Understanding parents' views on multilingual education

by

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Faculty of Education

at the

UNIVERSITY OF PRETORIA

Supervisor

Professor Funke Omidire

JUNE 2021

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Declaration of Authenticity

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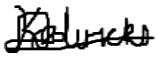

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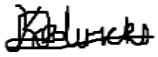
The author, whose name appears on the title of the mini-dissertation, has obtained approval in order to conduct the study. The author declares that the ethical standards as outlined in the University of Pretoria's Code of ethic for researchers as well as the Policy guidelines for responsible research has been observed and adhered to.



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Dedication

For those who are searching for their voice, may you find yours.
For those who have been silenced, may you have the courage to speak out.
For those with a voice, may you be the voice for those who do not have one.
Now is the time to let your voice be heard.

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- To God, for granting me the health, strength and grace to face each new day. Thank you for opening all the right doors for me and walking along side me. Thank you for your guidance and protection over my life as I embarked on this journey.

"But those who hope in the Lord will renew their strength. They will soar on wings like eagles, they will run and not grow weary, they will walk and not faint" **- Isaiah 40: 31**

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Abstract

With multilingualism been the norm within society, there is an increasing focus both internationally and locally on the phenomenon from a societal and educational viewpoint. Currently, numerous stakeholders, such as educators' and linguists', views on multilingual education exist, however, regardless of the increasing attention there is limited literature in South Africa on parents' understanding and view of multilingual education. The purpose of this study was to explore parents' views on multilingual education. A qualitative approach using a case study design was employed with Kurt Lewin's Field Theory as the theoretical framework. Purposive and convenience sampling was utilised to select the seven participants from a school in Gauteng, South Africa. Data was obtained through a focus group discussion, semi-structured interview and field notes. The data was analysed using thematic analysis. The findings indicate that parents have a fundamental understanding of societal multilingualism; however, parents understanding of multilingual education was limited. The findings further suggest that parents viewed multilingualism positively as they highlighted that individuals would be able to interact with other individuals from diverse linguistic backgrounds. However, the parents also indicated the possible hindrances to multilingual education which included limited resources and the extent of classroom time required. From the findings, it is recommended that a large-scale study of parents' understanding of multilingual education in the greater Gauteng province and other provinces should be explored. An additional recommendation is to determine whether parents' views of multilingual education differ depending on various factors, such as their child's age, grade and developmental stage.

Key terms:

Language of Learning and Teaching, language and teaching, multilingualism, multilingual education, parents, perspectives

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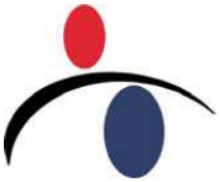

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Kind regards

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List of abbreviations

FGD	Focus Group Discussion
LANGTAG	Language Plan Task Group
LiEP	Language-in- Education Policy
LoLT	Language of Learning and Teaching
MOI	Medium of Instruction
PANSALB	Pan South African Language Board
PIRLS	Progress in International Reading Literacy Study
SGB	School Governing Body
UNESCO	United Nations of Educational, Science and Cultural Organisation

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Table of Contents

Declaration of Authenticity ii
Ethics Clearance certificate iii
Ethics Statement iv
Dedication v
Acknowledgements vi
Abstract vii
Declaration by Language Editor viii
List of abbreviations ix
Table of Contents x
List of Figures xiv
List of Tables xiv
CHAPTER 1: INTRODUCTION AND BACKGROUND 1
1.1 INTRODUCTION 1
1.2 BACKGROUND 2
1.3 PROBLEM STATEMENT 3
1.4 RATIONALE 4
1.5 PURPOSE OF THE STUDY 4
1.6 RESEARCH QUESTIONS 5
1.7 RESEARCH OBJECTIVES 5
1.8 THEORETICAL FRAMEWORK 6
1.9 WORKING ASSUMPTIONS 6
1.10 METHODOLOGY APPLIED TO THE STUDY 6
1.10.1 Research Paradigm 6
1.10.2 Methodological Approach 7
1.10.3 Research Design 7
1.10.4 Selection of Participants 7
1.10.5 Data Collection 8
1.10.6 Data analysis 8
1.10.7 Quality Criteria 8
1.11 ETHICAL CONSIDERATIONS 9
1.12 CONCEPT CLARIFICATION 9
1.12.1 Language of Learning and Teaching (LoLT) 9
1.12.2 Multilingual Education 10
1.12.3 Multilingualism 10
1.12.4 Parents 11

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1.12.5 Perspectives 11
1.13 OUTLINE OF THE STUDY 12
CHAPTER 2: LITERATURE REVIEW 13
2.1 INTRODUCTION 13
2.2 SIGNIFICANCE OF LANGUAGE 14
2.3 THE POWER OF LANGUAGE 15
2.4 A MODERN REALITY 16
2.5 PRE-1994 EDUCATION IN SOUTH AFRICA 18
2.6 POST-1994 19
2.7 LANGUAGE LEGISLATION AND POLICY 19
2.8 ENGLISH AS THE DE FACTO STANDARD 22
2.9 INDIGENOUS LANGUAGES 25
2.10 LEARNING IN THE HOME LANGUAGE 27
2.11 MULTILINGUALISM 29
2.12 MULTILINGUAL EDUCATION 30
2.12.1 Introduction to Multilingual Education 30
2.12.2 Advantages and Challenges of Multilingual Education 31
2.12.3 Key Stakeholders in Language Acquisition and Development 34
2.12.3.1 Schools 34
2.12.3.2 Educators 35
2.12.3.3 Parents 37
2.13 THEORETICAL FRAMEWORK 40
2.14 SUMMARY AND CONCLUSION 42
CHAPTER 3: METHODOLOGY 44
3.1 INTRODUCTION 44
3.2 EPISTEMOLOGICAL PARADIGM: INTERPRETIVISM 44
3.3 METHODOLOGICAL APPROACH: QUALITATIVE APPROACH 46
3.4 RESEARCH DESIGN: CASE STUDY 48
3.5 SAMPLING 50
3.5.1 School 50
3.5.2 Participants 50
3.6 DATA COLLECTION METHODS 51
3.6.1 Focus Group Discussion 51
3.6.2 Semi-Structured Interview 53
3.6.3 Field Notes 54
3.7 DATA ANALYSIS AND INTERPRETATION 55
3.8 RIGOUR OF RESEARCH 56

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3.9 ETHICAL CONSIDERATIONS 57
3.10 CONCLUSION 58
CHAPTER 4: PRESENTATION OF RESULTS 59
4.1 INTRODUCTION 59
4.2 EMERGED THEMES 60
4.2.1 Direct Quotations of Participants 61
4.2.2 Theme 1: Conceptualising Multilingualism 62
4.2.2.1 Multilingualism as a societal phenomenon 62
4.2.2.2 Multilingualism in Education 63
4.2.3 Theme 2: Attitudes towards language and multilingualism 63
4.2.3.1 Within the school and home environments 64
4.2.3.2 Effect of geographical location on language choice 67
4.2.3.3 Children's ability and potential to learn languages 69
4.2.4 Theme 3: Values and obstacles ascribed to different languages 70
4.2.4.1 Positive values associated with incorporating the indigenous languages 71
4.2.4.2. Obstacles of incorporating the indigenous languages in education 73
4.2.4.3 Positive values associated with learning in the English language 75
4.2.4.4 Obstacles of learning in the English language 75
4.3 DISCUSSION 76
4.3.1 Definition and classification of multilingualism 76
4.3.2 Parent's influence on child development 78
4.3.3 Parents' role in language selection 79
4.3.4 Advantages of multilingualism and multilingual education 80
4.3.5 Challenges related to multilingualism and multilingual education 81
4.3.6 Practicality of educational multilingualism in the classroom 81
4.3.7 Overcoming the challenges 83
4.3.8 School and the context 84
4.3.9 Detrimental effects of English as the language of instruction 85
4.3.10 Multifocal shift in language instruction 86
4.3.11 Home language development in the home environment 86
4.3.12 Parents view on children's language learning and ability 87
4.3.13 Extinction of indigenous languages 88
4.3.14 The way forward 89

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4.4. CONCLUSION 89

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS 91

5.1 INTRODUCTION 91

5.2 OVERVIEW OF THE CHAPTERS 91

5.2.1 Addressing the research questions 92

5.2.2 The Secondary Research Questions 93

5.2.2.1 Secondary Research Question 1 93

5.2.2.2 Secondary Research Question 2 97

5.2.2.3 Secondary Research Question 3 100

5.2.3 The Primary Research Question 104

5.3 CONTRIBUTIONS OF THE STUDY 107

5.4 LIMITATIONS OF THE STUDY 108

5.5 RECOMMENDATIONS 109

5.6 RECOMMENDATIONS FOR FUTURE RESEARCH 109

5.6.1 Recommendations for Schools 110

5.6.2 Recommendations for Parents 110

5.7 CONCLUSION 110

6. REFERENCE LIST 112

7. APPENDICES 140

7.1 APPENDIX A: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT SCHOOLS 140

7.2 APPENDIX B: SCHOOL PRINCIPALS' CONSENT FORM 142

7.3 APPENDIX C: PARENTS' CONSENT FORMS 143

7.4 APPENDIX D: UNDERSTANDING PARENTS' VIEWS ON MULTILINGUAL EDUCATION 144

7.5 APPENDIX E: FOCUS GROUP DISCUSSION 146

7.6 APPENDIX F: SEMI-STRUCTURED INTERVIEW SCHEDULE 148

7.7 APPENDIX G: TRANSCRIPTION 1 149

7.8 APPENDIX H: TRANSCRIPTION 2 151

7.9 APPENDIX I: TRANSCRIPTION 3 152

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List of Figures

Figure 2.1: Lewin's Field Theory. 40
Figure 4.1: Visual representation of the themes and subthemes 61

List of Tables

Table 3.1: Outline of field notes 55
Table 4.1: Demographic information of participants of the study 59
Table 4.2: Key to the participants' direct quotations 61
Table 4.3: Inclusion and exclusion criteria for the subthemes for Theme 2 64
Table 4.4: Inclusion and exclusion criteria for the subthemes for Theme 3 71

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CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

This dissertation of limited scope focused on understanding parents' views on multilingual education. Linguistic diversity is a prominent feature in most 21st century classrooms, especially when a country has twelve official languages, as South Africa does. South Africa is well-known for its rich and vast cultural and ethnical differences; thus, making it a multilingual and multicultural nation (Bornman & Rose, 2017). As societies become more diverse, the education system should aim to evolve and adapt to the ever-changing, dynamic society. Ideally, the education system ought to recognise, respond and cater to individuals of different cultures, races, languages and socio-economic backgrounds. Panyaza Lesufi (2017), the Gauteng Minister of the Executive Council of Education, states that by embracing diversity, inclusion and societal integration can possibly be attained. Through inclusive practices, the diverse needs of all learners can be addressed, therefore, allowing for effective learning to take place and learners to ultimately reach their full potential (Swart & Pettipher, 2019).

"There is a strong correlation between the language of instruction and academic performance", declares Desai (2013, p. 196). South African learners are performing poorly on various international education assessments such as that of the Progress in International Reading Literacy (PIRLS). The PIRLS study in 2016 revealed that 78% of South African Grade 4 learners are illiterate (Kubheka, 2017). Language is an interwoven and a key component and concept in the development of reading comprehension, and therefore, learning (Gordon & Harvey, 2019). Moreover, language and learning cannot be separated, as all learning in the classroom is acquired through language (Zano, 2019). It is highlighted that learners' academic performance is shown to have improved when their home language is utilised as the Language of Learning and Teaching (LoLT) (Desai, 2013). However, in South Africa, the majority of learners in schools are not learning through their home language, but rather through an additional language. Many a time, learners are learning through a second or even third additional language (Desai, 2016; Heugh, 2009). However, if learners can understand and are proficient in the LoLT, through

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learners' home language, a strong foundation may be formed, and effective learning may then take place (Desai, 2013; Plüddemann, 2015).

Moreover, it appears that parents do not fully realise that strong home language proficiency may assist in acquiring an additional language (Desai, 2013). Most parents tend to place greater value on English as the LoLT (Ansre & Klu, 2017), which is often not the learners' home language. Parents have, however, indicated some preference for the home language. However, a combination of languages are utilised in the classroom (Ansre & Klu, 2017), although a multilingual approach is a less preferred parental choice. Accordingly, there is a need to understand parents' views on multilingual education; thus, allowing insight into how they comprehend multilingual education and their perceived value of the approach.

1.2 BACKGROUND

Language is essential in the learning process (Singh, 2014). The choice of a language, as the LoLT, has been the attention of numerous on-going debates, internationally as well as locally (Probyn, 2005). Presently, there is an increased focus on the LoLT, as multilingualism and in turn, multilingual education becomes a worldwide phenomenon. Many learners are born into a multilingual context with currently, more bi/multilingual than monolingual individuals in the world (Biseth, 2009; Olshtain & Nissim-Amitai, 2004).

In addition, multilingualism is currently the norm in South Africa as linguistic diversity is a characteristic of South African society and education (Heugh, 2009). Therefore, a single language as the LoLT simply does not have the potential to meet the needs of all the learners (Aronin, 2019). South African legislation promotes and emphasises multilingualism, especially within the school context, with various policies and structures having been established to achieve the set-out objective of multilingual education. Such focus on deriving policies and establishing structures is indicative of the salience of multilingual education. The legislation and policy in existence are the platform and grounding on which other decisions and views are formed. Perceptions, as well as attitudes ultimately play an essential role in determining which languages are utilised in practice (Kamwangamalu & Tovares, 2016).

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Furthermore, there are various stakeholders whose perceptions and attitudes play a pivotal role in educational development. Schools, educators and parents are the three key direct stakeholders in education. Schools have, however, not actioned the recommendations to strengthen the indigenous languages. Educators indicated that they viewed the local home languages to have little value for learning and teaching (Meier & Hartell, 2009). Additionally, educators are ill-equipped and ill-prepared to handle multilingualism within the classroom. Schools and educators' views on multilingualism are known; therefore, it was also necessary to explore parents' views, as parents are the primary stakeholders in a child's life. Parents can select the LoLT, as stipulated in South African legislation, yet many parents appear to select and prefer English as the LoLT. In practice, English is dominating the language front whilst the indigenous languages mostly blend into the background. Selecting English as the LoLT may be due to the perceived advantages of the language whilst the rejection of the indigenous languages appears to be associated with negative socio-political connotations. Also, the distasteful quality of Bantu education has led to the local languages being overlooked despite the policy intentions (Evans & Cleghorn, 2014; Webb et al., 2010). In contrast, more recently, perceptions and attitudes, particularly of parents, are in support of home language development along with access to English within the classroom (Benson & Komonen, 2013). However, multilingual education is a far more complex phenomenon than is commonly understood; therefore, comprehensive research on the topic needed to be conducted to understand, explain and clarify the phenomenon of multilingual education further.

1.3 PROBLEM STATEMENT

Despite literature investigating numerous stakeholders' perspective on multilingual education, minimal research has in fact been conducted on parents' views on multiple languages for learning and teaching, more so within South Africa. Based on the above, there is, therefore, limited information available regarding parents' views in terms of learning and teaching specifically for multiple languages and how parents understand and perceive this phenomenon within South Africa.

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1.4 RATIONALE

Research conducted by the National Commission on Special Needs reported that LoLT is a common barrier faced by many learners within the South African context (Nel & Nel, 2019). Language is a barrier that may be detrimental to the learning process. However, language as a barrier can potentially be overcome or even be eliminated, therefore, resulting in one fewer barrier with which learners may have to contend. LoLT underlies the learning process along with the subjects of the school curriculum.

Moreover, because multilingualism is a multidimensional phenomenon, it is necessary to view the phenomenon from a multidimensional viewpoint (Ruiz de Zarobe & Ruiz de Zarobe, 2015). A multidimensional viewpoint requires exploring and ascertaining various stakeholders' perception of multilingual education. Currently, extensive research exists on policy and legislation as well as the perspective of numerous stakeholders from educators and linguists to educationalists on multilingual education. However, limited research on parents' views on multilingual education exists, and this is possibly an area that has been neglected. It is vital to explore and identify parents' views on multilingual education to view multilingualism for learning and teaching from a holistic, multidimensional viewpoint. Among numerous stakeholders, parents are the most crucial individuals in a child's early years of development (Donald et al., 2010). Parents know their children best. Furthermore, parents generally have an immense responsibility and play a critical role in their child's development and growth. Thus, parents and the home environment have a significant influence on and contribution to a child's language development. Therefore, parents should be given a voice on multilingual education and be provided with a platform to express their views (Michael-Luna, 2013). Additionally, the views of parents would be valuable and could potentially influence appropriate decision-making in terms of the LoLT and language approach utilised in the classroom.

1.5 PURPOSE OF THE STUDY

The purpose of the study of limited scope was to explore and describe parents' views on utilising multiple languages for learning and teaching for the participants in a school. For the study, the general understanding of parents' views of multilingual education will be defined as parents' opinions and attitudes towards

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language in education and learning in multiple languages are important (Griva & Chouvarda, 2012).

The significance of the study was to investigate, highlight and understand the view of parents on multilingual education. As a result of the study been conducted, the phenomenon of multilingual education was extended. Additionally, the study contributed to the broader research project. The contributing factors of the study will be further discussed in Chapter 5.

1.6 RESEARCH QUESTIONS

The primary research question for my study was as follows:

- What are the perspectives of parents on multilingual education?

For the primary question of the study to be answered, secondary questions were explored. The secondary research questions were as follows:

- What are parents' understanding of multilingualism?
- From the perspective of parents, what are the advantages of utilising multilingualism for learning and teaching?
- From the perspective of parents, what are the disadvantages of utilising multilingualism for learning and teaching?

1.7 RESEARCH OBJECTIVES

The primary objective of the study was to investigate parents' views on multilingual education.

In order to supplement the primary objective of the study, the following secondary research objectives were formulated:

1. To conduct a literature review on parents' views on multilingual education focusing on the significance of language and its power. Additionally, education within South Africa pre- and post-1994 will be analysed as well as the legislation and policy surrounding languages. The value of English and the indigenous languages will also be unpacked. Moreover, various stakeholders' views on multilingual education will be evaluated.
2. To draw a sample along with develop a research instrument.
3. To select an appropriate research methodology that aligned with the study.

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4. To collect as well as analyse primary data.
5. To specify relevant conclusions and recommendations based on the findings.

1.8 THEORETICAL FRAMEWORK

Kurt Lewin's Field Theory (Lewin, 1935) was utilised as the theoretical framework for the study. Field Theory includes numerous constructs, and the basic and central construct of the theory is the individual's position in the field. Lewin's Field Theory encompasses an individual's life-space. An individual's life-space is a person's mental environment. Kurt Lewin's theory can be summarised in the form of the following equation; B=f (P, E), which signifies that behaviour is the function of the person as well as the individual's environment (Lewin, 1951; Wheeler, 2008). This study was interested in parents' exploration of their individual life space. The utilisation of Field Theory facilitated the understanding of how parents' views were formed considered the varying contributing factors to parents' understanding of the phenomenon. Additionally, it assisted in understanding parents' views on multilingual education from a holistic viewpoint.

1.9 WORKING ASSUMPTIONS

With regards to the study, the following was be assumed that firstly, learning is most effective when the LoLT is a leaner's home language. Secondly, multilingual education is a common and existing practice in South African classrooms. Thirdly, parents' base their decisions on what is in their child's best interest. Fourthly, parents' past experiences, either positive or negative, will influence their viewpoint of the topic. Lastly, parents' views and attitudes towards the phenomenon will determine and influence their decisions with regards to multilingual education as well as their behaviour regarding the potential selection or non-selection of multiple languages for learning and teaching.

1.10 METHODOLOGY APPLIED TO THE STUDY

The section comprises of a brief overview of the research paradigms and methodology. A detailed description and explanation of each aspect will be discussed in Chapter 3.

1.10.1 Research Paradigm

I conducted this research study utilising the interpretivist paradigm. Interpretivism focuses on the lived experiences of individuals in various contexts through each

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individual's viewpoint (Ormston et al., 2014). Within interpretivism, each individual constructs their meaning, view and interpretation of the world based on their unique experiences. An interpretivist paradigm was selected so that the researcher could explore the social world of parents. Each individual's varied background and experiences contributed to the individual's construction of reality, thus, allowing for parents' view on multilingual education to be explored.

1.10.2 Methodological Approach

For this study, I utilised a qualitative research approach. The qualitative approach was utilised to discover a phenomenon (Bertram & Christiansen, 2014). Through a qualitative approach, I was able to explore parents' views on the phenomenon of multilingualism and in turn, multilingual education.

1.10.3 Research Design

I utilised a case study design for the research study. Within the case study design, a single instrumental case study was implemented (Yin, 2014). An instrumental case study explores more general issues. In terms of the study, a school constitutes a case. My study comprised of one case, which was one school, School A, which is a government, ex-model C school. The case study allowed me to investigate various parents' views on multilingualism, specifically in terms of multilingual education within the school through an in-depth exploration of the phenomenon and the context.

1.10.4 Selection of Participants

The study included a total of seven participants. To select the school and participants for the study, I utilised purposive as well as convenience sampling respectively. When selecting the school, various criteria were taken into account. The criteria for selecting the school were being a diverse government school in the Tshwane West area, with English as the LoLT. Additionally, purposive sampling was utilised for the participants partaking in the study in the focus group discussion. These participants had to be parents who had a child in the selected government school in the Intermediate Phase, that is Grades 4-6. From the focus group discussion, one participant was chosen then utilising convenience sampling to partake in a semi-structured interview.

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1.10.5 Data Collection

I gathered the data through various sources for the research study. The data was gathered through one focus group discussion, one semi-structured interview as well as field notes. The data collected from the focus group discussion and semi-structured interview were audio recorded with permission from the participants to audio record been firstly obtained. Additionally, field notes were made. The field notes were documented manually during the focus group discussion and semi-structured interview. Each data collection method will be discussed in greater detail in Chapter 3.

1.10.6 Data analysis

The data gathered was analysed through inductive thematic analysis (Bertram & Christiansen, 2013). Notes were taken whilst reading the transcribed data. I coded the data from which themes then emerged. The case was noted, documented and interpreted.

1.10.7 Quality Criteria

Credibility refers to the extent to which the data reflects the lived experiences of the participants (Bertram & Christiansen, 2014). Credibility was achieved through the utilisation of an audio recorder, thus, ensuring that the viewpoints of the participants were reflected correctly as indicated (Bertram & Christiansen, 2014). Confirmability entails the analysis of confirming the data with other individuals. With regards to confirmability, the transcribed data underwent member checking, whereby, participants clarified and confirmed what was stated in the focus group discussion and semi-structured interview. Through member checking, participants were able to comment on the accuracy of the transcribed data (Struwig & Stead, 2013). Transferability involves the extent to which the research can be transferred to another setting. This was achieved through “thick description”. Dependability is the degree to which the researcher can explain the reasons for variations in the study. I ensured dependability through triangulation which entailed the utilisation of various data collection methods. The generalisation of the parents’ views and beliefs recorded in the present study to other populations with different educational and social backgrounds may be limited. In this respect, further research is needed that may provide us with further information that can then be generalised.

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1.11 ETHICAL CONSIDERATIONS

I obtained ethics clearance from the Ethics Committee of the Faculty of Education, University of Pretoria. The study of limited scope was part of a larger project, ethics clearance and approval covering the whole project had already been obtained from the Gauteng Department of Education to conduct research within schools. Thereafter, consent from the school principal was obtained. The guidelines for the education and psychology profession were also maintained throughout the study (Struwig & Stead, 2013).

The ethical principles of research involving confidentiality, autonomy and non-maleficence were upheld throughout the study (Bertram & Christiansen, 2014). Participants were informed about what the research entailed and, thereafter, written informed consent was obtained from each of the participants. I also informed the participants that they could withdraw from the study at any given point. I obtained permission from the participants to audio record the sessions as well as physically documented additional observations in the immediate environment in the form of field notes. Additionally, the data was password protected, and the back-up copies of the data were stored in a secured, locked cabinet (Patton, 2002).

1.12 CONCEPT CLARIFICATION

1.12.1 Language of Learning and Teaching (LoLT)

The Department of Basic Education (2010) defines the Language of Learning and Teaching (LoLT) as the language utilised to communicate in and give instructions in the classroom setting including being the language in which assessments are conducted. LoLT is also referred to as the Medium of Instruction (MoI) (Louw & Louw, 2014) or the Language of Instruction (UNESCO, 2007). Each individual School's Governing Body (SGB) selects the LoLT (Mathole, 2016). The LoLT may consist of any of the official South African languages, namely Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, SiSwati, South Africa Sign language, Tshivenda and Xitsonga (Department of Basic Education [DBE], 2010). For this study, the LoLT entails the language utilised in the classroom context, which may involve any of the South African official languages or a combination of these official languages. Moreover, the LoLT, for the study in the case of the school, was English and Afrikaans, with the focus primarily on English.

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1.12.2 Multilingual Education

Multilingualism, more specifically within education, may differ from one context to another (Heugh, 2015). According to the United Nations Educational, Scientific and Cultural Organisation (UNESCO) (UNESCO, 2003, 2011), multilingual education refers to “the use of at least three languages, the mother tongue, a regional or national language and an international language in education”. Within South Africa, multilingual education entails the utilisation of at least two languages as the LoLT with an additional or even a third language (Madiba, 2013). Through multilingual education, a degree of competency to be able to communicate in different languages is also an outcome. As stated by Cenoz and Gorter (2013), there are various types of multilingual education. Based on the descriptions (Madiba, 2013; UNESCO, 2003; UNESCO, 2011), multilingual education for the study signifies teaching and learning taking place in three or more languages, however, equal proficiency in all the selected languages is not a necessity. In addition, in the context of the study, multilingual education implies the utilisation of several languages, three or more, in a horizontal form for daily communication within the classroom. The combination of the three or more languages have been known and utilised in the classroom setting and can be any of the official South African languages.

1.12.3 Multilingualism

The focus of multilingualism is on individuals and societies that utilise several different languages (Cenoz, 2013). Varying definitions and views related to multilingualism exist among research scholars with some scholars specifying that multilingualism is utilising more than one language (Baker, 2001; European Commission, 2007; Li, 2008). Other scholars (Aronin & Singleton, 2008; Ndimele, 2003) though indicate it is utilising two or more languages. Moreover, there are other scholars (Alcauce, 2016; De Groot, 2010) who classify multilingualism as three or more languages. Multilinguals utilise several languages for various reasons and purposes whether this is for social, cultural or economic purposes (Kemp, 2009). The individual, most often, uses one language at home and within the family, another language at school or work, and perhaps a different language for academic development and information access. An individual’s proficiency and fluency may differ between the various languages. Multilingualism is unique and tends to differ from one context to the next context; therefore, multilingual settings are differential

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in the characteristics and features they possess and portray (Heugh et al., 2017). In terms of the study, multilingualism is the co-occurrence of three or more languages within the same context. Furthermore, it is knowing and utilising three or more languages in the form of speaking, listening, reading or writing.

