The linguistic realities of foundation phase teachers in a single-medium multilingual classroom

By

Cornelia Elizabeth Beeken (Greyvenstein)

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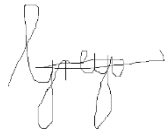
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Declaration of Originality

I, Cornelia Elizabeth Beeken (Greyvenstein) (16033567), declare that this dissertation titled, **The Linguistic Realities of Foundation Phase Teachers in a Single-medium Multilingual Classroom**, which I submit for the degree of Master of Education at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.

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Dedication

I dedicate this study to all the learners who are resilient enough to make a success of the education they receive, even though this education is in a language that they did not, at first, understand.

Furthermore, this study is dedicated to teachers, placed in difficult situations such as teaching in multilingual classrooms. I salute your courage and perseverance to teach learners no matter what the circumstances.

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Abstract

South African schools have become more multilingual, but teachers do not have the skills to adjust their classroom practice to accommodate multilingualism meaningfully. Thus, implementing multilingualism is a challenge in the South African classrooms. It is, therefore, essential to study how teachers manage their early-grade multilingual classrooms. Much is known about the transition from Grade 3 to Grade 4, where learners move from being taught in their home language in the Foundation Phase; to being taught in the language decided by the school governing body (SGB), which is seldom an African language. Many teachers are unable to teach in their Foundation Phase learners' home language because they do not speak the language(s) and have not been trained sufficiently to teach in a multilingual context. This study aimed to explore teachers' perspectives on their manoeuvres around linguistic realities they encounter in single-medium, multilingual Foundation Phase classrooms in South Africa. The literature reviewed focuses on the linguistic realities of South African classrooms and the Foundation Phase teacher's pedagogical knowledge, multilingualism, and translanguaging abilities. Vygotsky's Zone of Proximal Development, the Continua of Biliteracy, and translanguaging ground this study. The research site used was in the Sekhukhune District in Limpopo. A qualitative approach with a case study research design was used to observe and interview four teachers in different classrooms who teach learners who do not understand the medium of instruction - Afrikaans. The study does not provide solutions for teachers who experience challenges associated with a multilingual classroom; rather, it identifies the linguistic realities that teachers encounter. The key findings show that teachers struggle to teach aspects such as phonics to Grade 1 learners who do not understand Afrikaans as a language of instruction. Instead, the teachers resort to translation, classroom print, and strategic seating arrangements. Furthermore, HODs, due to their lack of knowledge regarding multilingualism, provide minimum practical or pedagogical support to teachers. Lastly, teachers struggle due to their lack of pedagogical knowledge of teaching learners who do not understand the language of instruction, thus placing these learners at a disadvantage.

Key words: bilingual, Foundation Phase teachers, linguistic realities, multilingualism,

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This serves to confirm that the thesis mentioned below was proofread by a professional editor.

The Linguistic Realities of Foundation Phase Teachers in a Single-medium Multilingual Classroom

By

Cornelia Elizabeth Beeken (Greyvenstein

The research content as written by the author was not altered. Rather, track changes on identified language issues were made to the original document for the author to either accept or reject them.

Sincerely

NgcoboS

Prof. Sandiso Ngcobo

Abbreviations and Acronyms

CAPS Curriculum and Assessment Policy Statement

DBE Department of Education

HOD Head of Department

HUMEL Hub for Multilingual Education and Literacies

LiEP Language in Education Policy

LoLT Language of Learning and Teaching

PGCE Postgraduate Certificate in Education

SASA South African School Act

SGB School Governing Body

TEFL Teaching English as a Foreign Language

UNISA University of South Africa

ZPD Zone of Proximal Development

Table of Contents

List of Figures

List of Tables

CHAPTER 1: INTRODUCTION

1.1 Introduction and Background

After the dawn of democracy in 1994 whereafter Apartheid was officially trumped, the language policies in South Africa were rewritten to promote equity and equality (van Staden, 2021). After the fall of Apartheid, classrooms became multiracial and multilingual because the national constitution was rewritten and gave official status to nine other languages which affected the Language of Learning and Teaching (LoLT) (de Klerk, Palmer & Papashane, 2021). As stated by the national Language in Education Policy (LiEP) (DoE, 1997, p.1), schools need to promote multilingual teaching through:

> "the development of the official languages, and respect for all languages used in the country, including South African Sign Language and the languages referred to in the South African Constitution."

The LiEP (DoE, 1997, p.1) stipulates that:

> "the underlying principle is to maintain home language(s) while providing access to and the effective acquisition of additional language(s)."

Thus, learners from grades R to 3 (Foundation Phase) are taught in their home language as their LoLT, and an additional language is incorporated into the curriculum. From Grade 4 (Intermediate Phase), the learners' LoLT then transitions from the learners' home language to the language that the School Governing Body (SGB) chooses as the LoLT of that school, with English as the predominant choice (Probyn, 2019). The South African Schools Act (SASA) (1996) provides SGB's with the power to determine the language policy of a school.

In the South African education system, multilingualism and the challenges thereof are a significant national concern (Probyn, 2019). While the LiEP was developed to promote equality, schools have become more multilingual (van Staden, 2021). Yet, the Department of Basic Education has not introduced specific multilingual teaching programmes in line with the current school system (Cekiso, Meyiwa & Mashige, 2019). The LiEP (DoE, 1997, p.3) stipulates that:

"in determining the language policy of the school, the governing body must stipulate how the school will promote multilingualism through using more than one language of learning and teaching, and/or by offering additional languages as fully-fledged subjects, and/or applying special immersion or language maintenance programmes, or through other means approved by the head of the provincial education department."

Although the LiEP stipulates this, teachers report that they do not know how to manage multilingual classrooms due to the diverse challenges (de Klerk et al., 2021). Hence, my study focused on the linguistic realities that Foundation Phase teachers experience in single-medium multilingual classrooms as they manoeuvre their way out of this challenge.

1.2 Rationale

1.2.1 Personal Rationale

I teach at a parrel-medium school: English and Afrikaans. I noted my learners' language profiles in an Afrikaans-medium classroom during my first teaching years. Learners who could not speak Afrikaans ended up in my classroom since parents insisted that their non-Afrikaans-speaking children be enrolled in the school even though the English stream was full. English is an additional language for some learners and is not spoken at home. I, therefore, sought alternative ways to teach these Grade 1 learners by asking for support from my colleagues. My search for support indicated that my colleagues were in a similar situation, also struggling to teach learners who do not speak the language being used as the medium of instruction. The experience propelled me to pursue this study in which I explored my journey and those of other teachers teaching in a multilingual classroom.

1.2.2 Professional Rationale

Concurrent with the experience in my classroom, I found the research on translanguaging of interest. The first time I was introduced to the topic of translanguaging was in my fourth year at university. Translanguaging and multilingual

strategies allow educators to empower learners. From my point of view, I feel that when we as teachers educate and develop ourselves, we will be able to contribute to a higher success rate in schools, especially in areas such as language teaching. I feel that many teachers are unwilling to become lifelong learners and equip themselves with new strategies and ideas. Translanguaging, as a relatively new strategy in South Africa, is easily rejected due to teachers' lack of knowledge or unwillingness to learn something new. Thus, due to my personal motivation, translanguaging formed a big part of the study as well as how teachers truly experience and teach their multilingual classroom.

1.2.3 Scientific Rationale

Numerous researchers indicate that teachers feel undertrained and overwhelmed by the multiple languages in their classrooms (Birello, Llompart-Esbert & Moore, 2021; de Klerk et al., 2021; Cekiso et al., 2019; Omidire, 2020). Teachers feel that instruction must only be given in one language- therefore, many teachers do not translate the work for learners to understand. Furthermore, they claim that two languages must be kept separate without switching between them because this can impair the acquisition of the Language of Learning and Teaching (Birello et al., 2021). From the literature, I have identified that teachers experience different realities when teaching in a multilingual classroom and sometimes struggle to adapt to the multilingual nature of the classroom. Therefore, the current study focused on the realities of teachers in a classroom that is a single medium but must adjust to multilingual practices. The focus is on the teachers' linguistic realities in the Foundation Phase.

1.3 Problem Statement

It is well known that learning occurs much easier when the learner receives instruction in their home language, especially in the Foundation Phase (Cekiso et al., 2019). Teaching learners in their home language in South Africa is not always possible for numerous reasons such as that it may not always be practical or cost-effective (Evans & Cleghorn, 2014). Evans and Cleghorn (2014) furthermore stated that a teacher's

3

language proficiency could hamper the effectiveness of home language teaching. On the other hand, parents often choose a school that does not necessarily offer the home language but rather English because parents feel that their children's success depends on the language of instruction (Shinga & Pillay, 2021; Omidire, 2020). Many parents also choose English as the medium of instruction when they enroll their children at a school because the resources, such as textbooks, are unavailable in the language they speak at home (Palane & Howie, 2019). The observed problem in my study is where learners are enrolled in grade 1, into a LoLT that they do not understand due to the choice of parents and because classrooms reached it capacity.

Much is known about the transition from Grade 3 to Grade 4, where learners are taught in their home language in the Foundation Phase and then from Grade 4 onwards, the learners are taught in another LoLT, such as English or Afrikaans (Makgabo & Modise, 2020). Limited research in South Africa focus on the learners that enter the school system in grade 1 and are taught in a language that they do not understand. My study contributes to this research but rather than focusing on the learners and the problems they face; the focus will be on Foundation Phase teachers and how they experience the linguistic realities in their single medium but multilingual classroom.

Research by Birello et al. (2021), Machado and Hartman (2019) and Omidire (2020) focus on the practices that teachers use in multilingual classrooms where the learners learn in a LoLT other than the languages they understand. Teachers are obligated to make adjustments to the curriculum to teach learners who do not understand the LoLT effectively. Although teachers are obligated to make these adjustments, there is a disjuncture between teachers' teaching practice and the teachers' knowledge of language learning that can interfere with multilingual teaching (Birello et al., 2021). The disjuncture is for example when teachers choose not to translate between two languages and then only give instructions in one language because, in practice, teachers feel that languages must be kept separate (Omidire, 2020).

Together with the disjunction between teaching practices and teachers knowledge of language learners, teachers also identified that they do not have enough knowledge or do not receive enough guidance to successfully teach the linguistic diversities of the classroom (Meier, 2018; Birello et al., 2021). A study conducted by Dowling and Krause (2019) who interviewed and observed teachers in a multilingual South African

classroom indicates that teachers are afraid to make use of multilingual practices in the classroom. The reason is that those traditional practices of language education or education as a whole did not favour using two or more languages to create understanding. Thus, Meier (2018) and Omidire (2020) stated that teachers would instead lean toward monolingual practices because teaching only one language is much easier and more practical. My study sets out to explore exactly what happens in the Foundation Phase classrooms and what linguistic realities teachers experience in their single-medium multilingual classroom. Furthermore, this study focuses on school enter into grade 1, rather than where learners are already part of the school system, to capture the experiences of these teachers, teaching learners how to read and spell in a language that they do not understand.

1.4 Research Question

What linguistic realities do teachers experience in a single-medium multilingual Foundation Phase classroom?

1.5 Research Design and Methodology

The research paradigm that describes my worldview and influences the interpretation of the data gathered (Kivunja & Kuyini, 2017) is the interpretivist paradigm. Due to the qualitative nature of the study that focuses on the individual meaning of every participant, the interpretivist paradigm was suitable. The data collected focused on the individual perspective of the teachers teaching in a multilingual but single-medium classroom; furthermore, the school's unique context, teachers, and learners are considered. A qualitative approach was deemed apt because it places importance on the beliefs, behaviours, and emotions of the participants involved (Christensen, Burke Johnson & Turner, 2015).

The case study design was utilised, where semi-constructed interviews and observations provided a comprehensive understanding of the case (Leedy and Ellis Ormrod, 2015). Grade 1 Foundation Phase teachers with learners in the classroom

who could not understand the LoLT were the population of this study. I narrowed down the population to get a sample size. The sample size was four Grade 1 teachers teaching in the Sekhukhune district in Limpopo. The classrooms of the Grade 1 teachers were characterised as single-medium classrooms where the LoLT is Afrikaans. The data gathered through semi-structured interviews and observations were analysed using thematic analysis.

The study's trustworthiness was ensured by using credibility, confirmability, and authenticity. At the same time, the ethical considerations were that of informed consent, voluntary participation, withdrawal, and confidentially. I obtained ethical clearance through the Faculty of Education's Ethical Research Committee at the University of Pretoria, before contacting the Mpumalanga Department of Education to pilot the study. After piloting the study, the necessary changes were made to the data collection tools and clearance for the actual data collection process was obtained from the Limpopo Department of Education.

1.6 Concept Clarification

The section clarifies concepts because words can have different meanings in different contexts and can be interpreted differently by individuals. Five concepts are explained because they are the basis for the study and to establish consistency and a collective understanding.

1.6.1 Foundation Phase

The Department of Basic Education (2011) refers to the Foundation Phase as grades R to 3. The learners in these grades are between the ages of 5 to 9 years old. The Foundation Phase is further referred to as the first formal phase of compulsory schooling in South Africa. It comprises four grades, with four fundamental subjects presented each year: Home Language, First Additional Language, Life Skills, and Mathematics.

1.6.2 Linguistic Realities

Linguistics is everything that has to do with language, from the sound system to the formation of words, sentences, phrases, as well as the meaning of words in the correct context or pronouncing words accurately (Alduais, 2012). Richard (2004) describes linguistics as the knowledge learners need to use languages more successfully. Realities in the classroom are concerned with how policy and classroom practices indeed occur- thus, the real-world phenomenon (Wei, 2018). Furthermore, reality in a social setting can be described as the perception and response to one's current environment (Grace, 1987). Thus, in this study, linguistic realities are defined as classroom practices and experiences regarding the use of language and how language is perceived and responded to by learners and teachers in a multilingual environment.

1.6.3 Multilingualism

Multilingualism is when a person uses more than one language - either through writing and speaking or reading and listening (de Klerk et al., 2021). The LiEP (1997) stipulates that a learner must be taught the language of learning and teaching-which is most likely their home language- and be introduced to a first additional language. Lambert (1981) coins this term as additive multilingualism, which means that when a learner's home language is developed, a learner can be introduced to other languages. In the context of this study, the term additive multilingualism is not part of the scope but rather the words language immersion. Language immersion is when the learners' Language of Learning and Teaching is different from their home language; therefore, the learner will learn the language skills of a new language (Stein, 2017). In this study, multilingualism thus indicates that more than one language is present in the classroom, and not all learners understand the Language of Learning and Teaching.

1.6.4 Parallel-medium school

According to Stein (2017), a parallel-medium school offers more than one Language of Learning and Teaching, but the medium of instruction is only one language. For example, in the context of this study, the school offers both English and Afrikaans as Languages of Learning and Teaching, but in separate classrooms. Therefore, one classroom's medium of instruction will be Afrikaans, and another classroom's medium of instruction will be English.

1.6.5 Single-medium instruction

Single-medium instruction refers to the sole use of one language as the medium of instruction in the classroom, for example, English. In contrast, another language taught will be seen as the first additional language in the South African schooling system (Stein, 2017). In this study, the medium of teaching is Afrikaans.

1.7 Organisation of the Dissertation

The dissertation is made up of the following five chapters:

Chapter 1 introduces the study by providing a background on the languages and language problems in South African classrooms, explicitly focusing on multilingualism. The rationale and the problem at hand are discussed. Whereafter the research questions, research design, methodology and concepts are clarified.

Chapter 2 focuses on the literature that underlines the study namely the linguistic realities of South Africa and the Foundation Phase teacher. The Foundation Phase teacher's pedagogical knowledge of multilingual teaching as well as the multilingual nature of classrooms are discussed. The study is then underpinned by Vygotsky's Zone of Proximal Development, the continue of biliteracy and translanguaging as the theoretical framework.

Chapter 3 describes the research design and methodologies for selecting the participants, the instruments used, the data collection process, the analysis procedures and ethics.

Chapter 4 focuses on the analysis of the data gathered through semi-structured interviews and observations. Four themes emerged from the study.

Chapter 5 concludes the study based on the gathered data and makes recommendations for future research. Recommendations for the Department of Education and schools are also incorporated.

In the next chapter, I shall discuss the literature that are in line with the aim of the study as well as the theoretical and conceptual framework that grounds the study.

*Disclaimer: The referencing style used is APA 7th edition

When referring to non-LoLT learners, it implies that these learners do not understand the Languuage of Teaching and Learning namely Afrikaans.

CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter outlines literature that aligns with the research's aim and topic. The literature will be discussed, beginning with the South African language history and the use of languages in current South African classrooms. Next, the nature of multilingual classrooms and teachers as critical role players in multilingual teaching are discussed. The focus on teachers as critical role players in multilingual teaching is on the teacher's perception of multilingual teaching and the teacher's pedagogical knowledge of multilingual education. Furthermore, practices contributing to the success of teaching multilingual classrooms are discussed. Translanguaging as a strategy used in multilingual classrooms is discussed as part of the conceptual framework. The study is underpinned by Vygotsky's Zone of Proximal Development in conjunction with scaffolding. Furthermore, the Continua of Biliteracy and translanguaging are incorporated with the Zone of Proximal Development to ground the study.

2.2 South African Language History

To understand the linguistic realities of education in South Africa, one must understand the language history of South Africa. This section explores a broad overview of the language history in South Africa in four parts: Dutchification, Anglicisation, Afrikanerisation, and lastly, language Democratisation. The language history of South Africa is specifically incorporated to show that even though in some parts of history an attempt were made to preserve indigenous African languages, there was a rapid decline in all spheres of society to use indigenous African languages especially during the Dutchification, Anglicisation and Afrikanerisation parts of history (Reagan, 2001).

Dutchification started in 1652 until 1795, when there was an influx of Dutch people due to the first European colonisation in South Africa. People needed to display knowledge of the Dutch language to do business, get access to resources, or be employed in the civil service. The indigenous population, namely the Khoi and San, started to acquire an interlanguage form of Dutch, known today as Afrikaans to do

business with the Dutch (Kamwangamalu, 2003). After Dutchification, Anglicisation came to play a role in South African language history. The start of Anglicisation in 1795 was because the British government took control of South Africa. From 1795 until 1948, the Anglicisation policy sought to replace Dutch with English (Davenport, 1991). Therefore, English was a prerequisite to be accepted into the education system. From 1910, Dutch and English had equal status as the co-official languages, but the British government never accepted the co-status especially in education (Kamwangamalu, 2003).

After 1948, Afrikaners came into power, with Afrikaans, an offspring of Dutch, as the language of the state. The Afrikaans language was now required if one wanted to be appointed in civil services (Webb & Kriel, 2000). In 1953, the South African government launched the Bantu Education Act. The policy wanted to promote Afrikaans in Black schools; therefore, Afrikaans and English had to be used as the medium of instruction on an equal basis. Furthermore, the policy extended home language education from Grade 4 to Grade 8 in African languages (de Klerk, 2002). The Bantu Education Act implied that Black learners had to receive education through their home language, although the syllabus and classes was in Afrikaans and English, whereas White, Coloured, and Indian learners could either choose between Afrikaans or English. Higher education programmes were not offered in home languages of Black learners, while Afrikaans and English were the language used in higher education (Kamwangamalu, 2003). The Black learners resisted home language education because it was recognised by them as a strategy of the government to prevent them from getting access to higher education and to restrict their social and economic mobility (Webb & Kriel, 2000). Thus, Black learners saw education in their home language as a barrier that prevented them from achieving the necessary knowledge which would enable them to compete with other people. According to Kamwangamalu (2003), the negative attitude towards being educated in an African language can still be seen today, even though attempts have been made to promote African languages as a medium of instruction.

In 1994, when South Africa became a democratic country, language democratisation also came into play, whereas the new government recognised South Africa as a multilingual rather than a bilingual country (de Klerk, 2002). A new constitution was introduced, acknowledging eleven official languages, namely, Afrikaans, English,

isiNdebele, isiXhosa, isiZulu, siSwati, Sepedi, Sesotho, Setswana, Tshivenda and Xitsonga. Later in 1997, the Minister of Education introduced the LiEP, which set out to promote all official languages and allow learners to be educated in their home language, while providing access to an additional language (Department of Education, 1997). According to Kamwangamalu (2003), the LiEP fails to promote indigenous African languages because English is still used in most domains, such as education. Reagan (2001) points out that the shift from Dutchification, Anglicisation, Afrikanerisation to Democratisation did not place indigenous African languages in immediate danger, but the accelerating rate in which English is becoming the language to communicate in, in various spheres of society is rapidly increasing placing indigenous African languages at the lower end of the scale for languages to use.

Although more learners receive education in their home language after 1994, Afrikaans and English are still the LoLT primarily implemented in schools (Heugh, 2013). According to statistics from the Department of Education (2010), 65,3% of learners were educated in English, while 11,9% of learners LoLT were Afrikaans. Only 6,8%, 5,5%, and 3,1% of learners were educated in isiZulu, isiXhosa, and Sepedi respectively. While Afrikaans is spoken by 13,5% and English is only spoken by 9,6% of the population. Thus, many South African learners are still educated in a LoLT, not part of their home language.

2.3 The Multilingual Classroom

Ascribed to the South African language history, there was and still is an impact on the classroom dynamics in South Africa. From the section above it became evident that many learners are still educated in languages that are not their home languages. Thus, learners of different home language backgrounds are placed in one classroom contributing to multilingual classrooms.

Multilingualism as a growing topic of research due to globalisation, migration, and colonialisation (King, 2018), is defined by the European Commission (2022, p.2) as:

> "the ability of societies, institutions, groups and individuals to engage, regularly, with more than one language in their day-to-day lives."

In the education system worldwide, the promotion of multilingual learning is becoming the norm (Probyn, 2019) due to countries acknowledging the growing diversity of their populations (Calafato, 2019). Galante (2020) states that it is reassuring to know that the language pedagogy of the world is being updated in line with multilingual realities that have been a natural phenomenon for many centuries.

In Europe the sociolinguistic nature has become more multilingual, transforming language education (Llompart and Birello, 2020). In the United States, the linguistic diversity of the population is growing due to the influx of people immigrating. This influx contributes to multilingual practices by incorporating resources in languages other than English (Pacheco, Daniel, Pray & Jimenez, 2019).

