1990) cited in Pluddemann (1997) highlights subtractive bilingualism and the catastrophic consequences it has on children, where language becomes a problem, and it means individuals with multilingual repertoires often face exclusion because these very same markers may expose them to inequality (Hornberger, 1990, p.24; Evans & Hornberger, 2005, p.94). It is from this backdrop that we can identify the link between subtractive bilingualism and the language as problem orientation. The language as a problem orientation is a set of values that stem from a monolingual ideal and assimilation mindset.

With this monolingual view, the languages children bring to the classroom are not seen as resources, but as a disability that needs to be overcome (Ruiz, 1984, p.19). On the other hand, monolingual dominant language speakers may feel threatened that their places in the social hierarchy is undermined by programs that foster bilingualism among linguistic minorities, a potentially valuable skill that monolinguals would not possess (Petrovic, 2005, p.408-409, cf. Horner, 2011). The model is designed for fluency in a single target language for the learner by the end of school years in the official foreign language.

2.5.1.5 Additive Bilingual Education

Cummins (1979) believes an additive bilingualism approach makes provision that speakers of Latino speaking in the USA be allowed the use of their mother tongue (LoLT) until they have reached cognitive academic language proficiency while learning English as a second language. The Language in education Policy (LiEP, 1997) builds on his concept of additive bilingualism to promote the use of African languages in education. The concept of bilingual education that is additive has come to be known as Mother

Togue Based Bilingual Education (MTBBE). Lamber (1983) cited in Pluddemann, 1997) theorises additive bilingualism as referring to a situation in which the addition of a second language and culture are unlikely to replace or displace the first language and culture of the learner. Pluddemann (1997) believes additive bilingualism has become a shorthand expression for language in education approach designed to foster education preferably through the use of two LOLTs'. An additive bilingual model is simply one which adds languages to a child's repertoire, instead of subtracting them. In an additive model therefore, children's home languages are fully acknowledged and utilized throughout education Musker (1993 cited in Pluddemann ,1997). As of July 1997, additive multilingual education became an official language in education policy for public schools in South Africa. The education department took a paradigm shift to recognise cultural diversity as a national asset and sees the need to promote multilingualism and develop all official languages. This shift provided a break from the radical apartheid processors.

Language ideologies embedded in additive bilingualism provides us with a contrast with language ideologies where one language is viewed as superior or more valuable. However, though additive bilingualism is form of bilingual education, the concept is still monoglossic because once the language is added at a later stage, they are still being taught in silos to avoid contamination. In the below paragraph I go onto discuss how language ideologies have an impact on teachers' perceptions and attitudes towards bilingual education.

2.5.1.6 How language ideologies impact on teachers' perceptions and attitudes towards bilingual education

In Said, Djafar and Iskandar's (2018) study, teachers' perceptions towards bilingual education were investigated. In this study, heteroglossia and linguistic repertoires come into play as the study acknowledges the complex, simultaneous use of diverse range of registers, voices, named languages or codes in our daily lives. The results revealed that teachers also receive appropriate training in the students' native language. All teachers in the school regularly receive information about bilingual education, the use of data, EFL strategies, and students' cultural and linguistic characteristics that serve as assets to their academic success.

The study's research site was a High School in Indonesia. The school had implemented bilingual medium of instruction. The research site was about 6 years old at the time. Out of the 23 teachers employed at the school, only 3 of them were interviewed, the English,

Mathematics and Economics teachers. This is where those teachers were teaching in class mostly using English than Indonesian. The researchers used an Interactive Model to analyse the qualitative data by (Miles, Huberman, and Saldana 2014). The results showed that English teachers felt that program articulation is the most important attribute of bilingual education program. Mathematics teachers felt parental and community involvement is the most important. They also felt that leadership, vision and goals and quality people are the second most important attributes. The results also show that teachers felt organization, accountability, and assessment is the least important attribute of bilingual education instruction. This is a challenge because these perceptions can be a stumbling block in implementing fully functional, inclusive bilingual instruction because of key stakeholders whose priorities do not match those of the learners.

Within a South African context with the study titled, *access to mathematics versus access to language of power, the struggle of multilingual mathematics classrooms*, Setati (2008) explores how teachers and learners position themselves in relation to use of language in a multilingual mathematics classroom. The results from her study show that teachers and learners position themselves in relation to English and were concerned with access to social goods and positioning by the social and economic power of English. The results further show that learners who position themselves in relation to mathematics and epistemological access, reflect more contradictory discourse, including support for the use of their home languages as languages of learning and teaching.

Furthermore, Guzula, McKinney & Tyler (2016) in their Cape Town, Khayelitsha-based study provide us with a paradigm shift in conceptualising language. They critique historical monolingual biasness which continue to dominate officially prescribed language teaching approaches. They argue that monolingual ideologies have negative consequences for the positioning of South Africa learners as well as their participation in the curriculum. The study showcases two case studies, one which is a literacy club for Grade 3-6 conceptualised as a third space and at an after-school science club for grade 9 learners. The results show that it is possible to close the gap between heteroglossic conceptions of language and languaging.

Canillas (2021) investigated teachers' perceptions towards bilingualism in California. The data revealed the linguistic and cultural resources that English learners bring to the school serve as funds of identity. Even though monoglossic ideologies exist within society and schools and the perception that learners only have one language, this study clearly reveals that the linguistic resources of learners are not static but fluid. The study's

findings reveal that although teachers in the study indicated that students' abilities to speak more than one language represents, strength, depictions of everyday experiences in the classroom contradicted the language as a resource orientation and recast language as a problem. In her study Canillas (2021) further reveals that participants relegated the benefits of bilingualism to ambiguous advantages for future rather than a resource for learning and engaging with daily academic tasks. Interviews with each of the teachers included questions about their views on languages other than English in school and teachers' observation of how home languages were used by students in their classrooms. The parallels drawn between the various studies conducted and this body of knowledge are in synch as this study advocates for the use bi/multilingual education in the 21st century in which the linguistic resources of children from hybrid townships and rural areas are seen as valuable for meaning making and a fair chance in accessing the curriculum.

Conclusion

This chapter has theorised and reviewed literature on language as a social practice, language ideologies and bilingual education. The literature highlights how the current LiEP in practice positions learners as monolingual speakers despite their bi/multilingual resources but also how the systemic biasness towards English continues to perpetuate the belief that pure, standardised English is the norm for all children. Teachers' and parents' monolingual ideologies of English as the language of upward mobility and socio-economic emancipation were discussed and how these continue to advance monolingualism in a country with 12 official languages. It explained how the LiEP of 1997 makes provision for and advocates for bi/multilingual education to redress the injustices of the past to ensure learners have full access to the curriculum. Furthermore, I discussed the different concepts associated with bilingual education such as subtractive/additive bilingualism models and how these are modelled in the education sector. Progressive ideologies such as heteroglossia, translanguaging, linguistic repertoires were presented. I gave an overview on how language ideologies shape teachers' perceptions and attitudes towards bilingual education.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter helps to explain the research design and methodology that was used to conduct this research study. This study is an interpretivist and qualitative study that involved purposive sampling of participants to gather their linguistic repertoires, language ideologies and responses towards bilingual education. Firstly, I discuss interpretive and qualitative research as a research paradigm within which this study is located. Secondly, I give a comprehensive overview of the research site and a description of the profiles of my participants. Thirdly, I discuss data collection and the measures I put in place to embark on data collection for this body of knowledge. Furthermore, I contextualise the data collection tools I used to probe participants. Then I discuss data analysis tools and discuss my positionality as an insider in the community.

3.2 RESEARCH METHODOLOGY

This study is an interpretive and qualitative study which focuses not on quantities and statistics but on participants' experiences, and ideologies on bi/multilingual education. According to Wiesner (2002), qualitative and interpretive research involves execution of various steps that require consideration beyond a mere qualitative analysis. Wiesner believes that it consists of analysing the content, i.e what is the utterance, arguments, or concepts that are used in it. Qualitative researchers investigate the socially constructed nature of reality, the intimate relationship between the researcher and what he or she studies, and the situated nature of the inquiry. They emphasize the value-laden nature of inquiry.

Qualitative research involves an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of and interpret the phenomena in terms of the meanings people bring to them (Denzin and Lincoln, 1994, p.2). Furthermore, interpretive studies collect mostly qualitative data from participants over an extended period, and as it happens in ethnography and case studies. The approach to analysing data thus generated is inductive, i.e., the researcher tries to discover patterns in the data which are collapsed under broad themes to understand a phenomenon and generate theory (Cohen et al., 2007, p.21). Although the term interpretive is sometimes used interchangeably with qualitative not all qualitative research is interpretive (Sandelowski, 2000). Some

qualitative investigators interpret their findings and put them in context, while others literally and strictly describe them.

3.3 RESEARCH SITE AND PARTICIPANTS

Research location : Galeshewe Township, in Kimberley				
	School 1	School 2	School 3	School 4
School name(Pseudonym)	Herlear Primary School	Kevin Nkoane - Primary School	Beacon Primary School	Roodepan Primary School
LoTL(Grades 1-3)	IsiXhosa (Switch to English in Grade 4)	Setswana (Switch to English in Grade 4)	Setswana (Switch to English in Grade 4)	Setswana (Switch to English in Grade 4)
Quintile	3	3	3	3

Figure 3.1: Brief information on research sites

Based on the language policies from schools, parents often decide to enrol their children at schools where their first language/mother tongue is offered as a school subject and English being offered as the LoLT. Majority of learners live within proximity of the schools. Teachers also share a first/ second language as their learners and come from various areas within Kimberley and some come from across South Africa. Four school principals were approached and informed about the study. Firstly, I had a verbal discussion with them followed by the written letters which outlined the purpose of the study for them to acquaint themselves with detailed information. Once they had applied their minds, they contacted me for a formal meeting to brief teachers and get their availability and consent. Upon meeting with teachers, they agreed to the study and gave me their available times. Teachers made arrangements with their colleagues to oversee their classes while they were busy with the interviews and questionnaires. I also had briefing meetings with learners to simplify the contents of the study even though teachers had a prior conversation with them. Parents were selected based on the criteria that they have children at the four respective schools. I visited the 6 parents who have children at the schools to formally introduce myself and to give them background information about the study. Once parents were satisfied with the verbal and written explanation about the study, we then had to agree on a suitable day and time for me to discuss ethics and conduct the interviews as majority of parents are working.

3.4 DATA COLLECTION

Upon issuing my ethical clearance, I was granted access to collect data from schools in Kimberley. This means I then had to visit schools to make arrangements to meet with principals, teachers, learners and parents. Interviews with teachers and learners were conducted within school property. The recorded interviews with teachers and parents lasted for 1 hour while the interviews with learners lasted an adequate 40 minutes. Parents allowed me in their homes also made the experience worthwhile and seamless as this showed their interest and investment in the study.

TEACHER PARTICIPANT		
Participant	Highest Qualification	Location of interview
Teacher 1	Honours Degree	Staffroom
Teacher 2	National Diploma	Staffroom
Teacher 3	National Diploma	Staffroom
Teacher 4	National Diploma	Staffroom
Teacher 5	Bachelor's degree	Staffroom
Teacher 6	Bachelor's degree	Staffroom
Teacher 7	National Diploma	Staffroom
Teacher 8	Bachelor's degree	Staffroom
Teacher 9	National Diploma	Staffroom

Figure 3.2: Profile of Teacher's interviewed.

3.4.1 Interviews as data collection tools

Kvale and Brinkmann (2008) highlight that an interview is a conversation, and it is important to remember this, both during the interview and later when analysing the data. The interviews provided me with the opportunity to have real in-depth conversations with my participants and afforded me the opportunity to build long lasting relationships even after the study is concluded. The interview gave them the platform to reflect and pause before answering any questions and they were at ease knowing that we are having dialogue which is purely based on their lived experiences. Teachers and learners had semi structured interviews. Teachers were able to answer the same interview questions. I was also able to probe them for more information and allow them to elaborate more and still return to the interview schedule I had developed. The structured interviews gave participants the opportunity to answer organized and numbered questions, that allowed me to compare and contrast the responses. Majority of the parents I interviewed are working fulltime. The semi structuredness allowed me flexibility to prompt and then elaborate or to restate their answers. This process enabled me to go into their homes

and they thus not only saw me as a researcher but also as a member of the community whom they could relate to. Parents were able to share their views without any fear or bias in being corrected. The interviews also afforded learners the opportunity to take their time before responding to any question and they became more relaxed as the interviews progressed.

3.4.2 Questionnaire as a data collection tool

According to Bowling (2003) questionnaires are accepted as having certain advantages over other data collection sources. These included mainly low cost of data collection and processing and minimal training required by the person administering them. The questionnaires helped me to gather rich data when it came to the language ideologies of teachers and learners and how they perceived the use of African languages in education. The advantages of using a questionnaire meant efficiency and anonymity for my participants. They were able to complete the questionnaire within minutes after we had conducted the structured interviews, and they had all the time not feeling like they are being coerced in any way. This alternative method provided me with the opportunity to create open ended questions and closed questions. Anonymity was important to me as a researcher and designing questionnaires enabled me to ensure respondents remain anonymous.

3.4.3 Positionality/ Reflexivity

According to Foote & Bartell (2011) positionality both describes an individual's world view and the position they adopt about a research task and its social and political context. I am a native of Kimberley, Galeshewe Township. I am positioned as black man who went to an English/ Afrikaans medium school and this trajectory continued until high school. Considering the language diversity in the community, participants spontaneously used the various languages in their repertoire throughout the interview process. The institution I represent is highly respected by teachers and parents, and it thus provided easier access for me when I visited schools. I am aware that I am an insider in the community yet must be objective throughout the study. My positionality as an insider enhanced the study as principals, teachers and parents felt comfortable sharing their experiences and making the necessary arrangements to meet them. The schools and the parents were less guarded and felt that I could identify with what they shared, as an insider member of the community. This enhanced the quality of data I got as it was

richer and more elaborate. The manner in which I was received and introduced to staff members was warm and kind. Being an insider thus made it possible for me to walk to school and even conduct interviews after parents had knocked off at work.

3.4.4 Data Analysis

Dey (1993) foregrounds that when analysing qualitative data, the researcher deals with meanings and not with plain numbers. Conducting interviews or collecting materials causes the production of field notes, transcripts from interviews and documents. Copland (2015) advises that analysis should start immediately once data collection commences, and she highlights that it is important to keep the research questions and objectives in mind. This was not the first step I took as advised by Copland but after rigorous data transcription and coding I already started noticing recurring themes in my data while reading it to familiarise myself with the approach I will take. I did this continuously at first but as I realised the critical importance of this advice. Furthermore, Cameron (2001) explains that the first stage of analysing and interpreting is transcribing, where the researcher tackles the finer details of talk. Once I had completed transcribing data. I commenced by coding the data until I had enough themes to work with. I analysed the data through thematic analysis while the other sections of the data were analysed through discourse analysis, which I shall explain to clarify before I touch on the analysis process.

3.4.5 Thematic analysis

Thematic analysis model is that of Miles and Huberman (1994) and it mainly consists of three stages of data analysis, being data reduction, data display and drawing conclusions from the data. With data reduction, the procedure is performed where the researcher draws conclusions and certain verifications are completed. I then assigned codes to the data, the statements and single answers which were given by participants. According to Coffey (1996), data reduction helps by assigning codes that help the researcher to review the data by identifying important meaning and to interpret what the data is trying to tell the researcher. This is followed by data display and according to Miles & Huberman (1994), this step involves retrieving the data, organizing it to arrange all the concepts and thoughts. As the researcher, I displayed the data by using a variety of techniques to present the analysis, it includes tables, narrative texts, and quotations which are given by participants. According to Yin (2010), the third and final step is drawing conclusions. This involves recurring themes and the relevance of any statements or even similar or contrasting. Boyatzis (1998) further highlights that

thematic analysis is a type of qualitative analysis, it is used to analyse classifications and present themes/patterns that relate to the data as it illustrates the data in detail and deals with diverse subjects and interpretations. Upon completion of all the interviews I had with the participants, the data was then stored, and transcription commenced right afterwards to get a holistic idea about the data and to interpret it. I conducted my preliminary interpretation of the data after the third interview had taken place to look at recurring themes /patterns which came up. I commenced by highlighting the transcripts in different colour codes, and I made comments on them to begin explaining what the codes mean. I then generated themes from the different coloured codes as themes seemed to correspond with theoretical themes.

To reduce to the necessary data, first I went back to my research questions and literature review and looked at what my core focus is. I then decided to look at language ideologies, English hegemony in assessments and in the curriculum. I also looked where translanguaging /code switching strategies are used by teacher's and learners. I further looked at parent's views towards bilingual education. These were all recurring themes throughout the reduction of the data.

