

**THE EXPERIENCES OF TEACHERS AND LEARNERS OF BEING
MULTILINGUAL IN RESOURCE CONSTRAINED ENVIRONMENTS**

by

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Declaration

I, **CLIFFORD DIHANGOANE**, declare that this dissertation, **EXPERIENCES OF TEACHERS AND LEARNERS OF BEING MULTILINGUAL IN RESOURCE CONSTRAINED ENVIRONMENTS** is my own work and has not previously been submitted by me for a degree at this or any other institution.



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- Data storage requirements.

Dedication

I dedicate this study to my wife and family. Thank you for your courage, support and inspiring me to achieve my goals. Your unconditional love and support are highly appreciated.

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Abstract

This study aimed to investigate the experiences of teachers and learners in being multilingual in resource-constrained environments where the LoLT is English. The sociocultural theory was used as the theoretical framework for this study. Given the factors involved, a mixed-method approach was favourable for collecting and analysing data. The qualitative data was collected through semi-structured interviews with five teachers and focus group discussions with an overall number of seventeen learners from two different township schools in Pretoria. The quantitative data was collected from the same schools through a survey questionnaire with a total number of forty-seven respondents.

Inductive thematic analysis and descriptive statistics were utilised for analysis of data. The key recurring discoveries from the participants were overcrowding, language diversity, insufficient training received by teachers, limited educational resources, lack of LoLT proficiency from learners, and being restricted to use other languages by the school policy. Educational resources serve as a bridge to mediate inefficient language development in multilingual learners, the lack of resources hinders positive learning experiences. Experiences of the participants across languages are regarded as problematic instead of a resource. Although these experiences are known to act as barriers to the process of teaching and learning, this study contributes by providing a deep comprehension of multilingualism in the South African setting. It provides resolutions to enhance the use of multilingualism for effective teaching and learning.

Key terms

Academic performance, English second language, Environments, Experience, Language policy, Multilingualism

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List of abbreviations

BICS	Basic Interpersonal Communication Skills
CAPS	Curriculum Assessment Policy Statement
DoE	Department of Education
ESL	English Second Language
LoLT	Language of Learning and Teaching
NCS	National Curriculum Statement
NSDC	National Skills Development Corporation
OBE	Outcome Based Education
SEDL	Southwest Educational Development Laboratory
SIA	Standards Assessment Inventory
UNESCO	United Nations Educational, Scientific and Cultural Organization

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CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

This study aimed to explore the contemporary implications of linguistic diversity for education in resource-constrained environments in South African schools. Language is an essential part of our being in society; it incessantly marks its existence in every sphere of our lives (Rajasekaran & Kumar, 2017, p. 2394). South Africa finds itself in a situation where some learners are unable to read, write, and speak in the medium of instruction due to the lack of catering for multilingual learners in the classrooms as they struggle to adjust or learn in another language than their HL (Hooijer & Fourie, 2009). This makes it challenging for learners to learn sufficiently and master the contents taught.

1.2 RATIONALE

My personal and teaching experience has allowed me to personally become familiar with the experiences of South African primary school learners. Although they are fluent in their home languages, numerous learners are not proficient in English. As a teacher, I appreciated the considerations of Rodriguez (2009, p.18), who stated that teachers are not ready to encounter the challenges of dealing with the complicated experiences that are brought forth by the learners from “multiple places, cultures, and languages”. Therefore, I conducted this study to obtain an understanding of the experiences of teachers and learners who come from diverse languages into multilingual classrooms in resource-constrained environments and their perspectives of its impact on the learners’ academic achievement and how they adjust to learning in English as LoLT. I wanted to get a deeper understanding of their experiences to discover the core factors affecting them in a multilingual class and explore solutions to their difficulties in this regard. This study was also envisioned as giving us a signal of the significance of multilingualism for their academic performance.

1.3 PRELIMINARY LITERATURE REVIEW

“Many African countries use English as the language of instruction in schools and also in the higher institution” (Manzo & Zehr, 2006, p.22). Literature reports show that it is a global problem that many learners are unable to read. It is estimated that millions of people around the world lack basic reading and writing skills (UNESCO, 2011). South Africa is a multilingual country, as it is home to many individuals from

different ethnic backgrounds and has an abundant cultural heritage (Hooijer & Fourie, 2009). South Africa is faced with numerous difficulties to deliver standard learning to its multilingual and multiracial populace. We are also faced with the challenge that, historically, in South Africa, education was central to segregation policies and featured strongly in the struggle efforts for liberation (Hugo, 2010).

The Language-in Education policy promotes additive multilingualism intending to provide full participation in through equitable and meaningful education (DoE, 1997). As a result, most classrooms in the republic have transitioned into multilingual classes (Lemmer & Squelch, 1993, p. 2). However, as much as these classrooms remain diverse and multilingual, the LoLT is English regardless of the learners' English proficiency level. Despite the fact that their home languages are not English, their parents register them in schools that use English as the LoLT (Fleisch & Woolman 2007, p. 58). Research shows that many schools have become multilingual and diverse, and yet English is the LoLT. However, not much is known about the teachers' and learners' experiences of being multilingual with regards to the usage of English medium, especially in a class where there are little or no resources.

My teaching experience has also shown me that some learners are subjected to discrimination when they are unable to speak English, specifically those who are fluent in their African home languages only. The teachers also have multi-layered fears in schools because they are frequently unprepared to understand the complicated lives of their learners and the connections their learners have with their homes, cultures, and languages (Rodriguez, 2009, p. 18). Consequently, it has turned out to be obligatory to research the academic performance and the experiences of learners in the multilingual classroom.

The work of Bankston and Zhou (1995) becomes important as they have concluded that when there is first language ability, there is a chance of academic success. Chow (2006, p. 2) maintains what other researchers report by arguing that English proficiency is the critical consideration in the essential speed and simplicity with which English medium learning learners adapt to the language.

In the South African setting, a different situation is seen where eleven official languages are supported, with learners coming from adjacent townships where the

main indigenous languages are Setswana, Isizulu, and Sepedi. The effect of these indigenous languages, therefore, becomes significant for academic performance. A study like this is compelled to investigate how ESL learners experience and adapt to the language of the school and how it influences their academic performance. It also inclines one to research the experiences of teachers in empowering learners at the school with regards to learning the English language.

According to Heugh (2005), regular education cannot be prosperous if it is grounded in the first additional language (FAL) of learners instead of their native language. However, there is a silence in the literary texts regarding research around how the teachers can understand the teaching of a new language in the multilingual classrooms, and the impact it has on these teachers (Hooijer & Fourie, 2009). The LoLT in the centre of learning is a determining factor of educational success (Chow, 2006). The literature review has shown that language is a backbone when discovering the experiences of teachers and learners in a multilingual classroom. Therefore, it is essential to investigate how the course of educating and learning occurs in a class whereby the learners' second language is the LoLT.

1.4 PURPOSE OF THE STUDY

The study aimed to research the experiences of teachers and learners of being multilingual in resource-constrained environments. I have realised that there are numerous issues influencing the progress of learners, specifically regarding language. My focus was the experiences of the teachers and learners who come from diverse languages into multilingual teaching space in resource-constrained environments. The aim was to explore the dynamics surrounding teaching and learning in a bilingual class to gain more understanding of the experiences of teachers and learners in South African schools.

1.5 RESEARCH QUESTIONS

1.5.1 The main research question

What are the experiences of teachers and learners and of being multilingual in the resource-constrained environments?

1.5.2 The sub-research questions

1. What are the teachers' positive and negative experiences of teaching in multilingual classrooms in resource-constrained environments?

2. What are the learners' positive and negative experiences of learning in multilingual classrooms in resource-constrained environments?
3. What are the implications of teachers' and learners' experiences of learning in multilingual classrooms?
4. What lessons can be derived from teachers' and learners' experiences of being multilingual in resource-constrained classrooms?

1.6 WORKING ASSUMPTIONS

Most local schools use ESL as the LoLT as it is believed to be useful for academic purpose and economic survival (Liddicoat, Heugh, Curnow, & Scarino, 2014). Multilingualism in education is necessary but nonetheless challenging, and the difficulties are commonly in the attitudes about languages and cultures (Liddicoat et al., 2014). Teachers and learners must be multilingual to learn effectively. They also need to be proficient in their LoLT to minimise the challenges faced in the classroom. I assumed that data collected from my participants could give a comprehensive reflection of the experiences of teachers and learners in the multilingual classes.

1.7 CONCEPT CLARIFICATION

Multilingualism- means being able to “use, speak or write in several languages” (Mayor et al., 2012, p. 1148). Usually, the speaker would require complete knowledge and control over the language to sound natural. Multilingual learners have a number of unique qualities distinguishing them vary from monolinguals and multilinguals in numerous ways. According to the literature, they have greater metalinguistic and metacognitive abilities which allow them to rapidly associate between different languages and can evaluate and learning strategies and choose the most appropriate ones (Cenoz, 2003; De Angelis, 2007; Jessner, 2008).

A resource-constrained environment- with reference to schools, is an environment where the community is subject to high poverty and have limited resources, the school has a lack of infrastructure and a high teacher-learner ratio (Mayor et al., 2012). It refers to a variety of circumstances such as limited access textbooks and teachers whose home language is not English (Glass, 2019)

Academic performance- is the degree to which a person or institution has accomplished their desired educational objectives (Mayor et al., 2012). It is the degree to which learners or teachers have achieved their educational goals.

Therefore, academic performance reflects the performance of learners in examinations related to assignments and other types of tests (Amasuomo, 2014).

Studies carried out on aspects that affect learners' academic performance have identified a number of factors as affecting the learners' achievement learner effort, namely, "previous educational performance, self-motivation, the socio-economic status of the learners' parents, the learners' age, the number of hours of study per day".(Amasuomo, 2014). Amasuomo observed that "the measurement of the learners' prior educational performance is the most important indicator or determinant of the learners' future academic performance" (Amasuomo, 2014).

Teachers are "people whose role is to teach, especially in a school" (Mayor et al., 2012, p.1807) e. g. teachers who teach language. This study investigated the qualified primary school teachers who teach and help learners to acquire knowledge, competence and virtue. A teacher in the context of the classroom is the only person who can impart knowledge to the learners and influence their broader scope of knowledge (HakiElimu, 2019). "Teachers are capable of living and moulding the youths such that their power is paramount as they determine the fate of the society. The teacher also provides the learners' knowledge, skills and values that enhance development" (HakiElimu, 2019).

Learners are people who are "learning to do something" especially in a school context (Mayor et al., 2012, p. 992). They are the primary school learners who are learning particular subjects (e.g. English language) or skills (how to do things). Learning is the process of acquiring current information or adjusting existing, knowledge, behaviours, skills, values, or preferences.

Language is a way of communicating through written or spoken words of a particular area or country (Mayor et al., 2012). "Language is a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release" (Crystal & Robins, 2019)

Experiences are "something that happens to you or something you do, especially when this has an effect on what do you think or feel" (Mayor et al., 2012, p. 593). It includes all interactions, courses, programmes or other happenings where teaching

and learning occurs. It occurs in a traditional academic setting (centre of learning, classroom), and it includes traditional educational interactions between teachers and learners (Giovannini, 2013)

1.8 THEORETICAL FRAMEWORK

The sociocultural theory has been used as the theoretical base for this research. This theory is chosen to highlight the experiences of teachers and learners of being multilingual in resource-constrained environments. This theory stresses the interaction between developing learners and the culture in which they live and sees human learning as a social process. According to Gergen, this social interaction always occurs within a socio-cultural context, resulting in the knowledge that is bound to a specific time and place (Gergen, 1995). This theory stresses the importance of multilingualism, teachers' and learners' knowledge, abilities, needs and experiences (Gergen, 1995). The sociocultural theory is discussed in depth in Chapter 2.

1.9 RESEARCH PARADIGMS

1.9.1 Epistemology

The epistemological paradigm used for this study is pragmatism. Pragmatism is a research philosophy that evaluates theories or beliefs in terms of the success of their practical application. Philosophers who research pragmatism know that there are numerous diverse methods of making meaning of the world and approaching research studies, so that no single opinion can ever provide the whole picture and that there may be numerous actualities (Dudovskiy, 2019). This field of philosophy is then to be distinguished from, and related to the other philosophical study area, epistemology, which is the study of knowledge (Smith, 2016). In this study, the knowledge about multilingual teachers' and learners' experiences of being multilingual has been central in the argumentations, looking and exploring how teaching and learning occur in a diverse class.