While multilingualism is part of countries in Europe and America, multilingualism also forms part of the challenges in the African continent. Governments are challenged in Africa by developing local languages and keeping former colonial ones (Loh, Tam & Lau, 2019). As van der Walt and Klapwijk (2015) argued, countries in Africa, Asia, and Latin America are educating multilingual learners in languages other than their home language.

When confronted with multilingualism within the school system, one wonders if the incorporation thereof in school systems has an influence on learners. According to Calafato (2020) promotion of multilingualism and the incorporation thereof in education, is seen as beneficial in many aspects of the development of a person. Researchers indicated several benefits from the improvement of cognitive ability to more enhanced knowledge of culture as well as a positive correlation between multilingualism and mathematical learning (Calafato, 2018; Dahm & De Angelis, 2018; Hirosh & Degani, 2018). Therefore, multilingual education does not only reflect the realities of countries better, but it also prepares learners for engaging successfully in the 21st century (Calafato, 2018).

Even though the promotion and incorporation of multilingualism has some substantial benefits, there are certain factors that influence whether a learner will be able to be successfully educated in multiple languages that are not necessarily their home language. According to Hirosh and Degani (2017), the factors that influences the ability of people to learn a second or multiple languages are among other things the age at which people want to acquire another language. A study was conducted by Bartolotti,

Marian, Schroeder and Shook (2011) on early versus late bilinguals in language learning, whereby learners of ages 5 to 6 versus 12 to 13 were tested on their acquisition and performance in their second language. The younger learners outperformed the older learners in word-form acquisition. Therefore, Bartolotti et al. (2011) concluded that younger learners were more proficient in acquiring their second language than their older peers. The study by Bartolotti et al. (2011) flows into the Critical Theory Hypothesis of Lenneberg. The Critical Theory Hypothesis states that the critical period for learning a new language is between two and before puberty. If new languages are to be acquired after this critical period, it will be difficult and even unsuccessful (Lenneberg, 1967). Thus, considering that the learners within the study at hand will acquire a new language that they hardly know at a young age, this will most likely contribute to successful acquisition of the new language when compared to the study by Bartolotti et al. (2011) and the Critical Theory Hypothesis.

Although successful acquisition of language happens earlier in life, van der Walt and Klapwijk (2015) argued that multilingualism is not seen as a natural occurrence in education because, generally, one language dominates another. Even though schools are confronted with multiple languages in one classroom, such as the classrooms within the current study, one language, normally the LoLT will dominate within the classroom situation (van der Walt and Klapwijk, 2015). The Matrix language frame model by Myers-Scotton (1997) supports this notion by stating that one language will dominate due to the morphosyntactic structures of that language that will influence, for example, the use of code-switching, in multilingual classrooms.

Concurrent with the Matrix language frame model, that one language will dominate due to the morphosyntactic structures of that language, phonics instruction will also be different in different languages (Smith, 2011). When looking at the two primary languages that play a role in the current study, namely Afrikaans and English, the main difference between these two languages is the articulation of vowels (Howie, 2018). For example, a study done by Howie (2018) on how vowels are articulated by three groups of people namely South Africans speaking Afrikaans-English people, only English-speaking South Africans and English-speaking New Zealanders. He differentiated by incorporating the articulation of words such as 'lot, trap, big, and dress' and explaining how each of these vowels in the words are articulated differently. Howie (2018) explained that there is a difference between how Afrikaans and English

people of South Africa articulates the vowels a, e, i, and u. Within the CAPS Home Language (2011) document, Grade 1 learners need to identify the letter-sound relationship of single letters. Within this study, the focus is on the synthetic approach where the emphasis is on sounding out the letters or building words combining the letters. For example, when 'cat' is sounded out it will be /k/ /æ/ /t/. Thus, teachers need to teach learners how to phonetical sound out the word. However, within the South African context, some learners are placed in classrooms where they do not understand the LoLT.

A study done by Phajane (2021) on teaching black South African learners in English while their English proficiency is limited in grade 1, showed that teachers struggle to teach phonics to learners with limited English proficiency because these learners cannot make a connection between the sound and the word that describe the sound. Phajane (2021) wrote that the teachers teaching Setswana learners English noticed that if they repeat the sounds in Setswana the learners are bores by the repetition of sounds and letters because these lessons take place at an unbearably slow pace. The teachers furthermore indicate that the success rate for learning phonics is still relatively low even though the teacher interpreted the sound and letters in Setswana and English compared to learners who will learn phonics in the language they understand. Therefore, when taking Howie's (2018) study about the difference of articulation of vowels in Afrikaans and English into consideration, the question remains, how will non-LoLT learners learn or/and be taught about the phonics of the LoLT?

In accordance with teaching of phonics for non-LoLT, Cummins (1979) interdependence theory comes into consideration. The interdependence theory states that to become competent in a second language, one must already have a level of competence in the first language. Thus, according to Smith (2011) multilingual teaching of phonics and reading can only work if the learner has proficiency in both languages to a point that transfer between the two languages can happen. Lenters (2004) supports this notion by adding that for second language learners to successfully spell and read in a new language, they need to have an oral language level that will enable them to understand the vocabulary of simple text.

2.4 Teachers as Critical Role Players in Multilingual Teaching

Multilingual classrooms form a big part of the world as well as South Africa's education system with the consequence that teachers need to educate learners in a language that they may not necessarily understand. The teachers in these situations do not always have the pedagogical knowledge to implement multilingual strategies to support non-LoLT learners (Cekiso et al., 2019). In the sections that follow the teacher's perception towards multilingual teaching and teachers' pedagogical knowledge and the impact thereof in the classroom are discussed.

2.4.1 Teachers Perception of Multilingual Teaching

Teachers are critical in implementing the language policy (Cekiso et al., 2019). Still, many lack the knowledge to adjust the curriculum to manage multilingual classrooms (Omidire, 2020). Incompetence to deal with the linguistic realities in the classroom and insufficient training from universities are some of the reported daily challenges teachers face when teaching learners with multiple home languages in one classroom (Wildsmith-Cromarty & Balfour, 2019; Birello et al., 2021). Teachers also experience challenges with teaching methods and using different languages as a medium of instruction (Cekiso et al., 2019). In South Africa a study was conducted by Hooijer and Fourie (2009) where six intermediate phase (grade 4 – 6) teachers were interviewed about how they feel towards teaching learners who do not understand the LoLT in a classroom where the majority of the learners do understand the LoLT. The teachers indicated that it was very difficult to teach these learners because of time constrains as the curriculum was already at its maximum capacity. These teachers also indicated that they are using peers to interpret work for a non-LoLT learner to understand, but some of the teachers mentioned that they worry about whether or not the work is translated correctly to the peer. These teachers indicated that although they use interpretation by means of incorporating peers, they would rather just teach in one language. As Wildsmith-Cromarty & Balfour (2019) indicated teachers feel guilty when using code-switching or interpreting in the classroom because many teachers consider using other languages as a problem rather than a resource.

Although teachers experience guilt when code-switching or perceiving multiple languages in one classroom as a problem, the LiEP (1997) encourages using more than one language in the classroom. The LiEP (1997) stipulates that the SGB must indicate how they will promote multilingualism and recommends that multilingualism can be promoted by using more than one language as the LoLT and/or by offering additional languages as subjects or incorporating language maintenance programmes. Therefore, even though teachers' perspectives about multilingualism lean towards a more monolingual approach, learning and teaching more than one language need to become a reality in our classrooms (LiEP, 1997).

While teachers' perceptions and beliefs about language teaching and learning and feelings of incompetence influence the teaching of multilingual classrooms, teachers still play the leading role in providing learners with the opportunity to use their entire language repertoire (Maluleke, 2019). According to Ruiz (1984), teachers' orientation toward multilingual classrooms can be placed into three categories. The first is the language-as-problem, where the home language is viewed as an obstacle to learning the LoLT. Secondly, multilingualism should be promoted and have intrinsic value, thus contributing to the language-as-resource orientation. Lastly, language-as-a-right, where learners have a right to learn in their home language. The orientation that a teacher believes in will impact how they manage multilingual classrooms (Sung & Akhtar, 2017).

Hence, the fact that teachers sometimes consider multiple languages in the classroom as a problem rather than a resource, many teachers also view multilingual learners, or non-LoLT as a problem. The perception that a teacher has towards the language minority learners in the classroom influences the academic achievements of these learners (Bunar, 2015). This can be due to lower academic expectations on the side of the teacher, categorising language minority learners under slower learners with lower intelligence and ability (Sung & Akhtar, 2017). Researchers such as Bunar (2015) and Hofslundsengen, Magnusson, Svensson, Jusslin, Mellgren, Hagtvet and Heilä-Ylikallio, Riac (2020) indicated that when teachers lack knowledge and strategies to get multilingual learners involved in the classroom, they view these multilingual learners as being ignorant and then the teachers expect less of them. The perception of the teacher also influences the perception peers have of the language

17

minority learners and this can negatively impact the language minority learners to doubt their self-efficacy (Sung & Akhtar, 2017).

2.4.2 The Teacher's Pedagogical Knowledge of Multilingual Education

The widespread belief is that home language education is beneficial, although teaching learners in their home language is not always possible. Therefore, teachers ought to adjust the curriculum to teach non-LoLT learners. Even though teachers need to adjust the curriculum to accommodate non-LoLT learners there is a contrast between teachers' teaching practices and teachers' knowledge of language learning (Birello et al., 2021).

There is thus a mismatch between the language policy and the practices in the classroom because even though multilingual practices are encouraged in the language policy, teachers still feel that they need to justify themselves when they use multilingual practices, such as translanguaging (Dowling & Krause, 2019). The change in attitude and ways of thinking about multilingual classrooms cannot be achieved without training teachers on different teaching methods and approaches to the use in multilingual classroom (Aline, Ferreira-Meyers & Horne, 2017). Even though teachers might believe that multilingual teaching is better than monolingual teaching, teachers do not have the tools to apply their beliefs of multilingualism to the curriculum (Calafato, 2020). Calafato (2020), therefore, indicated that when appropriate training is not taking place teachers decisions on which practices to use in their classroom will largely depend on their personal experiences and their reaction to the native speaker. Teachers thus need to be guided to become responsive to the linguistic diversities of the classroom.

In Finland, the Ministry of Education and Culture is funding projects that will align teacher education with the new curriculum and changes in the classroom by incorporating linguistically responsive practices for teachers still in training as well as in-service teachers (Alisaari, Heikkola, Commins & Acquah, 2019). Garcia and Kleyn (2016) indicated that to educate linguistic responsive teachers the curriculum for training teachers should include understanding multilingual learners and their families, knowledge of language and multilingualism as well as how to incorporate multilingual

pedagogies. Furthermore, pre-service teachers need to have an opportunity to teach or observe teaching in a multilingual setting. Although formal training has substantial benefits, a study by du Plessis and Louw (2008) indicated that workshops were the preferred training method as opposed to formal training due to the interactive nature of workshops. 28 out of 32 preschool teachers used in their study agreed that when workshops are presented and followed up with in-service training, more successful teacher development will take place.

While researchers such as Calafato (2020) and Alisaari et al., (2019) place emphasis on teacher training to manage multilingual classrooms, experience, and a willingness to adjust teaching practices even without training also plays a significant role. Cekiso et al. (2019) argued that home language does not necessarily make a difference when teaching learners. They also indicate that it does not matter which language is presented to the learner, instead, what matters is how teaching is taking place in the classroom. A study by Jiang, Garcia, and Willis (2014) that explored the multilingual identity of a teacher that is an assistant during English lessons for Chinese students indicates that this teacher assistant was not taught to use multilingual strategies, rather depend on his own efforts and experience when he had to learn a new language. His experiential knowledge and the effort that he put in contributed to a more meaningful language learning experience for his students.

Even though the experience and willingness of the teacher plays a significant role in how teachers educate non-LoLT learners, the emphasis is still on teachers that need training to use more innovative and agile teaching methods in multilingual classrooms (Makalela, 2019). For teacher training to happen, teacher- training institutions need to get a complete picture of the current situation in education; therefore, teachers must indicate how they use languages in the classroom. This must then be combined with recent research to bring about the change needed in classrooms (Meier, 2018). As Meier (2018) indicated, more research must be conducted on the usage of languages in the classrooms, especially within the multilingual classroom. My study thus aims to explore the current situation in multilingual classrooms, by observing Foundation Phase teachers that teach in a single medium multilingual classroom. My study provides an overview of what is currently happening in Foundation Phase classrooms where learners who speak different languages are in one classroom.

Although the focus of this study is on the Foundation Phase teachers there is a gap in the literature as to what kind of linguistic knowledge teachers employ when teaching non-LoLT learners, phonics in Grade 1. Furthermore, there is a gap in research as to what teaching methods should be incorporated into early childhood education programmes when training teachers in multilingual classrooms.

2.5 Practices Contributing to the Success of Teaching Multilingual Classrooms

The perception of teachers in multilingual classrooms and their pedagogical knowledge on how to educate non-LoLT learners, have an impact on practices teachers use in the classroom (Birello et al., 2021). Two of the practices that are focused on in this section are the seating of non-LoLT learners, and the resources teachers use in the classroom.

Several researchers have focused on the physical classroom environment and how this influences the learning experience of learners (Alzubaidi, Aldridge & Khine, 2016; Byers, Mahat, Liu, Knock & Imms, 2018; Gutierrez, 2022). The behaviour of teachers and students is influenced by the classroom environment. For instance, positive behaviour changes can influence the teachers' ability to better present the work. At the same time, higher achievement by the learners in their assessments has a positive emotional impact on them as learners feel their emotional needs are met (Alzubaidi et al., 2016). An important aspect that contributes to how effective learning takes place in the classroom is that of the seating arrangements of learners. According to Gutierrez (2022), teachers should rearrange the seating plan frequently to provide learners with the opportunity to talk to and associate with different peers to develop inclusivity of all learners. Gutierrez (2022) further explained that if the focus of the teacher is to encourage interaction between peers, then a cluster or horseshoe type of seating arrangement is encouraged. When placing learners who do not understand the LoLT in clusters with other non-LoLT learners, learning of a new language can be much easier because the learners have an opportunity to interact with each other (Byers et al., 2018). Although there is a body of research on how to change the seating arrangements if the whole class is learning a new language, research on where to place the minority language learners in the classroom could not be identified.

Classroom resources also play an important role when teaching non-LoLT learners. A study conducted by Taylor and von Fintel (2016) on home language versus English instruction found that when a learner is educated in English in their foundation years as opposed to home language instruction, the English performance of these learners is affected negatively. Wildsmith-Cromarty and Balfour (2019) indicated that the poor performance could be due to the lack of a print-rich environment in the classroom and at home.

A print-rich environment can be used to support the language development of learners (Makalela, 2015; Hofslundsengen et al., 2020; Giacovazzi, Moonsamy & Mophosho, 2021). In education, especially in the preschool and Foundation Phase where children still need to learn to write and read, classroom environmental print is essential for contributing to these learners' literacy development (Giacovazzi et al., 2021). Neumann, Hyde, Neumann, Hood, and Ford (2011) stated that environmental print especially has a positive effect on emerging literacy. Vygotsky (1978) mentioned that young children can construct knowledge through environmental print when these prints are explained by a more knowledgeable other. Therefore, when the more knowledgeable other-parent or teacher- explain that there are individual letters embedded in print, learners can later identify the letters by themselves.

Although classroom environmental print is important, there is a lack of access to classroom resources such as classroom print (Giacovazzi et al., 2021). Even though this is the reality in South Africa, Giacovazzi et al. (2021) furthermore indicated that environmental print- print found in public places, shopping centres and homes- is cost effective, easily accessible and already part of the reality of the learner. Therefore, even though teachers come from low-income schools and cannot provide a print rich environment, everyday resources are also a valuable tool that can assist with the development of language skills.

Even though, environmental print is important Giacovazzi et al. (2021) argued that to simply display environmental print is not enough, the teacher must explicitly teach word study and decoding skills by making use of the environmental print. Makalela (2015) stated that incidental reading by means of classroom environmental print is part of the development of reading in young learners. Whether the teacher must explicitly teach from the print or learners learn incidentally, a print rich environment is necessary

for the success and enhancement of interaction in reading and writing (Hofslundsengen et al., 2020). Furthermore, when teachers intentionally include environmental print in their classrooms, learners have an opportunity to make use of previous experiences and knowledge and incorporate it into the current literacy experiences in their classroom (Bhuvaneswari & Pradakannaya, 2017).

2.5.1 Translanguaging as a Strategy used in Multilingual Classrooms

Even though there is research that supports the notion that teachers lack knowledge on how to teach non-LoLT learners, there are practices such as, seating of learners and resources in the classroom that can be incorporated to support successful teaching in multilingual classrooms. Translanguaging is seen as another strategy that teachers can implement to successfully educate non-LoLT learners.

Monolingual practices, such as using only one language as the medium of instruction, are becoming less prominent due to the diverse linguistic backgrounds of learners in the South African classroom (Makalela, 2019). Makalela (2019) argues that there is no more space for words such as "mother-tongue," "first" and "second" languages because the majority of speakers form part of the sociolinguistic diversity of the 21st century, and teachers are encouraged to adapt to this viewpoint. Teachers must rather be flexible in their way of teaching by embracing the use of more languages for teaching and learning to successfully accommodate the sociolinguistic diversity of learners (Probyn, 2019).

Concurrent with the sociolinguistic diversity of the 21st century, strategies for educating a multilingual classroom have been a prominent feature in current research. Multilingual strategies such as multilingual awareness, language transfer, translanguaging, and code-switching are incorporated to facilitate teaching learners with insufficient proficiency in the language (Meier, 2018). These strategies are built on or incorporated into the learners' language repertoire. In this study, the focus is on the linguistic realities Foundation Phase teachers experience in their classroom. These realities are intertwined with the methods teachers implement to teach and accommodate non-LoLT learners. One of the methods found in previous research is

translanguaging and therefore, translanguaging form part of this study as a possible method Foundation Phase teachers can use in their classroom.

As indicated above, translanguaging is incorporated into the study as it can form part of a successful multi-language acquisition. It is, therefore, important at this point to explain how translanguaging is defined and where it comes from. Translanguaging is a concept developed by Cen Williams in the 1980's that refer to the teaching and learning of two languages, namely English and Welsh, in the same lesson (Rosiers, Van Lancker & Delarue, 2017). Garcia (2009) later defined translanguaging as a spontaneous pragmatic practice when moving between various languages. Although the emphasis is on the speaker, translanguaging must instead be viewed as a social construct whereby the speaker draws on all of his/her languages to communicate; however, the receiver also needs to move between the languages spoken to understand what is being said (Rosiers et al., 2017). The translanguaging theory stipulates that there is no boundary between languages because languages are open systems used differently in social contexts (Mavengano & Hove, 2020). Learners must, therefore, have the opportunity to use the totality of their linguistic resources to understand and carry out the academic activities at hand (Shinga & Pillay, 2021). When learners can use the full range of their multilingual repertoires, their understanding is enhanced (Machado and Hartman, 2019). Translanguaging as a multilingual strategy can be used to support learners with an insufficient repertoire of the LoLT to provide an adequate understanding of the lesson (Maluleke, 2019). By using translanguaging, the learner does not require any proficiency in the language but will still be able to perform activities because teachers with knowledge of translanguaging can draw from the languages the learners already know (Canagarajah, 2018). To get learners fully engaged in the lesson, the teacher will use the learners' existing language repertoire to increase the learners' engagement with the curriculum (David, 2017). Teachers use code-switching (if they know their learners' languages) as part of translanguaging to explain complex concepts for learners to understand the content and to encourage learners to express themselves in a language they know so that these learners can engage in lessons (Shinga & Pillay, 2021).

As a result of the multilingual classroom, translanguaging can be used as a strategy to allow learners to use several languages to engage in lessons (David, 2017).

23

Research on how multilingual learners learn shows that using multiple language is a natural experience for these learners (Canagarajah, 2018; Machado & Hartman, 2019; Wildsmith-Cromarty & Balfour, 2019). For example, Makalela (2019) conducted a study through the Hub for Multilingual Education and Literacies (HUMEL), where 15 in-service teachers underwent professional development to plan for translanguaging in their classrooms. The findings indicates that for a multilingual speaker, translanguaging practices came naturally, and learners were excited to engage in the lesson when translanguaging practices were used. The study further indicated that teachers successfully used translanguaging practices and techniques when they underwent development.

Another study conducted by Magabo and Modise (2020) focused more on the perception of the learner towards being educated in only one language versus being able to use the language they know in a lesson. The study focused on the linguistic challenges that Grade 7 Setswana learners face when they have classes in English. Around 80% of the Setswana learners failed to respond to a question in English, yet, when the same question was asked in Setswana the learners were willing to respond. Even though the learners understood English, the question that was asked in Setswana gave learners the opportunity to form an answer from the vocabulary that is easily accessible due to their previous language knowledge. Magabo and Modise (2020) concluded that learners know the answer but have difficulty to express themselves in a language other than their home language. Furthermore, when a learner is still developing proficiency in the LoLT, then these learners will be at a disadvantage because they generally understand the concept or activity but cannot sufficiently express themselves in the LoLT (Govender & Hugo, 2020). Whereas if translanguaging were included in the classroom and learners had the opportunity to move between the languages they know, a willingness to participate in lessons would be noticeable (Makalela, 2019)

Although not explicitly stated in the LiEP (1997, p.3), Makalela (2019) indicates that the policy makes indirect reference to the use of translanguaging by stating that the School Governing Body must promote multilingualism, and this can be through:

"applying for special immersion or language maintenance programmes."

Therefore, translanguaging practices can be incorporated into the multilingual classroom, however, teachers do not necessarily have the knowledge or skills to use this strategy.

Incorporating translanguaging in the literature review provides space for reporting on translanguaging practices observed in the classroom. To understand how translanguaging forms part of the study, the difference between pedagogical translanguaging and unplanned translanguaging will be discussed.