According to Miles & Huberman (1994:11) data reduction is a form of analysis that sharpens, sorts, focuses, discards and organize data in such a way that conclusions can be drawn and verified. This involves highlighting sentences from each participant which I found relevant and relates to the topic under investigation. Bogdan & Biklen (2007) argue that thematic analysis data must be read at least twice for the researcher to get a feel for the text by handling the data multiple times. As the researcher, I used the highlighted sentences which I highlighted with different colours and grouped them into smaller themes. An important part of analysing the data according to Miles & Huberman (1994) is the display of the data and this can be done using a variety of techniques, such as tables, maps, narrative text, and quotations. I present an example of a table below.

Learners	Number of languages	Names of languages	Where they learnt the languages
Learner 1	3	isiXhosa, Setswana , English	Setswana isiXhosa were learned at home. The other languages were learned at school
Learner 2	5	isiXhosa, isiZulu, Setswana, Sishona, English	isiXhosa, isiZulu and Setswana were learned at home. Shona and English were learned at school.
Learner 3	4	isiXhosa English Setswana Afrikaans	Setswana, isiXhosa and Afrikaans were learned at home. English was learned at school.

Learner 4	2	Setswana English	Setswana was learned at home. English was learned at school.
Learner 5	2	Setswana English	Setswana was learned at home. English was learned at school.
Learner 6	3	Setswana Afrikaans English	Afrikaans and English were learned at home. Setswana was learned at school.
Learner 7	3	Setswana Afrikaans English	Setswana and Afrikaans were learned at home. English was learned at school.
Learner 8	3	Setswana Afrikaans English	Afrikaans and Setswana were learned at home. English was learned at school.

Figure 3.2: Profile of learners' linguistic repertoire

3.4.6 Discourse analysis

To imagine a world without discourse is to imagine a world without language and therefore to imagine the unimaginable” (Weiyun, 2017:429). Weiyun claims that we live by languaging or discoursing, not in discrete audio or visual units but in connected sound waves and orthographic forms to which we assign meaning on the basis of our past experience with them and on the basis of the situations in which these waves and forms are used. Discourse analysis thus makes it crucial that we look at the social aspect of language and thus, I investigated people’s language ideologies and explored why language policy prescribes monolingual ideologies rather than promoting bi/multilingual education in schools, why English is considered the language of socio-economic emancipation in life and look at the relations between language and power. Discourse

analysis is concerned with the communicative motivations for the selection of linguistic forms, and it enables us to look at language beyond the autonomous model which views language as separate but rather to look at language in use and its cognitive functions.

3.4.7 Analysis Process

Data analysis commenced as soon as transcriptions were completed. Transcribing of data was a time-consuming exercise as I had to listen to all the recordings and ensure all the data was accurately transcribed based on the recordings. It meant that I had to start to code my data with different colours as themes were already emerging during the coding process. When coding was completed, my supervisor suggested I start drawing up an analysis table which helped me to group my themes into main themes and sub themes. I grouped themes such as, heteroglossia, translanguaging and linguistic repertoires. All the data was stored to my One Drive account which granted my supervisor access as she could track whenever I was working on particular part of the data.

After coding I used an analysis table which helped me to organise my data in themes to see what had emerged having looked at my research aims and research question. The analysis table helped me to interpret my data systematically as I had a table with colour coded themes to easily understand that each colour represented a certain theme and how I would then place the themes to follow became easier. As suggested by my supervisor to firstly plot the individual transcribed interviews. I could place my interpretations in the relevant theme columns.

Analysis table

Theme 1	Data	Interpretation	Comments
Anglonormativity in Teaching and learning	T1 <i>The system requires us to teach in English only, that's the stumbling block.</i>	Hegemony of English in the education system.	About 5 teachers have mentioned this as an expectation. But they also see disadvantages of it

	T2 <i>It's only English because it is what's prescribed,</i>	The language in Education Policy prescribes single medium of monolingualism and favors English above other languages.	The views amongst educators are unanimous as both T2 and T3 share the same sentiments.
Theme2: Translanguaging	T1 codeswitching turn T6 interpreting T3 <i>T1 For instance, when I group them, I split them so that they can be able to assist them like interpretation and all those things.</i> <i>T2 That is why our learners are struggling when it comes to English. it's always necessary to codeswitch.</i>	Teachers use the terms codeswitching and interpreting to describe their translanguaging strategies. Translation One hybrid utterance/full linguistic repertoire/ <u>codemeshing</u>	Reminds me of Probyn who says teachers have been smuggling the vernacular in their classrooms. Now they admit it. Canagarajah - <u>codemeshing</u> Garcia – full linguistic repertoire
Theme 3	Data	Interpretation	Comments

Teachers' understanding of Bilingual Education	<i>T1 My understanding of bilingual education from grade 4 means that, instead of being taught in English like we were taught in English only. Integration must be there in the classroom from this language to the other one.</i>	T1 Demonstrates a good understanding of bilingual education.	For languages not to operate in silos or as stable and bounded entities, rather as resources used for meaning making which will help learner with curriculum content.
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Figure 3.3: Data analysis table.

For analysis, I made use of thematic and discourse analysis tools to help me interpret my data. This approach helped me to place the data under a microscope and interpret the data from a researcher’s perspective. After descriptive and interpretive analysis, I then applied theoretical analysis. This means I continuously had to read literature to understand and back up my claims drawing on literature. My supervisor also encouraged me to mine the data excessively and look at transcripts from three or more perspectives and that helped me greatly with my analysis.

3.4.8 Ethics and practical considerations

To collect data from participants in research, a certain code of conduct must be adhered to, i.e. The University of Cape Town’s Ethics Code for Research Involving Human Participants. In this study, the goal of human research would be to understand Grade 5, Natural Science Teachers’, learners and parents’ language ideologies and responses towards bilingual Education in Galeshewe Township, in Kimberley, Ethical considerations were in place to protect the rights of research participants and enhance research validity and maintain integrity. There is no justification for violating human rights or the dignity of research participants, therefore my research study required the review of the School of Education’s Ethics Board before any data was collected from participants. This ensured that my research design and research aims are ethically acceptable and comply with UCT’s code of conduct. Written and verbal consent was sought from the various principals,

teachers, learners and parents. Upon visiting the schools and briefing the principals and teachers and them understanding the contents of the study they were keen to provide their written consent. Despite the written documentation I had given the learners detailing the study to provide their parents. I had to simplify it in my explanation for them to retell the details of the study to their parents to get written consent from them. I explained to all the participants that their participation in the study is voluntary, and they are at liberty to withdraw from the study at any time. To uphold the confidentiality and protect the identity of my participant's I used pseudonyms.

Below is the transcription code I used while transcribing the data (see the full transcript in the appendices)

TRANSCRIPTION CODE	
Overlapping/ Simultaneous speech	//
Short pause	.
Long pause	..
Excitement/ raised voice	!
Rising intonation	?
Non -Verbal actions	[]

3.4.9 Conclusion

In this chapter, I discussed the details that I applied to bring the research to completion. An overview of the research site is given where all the participants are residents of Galeshewe Township, in Kimberley. This is the area where the four schools are located, where I collected my data. This chapter highlights my research instruments and why I chose these tools to collect data. I further give insight when it comes to interviews and questionnaires and how these tools enabled me to probe participant's and elicit rich data. I gave details on thematic analysis and discourse analysis which guided me to analysis my data. Lastly, I explain ethical considerations which guided this research and enabled me to uphold confidentiality and integrity of participants.

CHAPTER 4

4.1. Introduction

In this chapter I provide a thematic analysis and discourse analysis of the interview and questionnaire data with teachers, parents and learners. The chapter is divided into three parts. In Part 1, I present and analyse interview and questionnaire data from 9 grade 5 natural science teachers participating in the study. In Part 2, I present and analyse interview data from 9 grade 5 learners and in Part 3 I follow the present and analyse interview data from the 6 parents. Themes for the study were inductively and deductively generated. A hybrid coding approach was utilized to identify the essence of each sentence, and a line-by-line coding was used to delve deeper into the data.

4.2. PART 1: Analysis of teacher interviews

In analysing interview data of the 9 grade 5 teachers, Anglonormativity of the system emerged as a theme in the following areas: Anglonormativity in teaching and learning, Anglonormativity in learning materials, Anglonormativity in assessment. Then it was followed by other themes such as translanguaging, teachers' understanding of bilingual education, teachers' concerns about bilingual education, teachers' language ideologies, and finally, teachers' responses on the minister's imminent implementation of bilingual education. First, I analyse for Anglonormativity of the education system with its sub themes (in teaching and learning, in learning materials and in assessment). Secondly, I analyse teachers' understandings of bi/multilingual education, then teachers' language ideologies. Next, I analyse teachers' concerns on bilingual education and finally their responses on the minister's imminent implementation of bilingual education.

4.2.1. Anglonormativity of the South African Education System

From the interviews I conducted with the teachers, it became apparent that the South African Education system is Anglonormative in teaching, learning, in assessment, and in learning materials. I start by analysing for Anglonormativity in teaching and learning.

4.2.1.1. Anglonormativity in teaching, learning and assessment

To start off the discussion on bilingual teaching and learning and assessment, I asked the teachers what is stopping them from teaching and assessing learners in two languages. In extract 1 below, I present and analyse teacher's responses to this question.

Extract :1 I.L: What is stopping you from teaching and assessing learners in two languages?

T1: It is the system; the system requires us to teach in English only. The system requires us to teach in English only, that's the stumbling block.

T2: It's only English because it is what's prescribed.

T3: I think because we are guided with principles from the department policies actually, policies outline it and there is no other way you can do it, and they stress the part that we are governed by it.

T4: Nothing really, except that the school's LOLT is English if we could yes, but also, they haven't been taught like that.

T5: You actually confuse them, some of them would actually get lost because for instance, others are not so good at Setswana

T6: The policies that are in place they are stopping us.

T7: Language itself because we struggle with the terminology for example you can say a circle to the learner, but when you go into Setswana you have to say "setukulugo" (circle), some kids won't even understand the language because in Kimberley we have a problem because our own learners who struggle with their own mother tongue.

T8: For now, there is nothing apart from the department.

T9: What is the medium of instruction of the school? English, I do English with them, there is a Tswana teacher okay.

Teacher 1 responds by saying that the system requires her to teach in English only. She emphasises this point by repeating that the system requires her to teach in English only. That's the stumbling block she faces. The teacher continues to place emphasis and provides reasons why she has not been able to teach and assess learners in two languages. Teacher 2 echoes what Teacher 1 said above by confirming that English is the prescribed choice. Teacher 3 mentions that the policy within the department, outlines strictly that they have language policy around natural science, that expects English as the only medium of instruction. Teacher 4 mentions that nothing is really stopping them, except that the school's Language of Learning and Teaching (LoLT) is English and that if they could do so, the problem is that learners have not been taught like that. Teacher 5 however believes that learners will get confused, and her theory is that learners are not so good at Setswana. Teacher 6 raises policy concerns which serve as a stumbling block. Teacher 7 says that learners are simply struggling with the terminology. Teacher 8 mentions that there is nothing, apart from the department that is preventing her. Teacher

9 is asking a rhetorical question and says, what is the medium of instruction of the school? English, I do English with them, there is a Setswana teacher to do what is required.

Based on the various teachers' responses above, it is evident that the Language in Education Policy (LiEP) in practice in schools is biased towards English as the preferred LoLT in the intermediate phase. Thus, the LiEP in practice negates the LiEP of 1997, which promotes multilingual education to redress linguistic injustices of the apartheid government's language policy. The language policy in practice is rooted in monoglossic ideologies. The unfairness placed on learners to only make use of one dominant language, one which they are still at an emergent stage of acquiring, marginalizes, silences and disadvantages them. Learners miss out on important effective, academic and cognitive milestones and this leads to epistemic injustice (Fricker, 2007).

As mentioned above, the LiEP in practice is thus not aligned with the written LiEP of 1997. The LiEP of 1997 states that the language (s) of learning and teaching in a public school must be an official language (s). It seems like school language policies have simply carried on with the legacy of apartheid in that subtractive bilingualism continues. Teacher responses 1, 2, 3,4, 6, 7, 8 and 9 are all unanimous as they each highlight the barriers, they face due to the LiEP in practice which prohibits them assessing learners in two languages. In addition, it is appropriate to cast light on Teacher 5's response as the educator believes that learners will get confused if they were to be assessed in two languages. The teacher points out that learners' mother tongue/ home language is not strong to be resourced for teaching and learning.

As learners begin learning in Setswana in the foundation phase and are then required switch to English as the LoLT from grade 4. But the issue of learners not knowing their African languages is a result of the Anglonormative system, which erases African languages as LoLT from grade 4. This has implications for both identity and culture, as well as learning outcomes. Since research argues that the learner's home language is crucial for the learning of other languages and that skills transfer from one language to the another, these learners have nothing to transfer. Ironically, the issue of confusion has not been concerning for Afrikaans/English children who continue to receive their teaching and learning in two languages, and it is curious that it is a concern for African language speaking learners.

Teacher 5 (T5) 's response, however, that learners will get confused if assessed in two languages cannot be taken as the gospel truth without any empirical evidence to support it. Teacher 7 (T7) raises a point that it is the language itself, meaning that they struggle with the terminology. However, because learners are not monolingual English language speakers it is inevitable that most of them will struggle with the terminology because they are being assessed in an unfamiliar language, as well as also academic language, the scientific register leading to difficulties with meaning making of the content. The transition to Cognitive Academic Language Proficiency (CALP) is difficult for these learners, who are still having difficulty learning the fundamental interpersonal communication skills (BICS), according to Cummin's. Cummins (1997) claims that many bilingual children have been labelled learning impaired or retarded due to the unspoken belief that conversational fluency in English is a reliable measure of English proficiency. Additionally, Cummins (1997) thinks that the first language (L1) and second language (L2) are often closely tied to one another, and that encouraging L1 literacy in the early grades of school has no negative effects on English.

It used to be believed that working bilingually leads to one language interference with the learning of the other and confusion to learners, but Jim Cummins' concept of transferable skills challenges this notion of confusion and interference. Additionally, even English language speakers struggle with subject specific terminology as it not a language they hear every day in their lives. It is an academic discourse that they must learn at school. However, the work is double for African language speakers because they have to learn both the BICS and the CALP (Cummins, 1997). Teacher 9's response indexes Anglonormative ideologies as the teacher expects assessment to be in English only thus disregarding the language diversity within the school and overlooks the grave challenges learners continue to endure. Learners in her class are from a hybrid multilingual township whose ways of speaking reflect their diversity. The education system requires that learners be taught in English, and teachers deem this as a stumbling block because they cannot teach and assess learners in two languages as the system does not make provision for such an option. The responses from teachers correlate with what McKinney (2017) highlights as a monoglossic ideology and Anglonormative informing both apartheid and post-apartheid language policy, which is the conception of language as stable, bounded entities clearly differentiated from one another.

4.2.1.2. Anglonormativity in Teaching and Learning Materials

Another way in which the system is Anglonormative is in the area of teaching and learning support materials. Textbooks and other teaching and learning support materials, such as notes, worksheets etc, are offered in English only. There has also been an issue in that school language policies that align with the LiEP 1997 have not been enforced by education officials. Schools have simply carried on with apartheid policies beyond 1994 (Guzula, 2021). Teaching and learning materials influence teacher decisions about which language to use for teaching and learning and assessment and because English material is readily available as the DBE makes available teaching and learning material only in English. Very few schools have written language policies that align with the national language in education policy. However, later it will be revealed that even this tacit language policy of English is also challenged by the bilingual policy that teachers implement in practice, especially for oral discourse.

McCarty (2014) argues that language policy is always challenged and reconstructed in practice. We see this challenge by the schools implementing English policy when there is a DBE policy that promotes multilingualism. We also see this very same English policy being challenged by teachers who teach bilingually in their classrooms. In fact, McKinney, Msimanga, Probyn and Tyler (2022) in their research challenge dominant monolingual and Anglonormative language ideologies by exploring alternative translanguaging practices of teachers and learners in multilingual classrooms and show how these practices support opportunities to learn science. Finally, in this section I have argued and demonstrated how the lack of implementation of policy affects teaching and learning materials which are only available in English and influence teacher decisions when it comes to which language to use for learning and assessment.

4.3. Teacher's concerns about bi/multilingual education

Another theme that emerged from the interviews pertains to teacher concerns about bi/multilingual education. In the following section of the analysis, I provide extracts from teachers on their concerns about bilingual education and provide an in-depth analysis of each statement.