According to Dewey, pragmatism is an anti-philosophy in the sense that it shifts the focus from the traditional issues of epistemology to the importance of the communications among humans and their setting, both natural and social (Tashakkori & Teddlie, 2010). These interactions or more accurately, transactions, represent the change process an individual undergoes as he or she adapts to the environment. These individual adaptive transactions are continuously informed by

previous experiences through which an individual creates his or her own world (Tashakkori & Teddlie, 2010). However, when an individual works with others, his or her individual world is altered to accommodate a group response to accomplish common goals. Both the individual and social responses to the environment represent experiences from which knowledge is acquired and refined (Tashakkori & Teddlie, 2010). This type of theory provides a better understanding of multilingualism with regards to the teachers' and learners' experiences, including perceptions, motivations and feelings towards the topic.

1.9.2 Methodological Approach

In this research, I have used the mixed method approach which is a process for collecting, analysing and using both qualitative and quantitative methods in a solitary study to understand a research problem (Creswell, 2014).

The researcher also gathered numeric data to answer the research question (Maree, 2016). The mixed-method approach can be used for diverse research objectives. It is helpful in obtaining a thorough comprehension of trends and personal perceptions, clarifying the link between variables and their association, producing and trying philosophies and emerging fresh measurement tools (Maree, 2016). This approach helps to build on the strengths of both quantitative and qualitative data, such as scores on instruments and yields specific numbers that are statistically analysed, producing results to assess the frequency and magnitude of trends and provide useful information (Creswell, 2014).

1.10 RESEARCH METHODOLOGY

1.10.1 Research Design

This study followed a descriptive case study design to get a detailed comprehension of the experiences of teachers and learners of being multilingual in resource-constrained environments. According to Yin the case study design is a practical inquiry designed to explore the current event in its natural context (Yin, 2013). A case study is regarded as a suitable method to collect data, providing detailed information of the description of a phenomenon from the participants' perspectives and experiences (Stark & Torrance, 2006). I chose this design because the case in question is the experiences of the teachers and learners of being multilingual, but the cases should not be considered without the context, the specific school, and specifically the classroom setting (Yin, 2003). This case study used interviews and

surveys as data gathering methods. To simplify the data analysis process, a single process of data collection was preferred for each dataset collected over multiple methods of data collection. This allowed a general data analysis approach to be used ensuring the relevance of the data gathering approaches and considering the way that data was examined (Darke, Shanks & Broadbent, 1998).

The case study model of research also has some downsides. According to Shark and Torrance, the disadvantage of using a case study is that it is not possible to generalise from one or a small number of cases to the population as a whole (Stark & Torrance, 2006). However, this was not the goal of this research. Case study research tries to achieve in-depth perception and comprehension of the specific social occurrence being studied, in this case, the experiences of teachers and learners of being multilingual in resource-constrained environments. “A well-selected case constitutes the dewdrop in which the world is reflected” (Maree, 2010, p. 76).

1.11 SAMPLING

Data sampling is an important part of the research that must be considered in the design stage of the research (Maree, 2016). In this research, data was collected through interviews and surveys. According to Maree, “an interview is a two-way communication in which the interviewer asks the participant questions to collect data and to learn about the participant’s views, beliefs, behaviours and experiences” (Maree, 2016, p.92). “The aim is to obtain rich descriptive data that will assist the researcher to understand the participants’ construction of knowledge and social reality” (Maree, 2016, p.93).

A survey is “the assessment of the present status, opinions, beliefs, and attitudes by questionnaires from a known population” (Maree, 2016, p. 174). In survey research, the researcher chooses numerous participants to form an illustrative example of the populace of importance before administering the questionnaires to collect data about their ideas, feelings and perceptions about the topic being researched, as well as the demographics describing their profiles (Maree. 2016, p. 174).

In this study, I have used purposive sampling- it is very selective and also deliberates on the selection of the participants based on the knowledge at the participant has about the topic under study (Tongco, 2007). The research sample constituted twenty-two participants (five teachers and seventeen grade four learners)

from two different township primary schools in Gauteng Province. The sample was chosen “purposefully, that is, a particular person, community, or other bounded because it exhibits characteristics of interest to the researcher” (Merriam & Associates, 2002, p. 179).

For the quantitative method, I have used convenience sampling. “This technique refers to circumstances where population elements are selected based on the fact that they are easily and conveniently accessible” (Maree et al., 2016, p.197). The research sample constituted sixty participants (primary school teachers), from the same schools mentioned above. According to Maree, this method is useful in exploratory research where the researcher is interested in getting an inexpensive, quick approximation of the truth and in pilot studies where a few respondents are necessary to test the questionnaire (Maree, 2016).

The selected participants were multilingual as I wanted to research their experiences of being multilingual in the resource-constrained environment. Overall, I have conducted my research based on twenty-two participants; their stories were individually recorded from their experiences with regards to language and academic performance to assist me in understanding and concluding on the effects of multilingualism in such classrooms. Cohen, Manion and Morrison (2007, p. 133) assert, “In qualitative data, quality criteria might be addressed through the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of disinterestedness or objectivity of the researcher”. Chapter 3 discusses the detailed background of the participants.

1.12 DATA COLLECTION AND DOCUMENTATION

Data collection can be defined as “bits and pieces of information collected in the environment” (Merriam, 1998, p. 70). Two different data collection approaches were utilised to collect the sets of data in this research. “The use of multiple sources and techniques of data collection is a key strength of the case study method” (Maree, 2010). I have used semi-structured and focus group interviews to gather the data on the experiences of the teachers and learners. I interviewed the teachers to get an insight into their experiences.

For the quantitative approach, I have collected data through a survey. According to Maree, a survey is often used in quantitative research for “the assessment of the

current status, opinions, beliefs, and attitudes by questionnaires or interviews from a known population” (Maree, 2016, p.174). I distributed sixty questionnaires to the teachers for both schools. Each school received 30 questionnaires.

“The design of the questionnaire is an extremely important part of the research process since this is the instrument with which data is generated” (Maree, 2016, p. 177). During the process of designing a questionnaire, the researcher has to consider the type of data that the questions are expected to generate, as well as the requirements of the specific statistical techniques that will be deployed to analyse the data. The questionnaires were given to the teachers to gain an understanding of their feelings, thoughts, attitudes and experiences of being multilingual in environments where there is a lack of resources.

1.13 INDUCTIVE THEMATIC DATA ANALYSIS, DESCRIPTIVE STATISTICS, AND DATA INTERPRETATION

According to Life Research Social (2002, p. 59), qualitative data analysis is a huge and multifaceted multidimensional topic. Thematic data analysis, a technique often used in qualitative data research, was also utilised in this research to analyse the relevant data gathered. “Thematic data analysis is a method of identifying, analysing and reporting on themes emerging within data” (Braun & Clarke, 2006). The primary objective of thematic analysis is to collect data directly by studying the participants without imposing a bias by introducing preconceived ideas about the expected categories or relevant theories. “Thematic analysis is best suited to elucidating the specific nature of a given group’s conceptualization of the phenomenon under study” (Braun & Clarke, 2006, p 6). An examination process was applied to data in a written format to obtain a more detailed grasp of the experiences of teachers and learners of being multilingual in a resource-constrained environment. The inductive analysis highlighted several categories describing the experiences of teachers and learners (Elo & Kyngas, 2007, p. 108). I made use of the inductive analysis “to allow research findings to emerge without restraints imposed by more structured theoretical orientations” (Maree, 2010, p. 99).

Questionnaires were used to gather the data and have the data organised using thematic analysis. I then used descriptive statistics to present the data in a more meaningful and understandable way. “Descriptive statistics is a collective name for a

number of statistical methods used to summarise and organise data in a meaningful way. This serves to enhance the understanding of the properties of the data. The descriptive analysis may be used to analyse graphical and numerical data” (Maree, 2016). Detailed explanations and methods applied in this analysis are provided in chapter 3.

1.14 ETHICAL CONSIDERATIONS

Throughout every phase of this study, I ensured that the best practices regarding ethical considerations were followed. I was guided in this by the guidelines of the University of Pretoria.

Approval and clearances for the study were obtained from all the relevant authorities, including the Ethics Committee of the University of Pretoria.

Letters of informed consent were given to the principal and teachers including parents to ensure that they gave permission for their children to take part. Learners were also given assent forms as part of agreeing to participate. The participants of the study did not receive any form of remuneration for taking part in the study; their participation was on a voluntary basis and participants were free to withdraw their participation anytime, there was no coercion or forced participation. I obtained consent and assent forms before data collection process began. No harm was inflicted on participants. I also took cautionary measures to secure the storage for data and research records.

Specifically, the following actions were taken.

1.14.1 Voluntary Participation

During the first meeting with the participants, I made sure that they understood their right as participants in a research study. I especially made sure that they understood that their participation was entirely voluntary and that they could decide to withdraw their participation at any time without any penalties or censure. During every research phase, I followed up with my participants to confirm whether they were still comfortable to continue.

1.14.2 Informed Consent

Before data collection, I met with the teachers, learners, and principal and personally explained to them all the background relating to the study. This included describing the motivation for the research, the possible benefits to them and the wider

education structure from the findings of the study, how the information for the research would be assembled and stored, how and where the results would be published, the possible risks and exposures in participating in the study, and the steps that would be taken to ensure that their personal information would be kept confidential, and what steps would be taken to ensure their anonymity..

I have informed my adult participants that they had the full decision-making capacity to give consent. The learners were also given consent letters for their parents and assent letters for themselves, and I explained what was needed from them.

1.14.3 Confidentiality, Anonymity and Privacy

To make certain that the collected information could not be used to identify the school, teachers or learners who participated in the study, all the collected data from participants were locked in a safe, and the laptops used were password protected. The procedures followed all complied with the guidelines of the University. Pseudonyms were used to keep the participants and school names confidential. I ensured that the same caution was exercised in handling the data published in the final report.

1.14.4 Non-maleficence

In each stage of this study, I ensured that the participants were not exposed to any undue risks, and no harm was caused to any of my participants.

1.15 QUALITY CRITERIA

The term “trustworthiness” means the method whereby information is gathered, organised and categorised, especially if the sources of the data are oral or written documents (Maree, 2015, p. 140). According to Hayes (2011), good research is grounded in trustworthiness. Triangulation was used to correlate the information that was collected from different sources using different methods. The member checking process reduced data misinterpretation. A full description of the research procedure was created to protect the quality and the value of the research (Rolfe, 2006). The detailed considerations concerning the dependability, credibility, transferability, and confirmability of the research data are covered in Chapter 3.

1.16 STUDY LIMITATIONS

There are some possible limitations to the findings of the study. Firstly, the research was conducted in only two township schools. Secondly, only two groups of learners

were interviewed through focus group interviews. The participation of more learners could have resulted in more robust data collection. The interpretation of the interviews may have been hindered by the fact that The interviewer was code-switching when asking some of the questions to the learners, which may have introduced inaccuracies in the answers and interpretation of the questions.

1.17 METHODOLOGY

Table 1-1: methodological selections summary

Purpose of the study	To explore and describe the experiences of teachers and learners of being multilingual in resource-constrained environments.
Research paradigms	Pragmatism Mixed method approach
Research design	Case study design
Participant selection	Purposive sampling of teachers and learners in two township primary schools Convenience sampling of teachers from the same two township primary schools
Data collection and documentation	Survey (questionnaires were used to gather data from the teachers of the two primary schools) Semi-structured interviews with teachers and focus group interviews with learners All the collected data was transcribed and captured electronically
Data analysis and interpretation	Descriptive statistics Thematic data analysis
Quality criteria	Confirmability, Trustworthiness, Dependability, Transferability, Credibility
Ethical considerations	Voluntary participation, Confidentiality, Anonymity, informed consent and assent,

1.18 CONCLUSION

Chapter 1 provided a birds' eye view of the study. I have also discussed the motivation for the specific research, the research questions that guided the study and clarified ideas and definitions that are central to the study. The theoretical framework, research design, and methodology selected were highlighted. An overview of the relevant ethical considerations and the quality criteria that needed to be adhered to were also provided.

1.19 OVERVIEW OF CHAPTERS

Chapter 2 reviews the pertinent published material consulted in the research. The methodology followed by the researcher is described in Chapter 3, laying the foundation for the presentation of the findings in Chapter 4. The research report is wound up in Chapter 5 with the conclusions reached, framed in the context of the limitations of the study, leading to the recommendations driven by the conclusions.