Pedagogical translanguaging can be defined as planning to use two languages in a lesson where the input will be in one language, and the output will be in another language (David, 2017). This study defines pedagogical translanguaging as presenting content in one language and then presenting the same content in a different language, therefore moving between two languages. Pedagogical translanguaging focus more on translation, which can be defined as translating written text, therefore worksheets that must be planned for before the lesson is conducted (Cenoz & Gorter, 2020). Unplanned translanguaging happens more spontaneously in the classroom, such as talking or explaining work between peers, teachers interpreting, talking, and explaining to learners who do not understand (Machado and Hartman, 2019). As described above translanguaging focus on the use of several languages to engage in a lesson, thus unplanned translanguaging focus more on the interpreting or oral part of the lesson (David, 2017). In this study, code-switching is defined under unplanned translanguaging.To understand the linguistic realities of the Foundation Phase in a multilingual single-medium classroom, one must understand that these teachers will most probably use strategies to facilitate understanding. Thus, pedagogical, or unplanned translanguaging strategies will be reported on as a way in which Foundation Phase teachers manage the linguistic realities in their classrooms.

2.6 Conceptual Framework

In this section, I discuss the concept of translanguaging. Translanguaging is incorporated as a concept since it provides space for the simultaneous development of a learner's entire repertoire (Leung & Valdes, 2019). The concept of translanguaging

25

is incorporated into the flow of desirable bi(multi)lingual teaching (Figure 2.*2*) below, in order to indicate where translanguaging will play a role.

2.6.1 Translanguaging

Although discussed in the literature review section under a strategy that can be used to educate learners in multilingual classrooms, translanguaging forms part of the conceptual framework and is discussed in terms of how it fits into the framework. The theory of translanguaging focuses on the notion that more than one language can be used in the classroom simultaneously to convey understanding to the non-LoLT learners (Garcia, 2009). Furthermore, the theory of translanguaging indicates that there are no dominant languages in the classroom but rather a flow between languages that a learner knows or still needs to learn (Canagarajah, 2018).

2.7 Theoretical Framework

To fully understand the phenomenon at hand, Vygotsky's Zone of Proximal Development (ZPD) with specific focus on scaffolding and the Continua of Biliteracy in combination with translanguaging, are used to underpin the study. The ZPD and Continua of Biliteracy will be incorporated as the theoretical framework. The ZPD and Continua of Biliteracy are used to construct knowledge from the data that presented itself. This framework is used to analyse and present the data. Furthermore, the ZPD and Continua of Biliteracy will be incorporated to acknowledge practices used by teachers, if any, and how these practices or activities will help the learners to achieve their potential development- in this instance, to understand the LoLT, to feel that they belong in the classroom and to be able to understand and engage with the content that is taught in the classroom.

2.7.1 Zone of Proximal Development

For a learner to move to higher levels of academic success, the learner needs assistance. In the case of this study, the learner needs the assistance of a teacher to learn a language that is not currently part of their repertoire. According to Vygotsky's genetic law of development, learners will go through an external social stage before development will become internal (Vygotsky, 1962). If this concept is kept in mind, the learner will learn and develop through their interaction with their social environment, and this is where the teacher plays an important role. The teacher is the primary focus of this study because the teacher assists with how the learner is develop through their external social environment.

Intervention must take place socially for internalisation to happen (Shabani, Khatib & Ebadi, 2010). This can be done by making use of the ZPD because the ZPD focuses on the actual developmental level of the learner when they do not receive support versus the potential developmental level that learner can reach when they receive help. Support can be given by a more knowledgeable other, in this case, a teacher or a more knowledgeable peer (Eun, 2019).

Figure 2.1

Zone of Proximal Development and Scaffolding
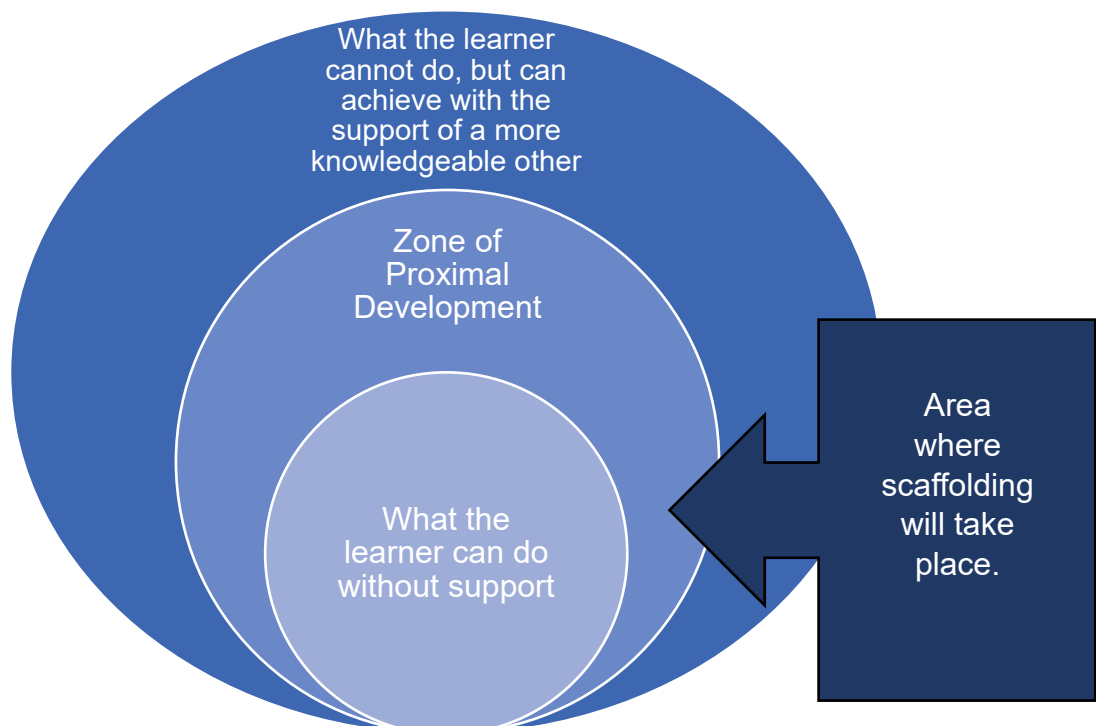
Note. Adapted from Shabani et al. (2010)

By moving to the potential developmental level of the learner, activities must be provided, or tasks must be given to the learner. These activities that are provided by a teacher will be a way of scaffolding the learner to their potential development. Although the words scaffolding and ZPD are used synonymously in many academic works, Vygotsky never made use of the word scaffolding in his work. Wood, Bruner, and Ross (1976) introduced the word scaffolding to provide the more knowledgeable other with a concrete understanding of how to move the learner from their actual developmental level to their potential developmental level. Wood et al. (1976) provided six features to successfully scaffold learners, namely, recruitment, reduction in degrees of freed, direction maintenance, marking critical features, frustration control and demonstration.

Recruitment is explained as getting learners interested in the task for them to stick to the task. Reduction in degrees of frees is when the teacher simplifies the task so that the learner can easily understand and manage the task. Direction maintenance is explained as the direction provided by the teacher to keep learners on track to accomplish tasks.

Furthermore, marking critical features will be when a teacher highlights the importance of specific features in a task. Frustration control is explained as the support given by teachers to minimise the stress experienced by learners during problem solving tasks. Lastly, demonstration is when a teacher sets an example of how tasks need to be completed for learners to follow the example.

Later, Bruner (1978), built upon Wood's et al. (1976) explanation by stating that scaffolding refers to reduction of the degrees of freedom for a learner to concentrate on the difficult skills they are in the process of acquiring. In simpler terms, the teacher will assist for a while so that the learner can develop an understanding of the task or skill. Therefore, the result of scaffolding will be that the learner can accomplish similar tasks on their own on tasks that were previously supported by a teacher.

Regarding language learning, scaffolding is explained by Ovando, Collier and Combs (2003) as contextual support that is given to form meaning in another language by simplifying language, visuals being used, learning activities that are cooperative and hands-on. Bradley and Bradley (2004) simplified scaffolding for language learning by

28

placing it into three categories: simplifying the language, asking for completion, and using visuals.

Simplifying the language can be explained as speaking in the present tense, not using long sentences when talking, for example, the use of short, simple sentences and not use idioms. The second scaffolding for language learning can be explained as giving a list of answers or partially finished questions in assessments rather than to generate answers on their own. Lastly, using visuals is described as using graphics, tables and charts to explain and present information. Thus, scaffolding for language learning can be simplified by saying that language learning needs to be broken down into smaller chunks and with each of these chunks, assistance needs to be provided.

In this study, the word scaffolding is used to describe the activities that the teacher used to accommodate and then guide the non-LoLT learners to a point were understanding and internalisation of the LoLT can occur. The word proximal indicates what means of assistance was given (Shabani et al., 2010). Therefore, proximal and scaffolding are used together to look at the quality of assistance given (if any assistance were given to the non-LoLT learners) and in what way the teacher, as the more knowledgeable other, assisted the learner. Scaffolding can take place through different mediums of activities, such as, providing clues, asking questions and resources like pictures or books provided (Smagorinsky, 2018).

2.7.2 The Continua of Biliteracy

As defined by Hornberger (1989), the Continua of Biliteracy is the movement between two languages. In Hornberger's first framework the focus was only on biliteracy whereas her later work incorporated both multilingualism and bilingualism. Regarding the current study, bilingualism and multilingualism are acknowledged because many of the learners speak more than two languages, and sometimes the LoLT will be their third or fourth language. The framework of Continue of Biliteracy focuses on the aspects that a teacher needs to consider creating an environment where learners can build and use their language repertoire. Hornberger (2002) also acknowledges that one language develops through and in-relation to the other languages.

The notion of the continuum, as stated in the name of the framework, is used to indicated that the characteristics are points but that these points are not static on the continuum, rather interrelated with one another (Hornberger, 2002). Therefore, the dimensions that are indicated together with their scales, move, and are influenced by the practices used in the classroom by the teacher. The movement of the scales is indicated by the arrows on both sides of the hyphened lines, as shown in Figure 1.

Figure 2.1

Power Relations in the Continua of Biliteracy

traditionally <u>less</u> powerful <-------------> traditionally <u>more</u> powerful

Contexts of biliteracy

micro <--> macro

oral <--> literate

bi(multi)lingual <-------------------------------------> monolingual

Development of biliteracy

reception <---> production

oral <--> written

L1 <--> L2

Content of biliteracy

minority <---> majority

vernacular <---------------------------------------> literary

contextualized <------------------------------> decontextualized

Media of biliteracy

simultaneous exposure <----------------------------> successive exposure

dissimilar structures <------------------------------> similar structures

divergent scripts <----------------------------> convergent scripts

Figure retrieved from Hornberger (2002).

The Continua of Biliteracy polarises the use of two sides, the traditional more powerful versus the traditionally less powerful practices used when teaching learners that must

learn more than one language (Hornberger, 2002). Furthermore, the continuum is divided into four dimensions: contexts, development, content, and media.

Contexts are described as the learner's learning environment and development as the learning process. Media are the different languages at play or the learners' language repertoire. Content is what the learners read and write (Hornberger and Skilton-Sylvester, 2000). Under the four dimensions, twelve scales are included showing the relationship between the scales. The scale moves from traditionally less powerful extremes on the left to traditionally more powerful extremes on the right (Hornberger, 2022).

In this study, the focus is on the context. The understanding of any context where bilingualism or multilingualism is present, the intersection of the three scales namely micro-macro, oral-literate and bi(multi)lingual-monolingual will only give complete results when used together (Hornberger, 2002). Micro, oral and bi(multi)lingual are at the less powerful side while macro, literate and monolingual are on the more powerful side.

Micro-level practices are practices used in the classroom or by the individual. They can be seen as a feature in languages, such as, words used in texts or one-to-one interactions with peers or a more knowledgeable other. Macro-level practices focus on the society at large, such as, policy and planning done by the Department of Education or choices made by a school. When micro-level practices are used, it usually focuses on the situation at hand; for example, when the learner does not know a particular word in that language, s/he can make use of the language understood to convey meaning whereby macro-level practices will place languages in categories as to what function they fulfil in the society or curriculum.

Regarding oral-literate scales, the current focus is more be on what practices are used in a specific context. Writing and reading (literate) is used in certain aspects of language and speaking (oral) is used in other aspects of language. However, Hornberger (2002) explicitly stated that language cannot only be learnt via reading and writing as a shift is needed to the spoken language more especially, when it is not the learners' home language.

It is argued that monolingualism and bi/multilingualism are more the same than different because the context in which the language is used will change and so will the

31

language (Hornberger, 2002). Hornberger (2002) thus places the emphasis on the fact that bi(multi)lingual people will have unique language configurations that help bi(multi)lingual people make use of a wider range of language repertoire. Therefore, taken together the practices of teachers in bi(multi)lingual classroom situations will either make use of traditionally more powerful practices such as macro, literate and monolingual or traditionally less powerful practices such as micro, oral, or bi(multi)lingual. The choice of practices has an impact on the successful acquisition of the LoLT, which does not necessarily form part of the learner's current language repertoire.

2.7.3 Framing the Study

Although the ZPD is initially focused on how learners learn, the focus in this study is on how the teacher guides and educates the learner, especially non-LoLT learners. Furthermore, the Continua of Biliteracy is incorporated with the ZPD to show what practices teachers use to scaffold learners to understand the LoLT. The practices, as suggested by the Continua of Biliteracy, will not necessarily contribute to direct scaffolding- where the teacher at present guides the learner. Instead, it will also count as scaffolding practices such as planning beforehand, the support other people such as HODs and parents provide teachers for teachers to successfully guide the non-LoLT learners. Furthermore, training and experience are also seen as contributing factors to the success of scaffolding that teachers utilise. Figure 3 below explains how the theoretical and conceptual framework flow into each other to achieve the desirable outcome when teaching bi(multi)lingual classrooms.

Figure 2.2

Flow of Desirable Bi(multi)lingual Teaching
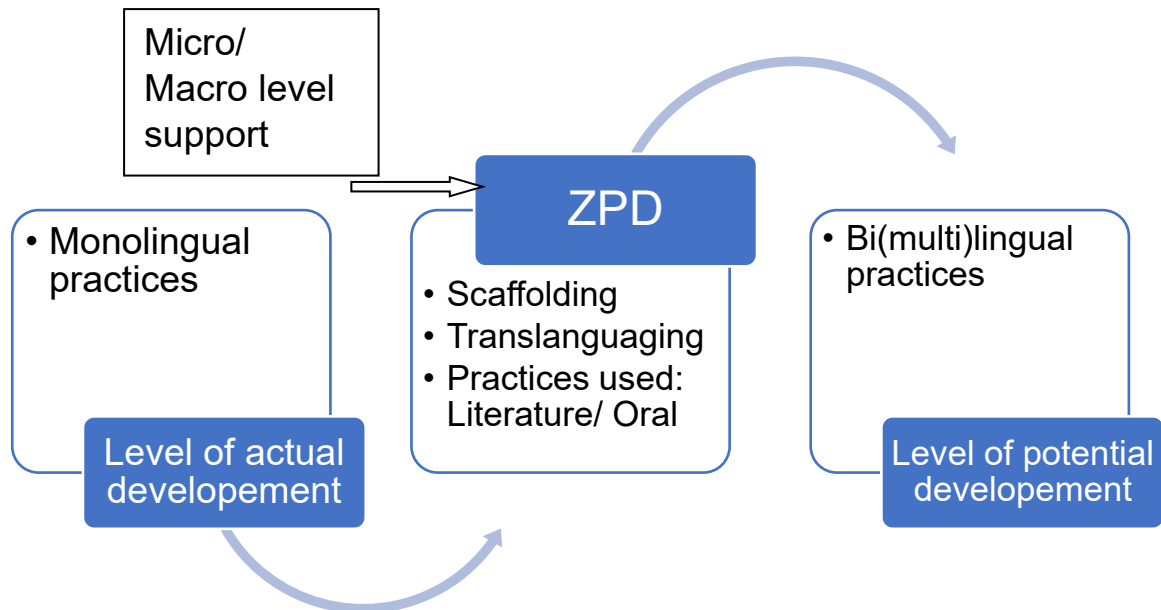
The flow of the diagram presented in Figure 3 moves from left, the actual developmental level of a learner (the learner cannot understand the LoLT), to the right, the potential developmental level of the learner (the learner starting to understand the LoLT). The teacher achieves this flow as a more knowledgeable other who creates a classroom environment suitable for learning a language one does not understand. When the teacher only uses monolingual practices, as Hornberger (2002) described as traditionally more powerful practices, then the learner will only achieve the actual developmental level. If the teacher makes use of scaffolding for language learning especially when the learner does not understand the LoLT, then the teacher guides the learner to move into the ZPD.

One of the practices that can be used to move the learner to the ZPD, is translanguaging. The teacher plan for translanguaging to happen such as providing time in the classroom for the learners to use multiple languages especially the language they understand and speak at home. The teacher guides the learners if they do not know a word in either of the languages by means of peer support, encourage the use of the language the learners understand and to explain concepts that are not clear by means of integrating multiple languages. Therefore, the teacher provides

33

space for the spontaneous use of languages by providing opportunity in the classroom for multiple languages.

Furthermore, the teacher finds a balance between oral practices, traditionally less powerful practices, and literature practices, traditionally more powerful practices. The micro and macro level support will be an outside factor contributing to the success of the practices which are incorporated into the classroom where learners do not understand the LoLT. For example, the school will provide macro-level support, such as the HODs and principals. The Department of Education could also play a role in this area, such as workshops for teachers with learners in their classrooms who do not understand the LoLT. Training by tertiary institutions with a focus on bi(multi)lingual experiences and knowledge provided also fall under macro support level. Whereas teachers' experiences and points of view regarding teaching non-LoLT learners fall under micro support, which Hornberger (2002) described as traditionally less powerful practices. If scaffolding for language learning, translanguaging, and a balance between oral and literature practices are incorporated into the classroom, the teacher will be able to guide the learner to the potential developmental level, with support from micro and macro practices. Desirably the teacher then incorporates bi(multi)lingual practices daily for learners to achieve their potential developmental level (the ability of a learner to communicate and understand content in a LoLT which they could previously not understand).

Vygotsky's ZPD, scaffolding, the Continua of Biliteracy as the theory, and translanguaging as the concept, underline the current study and are used as lenses through which knowledge is constructed. Focusing specifically on how the practices Foundation Phase teachers use in their multilingual but single-medium classrooms facilitate learning that can scaffold learners to achieve their potential developmental level.

2.8 Chapter Summary

In this chapter, I have discussed literature relevant to the study in line with the aim of the study. South African language history and the nature of languages in current South African classrooms as well as the multilingual classroom were discussed.

Furthermore, teachers' perception and pedagogical knowledge of multilingual education were discussed. Practices contributing to the success of teaching multilingual classrooms and translanguaging as a multilingual strategy were incorporated in the literature review. Vygotsky's Zone of Proximal Development, the Continua of Biliteracy and translanguaging underline the study.

When these discourses in literature are taken together, we learn that teachers often do not have the pedagogical knowledge or experience to deal with the linguistic realities they are confronted with. The perception teachers have towards multilingual education also influences the practices they use in the classroom. Although teachers experience challenges with pedagogical knowledge and experience, especially in multilingual classrooms, there are strategies such as seating non-LoLT learners and classroom resources that teachers can incorporate in a multilingual classroom.

In the next chapter, I shall discuss the research design and methodology used to collect and analyse the data.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The focus of this chapter is to present the research design and the methods used to collect and analyse data. The research paradigm that is discussed is the interpretivist paradigm because the individual meaning of participants needs to be considered. Owning to the nature of data that needed to be collected, a qualitative approach was chosen. A primary school with a specific focus on Grade 1 classrooms, where non-LoLT learners was chosen as the case under investigation. Four Grade 1 teachers were selected as participants and information was gained through in-depth interviews and in-situation observations. Thematic analysis as part of the data analysis process is discussed together with the data trustworthiness such as credibility, confirmability, and authenticity. Ethical considerations, validity and the limitation of the study are incorporated into Chapter 3.

3.2 Research Paradigm

The research paradigm describes the researcher's worldview and influences the interpretation of data (Kivunja & Kuyini, 2017). The research paradigm is the lens through which the researcher determines all the other aspects of the research methodology (Alharahsheh & Pius, 2020). This study made use of the interpretivist paradigm.

Interpretivism focuses more on the individual meaning, that is, how research participants feel about a particular phenomenon. The interpretivist paradigm allows the researcher to understand the research participants by interacting with them through observations and interviews (Christensen et al., 2015). The interpretivist paradigm states that the situation and context being researched is unique due to the circumstances, the participants and the researcher's interpretation (Alharahsheh & Pius, 2020). The uniqueness of each situation contributes to the fact that the gathered data cannot necessarily be generalised because it can be subjective (Kivunja & Kuyini, 2017).

The study focused on the insights I gathered from participants in their unique teaching position- where they are teaching in a single but multilingual classroom. The insight and personal experiences of the teachers were collected by means of semi-structured interviews where teachers had the opportunity to discuss their perspective regarding the situation, they are in. From the observations the uniqueness of the situation was captured and incorporated. Therefore, when looking at the interpretivist paradigm that focus on the individual meaning that the participant brings to the research, getting the participations perspective through interviews after they were observed in their unique situation were suitable. Furthermore, I investigated the linguistic realities that each of these teachers experience in their classroom by gathering each teachers' in-depth understanding of their experiences when teaching in a multilingual classroom.

3.3 Research Approach

A research approach indicates how data were collected and presented (Christensen et al., 2015). In this study, I made use of the qualitative approach. As stated by Christensen et al. (2015), a qualitative study is concerned with the participants' beliefs, behaviours, and emotions in their natural settings to gain insight into their challenges in their context. This means that the process of collecting data through the qualitative approach is open-ended because the researcher always leaves space for the participants to indicate how they feel (Rahman, 2017).

The present study explores teachers' perspectives on the linguistic realities they encounter in single medium multilinguistic Foundation Phase classrooms. Data are presented by a detailed description of the themes that were identified from the analysis.

3.4 Research Design

A research design can be described as a plan that the researcher puts in place to collect the required data which would include how the participants will be chosen, and the data collection tools to be utilised (Leedy & Ellis Ormrod, 2015).