Extract 2: Teacher concerns/views on bi/multilingual education

I.L: How would you advise the Department of Education or Head of School on the language issue, and what would you tell them?

T1: We must train teachers, and we must get textbooks in those languages, for them to have textbooks in their languages and not only in English.

T2: I would tell them to implement it as soon as possible this bilingual education because one side of the nation is advantaged, and the others are disadvantaged. So, it will be a fair assessment

T4: I would advise let there be a choice for the parents to say I want my child to be taught in this language.

T5: First make them understand the concepts at an early stage, so when they get to grade 5, they understand if I say photosynthesis in Setswana, it is that. So, they should already know what is photosensitise at an early age

T6: Firstly, they must train teachers so that we are equipped to teach bilingual education and provide an incentive to teachers who attend these workshops and make it a reality for the children.

T8: If we can just get people who are trained to assist learners who are struggling with reading.

In my attempt to get the teachers' views, on how they would they advise the department, Teacher 1 responds by saying that teachers must be provided with adequate training as well as provision of textbooks in other languages. The same teacher adds that it is pivotal for learners to have textbooks in their languages and not only in English. Teacher 2 calls for the swift implementation of bilingual education and raises concerns around those who are advantaged and those who are being disadvantaged by the education system. Teacher 4 believes parents ought to be given an opportunity to choose the language of instruction of their children and not be presented with one biased option. Furthermore, Teacher 5 is of the opinion that science concepts should be introduced at an early stage as it prepares learners to familiarise themselves and not struggle by the time they reach the intermediate phase. Teacher 6 calls for the training of teachers on bilingual education and believes they will be adequately equipped if given training and they should be remunerated for their time and efforts. Teacher 8 believes literacy is a problem and is advocating for people who are trained to assist learners.

It seems that teachers are saying to the minister that she should not make them teach bi/multilingually when they have not had training in multilingual education. This is also

critique of higher education institutions as they have not prepared teachers for this thus far. Learning support materials are mainly available in English, with no materials such as textbooks and workbooks that are available in African Languages from grade 4 onwards. This then means that learners read books in the monolingual dominant language (English). This further poses a question on how these learners relate to subject content if learning resources are not available in their home languages. It also relates to access to knowledge as they do not yet read and write and speak English to be able to use it as a medium of instruction. PIRLS 2016 and 2021 results show South African children struggling to read in any language, so how can they be learning in English when they have not yet acquired English subject literacy? (Mullis, Martin and Sainsbury, 2016).

Teacher 2 highlights the importance of swift implementation of bilingual education instruction. It seems that the educator has firsthand experience of the challenges learners face and is able to make such a statement. Probyn (2008) demonstrates that Sufficient research into MTBBE has shown that any language can be resourced for any function, including the teaching of maths and science. If teachers have been teaching bilingually unofficially, it is important that they be trained on how to teach bilingually and assess bilingually formally. This means legitimising bilingual instruction, and freeing teachers from smuggling the vernacular in the classroom (Probyn, 2009) but empower and value what teachers have been doing all along and legitimising it. It could be that Teacher 2 wants freedom to language with learners freely. Teacher 2 believes that one side of the nation (English and Afrikaans speaking learners) is being advantaged while the other side (African language speaking learners) is being disadvantaged. In essence she means that no equal access to education is granted to all learners as some have the option to choose their language of instruction while others are excluded from this basic right enshrined in the South African Constitution. Teacher 2 points to linguistic and epistemic injustice (Fricker 2009, Kerfoot and Bello-Nonjengele, 2021) committed on African language speaking learners and is asking for epistemic justice. Teacher 4 believes that parents should be presented with an opportunity to choose the language of instruction of their children. It is understandable that Teacher 4 asks for parents to be given choice, however, their school policies on the ground often do not make provision for such as they force parents to use the dominant language in school.

Teacher 5's view is that concepts should be introduced at an early and foundational stage to learners to ensure they are well prepared by the time they reach grade five. While Teacher 5 makes an interesting point about the need for concepts to be introduced earlier, it seems that the statement is an avoidance which implies that it is late to implement remedial strategies in the intermediate phase. However, the concepts Teacher 5 suggests should be introduced are not taught at foundation phase level, it is only in grade 4 that children learn some of the subjects as the foundation phase only focuses on languages, mathematics and life skills. Furthermore, considering that learners start off with the LoLT being the mother tongue, they may have been introduced to the concepts in their first language but the switch to English is too abrupt. Teacher 6 emphasises that training in bilingual education is needed. It is understandable what Teacher 6 emphasises because out of 12 official languages only two languages are used for teaching and learning. It could also be argued that the DBE and the schools have neglected their constitutional duty to uphold the rights of speakers of languages enshrined in the constitution.

Neville Alexander (2003) in a Sink or Swim documentary argues that those who were advantaged during apartheid, are still advantaged post-apartheid. The urgency of this teacher's call for bilingual education might also be coming from frustration that teachers experience with having to teach learners who fail year in and out. It is not shocking that Teacher 8 brings up reading as one of the central issues hampering learner performance as reading competency impacts on meaning making. While reading materials are available in English mainly, English is just not the focus in the Foundation Phase. This is the result of the monolingual perspective that the DBE and teachers hold, to emphasize only one language per phase rather than focusing on simultaneous biliteracy development (Guzula, 2021). Secondly, even when English books are largely available in bookshops, many township and rural schools do not have adequate access to these resources. Teaching and learning rely mainly on workbooks rather than on English fiction and non-fiction books that supplement the content that is taught. Many schools do not have school libraries or functioning classroom libraries. This adds to the stumbling blocks that learners are faced with in their biliteracy development. Teacher 8's statement on reading can also mean that learners find it hard to comprehend science concepts and the early switch to English as the LoLT has hampered their ability to engage with reading material.

Kimberley is a multilingual city and majority of residents speak more than two languages. It is a given that learners will acquire more than one language in their lifetime because of their environment. In fact, according to information on the linguistic distribution in the provinces provided by Banda (2000), South Africa's language distribution is so varied that each of the country's nine provinces has speakers of each of the country's twelve official languages. For example, although KwaZulu-Natal was declared a Zulu region, over a million people speak isiZulu in the provinces of Gauteng, Northern, and portions of Mpumalanga (De Klerk, 1996). Similar to this, a sizable population of Northern Sotho, Tswana, Tsongas, etc., is not limited to Gauteng Province but also exists in other provinces. Ideally, resources such as textbooks should be available in either of the dominant languages spoken by learners, but this is not the case as Teacher 1 in her response says that provision must be made for textbooks in other languages and not only in English, and agreeing with Guzula, McKinney, and Tyler (2016) that monolingual ideas have detrimental effects on South African students' involvement in the curriculum and their positioning

Garcia (2009) emphasizes the need to examine bilingual education that allows children to participate equally in a variety of learning communities by extending their own language repertoires through the appropriation of other linguistic elements. The question is how do learners enrich themselves and enhance their learning when resources are simply not available in their own languages? How do they become active participants in society when they are being disadvantaged and cannot fully explore their full potential? Although the LiEP of 1997 advocates for bilingual/multilingual education, actual implementation of multilingual education in schools has not happened to date. Probyn (2019) writes about a transformed education system based on the principles of equity and access.

4.4 Translanguaging in the classroom

Another theme that comes up in the interview data with teachers is translanguaging. The analysis that follows focuses on what teachers had to say about the different languages learners use and how they interact using them with teachers and their peers in the classroom. The various responses from teachers provide a picture of the hybrid language use in the classroom.

Extract 3: Teachers' responses on language practices in their classrooms

I.L: Which languages do learners use in class when they interact with their peers?

T2: When I have a conversation with them in the classroom it happens in English but we have a lot of learners from other countries like Zimbabwe and Mozambique and other foreign countries and sometimes others don't even hear your English so I have to ask other learners from the same areas to translate because of the accents and that makes it difficult for us as the teachers to reach them as teaching in English for me disadvantages other learners, because some learners may know the concepts in other languages but the task outrightly asks them to do it in English but not because they don't like the language or they prefer writing in Shona or Afrikaans and then some of the teachers will penalize them but I never penalise them because I can see they have an idea of the answer and their making sense.

T4: In Setswana and English. With their fiends because of this area, they use Afrikaans mostly.

T5: Mainly, their conversation with peers is their home language, which is Setswana but mostly I push English as much as possible

T6: When they don't understand somehow, I try to explain it in Setswana, but I try to push them to a point where they mainly use English. English is the most language that is preferred in science.

T7: Mostly Setswana but there are those who are fluent in English.

In trying to get an understanding of the language use within the classroom space, I asked the teachers which languages/s their learners use in conversations with her and their peers. Teacher 2 says that if she has conversation with them in the classroom it happens in English, but the school has a lot of learners from other countries like Zimbabwe and Mozambique and other foreign countries and sometimes others don't even understand her English. She asks local learners to translate because of the accents and that makes it difficult for them.

Teacher 2 also claims that some of the teachers penalise the learners, but she never does because she can see they have an idea of the answer, and they are making sense when learners codeswitch. Teacher 2 in her response believes that language is idealised because of the environment and that learners tend to codeswitch to Setswana, or they would go to Afrikaans. Thus, whenever she teaches science, she tries to accommodate them by being on their level. There are times she would speak in English, and they would find it hard but once she speaks Afrikaans or a bit of Setswana, they become more comfortable to give her answers.

My interpretation is that learners have bilingual/ multilingual repertoires because of their

multilingual community settings which may be a result of language contact due to the mobility of people and intermarriages (Reynolds, 2013). Teacher 2's 'going down to the level of learners' during science lessons also indicates that she may have the same bilingual/multilingual resources as her learners and is therefore able to bridge the language gap in her class. The home languages of the learners serve as a strong scaffold hence the mixing of languages in between happens spontaneously during lessons. It is visible from the various responses that learners find it hard to communicate or articulate themselves when lessons are predominantly in English.

Learners are taught and assessed in one language despite having more than two or more languages in their repertoire and they often communicate multilingually. However, Teacher 2 bridges the gap by alternating between Setswana and Afrikaans and creates space for active participation. It seems that translanguaging strategies are aiding both the teacher and learners to enhance the teaching and learning experience in the classroom and help to keep lessons moving. All the responses from Teachers 2,3, and 5 show common patterns of translanguaging.

Furthermore, it is evident from the response that teachers gave that learners are using their full linguistic resources to make meaning, and teachers enable the use of codeswitching or translanguaging strategies during their science lessons to reach learners. The teachers mention 'codeswitching' with learners, thus making their language practices heteroglossic in support of multilingual learners. Bakhtin (1981) theorises that a heteroglossic perspective does not see language as a problem but as a resource and we see this as teachers alternate between the different languages to reach their learners. It is prudent what Probyn (2019) highlights that when educators and learners speak the same native tongue, there is often a discrepancy between the language policy in theory and its actual implementation. The responses from the various teachers show us that translanguaging as a pedagogical tool is crucial towards the cognitive and academic performance of learners. However, Probyn (2019) argues that the most common way to frame the multilingual realities of the classroom is as a linguistic issue, with a deficit perspective on codeswitching.

According to Probyn (2019), who referenced Heugh (2007), flexibility is the most important aspect of a multilingual school since teachers must be adaptable in their choice of when and how to switch between the two languages of instruction. The researcher contends that in certain situations, switching between three languages might

even be required, emphasizing that learners ought to have the freedom to select their favourite language or language when completing examinations. According to McKinney (2017), translinguaging techniques are among the most important things a child may bring to formal education.

4.5 Teachers' language ideologies

In the below segment of the analysis, I provide extracts from teachers on their language ideologies.

Extract 4: Teachers' responses on the use of two languages instead of one

IL: How do you think learners would fair if they were to be taught in two languages instead of one?

T1: Two languages are better because they will be able to help each other also in both languages, because it is better for me, and they will excel better because some of the things they understand in their own language rather than English because it is a foreign language.

*T2: That's why I codeswitch because they perform when I use two languages.
T2: Certain concepts are clarified better when I use their mother tongue. The language they are familiar with.*

T3: I think for me from the experience that I had teaching science so far, I believe they would have flourished more if they were bilingual, particularly those learners who have learning barriers.

T3: As much as some of them we think they are struggling but actually it is the language that tends to be the problem.

T4: I think if they started it from grade R, going on with it, it would be much easier because they use the language at home.

T4: When they get to school, they are expected to switch to a new language and even at home you find it is difficult for parents to assist them because now English is like something new but if it was in their own language I think it would have been easier.

*T5: I think, the pass rate would improve, yea the pass rate would actually improve
T5: Because there are certain learners who can apply their minds it is just that sometimes them understanding what the question in the subject require is a bit difficult as well.*

T6: They will excel because, I will be coming to their level.

T7: I think that's where our learners would get confused because I am going to talk about my personal experience.

T7: You come to understand that you don't even understand what the learner is trying to say because the learner would have to mix the languages in one sentence and it's going to confuse them.

T8: I think the results that we are currently experiencing would improve maybe two-fold. Maybe about 80% or 90% would perform according to what has expected them.

T8: I think they would get more than level 3 or 4. Level 3 is the minimum I think most of them are operating at that level, but I think if we could introduce bilingual education, it would take the percentage a bit higher.

T9: That is why I say they will do well but the problem is they will also have the wording ya Setswana for the science content unless if they are taught science in Setswana, but I believe they will also have problems ka Setswana wording ya (in) science.

Teacher 1 says that learners will perform well because they understand concepts well in their own language rather than English which is a foreign language. Teacher 3 says that from her experience as a science teacher she believes learners would perform well if they were taught through MTBBE instruction particularly those learners with learning barriers. She ends off by saying if teaching and learning was in Setswana and English, perhaps learner performance would be better. Teacher 5 is of the view that the pass rate would improve because learners would be able to apply their minds, but it is also about what the question is asking from learners hence the difficulty. Teacher 6 is of the belief that learners will excel if they are taught in two languages instead of one and further says he will be on the level of the learners. Teacher 7 has a contrasting belief in comparison to the other teachers and she claims that learners will get confused if they are taught in more than one language. Teacher 7 further adds that you get to a point where you don't understand what learners are saying because of their codeswitching strategies. Teacher 8 argues that the current results would improve by two-fold and that 80%-90% of learners would meet the required performance expectations, and which exceed the current minimum level 3 and 4 as many of them are operating at this level. Teacher 8 is

of the belief that if bilingual education is introduced it would increase the performance of learners. Teacher 9 affirms that learners will do well but raises concerns around the science concepts in Setswana and believes learners will encounter problems with the Setswana words in science.

Based on the data presented above it appears that Teacher 1 agrees that learners ought to be taught and assessed in more than one language as she declares in her statement that two languages are better than one. Teacher 1 does not seem biased towards one language and sees the need for learners to have more than one language as a resource to enhance their academic performance. She is aware that her learners are not monolingual either as she points out in her extract that two languages are better than one, not only for her learners but for her as well. The responses further show that the Teacher 1 is not swayed by monoglossic ideologies that treat languages as bounded autonomous systems without the regard of the actual language practices of speakers, but she advocates for MTBBE instruction which is in line with the LiEP of 1997. Teacher 1's remarks are in synch with Garcia's (2009) claims that most of the time children grow up in homes where parents and families have various ways of speaking, and it happens that children acquire different language practices as they move from the family context to that of the community and we see how the learners bring their language resources to the classroom.

Teacher 2 is aware of her learners' linguistic resources, and she legitimizes their linguistic experiences by translanguaging with them. Though she does this informally she acknowledges the language diversity of her learners and assumes agency to bridge the language gap. She highlights in her response that learners perform when she uses translanguaging strategies such as codeswitching. Her response could also mean that translanguaging strategies yield significant pedagogical benefits than a single autonomous language in her classroom. Teacher 2 added that concepts are clearer when you use the child's mother tongue. When teachers teach in English and review lessons the following day, it is not uncommon for learners to struggle to express themselves, even when they know the answers. When learners do not respond, teachers tend to repeat the lessons in the learners' home languages. Furthermore, teachers' experiences are hardly sought after by education officials who expect them to conform to their language policy prescriptions.

It is apparent that when the mother tongue is not subtracted and the basic academic and

cognitive skills have been mastered, that learners perform well as Teacher 2's statement affirms that concepts become clearer when you use the mother tongue. Teacher 3's language beliefs can be interpreted as heteroglossic as she believes that more than one language should be used to reach learners and for valuing what learner brings. She does not silence the evidence that learners are bilingual/ multilingual speakers. Teacher 3 claims that learners are struggling, and the struggle is primarily centred around teaching and learning being in one foreign dominant language.