1.12.4 Parents

Evans and Cleghorn (2014) state that a parent or guardian is an adult who takes legal custody or guardianship of a child's physical and emotional well-being. A parent is an individual who has legal custody of a child (DBE, 1996). In this study, parents include a parent(s), guardian or caregiver who takes care of a child's needs. The term parents, concerning this study, refers to any individual(s) over the age of eighteen years old who has legal custody or guardianship of an individual(s) who is under the age of 18 years old. Moreover, in this study, the offspring of a parent in the home environment is referred to as a *child* from the parents' viewpoint. The term *child* encompasses and refers to one or more children. On the other hand, the term *learner* will be utilised when the offspring is being referred to in the school or classroom context.

1.12.5 Perspectives

Perspectives denote an individual's understanding. Sternberg and Sternberg (2017) specify that knowledge is essential to perception and perspective. Not only does the world affect our perceptions or views but also our experience of the world is formed by our perception (Goldstone, 2003, as cited in Sternberg & Sternberg, 2017). "Perception both affects and is affected by the worlds we experience" state Sternberg and Sternberg (2017, p. 91). How an individual perceives a phenomenon is shaped at some level by what an individual knows and thinks as well as their interactions with the environment. It is "the process by which the brain integrates, organises, and interprets sensory impressions to create representations of the world" (Nevid, 2009). Through perceptions, one can make sense of the world. For the study, perspective entailed how parents viewed, practicably made sense and comprehended multilingualism and multilingual education. Additionally, the term view and perspective or perception will be utilised interchangeably throughout the research.

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1.13 OUTLINE OF THE STUDY

Chapter 1 encompassed an overview of the research study. This chapter included the rationale, purpose of the study, the primary and secondary research questions as well as an explanation of the core concepts and terms that will be utilised throughout. A brief description of the methodological approach was indicated. The ethical considerations pertaining to the study were also depicted. Components that will follow in the mini-dissertation were also outlined in Chapter 1. In Chapter 2, the literature on the topic will be reviewed and critically analysed to gain a comprehensive understanding of existing literature on multilingualism and multilingual education. Thereafter, Chapter 3 will incorporate a detailed and comprehensive discussion of the methodological approach of the study. This will be followed by Chapter 4, which will contain a discussion on the findings and results of the study. Finally, in Chapter 5, the research questions will be answered in concurrence with the selected theoretical framework. Also, the limitations related to the study, detailed recommendations as well as the concluding remarks, will be stated.

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CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter is an in-depth review of the literature relevant to the study. The chapter intends to analyse the literature critically and to indicate the correlation between the existing literature in terms of the topic of multilingual education and the specified research questions. Additionally, it also establishes the gap in the literature due to the limited literature on parents' views on multilingual education. By determining the gap in the literature, the potential value and relevance of parents' views on multilingual education and why it should be considered will be highlighted.

Firstly, the significance of language will be discussed. This will comprise of what language entails and the purpose along with the particular relevance of language concerning education and learning. Secondly, the power of language will be explored, focusing on the numerous associated positive aspects and benefits of language, indicating the salience and key role language plays. Thereafter, linguistic diversity will be examined with the focus on global as well as local reality. Fourthly, the history of language and language development in South Africa will be explored which sets the scene for the post-1994 language development. Fifthly, the current language policy will be unpacked.

Furthermore, English, as the de facto standard along with the concerns of selecting English, will be contrasted with the interests of the indigenous languages. Then, the advantages of learning in one's home language will be discussed, followed by those of multilingualism and multilingual education. Thereafter, the benefits of a multilingual education along with the factors that hinder multilingual education will also be highlighted. Moreover, the exploration of the direct stakeholders, namely the schools', educators' and parents' views of language and multilingual education will follow with a particular focus on parents and the influential role they play in their child's life. In addition, the importance of the parents' role in education is conveyed along with the value they could add. Parents' role and responsibility in relation to the LoLT policy are also discussed. The theoretical framework will be outlined next. This will also comprise of the key concepts and constructs related to the theory. In addition, the reason for selecting Lewin's Field Theory and the suitability for the

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study will be emphasised. Lastly, I will summarise the relevant literature and provide a conclusion.

2.2 SIGNIFICANCE OF LANGUAGE

Language is a means of communication, a symbolic, grammatical, and rule-governed system, as summarised by Slater and Bremner (2011). Through language, one can communicate, express oneself as well as gain access to knowledge and cultures (Slater & Bremner, 2011). Even though human beings have the innate ability to utilise language and speak, language still in fact needs to be acquired, learnt and developed for an individual to function effectively within society (Bouwer & Dedman, 2019; de Witt, 2009; Hardman, 2016). Developing language skills are an ongoing process beginning in the early years and continuing throughout, into adulthood. Individuals continually engage in improving their linguistic abilities. Language is vital to an individual's appropriate development, thus, making language one of the essential social skills an individual can acquire (Robles de Melendez & Beck, 2013). Therefore, the significance of language and the role it plays in an individual's life cannot be overlooked.

From an educational perspective, language plays a pivotal role and forms the basis of the learning process (Alant et al., 2005; Singh, 2015). Wolff (2006, p. 50) articulates, "Language is not everything in education, but without language, everything is nothing", an indication of the value and salience of language in education. Additionally, language has a profound impact on learning as language is a prerequisite for learning and the basis on which other learning and subjects are established and developed. It is, therefore, fundamental that a solid language foundation is formed so that effective learning may occur, resulting in potential academic achievement and success (Martirosyan, Hwang, & Wanjohi, 2015; Mutasa, 1999). For learning to be effective, the LoLT needs to be understood by learners. Language is inclusive of LoLT but is multifaceted as it also extends beyond this educational practice. Language, in essence, is essential to being human and even forms a part of an individual's identity (Robles de Melendez & Beck, 2013).

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2.3 THE POWER OF LANGUAGE

According to Vygotsky, language is utilised as a tool in the facilitation of an individual's social and cultural context (Robles de Melendez & Beck, 2013). Language is two-fold as it is utilised as a form of and is the basis of communication. Also, no society cannot function without language (Biseth, 2009; De Oliveria, 2014). Language can be flexible and, thus, can be rearranged and recreated to fit into new, different contexts (Zano, 2019). In addition, it forms a part of and is a defining characteristic of an individual and one's identity and heritage (Msimang, 1992; Robles de Melendez & Beck, 2013). Individuals can express their heritage through language (Zano, 2019). As an instrument, language is utilised by individuals for acquiring beliefs, values and behaviour patterns, all of which are a reflection of an individuals' culture (Lemmer et al., 2012; Webb, 2010). Culture encompasses language, thus, making language a carrier of culture. Through language, culture is passed down from one generation to the next (Parmegiani, 2012).

In addition, typically, language as a skill is meaningful and has various positive benefits and outcomes for an individual. Language is a means of accessing information in formal contexts as well as communicating with the justice system and public administration (Al-Qahtani & Al Zumor, 2016; Webb, 2010). It allows one to engage with the world around them. Individuals can learn the social ideas and norms of a group through language. Language also allows individuals to interact with one another and form connections with other individuals from different backgrounds (Dampier, 2012). Through these interactions, individuals can gain insight into, understand and appreciate other cultures (Chibaka, 2018; Robles de Melendez & Beck, 2013). Language is perceived as an asset, whereby, the more languages an individual speaks the more types of people one can interact with, and the more opportunities are presented. Language provides individuals with access to a multitude of opportunities. Moreover, this skill may grant an individual access to achieving their personal, professional and social goals. Language bestows on an individual a sense of responsibility. Furthermore, it also has the potential and ability to increase an individual's self-confidence and self-efficacy, thereby allowing them to feel a sense of empowerment (Geyser-Fouche, 2016).

Language can be utilised in numerous ways, thereby emphasising the strength that is associated with language. Language is not only advantageous to individuals but

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language, multilingualism, in particular, has the power and capability for social cohesion and uniting people from various backgrounds and experiences (Madiba, 1999). Through honouring and respecting individuals' differences, unification can be achieved. However, previously and through South Africa's political history, language has left South African citizens divided. Language was utilised as a means to segregate, dominate and control citizens in the past (Hazeltine, 2013; Setati, 2008). Language can be manipulated and utilised to exclude individuals from classrooms, jobs and other opportunities and settings (Ideh & Onu, 2017). Although language has numerous positive aspects; it can also cause harm and damage to a greater extent. It may bring about change and transformation for the better or may result in undue harm and regression with various negative consequences. There is a clear indication of the power of language and the possible positive attributes attached to language as well as its potential destructive power. Nonetheless, through the acknowledgement of the power of language, the key role that language plays is evident in all aspects of society at a group and individual level. As a nation, South Africa should consider these aspects to move forward, striving to be "united in our diversity".

2.4 A MODERN REALITY

Globally, there is an increase in the heterogeneity of learners in schools (Campbell & Filimon, 2018; Meier & Hartell, 2009). Diversity is a central feature of and is the existing norm within schools (Heugh, 2015). Diversity can be viewed in numerous ways in the classroom context. Learners are entering the classroom from diverse language backgrounds resulting in a linguistically diverse learner population. This linguistically diverse population signifies that classrooms will most likely contain and feature learners with diverse language competencies (Campbell & Filimon, 2018; Kathard & Pillay, 2007). The linguistic needs of these learners vary and thus, need to be appropriately accommodated. There is no one particular language that can serve the needs and interests of a diverse classroom of learners; therefore, a multilingual approach is suggested and viewed as a valuable resource (Aronin, 2019; Madiba, 1999). Through this approach, learners' needs can be met. This approach is even more applicable as bi- or multilingual learners form the majority of the population today (Heugh et al., 2017). Griva and Chouvarda (2012) specifically state that multilingualism is a worldwide phenomenon. It is a phenomenon that

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affects almost every society and country (Ruiz De Zarobe & Ruiz De Zarobe, 2015). Because the majority of learners are either bi- or multilingual and demonstrate increased mobility, it may be understandable why multilingualism is evident as well as the need for this approach within education (Heugh et al., 2017).

Internationally, the European Union is considered one of the most multicultural entities, whereby, speaking at least two languages is crucial if one is to access employment and to be actively involved in public life. European regions have developed their language and education policy along with innovative and creative multilingual education practices (Alcauce, 2016). However, there are still countries such as Finland, where monolingual education is evident (Henning, 2012). Regardless of the progressive language policies, monolingual ideologies continue to exist in European countries and, in practice, uniform assessments are also still commonplace (Busch, 2011).

Sub-Saharan African, as well as South-East Asian countries, have adopted bilingual and multilingual language policies in early childhood development (Heugh et al., 2017). In African countries, such as Kenya and Cameroon, the languages of the colonisers, that is English and French respectively, are utilised. Even these countries utilise foreign languages, although they also recognise one or more indigenous languages (Ideh & Onu, 2017). Commonly, the LoLT from Grade 1-3 is the home language with an abrupt switch to English from Grade 4 onwards. On the other hand, in Nigeria, English is utilised as the LoLT from Grade 1. Webb (2010) stipulates that across the continent of Africa, governments must still implement a meaningful, effective multilingual policy. He (Webb, 2010) further states that there is a gap between policy and practice (Marais, 2013). The shortcomings of the language policies in Africa are the result of the lack of direction along with the lack of linguistic insight into human language and limited reference regarding vital issues pertaining to change. These shortcomings are also evident in South African policies (Webb, 2010).

Heugh (1999) and Charamba & Zano (2019) stipulate that linguistic diversity is a key characteristic and component of South African education. Such diversity is evident through the presence of twenty-four to thirty-four different languages in the region (Ideh & Onu, 2017; Madiba, 1999; Metila et al., 2016). Heugh further

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emphasises the value of multilingualism and the need to develop this phenomenon. “Multilingualism needs to be developed through the system so that South African students are able to equip themselves adequately to cope with the demand”, states Heugh (1999). In South Africa, different legislation and policies have been disseminated, which strongly promote multilingualism. Schools, however, tend to differ considerably in terms of their educational, linguistic needs (Busse, Cenoz, Dalmann. & Rogge, 2020; Webb et al., 2010). Some schools are monolingual, whilst others are completely multilingual. The multidimensionality of multilingual education would require extensive implementation for quality education and learners to reach their full potential.

2.5 PRE-1994 EDUCATION IN SOUTH AFRICA

The era before 1994, classified as apartheid, consisted of the geopolitical, racial, ethnic and linguistic division of South African citizens in all aspects of societal life (Ideh & Onu, 2017; Madiba, 1999). During this period, English and Afrikaans were the two languages that were utilised as the official languages by the provincial and local government throughout South Africa (Tshotsho, 2013). These two languages were also utilised as the languages of learning and teaching. Only learners whose home language were English or Afrikaans were advantaged (Tshotsho, 2013). On the other hand, indigenous languages became the compulsory LoLT for African learners.

The language policy in effect during apartheid, the Bantu Education Act of 1953, was driven by discriminatory principles with the aim and intention of segregating South Africans along racial and linguistic lines (Docrat & Kaschula, 2015; Webb et al., 2010). The underlying decisions for the language policy during this time were based on political dominance, the preservation of privileges as well as the distribution of economic resources (Hartshorne, 1989; Plüddemann, 2015). The Bantu Education Act was characterised by inadequate funding as well as overcrowded classrooms. Furthermore, through the unequal distribution of facilities and resources, African learners were further obstructed and prevented from receiving and accessing quality education (Desai, 2013). In the last century, the Bantu education policy was one of the only policies in sub-Saharan Africa, which achieved its intended purpose (Heugh, 2002; Tomlin, 2016).

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However, the end of apartheid did mark the beginning of freedom by recognising human rights in terms of religion, language and culture. The apartheid system did, however, leave a legacy of division among the people, and there is no quick, immediate solution that will suddenly transform or reverse this injustice that occurred twenty-six years ago. One thing is certain, as a country, we must move beyond this inequality. It is time to bring about effective change so that South Africa can progress to newer heights. These historical factors of education pre-1994 and language development during apartheid provides the foundation and insight into how these factors influence current practices and play a role in how the languages are viewed.

2.6 POST-1994

Post-apartheid South Africa underwent various changes (Mutasa, 1999; Plüddemann, 2015). One of the changes included that the nine indigenous languages were elevated to equal status along with South African Sign Language, thus, resulting in twelve official languages being declared and all twelve languages granted equal status (Heugh, 2009; Reagan, 2020). This was a means of promoting the indigenous languages which had previously been disadvantaged. The Constitution of the Republic of South Africa of 1996, section 6(2) specifies that the state is ordered to “take practical and positive measures to elevate the status and advance the use of these languages” (Department of Justice, 1996, p. 4). Moreover, the constitution stipulates that the official languages must all enjoy parity as well as being treated equally (Department of Justice, 1996). What measures are currently in place ensuring all twelve languages are granted equal status?

2.7 LANGUAGE LEGISLATION AND POLICY

Since 1994, a considerable number of attempts have been initiated and implemented through different legislation, structures and policies. An additional change, post-1994, is regarding legislation, whereby, the Constitution of the Republic of South Africa Act 108 of 1996 section 29(2) states that “Everyone has the right to receive education in the official language or languages of their choice in public institutions where that education is reasonably practicable” (Department of Justice, 1996, p. 12). This legislation reveals that citizens interests are taken into consideration, and lawful measures are in place to ensure these interests are fulfilled.

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Moreover, intending to accomplish the set-out objectives in the Constitution, the Pan South African Language Board (PANSALB) was established (Ideh & Onu, 2017). The PANSALB was created with the intention that the board would assist in ensuring all languages enjoy equal status. PANSALB's role is to promote and create opportunities for the development and utilisation of all languages (Foley, 2002; Ideh & Onu, 2017). The board also monitors language-related challenges and language rights violations (Heugh, 2000; McKay, 2018). Foley (2002) indicates that the PANSALB has, however, not fulfilled their stipulated duties. Additionally, English is still the dominant language, regardless of the intended legislation. The language positions are described in a hierarchical form, whereby, English is at the top tier, below that is Afrikaans and on the bottom tier, indigenous languages (Botsis & Bradbury, 2018; Foley, 2002). This indicates that inequality among the languages continue to exist as it did pre-1994, irrespective of the plans and policies that are currently documented. In essence, little progress has been achieved towards promoting the status of the previously marginalised indigenous languages, at least on the part of PANSALB. Another board was established post-1994, the Language Plan Task Group (LANGTAG), which indicates the government's commitment to promoting multilingual education (Zano, 2019).

Furthermore, the Language-in-Education Policy (LiEP) is based on South African research (Heugh, 2015) which recognises that South Africa is multilingual. The policy also recognises that learners should be proficient in at least one other language which, for the majority of the learners, will be English (Heugh, 2002). The LiEP accords with the constitution as it supports democratisation, human rights and equality. In this regard, the language policy is viewed positively (Plüddemann, 2015; Webb et al., 2010). The LiEP aims to facilitate communication and promote learning among South Africans through an additive multilingual approach (Desai, 2001; Plüddemann, 2015). Herein, individuals' home language is utilised whilst simultaneously providing access to other languages through school subjects (Lemmer et al., 2012; Sookrajh & Joshua, 2009). This additive multilingualism approach is one of the other main aims that the LiEP sets out to accomplish, along with utilising African languages across all levels of education (Tshotsho, 2013). South Africa's language policy is considered one of the most progressive in the world. This policy was disseminated to redress past injustices and inequalities. The

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policy aims to avoid continued dominance whilst ensuring linguistic freedom and choice. Desai (2013), however, points out that the policy actually allows for too much choice. He states that the ability to select the language of instruction is not beneficial unless one's choice is accompanied by awareness campaigns and appropriate resources. The lack of appropriate and accompanying resources may be one of the reasons for the slow development of the LiEP.

Furthermore, Curriculum 2005 overshadowed the release of the LiEP and continues to take preference and precedence over the language policy. Before any curriculum and its content can be effectively implemented, the intended LoLT must first be established. The implementation of the policy has also been neglected (Webb et al., 2010), thus, resulting in the gap between the intended and enacted policy (Probyn, 2005; Nugraha, 2019). A policy's existence does not necessarily guarantee its implementation; rather, an action and implementation plan should be carefully put in place for the successful implementation (van der Walt & Klapwijk, 2015). The policy has not been accompanied by any implementation plan on behalf of the government (Heugh, 2002). There is little value if, in practice, the intention of the policy does not reach the desired set out objectives of the policy (Mutasa, 1999; Nugraha, 2019). Mkhize and Balfour conclude that there has been inadequate attention and focus on language development on the whole in South Africa.

Additionally, the South African LiEP is unlikely to succeed unless it is integrated with the national education policy rather than the two documents viewed as separate entities (Heugh, 2002; Wright, 2012). The language policy of a country may enable and provide citizens with the opportunity to become actively involved in the life of the country or alternatively deny them the right to participate (Desai, 2001; UNESCO, 2010). The LiEP is a well-intentioned policy. However, the drawbacks and lack of publicity to ensure the policy's success appears to surpass the positive qualities and aspects associated with it (Sookrajh & Joshua, 2009; van Staden et al., 2016).

Moreover, attempting to redress language inequalities and injustices has proven to be ineffective as apartheid's legacy is still experienced, even a quarter of a century later (Wolter, & Collins, 2017; Webb et al., 2010). Much still needs to be achieved and accomplished to narrow the gap between the written policy and lived reality as

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well as the gap between the older practices and the new and modern way of thinking (Balfour, 2010; Wolter, & Collins, 2017; Dixon & Peake, 2008). For policies to be successful, support from stakeholders is crucial. The policy provides for parental support and involvement through selecting the home language as the LoLT. It, however, appears that parents are not actively involved in language policy development and decision-making within schools (Blake & Mestry, 2020; Nomlolo, 2010). Instead, it seems that parents are merely being communicated the language policies and practices that exist within schools (Biseth, 2009; Plüddemann, 2013). SGBs may be making the decision for parents, whereby, English becomes the LoLT due to the associated benefits and limited resources, and, therefore, leaving parents with minimal school enrolment and LoLT options. Thus, parents are indirectly deprived of their right to select the language(s) that will be utilised for teaching their child (Khosa, 2012; Nomlolo, 2010). Overall, much still needs to be implemented and accomplished from a legislative and policy perspective to achieve equality for all the languages in the education sector (Ideh & Onu, 2017).

2.8 ENGLISH AS THE DE FACTO STANDARD

English, as a language, continues to be the dominant LoLT within schools. Even though English is only the sixth-highest in terms of home language speakers in the country, namely 8.1% (Statistics South Africa, 2020), it is by far the preferred LoLT. At present, over 80% of the population selects English as LoLT. 67% of schools in the Eastern Cape and 77% the schools in Limpopo utilise English as LoLT (Webb et al., 2010). In education, an English-only policy is fast becoming the de facto language policy despite the intended policy promoting additive multilingualism (Al-Qahtani & Al Zumor, 2016; Beukes, 2009). Ironically, a language spoken by the minority of the population is the preferred LoLT for learners. Why is this so, when isiZulu is the most widely spoken language in South Africa? Are parents perhaps purposely selecting English as the preferred LoLT?

English is considered to have numerous positive and advantageous connotations. English is regarded as highly prestigious and powerful, allowing individuals to supposedly access and achieve personal goals. “Because of the hegemonic position of English in the world today, because it is the key to social mobility, people understandably and justifiably want their children to learn in English in South Africa”, according to Webb (2012, p. 231). English is perceived to be the key to academic

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knowledge that will unlock the door to tertiary education, job positions and social goods. To take the salience and significance attached to English one step further, communities are opting for and are continuously choosing and even insisting on English medium education. The power and advantage that English as a language holds, has allowed this language to be elevated to a status and level of being more equal than any of the other official South African languages (Akinpelu, 2020; Silva, 1997). Furthermore, more attention and funding are granted and available to English and Afrikaans than to other languages (Ideh & Onu, 2017). The parents classify English as important (Al-Qahtani & Al Zumor, 2016; Nomlolo, 2010). With the innumerable advantages of such a language, it is, therefore, understandable why parents enrol their child in English medium schools (Farr & Song, 2011; Heugh, 2009) and have a positive attitude towards English.

A positive attitude towards English and selecting English as the preferred LoLT is further reinforced by the fact that the government chooses the language for commerce, trade and politics. This only further confirms the power and value attached to English but goes against and is contradictory to many aspects of what legislation and policy intend to achieve, namely promoting and ensuring equality for all official languages (Tshotsho, 2013). Everyone would like to be proficient in the language(s) of the economy, in this case, English. However, effectively acquiring this remains an unattainable dream and goal for the majority of learners in the country. Many learners in South Africa learn through their second and even at times third language. To educate learners in a language they do not understand or have difficulty comprehending, a language which is not their home language, only increases the risk of failure. Approximately only 5% of learners attain proficiency in English (Brock-Utne & Mercer, 2014). A grimly low figure such as 5%, indicates the potentially poor outcome of learning in a language that is not a learner's home language.

However, to further exacerbate the situation, learners are fully aware and knowledgeable of the power and benefits of learning in English, resulting in learners asking for English medium education as opposed to any of the other official languages (Kamwangamalu, 2013). Resorting to English indeed undermines the promotion of multilingualism and only makes it more challenging to implement a multilingual approach so that quality and equal education for learners can prevail

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(Mkhize & Balfour, 2017). English as the LoLT plays a major part in learners' poor performance (Prinsloo et al., 2018; Webb et al., 2010). The majority of schools opting for and utilising English beyond the Foundation Phase poses a serious challenge for learning. The language challenge is further compounded by learner's limited experience and exposure to English as a language beyond the school environment (Ferreira-Meyers & Horne, 2017; Webb et al., 2010). Parents have indicated that they want their child to be exposed to English at school because their child is not receiving that exposure in the home setting (Kotze et al., 2017; Nomlomo, 2010). Heugh (2009), however, firmly states that this discontinuity between school and home results in the majority of the learners not faring well in English medium school contexts. Therefore, in reality, it appears that English as the LoLT remains the preferred language by various stakeholders, such as schools, and not only parents (de Wet, 2002; Farr & Song, 2011). Although, it is not indicated anywhere internationally or locally that English is the most successful language when it comes to learning, especially for learners who speak a home language other than English (Heugh, 2002).

Moreover, English, as the LoLT, has negative educational consequences for learners with a home language other than English (Webb et al., 2010). English education for all is wrongly assumed and equated to equality education, as stated by Desai (2013). This includes not only English as a subject but also a language through which learners can access knowledge (Botez, 2015; Desai, 2001). Is one only considered educated if one can speak English? The mastery of English is desirable, but it will come at a price (Webb, 2012). English as the LoLT privileges individuals who have mastered the language and does significant harm to those who have not mastered the language.

In addition, parents believe that if their child learns English from an early age, their child will be proficient in and master English and, therefore, their child will be more successful in the later years (Zahra & Abdul, 2016). Also, their child acquiring and knowing English from the early years will potentially mean that their child is better than another child who begins learning English during the later years (Zahra & Abdul, 2016). Thus, it appears that early exposure is perceived as equating to better proficiency (Nomlolo, 2010), which is not necessarily true. Learners whose home language is not English can be proficient in English, however, in conjunction with

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the home language, through a multilingual approach. However, if learners are learning through English as the LoLT only, it may result in the learners neither being proficient in English nor their home language (Nomlolo, 2010). English-only classroom instruction may also be detrimental to the indigenous languages in the long term.

2.9 INDIGENOUS LANGUAGES

The future of the indigenous languages is under threat. The fact that these languages could potentially become extinct if the domination of English continues leads to the demise of the indigenous languages. Indigenous languages, however, are tied to the knowledge and culture of a group. Parents have stipulated that they want their child to remain connected to their cultural roots through the indigenous language being the LoLT (Lemmer et al., 2012; Nomlolo, 2010). The nine indigenous languages are considered inferior in comparison to English and are often associated with not progressing economically, which is unproven (Kioko, Ndung'u, Njoroge, & Mutiga, 2014). Moreover, they hold little prestige and are generally associated with inequality and segregation, as was the case during apartheid (Webb, 2012). Indigenous languages are also considered to be utilised by low-status individuals in low functioning and informal contexts, namely between and among family and friends to communicate. It certainly appears that the indigenous languages are not taken seriously (Mutasa, 1999; Yu & Dumisa, 2015).