The following plan was put in place (Each step is explained in more detail under the appropriate heading. Below is a summary of the plan):

- Research Approach: Qualitative research (getting insights into the experiences of the linguistic realities of grade 1 teachers, teaching in a single-medium multilingual classroom).
- Research Paradigm: Interpretivism (gaining insights on the induvial meaning- the research participants point of view).
- Research Design: Case study design (A primary school, focusing on the Foundation Phase specifically grade 1, who has learners in the classrooms who do not understand the LoLT).
- Sampling and Research site: Purposive sampling (specifically choosing grade 1 teachers that has learners in their classroom who do not understand the medium of instruction. The research site was a parallel medium primary school in the Sekhukhune District in Limpopo, the research site was chosen because it specifically taught Afrikaans and English as the LoLT, some learners who does not understand Afrikaans were placed in the Afrikaans classroom because the English classroom had reached its capacity).
- Data collection: Semi-structured interviews and observations (Four teachers in their own classroom were observed for five consecutive days, after the observations in each classroom, each teacher had an interview with me. Therefore, five interviews with each teacher).

A case study design that was utilised in this research can be explained as a detailed description of a case or multiple cases (Christensen et al., 2015). Within a case study design, I use different kinds of data (Leedy & Ellis Ormrod, 2015). Leedy and Ellis Ormrod (2015) stated that case study designs could provide researchers with a comprehensive understanding of the case. The case in this study is a primary school, with specific focus on the Foundation Phase. The reason for choosing this specific

case is because of the context in which the school is located. It is the only Afrikaans school amongst English schools. Furthermore, Grade 1 classrooms, in the Foundation Phase were chosen due to the lack of research on how teachers teach learners who enter the school system with no previous knowledge of the LoLT. The specific case was also chosen because learners were placed in classrooms where the LoLT is not their home language and they have no or limited proficiency in it.

3.5 Sampling

In this research study, the sample was Grade 1 Foundation Phase teachers. I used purposive sampling to identify the participants in this study. Purposive sampling is when the researcher intentionally chooses the participants from the population because their context or circumstances align with what the researcher is investigating (Christensen et al., 2015). Furthermore, Grade 1 was specifically chosen because of the limited research on the language accommodation of learners who enter the school system that do not understand the LoLT.

In this research, one participant was used for the pilot study, and another four participants for the actual study were selected since they have learners in their classroom who do not understand the LoLT but were placed in single medium classrooms. For example, learners who could not understand Afrikaans were placed in the Afrikaans classrooms. These learners could understand English and other African languages but could not communicate or understand basic instructions in English.

3.5.1 Research Site and Participant Demographics

The pilot school that was used to test the interviews and observations is in the Bohlabela district in Mpumalanga- only one teacher was used. The primary school that was chosen for the actual data collection process is in the Sekhukhune district in Limpopo. Four teachers from this school were used as participants. The primary school accommodates learners of all races thus multiple home languages are present.

The primary school is a parallel medium school; the two languages used as the LoLT are Afrikaans and English. Despite the local linguistic profile, this school is an Afrikaans and English primary school because it is the only school in the town that accommodates Afrikaans learners, while the other schools in the town accommodate Sepedi speakers. This primary school was chosen because there are learners in some of the classrooms who do not understand the LoLT. Furthermore, these specific research sites were chosen because it was convenient for me, because I knew family members close by that I stayed with while doing the research. Despite the LiEP's (1997) indication that learners must be educated in their home language as far as possible, the parents' chose to enrol their children in a school that is Afrikaans and English even though the school does not teach learners in Sepedi. Many of the parents also indicated that their children could understand and talk Afrikaans and therefore they have been admitted. In many instances it was not the case, as the learners could not understand Afrikaans.

The school has six Grade 1 classrooms, five Grade 1 classroom's LoLT is Afrikaans, and one Grade 1 classroom has LoLT as English. Of the five Afrikaans Grade 1 classrooms, four had learners who could not understand the LoLT. These four classrooms were used in the data collection process. In Table 1 below the demographics of the classrooms are presented.

Table 3.1

Classroom Demographics

Teacher	Number of learners in the class	LoLT of the classroom	Number of learners who speak the LoLT	Number of learners who do not speak the LoLT
Teacher A	31	Afrikaans	25	6
Teacher B	30	Afrikaans	28	2
Teacher C	31	Afrikaans	27	4
Teacher D	25	Afrikaans	24	1

The LoLT of all the observed classrooms is Afrikaans, as shown in Table 1, column 3 above. Column 4 indicates the number of learners who could speak the LoLT, while

column 5 indicates the number of learners who could not speak the LoLT. In Teacher A's class, six of the 31 learners could not speak the LoLT; in Teacher B's class, two of the 30 learners could not speak the LoLT. Teacher D only had one learner from the 25 learners that could not speak the LoLT, and Teacher C had four of the 31 learners who could not speak the LoLT. Of the 117 learners that were observed in the four classrooms, a total of 13 learners could not understand the LoLT.

Table 1 is incorporated as a necessary part to show that some learners do not understand the medium of instruction, but these learners are the minority. Furthermore, the LoLT's in the classroom were Afrikaans, and the translation by the teachers took place in English. Throughout the observations, no African languages were spoken by the learners or teachers.

Table 3.2

Teacher Demographics

Participant	Overall experience	Training	Language of training	Languages spoken	Multilingual classroom experience	Training on multilingual strategies
Teacher A	15 years	B.Ed. degree	English (Intermediate and Senior Phase)	English and Afrikaans	13 years	Yes
Teacher B	9 years	B.Ed. degree	English	English and Afrikaans	6 years	Yes
Teacher C	4 years	Sport and psychology degree. PGCE	Afrikaans	English and Afrikaans	2 years	No
Teacher D	5 years	B.Ed. degree	Afrikaans	English and Afrikaans	3 years	Yes

Table 2 above describes the demographics of Teacher A to D. Table 2 provides an overall picture of the participating teachers' experience had. The focus is specifically on how many years the teachers have experience in teaching non-LoLT learners and if they received any training on multilingual strategies. Furthermore, the languages the teachers speak are indicated to determine the teacher's ability to assist non-LoLT

learners. The type of degree and language of the degree the teachers obtained is also incorporated. Further discussion of Table 2 occurs in Chapter 4.

3.6 Data Collection Tools and Process

Data collection is the process where the researcher wants to gather and measure information about the phenomenon or context at hand (Kabir, 2016). Kabir (2016) further states that suitable tools or instruments must be selected for this purpose. This study used semi-structured interviews and observations as its tools to collect data and these are elaborated upon in the next sub-sections.

3.6.1 Observations

Observations are used because they allow the researcher to record data as they occur. Observations are flexible because the researcher can record any information when it presents itself; thus, new data can be gathered with each observation (Leedy & Ellis Ormrod, 2015). Similarly, I made detailed field notes on how the participants function to present a complete picture of data on how they deal with multilingualism in their classroom. I made observations of each participant five times in one week for one hour. Each observation was made at different times during the day for me to gain information during different lessons.

The observation schedule (see Appendix F) was designed to observe one-hour lessons in 10-minute intervals. The observation schedule included the resources that were used in the lesson and space for the observations that were made with a specific focus on how language is used in the classroom- interactions between teachers and learners as well as learners and their peers. Furthermore, the environmental issues regarding language management, such as strategies used to teach non-LoLT learners and the exact classroom scenario where the non-LoLT learners sit, were observed. There was also a notetaking on the observed space for the print on the classroom walls that was in the form of images of the front, back, left and right of the classroom.

42

3.6.2 Semi-structured interviews

I interviewed the teachers to understand their perceptions about the challenges they experience in a single but multilingual classroom. Within the interpretivist paradigm, semi-structured interviews allowed participants to present me with their understanding and experience in their unique context (King, Horrocks & Brooks, 2019). I interviewed the four participants after classroom observations were made. I asked predetermined questions but also questions about the observations made.

Before the first interview with the teachers, they completed a sheet that captured their classroom details (see Appendix D). The following details of the teachers were included:

- Experience in teaching (years/ types of classrooms).
- Training that the teacher had (what kind of training/ where/ when).
- Language in which the teacher was trained to teach.
- The languages that the teacher understands and can speak.
- The number of years teachers had learners in their classrooms who did not understand the LoLT.
- If the teacher received any training on the use of multilingual strategies.

The details of the classrooms that were included in the data gathering were:

- The number of learners in the classroom.
- The Language of Learning and Teaching (LoLT) of the classroom and school.
- The number of learners who spoke the LoLT.
- The number of learners who did not speak the LoLT.

To understand why the teachers' taught non-LoLT learners in a certain way, I used semi-structured interviews. Four pre-set questions were asked concerning the lesson and how the teacher felt during the lesson. The answers provided during the semi-structured interviews were verbatim. These questions were followed by unstructured questions that were derived during the observation period (see interview schedule in Appendix E).

The four pre-set questions were as follows:

1. What do you think went well regarding accommodating learners who do not understand the medium of instruction?
2. What do you think did not go well regarding accommodating learners who do not understand the medium of instruction?
3. What do you think you could have done differently to accommodate the learners who do not understand the medium of instruction?
4. Do you feel confident that today's lesson accommodated all the learners of your class?

3.7 Pilot Study

Both collection tools were first piloted in a school with similar characteristics to the school that was used during the actual data collection period. I also followed all the steps required for the actual data collection in the pilot study. I applied for permission to conduct pilot research through the Mpumalanga Department of Education. When access was granted in the fourth quarter of 2022, I went to the school to ask for permission and talk to one of the teachers who had learners who did not understand the LoLT in their class. One of the teachers volunteered to be the "pilot" participant. I explained all the ethical procedures to the teacher and sent the parents the permission slips. The reason for first piloting the data collection tools was to make sure of the validity of the tools. None of the pilot study findings are incorporated into the data analysis. Below are some issues that emerged from the pilot study, specifically focusing on the observations.

During the observation period, I noticed that reporting events happening every five minutes did not work because nothing new happened during some intervals. Thus, the observation intervals were changed to 10 minutes. I initially went to the class at the same time each day during the five-day pilot observation period.

However, after day two, I realised that teachers had to be observed during different periods if I conducted the actual data collection. The change was made because the teacher's schedule did not necessarily change each day. For example, the teacher used in the pilot study did maths each morning before the first break. Lastly, I did not incorporate the exact classroom scenario in my pilot study, for example, where the

non-LoLT learners are placed in the classroom. Therefore, during the data collection period, I added drawings of where the learners were placed in the classroom. None of the data collected from the pilot study are incorporated in the data analysis.

3.8 Data Collection Procedures

Data collection took place in week nine of term one. A week before I went for data collection, the permission slips were sent to parents who had children in the four classes I was going to use. I used Grade 1 classes, where non-LoLT learners were present. I then briefed the teachers on what would happen and explained all the ethical procedures. A total of five days were used for data collection.

Below is the description of the data collection procedures followed:

The morning before data collection started, I gathered all the teachers, and asked them to continue with the class when I walked in. I then went to each teacher's class to take photos of all four walls. I took a total of four photos per class as part of the data collection to review it during the data analysis process specifically focusing on the languages on the classroom print, which amounted to 16 photos in total for the four classrooms. I set a schedule for myself for the five days, in which I divided the day into four, taking into consideration breaks as well as periods in which the learners would not be in class, for example, during the computer period. I also had to consider the schedule for each teacher, as some teachers had to leave earlier for extracurricular activities. Each teacher was observed during different periods to get an overall picture of the activities and teaching methods.

I started by observing the teachers at hourly intervals. After the first day's observation, I asked the teachers for their details as well as the details of the class before conducting the semi-structured interviews. Most days, the interviews were conducted directly after the observation. On other days, the teachers asked me to come during break times. The interviewing space, namely the teachers' classrooms was quiet on most days where only a few learners would need attention, such as asking to go to the bathroom.

3.9 Data Analysis Tools and Process

Thematic analysis was used as the tool to analyse data from both the semi-structured interviews and observations. Thematic analysis is the process whereby the researcher identifies, and analyses patterns seen in the data- these patterns are called themes (Castleberry & Nolen, 2018). Castleberry and Nolen (2018) wrote that the analysis is inductive when working with the thematic approach within qualitative research. This means that meaning will emerge from the data that was collected. Interviews and observations provide much information for the researcher, but the researcher cannot just present the raw data gathered through these data collection tools. Thus, the thematic analysis was considered suitable for this study because it allowed me to look at all the collected data and select information that contributes to the research question without preconceived ideas.

The process used in the thematic analysis described by Castleberry and Nolen (2018) is compiling, disassembling, reassembling, interpreting, and concluding. Although the thematic analysis process is presented linearly, I had to work back and forth between the steps to present the data accurately.

Figure 3.3

The Thematic Analysis Process
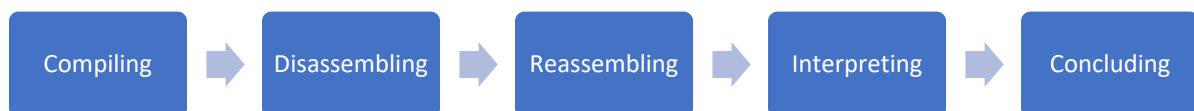
The first step in compiling focused on the transcription of the interviews. I typed out the interviews by listening to the recordings made. I typed out the recordings of the interviews and filled in the necessary parts using my handwritten notes. I also typed out the observations that were made. I worked through each of the transcripts a few times to ensure that all the information was included and to familiarise myself with the information gathered.

The second step in the process was to disassemble the information. When I disassembled the data, the data were placed in groups that contained similar information. I coded the group of information according to what it resembled. Throughout the coding process, I refine the code or place the information under

46

another code, if necessary, until I was left with only a few codes. I used colours while I worked through the data. If the information fell under a code I would for example make it blue and make all the information that falls under the same code, the same colour.

The third step in the thematic analysis approach is reassembling the data. This means I searched for themes that emerged from the codes in the disassembling step. Whereafter, I placed the coloured pieces under the theme that emerged to make sure that the information was under the correct theme. The emerging themes should show the bigger picture of the generated codes. The emerging themes should contribute to the research question at hand.

The interpreting of the happened throughout the analysis process. The interpretating that was made from the themes gave an accurate description of the initial raw data. Within the interpreting stage, I ensured that the identified themes captured the importance of the phenomenon stated or asked in the research question.

The last step of the thematic analysis process is concluding. From the raw data, groups and codes emerged. I refined the codes by placing them into themes. The themes were interpreted to form conclusions that responded to the research question.

3.10 Quality Criteria

Trustworthiness is when the methods and interpretation of the data are considered worthy of consideration by the readers (Connelly, 2016). Therefore, Connelly (2016) stated that data's trustworthiness depends on the quality of the methods used and the interpretation of data. I used this study's quality criteria to ensure trustworthiness: credibility, confirmability, and authenticity.

Credibility can be described by how truthful and successful the researcher portrays the participants' views so that readers can associate with the findings or data presented (Connelly, 2016). I used triangulation and member-checking in this study to ensure the study's credibility. I used triangulation by using multiple data collection tools, namely semi-structured interviews and observations, to ensure consistency in the findings (Cope, 2014). I asked the participants if what they said was what they

meant and was interpreted correctly, as Cope (2014) stated, the researcher should use member-checking.

Confirmability can be described as the degree to which the information presented is the participants' opinion, not due to the researcher's bias (Connelly, 2016). Connelly (2016) wrote that the researcher must make detailed notes and describe precisely how data analysis was done to ensure confirmability. In this study, I have described the use of thematic analysis and precisely how data were analysed in this study. I used recordings to see if the information included was from the participants. During the observations, I reported on my personal bias in that situation to discriminate between what actually happened and my subjectivity in the situation.

Authenticity is when the researcher successfully describes the realities that the participants experience by giving detailed descriptions of the participants' context and choosing the appropriate participants for the study (Connelly, 2016). In this study, authenticity was achieved by using purposive sampling to select the correct participants with the same realities described in the rationale and problem statement to get rich, detailed descriptions of the phenomenon.

3.11. Ethical Considerations

3.11.1 Informed Consent, Voluntary Participation, and Withdrawal

Informed consent, as defined by Leedy and Ellis Omrid (2015), is when I inform the participant of the nature of the study before the study commence. I therefore gave all the necessary information about what was expected of them. Within this study, the participants were informed that they will be observed during class time whereafter they will be interviewed. I specifically stated that they- the four participants will be observed for 5 days, at any time during the day. I also stated that after each observation over the 5 days interviews will be conducted. After disclosing this information, the participant agrees to be part of the study by giving written permission in the form of signing the consent letter.

I explicitly stated that the participation in the study was voluntarily. Voluntary participation is when a participant chooses to be part of the study but may decline participation without providing me with any reason for their decline (Leedy and Ellis Omrid, 2015). Furthermore, I did not force any participant into participating. Voluntary participation goes further than just participating in the study, it also provides participants with the freedom to not answer any question if they did not want to answer the question. In the consent letter that each participant received explicitly stated that participant is voluntarily, and the participants were informed about this during their briefing session before the research commenced.

The research participants knew that they could withdraw from the study at any given time without any penalisation. The research participants could withdraw from the study without providing any reason. After withdrawal, I will ask the research participant if the data that was already collected may be used or if they want to withdraw the data that was already collected as well (Connelly, 2016).

3.11.2 Confidentially

Leedy and Ellis Omrid (2015) wrote that the researcher must keep all the personal information of the participant confidential by giving labels to the participants. As a result, the participants were labelled to avoid using their personal information, such as Teacher A to D. Furthermore, any relevant detail that can give away a participant's identification was not included in any data that are presented in the study. Thus, I knew the participants but did not make their identities known to the public under any circumstances.

3.11.3 Institutional Approval and Access to Schools

I applied for ethical clearance from the University of Pretoria to ensure that ethical care is assured. All documentation, such as the letters of consent, were approved by the Faculty of Education's Research Ethics Committee, clearance number: EDU110/22. After receiving the clearance certificate, I applied for permission to conduct the pilot

study at the Mpumalanga Department of Education and the actual study at the Limpopo Department of Education. I forwarded the application to both departments together with the required documentation. Both departments approved the collection of data at the relevant schools. I then approached both schools and got the necessary signatures from the principals to conduct research. A week before observations were conducted at the schools, I gave consent forms to all the teachers and consent forms to the parents of the learners in the class.

3.12 Validity

The teachers may have changed their behaviours because they knew they were being observed. This is called the Hawthorne Effect, which refers to the change in behaviour because the researcher is present in the classroom (Sedgwick & Greenwood, 2015). As a countermeasure, I only told the participants that they were observed because they have learners in their classroom who do not understand the LoLT. Furthermore, I also observed the participants over five days for the participants to be comfortable in my presence.

3.13 Limitations of the Study

The study focuses only on single-medium Afrikaans classrooms in a parrel-medium school where no African languages are incorporated into the curriculum of the study. Therefore, the study cannot be generalised to all other classrooms that encounter these challenges. Furthermore, the school is not located in the rural areas of Limpopo, but the town and parents' income range from low to high. The context of the school and the LoLT are not necessarily the same as in other schools. During the observation period, the Grade 1 classrooms were primarily busy with assessments; therefore, the teachers rarely presented new content.

The study does not provide solutions for teachers who experience the challenges, but rather identifies the linguistic realities that the teacher encounter. These linguistic

realities can be further researched in other studies that want to provide strategies to support these teachers.

3.14 Chapter Summary

In this chapter, the research design and methodology were discussed. The focus was on a case study that included semi-structured interviews and observations with four teachers at a school in Limpopo province. The pilot study was also explained, as well as the amendments that were made. The chapter further described how data would be analysed and presented through thematic analysis. Furthermore, the ethical considerations as well as data trustworthiness, were incorporated. In the following chapter, the findings that were derived from the data analysis are presented and discussed.

CHAPTER 4: DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the findings in line with the central question; namely, to explore teachers' perspectives on the linguistic realities of Foundation Phase teachers in a single medium multilingual classroom. Four main themes that emerged from the inductive thematic analysis of the observation are presented. Additionally, a connection is established between the findings and the reported experiences obtained through the semi-structured interviews. The themes are presented in an order that explains what teachers are currently doing regarding language teaching, especially phonics, and what strategies teachers try to implement in their classrooms to accommodate non-LoLT learners. Whereafter, the lack of support systems is incorporated due to the influence these support systems have on teachers' knowledge of how to teach non-LoLT learners. Lastly, findings on the teachers' overall lack of knowledge concerning teaching non-LoLT learners are explained.

4.2 Teachers Teaching Phonics in Afrikaans to non-LoLT Learners

The way that learners need to learn a new language that they do not understand is difficult for the teacher as well as the learner. This section will present the findings on how the non-LoLT learners learn the new language namely Afrikaans. Furthermore, the way that the teacher is teaching phonics, which is the basis of the Grade 1 year, influences the non-LoLT learners.

The following observational note was made in Teacher A's class on day 4, interval 2. This observational note summarizes how non-LoLT learners are taught phonics by the teacher.

> *11h10: The teacher noticed that the English learner in front wrote the wrong sound as the starting sound. The teacher explained in English that the learner had to write the sound that the word begins with, the sound that she hears first when she says the name. The sound that the learners had to write was "tier"[tiger] so the teacher translate the word to "tiger".*

Teacher A used direct translation to explain to the learner with what sound the word begins. From personal experience teaching in an Afrikaans classroom and currently teaching in an English classroom, this will be one of the rare cases in which phonics can be taught this way because most of the phonics sound different in Afrikaans and English. Howie (2018) stated that the most significant difference between the Afrikaans and English languages is how the vowels e, a, i, and u are articulated. Although this direct translating strategy will not always work, Teacher A used unplanned translanguaging, where the learner did not understand, and the teacher spontaneously translated between the languages (Machado and Hartman, 2019). Another observation similar to the one in Teacher A's classroom was made, but this time, it was how the learner spelled the word in Teacher B's classroom. Observation made on day 4, interval 5.

> *8h10: The third word was "sit"[sit], the English girl wrote "set" (I asked the question: Maybe the person helping her pronouns the Afrikaans word very "flat" or that the sounds in English and Afrikaans are different but sound the same, contributed to the confusion or sounds the same for the girl?)*

From the observation above, it is seen that the learner is writing "set" instead of "sit"; the "i" in Afrikaans sounds very much the same as the "e" in English. Apparently, the learner confused these two sounds. Therefore, the question remains whether the way in which Teacher A taught phonics will be efficient because during the observation period and interviews, no other strategy was presented as to how a teacher should teach learners phonics in a language they do not know.