Teacher 5's response on the pass rate of learners displays the gravity of the matter. Learners struggling to apply their minds to make sense of the scientific concepts further proves that using one language disadvantages them greatly and they are unable to excel academically in comparison to their English and Afrikaans peers who receive bilingual or home language education. Teacher 7's response about learners that will get confused projects her monoglossic ideology as she believes something wrong will happen should more than one language be used. This contrasts with what the rest of the teachers in the previous extracts have been saying as they are using translanguaging strategies in the classroom and have reported the benefits yielded for learners by having two languages used as resources for learning. Contrary to Teacher 7's response that learners will get confused, Teachers 8's response provides us with confidence that learners will perform well if they are taught in two languages. Her sentiments also show us that through informal codeswitching/translanguaging that learners have been able to understand concepts better and have been able to participate in the class.

Although Teacher 9 is not against the idea that learners will fare well in two languages, her concerns are not cast aside considering that no training has been provided hence the uncertainty. However, the pilot project on bilingual education which was conducted in the Eastern Cape (Mbude, 2019) has shown that bilingual education can work and results from the study showed that learners performed well in mathematics and science in comparison to learners in monolingual classrooms. Heugh (2000) argues that being taught in more than one language will always be beneficial for the learner and for the teacher, and for this to happen the DBE must ensure that all pupils have equal access to useful and meaningful engagement with the curriculum.

South Africa is a diverse country; Teacher 2 is aware of the diversity of her classroom and is therefore employing the necessary codeswitching/translanguaging strategies to ensure her learners fully engage. This demonstration from the teacher mimics what

Probyn (2017) portrays through a report on classroom practices of teachers of science in South African township and rural schools where English is the primary language of assessment. Even though only a small percentage of people use English as their first language, their access to the curriculum is frequently limited due to their limited English ability. Probyn (2017) goes on to examine how the teacher employed the classroom's linguistic resources the learners' native tongue and English and how doing so could enhance the learners' chances of learning science.

Mortimer and Scott (2003) argue that it is important for learners to understand science concepts through interactive discussions and subsequent practical exercises rather than through practical work alone. The academics further bring it to our attention that while it is crucial for learners to have the opportunity to explore their own ideas and discover key principles of science for themselves. The autonomous way of viewing language as bounded and separate which is seen through the current LiEP in practice is not the same as the views Teacher 3 holds as her beliefs on language reflect a heteroglossic orientation to language in the classroom as flexible, systematic use of classroom language to mediate learning and teaching (Garcia 2009). Despite Teacher 6 being in agreement that learners will fare well in two languages instead of one and possibly sharing the same first language as learners, the underlying principle of the LiEP of 1997 advocates for the maintenance of mother tongue or home language while providing access to and the effectiveness of additional languages.

4.6 Teachers' understanding of bi/multilingual education

One of the questions I was interested in was to find out what teachers know about bilingual education. In extract 5 below I asked teachers about their understanding of bilingual education.

Extract 5 Teacher's views and understanding of bi/multilingual education

IL: What is your understanding of bilingual education?

T1: My understanding of bilingual education from grade 4 means that, instead of being taught in English like we were taught in English only. Integration must be there in the classroom from this language to the other one.

T1: If you teach a concept of a frog, when the children do not know a frog, you can say ("Isele"), teaching them in Xhosa they understand it better.

T2: think bilingual to me, I interpret it as using two languages to teach. That's what I'm saying with me it's already working because I'm always doing it.

T2: (Whatever I teach I move to Setswana), Afrikaans at times even IsiXhosa because when I explain concepts such as potassium, I use (" Z for Zonke") "en daai hele goete" (and all those other things).

T3: The word bi-, just means two, I think the ability to be able to work with two languages and being comfortable. It is not only about knowing the language it is being comfortable in your own skin with the language.

T4: I think she means using both the child's home language and the new language, which is English an additional language, that's what I understand by bilingual education.

T5: I think it is the situation where they have to be taught in both languages.

T6: Bilingual education I can say is maybe using Setswana and English teaching the children where they do not understand.

T7: My understanding is that teachers do not have to stick to one language when they are in class.

T8: Anyway, bilingual education I understand, well bi means two, it involves two languages to push the same idea.

T9: I really don't know; I would say that I am old schooled. I am from university with English.

T9: I really don't know; they can try it. I am near the gate; I am going on pension. They will also get challenges

Teacher 1's understanding of bilingual education essentially means alternation from one language to the other. The teacher further makes an example by using the concept of a frog and says, instead of saying "frog" when learners do not understand rather say, 'Isele' which is an isiXhosa term for a frog. Teacher 2 believes bilingual education means using two languages to teach. Teacher 3, the science teacher says that whatever he is teaching, he alternates between Setswana, Afrikaans and isiXhosa because when science concepts such as potassium are explained he uses the alphabet letter Z, which stands for "Zonke" (everything) which encompasses all the body minerals

Teacher 3 believes it is about the ability to work with more than one language and being

at ease at using the languages. Furthermore, Teacher 4 is of the belief that it is essentially about using the child's mother tongue along the second language which is English. Teacher 5 and Teacher 6 claim it is where the learner must be taught in two languages. The teachers use the example of Setswana and English being used at the same time to explain their understanding of bilingual education. Teacher 7 believes it is where the educator is not restricted to use one language when they are in class. Teacher 8 is of the view that it involves two languages to drive the same idea.

Teacher 1's response provides a clear understanding of bilingual education instruction, and she has been teaching bilingually informally during lessons. The teacher further demonstrates strategies he uses by alternating from English to Setswana and provides practical examples for learners. It is also affirming to note that even though no training or workshops have been provided to the teacher he has the skills to use his bilingual/multilingual resources for meaning making and communication. Teacher 2 echoes Teacher 1's views on understandings of bilingual education, and it appears that the educator has a good grasp of the concept and teaching learners bilingually all along as the teacher mentions that it is working. This is important in that these are on the ground practices that are not valued by the education system steeped on monolingual Eurocentric nation state ideologies.

Teacher 2 in the above extracts demonstrates his rich linguistic resources by using more than two languages to teach bilingually. It shows the agency the teacher has taken upon himself to place his learners at the centre and use all the available resources in his repertoire to bridge any foreseeable language gaps in the classroom. It seems like Teacher 3 is not surprised by the minister's announcement of bilingual education as the teacher seems confident about what it means and is comfortable teaching her learners bilingually despite the scarcity of resources in African languages. Teachers 4 and Teacher 5 bring an important aspect into their understanding of bilingual education and mention that the concept is rooted in the strengthening of the child's mother tongue. To conclude, Teacher 6 seems to understand what it means to teach and assess bilingually as the teacher says it is ultimately about the use of English and Setswana simultaneously to reach learners.

Extract 6: The below extract is a continuation on teacher's understanding of bilingual education.

T2 think bilingual to me, I interpret it as using two languages to teach. That's what I'm saying with me it's already working because I'm always doing it.

T2 (Whatever I teach I move to Setswana), Afrikaans at times even IsiXhosa because when I explain concepts such as potassium, I use (" Z for Zonke") "en daai hele goete" (and all those other things)

T3 "The word bi-, just means two, I think the ability to be able to work with two languages and being comfortable. It is not only about knowing the language it is being comfortable in your own skin with the language".

T8 "Anyway, bilingual education I understand, well bi means two, it involves two languages to push the same idea".

It is thus important to note that research has shown that submerging learners in a second language is less conducive to achievement than beginning their curriculum learning through their first language and thus steadily immersing them in the second language (Cummins, 1984; Genesee, 1995 cited in Martin (1997).

Teacher 2 is proactive as he is not waiting for the department of basic education to give him/her the official go ahead to teach bilingually but has taken the initiative to place the needs of the learner at the centre regardless with the lack of resources for learners and further recognises the linguistic diversity of learners. It is thus important that Martin (1997) points out that multilingual language policies in our education sector need to consider the languages that are spoken in the country by the learners, their parents and teachers. Martin (1997) argues that there may be an explanation among South Africans for promoting a multilingual approach in education but one of them he argues, needs to take into account and raising standards for achievement among all pupils in particular amongst the marginalized, who have been black learners.

However, the multilingual language policy must be implemented with other educational policies which seek to raise learner achievement. As much as Teachers 4 and Teacher 5 understand the importance of bilingual education and mention that it is about strengthening the child's mother tongue.

The uniformity of responses from teachers on the implementation of bilingual education is positive and they appear eager and want to equip their learners for the world outside of the classroom and the strategies they have been using are working. This approach by teachers coincides with Heugh's (2000) argument that teachers in schools within multilingual communities usually have the linguistic repertoire of their pupils and the

common sense of most teachers means that they use the language varieties which are closest to that of their learners in the first years of school. In contrast, Teacher 9 is not optimistic about the implementation of bilingual education as she refers to the foreseeable challenges that may occur. It appears that Teacher 9 may be biased towards a monolingual education curriculum which continues to perpetuate African language speakers despite the LiEP of 1997 making provision and advocating for bilingual/multilingual education.

PART 2: ANALYSIS OF LEARNERS' INTERVIEWS

In this second section of the analysis, eight learners were interviewed, and data was thematically analysed. Data from the interviews show that learners are bi/multilingual and speak Setswana, Afrikaans, isiXhosa and English. I refer to the eight learners as Learner 1, Learner 2, Learner 3, Learner 4, Learner 5, Learner 6, Learner 7, and Learner 8. Learner responses to interviews can be grouped into the following themes: Learners' bi/multilingual repertoires, learners' language preferences and translanguaging.

4.7 Learners' bi/multilingual repertoires

Extract 7: Languages spoken by learners

I.L: How many languages do you speak and how did you learn these language

L1: I speak, 3 languages, Xhosa, Setswana and English. I learned my home language at home and the other languages at school. I learned Setswana at school and English at school and Xhosa at home.

L2: I speak five languages, Xhosa, Isizulu, Setswana, Sishona and English. I learned them at school my friends and teacher, and my home language I learned it at home and Setswana at school and Xhosa at home my friends and my teachers.

L3: I speak, 4 languages, isiXhosa, English, Setswana, and Afrikaans I learned some of them at home and some of them at school.

L4: I speak two languages, English and Setswana. Setswana, I learned it from home, and English I learned it from school.

L5: I speak two languages, Setswana, and English. I learned Setswana at home because I grew up speaking it at home English is at school because we only speak English most of the time.

L6: I speak 3 languages, Afrikaans, English and Setswana. My mother taught me Afrikaans and English. My teacher taught me Setswana at school.

L7: I speak 3 languages, Afrikaans, English and Tswana. I learned English at school and at my grandmother's house, Setswana at our house.

L8: I speak Setswana Afrikaans and English, Afrikaans, I heard it from my mother when I was still small. Setswan my father taught me how to speak it.

Learner 1 responds by saying he/she speaks 3 languages which are isiXhosa, Setswana and English. The learner explains that Setswana and English were learned at school while isiXhosa was acquired at home. Learner 2 mentions speaking 5 languages which are, isiXhosa, isiZulu, Setswana, Shona and English. Learner 3 reports that he/she speaks 4 languages isiXhosa, English, Setswana, and Afrikaans and believes that some of the languages were learned at school and at home. Learner 4 on the other is bilingual and speaks English and Setswana. The learner says he/she learned Setswana at home and

English at school. Learner 5 says he/she also speaks two languages. Learner 6 responds by saying he/she is multilingual and speaks, English, Afrikaans and Setswana and says that his/her mother taught him/her to speak Afrikaans and English while Setswana was learned at school. Learner 7 speaks 3 languages, and they are Afrikaans, English and Setswana. The learner says he /she learned English at School while he/she learned Setswana at his/her grandmother's home. Learner 8 also reports speaking Setswana and Afrikaans. Afrikaans was acquired through the efforts of his/her mother and Setswana was learned because of the father who speaks it with him/her. Refer to Figure 3.2(Currently page 41) where I tabulate the languages spoken by the learners.

The majority of responses from learners clearly depict their bi/multilingual repertoires. L1 confirms that he/she speaks 3 languages it thus shows us that the learner is multilingual and not monolingual speaker.

Learner 5 is bilingual, and Setswana is the home language, and this is the language the child is mostly exposed to, the language they use to express themselves and the language they ought to be using alongside English, but this is not the case as this valuable resource is subtracted and cannot be used as the LoLT despite the LiEP of 1997 promoting bi/multilingual education. Despite Learner 6 speaking 3 languages and having the ability to tap into their repertoire at any given time, the learner is assessed in one language while his/her English and Afrikaans speaking peers are allowed to receive dual medium bilingual education. Learner 7 like her peers is bilingual and embodies the qualities and diversity of our country and the 12 languages enshrined in our constitution and brings something valuable to the classroom. Learner 8 speaks English, Setswana and Afrikaans.

Learner 2's diverse linguistic resources will enable the learner to fully participate in the classroom and Gumperz (1964:137) claims that the multilingual repertoire forms a whole, which includes languages and dialects, and we see through the extracts how Learner 2's linguistic repertoire has expanded over time due to language contact and how the learner uses these language resources in the various spaces they occupy.

4.8 Learner's language preferences

Extract 8: Learners' language choices

I.L Do you have a favourite language and why?

L1 English is my favourite language, because I have a lot of friends who speak English, and they teach me how to speak English.

L2: My favourite languages are Shona and Setswana because Shona and Tswana I always use them at home to be able to speak to my mom and sometimes she always speak Setswana, and I don't understand it.

L3: English and Xhosa, as I said I know English very well I'm good at English, I can understand English. When someone asks me a question in English, I will be able to understand it and Xhosa also.

L4: English is my favourite language, because when you read in English most of the people love English.

L5: English, because I Love to speak English and in English, I learn many things in English and one day when I grow up, I also remember English and speaking in front of my class in English.

L6: Sesotho, my grandfather spoke Sotho and other languages.

L7: English, because I understand talking English and my friends understand English

L8: My favourite language is English because mostly I speak it at home and at school, because I understand the words, when I talk to someone, and they talk back with me in English.

Learner 1 responds by pointing out that English is his/her favourite language because of the numerous friends who speak English as they also teach him/her to speak English. Learner 2 says Shona and Setswana are his/her favourite languages and this is because he/she always speaks these languages at home. Learner 3 says English, and isiXhosa and he/she says he/she speaks English because he/she is very good at speaking these languages. The learner further says that if someone would ask him/her a question in English they would respond and the same applies for isiXhosa.

Learner 4 says that English is his/her favourite language, and this is because a lot of people understand English. Learner 5 says his/her favourite language is also English this is because he/she likes to speak English and learns many things in English but also because he/she speaks English in front of the class. Learner 6 however says his/her favourite language is Sesotho because the grandfather spoke Sesotho and many other languages. Learner 7 mentions that his/her favourite language is English because he/she understands English and so do the friends.

Learner 1 confirms that English is his/her favourite language and the influence from her peers may have contributed to this. English is a dominant language, and academic

resources are vastly available in English. This makes it easy for a grade 5 learner wanting to be associated with a language deemed as the language of prestige and upward mobility. Learner 2 says Shona and Setswana are his/her favourite languages and it may be because the learner is mostly exposed to these languages. Unlike others who favour English, it could also be that the learner feels more proficient in these languages than English.

Learner 4 mentions that most people love English, and this may be an indication of the manner in which the child has been socialized, and his/her language beliefs have been influenced by the people in his/her environment. English is also a preference for Learner 5 as the learner confirms that he/she likes to speak English and learns many things in English. Learner 6 deviates from what his/her peers have been saying about their favourite languages and the pupil says Sesotho is his/her favourite language and this may be because of the influence at home where the learner has come into contact with more than one language because of the grandfather who is multilingual. Learner 7 claims that most of his/her peers see English as their favourite language. The ability to be able to speak English appears to be one of the reasons why the learner says English is their favourite language.

When it comes to the language preferences of learners, they strongly indicate that English is their favourite language and Learner 1 shares the same sentiment and the remark by the learner reminds me about Bourdieu's (1991) theory of the linguistic market in which he argues that because English is a dominant world language, access to English provides students with linguistic capital. It is thus my observation that it comes as no surprise that some of the learners chose English as their favourite language as English enables them access to the curriculum. I further establish that because of the following possibilities that these preteenagers favour English. One, English has become hegemonic that celebrities and artists that learners admire almost always speak English. Secondly, the school system places emphasis on English. Thirdly, parents favour English, fourthly, books are mainly available in number of libraries in English.

In agreement with Bourdieu, most African parents believe that learning English as a subject is not adequate to ensure full access to English, they believe that learning it is also necessary for their children to learn through the medium of English as we see Learner 3 confirming that English and isiXhosa is his/her favourite languages and thus may be

because of the exposure to the languages but also the spaces in which these languages are used by the learner.