Similarly, the historical and political factors South Africa faced pre-1994 has resulted in a negative view and image of the local languages from an educational perspective. Home language indigenous education was synonymous with inferior education during apartheid, and these perceptions still exist today. Parents view learning in the indigenous languages as easy and often associate these with low educational standards. Conversely, parents do acknowledge how crucial home language learning is (Bezcioglu-Goktolga & Yagmur, 2018; Nomlolo, 2010). The practices that existed years ago will continue to prevail to the detriment of the local languages unless the sentiment against home language education is appropriately dealt with (Webb et al., 2010). So, has much then changed since pre-1994? Change can only take place so that the local languages can be viewed as attractive, and their status can be improved if the indigenous languages are utilised daily in all facets of society. The utilisation of the indigenous languages includes being used in

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the public domain, starting from the top, from a political level (Al-Qahtani & Al Zumor, 2016; Desai, 2001). If Afrikaans was developed to the extent that it could be utilised as the LoLT, then there is no reason or excuse that the same could not be achieved with the indigenous languages. However, Afrikaans is only one language compared to the nine indigenous languages.

From an educational viewpoint, Meier and Hartell (2009) note that the local languages are unsustainable as the indigenous languages lack technical, scientific and technological language, vocabulary and concepts. There have been very few successful attempts of a limited nature to extend and develop these indigenous languages (Heugh, 1999; Yu & Dumisa, 2015). An additional challenge of developing the indigenous languages as LoLT is the production of school textbooks and works of literature that can be utilised for first language learning. There is a need to develop written materials extensively in the African languages before these languages can be utilised on a broader basis in education. To further hinder the effective development of the local languages, publishers are currently not producing learning support materials in the indigenous languages beyond the foundation phase. This places schools in an invidious position by limiting and constraining schools in terms of selecting and utilising the indigenous languages as the LoLT beyond Grade 3 (Probyn, 2005). Moreover, the training of educators in utilising the local languages has further restricted the extension of these languages at an academic level. Experts will have to be consulted about the reasons why the number of students in local languages at a tertiary level has decreased substantially and is continuing to decline. This is evident as the negative effect that can already be seen because of not developing the indigenous languages sufficiently against the domination and preference for English.

Moreover, Webb et al. (2010) specify, “The Bantu languages are considered of little value, uninteresting, the syllabuses irrelevant, the lack of study materials and inappropriate didactic methods along with the lack of appealing texts, thus, makes the odds less favourable for the indigenous languages”. Then, to add to these concerning factors, there is the question as to whether this approach of developing all nine languages will be financially possible. Is South Africa financially capable of fulfilling this intention and approach? It may be financially possible if it were three or even four languages, but, in this instance, there are nine languages. Foley (2002)

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denotes that it is not evident how these nine languages could be financed. An alternative option may potentially be to select a few of the major indigenous languages from each of the linguistic groups and to fully develop these selected languages to the extent and level that English currently exists. If the benefits for the learner outweigh the financial costs, then serious considerations and planning must proceed to develop the indigenous languages adequately.

Excluding a learner's home language as the LoLT, will only disadvantage the learner (Charamba & Zano, 2019). Therefore, the home language should not have to be replaced by English for literacy and learning to take place (van der Walt & Klapwijk, 2015). It is not useful in polarising the role of African languages against English or another language. Both English and indigenous languages, are useful, valuable and needed (Desai, 2013).

Despite the various challenges of extending and developing the indigenous languages through thorough and meaningful planning, the challenges can be addressed to develop these languages on the level of the LoLT so that learners can meaningfully learn in their home language. The most important aspect is to work through the challenges to lead to a result that will be in the best interest of the learner. The battle is not simply won by merely selecting one of the local languages over and above English (Desai, 2013). For equal education, state interventions are required. The state needs to step in to ensure languages are indeed granted equal status at an educational level. If the situation does not change and the local languages are still not extended, the situation will get progressively worse and ultimately lead to the demise of these indigenous languages (Jacobsohn, 2019; Ngulube, 2012). There is, therefore, a great and urgent need to protect, respect and develop these languages to prevent such a disastrous consequence (Falomir, 2014). To ensure this does not occur, Ideh and Onu (2017) recommend that an indigenous language should be a requirement for tertiary education entrance and admission. Through education, the value of languages can be shown and attained.

2.10 LEARNING IN THE HOME LANGUAGE

There is an ongoing debate concerning learning in the home language. According to Heugh (1999), the focus of education is on English as the LoLT whilst little

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attention is shown to the home language (Nel & Nel, 2019). So, how important is the home language for teaching and learning? (de Wet, 2002; Stoop, 2017).

Learning in one's home language has been proven to have numerous benefits. Firstly, learners will be able to understand what they are learning and, therefore, be able to express themselves in their home language better and more comfortably (Kioko et al., 2014). In turn, learners can actively participate in the classroom setting. Secondly, learning in the home language can be beneficial both cognitively and emotionally (Desai, 2013). In agreeance, Donald et al. (2010) express that when learners learn in a language other than their mother tongue, negative consequences associated with the learners' psychological, social and educational development can occur. Home language education also assists learners when learning an additional language. "What lay persons such as caregivers do not realise, is the strong proficiency in the mother tongue can assist in the acquisition of a second language such as English", states Desai (2013, p. 199). It may, therefore, be valuable that parents are aware of the positive benefits of the home language being the LoLT. A prior study highlighted that parents believe that their child is competent in their home language (Nomlomo, 2010). So, if learners have a strong home language foundation, stronger literacy skills in other or additional languages can then be formed (Al-Qahtani & Al Zumor, 2016; Cummins, 2001).

However, overlooking and disregarding learners' home language may have a lasting, damaging effect on the learner, which contrasts with those feelings related to effective learning and academic success. The tendency to ignore and underestimate home language learning can have negative effects on a learner's learning (Al-Qahtani & Al Zumor, 2016; Bloch & Edwards, 1998). In addition, resources are not readily available and at the disposal of schools so that home language teaching and learning can take place. Heugh (2005) recommends, though, that there is a great need to invest in home language education due to the positive outcomes associated with learning in the home language. She (Heugh, 2005) goes on to declare that mainstream education cannot be successful if learners are learning in their second, third or even fourth language. Learning in a language other than one's mother tongue leads to low retention rates as well as higher dropout rates (Brock-Utne & Mercer, 2014). Ideally, the home language should be used at all times for learning and teaching. Now, parents have indicated

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that the transition towards learning through the home language leads to parents feeling a sense of joyfulness and pride (Evans & Cleghorn, 2014; Nomlolo, 2010).

The literature indicates the multiple benefits of learning in the learners' home language; therefore, the advantages of learning through the home language should be the strived for by the state, schools, educators and parents. What, however, must be considered is how many and which languages should be utilised for home language instruction as it is not possible to provide mother tongue education in every single learner's home language (Metila et al., 2016). It may not be logistically and practically possible to ensure home language instruction for all learners in a classroom (Weber & Horner, 2012); however, multilingual education is one of the closest ways to accommodate as many learners as possible. The success of home language education is dependent on the availability of human and financial resources as well as stakeholders' attitudes towards the home language as the LoLT (Al-Qahtani & Al Zumor, 2016; Sookrajh & Joshua, 2009).

2.11 MULTILINGUALISM

Multilingualism is both an individual and societal phenomenon, the components of which are interrelated (Cenoz, 2013). A multilingual individual is one who can utilise, function, converse and interact in three or more languages in any of the following mediums; listening, speaking, reading or writing (Li, 2008; Ruiz de Zarobe & Ruiz de Zarobe, 2015). Individuals and communities may need to speak multiple languages for various reasons as an individual may utilise a different language in a different setting for a different purpose. An individual may be exposed to and utilise a specific language(s) in the home setting, others in the work setting or the classroom and others in social settings such as on the playground (De Houwer, 2003). However, this is not necessarily always the case, and it can be quite complex and not so simplistic. Moreover, the situations and settings may vary from individual to individual.

Additionally, multilingualism that exists today differs from multilingualism that existed in the past, with the focus of the differentiation on multilingualism presently shaping society in its entirety (Aronin, 2015; Ruiz de Zarobe & Ruiz de Zarobe, 2015). Recently multilingualism has been growing and becoming a more prominent phenomenon. The growing interest in multilingualism over the past decade is

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particularly due to various factors such as an increase in freedom, mobility, globalisation, multiculturalism, heterogeneity and diversity of different languages. Thus, multilingualism is prevalent in almost every country and every aspect of society. Multilingualism shapes and transforms society and simultaneously is a reflection of society (Ruiz de Zarobe & Ruiz de Zarobe, 2015). Multilingualism is considered to be multidimensional and multi-layered (Heugh, 2015) and differs from one context to the next context, thereby making each situation unique (Heugh et al., 2017). Contrary to perception, multilingualism is currently the norm and not the exception (Ruiz de Zarobe & Ruiz de Zarobe, 2015). Overall, according to Otwinowska-Kasztelanic and De Angelis (2014, p. xiii), “Multilingualism is widely perceived as a positive phenomenon”.

Furthermore, Li (2008), state that multilingualism is to know and utilise more than one language. On the other hand, other research scholars (Aronin & Singleton, 2008; Ndimele, 2003) posit that multilingualism encompasses situations, whereby, two or more languages coexist within the same context. De Groot (2010) and Alcauce (2016) classify multilingualism as utilising three or more languages. Moreover, scholars also utilise bilingualism and trilingualism to illustrate multilingualism (Cenoz, 2013). De Groot (2010) stipulates that bilingualism is two languages and multilingualism is three or more languages. The varying definitions of the phenomenon re-emphasise the contextual linkage and complexity of multilingualism as a phenomenon. The complex and multi-layered nature of the phenomenon may confuse stakeholders and result in differing and individualised situations.

2.12 MULTILINGUAL EDUCATION

2.12.1 Introduction to Multilingual Education

Multilingualism is a phenomenon that particularly affects education. Within education, multilingualism encompasses aspects such as language use, language of learning and teaching, language practices, language in education and language policies (Ruiz de Zarobe & Ruiz de Zarobe, 2015). In essence, each aspect is comprised of various components, thus, resulting in multilingual education being a complex phenomenon. Multilingualism has become increasingly evident in classrooms (Chumak-Horbatsch, 2019; Heugh, 2009) with the objective as stated

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by Cenoz and Gorter (2010, p. 38) that “multilingual education refers to schools and programs that aim at promoting communicative competence in different languages”.

Moreover, multilingual education denotes that various languages are utilised within the classroom for learners with different language varieties that, thus, have different linguistic needs (Madiba, 2013). A multilingual approach can address classroom diversity (Gorter & Cenoz, 2017). Language is a fundamental skill which is utilised to access the curriculum and in turn, learn. Within multilingual education, there are different types of multilingualism which are dependent on various components and variables but also the context in which the school is located (Cenoz & Jessner, 2000). Multilingual schools build on the diversity and language practices that learners bring to school (Lemmer et al., 2012; Garcia et al., 2006), that is, learners’ home language. The main underlying principle of multilingualism in South Africa is maintaining the home language whilst still providing access to an additional language (Heugh, 2015). “Multilingual teaching does not aim to treat different languages as separated from one another but rather promotes a more conscious way of dealing with linguistic diversity and language hierarchies”, implies Busch (2011, p. 548).

At an educational level, there is a need to promote additive multilingualism (Cenoz & Gorter, 2013). However, multilingual education does not necessitate equal proficiency in various languages (Skutnabb-Kangas & McCarty, 2008). Implementing multilingual education does not just mean the nine indigenous languages are offered as subjects but instead entails developing the local languages to the extent that they could function as English currently does (Foley, 2002). Due to the historical, political as well as cultural factors, multilingual education is far more complex (García & Otheguy, 2017). From a holistic viewpoint, multilingual education, whereby, several languages are studied as the LoLT, allows learners to become more language efficient and effective (Mohanty, 2009; Nel & Nel, 2019).

2.12.2 Advantages and Challenges of Multilingual Education

Multilingual education is advantageous as it may improve various developmental areas of a learner. Cognitively, the approach draws and builds on learner’s prior experiences. Learners can express themselves with greater ease (Kioko et al.,

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2014), and learning becomes more learners-focused as opposed to a learning environment where there is a dominant language such as English. In such a monolingual context, the learning process becomes more teacher-focused. Additionally, multilingual education has the potential to improve cognitive skills (Cenoz & Gorter, 2010; Hardman, 2016). These cognitive skills include reasoning, sustaining attention, processing and recalling of information. Through the development of multiple languages, learners' cognitive and linguistic skills develop and improve (Biseth, 2009; Hardman, 2016). Also, multilingual education may improve academic achievement across subjects.

From a social development level, language serves a function daily; thus, through this approach, learners are then able to communicate more effectively with more individuals. Greater and added opportunities and experiences are available to multilingual individuals, while monolingual individuals may have fewer opportunities available. Opportunities may include economic advancement, social engagement and interaction and in turn, upward social mobility. Moreover, the approach may lead to and promote a sense of openness. It may also assist in developing intercultural understanding, meaning learners can connect with various individuals from different cultures and backgrounds with ease. Therefore, language and culture play a pivotal role in education (Mampane et al., 2018). Learners are also able to develop a sense of confidence as they would be able to understand, communicate and contribute in the classroom. Moreover, confidence may then positively affect learner's academic performance and even other areas.

Additionally, within the classroom, skills obtained in one language are mostly transferrable to other languages; therefore, relearning does not need to occur. Instead, reemphasising, reinforcing and practising the learnt strategies will assist in these strategies being retained. Multilingual individuals are more resilient and more likely to cope more effectively during challenging situations due to the development and changes that occur within the brain due to learning multiple languages (Kroll & Dussias, 2017). Multilingual practices within education can improve and lead to equality as well as quality education (Lo Bianco, 2014). Overall, multilingual education can provide learners with a competitive advantage (Cenoz, 2013). As Edwards (2004, p. 164) underscored, speaking English can be necessary, "but the ability to speak other languages none the less ensures a competitive edge". Thus,

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it can be observed that multilingual education is advantageous for learners and enhances more holistic development.

On the other hand, factors that have impeded effective multilingual education implementation include inadequate teacher education training, outdated pedagogical training practices, unsound theoretical knowledge of educators along with limited resources and materials (Heugh, 2008). If multilingualism is to become a reality and a possibility, various needs have to be considered and addressed. If the South African language policy is to be transformed into educational practice, several issues must be addressed. Addressing the issues should ideally be done in conjunction with and in unison with other existing educational policies (Martin, 2006). Educator training and workshops will have to be implemented. In addition, pre-service training for future educators will also be a necessity so that future educators will be more prepared regarding planning and implementing multilingualism within the classroom. Furthermore, textbooks and materials in the indigenous languages will need to be published and distributed. Financial and material resources will have to be carefully and strategically planned for both the short and the long term. Certain schools that were disadvantaged during apartheid would require more resources and support. Sharing of resources and materials between schools and provinces is a suggestion of how multilingualism can be effectively implemented (Filho et al., 2018; Martin, 2006). Also, educators should combine different methods so that successful learning can take place (Hooijer & Fourie, 2009). Furthermore, a shift from a teacher-centred approach to a more learner-centred and hands-on approach is required so that this approach can be successful.

Furthermore, Martin (2006) recommends that continuous evaluation is necessary and should be carried out to monitor the progress of learners' achievement as well as the advantages of multilingualism (Chavalala, 2015). Appropriate measures need to be in place to overcome any challenges. There are numerous attractive features and advantages of a multilingual approach. Conversely, there seems to be little political will from the government and a lack of enthusiasm on the part of key stakeholders and to those who would potentially benefit from the approach (Foley, 2002). It is essential that multilingualism should be viewed from a multidimensional perspective and regarded as a method of integration as opposed to separation (Ruiz

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de Zarobe & Ruiz de Zarobe, 2015). In a multilingual country such as South Africa, stakeholders and authorities should strive to ensure that learners are proficient in multiple languages (Ferreira-Meyers & Horne, 2017; Foley, 2002).

2.12.3 Key Stakeholders in Language Acquisition and Development

Language policies and legislation will not be effective without the support and required implementation from the various key stakeholders. Each stakeholder plays an essential role and has an impact on the outcome of the approach. Parents' and educators' beliefs are extremely important as these stakeholders can contribute and determine the direction and course of multilingualism within schools (Griva & Chostelidou, 2011); however, this is currently not occurring in practice. The perceptions of these stakeholders need to be heard and explored as while the political will of these stakeholders could determine the potential success of the approach (Martin, 2006). It is vital to determine parents' and educators' views about multilingual education but just as essential to determine schools' current practices, role and beliefs on the topic of multilingual education. Educational change may be of concern to stakeholders, even if the change is minimal (Kioko et al., 2014).

2.12.3.1 Schools

The School Governing Body (SGB), a council comprising of parents, educators and learners, have the power and are responsible for making decisions within schools on various topics including the school's language policy and thus, the LoLT (Mathole, 2016). The South African Schools Act reiterated that the SGB within each school determines the language policy, which should be in accordance with the provincial and national policies. The national policy essentially obligates schools to promote multilingualism, whereby, the committee has to stipulate and document how the school intends to promote, implement and sustain multilingualism (Marais, 2013; Webb, 1999). Despite the policy's intentions, schools are continuously selecting English as the LoLT.

The LiEP provides schools with a framework for developing their own individual policy in which the LoLT is specified based on the sociolinguistic characteristics of each school (Webb et al., 2010). Webb (1999) states that the framework lacks guidelines and direction for schools, especially as the policy does not state what language(s) should be utilised (Kotze et al., 2017). The principals' view is that there is limited support from education authorities in terms of policy implementation (van

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Vuuren et al., 2016). The policy could have been the ideal platform to extend the indigenous languages. The schools, however, continue to be unaware of or unreceptive towards the LiEP and have not implemented the necessary recommendations of this policy to strengthen the indigenous languages (Probyn, 2005). Schools are not considering the strong and significant role of the home language in education. Probyn (2005) declares that the benefits of learning in the home language do not seem to be a widely understood and publicised phenomenon when decisions are made in schools. Furthermore, schools are expected to accommodate learners' preference as far as possible; however, contextual factors such as resources, language competency of educators and demographics often determine and dictate decision making (Sookrajh & Joshua, 2009). Regarding resourcing, principals in both urban and rural schools believed that a lack of resources, particularly educators' language skills were preventing a stronger multilingual approach from being implemented (Hazeltine, 2013; Martin, 1997). Successful implementation in the school context is complex and will require the buy-in from staff, requiring a substantial commitment of time as well as staff and resource development (Dixon & Peake, 2008).

Zano (2019) suggests that obstacles related to multilingual education need to be addressed to ensure effective implementation and practice within the school setting. Moreover, schools do not challenge existing social patterns and practices, but instead, the schools appear to be maintaining the status quo (Biseth, 2009; Ferreira-Meyers & Horne, 2017). Schools should be pushing boundaries as schools have the opportunity to contribute to educating and developing multilingual citizens (Cenoz & Gorter, 2010).

2.12.3.2 Educators

Learners bring a variety of languages into the classroom with them, from their bi- or multilingual home environments. Educators must now consider this new element. Educators' views and perceptions on the diversity of learners are based upon educators' personal experience as well as their professional development and training (Meier & Hartell, 2009). According to research, educators view the diverse background of learners as an increase in the workload as different activities and tasks have to be prepared to cater and address learners' diverse needs. Educators viewed this as time-consuming, exhausting and an additional demand, thereby,

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leaving little time to do other compulsory tasks and effectively fulfilling their role as an educator fully (Hooijer & Fourie, 2009; Metila et al., 2016).

Furthermore, educators have to adapt their teaching methods, and they have indicated that they have not been trained on how to implement this specific approach best. Also, educators highlighted that they experience difficulty adapting to different languages as well as cultures (Mohangi et al., 2016). Moreover, educators find it challenging to alter their existing teaching practices, thus, making the transformation to multilingual education far more difficult and challenging. This leaves educators who have had little training on multilingualism with having to come up with innovative ways to teach (Hooijer & Fourie, 2009). One of the strategies educators often implement or resort to is code-switching. Educators often resort to "code-switching to get linguistically and psychologically closer to learners" (Sookrajh & Joshua, 2009, p. 334). Code-switching is utilised as a strategy for effective classroom communication; however, educators feel guilty and ashamed of employing such a strategy (Metila et al., 2016). Instead, in a multilingual classroom, codeswitching can be expected and is, in fact, inevitable to assist and improve learner's comprehension of concepts.

However, educators have not made the necessary arrangements to implement multilingualism. Most educators view English as superior and have a negative view of learners learning in their home language. Over 70% of educators believed that the home language does not provide equal opportunities for learners (Gandolfo, 2009). According to research, educators stated that they were not comfortable to teach languages other than Afrikaans and English. Moreover, educators' attitudes towards languages may be related to the status attached to the languages (Cenoz & Gorter, 2010, Griva & Chostelidou, 2011). Also, educators were not willing to put in the effort in other languages (van der Walt & Klapwijk, 2015). These factors further reinforce the power and status of English. Instead, educators should be open-minded about multilingualism for this approach to be implemented and for multilingualism to be effective as the LoLT. If educators' perception and attitude towards the topic are negative, and they are resentful, this may cause further harm, especially to learners. Donald et al. (2010) suggest that teachers need to change their attitude towards language teaching by developing their multilingual skills.

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Surely, educators need to be trained on basic multilingual skills before they can create their own.

While professional development needs to be offered to educators already practising, the educators of the future also need to be prepared for a multilingual approach to a learner-centred curriculum (Lemmer et al., 2012; Martin, 1997). Educator training institutions and organisations are undergoing considerable reorganisation and this will ideally bring about more homogeneous educator education across South Africa which can then be reflected in classroom practice and achievement. Multilingual learning requires support, which is, however, hindered by insufficient resources and teaching materials in the indigenous languages (Nel & Nel, 2019), which only further compounds the current situation. Lemmer and Squelch (1993) acknowledge that teaching in multicultural and multilingual classrooms is both challenging as well as demanding (Kotze et al., 2017; Lemmer et al., 2012). This viewpoint is confirmed by educators' perceptions of how challenging multilingual education is, whereby educators stated that they find it challenging to balance and manage different competencies within one classroom and this often led to behavioural problems.

Modiba (2003, p.57) acknowledges that "teachers in South Africa are not really being equipped to face the challenges of teaching in multicultural classrooms". Educators need to be and feel empowered for multilingualism for learning and teaching to be effective and successful (Farr & Song, 2011; Hooijer & Fourie, 2009). Educators, thus, need to develop multilingual competency and fluency if multilingualism is to be an effective approach. Contrary to van der Walt and Klapwijk (2015), even though overall educators appeared to be resistant towards change, educators have stipulated that they would like to increase and improve their knowledge and would be willing to learn strategies that they could implement, for a multilingual approach to be effective (Hooijer & Fourie, 2009; Manditereza, 2014).

2.12.3.3 Parents

Not only educators are involved in learners learning, the parents should also be involved. Donald et al. (2010) indicate that parents and community members must be more involved in and have control over the development of schools. The viewpoint of the family is crucial in determining the child's view and perception towards a foreign language. In addition, parents play a crucial role in the language

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acquisition process of their child. According to Pearson (2008, p.128), “positive attitudes of parents, siblings and peers towards a language can add value to the language and make it more attractive to the child” (Al-Qahtani & Al Zumor, 2016). Attitudes towards languages originate in the immediate family, whereby, norms and values are transmitted (Falomir, 2014). Through interactions with family, children learn about the values and the beliefs of their culture (Robles de Melendez & Beck, 2013). Parents view, disposition, feeling and attitude towards language will ultimately affect their child’s language development (Griva & Chouvarda, 2012). Parents and families are the first sources of information on language preferences. An essential function of parents and the role of the family is to promote education and educational goals. Exposure to language and interaction with family and parents play a critical role in how and what language(s) a child should acquire and learn (Robles de Melendez & Beck, 2013). “Since parents are role-models for their offspring, both their language and their attitude play an important role” state Paradowski and Bator (2018, p. 661). The younger the child, the more definitive and influential the parents are in moulding and shaping their child (Robles de Melendez & Beck, 2013).

In addition, from the early years, parents make decisions that are potentially in the best interest of their child. Legislations stipulates that parents select the language of learning and teaching (Evans & Cleghorn, 2014; Sookrajh & Joshua, 2009). Parents who are the majority of stakeholders in the SGB need to be making meaningful and informed decisions in terms of LoLT. Parents are, however, unaware and not knowledgeable about the benefits of learning in one’s home language, yet are expected to make informed decisions. Some parents are illiterate and, therefore, this only limits their involvement and decision-making capacity in schools, especially for those in rural areas (Makunga, Schenck, Roman, & Spolander, 2017; Probyn, 2005).

Furthermore, parents have the right and power to select the LoLT for their child but end up going to great lengths to choose English as LoLT, a trend that is evident in many parts of Africa, including South Africa (Busch, 2011). Parents and their child are adamant regarding the position and preference for monolingual English medium education (Evans & Cleghorn, 2014; Heugh, 2009). Parents and their child have a vested interest in the English language. Parents view English as a global language

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and, therefore, necessary for their child to learn. English will continue to dominate as the LoLT if parents continue to prefer and select English for their child as the language of instruction (Evans & Cleghorn, 2014; Mutasa, 1999).

Older parents prefer English for the LoLT without possibly realising the complexities and negative impact such learning may have on academic learning, progress and success (Evans & Cleghorn, 2014). Parents' recollection of the Bantu languages is associated with poor quality education as existed pre-1994. Alternatively, parents perceive English as the language of social mobility and access to goals and, therefore, parents continue to favour English as the LoLT. Parents view English as an opportunity for tertiary education, for employment purposes and access to global opportunities beyond the local and surrounding community. They feel that the utilisation of English is essential for success in this modern and ever-changing world (Al-Qahtani & Al Zumor, 2016; Trudell, 2007). Parents believe that the earlier their child learns English, the more proficient they will be (Baumert et al., 2020; Chang, 2008; De Klerk, 2002). Also, parents believe and are confident that their child will receive a better education in English (Mutasa, 1999; Pandey & Pandey, 2014).

However, in a recent study, younger parents have noted the importance and have realised the benefits of their child learning in their home language (Evan & Cleghorn, 2014). Parents feel that daily exposure to the home language is the best way for a child to learn about their culture. Parents are of the view that it is vital that as a parent, they should play an active role in their child's home language. Also, parents expressed the importance of a strong connection and relationship with their child, which can be achieved through utilising the home language. Moreover, parents appear to be aware that proficiency in the home language would assist with learning an additional language. Based on a previous study, parents understand the importance of the home language and that a positive attitude towards the home language may influence how language is utilised in the home environment. The parents have also indicated that they should have placed more emphasis on the home language and provided their child with greater exposure and encouragement when it came to the home language (Paradowski & Bator, 2018).

On the other hand, parents are fearful that if their child is exposed to more than one language, this may result in a language deficit. Parents in rural areas fear that

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learning in the home language may potentially mean that their child may be left behind when compared to those learners in urban areas (Kioko et al., 2014). The parents indicated that their child does not have sufficient time to learn two languages; thus, it will be best and more beneficial for their child to acquire the dominant language such as English.

Parental views are of the utmost importance for the implementation of quality education. The parents want to make language choices that would be beneficial for their child's social, emotional as well as future well-being. Kioko et al. (2014) stipulate, "It is the right of parent, regardless of ethnicity, language, or socio-economic background to make informed educational choices for their children".