When I noticed that phonics teaching is something that the learners and the teachers struggle with, I asked Teacher C if she would incorporate different languages when phonics must be taught in Grade 1, especially if you have learners in your class who do not understand the LoLT. Teacher C stated the following:

> *"No, other languages are too difficult especially because this is phonics now, but I will not recommend other strategies. With languages like the beginning sound teaching in Afrikaans is best."*

Teacher C mentioned that phonics must only be taught in the language of instruction namely Afrikaans. Concurrent with Teacher C, Teacher A had the following perception of phonics teaching.

> *"(sighs) In Afrikaans it is really difficult, because the Afrikaans and English phonics are not the same. So, you can't, with Afrikaans you can't really do it but when it is for example a sentence, when it comes to comprehension, then I will translate. Like "Ek sit", [I sit]. So that I will do, but when I get to sounds ummmmm (shaking her head) oh no, it is difficult. If you take an easy word like sit, it is the same in Afrikaans and English, but you cannot do it with everything. "Kat"[cat] is also difficult because the k changes. So, I don't know how you will teach phonics in both languages."*

Teacher A confirmed what Teacher C said: that she does not know how to teach phonics in both languages and that the phonics are different in different languages. I asked Teacher B how she would teach phonics in both languages, but Teacher B's answer focused more on translating words and incorporating understanding rather than how to teach phonics. Teacher B's answer was as follows:

> **"Ummm, sjoe neh (silence, thinking) I will say the word in Afrikaans and then let them repeat the word in Afrikaans and then I will give the explanation of the word for them in English. Like for example "kat"[cat] I will spell it k-a-t, let the child spell it with me and then I will tell them: This is a cat. And I will also include a picture. Words that can have pictures but like action words like "loop"[walk], I will say "loop"[walk] and then I will explain the action in English: I am walking. That they can see it in this way. You cannot say everything in English, but you will spell it slowly, that they can hear it and spell it with you. And then you can show them how you will write it and then give them the explanation of the word in Af, u u u English. So that they know what the word is."*

Although Teacher B focused on spelling the word and creating understanding of the words, Teacher B confirmed what both Teachers A and C said about that everything cannot be translated into English. Bearing that the learners did not previously encounter phonics teaching because introduction to formal phonics learning commences in Grade 1, according to CAPS Home Language (Department of Education, 2011), Cummins's (1979) interdependence theory explains why non-LoLT learners will struggle. According to the interdependence theory, the level of competence in the first language will influence the development of the second language's competence level. These learners do not have the necessary competence with phonics learning in their first language; therefore, proficiency to transfer between the two languages has not yet occurred.

Three teachers indicated that phonics can only be taught in Afrikaans because it differs from English phonics. Although the teachers said this, the non-LoLT learners still needed a way to learn phonics since the teachers do not necessarily incorporate the translation of phonics or other strategies. The following observations were made in Teacher C's classroom on day 4, interval 4, focusing on how the learner was orientated to remember the phonics in Afrikaans.

> *10h30: After this activity the teacher told me that she is really worried about the English boy (2nd row, 2nd table) because he can recognise the sounds- he looks at the visuals against the wall to search for the sound. But when he has to put the sounds together to form a word, he cannot do it.*

The same observation that the non-LoLT learners look at the phonic visuals against the wall was made on day 5, interval 2.

> *8h10: I have noticed that sometimes they will look at the visual alphabet that is against the wall in front. The one English boy, when the teacher says the sound he will say b, b for beer and then look to see where the picture is against the wall.*

This learner, who does not understand Afrikaans, used the visual alphabet against the wall to see how the phonics looked. The above findings indicate that the non-LoLT learners had to find ways to orient themselves in the classroom to cope with learning phonics. Therefore, the linguistic reality of these learners is that teachers perceive that translation cannot be incorporated into phonics teaching because the LoLT is Afrikaans and therefore the phonics must also be taught in Afrikaans. Furthermore, it seems the teachers do not know how they can teach phonics differently, although one teacher did use unplanned translanguaging to facilitate understanding. Consequently, with the lack of knowledge on the side of the teacher and their perspective that phonics can only be taught in Afrikaans, the non-LoLT learners struggle to learn phonics and will rely heavily on the visuals against the wall. Furthermore, the reality is that the lack of phonetical knowledge, which is the basis of writing and spelling, will influence the rest of the non-LoLT learners school going years.

4.3 Support Strategies by Teachers for non-LoLT Learners

The observation schedule (see appendix F) set out to record the interactions between teachers and learners for an hour over five days. Here, I present the third theme that emerged from the analysis. After the observations, semi-structured interviews were conducted focusing on how the teacher perceived the presented lesson and important factors noticed during the observations. The theme: 'support strategies by teachers in a multilingual classroom,' stood out because the sub-themes that were derived focus on strategies that the Foundation Phase teacher used to accommodate the learner who does not understand Afrikaans. I present the theme in three sub-themes: interpreting as support for learners in a multilingual classroom, classroom resources as support in a multilingual classroom and seating of multilingual learners.

4.3.1 Teachers Interpreting languages to accommodate non-LoLT Learners

The most prevalent support strategy used by teaching in multilingual classroom, was interpreting. Interpreting was observed as giving instructions in Afrikaans and then translating to English and sometimes one word switching to English. The observation showed that teachers used interpreting to discipline learners, give explanations or instructions and explain content.

This section presents the observations that were made, specifically focusing on parts where teachers interpret from Afrikaans to English. Findings from the semi-structured interviews are integrated to explain how the teacher perceived interpreting between languages within the classroom. The observations were conducted in 10-minute intervals of an hour during different parts of the day. The observations are presented in a table format, for five days. I use keys to present the data whereafter I explain the keys in the notes sections as well as what observation were made. Next to each key, the amount of time interpreting happened was observed in the different instances in the teachers' classes are indicated.

Table 4.3

Observations of Interpreting between languages: Teacher A- Teacher D's Classrooms

	Intervals of 10min					
	Interval 1	Interval 2	Interval 3	Interval 4	Interval 5	Interval 6
Day 1	InsT:1		InsT: 3 Cont: 1	InsT: 1 EXP: 1	InsT: 1	
Day 2	InsT:1	InsT:1		InsT: 2	InsT: 1	InsT: 2
Day 3	EXP: 2 InsT: 2 Disp: 1		InsT: 1 Cont: 1	Cont: 1	Inst: 2 EXP: 1	InsT: 1 EXP: 1
Day 4	InsT:1	EXP: 1		Cont: 1		InsT: 1
Day 5	EXP: 1 InsT: 1 Cont: 1	InsT: 1 Cont: 1	Disp: 1 Cont: 1	Cont: 1 InsT: 1		

Note:

 Disp: This refers to instances where the teacher used more than one language to discipline learners.

EXP: This refers to instances where the teacher used more than one language to explain the work- thus either introducing or explaining work-related content.

InsT: This refers to instances where the teacher used more than one language to give instructions- thus, what the learners should do in the worksheets, tests, or class.

Cont: This refers to instances where the learners used more than one language to repeat the content learned or to answer and ask questions.

As shown, in Table 3 above, instructions (InsT) were the most prevalent and observed daily in contrast with the other kinds of interpretations that took place. Interpreting instructions were mainly done for the learners to understand what they needed to do. For example, on day 2, interval 1, Teacher A made use of interpreting the instruction

for the learner to quickly put away what she was busy with as well as to understand the question of the test:

> *8h30: When I came into the classroom the teacher was speaking Afrikaans and explaining in English that the English learner in the first group second table must put her file away. The learner quickly understands the instructions because she puts it away- the teacher puts a maths data handling tests on the non-LoLT learners table and explain the first question in English.*

As seen from the extract above, the teacher used interpreting for the learners to know what to do. According to Shinga and Pillay (2021), teachers will use code-switching - under unplanned translanguaging- to enable learners to engage in the activity or instruction. In the interview with Teacher A, she stated that she is giving instructions in English so that the learners can know what is going on. The viewpoint of Teacher A is supported by David (2017), who's research finds that to get learners fully engaged in the lesson, the teachers must use a learners' existing language repertoire to increase a learner's engagement with the curriculum.

As stated by Teacher A:

> *"I think that when you give the instruction in English which are their main language, it goes easier for them. They understand what is going on, they definitely understand you better."*

Further observation on interpreting was when Teacher B translated the instructions of the tests. According to Teacher B, she gives the test instructions in both languages, primarily when the tests are focused on mathematics and life-skills but not necessarily on the language tests. For example, on day 2, interval 2, Teacher B made use of interpreting instructions in the mathematics tests for the learners to understand what they must do:

> *10h10: The teacher starts with the maths test. With the first pattern, the teacher told the learner to fill in the missing numbers in that pattern (in English) after she explained the work in Afrikaans. The teacher continued to help the learner in English after repeating the question and instruction in Afrikaans.*

Although Teacher B gave the mathematics test instruction in English, she did not give any instruction in English when the learners had to write their Afrikaans tests. On day 1, interval 3, the learners wrote an Afrikaans test, in Teacher B's class. The teacher

spoke only once in English to the learners. The teacher mentioned that the learner must wait for the instructions, but throughout that lesson, the teacher did not interpret after telling the learner to wait.

> *8h50: An Afrikaans listening test are given to the learners. When the test is given, the teacher talks to the English girl for the first time in English, asking her to not start or do anything on the test, she must first wait for the instructions. The instruction of test is only given in Afrikaans.*

In the interview with Teacher B, she explained that when the tests are in mathematics and life-skills she may translate the instructions. However, when the tests are in languages, she may not.

> *"It is very difficult because when it comes to subjects like the life-skills and the maths, I can still translate where needs be. But when it is an assessment like today like the Afrikaans listening, it is an unfair advantage for them if I don't test them in Afrikaans home language, it is not going to be a real assessment then if I translate. So, I think that is unfortunately that they feel overwhelmed because I'm talking in a language that they don't understand, and I'm not allowed to translate."*

From the above extract of the interview with Teacher B, it became evident that interpretation can only happen sometimes and cannot necessarily be integrated into the whole day. The perspective of Teacher B is reflected in an interview with Teacher C. Opposite to Teacher B, Teacher C does not know if she is doing it correctly or if she may interpret, whereas Teacher B is confident about interpreting that may only take place where content is taught and not necessarily language. Teacher C stated:

> *"… it is a very unclear part; I do not know what I can and cannot due especially in assessments. Because I get no instructions from the people in higher positions on how to handle these children in my classroom…"*

Teacher C further states that she believes assessments can be done in both languages, but rather doing assessments orally to support the non-LoLT learners.

> *"…both languages will help the learner. The learner still has the ability that the other learners have, but because their language are different now you cannot assess them or can't he get good marks. So, I think he can do what the child next to him can do, it is just the language that is a barrier. I feel why can't you assess this learner orally."*

Although interpretation was used to discipline learners, from the observations indicated in Table 3, this type of interpretation was only used twice. An example of how interpreting was used to discipline learners was on day 3, interval 1, when Teacher B asked one English boy to keep quiet.

> *8h30: The teacher asked the English boy to keep quiet in English.*

From Table 3 above, content that refers to the questions teachers answer or ask, and content repeated by learners in both languages, was observed a few times throughout the period of five days. Some instances of this were on day 3, interval 5, when Teacher C asked the English boy what was at the end of a sentence, whereafter he answered her in English.

> *11h40: The teacher asked the boy what the full stop at the end of the sentence is by pointing to it. He told her a full stop, then the teacher asked him what it is in Afrikaans and explained to the boy that it is a "punt".*

From the extract above it is evident that the learner is engaging with the teacher in English. The answer that the learner provided guided the teacher to explain what full stop is in Afrikaans. Rosiers et al. (2017) indicated that when a teacher translate content, there will be deeper levels of understanding from the learner's side. David (2017) further explained that teachers use pedagogical translanguaging when translating content to facilitate understanding. Therefore, when translating content in the class, the teacher has planned for it because she knows if translation is not going to take place, the non-LoLT learner, will not be able to engage in lessons. Thus, when Teacher C explained the work to the learner by means of interpreting from Afrikaans to English and allowed the learner to communicate in English even though it is not the LoLT of the classroom, the learner had the opportunity to internalise the content that the teacher taught.

Hence, the use of interpreting between languages in the classroom were observed, teachers were asked to reflect on what they thought went well or did not go well to accommodate non-LoLT learners or what they could have done differently. Most of the answers over the five days included that they wished they had interpreted more during the lesson.

Teacher A mentioned during her interviews from three days that what she thought went well was that she interpreted between Afrikaans and English:

60

"I think that when you give the instruction in English which are their main language, it goes easier for them. They actually understand what is going on, they definitely understand you better. It is not so disruptive; she will be able to orientate herself…I think it is the best for the English learners to translate…" and *"Translating it into English makes it better and they follow better. It is not that is on the worksheet, it is still main language but translating for them makes it easier for them to follow and understand the work."* as well as *"We played a game before we did the test, the game was bilingual, both languages together."*

From the extracts above it is evident that when the teacher utilises interpretation, non-LoLT learners experience a feeling of success during lessons. According to du Plessis and Louw (2008), code-switching or translating between languages became an accessible resource that lowers communication standards and places more emphasis on the teaching and learning process whereby learners acquire new knowledge and skills by building on their pre-existing knowledge. Therefore, during Teacher A's observations and interview it was evident that this teacher built on the learner's knowledge they already had- as Teacher A indicated to make understanding easier.

Hence, it was evident from the observations made in Teacher A's classroom that she interpreted the work in English for the learners who did not understand. Teacher C, on the other hand felt that she could have interpreted more during her lessons:

"I think to just translate because even if you talk clearly in Afrikaans, the fact that they do not understand the language makes it difficult." and *"Properly to translate more"* as well as *"Umm, again maybe to talk in their language, I think maybe I could have involved the whole class more that maybe the other learners could have explained the sentence in their language to them. So that we can involve the class in how they are and their medium of instruction and what their mother tongue is. Maybe we could have done it in this way."*

Throughout the week, interpreting between Afrikaans and English was used, but even though the teachers did interpret, interpretation was not incorporated into each teacher's classroom. As seen from Table 3, there are some intervals where no interpretation between languages was used at all in either of the classrooms. This was concerning, as I could see that the non-LoLT learners did not understand some of the instructions and looked confused. This was evident when the work the teacher

61

explained was either not done by the learner or done in the wrong way or the wrong place on the paper as can be seen from the data presented in 4.1.1 Lack of teacher knowledge placing non-LoLT learners at a disadvantage. When the teachers interpreted, it was to ask questions to learners, to answer learners' questions or to give instructions. In rare cases the teacher explained the concepts or work in English by translating from Afrikaans to English.

While interpreting between languages by the teacher is an important strategy to support non-LoLT learners, communication between teachers and learners and among learners and their peers can also be used to support non-LoLT learners. In the following few paragraphs, the communication between teachers and learners and among learners and their peers is reported. The significance of the communication is incorporated to establish if interpretation is used by teachers in more informal settings as well as by peers who may support non-LoLT learners. The observations are presented in a table format, and interviews with the teachers are incorporated to shed light on the observations made.

Table 4.4

Observations of Communication by non-LoLT Learners

	Day 1	Day 2	Day 3	Day 4	Day 5
Interval 1			Com Mix		
Interval 2		Com Mix Com Eng Ques Eng	Com Eng Ques Mix	Com Eng	
Interval 3	Com Eng Ques Eng	Ques Mix Ques Eng Com Eng			Ques Eng
Interval 4	Ques Eng		Com Eng	Ques Mix	
Interval 5	Ques Mix		Ques Afr		
Interval 6	Com Eng Com Mix	Ques Eng		Com Mix	Com Eng

Note:

 Ques: This relates to the questions the non- LoLT learners asked the teacher.

Com: This relates to the communication between non-LoLT learners and the

learners who understand Afrikaans.

Eng: English as spoken language.

Afr: Afrikaans as spoken language.

Mix: A mixture of Afrikaans and English spoken.

As shown in Table 4 above, Afrikaans and English were the only languages used for communication by non-LoLT. It was significant to note that no African languages were incorporated into the conversations, which is odd because most of the non-LoLT learners most likely speak one or another African language at home. Table 4 further indicates that English was used most to communicate or ask questions. While English was used the most, the non-LoLT learners mixed Afrikaans and English when they

spoke to each other or asked a question to the teacher. On the other hand, Afrikaans was only used once by a non-LoLT learner to ask a question.

While Table 4 indicates that the non-LoLT learners had conversations with their peers and teachers, there were some instances where the class could talk, and the non-LoLT did not engage or were not included in the conversation. On day 1, in Teacher B's classroom, the following observations were made in interval 6:

> *9h20: Although the non-LoLT learners did talk to the learner next to them, earlier in the lesson, the other learners could now move around to talk to learners who do not sit next to them. The non-LoLT learners did not talk to anyone and ate on the own table in silence, when they were told that it was break.*

The same observation was made in Teacher C's classroom on day 1, in interval 6.

> *11h00: The one English learner in the second row, second table turned around to be part of the conversation with the learner next to him and behind him, although he touched them to get their attention, they did not acknowledge him and talked over him- ignoring him.*

From the above observations, the non-LoLT learners are kept out of the conversations or do not try to engage with their peers.

When I asked Teacher C if she perceives that the non-LoLT learners are part of the classroom, she stated the following:

> *"No, because they are not the majority. They take a lot of time before they will socialise, they have different kinds of social skills then the Afrikaans learners and they know that they are not part of the classroom. Mostly they only communicate in English."*

The above reply from Teacher C indicated that even from the teacher's perspective the learners who neither speak or understand Afrikaans is not seen as part of the classroom. The teacher further mentioned that they mostly communicate in English, which is essential because they do not communicate in African languages. Furthermore, the socialising skills of non-LoLT differ from those of Afrikaans. This can be influenced by the teacher who does not know how to provide opportunities for different cultures to socialise using different languages to communicate. Calafato (2018) stated that when multilingualism becomes part of the classroom a learner's

knowledge of culture will be enhanced, and learners will be more tolerant of each other's differences.

The overall findings, indicate that although the home language of learners who do not understand Afrikaans is not English, they talk to each other in English. This can be because when the teacher does translate, it is done in English or because English can be seen as the common ground that the learners understand when they do not necessarily know the other learners home language. At the same time, neither teacher observed any African languages when learners talked to each other. Research done by Monyai (2010) indicates the opposite of the spectrum that learners will instead communicate to their peers in their language- an African language- most of the time rather than converse in English.

Thus, because of interpreting from Afrikaans to English by the teacher, most of the learners talk to the non-LoLT learners in English. Furthermore, non-LoLT learners are sometimes not part of the other learners' conversations because they cannot engage in Afrikaans. No instances were recorded where teachers asked learners to engage with each other in a language other than Afrikaans. Teachers who lack knowledge on how to help non-LoLT learners socially, are also prominent. When looking at Table 4, teachers did not discourage learners from asking questions in English. This is seen as a support strategy that teachers use to help learners feel part of the classroom.

4.3.2 Lack of Classroom Resources in Different Languages

The second loudest echo that stood out was that of resources in the classroom that the teachers use to support the non-LoLT learners. These resources were either posters against the wall or on the board, teachers revering to the benefit of technology and integrating language with all the learner's senses.

During the observations that were made, I took photos of the posters against all four walls, as well as had a look at the books in the teacher's bookcase. From the four classrooms that were observed only two teachers had English posters in the classroom.

Figure 4.4

English Poster (Shapes) in the Back of the Classroom

Figure 4 depicts the posters in the back of Teacher A's classroom. The English posters are shapes. These shape posters are A4 and indicate the shape and the shape's name in Afrikaans and English. The learners in this class are in groups facing either left or right, and some have their backs to the back of the classroom. Therefore, these posters are not visible to the learners due to the size and height of the posters.

Figure 4.5

English Poster (Shapes and Colours) on the Left Wall at the Back

Figure 5 depicts one English poster on the left wall at the back of Teacher C's classroom. This poster is an A3 size with two types of content: shapes and colours. All the learners face the front of the classroom; therefore, this poster is not in the sight of the learners. Although the learners face the front, the poster is above the reading

corner, where the learners may sit and read and where the teacher reads to the learners.

During an interview with Teacher A, I asked her how she perceives the idea of posters in multiple languages, especially in Grade 1 in her classroom. Even though Teacher A had English posters against her wall in both Afrikaans and English, she indicated that posters in multiple languages would only confuse learners.

> *"I will not say in Grade one, no. I would rather if you go up higher, like maybe Grade two, Grade three, where the foundation of their first additional languages is laid down, they can make sense of what the English is against the posters-because I am not supposed to have an English main stream speaker in my classroom, so no I do not think it is necessary. I think in Grade one it is supposed to be only one language that are up against your wall. Because I think it will confuse them, because the foundation of the main language- first language- are now being laid down."*

From the above extract, it is interesting to note that Teacher A said that she is not supposed to have mainstream English speakers in her classroom and does not think that posters in multiple languages are essential. Teacher A's view that multilingual posters are not necessary in Grade 1 is supported by Giacovazzi et al. (2021). Giacovazzi et al. (2021) wrote that displaying posters in other languages is not enough; the teachers must explicitly teach the decoding skills necessary to understand the print on the posters. The learners cannot necessarily read other languages because they are only starting to read Afrikaans, as the LoLT. Thus, posters in other languages do not have a purpose, especially in Grade 1.

Even though the other posters in the classroom were all in Afrikaans, during my observation on day 5, I noticed that when the teachers do the phonics with the class as revision, two of the non-LoLT learners in Teacher C's class will look at the phonics that are up on the wall.

Figure 4.6

Phonics in Afrikaans on the Front Wall in Teacher C's Classroom.