Bourdieu (1991) thus draws my attention and argues that schools need to produce learners who understand why linguistic diversity as a resource for creativity and cognition is important, but at the same time value all the languages that they speak and who recognise the paucity of English only. Janks (2014) claims that the reality is that until such a time as African languages are used for teaching and learning, parents and children will continue to choose English as the medium of instruction for their children's education as the extracts above show the hegemony of English beyond the boundaries of the home and school. The responses from learners thus index some of their monolingual ideologies which correlate with the autonomous ideology of languages, which Guzula, McKinney and Tyler (2016) claim are clearly separable and bounded named languages are central to monolingual or monoglossic ideologies which in the South African context is often linked to particular registers of English as the sole legitimate language. The last section of the analysis below looks at translanguaging practices in the classroom.

4.9 Translanguaging practices in the classroom

Extract 9: Learners' responses on the language practices in the classroom

I.L How many languages does the teacher use in the classroom to teach you natural science?

L1: He uses 3 languages, or usually 4. It is English, Xhosa, Afrikaans, and Setswana because others don't understand what he is saying

L2: He uses two languages, which are English and Tswana

L3: He uses two languages, but NS is for English but when he explains he explains in Setswana.

L4: He uses two languages, Setswana, and English

L5: Two languages, Setswana, and English

L6: They use two languages sir, Setswana, and English.

L7: Teacher uses two but the most one she uses English for us to understand.

L8: She uses two languages. Tswana and English

Learner 1 responds by saying the teacher uses 3 languages in the classroom and at times even 4. The learner says it is English; isiXhosa, Afrikaans and Setswana and the teacher does this because the other learners do not understand what the teacher is saying.

Learner 2 says that the teacher uses two languages in the classroom which are English and Setswana. Learner 3 also says the teacher uses 2 languages; however, the learner says English is for Natural Science, but the teacher explains subject content, he explains in English. Learner 4 follows suit and says the teacher uses 2 languages in the classroom which are English and Setswana. Learner 5 follows suit and confirms that Setswana and English are used in the classroom by the teacher. Learner 6 says two languages are used in the classroom. And Learner 7 says the teacher uses 2 languages, but English is used for them to understand content. Learner 8 concludes and affirms that English and Setswana are used in the classroom. It is clear from Learner 1 response that language practices in the classroom are fluid and this indicates the language diversity as the learner confirms that the teacher uses up to 4 languages to explain subject content. Learner 3 response is interesting as it portrays the language hierarchy that exists in the classroom.

The Learner 3 says English is for natural science, but Setswana is for explaining. This further demonstrates that teachers are aware of the linguistic profiles of their learners as well as their challenges with meaning making hence, they opt to take a bi/multilingual approach rather than a restrictive monolingual approach to teaching and learning. Learner 4) and Learner 5's sentiments are the same that their teacher is bilingual. The learners' responses about the languages used in the classroom confirms teacher's earlier reporting that they use more than one language to teach, despite their school's language policy demanding English only as a language of teaching and learning. While the South African Education policy is shaped in a colonial matrix of power which silences the South African children from access to quality education, Mignolo, (2009), cited in McKinney (2020), we see from Learner 1's response how the teacher uses more than two languages to reach her learners.

Teachers also challenge the Anglonormative and monolingual nature of the school's language policies. Learner 2 states that the teacher uses English and Setswana. McKinney (2020) draws my attention to the power of coloniality in which she says what counts as legitimate languages in practice in South African education as well as the colonial language ideologies informing language in education policy, thus, the above statement from Learner 3 in which the learner says natural science is for English that confirms the colonial ideologies informing language education that McKinney addresses that are prevalent in our classrooms. The above responses from Learners 4,5,6, 7 and 8 in which

they all say that their teacher uses two languages in the classroom reflects the bi/multilingual repertoires of teachers in schools and is testament that multilingualism is a norm even though the LiEP in practice prescribes monolingual practices in single home/first additional languages, and second additional languages despite the highly heteroglossic nature of language practices in and out of schools in daily life (McKinney, 2014; Probyn, 2015).

PART 3: Analysis of parent interviews

4.10 Languages spoken at home by parents with their children

To get an understanding of parent's language ideologies and their responses towards bilingual education, I asked the various parents why they use the different languages at home with their children. To probe parents, I asked which languages do they speak with their children at home and why? Below I present the responses from the parents and provide the analysis in this order. I refer to the six parents as Parent 1, Parent 2, Parent 3, Parent 5 and Parent 6

EXTRACT 10: Languages parents' speak at home with children

I

I.L: Which languages do you speak with your children at home with and why?

P1: Setswana, because we grew up speaking Setswana even though our granny is Afrikaans but all of us are Tswana's.

P2: We first speak Setswana because of the area influence, and we speak also Afrikaans because my wife where she comes from, they speak Afrikaans.

P2: So, my children are most familiar with Setswana and Afrikaans.

P3: Re bua Setswana, (we speak Setswana) okay, the one Kabelo he loves English, but unfortunately, I never had the means to take him to an English medium school.

P5: Afrikaans, want hulle verstaan Afrikaans.

P5: Hulle groeie met Afrikaans. ("Afrikaans, because they understand Afrikaans, they grew up with Afrikaans")

P6: Tswana and Afrikaans and a little bit of Sotho. Just to give them a background on their cultural language.

Parent 1 explains that she speaks Setswana at home with her children and her reasons for speaking the language is because they grew up speaking it. She also highlights that

even though her grandmother is Afrikaans speaking they are all Setswana speaking. Parent 2 says they speak Setswana because of the community they find themselves in but also speaks Afrikaans because his wife comes from an Afrikaans speaking family hence the children are most familiar with Setswana and Afrikaans. Parent 3 says she speaks Setswana, but her son loves English, but she unfortunately does not have the financial means to take him to a Model C English medium school.

It appears that Parent 1 recognises the importance of speaking Setswana with her children and maintaining it as their home language. Not only did she grow up speaking her first language, but she went on to ensure her children adopts it from her. It thus indicates loyalty towards Setswana, and it symbolises a deep sense of pride and heritage. The response from the parent further indicates that she is bilingual as her grandmother is Afrikaans speaking and it is inevitable for language contact to take place considering the proximity of the languages in the household.

The response from Parent 2 makes us aware of the hybrid linguistic environment she finds herself in, and because of this, she now speaks more Setswana with her family. It is important to note how mobility of people plays a role in language contact where Parent 2 finds herself. The household is bilingual as both parents have two named languages in their repertoire. The children speaking Afrikaans and being enrolled as Setswana home language speakers might be because of the proximity of schools and how this provides parents with convenience hence decision to enrol the child as a Setswana home language speaker. The language which the father leans towards remains Setswana and English as a third language. The father leans more towards Setswana as a way of ensuring the language is preserved and it further portrays his patriarchal dominance as the head of the family. Parent 3 is loyal to her first language which is Setswana and speaking the language with her children also means that her children have received their formative years of schooling in the same language they are exposed to at home.

The statement by the parent can possibly also mean that the parent prefers to enrol the child where he/she will be regarded as an English Home Language speaker and not as a Second Additional Language Speaker. Parent 5 speaks Afrikaans with her children at home although her children are regarded as Setswana home language speakers at school while the (LoLT) is English. Parent 5 may be speaking Afrikaans with her children at home thus to ensure language maintenance, it may also be the agency of the parent to

ensure her children's linguistic repertoire is constantly developed. It appears that Parent 6 does not shy away from using 3 languages at home with her children and sees the need to preserve their linguistic diversity and heritage by ensuring she exposes them to all the languages she grew up speaking.

Language maintenance is crucial especially in a society largely dominated by one monolingual language which is English and the response from Parent 1 affirms how she is preserving her first language by modelling what her children do by speaking Setswana who only get to do it as a school subject rather than being assessed in it. We see the value Setswana holds for Parent 1 even though her grandmother is Afrikaans speaking she has maintained her devotion for the language. Despite these notable efforts by the parent, De Klerk and Barkhuizen (2001:11), cited in Bekker (2003) highlight that there is in South Africa a consistent deficiency when it comes the development of indigenous languages. More needs to be done to ensure language maintenance to prevent language loss.

Language contact inevitably leads to bilingualism as the grandmother is Afrikaans speaking and thus portrays the linguistic diversity in this family. Not only in the household, but in urban townships such as Galeshewe and with the mobility of people, it is inevitable that meshing of languages will take place. Language attitudes towards Setswana are positive as Parent 2's response indicates that the language has not been lost but still being maintained alongside Afrikaans and the children use these languages interchangeably.

Not far-fetched what the scholars have highlighted the imprints of apartheid remain considering that English is still regarded as the language of upward mobility and African languages are seen as deficient, not adequate for academic purposes. We see Parent 3 wishing she had the financial resources to send her son to an English medium school. Parent 3's desire is not discarded; however, they index Anglonormative ideologies and thus coincides with what Holmes (1992), cited in Makhuba (2005) points as the dominant language being associated with status, prestige and social success and that it is not unpopular that young speakers see the advantage of abandoning their own language.

Parent 5 appears to have a strong devotion towards Afrikaans, and this has not changed over the years despite her children being bilingual and Makhuba (2005) believes a group

in society usually distinguishes itself by its language and its cultural norms and values transmitted through language and we see how Parent 5 takes ownership of Afrikaans and has embraced it with pride. Parent 6 and her children are bilingual/multilingual as they speak more than two languages. It appears that the parent is committed in preserving the cultural heritage of their linguistic repertoire

4.11 Parent's monolingual language ideologies

In order to get sense of parents' language preferences I asked parents how important it is for their children to be taught in English. Below I present the responses from parents and the analysis in this order.

Extract 11: Parents' views on the use of English at school

I.L How important is it for your child to be taught in English at school?

P1: It is important for me because at least my daughter we speak in Tswana here at home so at least she learns how to be fluent maybe in English.

P1: She is almost about to go to high school at least if I enrol her like at another school like Kimberley girls high at least it would be easier for her to communicate or do things.

P2: Because now English is a universal language, I think it would be very important to introduce it at school level because now although we had a problem historically on medium of instruction.

P2: because what I said the world is so diverse we need to have a fluent communication in which I think English would be the best so far.

P3: Gakere now it is important, the schools now, most of them are English, it opens a lot of doors for children, those subjects like maths are in English.

P3: I would have loved for them to be taught in other languages, but it is not possible nowadays.

P4: Too much, as now. You can't go anywhere with Afrikaans or Setswana or wherever.

P4: English is needed wherever you go. You're going to Natal it is needed. You're going to wherever you're going, it is needed.

P5: It is very important because English is everywhere. Like if you are being interviewed, they interview you in English.

P6: English is one of the official languages and it as an international language for him to express himself more and to be able to communicate with other people.

Parent 1 firmly believes it is important for her daughter to speak Setswana at home while she is simultaneously exposed to English in the process. She further mentions that her daughter is about to start high school and that she has the desire to enrolls her at Kimberley Girl's high, where she will be able to communicate effectively in English and do well. The parent believes that we live in a diverse world in which fluency in English is necessary. Parent 3 argues that it is important now in schools as English opens doors as

subjects like mathematics are also in English. The parent point out that they would have loved for their child to be taught in other languages but that is not currently possible. Parent 4 claims that one cannot go anywhere with Afrikaans or Setswana, as English is needed wherever one goes. Whether one goes to KwaZulu Natal or wherever, English is needed. Parent 5 says it is important as English is everywhere. If you go for an interview, they will interview you in English. Parent 6 believes English is an official and international language for his child to communicate and express themselves.

Parent 1 voices out her language beliefs by revealing that it is important for her child to be taught in English. The parent states that because her child speaks Setswana at home, it is therefore also fair that the child be exposed to English. The parent exhibits a monolingual and Anglonormative ideology as she does not see the legitimacy African languages hold in fully enabling and empowering her child. It comes across that Parent 1 only sees the advantages of English and the power and access that comes with speaking this dominant language. It further appears that Parent 1 is more concerned about how fluent her child will be if she attends an only Girl's school. On the other hand, it seems as if it is enough that the home language is spoken at home. Parents also seem complicit in the marginalisation of their languages as they are seeing them as only languages of the home and not of high-status functions.

Parent 2 highlights the fact that English is a lingua franca and is used globally for communication purposes and the parent wants his children to have access to the variety of the dominant language. Also, English is introduced as early as grade 4 as the official LoLT and as early as grade 1 as a First Additional Language (FAL), it seems as if Parent 2 believes this is not enough exposure for the children. Given that English is taught as a FAL from grade 1, it seems that her belief is that English as a LoLT should be introduced at Early Childhood Development level (ECD) possibly not at a later stage, at the expense of subtracting the child's mother tongue. It seems according to Parent 2, speaking English is the only way to deal with diversity. It seems like the parent also has an Anglonormative ideology with English only as a lingua franca.

Parent 3 highlights that English is the language of upward mobility and prestige, as she claims that English, "opens many doors". The response from the parent yet again proves the societal hierarchy English holds, and this ideology has been magnified as parents

want their children to have access to English and not be denied the opportunity to be taught and assessed in the language deemed as a language of upward mobility. Thus, it seems here that the parents cannot imagine maths being taught in other languages. For her, it is impossible. However, the parents might not be aware that teachers 'smuggle' in the vernacular, thus teaching their children bilingually to facilitate meaning making. Despite these beliefs, analysis of teacher interviews in part 1 and learner interviews in part 2 confirms the bilingual nature of classroom pedagogy.

Parent 4 however in her statement believes that only English can take you further in life and that Afrikaans and Setswana as languages cannot provide you with the same opportunities as English. It appears that the parent's language beliefs are rooted in Anglonormativity as she does not see the value that other languages provide but rather proficiency in English is the standard. It is also strange that the parents hold this belief while white Afrikaans speaking children in this country are succeeding. It is apparent that English hegemony cannot be denied and the role it plays in society is powerful to the extent that African languages cannot be seen as legitimate languages to educate and to make meaning or languages that can be used during job interviews.

Parent 6 believes that English is an international language, and therefore, it is important for her child to be able to communicate in the language. The parent expresses the desire and aspirations for her child to be taught in English. Busch (2014) writes about desire as part of one's linguistic repertoire. The desire for English seems to supersede desire to learn African languages, thus turning the multilingual desire to a monolingual and Anglonormative one. With an education system that has placed English above other official languages with little development and promotion for African languages we find ourselves in a place where English is deemed as superior and amplified in all spheres of society.

As Parent 1 points out that her daughter already speaks enough Setswana at home and that it is necessary for her to be taught in English. Though I acknowledge parent one's views, research has shown that being taught in an unfamiliar language at school for a limited number of hours will not yield positive cognitive results for the child (McKinney, 2017). Janks (2004) believes that for children who are already marginalized, they should not be marginalized further by not being given exposure to the valued language. She believes that since English is a dominant world language, access to it simply provides students with linguistic capital, argued for by Bourdieu (1991). However, Janks

does not simply argue for giving learners access to English but also argues for teaching about the dominance of the language, focusing on its power, for a pedagogy that also values diversity and has transformative practices. Janks (2004) thus highlights that most African parents believe that learning English as a subject is not enough to enable full access to English. The belief Parent 1 and Parent 2 hold that it is also necessary for their children to learn through the medium of English, and this is something they feel strongly about. Access to the dominant language provides people with access and Parent 3 has the same outlook with the opportunities that English will bring for his child. Parent 3's point of departure is acknowledged as he highlights that he would want his children to be taught in other languages but that's not possible.

It is thus crucial what Lodge (1997), cited in Janks, (2004) argues that if you provide more people with access to the dominant variety of the dominant language, you perpetuate a situation of increasing the dominance also, on the other hand, you deny students access you perpetuate their marginalization in a society that continues to recognize this language as a mark of distinction. Furthermore, you deny them access to the extensive resources available in that language, which are resources which have been developed because of the language's dominance. It appears that the Parent 4 has a deficit view of African languages and does not see diversity and multiplicity of language as a resource but sees it as a problem. McKinney (2017) highlights that often parents equate schooling with fluency in English. She further points out that parents' desire for their children to be educated in English either from the onset of formal schooling or as soon as possible is cited as a major stumbling block to the implementation of mother tongue or home language based bilingual medium of instruction in schools and we see this sentiment prevailing as Parent 5 and Parent 6 assert the importance of English and its use as an international language and they want their children to use English beyond the perimeters of the school but as a resource which will enable them to have access to a particular linguistic market and the economy. (Ruiz, 1984; Hult and Hornberger, 2016).