CHAPTER 2 LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter, the literature surrounding the present study will be presented. Firstly, the concepts underpinning this study are derived from prominent local and international research reports on the experiences of teachers and learners of being multilingual. Comprehensive synopsis follows about the global debate on multilingualism and the specific challenges that South African learners come across in schools. Lastly, an integrated view of the theoretical framework on which this study was based, is considered.

2.2 CONCEPTS UNDERPINNING THE STUDY

The literature review focuses on the concepts below which will be deliberated on through this chapter: School experiences and academic performance, the effects of language on academic performance in multilingual classroom, language teacher beliefs, factors influencing learners' language performance, teachers' challenges and experiences, the language-in-education policies, mother tongue education. Figure 2.1 beneath shows a design of the subsections of these concepts, this is followed by a short deliberation on the relationship among them.

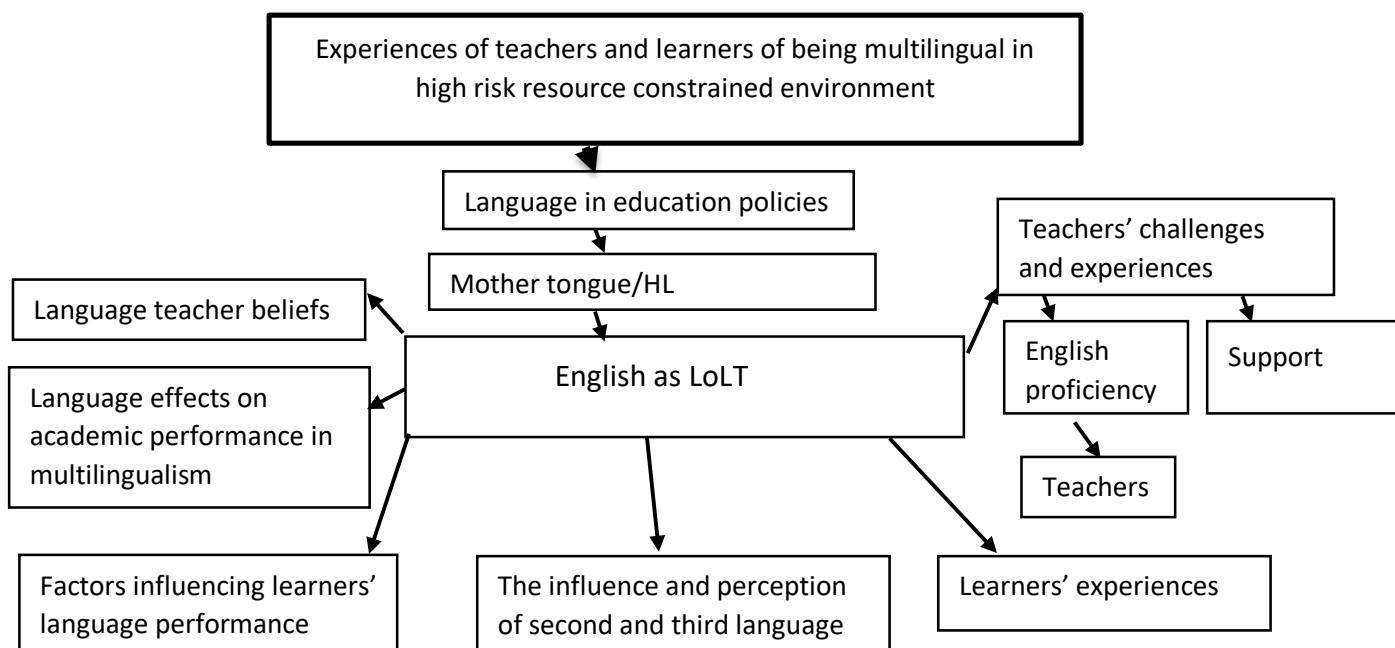


Figure 2-1: The concepts that underpin the study

Multilingualism means being able to “use, speak or write in several languages” (Mayor et al., 2012, p. 1148). It is about being able to speak and use many languages, and this helps when you are faced with people who do not know or understand your home language as you can switch to their language. According to Liddicoat et al., “linguistic and cultural diversity is a feature of most, if not all, modern societies, whether it results from historical processes of state formation, from the aggregation of colonial possessions and their subsequent independence or from human mobility” (Liddicoat et al., 2014, p.269). Liddicoat continues by stating that “diversity, therefore, shapes the context in which education occurs and the processes through which teaching and learning happen. However, educational systems understand and respond to diversity in different ways” (Liddicoat et al., 2014, p. 296).

This research pays attention to the concerns of linguistic and cultural diversity in education at the school level. Teachers and learners all over the world have been exposed to multilingualism and diverse cultures at different periods and in diverse ways. Due to the rise of globalism and the newfound mobility of people, multilingualism has become a current and high priority anxiety for the educational

structures that are mostly not prepared for it. In some regions, it has been a long-standing familiar background against which education has been established (Liddicoat et al., 2014).

An instance of the rise of multiplicity in education can be noticed in Europe, where immigration and migration of people have radically changed the priorities of the European educational system that is now arranging for a certain kind of synergistic existence of the diverse languages and ethnic individuals that are thrown together.

In spite of the effects of globalisation, leading to increased diversity in Australia, there does not seem to be a comparable manner of urgency to address the issue in Australian education structure. Actually, Australia has had a more extended history of diverse cultures and languages. It should have a head start with managing the diverse contexts compared to Europe. Still, the current education policies seem to be conflicted between diversification and supporting English as the academic language and seem to be moving away from finding an educational solution that integrates the diverse languages (Liddicoat et al., 2014).

However, “while recognition of diversity in both Europe and Australia is relatively recent, countries in South Asia and Africa have been struggling with the management of diversity in education for many years. Centuries” (Liddicoat et al., 2014, p.269). The different contexts can well learn from each other’s different histories, the models applied, and the outcomes achieved in the efforts to handle linguistic diversity in education (Liddicoat et al., 2014).

There have therefore been discussions on the issue of linguistic diversity in education from many different viewpoints. Different perspectives examine different aspects of education and the part of languages in education. According to Liddicoat and Curnow, “the curriculum is a space-constrained by prevailing ideologies and discourses about languages that consign non-dominant languages to marginalized positions in schooling” (Liddicoat & Curnow, 2014, p.269). Liddicoat and Curnow continue by stating that “these discourses find their origins in monolingual understandings of the nation-state: as nation-states view schooling as an instrument of state formation, monolingual understandings of the nature of the state inevitably shape education as a monolingual, or rather monolingualising, environment” (Liddicoat & Curnow, 2014, p.269). They further contend that “in any society, the

prevailing ideologies influence the ways that particular languages are seen as being valued or valid for particular purposes” (Liddicoat & Curnow, 2014, p.270). There may also be discussions about some non-dominant languages not having value, but such narratives are increasingly seen as being too limiting. “This means that ideologies about languages and ideologies about education can both work to constrain the possibilities for multilingualism in schooling” (Liddicoat et al., 2014).

Scarino takes up the notion of teaching and learning languages at the higher institutions in Pauwels’ article (Cited in Liddicoat et al., 2014). She found that language teachers’ responses to learners from different backgrounds in the remote linguistic classes in Australia and the UK demonstrated that they only interacted with topics raised by diversity and internationalisation in a very circumscribed way (Liddicoat et al., 2014). This finding shows “a disconnection between language classroom aims, which seek to develop learners who can engage with linguistic and cultural diversity, and with language classroom practices, which pay little attention to linguistic and cultural diversity as they exist within the classroom” (Liddicoat et al., 2014, p.270). They argue that “one of the reasons for this disconnection is the lack of professional learning among tertiary teachers of languages that limits the capacity of tertiary level teachers to engage with new ways of understanding diversity” (Liddicoat et al., 2014, p.270). They also argue that “the universities themselves contribute to this problem through their policies and practices in relation to teaching and learning. The result is that universities are often less able to incorporate research on linguistic and cultural diversity into their educational practices than other educational institutions” (Liddicoat et al., 2014, p.270).

Looking at an African example, Chiatoh (2012) produced an article of a case study in Cameroon exploring the effect of several vernaculars in education. Cameroon’s condition is complicated and, in many ways, mirrors the situation in South Africa. Cameroon has inherited two official languages from the colonial days (French and English). It has a wide variety of indigenous languages, spoken daily by the local population, but not having any special status in education. The constitution accepts the importance of the local languages and the need to promote them, and the local laws and policies permit the usage of these vernaculars in education. However, this political expression of brace does not guarantee the use of indigenous vernaculars in education. Chiatoh sees the official government position as “neutrality” regarding the

use of indigenous vernaculars in schooling and indicates such impartiality, is, actually, just indifference as it does not translate into financial involvement, so it makes it “impossible to address the language needs of local communities” (Liddicoat et al., 2014, p.270). In addition, Chiato argues that there is no appreciation of written communication in the vernacular either among the local languages among the foreign business elite or among the local people, which forms another barrier to the promotion of the local languages. This article shows active support is required at different levels to guarantee a place for non-dominant local languages in multilingual education, stated good intentions without actions is not adequate (Liddicoat et al., 2014).

Heugh (2014) expands on a viewpoint expounded by Chiro when examining Australia’s strategies on the usage of many languages in education in the light of the growing dialogue about multilingualism in education in many different countries. She comments that although Australia had initially developed a leading role in publicly promoting diversity due to its historical head start, Australia has subsequently lost its way and its leadership role (Liddicoat et al., 2014). Heugh believes that the Australian position on language use is now going in the opposite direction, and all indications are that Australia has recently embraced monolingual thinking, especially in the educational context. They conclude that “to reinvigorate debate in Australia about multilingualism, there is a need to engage with developments elsewhere that have engaged with the complexities of multilingual realities and their impact on education” (Liddicoat et al., 2014, p.271).

This shows that although multilingualism in education is desirable, the move to multilingualism because of globalization trends is not inevitable and that complexities frequently cloud thinking about multilingualism in society. Agnihotri proposes a reconceptualisation of linguistic and cultural diversity that defines diversity as the new norm at the centre (Agnihotri, 2014), and sees sameness as the exception. He is critical of the commonly held opinion of “a language as something which is homogeneous, pure and standardised” and implied inflexibility this brings to the framework of language implementation (Liddicoat et al., 2014, p.271). Agnihotri’s viewpoint is a censure of the standard procedures of status and corpus planning and the sequence of “selection, codification and minimising of diversity” as a solution to linguistic difficulties (Liddicoat et al., 2014, p.271). Instead of viewing languages as

classified, Agnihotri states that “human linguistic behaviour is fluid and that human language use is inherently multilingual”(Liddicoat et al., 2014, p.271). He believes that “once the fluidity of language practices is recognised, many of the dilemmas of multilingual education cease to be dilemmas as they arise only because of assumptions that language practice is rigid and discrete” (Liddicoat et al., 2014).

2.2.1 Experiences of Teachers

Experience is knowledge of an event or subject obtained through participation in or exposure to it (Giovannini, 2013). The notion of experience introduced by John Dewey is reconsidered, implying a sequence of perceiving, sensation and “enlivening”. Dewey moved somewhat to the diversity of the notion of experience, as in the difference among main as well as subordinate encounters, or among normal (incomplete, fresh, embryonic) experiences including the elements of whole and artistic familiarity (Hohr, 2013). Nonetheless, Dewey did not offer a methodical explanation of the differences. According to Dewey’s notion of experience that is planned based on feeling, “enlivening” as well as perceiving, sensation denotes a rudimentary manner of familiarity where action, feeling, intellect, as well as communiqué play a role and establish a unique union. He envisaged a sequence involving artistic experience and the establishment of the lifeworld, as a person-in-world experience (Hohr, 2013).

Although living is universal as well as interpersonal, specific space arises among acting, feeling, and intellect that permits inspection and decision (Hohr, 2013). Perceiving, on the other side, denotes the separation and conceptualizing understanding of the sphere that has better space among accomplishment, feeling, and intellect. This kind of diversity offers a more robust comprehension of the latitude of teaching. It dodges the dangers of reverting propensities from the notion of familiarity/encounter, and it assists to include perceiving in the dominion of experiences (Hohr, 2013).