I made the following observation on day 5, interval 5 in Teacher C's classroom:

> *8h50: I have noticed that sometimes they will look at the visual alphabet that is against the wall in front. After a while I noticed that the English boy (2nd row, 2nd table) and the English girl (3rd row, 2nd table) only draw the pictures that are against the wall. Some of the learners in the class did this as well but other learners and the other two English boys took initiative and draw interesting pictures that represents the sound.*

From the above observation, it is evident that the non-LoLT learners used the phonics on the wall as guidance. Even though these posters are not in English, but, in Afrikaans, the language they are learning, the learners had made connections and used these posters as aids. Hofslundsengen et al. (2020) indicated that when teachers use print to explicitly teach the learners about letters that are embedded in the print, learners will be able to identify the meaning of the print, in this case, the letters, on their own and use it as a tool for successful reading and writing.

Teacher C indicated that when teaching a learner, a language that they do not know, visuals are essential because learners can make a connotation with the picture:

> *"…but otherwise, I will just have a visual picture, like the posters on the wall. So that you can make a connotation with the picture."*

Teacher A shared the same sentiment as Teacher C because when I asked her what she could have done differently to accommodate non-LoLT learners, she stated that

she believed PowerPoint presentations and visuals would have helped these learners.

> *"…to put it on a PowerPoint perhaps. Again, like a visual representation."*

In contrast with Teacher A and C, Teacher D indicated that she does not think posters must be in both languages since the class she teaches in an Afrikaans classroom.

> *"No, not in Grade 1 and the books in my classroom are also just in Afrikaans because the stories I read is only Afrikaans because it is an Afrikaans classroom."*

From the above extract, it can be seen that Teacher D also does not read English or any other language in her classroom because it is an Afrikaans classroom. Although Teacher D does not have English books on her bookshelf, Teachers A, B and C had books in Afrikaans and English. Therefore, the teachers read English stories to their learners and learners also have an opportunity to page through books other than Afrikaans. Teacher D thus indicated that she is less likely to make a place for another language in her classroom.

The emphasis on visual support in the classroom was prevalent in the interviews and observations. Giacovazzi et al. (2021) indicated that classroom print is a valuable tool that can assess the development of language skills; thus, as indicated above, these teachers value the use of visuals because learners can make a connotation with the picture and the word uttered. The above findings indicate that although not many English posters are used in the classroom, the learners use the Afrikaans posters to guide them. The teachers are using posters as a scaffolding tool to assist learners in achieving their potential developmental level. Furthermore, although three teachers have English books on their bookshelves, one indicated that she is teaching an Afrikaans classroom and will not incorporate English books.

4.3.3 Seating Learners who do not understand Afrikaans

During the observation period, the placement of the non-LoLT learners in the classroom was focused on. A classroom drawing was made on the observation schedule by me. Although not all the classrooms were in straight lines, where all the

learners faced the teacher, the placement of non-LoLT learners made quite an impact. Below is a representation of each of the classrooms; the blue crosses represent the Afrikaans learners in the classroom, while the orange crosses represent the learners who do not understand Afrikaans.

Figure 4.7

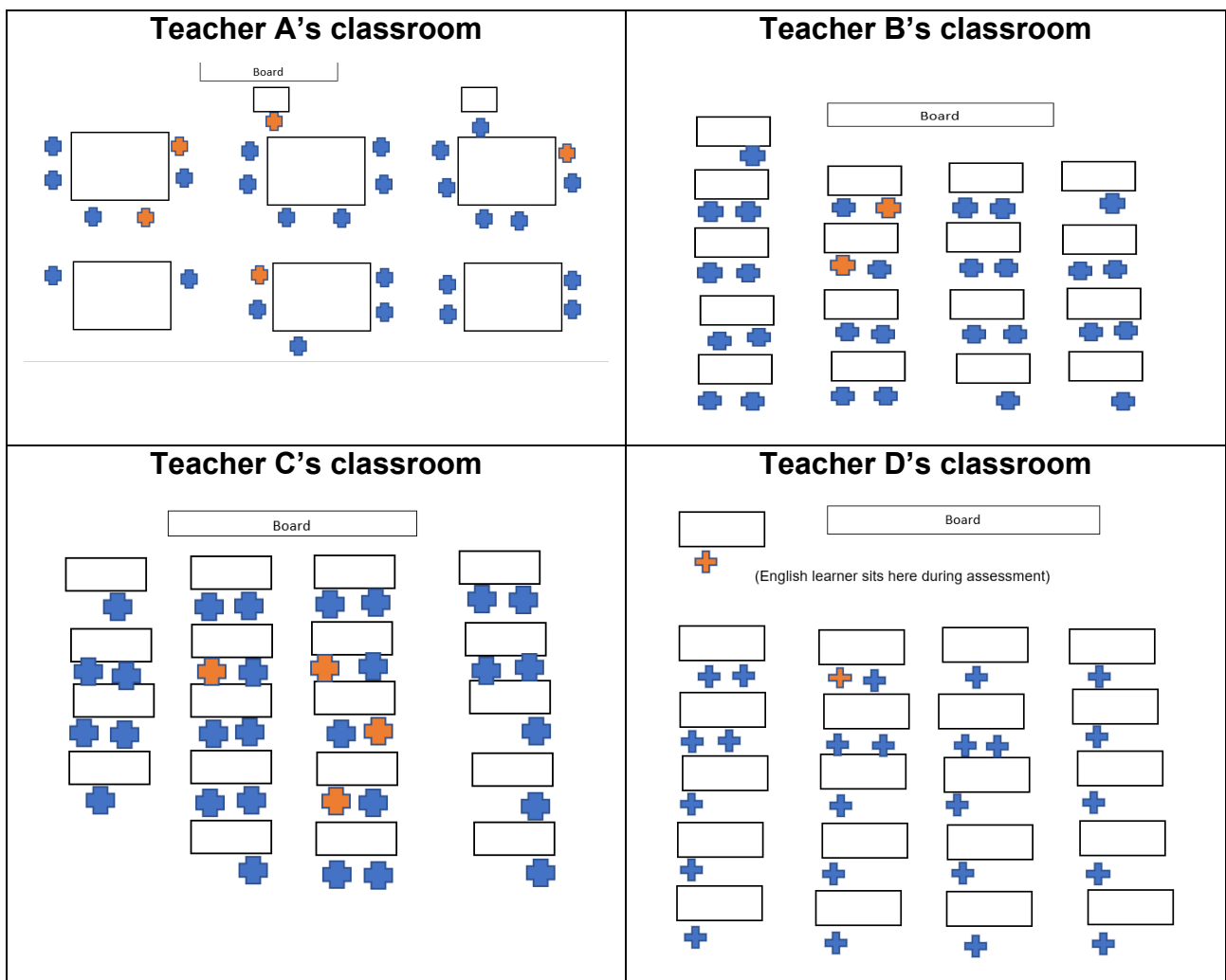*Seating Plan in the Classrooms of the Four Teachers*

Figure 4 shows the seating plan in the classrooms of the four teachers that were observed. It is prominent from the figure above that the orange crosses are situated more in the front of the class, closer to the board and the space in which the teacher educates. Furthermore, in most cases, the orange crosses- learners who do not

understand Afrikaans were seated close to other orange crosses, but always next to a blue cross- an Afrikaans learner.

During day 1, interval 1, the following observations were made in Teacher D's classroom while the class completed a mathematics assessment.

> *11h30: The English learner sits at a desk normally use for painting in front of the class, close to the board. According to the teacher- she placed her there because she is looking at the other learner's work.*

From the observation above, it became noticeable that the English learner needs to sit far away from the other learners because this learner is looking at the other learners' work. I observed that if the learner knew what was happening as was being said by the teacher, she would not necessarily look at the other learners' work. In this case, she does not understand the language, so she is looking at the other learner's work. After the mathematics assessment, the learner returned to her desk- observation on day 1, interval 1 in Teacher D's classroom.

> *12h10: The teacher takes the test from the learners and ask the English learner to move back to her desk. The learner also sits in front, the second row from the left, first table.*

When I asked Teacher D why the English learner was placed in front, she answered as follows:

> *"So that I can see what she is doing, so that she can understand me. So that I can quickly see if she doesn't know anything"*

Teacher B agreed with Teacher D about the placement of the non-LoLT learners in the classroom and added that:

> *"I place them in front to be closer to me, for them to medicate that feeling of being lost or left out. Especially because I am a lot in front, even though you walk through the class you are mostly in front. So, I wanted them to be closer to me, so that they feel just a little bit more ummm because I do have good relationships with them. So, I feel that they trust me and because they are closer to me, they feel a little bit more positive about the environment and then I also place them strong learners, that if I am busy with another child, they usually peer learning works as well. So now the friend will say, a a a, groen groen groen (green, green, green) and then he is like okay groen (green). So, I placed them next to friends that are*

soft hearted and clever, that won't bully them or tease them but will help them as well that for a moment I am not able to help."

The answers of Teacher D and Teacher B indicate that they place the non-LoLT learners closer to them to know when these learners struggle and to make sure that they understand them. Alzubaidi et al. (2016) mentioned that the seating arrangements of learners can influence the learner emotionally. Teacher B mentioned that she places the learners in front so that they are not left out, focusing on the learner's emotional needs. Teacher B placed emphasis on the seating of the non-LoLT learners when I asked her what she thinks went well with regards to accommodating non-LoLT:

> *"…and again, what I think went well is that the learners are in front I can quickly pick up if they are behind and bring them up to speed when they need individual attention and then we can go on as a group to the next question."*

From the findings above, it became evident that the teachers placed the non-LoLT learners near the front of the classroom. This can be seen as the scaffolding strategy that the teachers use to support the non-LoLT learners. Consequently, although the teachers place the non-LoLT learners in front to help them, some are not part of the classroom or are removed from their seats when they must do assessments. Although some teachers claim that they perceive that the non-LoLT learners do know what is being said, the contrary was observed when the learners looked at their peers' work and were moved to the front by the teacher to avoid this from happening.

Teachers used three strategies to support non-LoLT learners: translation, classroom resources and the seating arrangements in class. These strategies are not always successfully implemented by all the teachers but there were instances in which it was observed.

4.4 Support Systems for Teachers who teach non-LoLT Learners

Although some of the teachers received some type of multilingual training, other teachers felt that training and support are necessary to succeed in a multilingual classroom. From the interviews with the teachers, it became evident that support from parents and people in higher positions is necessary. Some teachers mentioned that

they received support from either or both parties, while others mentioned that they are all on their own.

During an interview on day 2 with Teacher C, she mentioned that the HOD of the Foundation Phase does not support them to deal with the non-LoLT learners in their classrooms. She also mentioned that the HOD timelessly says that the non-LoLT learners must not be in the Afrikaans classrooms because the parents of the non-LoLT learners made the choice and now it is the responsibility of the parents and not that of the school to support these non-LoLT learners. Teacher C stated:

> *"I really feel hopeless because there is nobody that can help me. Both of our HODs doesn't want English learners in their school. They feel that the parents made the choice, and it is not the responsibility of the school to help these children."*

Contradicting Teacher C's perspective on the support she receives from the HODs, Teacher B mentioned that she does receive the necessary support for the non-LoLT learners in her classroom. Teacher B stated:

> *"I usually go to one of the HODs and we also had meetings with the parents and HOD's and then they came and sit together and talk. So, I don't feel that I am being burdened alone with these kids. I don't feel like that, I feel there is understanding from the school side and support but not like assistant's full time, 100% support."*

From the above statement, it became evident that the HODs have meetings with the parents and the teachers to discuss what they- teachers, parents, and HOD- will do to support non-LoLT learners. Teacher B further mentioned that she does not receive support in terms of an assistant in class, Teacher B does not mention if the assistance she wants in the classroom will help with the translation of work for non-LoLT learners or if she would like to have assistance when she needed it, for example from the HOD when she does not know what to do.

When I asked teacher C what her perspective was on translating in Afrikaans assessments, her answers also pointed to "people in higher positions," which does not support how she must conduct assessments. According to Birello et al. (2021), teachers do not receive enough guidance to teach the linguistic diversities of the classroom successfully. Teacher C confirmed the statement by Birello et al. (2021) and indicated that she does not explicitly receive guidance from "people in higher positions," namely the principal or HODs.

Teacher C stated:

> *"Yes, it is a very unclear part, I do not know what I can and cannot do especially in assessments. Because I get no instructions from the people in higher positions on how to handle these children in my classroom. What else you have to do".*

After the interview on day 2 with Teacher A, she gave a short but loud answer when I asked her if she receives support from anybody regarding the non-LoLT learners in her classroom. Whereas she answered:

> *"(The teacher talked louder) No, a clear no!"*

On day three, Teacher A mentioned that she said no when asked if she receives support from the school. She then further stated that although she perceives that she does not receive support from somebody in a higher position at school she also does not receive any support from the learners' parents. Teacher A stated:

> *"I told you yesterday that there is no support from the school side at all but from the parent's side there is even less support."*

Once again, contradicting Teacher A, Teacher B indicated that she does receive support from the parent's side, but the support is limited by their capabilities. Teacher B also mentioned that the support parents are willing to give their children is far beyond just helping them at home. Teacher B indicated that parents would go and find support from other people who know the language. Teacher B stated the following:

> *"Well from home I can say parents are willing to help but it sometimes depends on their ability. Like we got the one where they cannot speak Afrikaans at all at home, but they have got extra lessons with the language talking and listening. And we have the other case where they speak Afrikaans to friends in the neighbourhood or sister in a bigger grade."*

From the above statements made during interviews, a very contradicting perspective was perceived regarding whether teachers receive support. The two loudest support systems teachers mentioned in their interviews were those of people in higher positions, such as the HODs and parents. Some teachers mentioned that they feel hopeless because they receive no support from their HODs while another teacher mentioned that she indeed does receive support from the HOD. Furthermore, one teacher mentioned that parents provide support, but it is limited to their capabilities. The reality that these Foundation Phase teachers experience is they are often left

alone with non-LoLT learners, while other teachers indicated that the necessary support systems are present.

4.5 Teachers' Lack of Implementing Language Knowledge

Through semi-structured interviews, I set out to record the strategies teachers used to teach in multilingual classrooms that are designed to be monolingual. By recording the teachers' demographics (as presented in Table 3.2, Chapter 3), I could understand whether or not teachers had training on how to teach non-LoLT learners. Furthermore, through interviews, I could establish if these teachers were confident in their training teach non-LoLT learners. The consequences of the lack of teachers' knowledge on how to teach non-LoLT learners are discussed as a sub-theme.

Table 3.2, Chapter 3 indicates that all the teachers have four years or more experience teaching learners, while most of them have also taught learners of multiple languages in one classroom for over two years. Of the four teachers, three only had two years of their teaching experience in which they did not teach non-LoLT learners. While one teacher only had three years teaching experience in which she did not teach non-LoLT learners. All the teachers could only speak and understand two languages: Afrikaans and English. Two teachers had training at the university level in Afrikaans, and two teachers at the university level in English. Table 3.2 shows that all the teachers had training at universities, but Teacher B did her Postgraduate Certificate in Education (PGCE) at a college.

As can be seen in Table 3.2, of the four teachers, three indicated that they had received training in using multilingual strategies in the classroom. Teacher A indicated in the interview that she received training on multilingual strategies at the previous school where she worked, where isiZulu learners were in English classrooms. Teacher A stated:

> *"Yes, in my previous school we did a few work sessions on assessments/worksheets in multiple languages, where they helped us to compile worksheets in multiple languages including Zulu as the child's home language."*

Teacher A mentioned that she received training in the form of work sessions at the school where she worked. According to a study conducted by du Plessis and Louw (2008), workshops are the preferred method of training as opposed to formal training due to the interactive nature of workshops. On the other hand, Teacher B stated that she received training on multilingual strategies in one of her undergraduate courses at the University of South Africa (UNISA). Teacher B stated:

> "*Yes, at UNISA we had lesson studies that involved multiple languages and how to accommodate multiple languages in one classroom.*"

Although Teacher B stated that she had to attend a course that taught her how to implement multiple languages in the classroom, Teacher B never mentioned that she had the chance to implement the gained knowledge in an actual lesson. Her lack of experience teaching learners who speak multiple languages in one class is evident in Teacher B's classroom observation on day 1, interval 1.

> *9h00: Teacher B is administrating a maths test. When the assessment is given, all the instructions of the maths test are only given in Afrikaans although teacher B has two learners in her class that cannot understand the LoLT namely Afrikaans. I have noted that these two learners respond to English.*

Teacher B did not translate during the maths assessment, as indicated in the above-mentioned observation. She indicated that she does not have the necessary knowledge or experience to conduct lessons where she must accommodate multiple languages in one classroom. According to Garcia and Kleyn (2016), pre-service teachers need to have an opportunity to teach or observe teaching in a multilingual setting to fully comprehend how teaching in a multilingual setting needs to occur.

While Teacher B had more formal training than Teacher A, Teacher D indicated that she did an extra course to manage multilingual learners: Teaching English as a Foreign Language (TEFL). In contrast to Teachers A, B, and D, Teacher C did not receive any training on how to teach in a multilingual classroom at the university level or after that. In an interview with Teacher C, it became evident that she does believe that she needs to integrate more multilingual teaching but do not know how to incorporate multilingual strategies.

Teacher C stated:

"Properly to translate more. I really do not know, it is a really difficult thing, I really do not know what else I can possibly do because their language in which they must learn are in Afrikaans and they are English."

In the above extract from the interview with Teacher C, she indicated that translating more will help the non-LoLT learners, but she does not always know how to incorporate translation in the classroom. Calafato (2020) indicated that this happens regularly where teachers believe that multilingual teaching is better than monolingual teaching but do not have the tools to apply their beliefs of multilingualism to the curriculum.

Even though three out of the four teachers had some training on multilingual teaching and curriculum adjustment, all the teachers indicated that they need training on how to teach in the multilingual setting they are currently in. Teacher B elaborated on the training she perceives will contribute to success in their current multilingual classrooms. Teacher B stated:

> *"Yes, definitely. I think all teachers need more training for that and I think that is why they have implemented it into the most recent curriculum for undergrad students at Unisa. Because at the end of the day, I have spoken to a few other people that graduated like four years ago and they didn't have anything at all about multilingual, multigrade teaching in their curriculum, but I think they implemented it but not enough. Because we don't have a specific subject or training, we just touch on it a little bit. So yes, I think training are necessary. It is difficult, you want to help the child, but you don't always know specifically how and then also with the many students you have in your class, you don't want to take teaching time away from another child for that one or two children. So that is also where training would come in, like how do you balance the two, yah. That would be helpful."*

In the above extract, Teacher B indicates that she thinks universities are moving towards educating undergraduate teachers on more multilingual approaches in classroom because she had training focused on multilingual classrooms. In contrast, did not receive this training a few years back. Although Teacher B states this, she also reveals that this training was not enough and indicated that there is still room for more implementation in undergraduate programmes.

During the interviews with the four teachers, it became evident that they needed support in their multilingual classrooms. In an interview during day 3 with Teacher D, I asked her what strategies she implements, or what strategy can she implement to

77

support the learner in her class who do not understand the LoLT. Teacher D answered as follows:

> *"Ummmmm, I think, ummmmm (Silence for a few seconds- leaning in closer to the researcher) Why don't you tell me what will work (laughing)? Please give me advice. (She had a sarcastic look and tone)"*

During the interview with Teacher D, it became evident that she feels hostile towards other languages in her classrooms. The answer above was sarcastic as if she did not want to know. On the other side, it can also indicate that Teacher D really does not know how to support non-LoLT learners. Whether Teacher D has a negative attitude towards multilingual teaching or does not know how to incorporate different teaching methods to educate non-LoLT learners is unclear. Yet it is comforting that Teacher D asked for advice. According to Aline et al. (2017) a change in attitude and thinking about multilingual classrooms can be achieved when teachers are trained on different multilingual teaching methods and approaches. An observation made in Teacher D's class on day 1, interval 2, also indicates that in the classroom, Teacher D is not necessarily willing or cannot incorporate another language other than Afrikaans.

11h40: The teacher walked around during assessments, when she gets to the table with the English learner she will once again only repeat the question in Afrikaans. The teacher will get frustrated with the learner because she does not complete the question, but the teacher does not make any effort to even translate any of the questions in English.

From the perspectives of all four teachers, it became evident that training on educating learners in multilingual settings needs to be implemented. Furthermore, although three of the four teachers indicated that they had some training in multilingual strategies, these teachers used various strategies to support the non-LoLT learners. The most prominent strategy that was observed was that of translation.

4.5.1 Teacher Knowledge Placing non-LoLT Learners at a Disadvantage

From the observations, it became prominent that most of the teachers are not translating or helping the non-LoLT learners by talking with them in a language they can understand. This section presents the observations made with specific focus on

where the non-LoLT learners were at a disadvantage. The observations are presented and supported by the interviews I had with the teachers.

Throughout the observations over the five days, there were instances where the Grade 1 non-LoLT were confused about what they were supposed to do during the lessons. This means that these learners were mostly not knowing what to write or do. From the observations, it became prominent that these learners were especially confused during the first two intervals of all five days. The teachers usually explained what would happen throughout the rest of that period or explained new content within the first two intervals. For example, during interval 1 on day 3, a learner who did not understand Afrikaans in Teacher B's class wrote her name in the wrong place.

> *8h30: The English girl is writing the answers on the wrong lines- for example where she must write the first answer, she wrote her name. The teacher hasn't even explained the second question, but the English girl already wrote an answer, but the answers is not what is expected of them. The English boy did not write his name even though the teacher is at question 2 already. He is paging through the test, not knowing what to do.*

From the above scenario, it is evident that the learner who did not understand Afrikaans was writing her name and answering the question without understanding what she needed to do. The boy on the left, who did not understand Afrikaans, also did not know what to do because he did not write his name, although the teacher is already at the second question. Another example was when the learners in Teacher A's class wrote a test on shapes. During interval 4 on day 2, the learner who did not understand Afrikaans, did not do what she was told because the instruction was only given in Afrikaans. This learner drew what she felt was necessary, namely the x all over the shapes instead of colouring the shapes that look the same and counting the shapes.

> *9h00: I came a little closer and then moved away after I noticed that this learner did not understand any of the instructions the teacher gave in Afrikaans- the learner made an x over all of the shapes.*

There was an instance throughout the first two days when the learners who did not understand Afrikaans looked around for peer support. From the observations, I noted that these learners looked around because the instruction was only given in Afrikaans. Therefore, they did not understand what to do or how to complete the tasks or work in

front of them. For example, on day 1, in intervals 1 and 2 there were two instances where the learner who did not understand Afrikaans would look around or ask the learner next to him for support.