Parents' responses towards an inclusive bilingual education

In the below extract. I asked parents how they would feel if their children were taught content subjects like mathematics and science in two languages instead of one. I provide the responses from parents, and the analysis is as follows.

Extract 12: Parents' responses on the use of two languages for content subjects

I.L How would it make you feel if your child were to be taught content subjects like natural science and mathematics in two languages instead of one.

P1: It would be good because she would be able to understand it in the language of her choice. I think it would work best for her, if she is taught in two languages instead of one.

P2: For me it would be good, I have been closely watching countries like China where children are taught in their home language.

P3: I will be happy, especially, if you can notice now in schools a lot of children are struggling with maths and natural science.

P5: It is even better so that he can learn, yes two languages, that would make me feel happy.

P6: That will be something very interesting because right now at home when he does his homework, we have to translate from English to Setswana

Parent 1 believes it will be good for her child to be taught content subjects like mathematics and science in two languages instead of one. The parent believes it is beneficial for her child. Parent 2 agrees with Parent 1 and refers to China where children are being taught in their first languages. Parent 3 says she will be happy should the option become available and points out that many learners are struggling with maths and science.

Parent 5 follows suit and says this will be a better option; she also asserts that it will make her feel happy. Parent 6 says it will be very interesting because she helps her son with homework and usually translates content from English to Setswana.

Despite Parent 1 having indicated in the previous extracts that it is important for her child to be taught in English, the same parent says it would make sense for her child to

be taught content subjects like mathematics and science in two languages. As much as she deems English as important, she also sees the value and the need for two languages instead of one, thus enabling her child to have full access to the curriculum like her English monolingual and Afrikaans speaking peers. An interesting perspective from Parent 2 as he refers to countries such as China where children are being taught content subjects in their first languages. It seems as if the parent agrees that the same approach can be used in South Africa. The parent does not object to the option of two languages and sees this as a valuable option to utilize all the linguistic resources children bring to the classroom. However, the interpretation of bilingualism for many parents still produces confused answers. Parents confuse bilingual education with monolingual education as Parent 2 claims here and makes an example of China.

There seems to be a consensus amongst parents that they would like their children to be taught in two languages. It may be because parents have seen their children struggling to engage with the curriculum as some of them have been translating for their children from English to Setswana. It calls for robust implementation from the department's side. It further speaks volumes to the struggles children continuously face because of the LiEP in practice. Parent 5 goes on to say that "it's even better!" It appears that the parent is saying that her children are far better off with two languages as resources for learning as they will be able to be assessed in a familiar language in which they have developed the relevant competency skills.

Parent 6 feels strongly about the use of two languages as a possible option. She says she already does it at home by translating the work for her son from English to Setswana. It is crucial to note how the children are being disadvantaged using one dominant language despite their fluid language resources they bring to the classroom. Parent 6 uses her agency and bridges the language barrier gap by using her own linguistic resources to assist her child. The parent's language beliefs are valid, and deem it only fair for two languages to be resourced in content subjects. They see the value of mother tongue based bilingual education and are thrilled that they children will use all their full linguistic resources.

The scholars make valid points, considering that the current language in education policy in practice only makes provision for one dominant monolingual language to be resourced as the official LoLT from grade 4 onwards, thus disregarding linguistic diversity for pupils

who come from multilingual household and hybrid urban communities. It appears that Parent 2 has observed what other countries are modelling where they use the child's first language for teaching and learning, and the approach has somehow provided the parent with confidence that the same ought to be done in South Africa.

The statement from the parent correlates with what Probyn (2006) highlights that majority of South African pupils cannot communicate their scientific conclusions in the language assessments which is usually English and Afrikaans which are the medium of instruction and are the languages currently used for matriculation examinations. The response from parents 5 and 6 show that parents will not have a deficient view of African languages, should they be presented with options and not only with one biased choice presented to them. Probyn (2006) thus asserts the preference for English as (LoLT) expressed by many teachers, parents and learners is not unequivocal.

Conclusion

In this chapter, I have presented evidence from teachers, learners and parents when it comes to their language ideologies and views on the proposed implementation of Mother Tongue Based Bilingual Education. I have also provided the reader with a holistic overview of the need for a multilingual education approach which will reflect the linguistic profiles of learners and the advancement of African languages in the 21st century.

CHAPTER 5: DISCUSSION OF THE FINDINGS AND CONCLUSION

In this study, I have investigated Grade 5 natural science teachers', learners' and parents' language ideologies and responses towards the implementation of Mother Tongue-Based Bilingual Education (MTBBE), following the launch of MTBBE in February 2024 by the then minister of education Ms Angie Motshekga. I was interested in understanding the language policies in practice in Galeshewe primary schools in Kimberley. I was also interested in understanding the language ideologies that have shaped them as well as their response to the plans to implement Language in Education Policy of 1997 (LiEP). I became interested in seeing whether children's linguistic repertoires were valued or cast aside by their teachers and whether teachers created an enabling learning and teaching environment or not.

Given that language policy decisions are always top-down, learners' and their parents' views were also important for understanding why English continues to dominate in schooling and how they feel about the new language changes for schools from 2025. Thus, I wanted all 3 major stakeholders in the education sector to be part of this study, to understand and analyse their views on the implementation of MTBBE and possible solutions they think can be implemented to better our education system. Thus, the study aimed to answer the main research questions which is:

What are Grade 5 natural science teachers', learners' and parents' language ideologies and responses towards the proposed implementation of Mother Tongue Based Bilingual Education in Galeshewe Township, Kimberley?

And the following sub questions:

- What are Grade 5 natural science, teachers' language ideologies, understandings of bilingual education and views on the implementation of MTBBE?
- What are Grade 5 parents' language ideologies and views on the implementation of MTBBE?
- What are Grade 5 natural science learners' language repertoires, language ideologies and views on the implementation of MTBBE?

5.1. Discussion of findings from analysis of teacher's data:

Firstly, the findings reveal that some of the teachers' current Language in Education policies (LiEP) in practice are rooted in monoglossic ideologies which according to McKinney (2017) construct the ideal learner as monolingual in English in the intermediate phase and which renders the simultaneous use of multiple language resources as deviant or problematic. Secondly, the findings reveal Anglonormativity in the system that expects all teaching and learning and assessment to take place only in English. Findings therefore show that some teachers believe that languages should not be mixed /contaminated and should be kept as separate and autonomous systems. This monolingual and Anglonormative ideologies from teachers have been challenged in the United Kingdom where some teachers use Gujarati and English as resources to construct and use flexible bilingual pedagogy in the classrooms by adopting a translanguaging approach (Creese & Blackledge, 2010). The teachers show how languages do not exist in separate compartments but rather as resources to negotiate meaning making.

Findings also reveal that Anglonormativity in teaching and learning materials is widely prevalent and has presented itself as a stumbling block for teachers and learners as it restricts them from using their agency in the classroom. Teachers attribute this Anglonormativity to the education system as the directive on how they should use languages in classrooms comes from above. They argue that Anglonormativity renders the ordinary South African learner entering school as linguistically impaired because of the struggles learners experience when reading materials written only in English from Grade 4 onwards.

The endorsement of the use of only English for teaching, learning and assessment and for materials by CAPS disadvantages learners who are not English first language speakers as they do not yet speak, read and write English and do not have the vocabulary to be able to make sense of the English texts MacDonald (1990). It seems that concepts such as Kolonilingo-normativity have made their way into the school curriculum with the expectation that indigenous people should be proficient in colonial languages and absorb colonial knowledge in the global South colonies because colonial legacies dominate the curriculum and books (Guzula and Tyler in press, also see Guzula & Abdulatief, 2024).

The Curriculum and Assessment Policy (CAPS) as an element of the Anglonormative system has presented itself as more of a barrier for bi/multilingual children as it enforces English medium instruction from Grade 4 in the intermediate phase, disadvantaging learners from linguistically hybrid townships such as Galeshewe. I thus concur with McKinney (2017) who states that the Curriculum and Assessment Policy Statement (CAPS) has changed the language in education policy through the backdoor. McKinney mentions how the policy currently in place makes it compulsory for learners to pass two languages as a subject such as a Home Language and a First Additional Language from grade 1 disguising the policy makers' attempts to prepare learners for the switch to English in Grade 4.

Seth (2023) in her study draws on conceptualisations of language as heteroglossic and shows how bilingual science teachers negotiate between monoglossic ideologies that have been a problem in the Namibian Policy (LiEP). Probyn (2015, 2019) and Tyler (2023) show that teachers are challenging monoglossic and Anglonormative ideologies by incorporating translanguaging/code switching strategies as pedagogical tools in their science classrooms to enhance the learning experience for learners. The findings from this study thus concur with Probyn's (2019) findings that teachers who often share a common home language as their learners tend to smuggle in the vernacular, leading to a mismatch between language policy on paper and language policy in practice. McCarty (2014) argues that teachers are also policy makers, who then in the process challenge top-down policies from below.

However, the teachers' use of translanguaging has not been accompanied by training. This study has found that translanguaging has been an established practice that is not legitimised or valued. Teachers are therefore calling for a swift implementation of MTBBE that is accompanied by training from DBE. They want bilingual instruction to be legitimized, and their learners afforded the opportunity to have the best learning experience. It seems that implementing bilingual education means freeing these teachers from smuggling the vernacular in the classroom (Probyn, 2019).

The reason for this positive outlook on the implementation of MTBBE from some of the teachers is accompanied by their belief that one side of the nation is being advantaged while the other side of the nation is being disadvantaged. To show the injustice in the

education system, the teachers make reference to English and Afrikaans speaking children who have been receiving (MTBBE) before and after apartheid as has been noted by Alexander (2003) in the *Sink or Swim* documentary. Thus, the teachers are also calling for linguistic and epistemic justice in which equal access to mother tongue education is provided to all children regardless of their race and socio-economic status (Fricker 2009, Kerfoot and Bello-Nonjengele, 2021).

The research questions have been answered as the findings provided us with key information from the 3 stakeholders in the study that monolingual ideologies such as angloformativity are harbored and are widely present in the schools in Kimberley. These ideologies have also been reinforced by lack of learning resources and support from Département of Basic Education. It is necessary to highlight that teachers possess a good understanding of Mother Tongue Based Bilingual Education and have been teaching it unofficially in their classrooms. The research questions have also been answered as parents have expressed their positive views for their children to be taught in English and in the child's mother tongue.

Furthermore, the interview data from learners answers the research question based on their language repertoires, language ideologies and views on the implementation of MTBBE. Learners from Galeshewe Township have a diverse linguistic repertoire and they use these resources as tools for meaning making. Some learners do have monolingual ideologies, and this is due to the dominance of English in the classroom and the fact that it is imbedded in their learning materials. There is a willingness from learners wanting to be taught in their mother tongue and still having the option of English available to them.

Discussion of findings from analysis of learner's data:

First, findings from learner data show that learners have multilingual repertoires. The study reveals that learners' bi/multilingual repertoires have not remained stagnant as some of them have acquired more than two languages due to mobility and language contact that happens at home and at school. The findings also show that learners from neighbouring countries like Zimbabwe and Mozambique have been enrolled at the local schools in Galeshewe and they have been integrated into the community where they now speak some of the local languages. Webb (1999) in his study thus highlights the sociolinguistic complexity of our country where linguistic diversity comes into play and shows how it also speaks to the constant linguistic change in our schools and the

attention it requires from DBE.

Secondly, learners hold Anglonormative ideologies despite themselves being multilingual. This demonstrates the power of English as a dominant and hegemonic language. Five out of eight learners who were interviewed prefer English over their first language/s or mother tongues and believe that English is more important because everyone speaks it. I note that these monolingual ideologies learners have are an example of Bourdieu's (1991) linguistic market which gets created because English is a dominant world language. Therefore, desire and access to it creates a linguistic market.

Thirdly, the study reveals that some learners welcome and appreciate the use of two or more languages as mediums of instruction. According to the learner's language practices in the natural science classrooms are fluid as teachers have been using more than one language to teach them. Abdulatief and Guzula (2024) show that translanguaging has mainly been used by teachers in their oral discourse, when they try to explain concepts to learners, but this translanguaging has not really been extended to learners' oral discourse and writing in their home languages as well as in English. It seems that some of these learners appreciate the extension of translanguaging to them.

5.2. Discussion of findings from analysis of parents' data:

Findings from the study show that children come from mixed language families where parents speak different languages and where some of the languages are spoken by some of their grandparents. The ethnographic study on biliteracy compiled by Hill and May (2014) reveals that the kind of questions we ask parents determine how parents respond. The study presented questions in a binary way for example, 'do you want your children to learn in English or mother tongue?', and parents said English. However, in this study, asking parents how they would feel about their children learning in two languages led to a different answer than the ethnographic study conducted in New Zealand.

Another finding revealed that the role of parents is very important for language maintenance as they continue to speak their African languages with their children. Some similarities can be seen in the study done by Hill and May (2014) in their ethnographic study which shows how parents take agency to revitalize their indigenous languages as they witnessed a great loss of language by their children due to assimilation education

policies. Parents commenced with language emersion programmes at home to combat colonial injustices to ensure they preserve their children's heritage. This study reveals that parents have married into different ethnic and linguistic groups and thus accommodate their children by exposing them to more than one language.

Finally, parents acknowledge the importance English plays as a global language and lingua franca and the opportunities it may provide for their children, but they are also open to the implementation of MTBBE and the academic benefits it might yield for their children. Furthermore, due to the language diversity in the community the findings also show a common trend where some learners are Afrikaans Home Language speakers, but their parents have enrolled them as Setswana Home Language speakers.

5.3. Limitations

As an insider of the community, I may have had my own preconceived ideas about the schools and the treatment I would receive from principals, teachers and parents. I also had to make adjustments to ensure learners thoroughly understand the structured interview questions which I posed. I had to walk to all the schools to schedule appointments, at times the secretary would inform me that the principal may only be available the following week for me to schedule a meeting. Time was of essence as the principal and teachers could only afford me a certain amount of time to conduct the interviews. This left me with no time to conduct classroom observations and field notes as I would have liked, before the need to travel back to Cape Town. I learned a few lessons during data collection that research is a labour of Love especially for a country that is rooted in inequality. Schools are run well by principals but there is a lack of support from Basic Education which leaves teachers' despondent. The Northern Cape Province has a lot of potential for development and more research needs to be done to create awareness to influence policy decisions. There is a need for further research in the rural areas of the province to look at aspects around family language policy and how this influence literacy practices of bilingual learners.

5.5 Recommendations

Due to the unjust legacy of apartheid, colonial language ideologies remain prevalent in our education sector and have influenced the way language/s are viewed by citizens. Alexander (1989); Makalela (2015) and Garcia (2009) challenge the normativity of colonial languages in education, arguing that it is rooted in nation-state ideologies of one state one language. In redressing the injustices of colonialism, I recommend that the

DBE amend its current/imminent implementation of MTBBE and to support the simultaneous use of multiple language resources learners bring to the classroom which will give them a fair chance in accessing the curriculum in one of their most familiar languages rather than encouraging monolingual education. Assessments will need to be made available in more than one language to match the languages used by teachers in their oral discourse. This is also supported by the DBE circular 18 of 2024. I recommend that Initial teacher education in South African needs to be revised by higher education institutions by ensuring teachers are being trained to teach in multilingual schools in South Africa to remedy the current dominant monolingual ideologies prevalent in our schools.

Additionally, in pursuit of social justice and a fair education system, the Department of Basic Education should be held accountable for lack of implementing their own multilingual policies. I align with Alisaari, Heikkolla, Cummins and Aquah (2019) who believe a dominant ideology of monolingualism in multilingual societies raises questions of social justice, as such an ideology excludes and discriminates against those who are either unable or unwilling to fit the monoglot standard.

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APPENDICES

Appendix: A Ethical Clearance



SCHOOL OF EDUCATION

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EDNREC20240101

16 January 2024

Ignacious Leeuw

LWXIGN001

Re Ethical clearance

I am pleased to inform you that ethical clearance has been granted by the School of Education Ethics Review Committee of the Faculty of Humanities for your academic project: Grade 5 natural science teachers', learners and parents' perceptions, language ideologies and responses towards bilingual education in Kimberley, Galeshewe Township

Regards

ASSOCIATE PROFESSOR JOANNE HARDMAN

"Our Mission is to be an outstanding teaching and research university, educating for life and addressing the challenges facing our society."