In this case, an experience is referred to as “something that happens to a person or something you do; especially when this has an effect on what do you think or feel”(Mayor et al., 2012, p. 593). It is the length of time that a person has spent doing something like a particular job. One can say it is the knowledge or skill in a specific job or activity, which you have done for a certain period. Thus, this research is

compelled to explore the experiences of teachers and learners, taking into consideration the diversity among them.

“Many African countries use English as a Language of instruction in schools and also in the tertiary institution” (Manzo & Zehr, 2006, p. 22). Globally, many languages that are spoken in the world today may soon disappear because many people prefer using English (May, 2000). They see English as a language of instruction giving access to job security or a better life, and this leads to the decline of indigenous language usage within communities/societies. This decline is visible in bilingual or multilingual societies, like Taiwan. It is assumed that in these societies, a common language develops, which is the language with stronger radical influence, more freedom, and better derived social status, eventually replacing the variety and roles of a smaller language (May, 2000, p. 366).

Most parents register their children in the schools offering English medium, as they believe that this will help them with job security and to also to fit into different societies (Fleisch & Woolman 2007, p. 58). As a result, most multilingual classrooms in the Republic have a large group of diverse learners with diverse languages and cultures (Lemmer & Squelch, 1993, p. 2). Thus, this becomes a problem because most of the teachers are multilingual but cannot teach or comprehend many learners’ languages (Fleisch & Woolman 2007). In addition, there are also many risks, such as a lack of social interaction and a high failure rate.

My teaching experience has shown me that some learners are subject to discrimination when they are unable to understand English, despite being fluent in their African home languages. This automatically affects their confidence which makes it difficult for them to enjoy schooling. This also creates a barrier between learners and teachers.

Martin (1997, p.5) assumes that because African middle-class parents want their children to succeed educationally, they regard English as facilitating the achievement of this objective better than their home language. Both the children and their parents similarly hope that being taught in English will help and provide them with a competitive advantage in their academic, financial and personal objectives. Manzo and Zehr (2006) agree that “many countries, especially in Africa, the Middle East, and South America, are choosing English” (Manzo & Zehr, 2006, p. 22) as the LoLT

in schools and higher institutes. The motivation for this is the insight that “English is the dominant language in global markets and for international negotiations” (Manzo & Zehr, 2006).

This idea of English being seen as the language of international markets and negotiation has contributed to the increase of local learners being instructed in ESL, and this creates more multilingual classrooms. However, the teachers may have received an insubstantial, ineffective course in multilingualism and additional language teaching; they need to find creative methods to impart their teaching (Manzo & Zehr, 2006, p. 22). The matter is intensified because an increasing number of parents prefer their children to be taught in English instead of their home language (Nicol, 2004, p. 17). According to Tiedt and Tiedt (2002, p. 19), there are certain academics that are against multilingual teaching or multiracial education.

Maroba (2004, p. 14) wrote a letter to the Sunday World newspaper stated that “let us attach the same importance to African languages as we do to English”. Rebellious opinions can be expressed in South Africa. The view is argued by Modiba, (2003, p. 52), who quotes that the radical South African opinions on traditional and language qualities are at the core of culture. She also contends that whenever teachers do not consider this, the outcome is usually a commotion resulting in a communiqué from the school to the learners. Multilingual classrooms in the local context can be categorised as a single instance whereby there are diverse languages spoken by learners in the classroom, but the LoLT in the school is English (McKay & Hornberger, 1996, p. 47). The learners are expected to learn all their subjects using the LoLT except for their home language (McKay & Hornberger, 1996, p.47).

2.2.2 Experiences of Learners

These learners bring diverse skills with their home languages but are mostly unable to read or even to write the language. Multilingualism in the teaching space and learners who learn in a FAL are currently universal occurrences (McKay & Hornberger, 1996, p. 47). Richard-Amato (1988, p. 221) and Damen (2003, p. 73) define FAL in a different way in their educational writings. They denote “second language learners” as learners who learn an additional language in an isolated classroom for them to develop the ability to speak that language. One reason is that they are not totally acquiring the language through the LoLT until they have reached a specific level of proficiency and then they are positioned in the formal space of

school classes and utilise the additional language as the LoLT. The study displays that while a certain sum of ESL learners' teachers are proficient in English, they are mostly not "able to communicate in or understand any of the languages spoken by the learners" (Hooijer & Fourie, 2009, p. 136). This implies that teachers should be taught or must learn other African languages so that they can be multilingual, for the purpose of enriching learning by being able to code-switch to their respective home languages.

South African studies conducted by researchers mention the effect on the learners of being taught in ESL and the way they obtain and acquire an additional language (Allie, 1999; Sechele, 2002). However, Jacobs and Farrell (2001) endorse approaches to teaching FAL learners. According to Donald, Lazarus and Lolwana. (2006, p. 196), when learners are forced to learn in a language other than their home language, there will usually be additional costs for the required mental, societal and educational training of those learners.

Heugh (2005) states that regular teaching will not be a success wherever if it is grounded in the additional language of the learner and not his or her home language. However, there is a silence in the literature regarding how teachers should make sense of educating learners who are being taught in ESL in multilingual lessons, and the impact it has on them (Heugh, 2005). Thus, in this study, I will be focusing on multilingual teachers and learners coming from diverse languages into English medium classrooms with little or no resources.

The concerns of teachers in schools are complex because they "are rarely prepared to understand the complex lives and connections their learners have to multiple places, cultures, and languages" (Rodriguez, 2009, p. 18). Clearly, the educational performance of migrant learners and their educational experiences also became essential to be studied. This has to be completed in relation to the experiences of learners in local schools, with regards to language learning and acquisition.

To obtain the right background information for the study, there had to be a thorough check on the effect of using different languages in learning on the academic performance of multilingual learners (Yeh et al., 2008). Yeh et al. (2008) provided an opportunity to examine the significance of language on academic performance. It is a necessity to recover information in daily life that is dependent on language

acquisition. Language acquisition is also an obligation to be able to grow beyond the original culture and for the learners to encompass a new culture. Qin, Way, and Rana's (2008) study showed that migrant learners in Boston and New York had the endurance to excel academically regardless of encounters of harassment and bullying challenging them at the schools (Qin et al., 2008). This practice seems to be cultural in nature, to protect learners from the unfavourable effects of stereotype creation affecting migrant learners somewhere else.

Learners are known to be able to advance their language abilities over interacting with the teachers, peers and grown-ups in their environments (Qin et al., 2008). According to Fraser, McGee, and Thrupp (2008), the interaction at an interpersonal level between the learners and teachers at the school significantly impacts the performance and reply level of learners. The minute lessons get to an interpersonal level in an instructive institute; participation appears to encounter the learner's "needs for compassion, connection and unity" (Fraser et al. 2008, p. 264). This seems to support to a degree what Sewell (2009) discovered in her research, namely that teachers appeared to play mystical roles in the expansion of a learner's capability to learn. Thus, it was also obligatory to explore the level of interaction between teachers and learners in the research position.

An important and analytical check was also done to decide if teachers were biased or impartial in their relations with all the learners at the school. The reason for this was because discrimination is restrictive of academic accomplishment (Ogbu, 1987; 1990). Looking at Ogbu's theory, it does not necessarily prove that local learners perform below the level of foreign learners, this shows that even non-foreign learners with little or no resources can still learn and acquire a language or any academic knowledge like any other. Thus, it is essential to investigate the effect of language on the social interaction and academic performance of the learners

2.2.3 Language in Education Policies

In terms of the experiences of teachers and learners, language policies play a huge role as they also promote additive multilingualism. I believe that they form part of the learners' achievements or failures. The South African administration as specified in its constitution (The Constitution of South Africa Act, Act no 108 of 1996) has guaranteed the opportunity to its population to have the right to obtain data in the vernacular that they comprehend best, regardless of their education level, spiritual or

language backgrounds. It is imperative to check the language that is used to ease access to information (Nthulana, 2016).

A language is a tool that carries knowledge. A language is a crucial significant asset of a country, particularly in education (Nthulana, 2016). However, most indigenous languages in the regions of Africa are not utilised in the public fields but are demoted to societal and traditional functions. When one takes into consideration that it is through using languages that people comprehend each other and active communication is enabled, it becomes significant to consider how the Language Policy in Education disturbs the process of teaching and learning (Nthulana, 2016).

The South African Schools Act (SASSA) no 84 of 1996 (SASSA,1996) empowers the National Policy for Language in Education to recognise that in respect to the Constitution, the diversity in South Africa is important. The policy specifies the endorsement of multilingualism and the growth of approved languages, with sign language included.

The main features of the SASSA of 1996 are as follows:

- a) “To respect all languages and endorse multilingualism in respect with the Constitution of South Africa
- b) To come across and monitor difficulties coming from diverse necessities or gaps among home languages and languages used for teaching and learning
- c) To grow platforms for the restoration of the roots of underprivileged languages” (SASSA, 1996).

Whenever learners change from their home language as their LoLT to another new language as a language of instruction, it means that they are moving from the language of instruction to a well-developed LoLT. If this were not like that, then the policy of education with regards to the language of instruction would not have specified the need for an abrupt change of medium of instruction in some primary schools (Nthulana, 2016). Sometimes, the language policies of the schools play a huge role in the backlog of learning as they enforce the usage of one language, which is English, whereas learners cannot speak or understand the language.

As shown by the SASSA, Act no 84 of 1996 (SASSA, 1996), the national policy for language in education tries to remove the discerning policies that had a huge effect

on the South African learners' education and achievement. Nearly all South African learners currently have access to education, but the medium of instruction in primary schools turns into a problem as it hampers the achievement of the ones who are not using English as a home language (Nthulana, 2016). Even though education is a way of improving the condition, it is a different problem in some locations in society. The shift from the home language to another language as the medium of instruction has been difficult for the teachers and learners especially when there are fewer or no resources in the school, while the classrooms are filled with learners of linguistic diversity (Nthulana, 2016).

In most of the South African schools, particularly those where I have conducted my research, some teachers adhere to the school policies that force them to use just one language, and this hampers the academic achievement of learners. When only one language is used for teaching and learning and learners cannot comprehend the language, it implies that the inclusion that is endorsed by the policies is not being practised. According to Taljard (2015), UNESCO's endorsement of the home language-based multilingual methods in education has also expressed the theme for "International Mother Language Day: Inclusion in and through education: Language counts". There is an argument by Taljard (2015) that although UNESCO and the South African education language policy support a multilingual method in teaching, in reality, researchers and teachers struggle to execute this method.

As much as parents wish for their children to be taught in English, this does not guarantee that everything will run smoothly (Netshitomboni, 2003). However, the school governing body must specify how it will endorse multilingualism; nonetheless, parents still choose the medium of learning for their children.

Teachers also trust that there is no provision of resources for their home languages or African languages and have similar ideas as parents regarding the usage of English as a language of instruction (Netshitomboni, 2003). Even though teachers, especially those in rural societies where they speak and understand one language, are experiencing difficulties when teaching Grade 4, they want English as a LoLT. According to their views, this will enable their children's academic competence locally and globally (Netshitomboni, 2003).

Based on the curriculum requirements for Grade 4 to 6 with regards to the medium of instruction, two approved languages are chosen by the learner, and one of them must be s an indigenous language and the other one as second language, and between these two languages, one of them must be used as medium of instruction (DBE, 2015). This statement shows that the home language or second language could be utilised as a LoLT. However, there is a contradiction because learning and teaching resources, including exam papers, in Grade 4 in particular, are only accessible in English, (Nthulana, 2016). The same also applies to the policy of language-in-education, which specifies that a learner can decide to learn or to be taught in the language that he/she understands best (Nthulana, 2016). This negatively affects the learners' academic achievement and also the teachers' abilities to use English, especially those who were not trained to teach in such language.

The usage of the additional language as a language of instruction is a global issue; however, it cannot be regarded as the only cause of educational failure. Based on a study by the researchers Kasule and Mapolelo (2005, p. 603) in Northern Botswana, educating mathematics in a classroom whereby the LoLT is not the home language of the learners brings numerous difficulties for teachers. This means that teachers have to be able to deal with the difficulties as well as deciding on the right approaches, for example, deciding on an approach where a specific teacher who is knowledgeable on a specific part of the content assists other teachers.