2.13 THEORETICAL FRAMEWORK

Kurt Lewin's Field Theory (Lewin, 1935, 1951) guided the research study. The theory derives from Gestalt psychology which specifies that aspects or parts do not exist in isolation but form part of a greater whole (Chak, 2002; Shaw & Costanzo, 1970). Kurt Lewin represented his theory in a diagrammatical format, whereby, the individual is at the centre of the field.

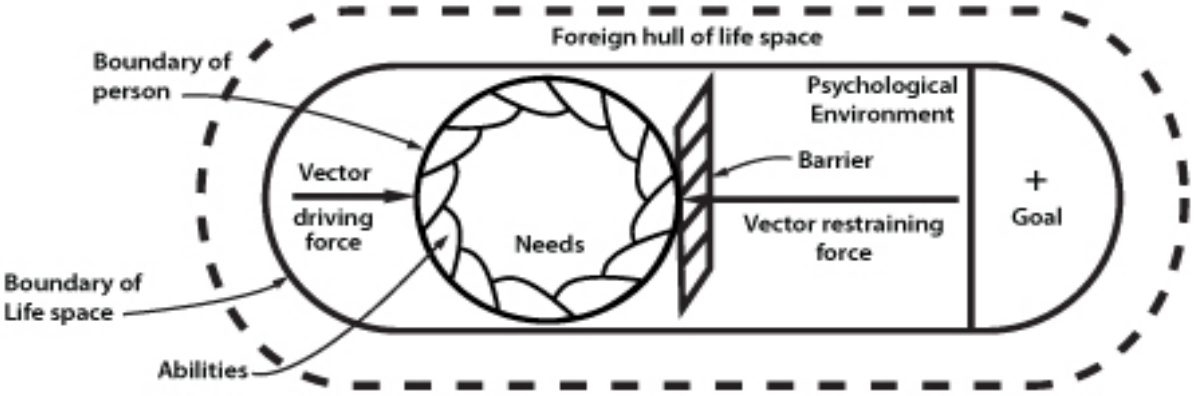

Figure 2.1: Lewin's Field Theory.

Adopted from Schultz & Schultz (2004)

Field Theory comprises of numerous constructs with the fundamental construct being the field. The field is the life space of an individual. Life space encompasses a person's mental environment *(*Burnes & Cooke, 2012*;* Hall & Lindzey, 1970*)*. The mental environment is the mental world in which a person lives at a defined and given moment in an individual's life. Life space is inclusive of and dependent on various psychological factors or forces that influence an individual and one's

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behaviour at given periods. Life space is a summary of how one views the world. One's life space incorporates an individual's drives, motives, thoughts, feelings, beliefs and tensions. It is also inclusive of the places the individual has been, what one has seen, and the feelings one feels, which will determine and direct an individual's life space. The life space consists of various regions or segments referred to as life sphere, which incorporates aspects such as family, profession and needs (Kadar & Shaw, 2000). The circumstances in one segment or sphere of the field are influenced by the circumstances in other segments of the field. Individual content and sphere differences exist psychologically (Lewin, 1935).

Behaviour represents changes that occur within an individual's life space when a need arises. Behaviour occurs as a result of a totality of interacting facts. Conflicts arise whereby tension is brought to the individual by the presence of two desires. The individual typically moves to a region in the life space that has a positive valence and away from a negative valence. Three types of conflict can arise. Firstly, approach-approach, which encompasses two equally attractive goals. Secondly, avoidance-avoidance, two equally unattractive goals and, lastly, approach-avoidance. This consists of one attractive and one unattractive goal. A force, referred to as a vector, is a psychological movement either towards or away from a goal. Locomotion is the movement from one region to another which occurs to achieve the desired goal (Shaw & Costanzo, 1970). Movement from one region to another occurs to achieve the desired goal (Shaw & Costanzo, 1970). However, physical or psychological barriers exist that could obscure or limit movement towards reaching the goal (Wheeler, 2008). The space beyond the life space, known as the foreign hull, the physical environment, could influence the psychological environment. These two realms are interconnected and intercommunicating (Hall & Lindzey, 1970). Lewin expressed his theory through the equation B= f (P, E) If B=behaviour, P=person and E=environment then "behaviour is the function of the person and the environment" (Coghlan & Jacobs, 2005, p. 446; Lewin, 1951, p. 25; Wheeler, 2008, p. 1640). The theory is still relevant to academics and practitioners as the constructs and life spheres still exist and are relevant today (Burnes & Cooke, 2012).

Lewin's Field Theory is most suitable for the study as each individual's life space is unique (Lewin, 1935). Therefore, each individual may perceive as well as construct

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a different view and meaning about a phenomenon which would be different and distinctive from another. Applied to the research, Field Theory will explain parents holding different, diverse views on multilingualism and multilingual education. Through the application of Lewin's Theory, the different views parents' have of the phenomenon may be observed and possibly explained in terms of how these views were formed. Exploring parents' perspectives would require parents to delve into; discover and reflect on their own thoughts and feelings about the phenomenon, thus, exploring their life space. Moreover, numerous physical factors from the foreign hull would most possibly contribute to parents' views of the topic, and this should be taken into account (Hall & Lindzey, 1970). Based on Gestalt psychology, Field Theory views situations holistically. Therefore, parents' perspectives would be viewed from a totality viewpoint rather than in isolation (Shaw & Costanzo, 1970).

2.14 SUMMARY AND CONCLUSION

Multilingualism is one of the most relevant social phenomena that is evident in all aspects of society, including education (Ruiz de Zarobe & Ruiz de Zarobe, 2015). With language diversity being prominent in schools and classrooms, such an approach allows for all learners' needs to be addressed. Despite policy and legislations attempts and intentions to promote multilingualism, in reality and practice, English is the most selected LoLT. As English continues to increase as the preferred LoLT the indigenous languages' value and status continue to decline rapidly. Factors pertaining to the lack of educators, educators not being adequately trained along with insufficient resources, hinder multilingualism from further developing. Different stakeholders have different knowledge and perceptions on different factors related to multilingual education, and these different views must be determined and considered for informed decisions to be made (Michael-Luna, 2013). If parents are to actively support their child with education within the home, parents' perceptions have to be explored, and parents have to understand what multilingualism entails (Hye Yeong, 2011). An attitude and paradigm shift are required if multilingualism is to be implemented effectively along with the commitment and support from various stakeholders. Ideh and Onu (2017, p. 76) state that "much still needs to be done to achieve equality of all languages in the education sector, which seems unrealistic for now". It is certainly a matter of urgency to address the challenges as well as take into account stakeholders views so the

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necessary plans and decision-making can take place as the lives of the future leaders depend on it (Ideh & Onu, 2017). A more balanced approach to language in terms of the curriculum is required, which needs to be strongly and actively promoted to meet the needs of the learners.

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CHAPTER 3: METHODOLOGY

3.1 INTRODUCTION

In Chapter 2, the current literature on the topic was presented and discussed. The chapter highlighted the multifaceted topic of multilingualism, with the focus on multilingual education, the power of language as well as the views of various stakeholders. Through Chapter 2, it is evident that limited research on parents' views on multilingual education, specifically within a South African context, exists, and this further reinforces the rationale for my study. This provided the setting for which the study was conducted.

In Chapter 3, the methodology of the study will be discussed along with the relevance of the methodology for my study. I provide an outline of the paradigm as well as the methodological approach along with the appropriateness and how it corresponds with my study. Thereafter, I discuss the selected design and sampling techniques I utilised. The data collection method and data analysis procedure will then be described. Next, an overview of the rigour of the study and ethical considerations regarding the study will be illustrated, followed by the conclusion.

3.2 EPISTEMOLOGICAL PARADIGM: INTERPRETIVISM

The paradigm can be referred to as a researcher's viewpoint or frame of reference through which one views the study (De Vos et al., 2011). Paradigm refers to a particular worldview, which incorporates a set of basic beliefs. A paradigm incorporates beliefs about reality. I utilised the interpretivism paradigm for the study. Interpretivism is based on the assumptions that an individual's knowledge affects their behaviour and that human knowledge is not independent of the social world. Moreover, interpretivism is based on the subjective reality of individuals (Creswell & Poth, 2018).

Within interpretivism, there is no one ultimate truth, but rather multiple realities (Bunniss & Kelly, 2010; Creswell, 2016). An individual and their world is considered and viewed as interwoven and interrelated, as opposed to one being separate from the other. Within interpretivism, the focus is on the lived experiences of individuals and the various contexts seen through each individual's viewpoint (Ormston et al., 2014). Each individual constructs their own view, meaning and interpretation of the

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world based on their own unique experiences. Dissimilar people interpret the world differently, therefore, leading to multiple views of a phenomenon. This will ultimately result in not just one potential perspective and interpretation of a phenomenon, but several possible perspectives and interpretations. The paradigm of interpretivism intends to understand and depict how individuals make sense of the world in which they live. According to Bertram and Christiansen (2014, p. 26), "within the interpretive paradigm, researchers do not aim to predict what people will do, but rather describe and understand how people make sense of the world". To gain a comprehensive understanding of an individual's world, the researcher has to enter that individual's world (Nieuwenhuis, 2016). The researcher intends to view the world through the eyes of the participants, to understand how people interpret and make sense of various social topics, phenomena, issues and events. Researchers within this paradigm intend to discover and uncover what these meanings are, how they are constructed and the reason behind these interpretations and meanings (Nieuwenhuis, 2016). Thus, the researcher plays an integral role in the study.

Through the paradigm of interpretivism, the social world of parents was explored. The paradigm of interpretivism allowed the participants to examine and describe their own unique views and experiences of the phenomenon. With interpretivism centred explicitly on individuals' views and interpretations of their lived contexts, the interpretivist paradigm was applicable to the study and assisted in answering the research questions related to the views of parents on multilingual education (Ormston et al., 2014). Interpretivism highlighted the multiple and numerous interpretations parents have on multilingualism and multilingual education. The paradigm of interpretivism allowed me to gain a comprehensive understanding of multilingual education. Furthermore, I was able to understand and view the social world of parents on the topic of multilingualism for teaching and learning. Through the paradigm, I discovered what multilingualism and multilingual education meant to parents as well as their views and perspectives on the phenomenon. I was able to gain and reach an in-depth understanding of the parents' views as well as the reason for their views, opinions and beliefs. The paradigm informed the viewpoint, understanding and my choices pertaining to the study (Bertram & Christiansen, 2014).

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The interpretivist paradigm was advantageous as I could discover the views of individuals, the parents, who have a direct link and vested interest in their child's development and that of the future generation. Through exploring parents' views, I was able to gain a comprehensive understanding of the phenomenon of multilingualism for teaching and learning from the viewpoint of parents (Bertram & Christiansen, 2014). Furthermore, I was able to explore parents' views of the possible value and challenges of utilising multilingual education. I was also able to determine if parents were open to a multilingual approach for teaching and learning. Moreover, I could ascertain if multilingualism could be further explored and what potential areas or concepts of multilingualism and multilingual education required additional focus and attention. I noted how the parents personal, lived experiences shaped and was the lens through which the parents viewed the phenomenon. The trustworthiness due to comprehensive data was appropriately applied and was an additional advantage of this epistemology (Bertram & Christiansen, 2014).

On the other hand, my personal biases and subjectivity were potential challenges when entering the research setting, in this case, the school. Therefore, I constantly reflected upon my biases to ensure that these biases did not take precedence over the research (Creswell, 2016). Furthermore, the findings cannot be generalised to the wider population. Thus, I intended to avoid this altogether (Bertram & Christiansen, 2014; Ormston et al., 2014).

3.3 METHODOLOGICAL APPROACH: QUALITATIVE APPROACH

Methodology encompasses the procedure through which the researcher takes into account how the data will be gathered, analysed as well as described and explained (Nieuwenhuis, 2016). I utilised a qualitative approach to the study. A qualitative approach is a form of inquiry with a focus on depth. The approach is based on what is seen, heard and understood from a focus on a single phenomenon or concept (De Vos et al., 2011). A qualitative approach includes the assumption that the approach utilises textual, non-numerical, non-statistical data inclusive of words, texts and images. For a qualitative approach, research is based upon and utilised for specific contexts and reasons. How the researcher conducts the qualitative study depends on numerous factors (Nieuwenhuis, 2016). There is, however, no one, set structure that prevails for the approach.

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A qualitative approach takes place in a natural setting through face-to-face interaction (Creswell, 2014). A qualitative approach focuses on learning the meaning that participants hold. A qualitative approach is interested in issues from the viewpoint of the participants (Bertram & Christiansen, 2014). Researchers approach the research to delve deeper, through inquiry, to explain and understand a phenomenon (Silverman, 2014). A complex and comprehensive understanding of an issue or subject can be revealed through the views of the participants (Creswell, 2016). According to Creswell (2016, p. 4), "Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem". This approach usually comprises of a small number of participants and often includes topics of a sensitive nature (De Vos et al., 2011; Ormston et al., 2014). As the research progresses, so too does the research process develop, adapt and change. Data is gathered through the examination of documents, interviewing of participants and the observation of behaviour. The approach is mostly depicted as an inductive approach as categories emerge from the data analysis phase (Silverman, 2014). The researchers bring their personal values to the study and their background, which affects and shapes the study. Within the qualitative approach, a linear analysis does not occur, but instead the process is non-linear or cyclical in nature (Niewenhuis 2016).

A qualitative approach allowed me to gain an initial understanding of the topic (Struwig & Stead, 2013). I collaborated with participants to gather an understanding of the parents' perspective and meaning on the topic. Furthermore, it allowed me to explore the multidimensional aspect of multilingualism and multilingual education. Through face-to-face interaction, I obtained detailed data (Creswell, 2016). It gave me an in-depth understanding of the research topic and questions, thereby providing a holistic picture of the phenomenon. For these reasons, I selected a qualitative approach. The potential value of the approach meant I was able to obtain rich, relevant data on a topic on which only limited literature currently exists, thus, expanding on parents' views of multilingual education. Through conducting the study, I could also contribute to the broader research project. A qualitative approach was also in line with the research paradigm of interpretivism (Silverman, 2014).

Qualitative research was advantageous as it allowed me to understand and contrast the different views on the phenomenon. Moreover, the small numbers ensured the

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richness of the data and also allowed for a comprehensive picture of the subject matter to develop (Creswell, 2016). Another advantage of the approach was that it gave me a full, holistic picture of the phenomenon. Answering social matters related to multilingual education were addressed and achieved. Through a qualitative approach, potential issues and challenges that may lie ahead as well as the value of multilingual education based on parents' views on the phenomenon were revealed.

A qualitative approach allows for flexibility; however, this posed a potential challenge as it allowed for possible diversion from the topic and research questions. I, therefore, continuously re-examined and ensured that my various choices and decisions were in line with the topic. I constantly enquired and gained clarity on individuals' interpretations by confirming these interpretations with the participants. (Creswell, 2015). The detailed data gathered from this approach was time-consuming to evaluate. I had to have a clear, structured and strategic plan to ensure I did not become overwhelmed in the process.

3.4 RESEARCH DESIGN: CASE STUDY

A design can be referred to as the decisions the researcher makes regarding the planning and development of the research. For the study, I implemented a case study design. Yin (2014) stipulates that a case study design is an in-depth inquiry into the real-world context of a phenomenon or issue. Through a case study design, one accesses a glimpse into the world of participants. The researcher wants to gain an understanding of participants' lived experiences and how individuals explore and understand these experiences, events and phenomena. A case study is generally descriptive. In this regard, case refers to an individual, group, event, institution, organisation, phenomenon or behavioural condition (Hamilton & Corbett- Whittier, 2013; Nieuwenhuis, 2016). A case study requires the researcher to be part of the real-world social context of the individual(s) or phenomenon being studied in the research. The purpose of a case study design is to illustrate what it is really like in a particular situation or context. The objective is to arrive at a complete description and understanding of a situation (Struwig & Stead, 2013). Cases often refer to individuals within a qualitative approach (Silverman, 2014). Case studies are studied by researchers within the interpretivist paradigm. Additionally, case studies can be intrinsic and instrumental. The design could span a short or long period.

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Often, several cases are studied in a single project. A case study design includes an in-depth, exploration of a case; however, this does not necessarily refer to only one case. Instead, it could encompass a few small cases. A case study encompasses an array of procedures as the researcher carefully builds an in-depth, comprehensive picture of the case (Creswell & Poth, 2018).

Within this case study design, I utilised a single instrumental case study design. A single case study provides information from one organisation or institution and is utilised to represent a critical or unique case (Kilani & Kobziev, 2016). A single case study allowed for a clear description to gain insight into parents' views. Moreover, an instrumental case study utilises a specific case to gain an understanding and appreciation of the phenomenon (Crowe et al., 2011). Through the instrumental case study design aspect, I was able to gain insight into multilingual education, which occurred in a particular case at a school (Harling, 2012). The study consisted of one case in the Tshwane West area. The case represented a school, which was a government, previous model-C school. By focusing on one case, as opposed to the larger population, I could gain an in-depth, holistic portrayal and understanding of parents' views on multilingual education.

A case study design was advantageous as I could gain an in-depth and comprehensive understanding of a phenomenon in a social situation and context (Bertram & Christiansen, 2014). Unexpected discoveries on the topic arose, which I then incorporated into the findings. These discoveries enriched and enhanced the research. I was able to gain insight into current local practices and beliefs on these practices (Silverman, 2014). Furthermore, new and contemporary learning about the social world was revealed (Nieuwenhuis, 2016). The design highlighted the similarities and differences within the case, which provided valuable information for future research.

On the other hand, my presence in the setting, namely the focus group and semi-structured interviews, may have influenced the results, commonly referred to as the Hawthorne effect. By knowingly participating in the research, the participants may have been inclined to slightly alter their behaviour to suit the researcher and the topic. I clearly explained the research to the participants, the importance as well as the benefits. The participants were also encouraged to be honest as well as open

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and the participants were ensured that their identities would be protected (Creswell, 2016).

3.5 SAMPLING

Purposive sampling was utilised to select the school as well as the participants for the qualitative study. Purposive sampling, also referred to as purposeful sampling, is “selecting information-rich cases” as described by Patton (2002). Purposive sampling highlights the questions being studied. With purposive sampling, participants are selected with a purpose in mind (Bertram & Christiansen, 2014). This sampling method intentionally samples people who will be able to best inform the researcher on the topic of study, thus, generating rich information. Creswell (2016) specifies that with this particular sampling method, individuals are selected based on their knowledge of the topic or issue being researched. The advantage of this sampling method is that the researcher selects participants based on the known research topic, therefore, allowing the researcher to acquire the required data for the study (Patton, 2002). The sampling size is usually dependent on the research topic and questions. Purposive sampling was valuable as I could select the school and the participants based on specific criteria, thereby allowing for the research questions to be answered. For this study of limited scope, the seven participants were parents of learners in the Intermediate Phase, Grades 4-6, who were selected from one school in Tshwane West, namely one government, previous model-C school. Purposive sampling was valuable as I could select a participant who was available.

3.5.1 School

I selected the school, School A, utilising purposive sampling. The criteria for selecting the school included that the school’s LoLT had to include English. Additionally, the selected school had to portray and represent a range of parents and learners. Therefore, the school comprised of multilingual and multicultural parents and learners.

3.5.2 Participants

The participants for the focus group discussion were selected utilising purposive sampling. The criteria for selecting the participants included firstly, that the parents had to be from the selected school. Also, the participants had to have a child in the

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intermediate phase, Grades 4-6. The parents had to be able to speak English. Seven parents were selected to partake in the study. From the participants of the focus group discussion, one parent was then selected utilising convenience sampling to participate in the semi-structured interview.

3.6 DATA COLLECTION METHODS

For the study, I utilised one focus group discussion as well as conducting one semi-structured interview. The two data collection methods were a central aspect to the secondary questions of the study, and indirectly to the primary research question being answered.

3.6.1 Focus Group Discussion

“A focus group is an interview with a small group on a specific topic” notes Patton (2015, p. 495). The social sciences utilise this specific method to explore topics of which little knowledge or information is known (Bertram & Christiansen, 2014). Focus groups are planned, centred around structured interviews with approximately 6-12 individuals who are asked about their perspective, beliefs and opinions on the topic. Within a focus group discussion, individuals can expand on the topic. Such expansion is accomplished through a discussion in which participants engage in. With focus groups discussions, the participants engage in a discussion whereby the participants may prompt one another to reveal more information and to delve deeper into the topic of discussion. Group dynamics are fundamental to this particular data collection method (Nieuwenhuis, 2016).

Various questions were posed to the parents which they answered by engaging in a discussion. The parents indicated their views, beliefs and opinions through engaging in a discussion (Okeke, 2015). Data was generated through the interaction between the group of participants. The questions gradually progressed from general to more specific questions as the discussion proceeded (Bertram & Christiansen, 2014; Nieuwenhuis, 2016). For the study, the initial questions focused on parents’ understanding of the topic of multilingualism and gradually proceeded to more definite questions about parents’ views on various aspects related to multilingual education. For this method, I took the role of the moderator. This role entailed and required me to facilitate and actively encourage meaningful discussion as well as maintain focus (Nieuwenhuis, 2016).

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A focus group was applicable to the study as it allowed the participants to share their view and beliefs on the topic by engaging in a discussion as well as providing a diverse and broad understanding of parents' views on the topic of discussion (Okeke, 2015). The views of the participants were audio recorded utilising an audio device. The potential advantages and disadvantages of multilingual education from the parents' views were highlighted. It allowed for spontaneity to arise and resulted in unexpected information that I did not anticipate. The topic was discussed at length, and the participants expanded on each other's ideas resulting in greater depth on multilingualism and multilingual education. Also, through the focus group, I was able to observe how the participants made sense of their world. Moreover, the participants were able to view the topic from a new and different perspective as well as possibly expanding their knowledge and thinking on the phenomenon.

The data collection method, through the focus group discussion, was advantageous for the study as it provided a platform for parents, a group of stakeholders who are rarely allowed to voice their views and opinions, and whose voices have previously been silenced or disregarded (Silverman, 2014). With the focus group discussion, participants presented their views and opinions on the topic but also had the opportunity to hear other views on the topic. Another advantage was participants prompted each other to reveal more information. This prompting allowed participants to reflect on what other participants had stated and so the participants could also learn from one another, thus, creating a meaningful discussion on which ideas are built which essentially improved the richness of the data. The focus group discussion method allowed participants to re-evaluate and re-consider their ideas and opinions on multilingual education, while the method of data collection was economically feasible, efficient and fast along with being able to generate and collect voluminous information on the topic (Patton, 2002).

A challenge of the data collection method was arranging a date and time that was suitable for all the participants to meet so the focus group could be conducted. I had to plan and co-ordinate the meeting date and time timeously to ensure the selected individuals were given adequate notice so the relevant arrangements could be made by them to be at the focus group discussion. Another challenge faced was that participants were initially hesitant and reluctant to open up, speak freely and reveal their opinions and beliefs on the topic in such a forum. I had to actively

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encourage participants to share and interact with one another but also ensure participants felt comfortable and welcomed. I also ensured that I developed a rapport with the participants (Silverman, 2014).

3.6.2 Semi-Structured Interview

An interview is a conversation between the researcher that is the interviewer, and the participant, that is the interviewee (Bertram & Christiansen, 2014). A semi-structured interview is a combination of a structured and unstructured interview which is influenced and based on pre-determined questions. The semi-structured interview means open-ended, scheduled questions are asked but also provides the researcher with the opportunity and flexibility to ask questions that may emerge throughout the interview based on responses from the participants (Struwig & Stead, 2013).

The intended aim of the semi-structured interview was to explore and describe the participant's views on the topic. The semi-structured interview was also audio recorded. One semi-structured interview was conducted to explore the parent's views on multilingualism and multilingual education. I directed open-ended questions to which the participant then responded. The semi-structured interview provided in-depth data that focused on the participant's meaning and opinion on the topic (Creswell, 2016). An interview allowed the participant to share their personal, lived experiences. The rationale for selecting one participant to interview allowed for further questioning to take place as well as to clarify what was mentioned during the focus group discussion. Also, overall, it led to greater insight into the topic.

A semi-structured interview was advantageous as the interview allowed the participant to ask for clarification when required. I could also clarify and confirm with the participant what she had stated. This data collection method allowed me, as the researcher, to be flexible as well as to probe and pursue particular further points of interest. This led to a deeper, one-on-one communication, and I was able to obtain further information which resulted in a greater understanding of the topic, and richer data was also obtained. The semi-structured interview also allowed for individual experiences to be taken into account. Moreover, this method allowed for a sense of control and yet at the same time, an element of freedom. Due to the nature of semi-structured interviews which allows for more of a discussion and probing questions,

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unexpected discoveries were made (Struwig & Stead, 2013). Even though this type of interview allowed for further questions to be asked and it was ensured that there were minimal deviation from the questions and phenomenon under study.

On the other hand, even though there was only one interview, the data collection process was still rather lengthy and as such, posed a challenge. An additional challenge was analysing the data gathered from this method as it was time-consuming. To overcome these challenges, I followed a detailed and structured timetable and timeline to ensure the process was carried out effectively but timeously, to meet the applicable deadlines (Bertram & Christiansen, 2014).

3.6.3 Field Notes

Field notes are the notes the researcher documents whilst in the “field” of research (Bertram & Christiansen, 2014). Field notes provide the researcher with the opportunity to document what the researcher observes or hears beyond the usual conditions or context of the interview (Arthur et al., 2014). The conditions beyond the discussion or interview include the behaviour, action and interactions of the participants (Patton, 2003). The notes documented are for the researcher.

For the study, in addition to the focus group discussion and semi-structured interview been audio recorded, I made field notes. I utilised field notes to document issues that came up during the observations. The field notes made were my observations and own perceptions relating to the phenomenon that was being studied. Moreover, the field notes documented contextual data pertaining to the setting and the participants. The field notes also clarified what was stated and the observed behaviours and gestures of the participants.

Field notes were beneficial as it allowed me to document the non-verbal behaviour and actions of the participants during the focus group discussion and semi-structured interviews. The field notes that were made allowed for discoveries that were not directly related to the discussion or interview but had a significant impact on the overall data and findings. Detailed descriptions from the field notes meant a greater understanding of the phenomenon of multilingualism and multilingual education (Patton, 2003).

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Table 3.1.