Appendix B: Information letters and consent forms for the principals, teachers, learners and parents

LETTER TO PRINCIPAL

6202 Semanga Street

Kimberley

Galeshewe 8345

Dear Sir/Madam,

My name is Ignacious Leeuw a master's student at the University of Cape Town in the School of Education. As a requirement for my studies, I have to conduct research in order to graduate. My research aims to investigate teachers', learners and parents' perceptions, language ideologies and responses towards bilingual education in Kimberley, Galeshewe Township. The study will be conducted on natural science teachers and learners who are at your school who speak more than one language. The data collected from this study will be kept confidential and use only as the bases for research purposes. To conduct this research, voluntary participation from teachers, learners and parental consent is essential. All the findings from the study will be made available on the University's library for access.

I am requesting your help to complete this research endeavour. If you agree to assist me, would you please allow me permission to visit with your Grade 5 natural science teachers' and learners from your school? I will provide each teacher and parent with a clear description of the research study. They will also be assured confidentiality and informed they have a right to discontinue participation at any time in the study. Enclosed is a tentative letter from the University of Cape Town permitting me to conduct the study schedule of my visit, and I would appreciate your support.

Thank you for your attention to this request.

Sincerely,

Ignacious Leeuw

Informed Consent Form – Participating School Principal

An investigation into Grade 5 Natural Science teachers', learners and parents' perceptions, language beliefs and responses towards bilingual education in Kimberley, Galeshewe Township

CONSENT

I _____, in my capacity as School Principal of _____ do hereby give my consent for the school to participate in this study. I have read the information pertaining to the research study. I was given the opportunity to ask questions, and these were answered to my satisfaction.

I understand that this research may be available to readers in a university library in written form, and possibly in electronic form.

Signature of School principal: _____

Name of person who sought consent: _____

Signature of person who sought consent: _____

Date: _____

LETTER TO TEACHER

Dear Teacher,

My name is Ignacious Leeuw, a masters' student at the University of Cape Town in the School of Education. As a requirement for my postgraduate studies, I have to conduct research in order to graduate. My research aims to investigate Grade 5 natural science teachers', learners and parents' perceptions, language beliefs and responses towards bilingual education in Kimberley, Galeshewe Township.

The objective of this study is to investigate teachers' learners' parents' views about Bilingual Education. The data collected from this study will be kept confidential and used only as the bases for research purposes. I am requesting your voluntarily help to partake in an interview and in filling the questionnaire. If you agree to assist me, please review the following ethical clearance letter from the university granting me permission to conduct the study. Be informed that you have a right to discontinue participation at any time in the study. Thank you for your attention to this request.

Sincerely,

Ignacious Leeuw

Informed Consent Form – Participating Teacher

An investigation into Grade 5 Natural Science teachers', learners and parents' perceptions, language beliefs and responses towards bilingual education in Kimberley, Galeshewe Township

CONSENT

I _____, in my capacity as Natural Science teacher of _____ do hereby give my consent to participate in this study. I have read the information pertaining to the research study. I was given the opportunity to ask questions and these were answered to my satisfaction.

To be interviewed.

To completing a questionnaire.

I understand that I have the right to withdraw from this study at any stage.

I understand that this research may be available to readers in a university library in written form, and possibly in electronic form.

Signature of School teacher: _____

Name of person who sought consent: _____

Signature of person who sought consent: _____

Date: _____

LETTER TO PARENT

Dear Parent,

My name is Ignacious Leeuw, a Master of Education Student at the University of Cape Town. As part of my studies at the University, I am investigating teachers', learners and parent's perceptions, language beliefs towards bilingual education in Kimberley, Galeshewe Township. I am writing this letter to ask for your consent to interview your child to be part of the study. The details of your child will be kept confidential throughout the study. The data collected from this study will be kept confidential and used only as the bases for this research dissertation. I am kindly requesting your voluntarily help to allow your child to participate in this interview and questionnaire.

If you agree in giving consent for your child to be part of the study, please review the following documents attached to this letter, which contains an ethics letter from the university of Cape Town permitting me to do the study. Be informed that you have a right to allow your child to discontinue participation at any time in the study. Please complete and return in the envelope at your earliest convenience. Thank you for your attention to this request.

Sincerely

Ignacious Leeuw

INFORMED CONSENT FORM PARENT/ GUARDIAN OF PARTICIPATING LEARNER

I hereby agree to my child to participate in the study “An investigation into Grade 5 Natural Science teachers’, learners and parents’ perceptions, language beliefs and responses towards bilingual education in Kimberley, Galeshewe Township”.

I understand that my child is participating freely without being forced in any way to do so. I also understand as the legal guardian I can stop the proceedings at any point should I not want my child to continue, and that this decision will not in any way affect my child negatively. I understand that my child’s participation will remain confidential.

I have read the information and requested for consent letter and had the opportunity to ask questions about the research.

To my child being interviewed.

To my child completing a questionnaire.

I understand that my child is under no obligation to take part in this research study.

I acknowledge that teachers, parents’, and learners will be approached, as explained above, to participate in the study.

I understand that the information that my child provide will be protected and made available on the university’s library for research purposes.

I know that if my child participates, his/her words will be recorded verbatim as long as the responses that my child gives cannot be linked to us personally or to the school.

_____ **Parent signature**
_____ **Name of person who sought consent**
_____ **Date and place**

INFORMED CONSENT FORM- PARTICIPATING LEARNER

I hereby agree to participate in the study "*An investigation into Grade 5 Natural Science teachers', learners and parents' perceptions, language beliefs and responses towards bilingual education in Kimberley, Galeshewe Township*".

I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop participating at any point should I not want to continue, and that this decision will not in any way affect me negatively. I understand that my participation will remain confidential.

I agree to be part of the research study to be conducted in my classroom.

I agree to participate in interviews and complete a questionnaire.

I grant you permission to involve me in this study.

I understand that the information that I provide will be protected and made available on the university's library for research purposes.

I know that if I agree to participate, my words will be recorded verbatim as long as the responses that I gave cannot be linked to me personally or to my school.

_____ **Name of learner**
_____ **signature of person who sought consent**
_____ **Date and place**

Appendix C: Interview questions

Interview questions designed to elicit direct responses from participating teachers:

- 1) Tell me more about your learning and teacher training experience for teaching science? In what languages did you learn science as a student at school and university and in what language/s were you taught to teach science?
- 2) Which language/s do learners engage with when having conversations with you and with their peers?
- 3) How do learners respond when you teach them through the medium of English only?
- 4) What do you think about English as the sole medium of instruction within the school?
- 5) Which languages do you use for assessing your learners in Natural Science and why?
- 6) How well do you think children would fair if you could them in two languages instead of one?
- 7) Would you recommend the use of Setswana/isiXhosa as languages of learning and teaching and not just merely as school subjects. Why and why not?
- 8) Lately, in newspapers I have read that the Minister of Education is thinking about implementing bilingual education and what do you think she means by this?
- 9) Have you been trained or attended workshops on bilingual education?
- 10) What have been some of the challenges learners have been experiencing with the subject content considering that English is not their first language?
- 11) What is stopping you from teaching and assessing them in two languages?
- 12) If you were to advise the department of education or the head of school on the language issue, what would you tell them?
- 13) Based on the minister's announcement, do you think you possess the necessary language skills to do this. Or do you think you require some form of training?
- 14) Which methods or approaches do you experience as being the most effective when teaching or introducing a new concept in a subject such as Natural Science in the English Language?
- 15) To what extent do you use the methods /approaches prescribed by the Department of Basic Education?

QUESTIONNAIRE FOR TEACHERS

Please read each question or statement carefully and answer by placing an (x) in the appropriate box. All information will only be used for the purposes of this study.

Name _____

Email Address _____

What is your gender?

A Male

B Female

B Non-Binary

How old are you? (Please put an "x" in the right box)

20-25	25-30	30-35	35-40	40-45	45-50	50-60	60-65

Highest qualification? (Please put an "x" in the right box)

Diploma	Bachelor's Degree	Honours Degree	Master's degree

For how long have you been teaching natural science? (Please put an "x" in the right box)

2-3 years	3-4 years	4-5 years	5-10 years	10-15 years

How many learners do you have in your class? (Please put an "x" in the right box)

30-35	40-45	45-50	50-60

How many languages do you speak? (Please put an "x" in the right box)

1	2	3	4	5

How did you acquire these languages (Please put an "x" in the right box)

Family	Friends	Community	Work

Do you teach in two or more languages in your your classroom? Please put an "x" in the right box)

Code switching	Pairing students in groups	Respond to students in two languages	Class Visual content presented in two or more languages

Do you believe some languages are more useful to be used than others? (Please put an "x" in the right box)

Yes	No

--	--

Getting an education in English only can offer a child a better life? (Please put an "x" in the right box)

Strongly agree	Agree	Neither agree nor disagree	Disagree

I believe learners will get confused if learning and teaching takes places in two languages.
(Please put an "x" in the right box)

Strongly agree	Agree	Neither agree nor disagree	Disagree

Do you believe the school has the capacity to fully switch to bilingual education instruction?
(Please put an "x" in the right box)

Strongly agree	Agree	Neither agree nor disagree	Disagree

Thank you for participating in this questionnaire!

Interview questions designed to elicit direct responses from participating learners:

- 1) What is your name and surname, where were born?
- 2) How many languages do you speak?
- 3) How did you get to learn these languages?
- 4) Which languages do you prefer to use when you speak to your parents?
- 5) Which language do you feel comfortable in expressing yourself? And why?
- 6) Do you mix languages when you speak to your friends?
- 7) Have you ever used a specific language to fit in with your friends?
- 8) How did that make you feel?
- 9) Why do you think it is important to read and write in Setswana/isiXhosa?
- 10) Do you have a favourite language?
- 11) Why this language?
- 12) Why do you believe some languages are more useful to know than others?
- 13) If you are asked to give a speech in class, which language do you prefer to use?
- 14) How do you find the natural science concepts the teacher is explaining in class?
- 15) How do your teachers use language to teach you science? For example, do they use one language or more?
- 16) How do you feel about being taught in one language only and not in two languages?

QUESTIONNAIRE FOR LEARNERS

Please read each question or statement carefully and answer by placing an (x) in the appropriate box. All information will only be used for the purposes of this study.

Name _____

Home Address _____

What is your gender?

A Male

B Female

C non-binary

How old are you? (Please put an "x" in the right box)

10	11	12	13	14

I believe getting an education in English only can offer me a better life? (Please put an "x" in the right box)

Strongly agree	Agree	Neither agree nor disagree	Disagree

I believe getting an education in both English and my first language can offer me a better life? (Please put an "x" in the right box)

Strongly agree	Agree	Neither agree nor disagree	Disagree

I believe that I will get confused if two languages are used in class to teach me? (Please put an “x” in the right box)

Strongly agree	Agree	Neither agree nor disagree	Disagree

I sometimes find it difficult to understand natural science content because it is only in English? (Please put an “x” in the right box)

Strongly agree	Agree	Neither agree nor disagree	Disagree

I believe I should receive my education in two languages? (Please put an “x” in the right box)

Strongly agree	Agree	Neither agree nor disagree	Disagree

My first language/ home language is important to me? (Please put an “x” in the right box)

Strongly agree	Agree	Neither agree nor disagree	Disagree

I prefer using English over my first language. (Please put an “x” in the right box)

Strongly agree	Agree	Neither agree nor disagree	Disagree

I believe reading and writing in two languages is not difficult? (Please put an “x” in the right box)

Strongly agree	Agree	Neither agree nor disagree	Disagree

I believe people who speak English are smart ? (Please put an “x” in the right box)

Strongly agree	Agree	Neither agree nor disagree	Disagree

I believe people who speak Setswana/ IsiXhosa are smart? (Please put an “x” in the right box)

Strongly agree	Agree	Neither agree nor disagree	Disagree

Thank you for completing this questionnaire

Interview questions designed to elicit direct responses from participating parents:

- 1) Please tell me more about yourself, your name and surname and how old you are
- 2) Please tell me more about your work and educational background?
- 3) How many languages do you speak?
- 4) How did you acquire these languages?
- 5) Do you have a favourite language?
- 6) Which language/s do you speak more frequently now in your adult life?
- 7) Which languages do you speak with your children at home and why?
- 8) At which school is your child enrolled?
- 9) Why did you decide to enrol your child at this school?
- 10) What language is your child being taught in at the school?
- 11) How important is it for you as a parent in order for your child to be taught in English at School?
- 12) How would you feel if your child were to be taught content subjects like science in two languages instead of one?
- 13) How does it make you feel that your child is only being assessed in one language?
- 14) Last year, Minister Angie Motsekga announced that her department will be implementing bilingual education in South African schools, how do you feel about this as a parent?
- 15) What do you think would be the advantages of having your child being taught in two or more languages??
- 16) Are you familiar with the school's language policy where your child is enrolled?
- 17) Do you think your child only needs English as a language of learning and teaching? And why?
- 18) Do you believe that getting an education in English only will offer your child a better life? And why

Appendix D: Transcription of interviews with teacher 1

I: Tell me more about your learning and teaching experience for teaching science? In what languages did you learn science as a student at school and university and in what language/s were you taught to teach science?

T1: In college that time it was not science, but it was Biology and now it has changed to science, and they have integrated the technology part and made it as one. I have been teaching this natural science and technology for more than 15 years and when I was studying, I was studying it in English.

I: Which language/s do learners engage with when having conversations with you and with their peers?

T1 : When I have a conversation with them in the classroom it happens in English but we have a lot of learners from other countries like Zimbabwe and Mozambique and other foreign countries and sometimes others don't even hear your English so I have to ask other learners from the same areas to translate because of the accents and that makes it difficult for us as the teachers to reach them as teaching in English for me disadvantages other learners, because some learners may know the concepts in other languages but the task outrightly asks them to do it in English but not because they don't like the language or they prefer writing in Shona or Afrikaans and then some of the teachers will penalize them but I never penalise them because I can see they have an idea of the answer and their making sense. When they engage with me, they speak English, Xhosa also, they never speak Afrikaans because they are not Afrikaans. They only speak Afrikaans when they are together, playing, but when they engage with teachers, they use Setswana, Xhosa, and English.

I: How do learners respond when you teach them through the medium of English only?

T.1 The response is satisfactory even though it is not their first language. It is only a few of them that we cannot reach because of language barrier, but most of them have an understanding of English. They have been doing English from foundation phase.

I: What do you think about English as the sole medium of instruction within in the school?

T1: I think English is not our mother tongue, the school should also accommodate other languages. Foreign languages, but the problem is we are not trained as teachers for foreign languages. We are only trained for English, Xhosa, and Setswana. But foreign languages we are not trained for them; we will need a foreign language teacher for those learners.

I: How well do you think learners would fair if you could teach them in two languages instead of one?

T1: Two language is better because they will be able to help each other also in both languages because it is better for me and they will excel better because some of the things they understand in their own language rather than English because it is a foreign language, it is not their mother tongue. Two languages will be better for them.

I: Would you recommend the use of Setswana/isiXhosa as languages of learning and teaching and not just merely school as school subjects? Why and why not

T1: Yes, I would recommend Setswana/Xhosa to be taught also in those subjects not only English but books also. Because it makes the children to understand better, the child understands better when they are being taught in the mother tongue. He or she will understand you better.

I: Lately, in newspapers I have read that the Minister of Education is thinking about implementing bilingual education from grade 4. What is your understanding of bilingual education and what do you think she means by this?

T1: My understanding of bilingual education from grade 4 means that, instead of being taught in English like we were taught in English only. Integration must be there in the classroom from this language to the other one. If you teach a concept of a frog, when the children don't know a frog, you can say ("Isele"), teaching them in Xhosa they understand it better. You can also teach them in Setswana they will understand you better instead of focusing on English only. Bilingual is there across the board especially in grade 4 it will be better for them.

I: Have you been trained or attended workshops on bilingual education?

T.1 No, not at all.

I: What have been some of the challenges learners have been experiencing with the subject content considering that English is not their first language?

T1: There is a lot of challenges they are facing. For example, they have to write tasks and assessments they cannot read the question but when they read it in their mother tongue, when you give them the same type of question in English, they can't complete it. So those are the challenges, right now we are sitting with a few of them who can't even understand the English word but when you give them the same task in Seshona they excel in that because they are familiar with the language. So, the barrier of language is the issue.

I: What is stopping you from teaching and assessing them in two languages?

T1: It's the system, the system requires us to teach in English only. The system requires us to teach in English only that's the stumbling block.

I: If you were to advise the department of education or the head of school on the language issue, what would you tell them?

T.1 They are saying Education must be inclusive but they are not including other learners who come from foreign countries so that is not inclusive education. They only focus on certain learners who are better in English but what about those who are not from South Africa. These children must also be catered for in the mainstream. We must train teachers, and we must get textbooks in those languages, for them to have textbooks in their languages and not only in English.