> *8h30: The English learner at the second table, second row does not understand anything the teacher is saying. He asked the friend next to him- the teacher told him he was busy cheating (in Afrikaans) and he must not talk. He does not understand what colour to use for the listening test- for example when they need to take yellow, he will take green. A few times during the administration of the test he will look behind him at the learner that is also doing the test.*

As well as in interval 2:

> *8h40: Once again, the English learner ask the girl next to him if he has the correct colour, and the teacher once again tell the learner not to look at other learners' tests but only in Afrikaans. The English learner are in doubt most of the time, he feels insecure because he does not complete the instruction on his own-or even do anything on his own. He will wait a few seconds and see what the other learners are doing.*

From the observations above, the teacher told the learner that he was cheating because he looked around to see what he needed to do. Furthermore, the learner was in doubt and did not know how to do the work independently because he did not understand what was being asked of him. Therefore, it can be perceived that this learner did not understand Afrikaans because he struggled with basic things, like colours.

From the observation, there were a few occasions when the learners who did not understand Afrikaans did not engage in the lesson or the activity. The learners did not engage because they did not understand what instructions were given. For example, on day four, interval two, the learner in Teacher B's class who did not understand Afrikaans does not pick up and put away everything like the teacher asked the class to do. He just continued with what he was busy with.

> *7h40: Everybody started to pick up around their table and put their stationery and books away. The English boy (2nd row, 3rd table) did not respond to the instructions that the teacher gave, he just continued to colour in, in his book.*

However, again, the learner in Teacher B's class who did not understand Afrikaans, did not engage in the activity given on day 4, during interval 3. It became clear that this learner did not understand the instructions given in Afrikaans.

> *7h50: The learners took quite a while to start with any work because the teacher appointed row learners and told them to go and fetch the board that needs to be in the middle of each table. After every table had a board in the middle, the teacher did an activity with the learners so that they can relax. She told the learners to close their eyes and go to the sea for a while. The English girl closed her eyes and did the exercise, but the boy kept his eyes open and played with the board in the middle (all these instructions was given in Afrikaans).*

Throughout the observation period, there were a few times, as mentioned above when the learners who did not understand Afrikaans did not engage in the activities. Therefore, after making these observations, the perception of the teacher was essential to incorporate in conjunction with the observations. I was intrigued by the observations where the non-LoLT learners did not participate even though they could have followed the learners around them. Thus, I pondered around the fact that either the learner could not understand the language or simply did not want to engage in activities. Teacher B shed some light on what she perceives may be the feelings of the non-LoLT learners.

> "*For Afrikaans and English? Yes, I think so, in general, yah. I think it is like any other subject, if you are going to force that language upon them and you are going to penalise them for not understanding, they are going to start to hate it, I really do believe that. They see me as the bad guy in this regard and you don't want somebody to feel that way about your language.*"

The above extract from the interview indicates that the teacher perceived that the attitude of the non-LoLT learner can go both ways: either they did not understand, or they did not want to engage. Teacher B indicated that the Afrikaans language is forced upon these learners. She suggested that the learners will start to hate the language they are forced to learn, Afrikaans. Therefore, since they do not understand Afrikaans, they do not engage because, according to Teacher B, these learners are going to hate the language due to the circumstances they are placed in.

Concurrent with the above findings that learners may feel that the language is forced on them even though they do not understand, Teacher B also indicated that even

81

though it is challenging to teach in a multilingual classroom, she believes it is more difficult for the learner.

> *"It is difficult and not necessarily for me, in my honest opinion but more for them because I feel, I feel sad for them if I can put it very straight forward because it is an unfair ummmm disadvantage for them because I can see that they know the concepts but because you are testing it in Afrikaans they don't do as well as they would have. Some of them might have got 80% and now they are barely getting the 50% required to pass. And for me emotionally for them I can see that they are struggling emotionally. Because they don't fit in, because of the language barrier, they struggle to make friends because the Afrikaans children can't always speak on that level of English, and they definitely can't speak that level of Afrikaans. And I had one of the boys for example he doesn't understand that if I'm starting at the one side of the classroom, just handing out a single piece worksheet, he will start crying because he feels left out. He is always afraid of being left out and that's how he feels all the time in the class. He feels left out because you will see even if I repeat it in Afrikaans and English, I will start with Afrikaans because most of the kids are Afrikaans and then they are already starting because they got the instructions, they are ready to work and then he is sitting there feels left out. Even if I translate already, he is left out. So, ja, it is very difficult for them. They are struggling."*

From the above interview extract with Teacher B, she indicated that the non-LoLT learners feel left out, so the learner would start to cry when he does not know what is happening. Furthermore, Teacher B mentioned that academically, it is difficult for non-LoLT learners, but it is even more emotionally difficult for these learners because they struggle to make friends. Sung and Akhtar (2017) stated that the perception the teacher has of the language minority learners can influence the perception peers have of them. Furthermore, the learners' negative perception of the language minority learner can contribute to feelings of doubt about their self-efficacy.

In this section, it became evident that the non-LoLT learners are confused, do not engage, or look around because they are looking for support in completing activities. In these cases, the teachers did not translate or help the learners who did not understand Afrikaans. During the interviews, it became evident that teachers believed the lack of support influenced the learners emotionally, such as feelings of hate towards the language and self-doubt. Consequently, these learners would fall behind

in their academic work due to a lack of understanding of the content presented. Thus, training teachers on how to teach non-LoLT learners needs to be incorporated into teachers' developmental programmes.

4.6 Chapter Summary

This chapter presented data collected in Grade 1 classrooms in the Sekhukhune district in Limpopo province in South Africa. Data that were collected through semi-structured interviews and observations were analysed using thematic analysis. Four themes were derived from the analysis process. The first theme was how the Grade 1 teachers were teaching language to non-LoLT learners. Teaching phonics only in Afrikaans was the most prominent observation and perception of most of the Grade 1 teachers. Secondly, three support strategies emerged: translation, classroom resources and seating non-LoLT learners. The findings are summarised in the concluding chapter, and recommendations are made. The third theme that emerged was the support that Grade 1 teachers receive for teaching non-LoLT learners. HODs and parents were the two central support systems that emerged, and some teachers indicated that they received support while others indicated that no support was provided. Lastly, the fourth theme was teachers' lack of knowledge on teaching non-LoLT learners. This theme indicated that although three teachers had some training in teaching multiple languages, they rarely used any strategy to support non-LoLT learners. The findings further indicated that the lack of teacher knowledge on teaching non-LoLT learner's places learners at a disadvantage.

In the next chapter, the findings are summarised and concluded by linking the theoretical and conceptual framework to the findings. Lastly, recommendations ae made.

CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings and conclusion of the study. The summary indicates how the findings address the aim of the study and the research question. The findings are also be discussed in line with the framing of the study. The themes that emerged from the study related to the linguistic realities of Foundation Phase teachers in a single medium multilingual classroom are incorporated in writing the recommendations.

5.2 Summary of the Findings

This study sought to explore the experiences of Grade 1 teachers in single-medium multilingual classrooms. In Chapter 4, I shared the findings in four themes and four subthemes. I summarize the findings in two parts from the themes and subthemes in Chapter 4. First, I summarize findings on what we can learn about the professional and pedagogical knowledge of teachers who manage multilingual classrooms when a single-medium of instruction is used in the classroom. Secondly, I share the summary of findings on how teachers in single-medium classrooms work around teaching non-LoLT learners.

5.2.1 Professional and pedagogical knowledge of teachers who manage multilingual classrooms but single-medium classrooms

The loudest echo reported on the findings whirls around issues of lack of and need for in-service professional development for teachers. While a few teachers reported that they received formal training in their initial teacher qualifications, they indicated that they did not have support to implement multilingual strategies in their classrooms to support their non-native learners of the LoLT- Afrikaans. The multilingual strategies that the teachers implemented did not always line up with the perception they have about what they need to do in the classroom to accommodate non-LoLT learners. For

example, some teachers indicated that they need to make use of translation when teaching and assessing maths during the interviews however, the opposite was observed. Another example of the difference between teacher perceptions and teaching is that teachers would translate some phonics into English, but, when asked the teachers would say phonics must only be taught in Afrikaans. Although some multilingual strategies were implemented, during the observations and interviews it became prominent that teachers experience challenges and do not know if what they are doing to accommodate non-LoLT learners is correct. The teachers pointed out that they perceive the support that they get from HODs as not enough and that appropriate support is needed. Furthermore, the teachers indicated that extra workshops would be appreciated for them to be empowered and face the challenges that go hand in hand with accommodating non-LoLT learners.

5.2.2 Teaching of non-LoLT learners

The second part of the summary of the findings focuses on how teachers taught non-LoLT learners. Teachers made use of teaching strategies that they thought would support non-LoLT learners. However, from the observations and interviews it became evident that teachers need guidance in the single-medium instruction but multilingual classrooms. While interpreting between languages was observed in classrooms as a support strategy that teachers use to educate non-LoLT learners there was an imbalance between the frequency of interpretation versus non-interpretation. During most parts of the observation periods the teachers did not translate the content and left non-LoLT learners confused as to what they were to do. Furthermore, in some instances teachers would translate the phonics by means of using a word in English that starts with the same phonetical sound or will explain the word by giving an English definition. Although the phonetical strategy sheds some light on what the sound is in Afrikaans, the strategy will not work every time due to the different pronunciation of phonics in different languages.

The placement of non-LoLT learners was also very strategic and seen as a way in which the teachers support non-LoLT. The learners were placed more to the front of the classroom, to provide support whenever the learners who did not understand

Afrikaans would need it. However, the strategic placement of learners did not contribute to more support provided by the teacher in relation to learners in other positions in the classroom. Lastly, there was a lack of classroom resources such as posters in Afrikaans and English, the posters were mainly Afrikaans. Even though the perceptions of the teachers were that it is an Afrikaans classroom, therefore posters must be Afrikaans, did not affect the way in which non-LoLT learners made use of the posters for assistance. These learners used the posters as tools especially the Afrikaans alphabet with pictures when they did not know how to spell the word or what phonetical sound to use.

5.3 General discussion of the findings

In Chapter 2, I described how the ZPD, the Continua of Biliteracy and translanguaging underpinned the study. In essence, the tenets of the framework in relation to the ZPD, is that to achieve the potential developmental level of the non-LoLT learners, teachers as the more knowledgeable other need to create a classroom environment suitable for learning a new language. The tenets of the Continua of Biliteracy, specifically the context, focuses on how the teacher can achieve a desirable environment for a learner to learn a new language. Thus, the essence is that if a teacher wants to achieve bi(multi)lingual classrooms, factors such as macro/micro level support, literature or oral activities and translanguaging plays a role.

With regard to the key findings on professional and pedagogical knowledge of teachers who manage multilingual classrooms, but single-medium classrooms, the tenet on the Continua of Biliteracy, that focus on macro/micro level support suggests that if sufficient macro level support is provided such as support by HOD, workshops by the Department of Education and training by tertiary institutions, teachers will be able to create a classroom environment suitable for a learner to learn in a new language. However, the findings from the current study show that teachers experience challenges due to their lack of knowledge on how to teach non-LoLT learners. Within the framework for this study, training and experience by teachers will impact the movement of learners from their actual developmental level to their potential developmental level. Although three of the four teachers received training on how to

use multilingual strategies, and all four teachers had more than two years of experience teaching non-LoLT learners, the reality was that these learners were mostly educated monolingually- in Afrikaans. From the observations and interviews teachers indicated that they mostly do not know how to create an environment in which learners can successfully learn a new language. Suggesting that the training that some of the teachers received was not on standard and that training by tertiary institutions and workshops by the Department of Education was important to support the teachers to create a bi(multi)lingual environment.

Secondly, regarding the key findings of teaching of non-LoLT, the tenet on the ZPD, especially scaffolding, suggests that for a learner to move from the actual developmental level to the potential developmental level teachers had to implement scaffolding techniques to support learners. These scaffolding techniques can incorporate translanguaging practices into the classroom. However, the findings from the current study show that although some strategies such as interpreting between Afrikaans and English and placement of non-LoLT learners, were incorporated most of the time non-LoLT learners were not able to participate in classroom activities. In this context, the concept of unplanned translanguaging can be explained where one teacher explained phonics to non-LoLT learners by directly translating "t vir tier" to "t for tiger". In this situation, the teacher used unplanned translanguaging to scaffold the learners towards moving more to the learners' potential developmental level- being able to understand the LoLT. Another teacher translated words directly to scaffold learners to understand the Afrikaans words, once again this teacher used unplanned translanguaging. Although words and phonics were translated, the observation that was made regarding the use of majority monolingual practices in classroom tipped the scale back and placed the learners on their actual developmental level.

Another scaffolding strategy, that is placed under the ZPD was the posters that were incorporated into the Grade 1 teachers' classrooms. However, the findings from the current study show that there was a lack of classroom posters in Afrikaans and English. In this context, the lack of incorporating this scaffolding strategy into the classrooms can be explained by the perception the Grade 1 teachers had. According to the teachers' posters in Grade 1 are supposed to be only in one language- the LoLT. Other teachers indicated that they must not have learners who cannot understand Afrikaans in their classrooms. Therefore, they will not adjust the classroom posters.

Although classroom resources can be seen as a scaffolding tool that teachers incorporate into a bi/multilingual classroom, the opposite was observed in this case. Placing the classroom resources teachers use under monolingual practices, left the learners at their actual developmental level, which is to not be able to understand Afrikaans as LoLT.

The last scaffolding strategy that teachers used was the seating arrangements in their classrooms. The findings in the current study suggest that non-LoLT learners, were placed mostly to the front and closer to the board. In this context, this scaffolding strategy was that teachers placed non-LoLT, closer to the front for the teacher to identify when they have to support these learners. However, even though non-LoLT learners were placed closer to the front no special attention or extra support was provided.

When taking all four themes together, there were quite a few contradicting factors on whether teachers could guide learners to achieve their potential developmental level. Even though instances of interpreting between Afrikaans and Englsih were observed, it was not a constant phenomenon and most of the instructions were given in Afrikaans. The linguistic realities in these four classrooms were that almost all instructions, content and explanations were done in Afrikaans. Teachers' perception and knowledge about teaching non-LoLT learners tilted towards a monolingual point of view. According to the theoretical and conceptual framework teachers did their best according to their knowledge to bring in practices that would shape the desirable classroom, namely a bi/multilingual classroom. Hence, the use of strategies and practices teachers tried to incorporate, and the reality is that these teachers lack knowledge on how to teach non-LoLT learners. The lack of knowledge can be attributed to insufficient support from the HODs and minimal training by the Department of Education and tertiary instructions of teaching non-LoLT learners.

5.4 Consolidation of findings

Overall, the study revealed that teachers implemented certain strategies that they perceived as necessary to guide and teach learners who did not understand the LoLT, namely Afrikaans. Teachers placed non-LoLT learners more to the front of the

classroom. Although contradicting observations were made regarding the use of translanguaging in the classroom, some teachers made use of unplanned translanguaging to guide learners to understand the content being discussed. Some teachers also interpret phonics from Afrikaans to English. These Grade 1 teachers perceived that classroom resources ought to be in Afrikaans since they are teaching Grade 1 Afrikaans learners. The non-LoLT learners relied on the posters especially the Afrikaans alphabet that has pictures.

Even though some multilingual support strategies are in place, the overall observation was that teachers experienced challenges with teaching the non-LoLT learners. All the teachers received formal training, but only one teacher mentioned that she had subjects at university level that incorporated multilingualism and how to manage multilingualism. Although three of the four teachers mentioned that they had additional multilingual strategy training, the lack of interpreting between Afrikaans and English and translanguaging was observed in the classrooms. In some instances, the non-LoLT learners, were not part of the classroom and could not participate. Teachers' insufficient knowledge on how to teach non-LoLT learners placed these learners at a disadvantage. Teachers mentioned that they would appreciate workshops or support on how they ought to teach non-LoLT learners. Some teachers mentioned that they received support from their HODs, but the finding was overshadowed by teachers that mentioned that they were alone and did not know how to teach non-LoLT learners. Furthermore, some teachers mentioned that parents were involved and willing to get extra support if their child does not understand the medium of instruction, it is also overshadowed by a lack of parental involvement. Thus, teachers lack knowledge on how to teach non-LoLT learners and sufficient support is not provided.

5.5 Recommendations

The following recommendations are made focusing on recommendations for the different stakeholders that play a role in educating non-LoLT learners.

5.5.1 Teacher Training by Tertiary Institutions

Teachers lack knowledge on how to teach non-LoLT learners Therefore, tertiary education intuitions should explicitly train teachers on how to teach non-LoLT learners. Furthermore, although training is essential, pre-service teachers need practical experience in classrooms facing learners of multiple languages in one classroom. Therefore, I recommend that pre-service teachers need the opportunity to observe classrooms where multiple languages are being taught in one classroom.

5.5.2 To the Department of Education

Learners are being enrolled in schools that are parallel medium but placed in the Afrikaans classrooms because the English classrooms have reached their capacity. These learners do not understand the LoLT and according to the observations in my study, teachers lack knowledge on how to teach these learners. Therefore, I recommend that the Department of Education should enquire if schools have classrooms that have learners who do not understand the LoLT on a yearly basis to provide support to schools and teachers. Continued support should be provided using developmental programmes, such as workshops that teachers in similar positions guide. Teachers can then have the opportunity to share ideas and form new ideas regarding multilingual teaching.

5.5.3 To the Schools, Focusing on the Principal and HODs

From the observations that I made; it is evident that teachers experience challenges accommodating learners who do not understand the LoLT. Teachers need to receive training on how to teach learners who do not understand the LoLT. This can be done using workshops held at the school. HODs need to be explicitly trained by either the Department of Education or by attending courses that are in line with how to manage multilingual classrooms. The HOD, who has gained knowledge by means of courses or workshops, needs to join the teacher held workshops to provide support to teachers after the workshops are finished. Workshops can include sharing experiences gained

in the classroom, and research done by the teachers. Furthermore, a plan of action must be written down and kept in a place where teachers can refer to when they need assistance.

5.6 Recommendations for future research

This research contributes to what is known in literature about the lack of professional and pedagogical knowledge of teachers who manage multilingual learners in single-medium classrooms. Furthermore, this research contributes to the strategies that teachers use in their single-medium but multilingual classrooms to teach learners who do not understand the LoLT. There is a gap in research as to what teaching methods should be incorporated into early childhood education programmes when training teachers in multilingual classrooms. More research on the teaching of phonics in a Grade 1 classroom to learners who do not understand the medium of instruction is imperative.

5.7 Chapter Summary

This chapter presents the summary of the research findings. The findings were summarised in two parts: professional and pedagogical knowledge of teachers who manage multilingual learners in single-medium classrooms and teaching of non-LoLT learners. A general discussion of the findings took place where the findings were linked with the theoretical and conceptual framework as discussed in Chapter 2. The findings were concluded by indicating what was found through the interviews and observations of the four teachers who participated in the study. Lastly, recommendation was made for tertiary education intuitions, the Department of Education and schools, especially the HODs.

5.8 Conclusion of the study

The problem that was observed were that grade 1 learners were placed in Afrikaans classrooms because the English classrooms reached its capacity. In most cases it was the choice of the parents to place learners in these classrooms although there are other schools that can accommodate learners. These decisions placed teachers in a difficult situation because they now had to teach learners who do not understand the LoLT -Afrikaans.

Literature that focused specifically on the problem were incorporated into the study. In order to understand why some learners are educated in a language that they do not understand, the history of South African languages was explored. Furthermore, multilingual classrooms and the perceptions and pedagogical knowledge of teacher teaching in these multilingual classrooms were incorporated. Strategies such as translanguaging were discussed and formed part of the conceptual and theoretical framework which consisted out of the ZPD, scaffolding and the Continua of Biliteracy.

By means of qualitative study, semi-structured interviews and observations were conducted over a period of five days, with four grade 1 Foundation Phase teachers. After each observation in the four different classrooms, interviews were conducted in order to establish how teachers felt about the lessons they presented. The study explored the linguistic realities of Foundation Phase teachers in single-medium multilingual classrooms. After the data were analysed, four themes were presented.

The linguistic realities that Foundation Phase teachers experience in single-medium multilingual classrooms, are that to adjust to teaching non-LoLT learners is difficult. Teachers do not know how to teach phonics to these grade 1 learners that are in the beginning of their school career and still needs to learn to read and write. Teachers tried to incorporate support strategies such as interpreting some of the content and seating non-LoLT learners more to the front of the class but there was also a lack of multilingual resources in the classrooms because teachers stated that grade 1 learners cannot read so it is not necessary to have multilingual resources. Teachers also stated that they struggled with the incorporate multilingual strategies and support non-LoLT learners because they do not have the knowledge and do not receive

training. Hence, the lack of knowledge of teachers places non-LoLT learners at a disadvantage.

In conclusion, although teachers are faced with the challenges of multilingual classrooms, teachers need to change their attitude, empower each other by sharing strategies that work and equip themselves with the knowledge to support learners who do not understand the LoLT.

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Appendix A: University of Pretoria Ethical Clearance letter

Faculty of Education

Ethics Committee

17 October 2022

Dear Miss CE Beeken

The application for ethical clearance for the research project described below served before this committee on 21 September 2022:

Ethics Protocol No:	**EDU110/22**
Principal investigator:	**Miss CE Beeken**
Student/Staff No:	**16033567**
Degree:	**Masters**
Supervisor/Promoter:	**Dr N Maluleke**
Department:	**Humanities Education**

The decision by the committee is reflected below:

Decision:	**Approved**
Comments:	
Period of approval:	**Two years**

The approval by the Ethics Committee is subject to the following conditions being met:

1. The research will be conducted as stipulated on the application form submitted to the Ethics Committee with the supporting documents.

2. Proof of how you adhered to the Department of Basic Education (DBE) policy for research must be submitted where relevant.

3. In the event that the research protocol changed for whatever reason the Ethics Committee must be notified thereof by submitting an amendment to the application, together with all the supporting documentation that will be used for data collection namely; questionnaires, interview schedules and observation schedules, for further approval before data can be collected. The changes may include the following but are not limited to:

   - Change of investigator,

   - Research methods any other aspect therefore and,

   - Participants.