Based on the Ethiopian Language Policy of 1994, the change to English occurs in Grades 5 to 9, depending on the area. English is regarded and considered to be more foreign than an additional indigenous language and is not often used outside the classrooms (Nthulana, 2016). Thus, learners do not have a chance to acquire the language somewhere else except in the classroom. When learners are not adequately proficient in the English language, their education is continuously negatively affected because they end up practising memorisation learning and not being innovative in partaking (Bogale, 2009).

Even though the national schools and Tamil schools used one language, English, as the LoLT, there was a need for multilingual teaching at an early age and learners did not have adequate experience in English. There was an absence of teachers'

expertise which disadvantaged learning (Nthulana, 2016). The multilingual education embraced by the Chinese schools were better than the full experience approved by the nationwide schools and the Tamil schools since they received their teaching through their home language. Even though the necessity to learn the additional language could not be contested, an introduction of English as a LoLT came in contrast to the global belief of the home language as the best LoLT (Sue, 2007).

The Language-in-Education Policy states that all learners are entitled to get their learning in their home language during the foundation phase, and at a later stage, they can change to English as the LoLT in other grades like Grade 4 (National Education Act no 27 of 1996, 1996). The most characteristic aspect of language is that it is a tool of thought. Extremely advanced thought methods have resulted in the creation of writing, reading and multifaceted figurative behaviours such as reasoning, calculation and art forms (Alexandra, 2003).

2.2.4 Learning experiences by learners

Learners acquire a language mainly through the experience of spoken/verbal language instead of written language (Cook, 1991). As shown by Cummins (2008), it takes two years for a learner to learn basic interpersonal communicative skills but seven years to learn intellectual, academic language ability. It must be taken into consideration that research shows that Grade 3 learners change to Grade 4 with incomplete exposure to the English language in the foundation phase.

If there is exposure to language, there are chances of developing language proficiency. Vygotsky (1986) showed three learning styles: monitoring, acculturation, and conversation. Thus, in monolingual fields, teachers and learners are not capable enough to utilise the additional language as a LoLT. Thus, this makes one wonder as to whether learners in rural societies who are not able to survive with English as the LoLT in the intermediate stage have been well resourced with a sound mother tongue foundation (Nthulana, 2016).

Collins and Ellies (2008) indicated that South African learners have difficulties giving well-constructed answers to the given questions. They frequently struggle to give reasonable replies, which they can only do in their mother tongue. When they are instructed in a language they are not familiar with, they get confused and misunderstand, and this will make teaching and learning very difficult (Nthulana,

2016). Also, printed instructions appear to be more difficult than spoken instructions. Learners take longer to comprehend and complete tasks as per instructions as they need to have reading abilities with comprehension prior to carrying out instructions (Nthulana, 2016).

It is difficult to give quality education to learners who are not yet fluent in English (Genesee, 1994, p. 2). Teachers are also charged to grow learners' language and educational proficiencies and therefore planned lessons would be impacted by this restriction on learners. Learners and teachers find themselves in between unexpected change due to the implementation of languages by authorities, especially without checking with those affected. Although teachers are being trained to teach an additional language, especially in a multilingual class, sometimes they are not well equipped on the way they have to teach through the additional language (Nthulana, 2016).

Learners learn well if they are exposed to the simple words that they hear or read most of the time. Learners who learn the second language have their self-esteem and courage to interrelate diminishing every time they struggle to express themselves in a language that they are not familiar with (Nthulana, 2016).

2.2.5 Teaching experiences

Numerous teachers in rural areas have been trained at local monolingual training colleges where it was unimportant for them to use English as the society on its own understand and use its mother tongue. Furthermore, teachers do not utilise English outside the classrooms, not even between themselves (Nthulana, 2016). Learners do not get an opportunity to be exposed to English adequately even at school because it is just used to an incomplete degree throughout lessons. Usually, teachers interpret almost everything into the mother tongue of the learners except when the class is multilingual, and teachers are unable to comprehend or use some languages spoken by the learners (Nthulana, 2016).

Regardless of the fact that teachers get training, there is no assurance that they will be capable when teaching using the medium of instruction which is the English language (Nthulana, 2016). The implication of this is that being a trained teacher does not guarantee sufficient proficiency of the teacher in English. There is a supposition that whoever uses a specific language well can teach in that language.

However, this would appear to be incorrect, as being a capable teacher in English additional language does not necessarily mean that the teacher is adequately proficient in English (Nthulana, 2016). This might be one of the core reasons for underachievement amongst African learners in South Africa, the other maybe being the absence of multilingual and second language proficient teachers (Nuller & Muller, 2010). The extent of skill on the portion of teachers usually impacts the learners' acquisition of the English language. Teachers who are poor role models struggle to assist learners in learning an additional language because of their inadequate English ability.

Teachers from rural homes and schools are regularly unprepared, poorly paid, burdened with a lot of work and isolated (Nthulana, 2016). This matter is predominantly because, in this century, the teacher from rural schools is anticipated to be a custodian, a groundskeeper, a bookkeeper, a manager, a foster, a social worker, a psychologist and an authoritarian, and he or she must be the pillar of the community including the whole variety of subjects (Nthulana, 2016). Most learners from rural places stay with their parents or grandparents whose education never reached beyond high school (Nthulana, 2016). This means insufficient additional language experience which complicates the acquisition of the second language. Through these circumstances, the teacher is anticipated to endure and continue providing quality teaching (Nthulana, 2016). Educating in rural schools may be an intense experience, both individually and jointly, if the working circumstances are pleasant and worthwhile. But that can also be frustrating if the conditions are unfavourable.

According to Gautama (2005), the Janshala Curriculum implemented in India that focused on an education structure for a marginalised populace indicated a high dropout due to the LoLT since it is unfamiliar to the learner; the schoolbooks were printed in an unacquainted local language, and the teachers did not speak the learners' languages, thus, there could not be an understanding between the teachers and learners.

The other important issue that needs to be addressed relates to the teachers' beliefs and outlooks regarding the English medium (Nthulana, 2016). The South African teaching curriculum must also take into consideration the environmental and

traditional traits of learners from rural areas and must be matched with their lifestyle. An optimistic mindset should also be installed in the learners with regards to the additionally used language of instruction. Most South African learners in rural areas attend poorly resourced schools that are situated in isolated places where there are poverty and a high rate of unemployment (Nthulana, 2016).

There is also an absence of financial capital and employment openings for underprivileged learners in rural places (Nthulana, 2016). Consequently, learners and parents have a lack of an adequate acquaintance with English. Reading resources are limited to schoolbooks, as well-equipped school libraries are rare. The societal upbringing of learners influences their capability to comprehend because the learners rarely interrelate with the speakers of English except during school hours (Nthulana, 2016).

The efficiency of teaching in the medium of an additional language relies on the way the teacher utilises the teaching resources to accomplish the envisioned learning results (Nthulana, 2016). It must be considered that with the accessibility of educating resources, without appropriate training for teachers on how to utilise them, the utilisation will be compromised. Multiple strategies must be used to support the varying requirements of the learners (Nthulana, 2016).

As the home language is learned through exposure to the language, there is a need for acquaintance with English (Nthulana, 2016). Consequently, the absence of an acquaintance with English in a multilingual society has a huge impact on teaching and learning.

2.2.6 Language Teachers' Beliefs

This part of the literature review will analyse literature reporting on a connection among beliefs and preparation with regards to teaching English language learners in normal schools, with multilingual classrooms (Pettit, 2011). Some aspects, like training in teaching the English language learners, education experience, and experience in language multiplicity, were recognised as forecasters of normal school teachers' views regarding the teaching in the second language, English, to learners who have other home languages.

It is not just the beliefs of the teachers that impact the expectations that the teachers have about the learners but also their activities in the classroom which also reveal

their views (Pettit, 2011). According to Richardson (1996, p. 102), the study on beliefs is a critical component in the education of teachers as they “control classroom actions and influence the teacher change process”. According to Macnab and Payne (2003, p.:55) “the beliefs and attitudes of teachers—cultural, ideological and personal—are important factors of the way they see their role as teachers”. However, it is not just that the beliefs affect the teachers’ experiences and their drive in education, but the beliefs of the teachers also impact the teachers’ thinking on their subject and their everyday decisions in their teaching (Richardson, 1996).

According to Pettit (2011), teachers will stress about the diverse features of the curriculum based on their posture in teaching. When teachers perform a simple task like selecting a lesson, their decisions on that is affected by their thoughts and beliefs. The beliefs of the teachers also have an influence on second language learners in their classrooms (Pettit, 2011). Rueda and Garcia (1996) found that the beliefs of the teachers on an additional language for teaching and learning form their views and decisions which, later on, influence the way learners behave in the classroom. The same applies to the teachers’ attitudes toward these learners as it affects the interaction in the classroom among them and the teacher, ultimately influencing their attainment (Mantero & McVicker, 2006). The beliefs of the teachers on their aptitude to cater to the requirements of ESL learners justify a great learner incentive and presentation (Karabenick & Noda, 2004).

It is imperative to take into consideration that the beliefs of the teachers are predisposed by communal outlooks that differ in their own diverse settings. The opinions that teachers have regarding English ESL learners usually occur and change centred on indigenous and national guidelines. Walker, Shafer, and Liams (2004), state that “Local community contexts are large determinants in the extent and nature of societal attitudes” also, “when teachers internalize dominant societal messages; they bring them directly into their schools and classrooms” (Walker et al., 2004, p. 131).

Ladson-Billings (2004) argued that there was also a lack of learning of language in U. S. teacher education because teachers who finished their studies had a vast deficiency in the understanding of additional language acquirement, multi-ethnic teaching, and English to Other Language Speakers. Furthermore, many in-service

teachers never acquired a second language, and thus could not embrace how hard the experience might be. Based on the investigation in this analysis, there is a connection between the teachers' beliefs towards ESL learners and their practice in the classroom. The mainstream teachers' beliefs regarding these learners could be anticipated from particular aspects and can be changed through relevant situations (Pettit, 2011).

The beliefs and views of the language teachers powerfully impact their educational choices, and such views are naturally resilient to adjustment (Haukas, 2016, p. 1). In this specific study, the beliefs of the teachers refer to "a multifaceted, inter-related structure of repeatedly implicitly detained philosophies, principles and suppositions that the teacher thinks to be right, and that function as intellectual filters that explain fresh experiences and influence the views and behaviour of the teachers" (Haukas, 2016, p. 1). Teachers' beliefs are a robust conjecture of what happens in the classroom, researchers in the field contend that the perception of the beliefs of teachers is essential to comprehend and advance teaching language and learners' learning (Haukas, 2016).

Haukas' conducted investigations in many secondary schools about the beliefs of the teachers on the importance of previous understandings of the language and the elevation of multilingualism in accommodating learners from indigenous languages with regards to language learning (Haukas, 2016). The teachers involved in that study taught numerous topics in schools in Austria, Italy and Great Britain (Haukas, 2016.) Certain discoveries were that in the three countries mentioned, teachers normally inspired learners to utilise their mother tongue, except in the classroom, they believe that the use of mother tongue in class can interrupt and weaken the process of learning of the common language (De Angelis, 2011). Numerous teachers do not refer to the home language of the learners and their culture in the class. This discovery may be connected to the predominant belief that teachers should be acquainted with the language of the learners so that they can be able to assist those learners (Haukas, 2016).

De Angelis's (2011) study shows that most of the teachers remained uncertain in terms of using additional languages in the classroom except if they were acquainted with the languages. The teachers were excessively optimistic regarding tasks that

carried value to endorse multilingualism. However, when questioned whether they mostly used these tasks, less than a quarter of the teachers claimed to make use of those activities (De Angelis, 2011).

Teachers seem to think that English knowledge as a second language can encourage continuous learning of the language (Jakisch, 2014). However, there were doubts from teachers as they were unsure whether knowledge of the second language, which is English, could simplify the learning of languages, but they seemed to believe that a “prototype language” was vital. The teachers did not have faith in English as the only language that opens doors to continuous learning of language, they were afraid that their topic or subject might no longer be used as a tool for advancing multilingualism (Jakisch, 2014).