I: Based on the minister's announcement, do you think you possess the necessary language skills to do this. Or do you think you need some form of training?

T.1: I definitely need training because I cannot speak these languages. I can only speak languages from college and those I have learned from home. I will definitely require training.

I.L: Which methods or approaches do you experience as being the most effective when teaching or introducing a new concept in a subject such as Natural Science in the English language?

T.2: The methods that I use in the class is cooperative learning and group work learning because when they work as a group, they are able to help each other. I'm just there to facilitate what they are doing. So, I like cooperative learning and groupwork methods.

I.L: To what extent do you use the methods /approaches prescribed by the Department of Basic Education?

T1: I use all the methods in CAPS, but I also look at my class and look at what are the needs of my learners. For example, how many learners are English, Setswana, Shona and Xhosa. Then I choose the method that will be able to accommodate them. For instance, when I group them, I split them so that they can be able to assist them like interpretation and all those things. That is the thing I am doing.

Appendix E: Transcription of interviews with teacher 2

I: Tell me more about your learning and teacher training experience for teaching science? In what languages did you learn science as a student at school and university and what language/s were you taught to teach science?

T2: It was in English only; it was still natural sciences by that time.

I.: Which language/s do learners engage with when having conversations with you and with their peers?

T2: Mostly it is their mother tongue, mostly it is Setswana and in little cases it is Afrikaans never English.

I.: How do learners respond when you teach them through the medium of English Only?

T2: Few of them tend to codeswitch but as if their encounter problems when it comes to explanations.

I.: What do you think about English as the sole medium of instruction within the school?

T2: I don't have problems with it because, to my believe it's a language that is universally used. They need it but, in a way, there is a disadvantage to the others because it is not fair to them. To others English is a mother tongue to the others its sort of an alien language. That's why our learners are struggling when it comes to English. it's always necessary to codeswitch.

I: Which languages do you use for assessing your learners in Natural Science and Why?

T2: It's only English because it is what's prescribed, well the coloureds and whites usually have options because they have the very same science paper but one will be English and it's an advantage to them.

I: How well do you think children would fair if you could teach them in two languages instead of one?

T.2: That's why I codeswitch because they perform when I use two languages. Certain concepts are clarified better when I use their mother tongue. The language they are familiar with.

I.: Would you recommend the use of Setswana/isiXhosa as languages of learning and teaching and not just merely as a school subject? Why and why not

T2: Yes, although it will have its problems, more especially in science and maths, it's a matter of terminology. I don't know whether they will be able to translate to those in Setswana. I think it will be an advantage because when it comes to English it is difficult. "Ha o ba botsa", (when you ask them), they answer brilliantly in English, ka Setswana they answer brilliantly. (In Setswana they answer brilliantly)

I: Lately, in newspapers I have read that the Minister of Education is thinking about implementing bilingual education from grade 4. What is your understanding of bilingual education and what do you think she means by this?

T.2: I think bilingual to me, I interpret it as using two languages to teach. That's what I'm saying with me it's already working because I'm always doing it. "Whatever se- ke se tichang ke muvela ko Setswana" (Whatever I teach I move to Setswana), Afrikaans at times even IsiXhosa because when I explain concepts such as potassium, I use "Z for Zonke" "en daai hele goete" (and all those other things) but in most cases it's working for me because I have been using it all along and it's been working. "Le nou ha ke bua wa utlwa ka code switcha". Even when I talk now you can hear that I'm code switching.

I: Have you been trained or attended any workshops on bilingual education?

T2: Never, nothing

I: What have been some of the challenges learners have been experiencing with the subject content considering that English is not their first language?

T.2: As I have said, number 1 ke terminology, they find it difficult to grasp certain concepts because they are not familiar with the English terms. Most of the time we are dealing with terminology and concepts, and you deny them the ability ha re tse na mo, (when we enter the thinking) because ra recita, (we recite and they are unfamiliar with English).

I: What is stopping you from teaching and assessing them in two languages?

T2: Retape, I don't know if they will allow me to assess them in two languages. Ha kere le bona batla makala ha ba bona ke setile ka two languages. (They will also be surprised when I set the question paper in two languages). The questions will arise within the school, they will not wait for the department to intervene. Le dilo tse gotwe ke di policy, (and things like policy), language policy which dictates in which language the child should be taught. Each subject has its own language policy. At St peters our mother tongue is Setswana and our Lolt is English.

I: If you were to advise the department of education or the head of school on the language issue, what would you say to them?

T.2: I would tell them to implement it as soon as possible this bilingual education because one side of the nation is advantaged, and the others are disadvantaged. So it will be a fair assessment. That's why even university students who have been excelling have been using their mother tongue.

I: Based on the minister's announcement do you think you possess the necessary language skills to do this. Or do you think you require some form of training?

T.2: Intense training on bilingual education is needed.

I: Which method or approaches do you experience as being most effective when teaching or introducing a new concept in a subject such as Natural Science in the English language?

T.2 My best concept is pictures, although they cannot decipher the words but with the pictures it opens their minds.

I.: To what extent do you use the methods/ approaches prescribed by the Department of Basic Education?

T.2: I follow CAPS, I follow it slavishly so I try to do as much as it prescribes and now, we are scared because should you deviate from it it's troubles. You find yourself in a difficult position.

I: What are the challenges you encounter as most concerning to you when teaching a subject such as natural science?

T2: The base, the base of the learners that we get. You cannot pitch nicely because our learners come empty. I won't say totally empty but most of them and no one is to be blamed. The system is the problem, for example in grade 7 we are sitting with a lot of learners who cannot read. Then you ask questions, how did they arrive here.

T2: They are so many years in this phase. You find in grade 7 they are deposited there so yanong (so now), you have to cover and fix and remedy the language before you get into your science concepts.

T2: That's what consumes most of our time, we spend most of our time on the remedial instead touching on the concepts.

T2: It takes a lot of our time even, the red tape and on curriculum coverage, people are so obsessed ka (with) curriculum coverage and then at times wena (you) if you want to go an extra mile you think about what time are you going to do it.

Whether the children grasp or don't grasp it is none of their worries. That's the problem we face, this curriculum coverage.

Appendix F: Transcription of interviews with teacher 3

I: Tell me more about your learning and teacher training experience for teaching science. In what languages did you learn science as a student at school and university and in what language/s were you taught to teach science?

T3: I did everything in English except for Setswana as everything was done in English, so I never actually did anything in another language.

T3: Except for Setswana all my learning areas I did in English.

I: Which language/s do learners engage with when having conversation with you and with their peers?

T3: In Setswana and English. With their friends because of this area, they use Afrikaans mostly.

I: How do learners respond when you teach them through the medium of English only?

T3: They respond positively but a few of them you need to explain in their language and also to make it easier for them I go into the language they understand.

T3: If I use Afrikaans they hear me, if I use Setswana, they hear me and then it becomes easier.

I: What do you think about English as the sole medium of instruction within the school?

T3: For me because English is shorter it's easier, it is difficult to teach in Setswana and Afrikaans, like everything is taking more time.

T3: But in English it is brief and short and even the terms we use are easier in English than in Setswana and Afrikaans.

I: Which language do you use for assessing your learners in Natural Science and why?

T3: English, because they started being taught in English and the school is an English medium school.

I: How well do you think children would fair if you could teach them in two languages instead of one?

T3: I think if they started it from grade R, going on with it, it would be much easier because they use the language at home.

T3: When they get to school, they are expected to switch to a new language and even at home you find it is difficult for parents to assist them because now English is like something new but if it was in their own language I think it would have been easier.

T3: Because we know it from grade 4 when they have to switch from their language, Setswana to English then it becomes a challenge.

I: Would you recommend the use of Setswana/isiXhosa as languages of learning and teaching and not merely as a school subject? Why and why not

T3: Tju, not really because like I said the words in Setswana are difficult because if I apply it to science but using English is easier.

I: Lately, in newspapers I have read that Minister of Education is thinking about implementing bilingual education from grade 4. What is your understanding of bilingual education and what do you think she means by this?

T3: I think she means using both the child's home language and the new language, which is English an additional language, that's what I understand by bilingual education.

I Have you been trained or attended any workshops on bilingual education?

T3: No, never.

I: What have been some of the challenges your learners have been experiencing with the subject content considering that English is not their first language?

T3: I can say especially the transition from foundation phase is a huge challenge that you find in terms of how they adapt, and they get used to it.

T3: And lately with the new group of learners that we have now bonne they are more conversed in English than in their own language.

T3: Akere there is this new thing around us that we all want speak English so from grader, R, the kids are already on that level.

29.T3: So they are actually conversed in English, they speak and you also find that they don't want to use Setswana they pass English more then they pass Setswana.

T3: Hence, kere the wording/ terms in Setswana are difficult because you find the Setswana speaking people pass English more than Setswana yes because of the difficulty and the terms that we use.

I: What is stopping you from teaching and assessing them in two languages?

T3: Nothing really, except that the school's LoLT is English if we could yes, but also, they haven't been taught like that

T3: If they have been taught like that then nothing is stopping us but now the LoLT is English.

.I: If you were to advise the department of education or the head of school on the language issue, what would you tell them?

T3: I would advise let there be a choice for the parents to say I want my child to be taught in this language,

T3: I want my child to be taught in this language and then they have the option of choosing because sometimes you say all of you do English but most of them like I said the majority the area itself is Afrikaans,

T3: So, you find even if they are speaking during breaks it is Afrikaans.

T3: Then now we force English on them, but most of them speak Afrikaans.

T3: They don't even speak Setswana, but this is a Setswana school, you see so if we give them an option then even in Setswana, they will do better because another reason for them for failing Setswana most area is Afrikaans.

T3: That's why you see in my form I said other languages I learned from the community. This community is Afrikaans speaking.

I: Which methods or approaches do you experience as being the most effective when teaching or introducing a new concept in a subject such as Natural Science in the English language?

T3: The methods approach usually to get what they know from them first, then I build on what they know.

T3: From there we get into the topic, and we can explain easily because now their getting a picture.

T3: Although, its natural science ..oh the teaching is talking about this. That thing that you use at home that is N.S but they already know what they already using ..so now we inform them ..motlakase that's energy that's what so that they relate.

T3: Water and everything ..oh that's energy, you have a lot of energy in you because you had your supper or your lunch.

T3: T4: Now you are full of energy, they must not take it as an isolation but when they apply it ...okay. That's why I am always active when I have eaten it's energy in me.

I: What challenges do you encounter the most when teaching a subject such as natural science through the medium of English?

T3: Through English, the challenges are not so much it is just like I said them speaking a lot of Afrikaans,

T3: me coming in with English is difficult but as they go on, they get used to the language and then they can put it together and with the resources,

T3: If we have enough resources, it is easier because they see what we are speaking about but now because we lack resources it becomes difficult,

T3: we are sitting with science kids that are empty, they are not getting funds, the resources are not here. When kids see things and they do practical stuff it becomes easier so those are the challenges.

Appendix H: Transcription of interviews with learner

I: What is your name and surname?

L1: My name is Noxolo and my surname Grootboom

I: How many languages do you speak?

L1: I speak two languages, Setswana, and English

I: How did you learn these languages?

L.1: I learned Setswana at home because I grew up speaking it at home English is at school because we only speak English most of the time.

I: Which language do you prefer using when you speak to your parents?

L.1 I prefer using Setswana.

I: In which language do you feel comfortable in expressing yourself?

L1: Setswana because I understand Setswana more than English because I grew up with Setswana.

I: Which language have you always desire to speak?

L1: IsiXhosa, because my surname is a Xhosa surname because I always wanted other people to feel visible and not invincible

I: Have you ever used a specific language to fit in with your friends and how did that make you feel?

L1: It is definitely Setswana, it made me feel happy because I can speak Setswana.

I: How do you feel about having an option in school where you will be allowed to read and write in Setswana

L1: I will feel happy and comfortable because I grew with Setswana, and I understand it

I: Do you have a favourite language?

L1: I have two, it's Setswana because most of the time I speak Setswana with my parents, and English I speak it at school with my teacher

I: Why do you think some languages may be seen as more useful than others?

L1: I feel sad because when I speak English some other children don't understand English, Setswana I can speak it because they understand it.

I: If you are asked to give a speech in class, which languages do you prefer to use?

L1: English, because I Love to speak English and in English, I learn many things in English and one day when I grow up I also remember English and speaking in front of my class in English.

I: How do you find the natural science concepts the teacher is explaining in class?

L1: I feel happy that I can understand what he says, I feel confident because when he explains in class, I can always hear him when he explains in class so that we can all hear him when he explains to us.

I: Does your teacher use two languages or one in class?

L1: He uses two languages, but NS is for English but when he explains he explains in Setswana.

I: How do you feel being taught in one language and not in two languages

L1: I feel happy because they will make it easier for me

Appendix I: Transcription of interviews with parent

I: Please tell me more about yourself, your name and surname and how old you are?

P1: My name is Sylvia James; I'm 31 years of age and I am an ECD Practitioner.

I: Please tell me more about your work or educational background.

P1: I went to Kim Kgolo Primary, then went to Tetlanyo Secondary and that's where I did my grade 12. I went on to do business administration at PC Training. I'm currently studying ECD Level 4 and Level 5.

I: How many languages do you speak?

P1: They are English, Tswana and Afrikaans.

I: How did you acquire these languages?

P1: My granny is Afrikaans, and then my grandfather is Tswana. The rest I had to learn at school.

I: Do you have a favourite language?

P1: Xhosa, there is something about it and at church most people speak Xhosa.

I: Which, languages do you speak frequently now in your adult life?

P1: English and Tswana, but meeste (mostly) Afrikaans also, all three 3, because in Kimberley we speak all those languages in one. You can take all those languages and put them in one sentence.

I: Which languages do you speak with your children at home with and why?

P1: Tswana, because we grew up speaking Tswana even though our granny is Afrikaans but all of us are Tswanas

I: At which school is your child enrolled?

P1: Kim Kgolo Pimary

I: What language is your child being taught at school?

P1: English and Tswana

I: How important is it for you as a parent in order for your child to be taught in English at school?

P1: It is important for me because at least my daughter we speak in Tswana here at home so at least she learns how to be fluent maybe in English. She is almost about to go to high school at least if I enrol her like another school like girls high at least it would be easier for her to

communicate or do things. Most schools use English, girls' high is also using English meeste (mostly) English, they are fluent in English. It is important to be taught in English.

I: How would it make you feel if your child were to be taught content subjects like natural science in two languages instead of one?

P1: It would be good because she would be able to understand it in the language of her choice. I think it would work best for her, if she is taught in two languages instead of one.

I: How does it make you feel that your child is only being assessed in one language?

P1: For me, it's an advantage and a disadvantage but mostly it is a disadvantage because sometimes it's not like these children understand. They just knot their heads, thinking they understand but they don't. They say yes teacher I understand but when they get home the child didn't understand. For some children they are still struggling to spell and write a simple word.

I: Last year, Minister Angie Motsekga announced that her department will be implementing bilingual education in South African schools. How do you feel about this as a parent?

P1: It would work in my favour, because sometimes we really struggle as parents, it would have a positive impact on the children, possibly kids would understand or do better in their work. Me, I would give it a yes.

I: What do you think would be the advantages of having your child being taught in two or more languages?

P1: I think her vocabulary will grow even her understanding would be better, for me it would be better if she is being assessed in two languages or more instead of one.

I: Are you familiar with the school's language policy where your child is enrolled?

P1: No, I don't know it, we were just told that the child will be doing Setswana and English, you just know, so automatically it is something that you know. No one has ever told us that this is the policy, and you should read it.

I: Do you think your child only needs English as a language of learning and teaching? And Why

P1: No, because I feel she can be taught in other languages, for her, it would be better for her in the future to get work like in other places or at university she can just blend in. not feeling like she is being sidelined because she doesn't know the language.

I: How would you feel if your child were to be assessed in English and Setswana/isiXhosa?

P1: I would feel good, because the Setswana we speak isn't fluent, I would feel good because of both languages.

I: How do you think your child's progress has been considering that she's only being taught in one language of learning and teaching?

P1: I don't have a complaint because she is been doing good and she reads a lot so for me it is easier for her to do her work . I don't really help her, reading and giving them books gives

them that in order to grow in languages. So, it is easier for her to do her work. I haven't seen any problem or challenges.

I: When it comes to homework, how have you been able to assist your child with it and formal assessments. What role does language play in your ability to help as the guardian?

P1: If I don't understand, I would ask someone else who will understand better maybe, their Tswana sounds like Sesotho so I would tell her, no man ask your dad and if it is English we just google then we get our answers, so for us that's how we go about it.