The Ethics Committee of the Faculty of Education does not accept any liability for research misconduct, of whatsoever nature, committed by the researcher(s) in the implementation of the approved protocol.

Best wishes

Prof Funke Omidire
Chair: Ethics Committee
Faculty of Education

Appendix B: Limpopo Department of Education Approval letter

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE PREMIER

TO: DR MC MAKOLA

FROM: DR T MABILA

CHAIRPERSON: LIMPOPO PROVINCIAL RESEARCH COMMITTEE (LPRC)

ONLINE REVIEW DATE: 20 DECEMBER 2022

SUBJECT: THE LINGUISTIC REALITIES OF FOUNDATION PHASE TEACHERS IN A SINGLE-MEDIUM MULTILINGUAL CLASSROOM

RESEARCHER: CE BEEKEN

Dear Colleague

The above researcher's research proposal served at the Limpopo Provincial Research Committee (LPRC). The committee is satisfied with the methodological soundness of the proposed study.

Decision: The research proposal is granted approval.

Regards

Acting Chairperson: Dr T Mabila

Secretariat: Ms J Mokobi

Date: <u>23/01/2023</u>

104

Appendix C: Mpumalanga Department of Education Approval letter

education
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

Ikhamanga Building, Government Boulevard, Riverside Park, Mpumalanga Province
Private Bag X11341, Mbombela, 1200.
Tel: 013 766 5552/5115, Toll Free Line: 0800 203 116

Litiko le Temfundvo, Umnyango we Fundo   Departement van Onderwys   Ndzawulo ya Dyondzo

Enq: Zané (CE) Beeken
University of Pretoria
Contact number: 0765726079
Email: beekemzane@gmail.com

RE: "THE LINGUISTIC REALITIES OF FOUNDATION PHASE TEACHERS IN A SINGLE-MEDIUM MULTILINGUAL CLASSROOM, MPUMALANGA PROVINCE".

Your application to conduct research study was received and is therefore acknowledged. The title of your research project reads: **"The linguistic realities of foundation phase teachers in a single-medium multilingual classroom, Mpumalanga Province".** I trust that the aims and the objectives of the study will benefit the whole department especially the beneficiaries. Your request is approved subject to you observing the provisions of the departmental research policy which is available in the department website. You are requested to adhere to your university's research ethics as spelt out in your research ethics.

In terms of the research policy, data or any research activity can be conducted after school hours as per appointment with affected participants. You are also requested to share your findings with the relevant sections of the department so that we may consider implementing your findings if that will be in the best interest of the department. To this effect, your final approved research report (both soft and hard copy) should be submitted to the department so that your recommendations could be implemented. You may be required to prepare a presentation and present at the departments' annual research dialogue.

For more information kindly liaise with the department's research unit @ 013 766 5124 / 5015 0r c.maphanga@mpuedu.gov.za

The department wishes you well in this important project and pledges to give you the necessary support you may need.

MRS LH MOYANE
HEAD: EDUCATION

24 /10 /2022
DATE

MPUMALANGA

Appendix D: Details of teacher and classroom sheet

Details of teacher _____	
Gender: M/F	Age:
Experience in teaching (years/types of classrooms):	
Training (what kind/where/when):	
Language in which you were trained to teach:	
What languages do you understand/speak:	
How many years do you have with teaching learners that does not understand the medium of instruction?	
Were you trained on the use of multilingual strategies?	
Classroom Information	
Number of learners in your class?	
Language of Learning and Teaching (LoLT) of the class/school?	
Number of students who speak the LoLT?	
Number of students who do not speak the LoLT?	

Appendix E: Semi-structured interview schedule

Teacher: Date:
Semi-structed questions
1. What do you think went well with regards to accommodating learners who do not understand the medium of instruction?
2. What do you think did not went well with regards to accommodating learners who do not understand the medium of instruction?
3. What do you think you could have done differently to accommodate the learners who do not understand the medium of instruction?
4. Do you feel confident that today's lesson accommodated all the learners of your class?
Unstructured questions
1.
2.
3.
4.

Appendix F: Observation schedule

Teacher: _____		Lesson: _____
Date: Time: Duration:	Number of learners: Subject:	Official language of classroom:
Resources in the classroom/lesson: 		
Observations in intervals of 5min (Observing how language is used in the classroom-interaction/environmental issues/managing of language/personal bias etc.)		
Interval 1: 		
Interval 2: 		
Interval 3: 		
Interval 4: 		
Interval 5: 		
Interval 6: 		

Print on Classroom walls

Image of **Front** of class	Image of **Back** of class
Image of **Left** of class	Image of **Right** of Class

108

Appendix G: Letter of consent for Limpopo Department of Education

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

EDU110/22

17 October 2022

To: The Limpopo Department of Education

Attention: Dr MC Makola and Mr DC Makgati

Request: permission to conduct research at a school in Limpopo

Dear Dr MC Makola and Mr DC Makgati

I am Zané Beeken. I am currently enrolled for a Master's degree in Education at the University of Pretoria. As part of my post-graduate studies, I am preparing to engage in research related to language titled: **The linguistic realities of foundation phase teachers in a single-medium multilingual classroom**

The purpose of the study is to extend theoretical and practical knowledge about the experiences of teachers that teach in a multilingual (more than one language) but single-medium classroom in the Foundation Phase (grades R to 3). The study will explore the linguistic realities and challenges that these teachers encounter in their classrooms by observing teaching practices and interviewing participants to find out more about these experiences.

Scope and duration of the study

The research will be conducted over a period of one week. Four Foundation Phase teachers will be selected to participate. They will be selected because they have learners in their classroom that do not understand the medium of instruction. Although teachers will be the main participants, learners will also be observed to identify how they respond to the way in which the teachers teach but no learners will be interviewed. The school programme will not be disrupted in any way.

All research ethics, as overseen by the University of Pretoria's research ethics committee will be adhered to. Data will only resume when an ethical clearance certificate has been granted by the University of Pretoria.

The findings of this study will be presented in a Master's dissertation. The dissertation will, however, be in the public domain for scrutiny by examiners and other academics. I am bound by rules of integrity and ethical conduct as prescribed by the University of Pretoria

and promise to abide by those rules. In addition, I grant the University of Pretoria permission to use the data provided for this study, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy application to this study will be binding on future research studies.

I thus request permission from Limpopo Department of Education to conduct my research in the Sekhukhune District. If you require further information, please contact me or my supervisors.

Yours sincerely

Zané (CE) Beeken (MEd student)

Cell: 076 572 6079

Email: u16033567@tuks.co.za

Dr Nkhensani Maluleke (Supervisor)

Cell: 072 953 9341

Email: nkhensani.maluleke@up.ac.za

Prof R. Evans (Co-Supervisor)

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Appendix H: Letter of consent for Mpumalanga Department of Education

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

EDU110/22

17 October 2022

To: The Mpumalanga Department of Education

Attention: Mr Mtembu and Dr Baloyi

Request: permission to field-test research instruments at a school in Mpumalanga

Dear Mr Mtembu and Dr Baloyi

I am Zané Beeken. I am currently enrolled for a Master's degree in Education at the University of Pretoria. As part of my post-graduate studies, I am preparing to engage in research related to language titled: **The linguistic realities of foundation phase teachers in a single-medium multilingual classroom**

The purpose of the study is to extend theoretical and practical knowledge about the experiences of teachers that teach in a multilingual (more than one language) but single-medium classroom in the Foundation Phase (grades R to 3). The study will explore the linguistic realities and challenges that these teachers encounter in their classrooms by observing teaching practices and interviewing participants to find out more about these experiences.

Scope and duration of the study

The school will be used to field-test the instruments for data collection over a period of a week. One Foundation Phase teacher will be selected to participate. The teacher will be selected because s/he have learners in their classroom that do not understand the medium of instruction. Although teachers will be the main participants, learners will also be observed to identify how they respond to the way in which the teachers teach but no learners will be interviewed. The school programme will not be disrupted in any way.

All research ethics, as overseen by the University of Pretoria's research ethics committee will be adhered to. Data will only resume when an ethical clearance certificate has been granted by the University of Pretoria.

The findings of this study will be presented in a Master's dissertation. The dissertation will, however, be in the public domain for scrutiny by examiners and other academics. I am bound by rules of integrity and ethical conduct as prescribed by the University of Pretoria and promise to abide by those rules. In addition, I grant the University of Pretoria permission to use the data provided for this study, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further

research may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy application to this study will be binding on future research studies.

I thus request permission from Mpumalanga Department of Education to field-test my research instruments at a school in the Bohlabela District. If you require further information, please contact me or my supervisors.

Yours sincerely

Zané (CE) Beeken (MEd student)

Cell: 076 572 6079

Email: u16033567@tuks.co.za

Dr Nkhensani Maluleke (Supervisor)

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Prof R. Evans (Co-Supervisor)

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Appendix I: Letter of consent to principal

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

6 March 2023

To: The School Governing Body

Attention: The School Principal

Request: permission to conduct research at your school

Dear Sir/Madam

I am Zané Beeken. I am currently enrolled for a Master's degree in Education at the University of Pretoria. As part of my post-graduate studies, I am preparing to engage in research related to language titled: **The linguistic realities of foundation phase teachers in a single-medium multilingual classroom.** This letter serves as a formal request to conduct my data collection for this research at your school.

The purpose of the study is to extend theoretical and practical knowledge about the experiences of teachers that teach in a multilingual (more than one language) but single-medium classroom in the Foundation Phase (grades R to 3). The study will explore the linguistic realities and challenges that these teachers encounter in their classrooms by observing teaching practices and interviewing participants to find out more about these experiences.

Three Foundation Phase teachers will be selected to participate. They will be selected because they have learners in their classroom that do not understand the medium of instruction. Although teachers will be the main participants, learners will also be observed to identify how they respond to the way in which the teachers teach but no learners will be interviewed. The school programme will not be disrupted in any way.

The findings of this study will be presented in a Master's dissertation and disseminated via articles or conference presentations. The dissertation will, however, be in the public domain for scrutiny by examiners and other academics. I am bound by rules of integrity and ethical conduct as prescribed by the University of Pretoria and promise to abide by those rules. In addition, I grant the University of Pretoria permission to use the data provided for this study, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy application to this study will be binding on future research studies.

I thus request permission from the School Governing Body to conduct my research at your school. If you require further information, please contact me or my supervisors.

© University of Pretoria

Yours sincerely
Zané (CE) Beeken (MEd student)

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Prof R. Evans (Co-Supervisor)

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Email: rinelle.evans@up.ac.za

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

Letter of Informed Consent

I, _____ (your name), the head of the School Governing Body of _____ agrees to allow Zané Beeken to conduct research at this school. The research project is titled 'The Linguistic Realities of Foundation Phase Teachers in a Single-medium Multilingual Classroom' and is conducted by the researcher as part of her studies for a M.Ed. in Humanities Education at the University of Pretoria. The purpose of this study is to extend theoretical and practical knowledge about the experiences of teachers that teach in a multilingual (more than one language) but single-medium classroom in the Foundation Phase (grades R to 3).

Research participation
I understand that five classroom observation session per participant will be conducted by the researcher over the period of a week. These observations will be audio-recorded, transcribed, and analysed.
I understand that the research participants will be interviewed after observations were conducted. Each interview will be 60 minutes after school in a time that is suitable for the participants. I am aware that the interviews will be audio-recorded and transcribed to be analysed.

Benefits
When participants share their experiences inside the classroom as well as during interviews with the researcher, they will contribute to new understandings of how teachers teach in a multilingual classroom and possible gaps in research.

Anonymity and confidentiality
Participant anonymity will be assured in this study. The researcher will give each participant a false name that will be used whenever any information will be used. The information that they share will also remain strictly confidential. The information will only be used for research purposes and in any use of the results of this research (publications or presentations) confidentiality and anonymity will be guaranteed. During the research period all e-data (interview transcripts, document analysis, and audio files) will be saved in an encrypted e-

folder on the researchers work computer. The name of the school will also be replaced with a pseudonym. In the reporting and any dissemination of the research results the school will only be referred to by this pseudonym.

Voluntary participation and trust
I understand that participation in the research is completely voluntary and that participants can withdraw from the study at any time. Participants are also under no obligation to answer questions posed to them by the researcher during the individual interviews. If they choose to withdraw from the study for any reason they can decide if the researcher can use any of the information, they shared with her. Participants were assured by the researcher that they will under no circumstances be respondent to any form of deception or betrayal during the research process or in the dissemination of the research findings.

If at any time during the research I, or the participants, have any questions we are free to contact the researcher or her supervisor at the telephone number or email provided below.

Head of School Governing Body signature _____   **Date**_____

Name of researcher	**Name of Supervisor**	**Name of Co-Supervisor**
Zané (CE) Beeken (MEd student)	Dr Nkhensani Maluleke	Prof Rinelle Evans
Cell: 076 572 6079	Cell: 072 953 9341	Cell: 083 732 0099

Email: u16033567@tuks.co.za   Email: nkhensani.maluleke@up.ac.za Email:rinelle.evans@up.ac.za

Appendix J: Letter of consent to teachers

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

Letter of Consent: Teachers

To: Teachers as research participants

Dear Sir/Madam

I am Zané Beeken. I am currently enrolled for a Master's degree in Education at the University of Pretoria. As part of my post-graduate studies, I am preparing to engage in research related to language titled: **The linguistic realities of foundation phase teachers in a single-medium multilingual classroom.** Details of the research project will be outlined below for your convenience

The purpose of the study is to extend theoretical and practical knowledge about the experiences of teachers that teach in a multilingual (more than one language) but single-medium classroom in the Foundation Phase (grades R to 3). The study will explore the linguistic realities and challenges that these teachers encounter in their classrooms by observing teaching practices and interviewing participants to find out more about these experiences.

Ethical principles

You have the right to decide to participate and the researcher will not put any pressure or influence you in any way possible. You will have all the information to make an informed choice. Any information that you require will be explained in a language and way that you understand. The researcher will be available to answer your questions. You will have sufficient time to think about your involvement before signing the consent form. You also have the right to withdraw at any stage of the project without any negative consequence. You will be provided with sufficient information about observations and interviews that will be conducted.

Although this study does not plan to delve into sensitive or personal issues, you have a right to privacy and your anonymity will be protected meaning that no identifiable information will be reported either in writing or orally. Codes will be used to hide your identity. A false name will be used in the place of the school's name to protect the identity of all concerned. All information will be stored in a password-protected computer to which only the researchers have access.

You will not be at physical or psychological risk or harm of any kind. This means that you will not be placed in circumstances which may cause undue stress, embarrassment, or loss of self-esteem.

I shall report the findings in a complete and honest way without any misrepresentation using formal yet comprehensible English. I will not fabricate data or alter findings to suit interest groups. I shall give credit and acknowledgements appropriately and disseminate the practical implications of my research in a comprehensible way. As a participant, you will not be party to any acts of deception or betrayal in the research process or its published outcomes. In addition, I grant the University of Pretoria permission to use the data provided for this study, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy application to this study will be binding on future research studies.

Time frame

The interview should not take up more than 60 minutes of your time. The time and place of the interview will be negotiated in accordance with your personal preference and schedule. You will be observed for one week, an hour a day and will be arranged beforehand. I therefore want to invite you

to participate in this research study. Your co-operation would be highly valued. I look forward to your positive response.

Your sincerely

Zané (CE) Beeken (MEd student) Dr Nkhensani Maluleke (Supervisor) Prof R. Evans (Co-Supervisor)

Cell: 076 572 6079   Cell: 072 953 9341   Cell: 083 732 0099

Email: u16033567@tuks.co.za Email: nkhensani.maluleke@up.ac.za Email: rinelle.evans@up.ac.za

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

Consent form for teachers that teach in a single-medium multilingual classroom.

This is to state that I, _____ (your name) have been informed and fully understand the nature and purpose of the research project entitled: *The Linguistic Realities of Foundation Phase Teachers in a Single-medium Multilingual Classroom*

I thus agree to participate in the study being conducted by Zané (CE) Beeken from the Faculty of Education, University of Pretoria as researcher.

A. PURPOSE

I understand that this is not an experimental study and have been informed that the purpose of this study is to explore the experiences of teachers that teach in a multilingual (more than one language) but single-medium classroom in the Foundation Phase (grades R to 3). The study will explore the linguistic realities and challenges that these teachers encounter in their classroom by observing teaching practices and interviewing participants to find out more about these experiences. Learners will also be observed to identify how they respond to the way in which the teachers teach but no learners will be interviewed.

B   PROCEDURES

I will be observed in my classroom for one hour a day, over a period of a week. I will be asked to share my views during a 60-minute semi-structured interview to be conducted at a time convenient to my schedule. I shall provide details relating to my language profile and linguistic experience in the classroom. I will also be asked about my experiences of teaching in multiple languages. These discussions will be audio-recorded. I am entitled to be kept informed of the research process and may also have access to a summary of the research findings.

C. CONDITIONS OF PARTICIPATION

- I understand that I am free to withdraw my consent and discontinue my participation at any time without negative consequences or penalty.
- I may do so by informing the researcher verbally, in writing or by telephone. They have provided me with their contact numbers for this purpose.
- I am at liberty to contact the researcher at any time if I have any questions or concerns about the study.

- I understand that my participation in this study is CONFIDENTIAL.
- I understand that the results of this study may be published in an academic journal or reported at a conference/seminar.

I have carefully studied the above and understand this agreement. I thus freely consent and voluntarily agree to participate in this study.

Name (please print): _____

Signature: _____

Contact number(s): _____

E-mail: _____

Appendix K: Letter of consent to parents in English

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

6 March 2023

Letter of Consent: Parents on behalf of their children

To: Parents

Dear Sir/Madam.

I am Zané Beeken. I am currently enrolled for a Master's degree in Education at the University of Pretoria. As part of my post-graduate studies, I am preparing to engage in research related to language titled: **The linguistic realities of foundation phase teachers in a single-medium multilingual classroom.**

I will be observing your child's teacher to gain information on how s/he experiences teaching learners of multiple languages in the classroom. While doing the observation, the learners' interactions with one another as well as with the teacher will be recorded. The school programme will not be interrupted at any time. The observations will be done for one week, an hour a day.

Your child will not be at physical or psychological risk or harm of any kind. This means that they will not be placed in circumstances which may cause undue stress, embarrassment, or loss of self-esteem. Under no circumstances will the researcher communicate or be in-contact with your child during the observations. The location and the name of the school will also be changed to protect the identity of all concerned. All information will be stored in a password-protected computer to which only the researcher has access. In addition, I grant the University of Pretoria permission to use the data provided for this study, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy application to this study will be binding on future research studies.

I thus request your consent on behalf of your child to be part of the observations. If you require further information, please contact me or my supervisors.

Yours sincerely

Zané (CE) Beeken (MEd student)

Cell: 076 572 6079

Email: u16033567@tuks.co.za

Dr Nkhensani Maluleke (Supervisor)

Cell: 072 953 9341

Email: nkhensani.maluleke@up.ac.za

Prof R. Evans (Co-Supervisor)

Cell: 083 732 0099

Email: rinelle.evans@up.ac.za

_____

I, _____ (your name) give consent on behalf of my child, that s/he may be present in the classroom while observations are made. I understand that the researcher must adhere to the ethical principles as stipulated by the University of Pretoria.

Signed: _____   Date: _____

Appendix L: Letter of consent to parents in Sepedi

4 Phato 2022

Lengwalo la tumelelo: Batswadi legatong la bana ba bona

Go: Batswadi

Leina la ka ke Zané. Mo lebakeng le ke ithutela dithuto tša kgrata ya mastera wa Thuto ka Yunibesithi ya Pretoria. Bjalo ka karolo ya go ithutela dithuto tša ka morago ga kgrata ya pele, ke beakanya go rerišana ka dinyakišišo tša go amana le thaetlele ya tša polelo: **The linguistic realities of foundation phase teachers in a single-medium multilingual classroom.**

Ke tla be ke lebelela morutiši wa bana ba lena go hwetša tshedimošo ka moo a itemogelang go ruta baithuti ba maleme a mmalwa ka phapošing ya gagwe. Ge ke dira temogo yeo, poledišano ya baithuti gammogo le morutiši di tla gatišwa. Lenaneo la sekolo le ka se tsenwe gare ka nako efe goba efe. Ditebelelo tše di tla dirwa ga tee ka beke, iri e tee ka letšatši.

Ngwana wa gago a ka se be kotsing ya mmele goba ya monagano goba kgobalo ya mohuta ofe. Se se ra gore ba ka se bewe ka mabakeng ao a hlolago kgatelelo ya monagano, dihlong, goba tahlego ya boitshepho. Ka ntle ga mabaka monyakišiši a ka se boledišane goba go ikopanya le ngwana wa gago nakong ya ditebelelo. Lefelo le leina la sekolo le tšona di tla fetošwa go šireletša ga bao ba amegago ka moka. Tshedimošo ka moka ye e tla bolokwa ka khomphuthareng yeo e šireleditšweng yeo monyakišiši fela a nang le phihlelelo.

Ke ka fao ke kgopelo tumelelo ya gago legatong la ngwana wa gago go ba karolo ya tekolo. Ge o nyaka tshedimošo ka botlalo, o kgopelwa gore o ikopanye le nna goba bahlahli ba ka.

Wa lena

Zané (CE) Beeken (moithuti wa MEd)   Dr Nkhensani Maluleke (Mohlahli)

Nomoro: 076 572 6079   Nomoro: 072 953 9341

imeile: u16033567@tuks.co.za   imeile: nkhensani.maluleke@up.ac.za

                                                               Prof R. Evans (mothuši)

                                                               Nomoro : 083 732 009

                                                               imeile: rinelle.evans@up.ac.za

_____

Nna, _____ (leina la gago) ke fa tumelelo legatong la ngwana wa ka, gore yena a ka ba gona ka mo phapošing ge ditebelelo di dirwa. Ke kwešiša gore monyakišiši o swanetše go obamela melawana ya maitshwaro ka ge go boletšwe ke Yunibesithing ya Pretoria.

Saenilwe: _____   Letšatši: _____