Outline of field notes

Field notes	
Focus group	✓
Interview	✓
Recording of data	Paper and pen
Documenting data	Verbatim transcriptions of notes taken

3.7 DATA ANALYSIS AND INTERPRETATION

An integral component of research is evaluating, reviewing and interpreting the data. Data analysis in a qualitative study encompasses preparing, organising the data and then reducing the data to numerous themes through coding. Thereafter, the data is presented in the form of graphs, tables or discussions (Silverman, 2013). Within the qualitative approach, a linear analysis does not occur, but instead the process is non-linear and cyclical (Nieuwenhuis, 2016). I analysed the data through inductive thematic analysis (Bertram & Christiansen, 2014; Dakwa, 2015). Thematic analysis aims to reveal prominent themes that exist within the gathered data. The data was organised into various digital files which were marked. Thereafter, I took notes in the form of memos whilst reading through the transcribed data. This memo included a summary or phrase or a particular concept or phenomenon which formed part of an audit trail. The next phase of the analytical process entailed outlining the case. The data was then coded and supported by recording the applicable evidence. Whilst coding, I indicated and documented meaningful and noteworthy quotations. From these codes, numerous themes emerged. Thereafter, the data was interpreted, whereby, I intertwined the data gathered with my own interpretation (Creswell & Poth, 2018).

Inductive thematic analysis was utilised to analyse the data from the focus group discussion as well as the semi-structured interview. The analysis approach allowed me, as the researcher, to understand and determine the parents' views in a government school. It meant that I could discover common patterns or themes in terms of parents' views on the topic as well as highlight the many possible and diverse standpoints parents had on multilingualism and multilingual education.

This analysis method was advantageous as it moved from the specific to the general. Also, it allowed me to analyse the data to answer the research questions.

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Synthesising the findings was a challenge. The data produced and gathered were voluminous. Therefore, I had to systematically and carefully analyse the data to ensure important factors or themes were not overlooked. Moreover, the voluminous data gathered was overwhelming and analysing the data was time-consuming. To overcome this challenge, I broke the task down into smaller, manageable sections whilst following a strict, predetermined schedule and action plan to ensure the data was analysed timeously (Anfara et al., 2002).

3.8 RIGOUR OF RESEARCH

Trustworthiness is vital in qualitative research. In particular, the research must be credible, reflecting the participants lived reality. The credibility was enhanced through my research design, a case study, which fitted the primary research question. The transcriptions were accurate due to the utilisation of an audio recorder which further increased the credibility of the findings (Bertram & Christiansen, 2014).

With regards to confirmability, the process of member checking was applied. Member checking involved providing the participants with the transcriptions, thereby, giving them the opportunity to either confirm or deny conclusions and what was stated. Triangulation was employed through the utilisation of several different data collection methods. In the case of the study, these methods included one focus group discussion, one semi-structured interview and field notes, which also further increased the confirmability of the study (Nieuwenhuis, 2016).

Dependability is denoted as the researcher being able to account for the variations that exist within the study (Bertram & Christiansen, 2014). The data collection process and procedure were clearly outlined and described. I also ensured dependability by being open and transparent with regards to how the research was conducted. Furthermore, justification in terms of the research process was also stipulated. I carefully documented the categories and explained the data analysis process, which meant dependability was further maintained (Nieuwenhuis, 2016).

Transferability is to make connections and links between various aspects of the study. I achieved this by selecting a sample that was appropriate and relevant to the study conducted. Careful considerations were taken into account when I selected the sample for the study. To determine and explore parents' views, I

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selected parents. Moreover, through thick description, the transferability of the study was increased. Nieuwenhuis (2016, p. 124) describes thick description as “the research provides the reader with a full and purposeful account of the context, participants, and research design so that the readers can make their own decisions about transferability”.

3.9 ETHICAL CONSIDERATIONS

It is vital that research follows specific principles and guidelines, state Bertram and Christiansen (2014). Due to the study being a part of a larger project, ethics approval from the Gauteng Department of Education had already been obtained prior to conducting the study. Therefore, I, obtained ethical clearance from the university and, after that, permission from the school principal of School A (Struwig & Stead, 2013). I then informed the participants what the research entailed. The aims, purpose, individuals conducting the research, what the research entailed, and what would be expected of participants, were all communicated to the participants. Participation was voluntary, and participants were not pressured into participating in the study (Struwig & Stead, 2013; Webster et al., 2014). The participants were also informed that they were entitled to withdraw from the study at any time and that there would be no consequences if they decided to withdraw from the study (Webster et al., 2014). Furthermore, I explained the data collection methods that would be utilised. The participants were also informed that the discussion processes would be audio recorded. The participants were informed and were ensured that high levels of confidentiality and anonymity would be maintained. “The researcher must respect autonomy of all people participating in the research” indicate Bertram & Christiansen (2014, p. 66). Confidentiality was not breached; this included not disclosing the details of the school and participants who had participated in the study along with not reporting findings that could potentially identify individuals. I had informed the participants that pseudonyms would be utilised. Those involved in the study received sufficient and necessary information for them, the participants, to make an informed decision. Informed, written consent from all the participants involved in the research was then obtained (Bertram & Christiansen, 2014; Webster et al., 2014).

I avoided any harm to the participants involved. I ensured that the rights of the participants were upheld. The participants were not be misled, misinformed, nor was

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any information withheld from them (Struwig & Stead, 2013). Back-up copies of the data obtained from focus group discussion, semi-structured interview and field notes were made. This was stored in a locked and secured cabinet (Patton, 2002). The personal information of the participants was stored separately to that of the audio recordings. I also refrained from falsifying findings and committing plagiarism (Creswell, 2016). The standards and ethics of the education and psychology profession as well as that of the university was upheld (Struwig & Stead, 2013).

3.10 CONCLUSION

In the chapter, I outlined the research paradigm as well as the methodological approach. I utilised the interpretivist paradigm and qualitative research approach, respectively. This was followed by an explanation of the design and sampling methods. After that, the data collection methods, the focus group discussion, semi-structured interview and field notes, and the relevance of each method in relation to the conducted study, were explained. The advantages as well as the disadvantages of each method were stated. A step-by-step procedure of the data analysis approach was specified. I, then, explained what procedures were implemented to ensure the study was rigorous and which ethical considerations were be taken into account, incorporated and presented in the study. The following chapter, Chapter 4, will provide a detailed description of the findings from the study as well as including the various themes and sub-themes that emerged.

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CHAPTER 4: PRESENTATION OF RESULTS

4.1 INTRODUCTION

The results of the study will be presented in this chapter. A table and description related to the demographics of the participants will firstly be presented. Thereafter, a visual representation will be introduced, which will highlight and indicate the themes and corresponding subthemes. A detailed presentation of each of the various themes and subthemes will then follow. The presentation of each theme will commence with an overview of what the theme entails, followed by inclusion and exclusion criteria for each of the subthemes. Then, relevant and appropriate quotations from the transcripts of the focus group discussion and semi-structured interview will be included. Field notes will also be included. Thereafter, a discussion of the results in relation to the literature will be included. Lastly, the chapter will close with concluding remarks related to the findings.

Table 4.1.

Demographic information of participants of the study

Category	Responses	No. of participants that selected the response
Age	26-35	1
	36-45	2
	46-55	4
Gender	Female	5
	Male	2
Race	Black	5
	White	2
Home Language of the participants	**A**frikaans	2
	Sepedi	3
	Sotho	1
	Zulu	1
Additional Languages the participants speak	English	7
	isiNdeble	1
	isiZulu	1
	Sepedi	2
	Sesotho	2
	Setswana	2

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Number of child(ren) each participant has in the Intermediate Phase	1	3
	2	4
Grade of each participant's child(ren) in the Intermediate Phase	4	0
	5	7
	6	2

Most of the participants fell in the age range of 46–55 years old, and only one participant fell in the 26-35 years old range. There was a range of languages that were spoken by the participants, this is inclusive of the home language along with the additional languages. English was the most frequently spoken additional language. It was noted that some of the participants selected more than one additional language which emphasises the diversity among the participants. The participants were working-class citizens with occupations that ranged from a bookkeeper and store manager to the South African National Defence Force. All of the participants had children in Grade 5, while two of the participants also had children in Grade 6. The majority of the participants had two children. On the other hand, three of the participants only had one child.

4.2 EMERGED THEMES

Upon analysing the collected data, three main themes emerged. The themes that emerged were as follows: 1) Conceptualising multilingualism 2) Attitudes towards language and multilingualism, and 3) Values and obstacles ascribed to different languages. Below, Figure 4.1. depicts the three themes as well as the subsequent subthemes.

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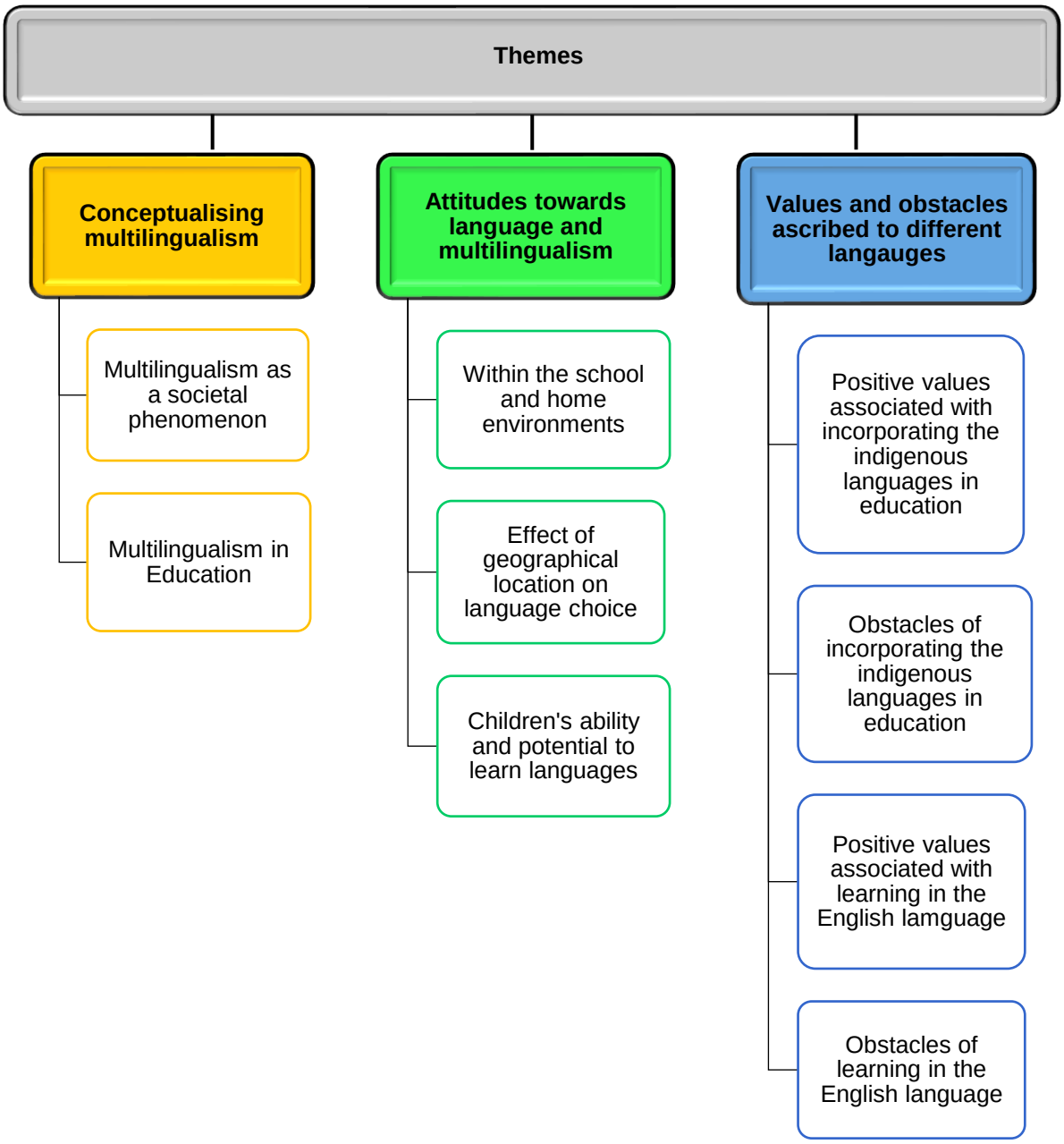

Figure 4.1:Visual representation of the themes and subthemes

4.2.1 Direct Quotations of Participants

Table 4.1.

Key to the participants' direct quotations

Key	Abbreviation
Participant A, B, C, D, E, F, L	PA, PB, PC, PD, PE, PF, PL
Focus Group Discussion	FGD
Semi-Structured interview	Int.
Example	PA: 150-155,157 FGD

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Above, Table 4.2 outlines the phrasing utilised for referencing the participants' direct quotations. When presenting the findings, the direct quotations of the participants will be referenced in a format that consists of the letter assigned to each participant followed by the line number(s) of the direct quotes according to the transcript(s), and, thereafter, the abbreviated data collection method. For example, Participant A's quotation from line 110-115 from the focus group discussion will be as follows PA: 110-115 FGD.

4.2.2 Theme 1: Conceptualising Multilingualism

This particular theme refers to the participants' understanding of multilingualism and how they define the phenomenon. The theme is an overview of the topic which incorporates aspects and elements that are related to and constitute multilingualism. The theme involves the perception of multilingualism in general as well as multilingualism within education, that is in the school or classroom. Additionally, describing multilingualism at a group or individual level also forms part of the theme. The theme takes into account how participants organise their knowledge and experience to understand the phenomenon or concept. In terms of the study, the inclusion criteria are any reference relating to the ability to speak or utilise several languages, particularly three or more languages. Moreover, within education, it is characterised by the focus being on three or more language for teaching and learning with the primary focus on the home language. Within the theme, there are two subthemes namely: 1) Multilingualism as a societal phenomenon; and 2) Multilingualism in Education.

4.2.2.1 Multilingualism as a societal phenomenon

This subtheme is centred around multilingualism within society. Moreover, it defines multilingualism at a group level. Based on the participants' responses, it may be observed that the participants have an overall and foundational understanding of multilingualism or being multilingual. Participants referred to multilingualism from a general viewpoint. It is evident that many participants view and conceptualise multilingualism as speaking or utilising several different languages.

The participants conceptualised multilingualism as knowing, speaking and utilising various or multiple languages. When discussing her perception of multilingualism, a participant stated the following: "*Is it not being fluent in ah different languages*"

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(PC:121 FGD). Similarly, another participant expressed that it is "*The knowledge of knowing more languages*" (PF: 126 FGD).

4.2.2.2 Multilingualism in Education

The subtheme focuses on multilingualism within education and how the participants understand the phenomenon as well as what multilingualism entails in the classroom context. Furthermore, it encompasses what the participants define and view as the language(s) to be utilised within the classroom by the educator as well as the learners for teaching and learning to occur. From the responses, it appears that multilingualism is viewed as English being the primary language within the classroom. Furthermore, it appears that a greater understanding of the phenomenon, specifically for teaching and learning within the classroom, is required.

One of the participants explained multilingualism within the classroom context as English being the dominant language of instruction, whilst the home language is utilised for clarification purposes. This can be viewed in the following quote:

> *Well uh since en English is the language to communicate- it should remain but that is what I'm stressing that there are times when kids don't really understand English- because it's not their mother tongue and it shouldn't be discouraged. Not that it should take over now and be this one uh one language that must take over or everybody must speak their language. But when clarification needs to happen then they should be allowed to use their own language* (PA: 602, 604, 607-611 Int.).

4.2.3. Theme 2: Attitudes towards language and multilingualism

The theme encompasses parents' beliefs, attitudes and views about language and multilingual education. Additionally, it comprises of language in different environments and contexts as well as how parents perceive children's language ability and potential. Within this theme, there are three subthemes which are as follows: 1) Language within the home and school environment 2) Impact of geographical location on language choice; and 3) Parents beliefs in children's ability and potential to learn languages.

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Table 4.2.

Inclusion and exclusion criteria for the subthemes for Theme 2

Subthemes	Inclusion criteria	Exclusion criteria
Subtheme 1 Language within the school and home environments	Any reference to learning and languages within the school or classroom as well as the home. It is also inclusive of educators and parents' role and responsibility in the school or classroom and home, respectively. It encompasses any factors relating to practicality and usefulness within each of the two environments.	Any factors or reference relating to the work environment and utilising languages within the work place.
Subtheme 2 Impact of geographical location on language choice	Any reference to diversity within South Africa. It also includes references to areas and locations within South Africa and the relation of this to language selection.	Any factors or reference of location, area and country that is beyond the borders of South Africa.
Subtheme 3 Parents' beliefs in children's ability and potential to learn languages	Any reference to parents' beliefs and attitudes about and towards children's ability and potential to know, learn and utilise languages.	Any factors or reference to other stakeholders, namely, school faculty, educationalists and government leaders and their attitude towards children's ability to know, learn and utilise language.

4.2.3.1. Within the school and home environments

The subtheme focuses on the environment in which learning can and may take place. It focuses on how language is utilised in two specific environments. There are two environments that are particularly central to this subtheme which are specifically, the school and home environment. This subtheme involves and incorporates the implementation and practicality of multilingualism in the school environment for teaching and learning as well as language utilisation in the home environment.

The current measures and practices that are in place at School A were discussed by the participants. The usefulness for educators was also highlighted. Furthermore, possible concerns in terms of multilingualism for teaching and learning within the classroom and the practicality of the implementation of multilingualism in this setting were also raised.

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A participant expressed their perspective on the current situation and practice at School A regarding the languages and measures that are in place to assist with the understanding of instructions and content. Participant A stated

> *I just wanna mention something that my uh one of my daughters told me that she has to sit now next to one of uh Zulu speaking boy who still doesn't understand English and she would have to explain to him. So, some way it does help this to have some multilingualism in class.* (PA: 191, 193, 195, 197, 199 FGD)

Additionally, the limited indigenous language and preference for within the school was also stated. One of the participants mentioned:

> *The problem with this uh Sepedi but they are giving them like its minimal. They don't uh uh go deep. They don't write the exam. They don't teach them. fully like how they teach the other second languages. And for me, I prefer that*. (PC: 79-81 FGD)

The possible effectiveness of multilingual education for educators was emphasised in that educators may acquire a great sense of respect from and by the learners in their class. Additionally, possible suggestions of how this could be executed was stated. Participant A indicated

> *Maybe whatever she said was offending but it would also help the teachers learn other languages as well, especially when they are having those kids who are there. Even though they can just learn how to greet and and and stuff like that. They'll get much more respect that way.* (PA: 685, 687-688, 690-691 Int.)

Participant A further highlighted the potential impact this may, in turn have on the learners. She stated "Then you showing respect to the child that I understand you speaking this language and I'm also willing to learn so that they can also be able to show that enthusiasm towards the teacher" (PA: 712,714-715- Int.).

Participant B emphasised that not being proficient in the classroom may possibly present as behavioural problems. He stated

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> *Isn't it what teachers are complaining about so uh no our children are distracting because maybe someone is not hearing uh okay what is the teacher saying. And this one is also saying what is the teaching saying and uh you find they will look like they are disrupting the class but only to find it is because they don't understand.* (PB: 205-207, 209, 211-212 FGD)

Moreover, another participant reflected a similar perspective to that of participant B regarding classroom management. Participant A indicated it might become disorganised and possibly unruly upon multilingual education unfolding within the classroom, stating: "*I think to will just be chaotic in a way*" (PA: 827 Int.). She continued "*That now I I I the Zulu girl wants that attention. The Tswana child has that wants that attention*" (PA: 831 Int.). This statement correlates with the field notes. It was further added that "*Or they need that language attention like deviate from English to actually let them be on board*". However, simultaneously, it was emphasised by participant A that this may be more grade specific with such occurrences being more prevalent in the foundation phase, with the younger learners. With regards to this, participant A specified "*But I think that would mostly happen in in that that grade ones*" (PA: 837, 839, 841 Int.).

Overall, it appears that the participants visualise multilingualism education unfolding effectively whilst others at the same time envision potential challenges and the impracticality within the classroom. One of the participants stated their view that "*I think it will work*" (PD- Focus group., 258). On the other hand, participant A signified "*But it being like law to to actually try and and I don't think it will be really practical. Only in certain instances where where clarity is needed*" (PA: 717-718, 720 Int.).

In terms of the home environment, parents highlighted their role and responsibility they could and possibly did play in their child's life and more specifically within the home. Furthermore, the ways in which parents can support their child within the home environment was also indicated.

Parents are aware of their role and ability to select the additional language. Participant C stated "*you chose what second language you want your child to use*" (PC: 83 FGD). Moreover, the participants perceived language as a choice to be made and that should not be forced on any individual. In particular, participant B

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stated "*But uh but they are not supposed to be imposed on us. There has to be a choice*" (PB: 133 FGD).

The role and duty of the parent to teach and enforce the home language within the home environment was also emphasised. A participant expressed this by stating the following: "*I mean that's what that's what that's all that all that I that I my focus is that they must ya they must learn my my mother tongue because they are not learning it at school*" (PA: 976-977 Int.). Participant A further discussed:

> *So, we not they not not really don't know. For me in my house we speak Zulu. Like like even when they are asking me something, I tell them ask me in Zulu then they try then I can correct them and tell them okay. You don't say it like this. You say it like that.* (PA: 420-422 FGD)

Moreover, practically, in terms of the home environment, participants have indicated that they experience difficulties when attempting to assist their child with language homework. It appears that the parents feel that they are possibly not knowledgeable or equipped sufficiently to adequately assist their child with work brought home from school. As a participant indicated "*For myself, I struggle with sometimes how can I help my child to uh uh understand specific content*" (PC: 86-87 FGD). Similarly, another participant highlights the possible fear of teaching their child incorrectly. Participant A stated, "*I believe other parents can but, in my case, I'm so afraid of of saying the wrong thing*" (PA: 1023, 1025 Int.). Participant B also shares and expresses similar views:

> *Because I can tell you a language if a language is imposed on you, you might not take it the way especially if you are struggling with it and you are made to feel like it's too big you don't want to but outside even if you make mistakes you know uh uh you gonna improve. You are not going to get punished for not uh uh Im say she was saying she struggles in Afrikaans and most of the things that assignments that are being sent to our homes to help our children. We find even if we google translate from English to Afrikaans or Afrikaans to English and you find as a parent you're also struggling.* (PB: 563-569 FGD)

4.2.3.2. Effect of geographical location on language choice

This subtheme refers to the diversity presently within the South African context. This can be further described as and includes the diversity in terms of people, culture

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and language in various areas and regions in and across the numerous provinces. It also highlights how the location of the school and diversity within an area and the surrounding community can affect and influence the language(s) utilised within the school and classroom. Selected languages within the school may be based on various factors such as the demographics in the surrounding community in which the school is located and, therefore, may determine and result in the dominant language(s) being utilised.

Based on the demographics in which the school is situated or located, two main languages are utilised. Participant C states that "*Here at School A they got two languages, two uh uh official languages. The kids that the kids that are being taught in English as their official language and there are other learners who are taught in Afrikaans*" (PC: 31, 33, 35 FGD). This was later emphasised by participant F who stated the following: "*It's like like they said they mentioned its Afrikaans and English in the school*" (PF: 111 FGD). Participant A also stressed that Sepedi has recently been implemented in the school. She stated the following in the discussion: "*But then currently in this school it is also implemented Sepedi*." (PA: 72 FGD).

Parents indicated that the implementation of multilingualism within schools and the classroom with regards to applicability might possibly prove slightly more challenging in some areas or provinces in comparison to other areas and provinces. Parents perceive that multilingual education may be more manageable and logistical in some provinces, whereby, the range and diversity of languages and dialects utilised and spoken in one particular area is not so diverse or broad. On the other hand, the participants highlighted that this might specifically be more difficult in Gauteng due to the great diversity that exists within the province. Participant A emphasises that multilingual education may be more practical in some provinces as opposed to others. Participant A indicated

> *I think for other provinces its okay to to focus on what those three languages but here in Gauteng we are really different. We are really diverse cultures and languages. So, it's going to be a difficult task unless unless they choose maybe one.* (PA: 1077, 1079, 1081, 1083, 1085 FGD)

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Participant B shared a similar viewpoint in terms of the diversity that exists "*Because in Gauteng they don't speak Sepedi it's another it's uh I can say it's a Gauteng lingo which is not necessarily it's not Tswana, it's not Sepedi.*" (PB: 67, 69, 70 FGD).

4.2.3.3. Children's ability and potential to learn languages

This specific subtheme refers to parents' view of children, including their own children, and their insight and view of children's capabilities, past and current, with regards to language. Moreover, it focuses on children's possible potential in terms of language and the learning of languages. Within the subtheme, parents' attitudes towards children's abilities are also included along with their belief on whether or not children may possess the necessary specific skills to acquire language(s). Moreover, parents' confidence level in children being able to be proficient in numerous languages and being able to accomplish this or not, is also taken into account. All of this may be based on parents' observations, interactions, position and view of languages for teaching and learning.

Participants signified confidence in and a positive attitude towards children in terms of learning numerous languages and utilising these learnt languages to communicate effectively. Furthermore, a level of competency to skilfully learn languages was expressed and maintained. One of the participants, participant B, indicated "*But for me, when our children are learning in different languages they can manage. It's much better for them*" (PB: 48, 50-51 FGD). He further discussed and emphasised his perspective regarding the ease at which children can communicate and converse by stating "*I mean if we interact with these kids you know that they can communicate within and around and they are not struggling for any reason*" (PB: 58-59 FGD). Participant B further continued "*That is why they are better than us*" (PB:561 FGD). One of the participants utilised her own experience and highlighted a contrasting view between herself and her children. Participant A noted "*But it's different with my kids. They can; they are able to interact. They are able to to mingle with anybody*" (PA: 913, 915, 917 Int.).

The ease of learning additional or multiple languages when children are younger was also stipulated. Participant A explained the following that "*It's easier to grab other languages as you grow coz I feel like your tongue is actually finding it or your brain is finding it easier now to to to actually learn new things*" (PA: 655-657 Int.).

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This was further re-emphasised during the semi-structured interview, utilising her own children as an example in reference to emphasise a similar point of view. This may be noted in the following quote: "*Well if I look at my kids as an example it is easier to grab languages while you are still young*" (PA: 734-735 Int.). Participant A further continued as to the value of learning languages whilst one is young. In terms of this, she made reference to her own personal experience and circumstances growing up. Participant A indicated

> *Unlike in my case where I was just exposed to Zulu and English. I learned Afrikaans in school but I was never able to speak it. And now, I been sixteen years exposed to be Tswana or Sotho and I still can't learn it*. (PA: 860, 862, 864 Int.)

4.2.4. Theme 3: Values and obstacles ascribed to different languages

In terms of this theme, the focus is on the benefits and values as well as the potential challenges associated with or that may be encountered with regards to the different languages and the selection of these languages. The different languages can be categorised into two, that is indigenous languages and English language. There are four subthemes herein namely: 1) Positive values associated with learning indigenous languages 2) Obstacles of learning indigenous languages 3) Positive values associated with learning the English language, and 4) Obstacles of learning the English language.

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Table 4.3.