Apart from verbal links, the teachers are cynical regarding conflicting English along with additional languages and believe that it is only progressive learners who will gain from such tasks. The researches deliberated overhead were completed in numerous countries with dissimilar settings of learning and with diverse groups of languages being educated in the schools. However, the outcomes are fairly comparable in different ways; firstly, teachers in all the countries are optimistic regarding multilingualism and believe that multilingualism must be practised, but then they do not necessarily substitute multilingualism (e.g. using prior language knowledge of the learners) in the classrooms (Jakisch, 2014). The issue is that the teachers do not feel capable of doing that, and most of them are anxious that it may disturb additional learning of the language. Nevertheless, there is a gap in terms of the discussion of two significant parts of multilingualism which are the beliefs of the teachers regarding the consciousness and transmission of prior learning of language approaches to improve multilingualism and also their attitudes and beliefs regarding the combined curriculum partnership between the teachers of language.

According to Senior (2006, p. 251) when some teachers were interviewed, they were showing their assumptions about language learning in a low-key manner, starting sentences with words such as “I think” or “because”. Sometimes certain learners use stronger language. Teachers also expressed their beliefs when explaining the driving forces that reinforce their classroom behaviour (Senior, 2006, p. 251). Language teachers also disclose their expectations about language learning through their

classroom conversation. The experienced language teachers frequently urge their learners to speak without worrying about language errors they might make (Senior, 2006, p. 251).

Sometimes the memories of specific teaching events stay strongly imprinted on teachers' minds, strengthening their beliefs and practices. They report many events, big and small, that have influenced their classroom practices. A certain teacher reported that she always wrote her objectives for each lesson and ticked off those achieved (Senior, 2006, p. 252). The teachers' beliefs and willingness to learn diverse African languages and teach a diverse classroom is of the utmost importance for effective teaching and learning.

2.2.7 Effects of Language on Academic Performance

The work of Bankston and Zhou (1995) becomes important as a conclusion was reached that when there is expertise in the home language, there is a probability of academic success. Chow (2006, p. 2) argues against this view stating that English proficiency is the key deliberation in the speed and simplicity with which English medium learners adapt to the language.

In the South African setting, a different situation is witnessed where eleven official languages are accepted, with learners coming from adjacent townships where main indigenous languages are Setswana and Sepedi. The effect of these indigenous languages, therefore, becomes significant for academic performance. Reports like these compel investigating how English learning learners experience and adapt to the language of the school and how it influences their academic performance. It also inclines one to research the experiences of teachers at empowering learners at the school with regards to learning the English language.

There are views by (Heugh, 2005), who says that normal education cannot be prosperous if it is grounded in the next LoLT instead of his native language. However, there is silence in the literature regarding research around how the teachers can understand the teaching of a new language to learners in multilingual classrooms, and the impacts it has on these teachers (Hooijer & Fourie, 2009).

Language use between children has been taken to be one of the socio-cultural factors affecting them in society (Chow, 2000, 2001: 2006; Yeh et al., 2008). Language use is related to other socio-cultural factors like ethnicity (Yeh et al.,

2008). To pledge an argument on the significance of language, as revealed in the literature, the work of Bankston and Zhou (1995) on learners coming from other provinces, or even countries, was significant. It was concluded that when a learner is proficient in his native language, there is a likelihood of academic achievement. Therefore, it was significant to also research the effects and implications of language on both teachers and learners in the multilingual classes.

To establish the significance of acquiring the LoLT by learners, Chow (2000; 2001) conducted an investigation between children in a Canadian city, and Rumberger and Larson (1998) whose focus was on Mexican learners in America, observed that, when it was anticipated that children from other countries would shine in their studies, a certain level of English language attainment was important. Goddard and Foster (2002, p. 10) are of the view that the learner's country of origin is another "determinant of academic achievement in English language proficiency".

In the study conducted by McEachron and Bhatti (2005, p. 165) children in America and the United Kingdom reported that "not knowing the English language can place children at a particular disadvantage". They restate that, in the long run; it can "lead to a continued downward spiral of disempowerment, educationally, economically, socially and politically" (McEachron & Bhatti, 2005, p. 165). Though the Canadian and British settings do not necessarily indicate what will apply, it informs the importance of language use at the research site, supporting the importance of the topic of this investigation. This research investigated the experiences of multilingual learners in primary schools, considering the LoLT in the classroom and Bilingualism has been shown to improve academic performance because when learners are proficient at speaking two languages, their competence to learn passively is enhanced (Cummins, 2008; Krashen, 1988; Wong Fillmore, 1991). Wang and Phillion (2007, p. 95) disclosed a detrimental feature of combination among learners with other cultures by arguing that learners from other countries "are losing their home language". Contradicting their statement, some children recognized to be in continuous touch with their ethnic basis have been stated to negotiate a dissimilar situation of experiences with regards to language acquisition. This is as an outcome of the fact that guests from home strengthen home languages such that the children come in straight interaction with these guests who "speak the parents' native language and often stay with the family for several months at a time" (Rodriguez,

2009, p. 18), therefore strengthening and uniting their obedience with home languages. According to (Wang & Phillion, 2007, p. 100) the languages spoken by “both parents” and their children “at home demonstrates that parents are anxious about their children losing their home language”.

From the literature examined so far, there is a small number of reports about the linguistic difficulties of children, particularly those from diverse provinces as well as other countries. Recent developments have been that the majority of the research work done on language among diverse learners in South Africa is being done on refugee learners in secondary schools, (Sookrajh et al., 2005) while the use of the Afrikaans language has been de-emphasised as a consequence of pressure developing from globalisation (Louw, 2004). One of these matters emerging from this recent research was described by Sookrajh et al. (2005). They contend that migrant learners were fast at acquiring English. Their suppleness at learning English has inspired intense academic competition between them (Sookrajh et al., 2005).

2.2.8 Factors Influencing Learner’s Language Performance

A language class may have learners from widespread locations, without countries or provinces represented in sufficient numbers to have the possibility to affect the dynamics of the class group (Senior, 2006). The make-up of the class arrangement is an unquantifiable and often unstable mixture of learners from dissimilar linguistic, ethnic, cultural, educational, political, social and religious upbringings (Senior, 2006). Apart from the linguistic strengths, weaknesses, needs and wants of each learner, an additional critical variable in the multifaceted classroom equation is the extent to which individual learners are ready to fit into the class group (Senior, 2006).

Language teachers frequently find certain individuals within their class groups that are unfocused or generally not as dedicated to learning as the average learner (Senior, 2006). Though the motives underlying this deceptive lack of receptiveness are boundless, many actions such as consistent absences, persistent late arrivals, constant requests to leave the classroom and failure to complete schoolwork can often be associated with the current profiles of individual learners. Personal conditions may also impose on the capability of learners, specifically those whose natural language is not English, to take an advantage of the rigorous English classes accessible to them (Senior, 2006). The characters and attitudes of individual learners

are extra factors that add to the social wellbeing of language classes. Some learners have great levels of self-confidence, while others are, by nature, shy and discreet (Senior, 2006). This shows that learner readiness must be considered when he/she enters a new school or classroom as such factors affect their level of participation and achievement.

2.3 THEORETICAL FRAMEWORK

According to Vygotsky, knowledge is co-constructed, and individuals learn from one another (Vygotsky, 1986). Vygotsky believed that the learner had to be involved in the learning process. Vygotsky's theory is classified as a sociocultural constructivist theory. According to Merrill, Kinnear and Steinman, a sociocultural theory is a theory about how humans think through the creation and use of mediation tools (Merrill et al., 2011). Vygotsky believed that learning was influenced by the culture of the individual and facilitated by language and other systems. Regarding the experiences of teachers and learners in Vygotsky's theory, one must understand that Vygotsky defined psychological tools or an advanced level of cultural apparatuses such as categorisation, numeracy, rationality, logic, literacy, and language (van Patten & Williams, 2014, p. 198).

The advanced cultural tools function as the connection between the person and the social structures and material of the world (van Patten & Williams., 2014, p. 199). This connection can be clarified by using an example from the existing world, cave dwellers used drawings on the cave walls and rocks without written code, but the message was transported and understood. Currently, learners draw pictures to deliver the message, with the necessary education they receive, they can write words, and with the usage of technology as well, the communication process is quicker and more precise (Jacobs, 2015).

The sociocultural theory seeks to understand mental development and learning of not only contextual specifics but also the process over time rather than a particular moment of written or spoken production (Merrill, Kinnear & Steinman, 2011). The focus is widely on the context in which the individual and the activity are situated as the development source. These lenses encourage as much of the experiences as possible to be observed, recorded and listened to when trying to comprehend the experiences of teachers and learners of being multilingual (Merrill, Kinnear &

Steinman, 2011). Experiences by both teachers and learners provide many of these dimensions which are not apparent in the traditional experimental study.

Learners learn through instruction and mediation from elders or teachers, which is a human intelligence characteristic (Cameron, 2002, p. 6). It is thus essential to afford teachers the necessary resources so that they can teach learners who are multilingual and from diverse cultures using one language as a language of instruction. Vygotsky's theory saw that at the beginning learners were relying on adults or teachers and the social environment while using language before becoming independent (Jacobs, 2015). Vygotsky's philosophy of the acquisition of language implies the necessity of identifiable language word units for learners in their home language, and thus the same principle is used for the acquirement of the second language, each term is related to an object (Jacobs, 2015). Using objects that learners can use their sense on, like touching and seeing, and using single word labels in their home language, inspires them to think and see language as a set of words (Jacobs, 2015).

According to Vygotsky, all forms of higher human cognitive and emotional activity that include learning English are mediated by culturally constructed material or symbolic means (Vygotsky, 1978). Some of the aspects that mediated the learners' English learning that is culturally constructed are textbooks, language lessons presented by the teachers, their home language, and social interactions with teachers, peers and parents at home.

Kalaš (2010) stated that the teachers play an important role, they must make sure that they understand the learners' language, culture and pre-knowledge, and they must provide guidance for the relevant activity to address and grow knowledge. Teachers serve primarily as guides and facilitators of learning, not instructors. The role of the teacher in the learning process has often been a major factor in the apparent division between cognitive constructivism and social/radical constructivism" (Kalaš, 2010). He went on to say that teachers, in the cognitive constructivist perspective, are usually portrayed as instructors who transmit knowledge. The teacher instructs while the learner learns. In actuality, in the cognitive constructivist perspective, the role of the teacher is to create experiences in which the learners will participate that will lead to appropriate processing and knowledge acquisition.

Consequently, cognitive constructivism supports the teacher as a guide or facilitator to the extent that the teacher is guiding or facilitating relevant processing (Kalaš, 2010). On the other hand, as social and radical constructivism believes that reality is not directly knowable, there is no accurate knowledge for the teachers to impart and their real part was to direct the learners to experience and understand the socially agreed-upon meanings. Moreover, according to Piaget (1936, in McLeod 2018), the learners will create their own views of the world which will be different from those of adults, and these views will be articulate and powerful.

Teachers should support and embrace different viewpoints and representations of the content covered in the class. Within cognitive constructivism, the validity of the different perspectives and representations can only be tested by applying the test of cause and effect. Being aware of the possible existence and entertaining different viewpoints of a certain event gives the learner with the basic building blocks to grow and elaborate his preferred representation from the different possible representations. This exercise will provide learners with various avenues to obtain information and the capability to grow more composite frameworks pertinent to their experience. Societal and fundamental constructivism does not favour any specific truth, only personal understandings that may be mentally tested for viability and then retained, discarded or adjusted. A learner's intellectual maturity is increased by constructing and examining multiple solutions for an experience.

The sociocultural theory emphasises Vygotsky's focus on the relationship between the individual's physiological aspects and the social and cultural contexts and artefacts that transform the cognitive or mental functions (Merril, Kinnear & Steinman, 2011). Language is one such culturally developed artefact. Relocation and globalisation make the civilizations develop extra diversity. Immigrants come from a diversity of nations and carry a wide variety of language skills with them (Van der Wildt, Van Avermaet, & Van Houtte, 2017). Teachers regularly ask themselves how to deal with the language diversity learners carry to school. Numerous teachers consider dealing with multiplicity as hard. They usually feel unprepared to educate multilingual learners (Van der Wildt et al., 2017). Consequently, they depend on rational views regarding multilingualism, that the most excellent method to study a language is through submersion; mimicking how we learn our first language (Van der Wildt et al., 2017).

This does not leave space for another linguistic of learners who are multilingual, and this leads to the conquest of language multiplicity in classrooms. According to Ramaut and Sierens (2011), the mother tongue of learners was disqualified from use in the classrooms and teachers were focused on the full experience of the primary language. Teachers think that all the time must be capitalised on learners' acquirement of the primary target language (Van den Branden & Verhelst, 2007).