Inclusion and exclusion criteria for the subthemes for Theme 3

Subthemes	Inclusion criteria	Exclusion criteria
Subtheme 1: Positive values associated with incorporating the indigenous languages in education	Any reference relating to the potential benefits associated with and that one may encounter when learning, selecting, implementing or utilising the indigenous language(s).	Any factors or reference relating to the benefits and values linked to the English language.
Subtheme 2: Obstacles of incorporating the indigenous languages in education	Any reference relating to the possible hindrances that children, parents or educators may possibly encounter when learning, selecting, implementing or utilising the indigenous language(s).	Any factor or reference to the challenges or disadvantages associated with English language selection, implementation or utilisation.
Subtheme 3: Positive values associated with learning in the English language	Any reference relating to the potential benefits associated with that one may encounter when learning, selecting, implementing or utilising the English language.	Any factors or reference relating to the benefits and values linked to the indigenous languages.
Subtheme 4: Obstacles of learning the English language.	Any reference relating to the possible hindrances that children, parents or educators may possibly encounter when learning, selecting, implementing or utilising the English language.	Any factor or reference to the challenges or disadvantages associated with indigenous language selection, implementation or utilisation.

4.2.4.1. Positive values associated with incorporating the indigenous languages in education

The participants highlighted numerous positives related to the indigenous languages. Additionally, the participants acknowledged multilingualism and multilingual education as mainly advantageous.

One of the participants highlighted the significance of the languages and stated that she considered all the languages to be important. This can be noted in the following comment: "*All the languages are uh important*" (PA: 1046 Int.). This was further re-emphasised as she stated: "I believe they are all important" (PA: 1048 Int.). Additionally, the purpose and need, as well as the reason as to why multilingual education is beneficial, was stressed. One participant's perspective was that language is needed to survive. Participant C stated: "*I think we should learn different*

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languages that will help you to survive" (PC: 163,165 Int.). She later re-iterated this by stating that is it essential for: "*Survival*" (PC: 473 FGD).

Furthermore, Participant A discussed that it allows one to communicate. She indicated: "*For me, multilingualism there's only advantages. If you can communicate with more people in different languages its better than trying to communicate in one language*" (PA: 481-482 FGD). In addition to being able to communicate with others, it would allow one to also connect with others. Participant A stated "*Because communities they actually want you speak their language so that you can be able to connect with them whether you want to to do something for them You mu must be able just to connect with language*" (PA: 750,752, 754 Int.). Participant A continued: "*Well like I was saying in later life when they connect with other people, other communities*" (PA: 848-849 Int.). In addition, learning the indigenous languages would mean one can also translate between individual's as mentioned:

> *So uh I think it is advantageous in that way cos like I am saying if somebody comes here and they are speaking their own language my kids are able to explain to him and myself be that mediator or uh translator yes.* (PA: 739-741, 743 Int.)

It was discussed that the languages that fall within a linguistic group are similar and that utilising one may allow one to understand and utilise another language within the same linguistic group with greater ease. Participant A stated "*When you look at the languages here there are also like they are linking in a way*" (PA: 144 FGD). She, thereafter, stated: "*So it's not like we have to know all of them but if we can know one we can one Nguni and uh one in the Sotho, Tswana. I think Sotho, Tswana, Sepedi they are like almost*" (PA: 152-153 FGD).

Another possible benefit that was mentioned was that knowing multiple languages could increase a child's confidence. Participant A commented

> *My my kids they know more Tswana or Sotho more than me. Not more not more than Zulu more than myself because I was never exposed to that. So even if it's a little bit exposure that they get. Even if your child yes she she's in the Afrikaans class but the little exposure of of any venacular it it even for her confidence it does something to her*. (PA: 413-416 FGD)

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The value of learning the indigenous languages, and particularly one's home language was stressed. It was stated that if "*They are being taught in their home language. Yes, they can understand it*" (PB: 47 FGD). Conversely, the risk of not knowing one's home language was stated by another participant: "*Cos if even though they can own learn all these languages if you don't know your own languages its its not good*" (PA: 981, 983, 985 Int.).

4.2.4.2. Obstacles of incorporating the indigenous languages in education

The participants also underscored possible hindrances and challenges. One participant indicated that insufficient time is a potential obstacle that may result in multilingual education not been effectively implemented. The participant stated: "*Well the the challenges is time*" (PA: 810 Int.). Furthermore, another one of the participants highlighted that a potential challenge in terms of practical implementation within the classroom is that utilising multiple languages may be that it could be a lengthy and time-consuming process. The participant questioned the duration of implementing this. Participant F denoted "*Wouldn't that be time consuming in a classroom. Its very time consuming. I mean if you are going to teach five languages how long uh uh you going to take you to teach?*" (PF: 181, 185, 187 FGD). A similar view was shared by participant A who stated: "*It wastes time in class*" (PA: 815 Int.). She then re-iterates this by saying, "*That will be a challenge*" (PA:817 FGD).

Additionally, a participant questioned the value of the indigenous languages and their use beyond the classroom and school. He discussed the following:

> *Yes, out there on the streets it might help you get in there. I mean, look at my language Sepedi. In a class so if you introduce uh a class where you teaching Sepedi yes people will learn Sepedi but is it helpful when you get into the corporate world?* (PB: 366, 368-369, 371-372, 374 FGD)

Participant F concurred, stating: "*It also depends on uh the region like you just mentioned. Here we are very few people talking Sepedi what what's the use of teaching that if we not going to use it*" (PF: 378, 380 FGD).

The participants also mentioned challenges related to the practicality with regards to resources required, namely human resources, educators as well as materials, textbooks. A participant stressed the issue of insufficient educators: "*Enough*

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teachers" (PC: 526 FGD). Another participant expressed that it may be impractical due to the challenge of textbooks. She stated

> *They can do that but especially in a place like Gauteng we have all these different languages. It's not practical. Maybe it can be done in KZN that they can have Zulu textbooks and stuff like that to teach maybe maths I don't know but uh maybe it can help them. Its its its it can be possible in a place like that where everybody else is speaking Zulu and maybe you Free State they will speak they will have textbooks in Sotho as well ye that could be possible but here in Gauteng I don't see [giggle] that happening.* (PA: 772-773, 775,777,779,781,783, 785 FGD)

A possible suggestion or recommendation to overcome one of the challenges was also stated by one of the participants. She communicated "*I mean you cannot have all these subjects translated into all the language or uh maybe they can choose one like they do with Afrikaans*" (PA: 766 FGD).

Furthermore, a concern was raised that not being able to speak one's home language well may result in one being discriminated against or tormented. She indicated "*They will get some kind of bullied in a way. They will uh get do get that uh now because they think they are better now they are whites now*" (PA: 486-487 FGD). It was also further emphasised that speaking English may be associated with social status. Participant A stated

> *Because you know with Zulus, they hear you speak Sotho an they start call you names and this is very discouraging. Because even when I went to multiracial school I wou I would even if I say anything in English I would be discouraged. Now you think you are better*. (PA: 929, 931, 933-935 Int.)

The participant utilised her personal experience and further added and re-iterated that even though there are challenges associated with utilising multiple languages, it is usually advantageous. Moreover, it was highlighted that the indigenous languages are associated with negative connotations. She stated:

> *Although more kids are going to multiracial schools now but they still that that thing that they get on the streets that okay now you think you are better than you don't speak now Zulu. Oh look at the way you are speaking Zulu. The*

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> *way that she was saying that some weird so it I can only see an advantage when you can speak more languages than uh English.* (PA: 494-498 FGD)

It was indicated that certain individuals are imposing their language onto other individuals: "*I think some people they are trying too hard to actually enforce their languages*" (PA: 954 Int.). The participant did state and emphasise the need for the languages to be promoted and encouraged. Furthermore, the participant indicated learning and knowing the indigenous languages was frowned upon and resulted in individuals being criticised. Participant A commented:

> *For me it's what uh that why I'm saying it should not be discouraged. Its I know when when when I grew up when I started going to multiracial schools. It was discouraged. Do not speak your own language. When you get home speak English. So, that uh you are able to know English but for me I don't agree with that.* (PA: 641-642, 645, 647, 649 FGD)

This statement further coincides with field notes on the importance of encouraging multiple languages.

4.2.4.3. Positive values associated with learning in the English language

A participant highlighted the need to be proficient in the language associated and connected to the corporate world, which is English. With regards to this, participant B stated

> *Yes, out there on the streets it might help you get in there. I mean look at my language Sepedi how many people are uh speaking Sepedi around around here*[1]*. Very few. In a class so if you introduce uh a class where you teaching Sepedi yes people will learn Sepedi but is it helpful when you get into the corporate world?* (PB: 366, 368-369, 371-372, 374 FGD)

4.2.4.4. Obstacles of learning in the English language

The participants recognised and communicated some of the challenges of learning and being more proficient in English. It was raised that a possible challenge of children being more proficient in English is potentially the inability to communicate effectively with their grandparents. Participant C explained it as the following:

[1] Suburb in which School A is situated

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> *And they cannot talk with their grandparents. The grandparents they don't know English so uh a child will expect to uh interact with the grandparents in English it just she supposed to speak Sepedi but the child cannot speak Sepedi.* (PC: 505-506 FGD)

Participant A stated the importance of one's home language not becoming extinct. She stated "*We must also guard against loosing this our our languages*" (PA: 383 FGD). She later discussed and further emphasised this indicating: "*Because now if we just gonna focus of uh English and Afrikaans then we are allowing our languages now to fall*" (PA: 386-387 FGD) Participant E agreed stating the following: "*Yes*" (PE: 384 FGD). Participant F shared a similar viewpoint "*Yea, they are losing it. Slowly but surely, they are losing it*" (PF: 410 FGD). The concern of an individual losing their language corresponded with the field notes from the focus group discussion.

Participant F shared and underscored the possible negative feelings associated with learning in a language that is not one's home language. He stated: "*You know if you used to being taught at home if you talk uh uh a language and you being taught in another language it's you you don't feel comfortable as a child or anything*" (PF: 238, 240, 242, 244, 246 FGD).

4.3. Discussion

4.3.1. Definition and classification of multilingualism

The participants' definition of multilingualism is broad and overarching and encompasses two broad classifications, namely; societal multilingualism as well as multilingualism within education. From a societal perspective, the literature indicates that multilingualism refers to three or more languages (Alcauce, 2016; De Groot, 2010). Therefore, the participants' definition of multilingualism fundamentally aligns with that of literature in terms of the general essence and nature of the phenomenon which involves utilising, conversing, being competent and proficient in three or more languages (Alcauce, 2016; De Groot, 2010). The participants did not stipulate how many languages encompass and constitute multilingualism. In addition, according to literature, societal multilingualism is associated with additive and subtractive multilingualism (Cenoz & Gorter, 2013). From the study, it can be gathered that the basis and nature of multilingualism is understood by participants. Even though the

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participants' understanding of the phenomenon is precise and comprehensive enough at the parental level, it is, however, still partially limited.

Additionally, with regards to multilingualism from an educational perspective, UNESCO (2003, 2011) refers to multilingual education as "the use of at least three languages, the mother tongue, a regional or national language and an international language in education". UNESCO's definition brings the importance of the home language within education to the forefront, however, this may be disregarded in a monolingual classroom, with the LoLT being English, a reality in many South African classrooms. On the other hand, Slembrouck et al. (2018), state that within the South African classroom, multilingual education involves more than one language as the language of instruction, which falls within the definition outlined by UNESCO. The participants' views on educational multilingualism, however, differs from the literature with the participants perceiving multilingual education as comprising primarily of the dominant language being English in the classroom setting, whilst the home language is utilised for clarification purposes. Rather, the focus of multilingual education is on the home language (Sookrajh & Joshua, 2009; Stoop, 2017) with the inclusion and development of other languages, such as English. Therefore, it appears that an indefinite understanding of multilingualism may exist from an educational viewpoint.

One may view societal multilingualism as being central to understanding multilingual education. The literature indicates that multilingualism has diffused into education (Gorter & Cenoz, 2017). Therefore, one may see multilingualism in the larger sense within society, and it needs to be clearly defined for the phenomenon to be applied to a specific context, such as within education and the classroom. For parents, greater depth and knowledge of societal multilingualism may allow for a more profound, holistic understanding of multilingual education. Such a detailed, comprehensive multilingual education definition by parents may be necessary and may ultimately positively influence how parents view the phenomenon. On the other hand, an unspecified description may negatively influence parents' belief and attitude towards multilingual education. Including the level of proficiency for different languages utilised for multilingual education, may form part of a more definite description of multilingual education. The participants, though, did not delve into and specify the level of proficiency they associate with each of the languages utilised for

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multilingual education. It should, however, be highlighted that multilingualism does not necessarily require equal proficiency in numerous languages (Skutnabb-Kangas & McCarty, 2008). The perceived language proficiency level of the languages that are utilised for multilingual education may influence parents' views on the phenomenon. If parents are aware that equal proficiency across languages may not be required, they may be more inclined to be invested in the approach. It would, therefore, be interesting to determine parents' views on language proficiency within multilingual education and how this may impact their view on multilingual education.

Furthermore, it is, however, noted that multilingualism is a multifaceted and multi-layered phenomenon and, therefore, may be particularly complex especially within the classroom (Heugh, 2015; Heugh et al., 2017). Due to the complexity of the phenomenon, it may be understandable why the participants' understanding and view of multilingual education is, to some extent, limited and indefinite. Thus, overall, it appears that a more in-depth understanding and clarification of the definition of multilingualism and multilingual education may need to be obtained which, in turn, would possibly be beneficial to parents and positively influence their view. Additionally, such a clear definition and description may be required as the parents, if the child is still a minor, rightfully select the LoLT of their choice for their child (Sookrajh & Joshua, 2009). Thus, a more in-depth meaning may be essential and may need to be acquired based on the crucial role parents play in their child's life.

4.3.2. Parent's influence on child development

In addition, the literature (Donald et al., 2010; Robles de Melendez & Beck, 2013) stresses the role of parents in their child's development, particularly their child's linguistic development. Parents also play a pivotal role in their child's orientation towards learning, especially language learning, as well as their literacy development (Lerkkanen, 2019). Parents, as stakeholders, have a significant effect on their child and have the ability to positively or negatively influence their child substantially in terms of their child's linguistic development. Parental negativity has a strong connection or correlation in terms of children internalising behaviour, as indicated by the literature (Louw & Louw, 2014). However, positive parental influence and

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involvement may be viewed as important and should be the aim due to the various positive related benefits of parental influence on a child.

4.3.3. Parents' role in language selection

Moreover, the participants views of the role and duty of parents were also communicated. According to the findings, the participants were knowledgeable and informed that language was a choice, specifically related to their child's first additional language. The participants signified that parents are entitled to select the additional language. On the other hand, participants selecting a child's LoLT was not discussed. The legislation does indicate that parents have the right to select the LoLT (Department of Justice, 1996). Having parents able to select the LoLT for their child, gives parents a sense of autonomy and active input in their child's development. However, one may begin to question how much the choice in terms of language is indeed the choice of the parents. It appears that other factors may be largely influencing parents' choices such as legislation limitations, and SGBs selecting the LoLT due to limited resources and English being the universal and automatic language of commerce. The literature (Busch, 2011) denotes that English seems to become the default LoLT (Heugh, 2008). For the case of School A, it has not been determined and established whether, English as LoLT, is the default language or is it the preferred language of the parents.

On the other hand, the literature highlights that parents prefer English as the LoLT (Evans & Cleghorn, 2014). Such a preference may be emphasised at School A as according to the demographic information none of the participants home language was English yet, their child attended the English-Afrikaans medium school. English as the LoLT is currently a common practice, especially in South Africa. This may be mainly due to the possible positive connotations and benefits associated with the English language (Busch, 2011; Mfum-Menash, 2018) such as English being the language of power and upward social mobility (Nel & Nel, 2019). English may be the default LoLT in School A as the schools that offer learners home language as LoLT may be limited. English is advantageous, yet if learners can learn through multiple languages, with the focus on the home language first, there may be more long-term advantages for learners.

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4.3.4. Advantages of multilingualism and multilingual education

Multilingualism is undoubtedly advantageous, as emphasised by Aronin (2019). The participants' views of the objective of languages which can be classified as benefits, concur with that underscored in the literature. One such objective and benefit is that language is utilised for communicating with others (Slater & Bremner, 2011) as well as to connect with people. By being able to communicate and connect with people, may be viewed as valuable in developing a sense of belonging. In addition, the participants indicated that the benefit of acquiring multiple languages is the skill to then be able to translate for and between people. The societal benefit of multilingualism, such as translating for people, can potentially be transferred and would be advantageous for multilingualism within the classroom. These societal advantages may form the foundation on which the advantages of multilingual education can then be developed. One of the components and pillars of multilingual education (UNESCO, 2003) is learning in one's home language. The participants stressed the importance of their child knowing their home language. Home language learning concurred with literature and the numerous associated benefits. The participants' recognition of the benefits of multilingualism and multilingual education may mean that there is the potential for participants to see and identify the value of the approach.

Additionally, there are numerous other multilingual education benefits to which the participants did not refer. The unstated benefits include equality and tolerance which may be more implicit (Biseth, 2009). These unstated benefits would also be advantageous to learners. It may not only be beneficial in the classroom, but may extend beyond the school environment (Haukås, 2016). Awareness and knowledge of the benefits may shape parents' views on the phenomenon. Also, awareness of the phenomenon will possibly allow the parents to feel a sense of empowerment. Furthermore, parents can then inform, positively influence and empower other parents and stakeholders. I think it may be necessary to discover and determine if parents are aware of these unstated benefits. Upon reflecting on the numerous benefits and values associated with multilingual education, one notes that the phenomenon cannot simply be dismissed or disregarded.

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4.3.5. Challenges related to multilingualism and multilingual education

The participants also indicated the possible obstacles and challenges associated with excluding the utilisation and learning of the indigenous languages. From the findings, it was emphasised that grandparents are utilising a different language from their grandchild which poses a challenge and is problematic. In such cases, the grandchild may have difficulty communicating with grandparent(s). The inability to communicate may be viewed as a slow loss of culture, especially from the perspective of the grandparents. Friction may arise due to the emphasis grandparents may place on tradition and cultural continuation. Moreover, such tension may negatively affect intergenerational relationships between grandparents and parents as well as grandparents and their grandchild. The literature states that such situations may be uncomfortable for grandparents, and yet, these children need the support of their grandparents (Braun, 2012). Instead, the development of a firm home language policy in the home environment may mitigate against such occurrences between generations. Cummins (2001) indicates and cautions that relationships with children's parents and grandparents may dissolve if the home language is not promoted in the school setting. These results indicate that the participants are speaking from their personal experience, thus, influencing how they perceive the indigenous languages. It would be fascinating to determine if the participants had not personally experienced such situations, whether it would have impacted parents' views on the value of the indigenous languages. From the participants' responses, it is clear that the parents have mostly understood and considered the multidimensional aspects, which include the values as well as the obstacles associated with multilingualism and multilingual education.

4.3.6. Practicality of educational multilingualism in the classroom

There are various factors and resources that impact multilingualism as well as determine the implementation and utilisation of the phenomenon within the classroom. These factors and resources range from textbooks in the required languages to trained and sufficient educators as well as adequate classroom time, all of which may aid and promote or hinder multilingual education. Therefore, for multilingualism to be practically and effectively implemented within the classroom, the various factors and resources must be present and available. The participants

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highlighted factors that may impact and contribute to multilingual education being ineffective. Several factors were discussed by the participants, including insufficient resources. The participants specified that inadequate resources were a concern, particularly a shortage of educators, which may impact the implementation of the phenomenon. Moreover, according to the literature, a lack of educators affects the feasibility of multilingual education negatively, which concurs with the view of the participants. Current literature also exists confirming educators' viewpoint that insufficient educators are a factor (Erling et al., 2017) that could hinder multilingualism; however, there is limited literature in terms of parents' views on this factor. Thus, the participants' views concur with educators' views. The need for additional resources such as textbooks was also further stressed by the participants as an additional negative factor relating to the practicality in the classroom. Participants' children being in the intermediate phase where textbooks are a crucial resource in the learning process may have resulted in participants emphasising the lack of textbooks as a disadvantage. The alignment of the participants views with that of literature on educators' views signifies the concern and reality of such limited resources. Nel and Nel (2019) stipulate that such inadequacy only compounds the situation and possibly makes the implementation process more challenging.

Additional factors, such as multilingual education being time-consuming is another factor that may hinder effective implementation and was another negative factor that was expressed by the participants of this study. There is limited literature on the parents' viewpoints; however, previous studies (Metila et al., 2016) conducted emphasise that educators view multilingual education as being time-consuming. Again, the participants' views coincided with educators' views from prior studies. Time may be a factor within the multilingual classroom where educators have to perform various administrative tasks as well as implement the stipulated curriculum, which has to be completed within the set-out time. Therefore, it does appear that utilising multiple languages in the classroom may require additional classroom time, which may be reduced if only one language is utilised for instruction.

Moreover, language incompetency being camouflaged as behavioural problems, as stated by the participants, may compound the already complex and demanding situation for educators. The literature (Debreli et al., 2019) postulates that learners' inability to understand what is being communicated in the classroom may lead to

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behavioural problems. Such a concern is apparent in the literature; however, there is no prior evidence in terms of parents perceiving this as a challenge. However, this is a factor that the participants mentioned. Therefore, from the study, it has emerged that the participants' views related to the challenges of multilingual education implementation largely reflects that of educators. Thus, emphasising the numerous shared factors and challenges that exist and are perceived by two of the direct stakeholders. Shared perceived challenges might suggest that these are likely valid, AND realistic challenges that may be faced in the implementation stage. There may be reasons as to why both stakeholders hold such a view, which may be based on these stakeholders' observations, experiences and knowledge of the particulars of multilingual education.

4.3.7. Overcoming the challenges

The findings suggest that the participants seem to be mindful of the factors that may impact the implementation and utilisation of multilingualism in the classroom. Such views and challenges mentioned are valid and should not be disregarded. Instead, one thinks that these views should be acknowledged and confronted to appropriately address these challenges and concerns to progress one step closer to the goal of effective multilingual education. Additionally, being knowledgeable about multilingual education and recognising the advantages as well as having considered the possible hindrances means that parents can consider the various available options.

From these options, parents can potentially make informed decisions that are in the best interest of their child. Also, the more knowledgeable and equipped parents are about multilingualism, especially related to the school context, the greater the source of information from which they can draw when making decisions. As with the implementation of any approach, there will be challenges. It may appear as if the challenges are excessive though these challenges are not insurmountable or unresolvable (Ndebele & Ndimande-Hlongwa, 2019). One is of the view that these challenges can be overcome. There may be means to overcome insufficient resources, such as limited textbooks, by collaborating with surrounding schools and communities and even libraries, whereby, resources can be shared, so optimising the existing and available resources. Also, re-prioritising the curriculum and content

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may be of value. The positive, long-term benefits for learners, who are the future generation and leaders, far outweigh the challenges. It is viewed that the advantages relating to learner's individual and collective development and academic success should be the focus and the driving force. There will always be challenges; it's a matter of how they are approached and addressed. With a positive attitude, active engagement, inclusivity and a thorough, strategic plan, these challenges can be overcome.

4.3.8. School and the context

Moreover, with the world becoming more multilingual (Omidire, 2019), diversity within society is more prominent and, therefore, also extends into the classroom. School A comprises of learners from diverse linguistic backgrounds. The literature indicates that the sociolinguistic environment in which the school is situated is crucial and, therefore, the school cannot be isolated from the society and the context in which the school is embedded (Cenoz & Gorter, 2010). The languages that are utilised within the school may be guided by the language situation within the region where the school is situated. Therefore, the school is a reflection of the surrounding community and the community members. The fact that the school is located in a particular area may mean that the surrounding community and context may influence the school and the LoLT (Cenoz, 2009).

Similarly, the literature states that the setting and language use are not independent of one another. Instead, there is a dynamic interplay between the two factors whereby, each factor influences the other (Jessner & Mayr-Keiler, 2017). Thus, the location may impact the language use and the SGBs selection, as may be the case with School A. The participants stated that such diversity within areas and regions might impact the implementation of multilingual education, specifically as to which languages will be utilised in the classroom. The participants stipulate that in a province such as Gauteng, where diversity is prevalent, and a range of dialects exist, the decision as to which languages to utilise in the classroom becomes increasingly more challenging and complex. Based on this, it therefore appears that this may require a range and selection of languages to be utilised for the purpose of multilingualism within the classroom. It is essential that at a national and local level, diversity and more specifically, linguistic diversity, is appropriately managed

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and this is considered for upward scholastic progress. Additionally, a greater sense of inclusivity, mindfulness and respect for all individuals will be crucial in obtaining the goal of effective multilingual education.

Furthermore, the diversity mentioned that exists within South Africa concurs with literature (Heugh, 1999; van Vuuren et al., 2016); however, there is limited literature in terms of the specifics on language and geographical location within the South African context. Such diversity should be capitalised on and may influence the languages schools select, and therefore, impact the languages utilised within the classroom. Also, the languages selected by the school SGB could determine from which home language group learners attending the school are drawn. It is viewed that if the relationship between the geographical location and language as well as the bidirectional impact are well outlined, this may make education and home language instruction more accessible for a greater number of learners. If schools are multilingual, as stipulated and promoted in educational policy, this could potentially provide parents with more available options in respect of school selection for their child. Additionally, however, it is noted that the policies that guide and assist schools in selecting the instruction language(s) are not comprehensive and descriptive as to the specifics of schools' language selection. Therefore, schools perceive that minimal guidance is offered (van Vuuren et al., 2016) and that they may be expected to establish the linguistic pedagogy individually.

4.3.9. Detrimental effects of English as the language of instruction

Conversely, in practice, English as the LoLT, is more prominent than the home language, although learning in an additional language may be detrimental to the learning process. Brock-Itne and Mercer (2014) underscore the fact that only a low number of individuals become proficient in English when it is the LoLT as opposed to one's home language. Moreover, being proficient in English is an unachievable goal for many individuals. Even though the participants have highlighted the importance and value of the home language as well as the need to preserve it, the children of the participants attend an English-Afrikaans medium school which is not the home language of most of the learners in School A. Based on current practice; one may begin to speculate what level of English proficiency these learners would attain through English as the medium of instruction. However, with the current

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situation, the learners are actually more proficient in English than their home language as indicated by the participants. The commanding status of English beyond the classroom in the society as well as internationally merely reinforces the current classroom practices of choosing English as the universal language. Such practices further perpetuate learners' academic failures. From this, one deems systemic change as essential for classroom practice to change.

4.3.10. Multifocal shift in language instruction

Kioko et al. (2014) emphasise that a learner's home language is one of the best vehicles and tools when it comes to teaching learners' culture. Teaching in the learner's home language implicitly communicates to the learners that their culture and identity as well as themselves as individual are respected. (Kioko et al., 2014). With language representating and being inclusive of the learners' culture, the non-recognition of individuals language may be portrayed as a threat to the group of individuals who speak the language. Moreover, it may be perceived as portraying that the individuals are not valued (Biseth, 2009). From this, the value and importance of home language learning is evidential. Therefore, one sees a need for a potential rapid shift away from English only instruction towards home language learning first, as this is imperative for effective learning to occur. However, due to the nature and the complexity of the phenomenon, this may not be practical. Instead, a more gradual yet more focused approach may be indicated.

4.3.11. Home language development in the home environment

In addition, parents' acknowledgement of their role and the support they can provide to their child may be beneficial. The participants stressed the significance of their role in teaching and developing their child's home language, even though they specified the potential difficulty of their child utilising their home language. The importance of a shared language between a parent and a child (Zahra, & Abdul, 2016) is emphasised in the literature and can be established and achieved through reinforcing the home language in the home environment. The reinforcement and deployment of the home language in the home environment is a priority for the participants. This is evident, as outlined in the findings. Moreover, the participants' belief in promoting the home language highlights the importance and high regard in which the parents hold the home language. It is essential that parents continue to

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encourage home language development and support their child's language development, as this may then filter into the classroom. The promotion of the home language may enhance multilingual learning as well as form the foundation on which the other languages can be developed. Additionally, utilising the learners' home language may offer learners greater opportunities for educational success and in turn, lead to more equal and better-quality education (Weber & Horner, 2012).

4.3.12. Parents view on children's language learning and ability

Furthermore, the participants' knowledge, belief and outlook that children are more capable of acquiring languages when they are younger and during the earlier years is also prominent. In terms of learning during the early years, research indicates that children can acquire language at a faster rate and pace and it is more likely for the acquired language to be retained (Ghasemi & Hashemi, 2011). Such language acquisition ease would mean that children could acquire and utilise various languages both within the classroom as well as in other settings and, thus, fulfil the intended purposes of language. The literature further stresses the ease at which language can be acquired (Kroll & Dussias, 2017) as well as children having the ability to acquire numerous languages before the age of six. This may emphasise the need to capitalise on this critical period. The potential for any number and types of languages for learning is vast whilst growing up. No language, for a child, is either more or less challenging than another language (Dodman, 2016). The participants' viewpoints and beliefs on the ease of learning language during the early years; thus correlate with existing literature (Dockrell, 2019). The participants being knowledgeable about children learning numerous languages with ease during the early years, may indicate that parents are more inclined to encourage and support their child's learning in and through multiple languages. Additionally, the participants, who are middle-class citizens, are possibly more likely to be informed and aware of educational matters as well as more involved in their child's school life. The participants' backgrounds and experiences are noteworthy as they may impact their views and decisions. One sees that the positive views and expectations that parents have of their children are a starting point which may determine whether their child engages and thrives in a multilingual setting, and will positively affect their academic achievement. According to van Mensel and Deconinck (2019, p. 538),

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"parental aspirations for children's education is in fact the factor within parental involvement that most strongly correlates to academic success".

In terms of the findings from this study, the participants portrayed a positive view and attitude towards their children's learning of languages as well as their child communicating in these acquired languages. Griva & Chouvarda (2012) state that such positive beliefs and attitudes of parents may impact and affect a child positively. Through the data, it is clear that parents also view their child as having or possessing the necessary skills, abilities and qualities to learn and acquire numerous languages. The comments continue to emphasise the participants' positive view and disposition towards their children's overall language learning. One considers that such a positive outlook of parents may potentially impact and have a lasting positive effect on a child's behaviour and attitude towards languages, allowing them to acquire and utilise languages. Based on the participants favourable and positive responses, is evidential of the participants' high confidence level in their child's learning of languages. Furthermore, it was stated that acquiring and being proficient in several languages may increase a child's confidence, thus, corroborating what the literature outlines (Tridinanti, 2018). Such a positive view of children by their parents may be advantageous to children long term and what they set out to accomplish. Alternatively, this may potentially place immense pressure on a child to perform and meet the parental expectations. However, parents' positivity is a starting point from which their view can be further developed and enhanced.

4.3.13. Extinction of indigenous languages

Moreover, the participants stated that the continued implementation of English and Afrikaans might result in the indigenous languages becoming extinct. Similarly, research specifies that the indigenous languages are under threat (Webb, 2012). Through the study, the discrimination that potentially comes with knowing and utilising other languages, including and especially English, has been stipulated. Such discrimination may potentially affect how parents view multilingualism and result in a negative perception of the phenomenon. Currently, the participants have expressed that Sepedi, which may not necessarily be the home language of all the learners, has been implemented at the school. However, this appears to be

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conversational Sepedi, which the participants preferred. The participants preference for conversational indigenous language utilisation in the classroom possibly emphasises a strong preference for English language instruction despite the recognised benefits of the home language. South African literature on parents preferring the teaching of conversational indigenous languages, however, are limited.

4.3.14. The way forward

When it comes to multilingual education, an approach that can be adapted to each individual context and case based on the school's needs, the learners who attend and the educators who are employed at the school, as well as the context within which the school is situated, may be best. Thus, there is a need for greater flexibility. Moreover, a move to a more multilingual mindset is necessary whereby, linguistic diversity is perceived as an asset or resource (Garcia, 2009; Makalela, 2018). The investment from all stakeholders, from the department of education to educationalists, linguists, school staff, parents and even learners themselves, is crucial for the approach to be effective and learners to thrive. Additionally, support, encouragement and investing from other systems, including society, may also prove to be beneficial.

4.4. CONCLUSION

The participants shared and highlighted similar viewpoints and perceptions related to multilingualism as well as multilingual education. The participants' viewpoint coincided with the literature on the definition of multilingualism. The participants' positive beliefs and attitudes towards children's capabilities and potential and the possible potential positive outcome this may have on children were emphasised. Additionally, the many values and benefits as well as obstacles for the indigenous languages and learning through the home language for multilingual education, was communicated.

One of the significant differences that emerged included parents' view and conceptualisation of multilingualism within the classroom for learning and teaching. Such a difference may highlight parents' relatively differentiated perception of multilingualism. Moreover, it may emphasise the possible insufficient knowledge of the phenomenon within the classroom setting. The limited literature in terms of area

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or location and impact of this on multilingual education, particular for and within South Africa, is another noted difference.

In Chapter 5, the research questions, as stated in Chapter 1, will be answered. Additionally, the limitations and recommendations for future studies will also be discussed in the next chapter.

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CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This is the final chapter of this dissertation of limited scope. Chapter 5 commences with an overview of the preceding four chapters. In addition to this, the research questions stipulated in Chapter 1 are answered in conjunction with the findings from the previous chapter. The theoretical framework will guide the answering of the outlined questions and facilitate the understanding of parents' views. The limitations of the study will also be conveyed. Thereafter, recommendations for future studies as well as for schools and parents will be highlighted and then, finally the conclusion will be presented.

5.2 OVERVIEW OF THE CHAPTERS

In Chapter 1, an introduction to the study along with an overview was presented. The rationale for undertaking the study as well as the research questions were discussed. The theoretical framework was also highlighted in this chapter. Additionally, the key concepts that would be utilised throughout the study were explained and discussed in detail. The process of the study, including the paradigm, methodological approach, research design and data analysis method were outlined. Quality criteria were described, and ethical considerations outlined, followed by a comprehensive preview of each subsequent chapter.

In Chapter 2, the literature on the topic was discussed and analysed. The significance, as well as the power of language, was highlighted. The language education in South Africa pre- an

d post-apartheid was described along with current legislation and language policies. In addition to this, factors relating to English and the indigenous languages, the value of learning in one's home language as well as multilingualism, multilingual and education were discussed. Moreover, multilingual education from the perspective of various stakeholders, namely the schools, educators and parents were explored; while details of the limited literature on parents' viewpoint on the topic were included in the discussions. Finally, the theoretical framework of the study was explored in-depth.

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In Chapter 3, the epistemological paradigm, methodological approach, research design, and data collection methods that were employed were explained. Furthermore, the approach for analysing the data was also described in this chapter. A detailed description of the rigour of the study and the ethical considerations in greater depth followed this.

In Chapter 4, the themes as well as the subthemes that emerged were described. The themes were as follows: 1) Conceptualising multilingualism; 2) Attitudes towards language and multilingualism, and 3) Values and obstacles ascribed to different languages. Findings were presented for and within each of the three themes. The findings were discussed in conjunction with the literature. These themes and the findings will assist in answering the primary and secondary research questions.

5.2.1 Addressing the research questions

The three secondary research questions are answered first, followed by the primary research question which is broader and, thus, encapsulates the direct and focused secondary research questions. The secondary research questions guided the focus of the primary research question. Through answering the specific secondary research questions, the wide-ranging primary research question which guided the study can then be answered. The findings from the previous chapter related to how parents conceptualise as well as perceive multilingual education will be discussed in the section that follows. The theoretical framework, Lewin's Field theory, will be utilised to understand the participants' views and attitudes about multilingual education. Moreover, the framework will assist and provide a lens through which the results will be interpreted. Thus, through the findings and application of the theoretical framework, the research questions will be explored and, therefore, answered.

The findings in the subsequent sections are founded on parents' views and their understanding of multilingual education. In addition, it is inclusive of the various aspects that play an influential role in their viewpoint.

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5.2.2 The Secondary Research Questions

5.2.2.1. Secondary Research Question 1
What are parents' understanding of multilingualism?

Throughout the study, it was highlighted that the participants comprehended and distinguished the nature of multilingualism through a particular characteristic that is typically and distinctively associated with the phenomenon, that is, knowing and utilising multiple languages. The participants defined multilingualism as knowing multiple languages. Research scholars' (Aronin & Singleton, 2008; Li, 2008; Ndimele, 2003) definition of multilingualism varies; however, each definition entails knowing and utilising at least more than one language. Thus, it can be noted that participants' understanding incorporates numerous scholars' description of the phenomenon, and therefore, the scholars' definition supports the participants' view and their understanding of multilingualism. Moreover, participants' broad view of multilingualism generally reflects that of the literature as outlined by scholars (Aronin & Singleton, 2008; Li, 2008; Ndimele, 2003) that highlights and defines multilingualism and the factors that constitute this phenomenon. From the findings, it is suggested that the participants have a broad understanding of multilingualism. Such an understanding, based on the findings, can be viewed as multilingualism occurring at a societal level. However, this view is partially limited in that the findings do not indicate precisely how many languages one needs to know or be proficient in, to be considered multilingual. Thus, based on the findings, participants' broad understanding differs from that of the scholars' description, having a different definition of the phenomenon. Even though such precision was not conveyed through the findings, their current view is noted as appropriate for parents. The understanding and definition of multilingualism, as outlined by the participants, may have shaped how participants view and understand multilingual education. From such a perspective, participants' current perception of multilingualism and the nature of the phenomenon is noted as being based on various established, existing facts and information.

Furthermore, as highlighted through Lewin's Field Theory (Burnes & Cooke, 2012; Langemeyer, 2017), behaviour is dependent on the present facts as well as events and how an individual views these facts and events. Therefore, based on Field Theory, participants' view of multilingualism are constructed based on current

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situations and truths at possibly a governmental, community, scholastic, familial and personal level that would then form their perception and understanding of multilingualism. Even though participants' truths may differ due to different individual surroundings, the participants emphasised and defined multilingualism similarly, all of which may provide insight into participants' life space. Such a similar definition among participants and the significant correlation to the literature (Aronin & Singleton, 2008; Li, 2008; Ndimele, 2003), emphasises that multilingualism may potentially be common knowledge to parents as well as highlights the truthfulness and accurate insight the parents have into the phenomenon. Moreover, it highlights how the participants make sense of their world and the phenomenon. Participants definition may be a valid commencement point from which to understand multilingual education. Also, the broad understanding of the phenomenon presented by the participants may prove to be essential, and such an understanding of multilingualism is a fundamental foundation from which multilingual education can be developed. However, overall, a more distinct understanding of multilingualism may be necessary.

Additionally, participants understand and see all the languages as important as well as valuing the importance of acquiring numerous languages at an early age and the possible advantages associated with this early acquisition. The ease of language acquisition during the early years as opposed to the later years was emphasised. Similarly, being multilingual can be achieved by focusing on language learning during the early years. The participants also recognise and understand the ease of early language acquisition and the advantages associated with such learning, and thus, they need to capitalise on this early window period. Therefore, the findings coincided with the literature on early language acquisition and learning (Dockrell, 2019; Ghasemi & Hashemi, 2011). Participants' occupation may give insight into the participants' education level. Based on the participants' occupation, parents could possibly be more knowledgeable about factors related to linguistic development, such as the advantages of acquiring languages during the early years. Therefore, the participants' occupation may influence their views on what and how they understand multilingualism and in turn multilingual education

Furthermore, positive parental views, as conveyed in the findings, on early language acquisition, can serve as encouragement for parents to partake in measures to

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assist their child in learning multiple languages. Moreover, positive parent views may result in parents contributing to and supporting multilingual education practices and efforts. It is nonetheless not sufficient for parents merely to acknowledge language acquisition ease but instead, parents need to engage actively, partake and support their child in acquiring multiple languages and becoming multilingual. Such engagement and support may be more challenging in reality for parents than it initially appears. Requiring parents to engage actively in multilingual education, may place additional pressure on parents, their role and responsibility in addition to the already existing expectations of parents and their involvement in their child's schooling. However, parents being actively involved and engaged in multilingual education practice and decision-making may mean that their child views this involvement in their scholastic life positively, which may improve a child's academic performance. On the other hand, parents may be willing to engage, yet, they may be faced with different obstacles. These obstacles may include, being ill-equipped, illiterate or under-resourced to engage in multilingual activities within the home environment, and therefore, language learning may become a challenge. In addition, language may then pose as a possible barrier as opposed to an aid to learning.

Moreover, the participants associate multilingual education with their role and right as parents' to actively select the language of their choice for their child. Such an association further encompasses and emphasises parents understanding that language should not be forced on an individual. The participants indicated the need and ability to exercise and fulfil their role to select the first additional language. The policy, however, emphasises that parents are entitled to select the LoLT (Desai, 2013). The findings though did not stipulate how parents view their role of selecting the LoLT; however, it cannot be implied that the participants are not aware of or knowledgeable of their role in selecting the LoLT. It is viewed that parents' ability to select the LoLT allows parents to feel a sense of inclusion in their child's language development. Feelings of inclusion may positively affect parents' attitudes towards their child's language acquisition as well as impact how supportive and involved they are towards multilingual education. Parents feeling included in school and related educational decisions may determine and influence how they may approach their child's learning and development. Furthermore, feelings of inclusion and

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supporting their child may potentially determine future engagement in language planning and decision-making. Parents' ability to select their child's LoLT may also allow parents to feel or perceive a sense of autonomy and in turn, a sense of motivation to be involved. It is, however, noted that within education, parents have limited freedom when it comes to scholastic participation, influence and decision-making. The limited choices parents have in the practicalities of their child's school life may potentially emphasise the minimal regard for parents' views.

In addition, the findings not only identify language learning to be influenced and dependent on a child's age but also language learning may be influenced by the geographical location and the languages utilised by individuals in a particular area. Based on the interplay of geographical location and diversity, from the findings, it is determined that these two interdependent factors may influence multilingual education (Jessner & Mayr-Keiler, 2017), of which multilingual education implementation may possibly be more challenging in more diverse regions and locations, such as Gauteng. In Gauteng, a range of languages and dialects co-exist within one given area, within which a school is situated. This great diversity, linguistically, but also culturally, in various regions may mean that implementing multilingual education may be a challenge. Thus, geographic location is seen by the participants as a contributing factor towards multilingual education. With participants residing in surrounding areas of the school, the participants are familiar with diversity, linguistically as well as culturally, that exists in the community surrounding the school. Therefore, participants may have made such statements based on the observations in the surrounding community.

Also, being knowledgeable of the dialects that exist may influence how the participants understand multilingual education. Therefore, due to the diverse nature of South Africa as a country, this issue may be present and prominent across numerous regions and locations. However, due to greater linguistic diversity concentrated in specific areas and regions, the influence of location and diversity may be more pronounced in some provinces in comparison with other provinces. The literature (Cenzo & Gorter, 2010; Jessner & Mayr-Keiler, 2017) emphasises that language and setting impact one other, therefore, coinciding with the findings. There is currently limited South African literature that exists on the specificity of region or locations and how the languages utilised in the classroom may be

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prescribed and dependent on the region or location. It is, however, crucial that the school's location is considered by schools and their SGB's when selecting the LoLT. Rather than the location of the school posing as a challenge, this may actually provide a guide to the possible prevalent languages that exist within a particular region and, therefore, guide which languages may be most suitable when SGB's select the languages for multilingual education. Such an approach may possibly reduce the language pool selection from the wide range of official languages. Due to many of the participants residing in the surrounding area, the participants may be familiar with the impact of location and thus provide insight into their lived experiences.

5.2.2.2 Secondary Research Question 2
From the perspective of parents, what are the advantages of utilising multilingualism for learning and teaching?

The findings indicate the numerous values and benefits of utilising multiple languages (Otwinowska-Kasztelanic & De Angelis, 2014; Slater & Bremner, 2011). One of the advantages of utilising multiple languages that were highlighted by the participants is that languages are utilised for survival, which includes job employment opportunities and job security. Additionally, it was emphasised through the findings that numerous languages are beneficial in that we can communicate. Literature highlights that language is beneficial in that it is a means to communicate, which may include expressing oneself and sharing information as well as informing others and putting forward requests (Slater & Bremner, 2011). Therefore, language plays a key role in an individual's life and serves as an advantage as individuals need to communicate daily. Such benefits of language, namely communicating, can be transferred to a multilingual setting. Communication is crucial in all aspects of an individual's life as through communication; an individual can dwell and live. As human beings, we are dependent and reliant on communicating with others daily to survive as we have been doing for millennia. Thus, based on the findings, language is a central aspect and component in everyday living. Therefore, the literature (Slater & Bremner, 2011) concurs with the findings and parents perceived the benefits of utilising multiple languages. In addition, it was highlighted by participants that being multilingual can be utilised to connect with other individuals (Dampier, 2012) as well as leading to community connectedness. The findings also emphasised that an advantage of having acquired and utilising multiple languages

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is that an individual may serve as a mediator between other individuals or translate to a language that is more understandable for a specific individual (Metila et al., 2016). It is evidential that numerous advantages exist for individuals who speak multiple languages and yet, it may be just as advantageous from a societal perspective. Through the recognition of the many advantages, participants may be able to realise the value of being proficient in multiple languages. Moreover, being aware of the benefits may lead to parents having confidence in a multilingual approach

Furthermore, the advantages of multiple languages from an educational perspective were also described. This includes benefits for educators as well as learners. Within the classroom, this may be particularly beneficial as learners may develop a sense of respect for their educators. Utilising multiple languages in the classroom may also be beneficial as it may allow for clarifying and understanding content and difficult concepts as it would be in a language with which the learners was familiar. The participants highlighted that the home language was beneficial as it allowed for concept clarification. Whilst, on the other hand, failing to understand classroom instruction and content may lead to a learner developing negative feelings towards school and learning (Kioko et al., 2014). The participants also indicated the negativity that may develop when a child does not learn in their home language. Moreover, the participants specified that exposure and knowledge of various languages could increase a learner's confidence. Thus, the positive relation between knowing multiple languages and increased confidence coincides with the findings in the literature (Chibaka, 2018). If learners are learning through a multilingual approach, with the primary focus on their home language, it will potentially mean that a learner will understand and be able to follow instructions and classroom discussions. Being able to comprehend what is being taught may allow for an increased level of self-confidence (Brock-Utne & Mercer, 2014), which may stimulate academic performance across various subjects. Such high levels of confidence may further have far-reaching benefits both academically and in other areas of the learner's life. Acquiring and utilising multiple languages in the classroom may also be advantageous in the later years with job searches and employment. There is no denying the numerous advantages of multilingual

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education, which should be viewed as a resource and an opportunity to tangibly and practicably incorporate inclusion into education.

Additionally, with the growing popularity of English as the LoLT, contrasting the rapid decline in the use of the indigenous languages as the language of instruction in the classroom may result in the indigenous languages becoming extinct. Instead, implementing and utilising multiple languages within the classroom may allow for the indigenous languages to be preserved, as indicated by the participants. The possible foresight and the perception of the need to preserve the languages is considered an advantage and concurs with the views in the literature. Webb (2012) specifies that the indigenous languages are under threat. It is, therefore, crucial that measures are implemented to prevent such a calamity from occurring. If languages are to become extinct, so too may cultures. Both culture and language form part of an individual's identity, therefore, meaning a loss of language may potentially ultimately lead to a loss of an individual's identity. Preservation of the indigenous languages is, therefore, essential, which can be achieved by frequently utilising the indigenous languages in the public domain, such as through multilingual education.

Moreover, the findings point towards the fact that the interconnectedness of various indigenous language within a linguistic group may be advantageous in that one may be able to understand and acquire other languages that form part of the same linguistic group, with ease. The interconnectedness that exists within linguistic groups, stressed by the participants, reflects the viewpoints outlined in literature (Mesthrie, 2002). Therefore, the similarity that exists within a linguistic group may assist schools' LoLT selection in a multilingual context. Selecting at least one language from each of the linguistic groups may allow for greater language variety and inclusivity within the classroom. In addition, the interconnection of the various languages was expressed by the parents, who indicated that it should be utilised. It, therefore, appears that there are numerous advantages associated with multilingual education, thus, further highlighting the importance of this phenomenon in practice. The various advantages of multilingual education highlight the usefulness and value of acquiring and utilising multiple languages which could enhance learning within the classroom. Thus, multilingual education has the potential to improve quality and equity education for all learners (Lo Bianco, 2014).

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Furthermore, Lewin's Field Theory (Kadar & Shaw, 2000) stipulates that conflict arises when an individual is presented with two desirable options which will cause an individual to move to a region in their life space that is positive and away from a negative region. Individuals may be presented with two attractive options, namely, preserving their home language and selecting a language for their child that allows for future social mobility. Both these options appear desirable yet possibly appear to contrast with one another based on the history of the country. Such a contrast may potentially result in an internal conflict arising. However, it should be noted that both options can actually be achieved. Similarly, in terms of the study, two conflicting desirable options may be presented for multilingual education which may highlight the advantages as well as the disadvantages of the phenomenon. The participants may be more drawn and attracted towards the positive goal. However, there may be physical or even psychological barriers that could hinder or limit movement towards reaching the attractive option or goal for participants which may encompass some of the potential disadvantages of multilingual education such as limited textbooks and educators, behavioural problems and being ill-equipped. Additionally, other possible hindrances may include lack of parents' knowledge of the phenomenon, few schools offering the preferred language as well as fear and stress that accompanies the attractive goal as well as the change that may be unfolding as a result of achieving the attractive goal (Wheeler, 2008).

5.2.2.3 Secondary Research Question 3

From the perspective of parents, what are the disadvantages of utilising multilingualism for learning and teaching?

A range of probable disadvantages of utilising multiple languages within the classroom was identified by the participants, which is related to the practical implementation of this phenomenon. Within the classroom, participants perceive multilingualism as a time-consuming process due to the range of languages that would be utilised. Limited literature exists on parents' perspectives on multilingual education being time-consuming. The educators have indicated and deemed that multilingual education might be time-consuming (Metila et al., 2016). With time constraints that already exist in the classroom and excessive pressure placed on educators, this is an additional responsibility for educators. Similarly, time constraints and a content-packed curriculum may make the utilisation of numerous languages more challenging. One may question whether this approach requires too

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much of already burdened educators. However, through thorough planning and effective time management and reduced administrative tasks, multilingualism can be effectively incorporated and managed in the classroom.

Additionally, resources are essential for effective implementation of multilingual education. Such resources include textbooks which need to be developed and translated into various languages. Current literature (Erling et al., 2017) highlights educators' perceptions that textbooks in only a few or limited languages may hinder effective education. However, there is limited literature on parents' views in terms of resources for multilingual education. From the findings of the study, it was highlighted that the participants viewed limited resources as a disadvantage and a possible concern. Such views by the participants highlighted that there were only textbooks in a few languages, and thus, the lack of textbooks in numerous languages was confirmed. Moreover, insufficient teachers may pose a potential difficulty as indicated by the participants. The findings on the limited resources and the need to expand these resources for effective utilisation and implementation coincide with literature (Erling et al., 2017) on educator's views. Therefore, through the study, the participants' views that emerged appear to resemble those stated by educators with regards to time-constraints, textbooks and limited educators. Both educators, as well as textbooks, are crucial factors needed for effective multilingual education to occur. Educators are key role players in the classroom. Multilingual education cannot even exist or be implemented if there are insufficient educators who are proficient in the various targeted languages. Alternatively, this may be the ideal opportunity to train future educators and develop and publish textbooks to incorporate various languages as multilingualism is the norm, due to the numerous individuals globally who speak multiple languages. Expanding resources may just be the driving force necessary for South Africa to shift to a more inclusive society and school setting.

Furthermore, the findings reveal that utilising numerous languages within the classroom may also be disadvantageous as multilingual education may lead to a chaotic classroom environment. Behavioural problems may be prominent due to the continuous change between the various languages. From the findings, it appears that behavioural problems due to learners not comprehending instruction is a concern of some educators within School A. The participants stipulated that

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behavioural problems may be the result of learners not comprehending instructions as educators have pointed out. The inability to comprehend the instructions and behavioural problems may compound an already demanding classroom environment as suggested through the findings. Therefore, this concurs with literature (Kevan, 2003) on the relationship between not comprehending instruction and learners misbehaving in class. Also, it is perceived that this may become particularly distracting for the other learners in the classroom, especially the learners in the foundation phase, which the participants highlighted. Thus, such an environment may lead to or require significant and effective classroom management. Multiple languages, as perceived by the participants, may only be utilised within the classroom and possibly have little value, benefit or use beyond the classroom. Thus, this is another disadvantage of multilingual education, as indicated in the findings. The findings highlighted the participants questioning the true value of knowing multiple languages, particularly the indigenous languages, within other settings, other than the classroom. The participants' view of the value of acquiring and utilising multiple languages outside of the classroom contrasts with that from prior studies which highlight the advantage beyond the classroom environment (Haukås, 2016).

Furthermore, the participants indicated that diverse provinces in South Africa, such as Gauteng, may present as a challenge when selecting the languages to be utilised as the LoLT in the classroom. Such diversity within society may be difficult to resemble or replicate within the classroom, in that it may be difficult to utilise all the home languages of all learners in a classroom. In addition, incorporating all the learners' home language as the LoLT may not necessarily be realistic. Thus, diversity within a community may influence language use, as highlighted through the findings. The effect of diversity on language utilisation, therefore coincides with the views in the literature (Huisman et al., 2019).

Moreover, within as well as beyond the classroom, it is participants' view that being able to utilise multiple languages may lead to learners being bullied. Such negative circumstance may lead to an individual becoming discouraged and, therefore, deciding to stop communicating through a specific language. There is limited literature on parents' perception of the relation between language and bullying. However, learners who have language difficulties are at a greater risk of being

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excluded as well as bullied (Lehman, 2017; Luciano & Savage, 2007). Additionally, bullied learners may not be proficient in multiple languages, and therefore, may lack the vocabulary to respond to the bullying.