Heller (1999) studied the use of language in society to reveal the way multilingual learners use their language ranges in a normal, incorporated technique. Subsequently, the philosophy of multilingualism with regards to similar monolingualism is influential in various schools; but preparations of translanguaging are frequently regarded as a shortfall (Heller, 1999). Such perceptions on the way multilingualism operate made academics to hypothesize about incorporating learners' multilingual authenticities in education, including the learners' mother tongue, in the schools could improve both their health and achievement (Van der Wildt et al., 2017).

According to Cummins (2001), "To reject a child's language in the school is to reject the child" (Cummins, 2001, p.19). He continued that "Learners may feel uncomfortable or discouraged when their language of choice, a portion of their identity, is seen as a source of failure in school" (Cummins, 2008). Multilingual learners are frequently informed to focus on the primary linguistic choice; their mother tongues are depicted as obstructions to school achievement (Agirdag, 2009; Van den Branden & Verhelst, 2007). This viewpoint focuses on learners' mistakes, creating a perception that their teachers do not trust them, which makes the multilingual learners uncomfortable. In contrast, in school environments where teachers take an accepting posture on multilingualism, learners have a powerful sense of belonging to school (Van Der Wildt et al., 2017) and more extra self-assurance than learners in other schools (Ramaut et al., 2013).

A friendlier posture to multilingualism can also help learners' educational achievement; meanwhile, it may be adequate for learning procedure of multilingual learners. The incorporated use of language ranges is more ordinary for bilingual learners and might consequently end in extra vigorous learning. According to García (2013), diverse linguistic are utilized concurrently in a multilingual mind, and thus

Garcia supports the combined usage of the bilingual ranges of learners in the class. According to Cummins (2008), the extrication of the languages of bilingual learners is detrimental to the purpose of learning. According to Sierens and Van Avermaet, (2014) it makes sense applying as well as translating these notions into schools where learners “carry a wide variety of other tongues to the classroom”.

There are developments that leverage learners’ multilingual abilities in the learning procedure; these developments exhibit their ability to impact on the opinions/beliefs of teachers and classroom methods. In Flanders, the mother tongue in the Project of a study from the literature reveals that in control schools, 10 out of 35 teachers did not allow other languages to be used in the classroom (Ramaut et al., 2013), whereas, in schools that had to play a part in the development, all teachers permitted additional languages. In the approaches for researching the behaviour of the teachers in these developments, investigators have primarily concentrated on qualitative approaches, like observations, teachers’ diaries and meetings (Ramaut et al., 2013). Certain developments have also involved quantitative outcomes; however, samples are typically small, producing inadequate data for an examination of school influence.

2.4 SUMMARY

Language education is a traditional occasion that “aids social interaction among learners and children of different cultures” (Yeh et al., 2008, p. 784). By implication, from Yeh et al. (2008), it is a way of articulating and discussing among the different cultures of the learners, resulting in the procedure of acculturation among multilingual learners. Both the LoLT and languages vocalised in the schools are significant when investigating the academic performance of the learners.

There are gaps in terms of teachers’ experiences and how they are able to make sense of educating learners who are learning new/second language in multilingual classrooms and how much impact it has on these teachers. There is also a gap in terms of the discussion of two significant parts of multilingualism which are the learners’ and teachers’ views regarding the consciousness as well as the transmission of prior learning of language approaches to improve multilingualism, including the opinions regarding the cross-curricular partnership between the teachers of language.

In conclusion, it remains evident that language plays an important part in the experiences of learners, especially in a multilingual classroom with little resources. Consequently, this research envisioned to investigate the experiences of teachers and learners of being multilingual and also the effect of language as it impacts on academic achievement.

CHAPTER 3

RESEARCH STRATEGY

3.1 INTRODUCTION

This chapter addresses the research strategy that was used during the research. This section was concluded with a discussion of the ethical deliberations as well as quality criteria that are to be followed. Table 3.1 outlines the research strategy that I have used in this study.

Table 3-1: **Research strategy** (Caddy, 2015, p. 7)

RESEARCH STRATEGY		
Epistemology	Pragmatism	
Methodology	Mixed methods approach	
RESEARCH DESIGN		
Case study		
DATA COLLECTION		
Field notes, semi-structured interview, focus group discussion and survey questionnaires		
Main research question	Significance	Data collection approaches
What are the experiences of learners and teachers of being multilingual in resource-constrained environments?	To explore both the teachers' and learners' general experiences of being multilingual in an environment with no resources	<ul style="list-style-type: none">❖ Focus group discussions❖ Fieldnotes❖ Semi-structured interview❖ Survey questionnaires
Secondary research questions	Significance	Data collection approaches
What are the teachers' positive/negative experiences of teaching in multilingual classrooms in resource-constrained environments?	To obtain a profound understanding of the negative and positive experiences of the teachers and how this influences their confidence and attitudes towards teaching especially in such environment	<ul style="list-style-type: none">❖ Focus group discussions❖ Field notes❖ Semi-structured interview❖ Survey questionnaires
What are the learners' positive/negative experiences of learning in multilingual classrooms in resource-constrained environments?	To gain an insight as to how the learners are affected and how do they learn in such environments	<ul style="list-style-type: none">❖ Focus group discussions❖ Field notes❖ Semi-structured interview❖ Survey questionnaires
What are the implications of teachers' and learners' experiences of learning in multilingual classrooms?	To explore strategies and solutions on how best these experiences can be improved (positively)	<ul style="list-style-type: none">❖ Focus group discussions❖ Field notes❖ Semi-structured interview❖ Survey questionnaires
What lessons can be derived from teachers' and learners' experiences of being multilingual in resource-constrained classrooms?		
What resources and support systems are accessible to the teachers to improve their teaching methods?	To establish the kind of resources that will be valuable to the teachers for effective learning and teaching	<ul style="list-style-type: none">❖ Focus group discussions❖ Field notes❖ Semi-structured interview❖ Survey questionnaires

DATA ANALYSIS

Inductive thematic analysis & Descriptive statistics

QUALITY CRITERIA

Confirmability, Trustworthiness, Dependability, Transferability, and Credibility

ETHICAL CONSIDERATIONS

voluntary participation, confidentiality, Anonymity, informed consent & assent,

3.2 RESEARCH PARADIGM

The study paradigm incorporates the elementary expectations or thoughts of the researcher and provides a viewpoint of how to organise crucial elements of the research (Creswell, 2009). The study paradigm directs the theoretical and methodical approach of the researcher (Creswell, 2009). A relevant epistemological posture for this research was that of Pragmatism, it is a research theory that takes models to be pertinent only if they brace action. "Pragmatics recognize that there are many different ways of interpreting the world and undertaking research, that no single point of view can ever give the entire picture and that there may be multiple realities" (Dudovskiy, 2019, p. 42).

According to Onwuegbuzie in Tashakkori and Teddlie (2010), pragmatism has a logic inquiry that primarily focuses on problem-solving and outcomes, allowing one to make use of a myriad of methods for the practical purposes of induction, deduction, and abduction. I explored on what resources and how teaching and learning occur in such an environment through interviews and focus group discussions. Pragmatism is an American philosophy developed primarily from the writings of different researchers, the main aim of this model is to gather the information that is richly detailed (Tashakkori & Teddlie, 2010).

Pragmatism encompasses philosophical attributes that have important implications for social inquiry in mixed methods (Tashakkori & Teddlie, 2010). It is significant to take into consideration that there are numerous versions of pragmatism, primarily drawn from the work of prolific thinkers. The mixed-methods literature provides a characterisation of pragmatism, from these works of literature major tenets of the pragmatic philosophical framework were synthesised as follow;

- ❖ A view of knowledge as both constructed and as a function of organism-environment transactions.
- ❖ A belief that truth comes from experience and that absolute truth will be determined at the end of history.
- ❖ Recognition that knowledge is fallible because we can never be certain that our current knowledge will be appropriate for future inquiry problems.
- ❖ A problem solving, action-focused inquiry process (Tashakkori & Teddlie, 2010).

Teachers were interviewed and given questionnaires to give thought to and personal experiences on the above-mentioned subject. Learners also shared their personal experiences through focus group discussions. Through the study procedure, the investigator attempted to comprehend partakers in their setting by investigating their experiences, moods, and viewpoints with regards to being multilingual in a resource-constrained school environment, where the LoLT is English.

According to Dewey, pragmatism is an anti-philosophy in the sense that it shifts the focus from traditional issues of epistemology to prominence on the communications among humans and their own setting, both natural and social (Tashakkori & Teddlie, 2010). These interactions or more accurately, transactions, represent the change process an individual undergoes as he or she adapts to the environment. These individual adaptive transactions are continuously informed by previous experiences through which an individual creates his or her own world (Tashakkori & Teddlie, 2010). However, when an individual works with others, his or her individual world is altered to accommodate a group response to accomplish common goals. Both the individual and social responses to the environment represent experiences from which knowledge is acquired and refined (Tashakkori & Teddlie, 2010).

3.3 PURPOSE STATEMENT

Mixed- method research was used to discover the experiences of teachers and learners of being multilingual in resource-constrained school environments where the LoLT is English. The main drive of this research was to utilise a case study to document the experiences of the teachers and learners in public schools in Pretoria. This study is very significant because the experiences of both teachers and learners influence teaching and learning either positively or negatively.

3.4 MIXED METHODS RESEARCH

This research was directed by a mixed-method study strategy, which is a process of “collecting, analysing and combining both qualitative and quantitative data at some stage of the research process within a single study to understand a research problem more completely” (Maree, 2016, p. 313). The researcher used the exploratory sequential mixed method, which is used to explore a topic using quantitative data before attempting to explore it qualitatively (Maree, 2016). The mixed-method approach helps to get a deeper comprehension of trends, personal experiences and explaining the relationship among variables and how their linkage works. It is also helpful in measuring and explaining outcomes in an experiment, developing an in-depth case analysis, identifying and taking action to improve a practical problem (Maree, 2016, p. 313). “Analysing both quantitative and qualitative data within one study will provide a more elaborate approach to the research problem and will produce its deeper understanding” (Maree, 2016, p. 313). In this approach, a researcher’s data is collected through surveys and interviews to answer the study’s research question. In this method, after the analysis of the qualitative data was completed, the researcher started linking steps of building new quantitative measures such as new variables, new constructs or new instruments. This is followed by the quantitative phase, where new variables and instruments are tested and applied.

The investigator tried to gather rich, expressive information with the purpose of comprehending what was being observed (Maree, 2010). In the qualitative part of the study, data collection methods included describing, decoding, translating, and developing a sense, instead of the dimension or incidence of occurrences globally. Collected data offers rich explanations and descriptions of procedures in indigenous settings. The qualitative part of the study tries to offer a detailed comprehension of the human experience (Litchman, 2010). The main purpose of this part of the study is to comprehend the details of a context and value the significance that partakers allocate to their location and experiences.

This method was relevant as the research fixated on discovering the familiarities of the primary school teachers and learners of being multilingual in an environment that has little or no resources to enhance teaching and learning. The qualitative part of this research depends on participants’ opinions and also asks overall queries that

are wide-ranging, to gather information from participants in a narrative method (Creswell, 2009). This is in line with the information gathering approaches (documentation collection and Semi-structured interview) that were used in this research. A qualitative research is a supple method of gathering data in a normal location. In this research, I have conducted interviews with the Grade 4 teachers and had focus group discussions with Grade 4 learners as well to understand their experiences.

The quantitative part of the study uses numerical data from only a small selected subgroup of a population, to generalise the findings to the population that is being studied (Maree, 2016). This method was relevant as the research focused on discovering the experiences of the teachers of being multilingual in settings that have little or no resources to enhance quality teaching and learning. The quantitative study depends on participants' opinions or responses through questionnaires to gather information from participants in a descriptive method. The three key components of the quantitative study are impartiality, statistical data and generalisability. Teachers were given questionnaires to fill in for the researcher to read through the questionnaires to understand the teachers' opinions and experiences (Maree, 2016).