Furthermore, it is also highlighted in the findings that people may be forcing their language onto other individuals. This may possibly appear and originate from English being utilised as the language in the public domain, that is at a parliamentary and commercial level, of which may strengthen the perception that the other languages are insignificant or without value (Desai, 2001; Foley, 2002). The race and age of many of the participants, coupled with the historical context of South Africa, may understandably influence parents' perception that language is being forced on individuals. Such views may be further reinforced by English being utilised as the dominant language within the public domain. Perhaps if all the official languages were utilised equally in the public domain, the languages would not necessarily be viewed in such a manner that the dominant language, in this instance English, is forced on others.

In addition, the findings indicated that parents currently feel ill-equipped to assist their child effectively with homework. Therefore, utilising multiple languages may be disadvantageous as it may place greater emphasis on parents being ill-equipped to facilitate homework tasks. Moreover, this may also place additional responsibilities on parents who already have many roles and responsibilities. The literature highlights parents' participation with homework may potentially have a negative impact, which may be dependent on the parent's attitude (Solomon et al., 2002). Moreover, the literature indicated that educators do not believe that parents are capable of assisting their children with the given homework. Furthermore, the literature specifies that parents' inability to assist their child with homework along with the academic demand's parents experience as a result of homework was also highlighted (Solomon et al., 2002). The lack of confidence other stakeholders have in parents may negatively affect parents' attitudes towards parental involvement, which in the long term, may be detrimental to their child's development. However, if parents are equipped with the necessary knowledge and skills, they may have greater ease and the ability to assist their children with homework.

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The participants mentioned various disadvantages which may negatively impact multilingual education. It should also be considered and questioned whether the disadvantages outlined by the participants surpass the possible benefits and ease of learning and comprehension for the learners. There are various disadvantages associated with utilising multiple languages; however, overcoming these are not insurmountable. Therefore, there is a need for thorough planning and management, which can then be transferred to realistic practices and measures secured and implemented. Implementing possible alternatives to overcome the disadvantages may be necessary to ensure active learning through multilingual education; however, such implementation and learning should occur without compromising quality education.

5.2.3 The Primary Research Question

What are the perspectives of parents on multilingual education?

It can be viewed that the participants of the study have similar viewpoints on certain aspects such as their understanding with regards to the nature of multilingualism and the impact of the geographical location on language selection and utilisation for multilingual education. Additionally, the participants share similar views with regards to many of the outlined advantages and disadvantages of multilingual education. The participants' views differed in terms of the need to preserve the home language which contrasted with the questioning of the purpose of the home language beyond the classroom environment. Multilingualism and multilingual education can, therefore, be seen from similar and yet different perspectives as outlined in the findings. These differing perspectives concur with Lewin's Field Theory which indicates that the individual's content and sphere differences occur psychologically *(*Burnes, 2007*;* Kadar & Shaw, 2000; Langemeyer, 2017; Lewin, 1935*).* Such differing content may influence participants and result in the participants viewing aspects and associating values of the different aspects of the phenomenon in diverse ways. Overall, parents have a broad understanding of multilingualism, the nature of the phenomenon and what it entails.

Within South Africa, it has been highlighted by the participants that multilingualism may be a greater challenge in some locations and provinces as than others. The findings emphasised that the location or area may impact or influence the languages

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utilised in the classroom environment. Due to the linguistic diversity within Gauteng, it was indicated that multilingualism could be more challenging in the classrooms in Gauteng. Additionally, parents associate language with culture and are concerned that disregarding and not teaching the indigenous languages may lead to these languages becoming extinct. The findings on the indigenous languages potentially becoming extinct concur with literature (Jacobsohn, 2019). Many of the participants, though, hope and intend for the indigenous languages to continue to exist and develop. This could possibly be achieved through equal promotion of the various languages as well as practising effective multilingualism. With the connection between language and culture, the perception of loss of one's language may be also be seen as a loss of one's culture. Therefore, parents realise the benefits and values whilst simultaneously considering and acknowledging the potential obstacles. Participants' views and outlook of multilingual education appear to be positive, and they also view multilingual education as beneficial, which is evidential from the participants' comments. Furthermore, the findings presented illustrate that participants have a hopeful outlook when it comes to multilingual education

However, the participants highlighted that individuals might be forcing their language on others, which is viewed negatively by parents. Thus, the participants recognise the possible challenges related to the practical aspects that may hinder effective implementation of utilising multiple languages for learning and teaching. The participants having considered the advantages as well as the disadvantages of multilingual education, highlights the totality of how the phenomenon of multilingual education has been viewed by the participants (Burnes & Cooke, 2012*;* Chak, 2002; Shaw & Costanzo, 1970*).* Through the totality viewpoint of the participants, insight is provided and indicates the parents' view and position regarding multilingual education. Moreover, their viewpoint provides insight into their feelings, beliefs, needs and possible fears related to the phenomenon.

On the other hand, according to the findings, the participants perceive multilingual education as English being the dominant language, while the indigenous languages are utilised for clarification purposes. Therefore, the participants' understanding of this complex phenomenon of learning and teaching was not definitive and differs from multilingual education as outlined in legislation and by research scholars. The legislation emphasises initial schooling and education, beginning with a learner's

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home language (Department of Justice, 1996). However, to later be more proficient in the English language, which parents are currently selecting as the LoLT, a solid foundation and learning in one's home language is crucial. It appears that a greater, in-depth understanding of multilingual education is required on the part of the participants. A further, in-depth understanding of the phenomenon may result in the participants developing an even more holistic view of multilingualism and multilingualism from an educational perspective. Moreover, a more in-depth understanding may sequentially allow the participants a greater understanding and exploration of the advantages and disadvantages of multilingual education. In addition, however, it appears that a broader knowledge in terms of multilingualism for learning and teaching may need to be developed (Ruiz de Zarobe & Ruiz de Zarobe, 2015; Vez, 2009).

Furthermore, the parents associate multilingual education with their role and right as parents' to actively select the language of their choice for the child. This further encompasses parents' understanding that language should not be forced on an individual. The legislation emphasises that parents are entitled to select the LoLT (Department of Basic Education, 1996). The participants indicated that the parents need to select the first additional language, which is the case with School A. However, it was not stipulated who selects the LoLT and how the participants viewed their role as parents in terms of the LoLT. Thus, it appears that participants may potentially have limited legislation knowledge. The legislation specifies that all languages must be promoted equally, although, through the study, it emerged that only a select few languages are perceived by the participants as currently being promoted. A positive outlook about children and their ability as well as their potential to learn languages is evidential from the participants' comments. The participants positive outlook may be a leverage point and may ultimately contribute positively to children's willingness and motivation to learn multiple languages.

The theoretical framework, (Lewin, 1951; Kadar & Shaw, 2000*)* highlights the need for an analysis of the whole phenomenon, therefore, initially, an overview and understanding of parents' understanding of multilingualism was conceptualised. Furthermore, to fully understand the parents' view, both the individuals and their environment were considered and viewed as interdependent. The theoretical framework highlights the interplay between an individual and their environment. The

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environment (the community in which one resides), the diverse society and even the school the children attend has influenced and contributed to the parents' views. A holistic viewpoint can be reflected by the parents' perspective of multilingualism within the various contexts, namely the society and the school, as well as considering and encompassing their views on the values and benefits as well as the disadvantages ascribed to multilingualism and multilingual education.

Moreover, factors such as one's feelings, thoughts and beliefs and one's life space, may have influenced the participants' view of multilingualism. All these various factors interplay to form parents' views on multilingualism within education. The noted differences in the individual's life space are signified through the range of different views and opinions that were shared and expressed. Numerous variables were taken into account to understand the participants and their perspectives. The life space is that of an individual and their immediate reality. Therefore, through this study, I was able to gain insight into the participants' reality. This can be observed through their experience of language within the child's school and the impact this has on them. From the participants' comments, it can be noted that they incorporated their personal experiences into the discussion as led by their experience, which has also greatly affected their outlook and decisions regarding certain aspects related to multilingual education. Also, participants' personal experiences have shaped the learning and success they desire for their child. It is noted that the participants do not want their child to experience similar negative scholastic experiences such as they themselves faced. The acknowledgement, recognition and incorporation of the varying views highlighted the participants' reality and has added to the richness of the study. The parents' views and perceptions of multilingualism may continue to develop and evolve and perhaps even change over time as they encounter new situations and experiences. Lewin (1935), however, indicates that no changes in the field results in no changes in an individual's behaviour. Therefore, through acquiring knowledge on the phenomenon and becoming empowered, a shift in perspective may occur and, in turn, alter behaviour.

5.3 CONTRIBUTIONS OF THE STUDY

The study provided a platform for parents to express their thoughts, opinions as well as share and reflect on their personal experiences which led to the discovery of

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parents' current knowledge and understanding on multilingual education. The study highlighted the participants' viewpoint on multilingual education and, therefore, may have extended and expanded on the already existing, yet limited, the literature on parents' views of the phenomenon. Thus, the study has assisted in addressing the gap in the literature. Additionally, the study addressed parents' perceptions of the values as well as the challenges concerning multilingual education, of which minimal literature exists. Also, the study contributed to the broader research project and expanded on the phenomenon of multilingual education.

Moreover, the parents play a crucial role in their child's development and, therefore, bring a unique perspective to the scholastic topics and discussions. This unique perspective of parents can further inform decisions regarding future instructional and educational planning. It was essential to conduct this study so that parents' views on the multilingual education could be determined and, therefore, could contribute to language practices within the classroom. Parents' unique lens through which they view the school and children may differ from the educators, the school staff and management, education ministers, district and provincial school inspectors and educator unions. Through exploring parents' views, another key stakeholder's perspective has been potentially highlighted. Such exploration ensures that various stakeholder's perceptions have been considered so that a divergent, holistic view and approach to school and language education can be implemented. In addition, incorporating more stakeholders' perspectives, results in a more holistic understanding of the phenomenon. The challenges that parents' and schools may face within Gauteng, specifically due to the diversity that exists within the province and the impact of this on language, may have been illuminated through this study. Overall, the findings from the study could contribute and assist the process of future decision-making both within the classroom and school.

5.4 LIMITATIONS OF THE STUDY

A limitation of the study was the small number of participants which may limit the findings being generalised to the larger population. However, purposefully limiting the number of participants allowed for rich, in-depth data to be gathered and interpreted. Also, a small number of participants allowed for true insight into the parents' reality as well as being aligned with the limited scope of this mini-dissertation study. The focus group discussion schedule may have limited the scope

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of parents that were part of the study, in terms of background, context, home language and their child's grade. Therefore, this may have potentially limited the findings where parents from a broader context could have possibly contributed more to the study.

5.5 RECOMMENDATIONS

In this section, the recommendations for future research, for school as well as parents are explored.

5.6 RECOMMENDATIONS FOR FUTURE RESEARCH

Based on the findings from the study, I recommend the following:

- Explore various stakeholders' views about additional benefits and challenges of multilingual education to further determine, if shared views exist among stakeholders and how different stakeholders' views differ from one another. Furthermore,
- Large scale studies should be conducted on parents' views on multilingual education in the greater Gauteng province as well as the other provinces in South Africa, and the impact of the location of schools and how this may influence or determine the language of choice within schools and classrooms. Additionally, to ascertain whether English is the preferred LoLT or alternatively if it is the default language in terms of LoLT that parents select. Also, to determine parents' awareness of proficiency levels across the various languages for multilingual education.
- Identify and determine whether parents' views are similar or differ based on their child's grade. This may highlight if parents' views vary depending on the school phase as well as the developmental stage of their child. This may potentially give insight into what parents deem essential and imperative for learning and development. Additionally, such research may inform curriculum planning and development.
- Determine current classroom practices in terms of multilingualism, and if parents' perspectives are in accordance with the classroom practice. Through research, it may be determined if multilingual education is being implemented as well as to what degree. Such exploration may establish

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whether or not the bridge between reality, set policy and expectation may need to be narrowed.

- A comparative study can be done on parents' view on "Straight-for-English" in comparison to parents' view on multilingual education and the factors that have influenced their decision as well as the impact of language instruction.

5.6.1 Recommendations for Schools

Based on the findings from the study, I recommend the following:

- That schools offer and incorporate various languages for teaching and learning into the curriculum. Through research, it may be determined how schools could be supported and guided by offering a range of languages. Such studies may be beneficial and assist schools through the language selection process.

5.6.2 Recommendations for Parents

Based on the findings from the study, I recommend the following:

- That parents further empower themselves regarding multilingual education. Moreover, through additional research, it could be determined on which areas or components of multilingual education parents require further information and support.
- Parents should continue encouraging their children to utilise their home language. In addition, to establish what factors through further research would assist or facilitate parents in selecting home language first as the LoLT.

5.7. CONCLUSION

This study of limited scope explored the view of parents in terms of multilingual education. Parents expressed and conveyed their viewpoints on multilingualism specifically with regards to multilingual education. As a key stakeholder in their child's learning and development, the parents made a valuable contribution to multilingual education and multilingualism. Moreover, greater insight into the phenomenon was gained and, thus, a more holistic view on the topic through the exploration and inclusion of parents' views have been achieved.

From the findings, it is evidential that parents have a broad understanding of multilingualism at a societal level. These findings coincide with the findings in the

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literature (Ruiz de Zarobe & Ruiz de Zarobe, 2015). Additionally, numerous advantages, along with the disadvantages of multilingualism within education reflected in the literature, were explored. A key difference existing in terms of the literature and the findings is how multilingualism within the classroom is defined and conceptualised. Furthermore, the impact of diversity and geographical location on language use for learning and teaching was highlighted. Multilingual education is a holistic and balanced approach to addressing and embracing diversity, which has the power to achieve equal education for all. Multilingual education has the power the unite classrooms as well as communities. There is undoubtedly a need to investigate views on multilingual education further, to advocate for change within education. Heugh (2000) stipulates, “An unravelling of the effect of segregation on languages in education demonstrates just how far we still have to go if we are serious about building a country, which listens with comprehension and is accommodating of many voices”.

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6. REFERENCE LIST

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7. APPENDICES

7.1 APPENDIX A: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT SCHOOLS

Department of Educational Psychology
University of Pretoria
Groenkloof Campus

THE PRINCIPAL
10 July 2019

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

I am a Masters student in the Department of Educational Psychology at the University of Pretoria. I am working on a project titled: “Understanding parents’ views on multilingual education” under the supervision of Professor Funke Omidire. This is a qualitative study of primary schools in Pretoria, Gauteng.

The aim of the study is to explore the viewpoints of parents/parental figures with regards to multilingualism and the utilisation of multiple languages for learning. This study seeks to describe and gain an in depth understanding of parents/parental figures perspectives on multilingualism of which this study may inform future practice. The study will involve focus group discussions as well as semi-structured

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interviews with parents/parental figures. Both the focus group discussions and interviews will be audio recorded. The recordings will be safely stored, and only viewed by my supervisor and myself.

Confidentiality will be ensured by using pseudonyms for all participants. All effort will be made to ensure that no harm will occur to the parents/parental figures. Participants will be allowed to withdraw from participating in the study at any point/ time even without giving reasons should one wish to do so.
I would like to sincerely thank you in anticipation for your assistance as this research could contribute immensely to the existing body of knowledge in South Africa on multilingualism.

Please do contact my supervisor or me at any time if you would like clarification or feedback.

	Supervisor	**Researcher**
Name:	Professor Funke Omidire	Ms Keryn Fredericks
Contact Number:	+27 12 420 5506	+27 82 388 5673
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Yours Sincerely

_____ _____

Keryn Fredericks
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7.2 APPENDIX B: SCHOOL PRINCIPALS' CONSENT FORM

School Principal Consent Form

I, _____ give consent for you to approach parents/parental figures in the primary school (grades 4 to 7) to participate in the research, titled "**Understanding parents' views on multilingual education**".

I have read the Project Information Statement explaining the purpose of the research project and understand that:

- The role of the school is voluntary.
- I may decide to withdraw the school's participation at any time without penalty.
- Only parents/parental figures who consent will participate in the project.
- All information obtained will be treated in the strictest confidence.
- The participants' names will not be used.
- The school will not be identifiable in any written reports about the study.
- Participants may withdraw from the study at any time without penalty.
- A report of the findings will be made available to the school.

_____ _____

Principal's name Principal's Signature

_____

Date

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7.3 APPENDIX C: PARENTS' CONSENT FORMS

Parent's Consent Form

I, _____ give consent that I will partake in the research, titled "**Understanding parents' views on multilingual education**".

I have read the Project Information Statement explaining the purpose of the research project and understand that:

- I may decide to withdraw from the study at any time without penalty.
- Only parents/parental figures who consent will participate in the project.
- All information obtained will be treated in the strictest confidence.
- Parents/parental figures names will not be used.
- The school will not be identifiable in any written reports about the study.
- I give consent to the being audio recorded during the focus group discussion and the interview.
- A report of the findings will be made available to you as the participant.

_____ _____

Parent's name Parent's Signature

_____

Date

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7.4 APPENDIX D: UNDERSTANDING PARENTS' VIEWS ON MULTILINGUAL EDUCATION

Demographic information **Participant** ____

✓ **Tick in the appropriate box and fill in the block below under the relevant heading**

Age range (in years)			
26-30		31-35	
36-40		41-45	
46-50		51-55	
56-60			
Gender			
Female		Male	
Occupation			
Race			
Black		Coloured	
Indian		White	
Other:			
Languages			
Home language:			
Additional languages spoken:			
Afrikaans		English	
isiNdebele		isiXhosa	
isiZulu		Sepedi	
Sesotho		Setswana	
SiSwati		South African Sign Language	
Tshivenda		Xitsonga	
Other:			
Number of child(ren) in school			
Grade of child(ren)			

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4		5	
6		7	

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7.5 APPENDIX E: FOCUS GROUP DISCUSSION

Focus Group Discussion schedule

1) What is the current language situation in schools in general and within this school as well?
    - What are the language practices at home?
2) What do you understand by the term “multilingualism”?
3) Do you think multilingualism can enhance the delivery of the existing curriculum and learning and teaching situation? Why or why not?
4) Describe your ideal image of multilingualism within the classroom context
5) What is your belief on or towards multilingualism for learning and teaching?
6) Based on the previous question, in your opinion, what circumstances and/or experiences have led/influenced your decision/belief on or towards multilingualism?
7) What are the potential advantages of a multilingual approach for learning and teaching?
8) What benefits could your child reap as well as potential challenges they may face from a multilingual approach for learning and teaching?
9) Explain the possible disadvantages of multilingualism for learning and teaching
10) What potential challenges could hinder/prevent effective multilingualism for learning and teaching?
11) What skills would children need to have or what would children need to do in order for multilingualism to be effective?
12) Would you willingly select a multilingual approach for your child/children? Why or why not?
13) How could parents be more actively involved in their child’s language of learning and teaching choice?
    - What could you do as parent to prepare or equip you child for such a transition to multilingualism for learning and teaching?
    - How could a multilingual approach impact your lifestyle and home situation?

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14) What needs to be done to ensure multilingualism is successfully/effectively implemented?
    - How would you recommend a multilingual approach be implemented?
    - What prerequisites, if any, are necessary, before multilingualism can be implemented?
    - What solutions can be implemented in order address multilingualism in the classroom?
15) In your opinion, what is the best way forward regarding language within schools in South Africa?

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7.6 APPENDIX F: SEMI-STRUCTURED INTERVIEW SCHEDULE

1) What did you learn or what have you taken away from the focus group discussion?

2) What is your preferred/ideal language or languages of instruction for your child?
   How did you come to this decision?
3) In terms of language within the classroom, what would you like to see happen or take place for your child? / What would you like to see happening regarding your child and their language of learning and teaching within schools?
4) Within the classroom context, do you think a multilingual approach is practical and advantageous? Why or why not?

5) How would you describe your view on multilingualism for learning and teaching?
6) What benefits as well as challenges could multilingualism for learning and teaching present? How could you as a parent assist in overcoming these challenges?
7) In which ways could multilingualism impact or affect you as the parent as well as your child's learning?

8) What do you think is parents' role regarding multilingualism for learning and teaching?
9) With a multilingual approach implemented in classrooms, how would you, as a parent, support your child?
10) What advice would you give a future parent/s regarding this topic?
    - What advice would you give educators, school management and department of education officials on the topic of multilingualism?

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7.7 APPENDIX G: TRANSCRIPTION 1

0197 A: So, some way it does help this to have some multilingualism in in class

0198 M: Okay, okay, okay. Anyone else? Participant C, participant D?

0199 B: But but for me, yes uh I think I tend to agree with her a little bit but many de dem

0200 demographic uh conversation that I had. Just here[1] I mean in fact all these things

0201 coming into the class

0202 M: Yes

0203 B: If all of them are not. Let's say my boy does not understand English properly

0204 M: Mmmm

0205 B: …uh um we'll be the same. Isn't it what teachers are complaining about so uh no our

0206 children are distracting because maybe someone is not hearing uh okay what is the

0207 teacher saying

0208 M: Mmmm

0209 B: And this one is also saying what is the teaching saying

0210 M: Yes

0211 B: And uh you find they will look like they are disrupting the class but to only find it is

0212 because they don't understand language

0213 M: Okay

0214 B: The point

0215 M: Yes

0216 B: the point is

0217 M: so just to clarify you are saying that language could possibly be

0218 B: could

0219 M: /could it could be a problem it cou it could be a problem

0220 B: /Yes

[1] Area in which the school is located

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0221 M: /possibly see as a problem

0222 B: Yes

0223 M: like the child is misbehaving in class but in essence

0224 B: Yes

0225 M: it's that they are not understanding what's being spoken what's being said

0226 B: Yes

0227 M: to them by the teacher

0228 B: Yes

0229 M: Okay, okay

0230 B: It could be

0231 M: Okay

0232 B: Because…

0233 F: I would say especially if your home language is not what you are being taught

0234 B: Exactly

0235 M: Okay, okay

0236 F: I would rather say that becomes a problem

0237 M: Okay

0238 F: You know if you used to being taught at home

0239 M: Mmmm

0240 F: If you talk uh uh a language

0241 M: Yes

0242 F: and you being taught another language

0243 M: Yes

0244 F: …it's you you don't feel comfortable as a child or anything.

0245 M: Okay

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7.8 APPENDIX H: TRANSCRIPTION 2

0719 M: Okay
0720 A: Where clarity is needed
0721 M: Okay. And in terms of being advantageous or beneficial do you think it is
0722 A: Yes
0723 M: Okay
0724 A: It is very advantageous
0725 M: Okay. How so?
0726 A: Like what I'm saying if a child doesn't understand and you explain and somebody is able
0727 to explain in their own language. It's an advantage to that child
0728 M: Yes
0729 A: That child that understands
0730 M: Okay, okay, okay. And uh in terms of uh uh ad advantageous for the teacher how do you
0731 think it would be or practical on the teacher's part? Practical on the learners' part? Is it
0732 practical for them to be able to learn so or uh know or uh so many different languages.
0733 What are your thoughts on that?
0734 A: Well if I look at my kids as an example it is easier to grab languages while you are
0735 still young
0736 M: Okay
0737 A: That is how they are able to grab from the streets
0738 M: Okay
0739 A: So uh I think it is advantageous in that way cos like I am saying if somebody comes here
0740 and they are speaking their own language my kids are able to explain to him and myself
0741 be that mediator or uh
0742 M: Okay
0743 A: translator yes
0744 M: Yes
0745 A: They are able to do that so it is advantageous in that way
0746 M: Okay
0747 A: And as they grow with that it will help them
0748 M: Okay
0749 A: Because communities they actually want you speak their language so that you can be able
0750 to connect with them

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7.9 APPENDIX I: TRANSCRIPTION 3

0121 C: Is it not being fluent in ah different languages

Defining multilingualism

0122 M: Okay, that's your view of multilingualism. That's your understanding. Anyone else?
0123 Participant D what do you understand by the word multilingualism or anyone else that
0124 would like to share um tell us what what is your understanding of what does it mean
0125 to you.
0126 F: The knowledge of knowing more languages

Defining multilingualism

0127 D: All languages
0128 M: Okay, knowing lots of languages, okay thank you. Anyone else? Participant B
0129 B: Uh, I mean in South Africa we've got how many how many official languages
0130 M: Yes
0131 B: So, we have to know
0132 M: We have to know them, okay, okay and uh do you think we have to know all of them?
0133 B: But uh but they are not supposed to be imposed on us. There has to be a choice

Language in different environments

0134 M: Okay
0135 B: You have to know them but er its uh its its advantageous

Overall viewpoint

0136 M: Mmmm, okay
0137 B: But they shouldn't be imposed
0138 F: It's a choice

Language in different environments

0139 B: You must still choose.
0140 M: Yes
0141 B: Like uh yes
0142 M: Okay, and do you think do you think uh we should know all of them cause there's
0143 currently twelve. Do you think we should know all twelve? Or, what's your view?
0144 A: When you look at the languages here there are also like they are linking in a way
0145 M: Okay
0146 A: Like I'm speaking Zulu but I can understand Xhosa, Swati

Advantages of multilingualism

0147 M: Mmmm
0148 A: because we did it uh somewhere somehow
0149 M: Okay
0150 A: =so they are interlinking

Advantages of multilingualism

0151 M: Okay
0152 A: So its not like we have to know all of them but if we can know one we can one nguni

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0153 and uh one in the Sotho, Tswana. I think Sotho, Tswana, Sepedi they are like almost

0154 B: Mmmm

0155 M: they are interlinked. Okay, so they are quite similar. Is that

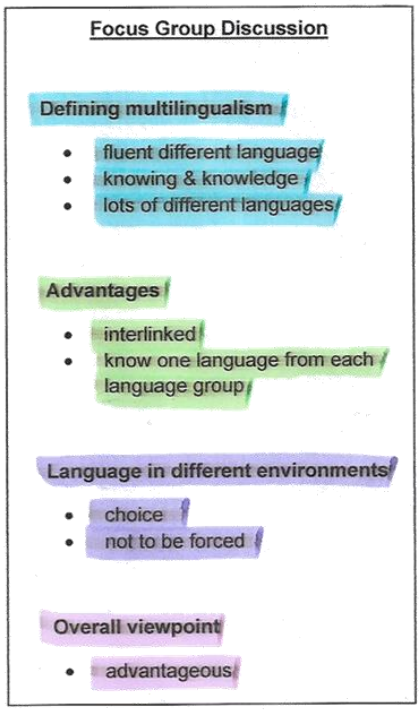
0156 A: /Yes

0157 M: what you are trying to say? Okay. So they are quite similar the different languages

0158 A: Yes

0159 M: Okay, okay. Anyone else would like to tell us what they understand by the term

0160 multilingualism?



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