3.5 CASE STUDY RESEARCH DESIGN

A case study design is a detailed strategy that summarises the procedure to be used to choose the participants, gather and examine the information (Nieuwenhuis, 2007). It elucidates the kind of research and is also directed by the research questions and the determination of the research (Ferreira, 2012). Yin (2013), views a case study as a real investigation aimed to explore the present event in its ordinary setting. The case study "fences in" what a researcher is going to study and analyse of the phenomenon under investigation (Merriam, 2009, p. 40). The case study permits the researcher to discover variances in and amongst cases, and it also permits the investigator to analyse in each setting and across contexts (Yin, 2003). This method is beneficial when trying to comprehend the way participants interrelate in a particular circumstance (Nthulana, 2016). For the drive of this research, the case is the experiences of the teachers and learners of being multilingual. Still, the cases should not be considered without the context, the school, specifically the classroom setting (Yin, 2003). Thus, I decided to utilise a multiple-case design as I will be

adopting the real-life events to show numerous proofs through repetition rather than just a sampling logic.

It has been evident from the previous studies that this kind of study is seen as reliable and robust; nonetheless, it may be very timewasting as well and costly to conduct as well (Baxter & Jack, 2008). The benefit of this design is that the inquiry is made “in the natural context, where there is no precise limit between the occurrence and perception, but with the use of diverse sources of information” (Yin, 2013). According to Barton (1990), the advantages of case studies design is that it allows the investigator to analyse in each context and through contexts. It can be used to predict similar results and it also predicts contrasting results but for a predictable response. Case studies are done with the purpose of not only adding knowledge but also recommending a change in the phenomenon that is being researched where appropriate (Runeson, 2012). With regard to this research, the purpose was to increase the current organisation of analysis research to explore and highlight or recommend strategies or resources that need to be used to enhance teaching and learning in multilingual classes where English is the LoLT.

3.6 CONTEXT OF THE STUDY

This study was conducted in Pretoria, in the two township primary schools in different blocks of Soshanguve. With regard to the geographical location, School A is located in Block BB and School B in Block GG. Many learners that attend these schools are from surrounding townships such as Mabopane, Rankuwa, Hamanskraal, and Soshanguve as well. The two schools that took part in this study are fee-paying primary schools operating in the township area. The schools have partial resources, the classes are not big, and have insufficient educating and education resources, especially school A. As there is limited space, the classrooms and play areas are close, and thus the level of the noise in School A is actually excessive. School B is a full-service school and has an open space, and generally, learners are disciplined, and the noise level is better. In school A during break time learners, especially foundation phase learners, play in an empty concrete area. In school B, during break time learners play in the sports field. The following pictures show one of the Grade 4 classes, the playing area and also the kind of location that both schools A and B are located in.

School A



Image 1: Grade 4 classroom



Image 2: Picture indicating the limited resources in the class



Image 3: Picture indicating a playing area

School B



Image 4: Grade 4 classroom



Image 5: Picture indicating the resources in the class



Image 6: Picture indicating playing area

3.7 DATA COLLECTION

3.7.1 Sampling

Purposive sampling was utilised to choose the partakers in this researcher; it is very objective and also deliberates the selection of a participant based on the qualities that the participant has (Tongco, 2007). The sample was taken with a purpose rather than randomly; that is, a specific individual, community, or another restricted choice since it shows features of interest to the researcher (Merriam & Associates, 2002, p.

179). Purposeful sampling is best suited to this study as the chosen participants will offer rich information that is linked explicitly to the question of the study. For the goal of this study, partakers are chosen as they are second language teachers employed in public schools in Pretoria and also both schools A and B are using English as LoLT.

The participants were chosen on the basis that they are bilingual as I was investigating their experiences of being multilingual in a resource-constrained environment. They produced credible clarifications in the sense of being factual to real life (Maree, 2016). They were also chosen in the centre of cost and time, obtainability and convenience.

For the quantitative method, I have used convenience sampling. This technique refers to circumstances where population elements are selected based on the fact that they are easily and conveniently accessible (Maree, 2016). The research sample constituted sixty participants (primary school teachers), from the same schools mentioned above. This method is useful in “exploratory research where the researcher is interested in getting a cost-effective, cheap, quick approximation of the truth and in pilot studies where a few respondents are necessary to test the questionnaire” (Maree, 2016). The selected participants are multilingual as I have researched their experiences of being multilingual in a resource-constrained environment. According to Maree, the sampling strategy should be relevant to the conceptual framework and the research question addressed by the research (Maree, 2016). The participants’ background data is reflected in Table 3.2 below.

Table 3-2: Demographic Data of Participants

Case	Number of Participants	Participant	Grades taught	Age	Teaching experience (years)	Source of data
School A	3 teachers	Teacher 1	4 & 5	50-60	24 years	Interview
		Teacher 2	5 & 7	30-40	5 years	Interview
		Teacher 3	4,5 & 7	30-40	8 years	Interview
	9 learners	Learner 1- Learner 9	4	9-10	N/A	Focus Group Discussion
	2 teachers	Teacher 4	3	40-50	24 years	Interview
		Teacher 5	4,5 & 6	40-50	23 years	Interview
	8 learners	Learners 10-17	4	9-10	N/A	Focus Group Discussion
3						

3.7.2 Data Collection Strategies

I have gathered the information for this research from a township area in Pretoria. Semi-structured interviews, field notes, and questionnaires were used to capture data. Interviews were held so that I could gain a profound comprehension of the experiences of the teachers and learners of being multilingual in a resource-constrained environment. Field notes and questionnaires promoted mindfulness and flexibility.

Table 3-3: A sequential summary of data collection

	Number of weeks	Participating Teacher	Duration	Data collection method
School A	Week 1	1	20 min	Semi-structured Interview (SSI)
		2	13 min	SSI
		3	10 min	SSI
School B	Week 2	4	13 min	SSI
	Week 3	5	12 min	SSI

Data collection strategies used in both School A and B were as follows;

- I. Semi-structured interviews with five grade four teachers
- II. Focus group with sixteen grade four learners (nine learners per group)
- III. Field notes
- IV. Self-reflective journal
- V. Survey (forty-seven teachers filled in the questionnaires)

I. Semi-structured interviews with five grade four teachers

I have conducted semi-structured interviews with my participants to explore in-depth the experiences of the teachers on how they teach in multilingual classes. This kind of interview allows for flexibility when collecting data, and it also provides a chance to discover the complexity and uniqueness of the setting (Rule & John, 2011, p. 65). The interviews were conducted after school hours in a school setting. In school A, the interviews were conducted in the computer or storage room. In school B, they were conducted in the staff room the same applied with learners for both schools.

The interview method for collecting data has advantages as a large amount of data can be obtained quickly, and follow-ups can be made immediately (Marshall & Rossman, 2011, p. 145). In my case, I made sure that at the end of every interview, my participant and I listened to the interview and along the way I was able to pause and ask for clarity where required to avoid having to set up another meeting for clarity because it was difficult to secure the meetings with them.

II. Focus group discussions

The researcher conducted a focus group in both schools A and B with nine learners per school, and they were divided into two groups, four learners in each group (Maree, 2016, p. 95). The focus group discussions concentrated on a certain topic that was discussed while clashes were encouraged. The cluster dynamics helped in information generation. Cluster interaction develops an essential portion of the process with the contributors debating amongst each other but guiding their commentaries exclusively to the mediator.

In the group discussion all the contributors have to meet at the same time, which may be challenging if the contributors live wide apart from each other. In school A, I could conduct the discussion with two groups of nine learners. In school B, I successfully conducted two sessions with eight learners at a time, and everything went well.

Table 3-4: Summary of Focus Group Discussions

Week 1		Distribution of Questionnaires to the participants to both Schools A and B		
		Participants	Duration	Data collection method
School A	Week 2	Learner 1-4	18 min	Focus Group Discussion (FGD)
		Learner 5-9	12 min	FGD
School B	Week 3	Learner 10-13	18 min	FGD
		Learner 14-17	14 min	FGD

III. Field notes

I used field notes to capture remarks made while conducting both interviews and group discussions. The field notes offered detailed explanations of events in sequence form as observed and allowed the researcher to seize details so that they cannot be forgotten. Field notes do not only give the descriptions of the researcher's experiences and observations like the ones made when engaging during interviews and discussions but also his thoughts and clarifications (Fossey, Harvey, McDermott & Davidson, 2002, p. 728). The researcher's field notes were utilised in combination with the self-reflective journal to seize an all-inclusive description of the experiences of teachers and learners of being multilingual in a resource-constrained environment. I also took photos of the school and surrounding settings to offer a rich setting to the research. These transcriptions can be found in Appendix F.

IV. Self-reflective journal

According to Ortlipp (2008) a good approach that can enable reflexivity so the researcher can re-examine the plans or goals continually through the research is the use of a reflective journal. I have used this instrument revisit the procedures in the study on a continual basis as required. The self-reflective journal was used to record the different opinions and mental state of the participants during the period of the proposed research. This process supported reflexivity and mindfulness by sensitising the researcher to his prejudices and long held philosophies.

V. Survey

Survey research was used to assess the current status, opinions, beliefs, experiences and attitudes of a known population (the teachers) by questionnaires. “A common goal of survey research is to collect data representative of a population. The researcher uses information gathered from the survey to generalize findings from a drawn sample back to a population, within the limits of random error” (Batlett, Kotrik & Higgings, 2001). Surveys are comparatively cheap and are valuable in “describing the characteristics of a large population. No other research method can provide this broad capability, which ensures a more accurate sample to gather targeted results in which to draw conclusions and make important decisions” (DeFranzo, 2012).

The most common data collection method in a survey is through group administration of questionnaires done by a collection of participants. From the beginning, I had distributed sixty questionnaires to the teachers to fill in. Each school received thirty questionnaires; the overall questionnaires returned were 47. I have captured all the information using excel spread sheets.

Table 3.5 provides a summary of the study approach used in this research

Table 3-5: Background Data of Respondents to the Survey

Case	Number of respondents	Participants	Teaching experience	Source of data
School A	20 teachers	11 teachers	0-10	Survey
		4 teachers	10-20	Survey
		4 teachers	20-30	Survey
		1 teacher	30+	Survey
		15 teachers	0-10	Survey
School B	27 teachers	5 teachers	10-20	Survey
		7 teachers	20-30	Survey

3.8 DATA PREPARATION, ORGANISATION, PROCEDURE AND THE OUTCOMES

Qualitative information examination tries to comprehend how participants develop a sense of an occurrence by examining their information, viewpoints and understandings (Caddy, 2015). Inductive information examination was employed to make sense of the information in this research. According to Braun and Clarke (2006), “inductive data analysis is a procedure of translating information without attempting to fit it into the predating coding frame or the researchers’ investigative pre-conceptions” (Braun & Clark, 2006). This analysis may offer the researcher more numerous authenticities than any other information examination method (Maree & Van der Westhuizen, 2010).

The researcher followed the thematic analysis phases, the preparation phase, organisation phase, and the reporting phase (Elo & Kyngas, 2007). The phases are discussed below;

Descriptive statistics describes a group of statistical procedures used in quantitative research to summarise and structure graphical and numerical data, were used to represent the data in a meaningful way. This serves to enhance the understanding of the properties of the data (Maree, 2016). It helps researchers to discern patterns. I have used questionnaires to collect data before organising it into variables.

3.8.1 Data Preparation

The information was prepared by recording the spoken information from interviews into written information. Field notes were also recorded and organised. For a good analysis, the researcher has read and reread the text, including the recorded audios, for better understanding (Maree, 2016, p. 115).

After preparation of the data, four steps were followed to convert the raw data into something meaningful and understandable, namely, the validation, editing, and coding of the data.

3.8.2 Organising of Data

I have followed the inductive thematic examination steps for me to have an organised data structure (Hayes, 2011). I have used an inductive thematic examination to find developing themes in the transcript. The themes emerging were identified through careful reading of all the information and observing down any pieces of interest or other data relevant to the theme (Hayes, 2011). Data was transcribed in a table form found in Appendix E.

3.8.3 Analysis Procedure and the Outcomes

I have carried a comprehensive interpretation of the procedure used to analyse the information to make sure of the reliability of the research. The discoveries are described in the next chapter.

3.9 QUANTITATIVE DATA ANALYSIS

The purpose of the quantitative part of the research study was to investigate the experiences of teachers of being multilingual in resource constraint environments. This sector describes the examination of the information gathered from the two participating schools represented by 47 teachers. The data analysis includes the processes followed and describes the demographic characteristics of those teachers contributing to the survey. The teachers' responses to the following research questions were examined: (a) what are the teachers' positive and negative experiences of teaching in multilingual classrooms in resource-constrained environments? (b) What are the implications of teachers' experiences of learning in multilingual classrooms? (c) What lessons can be derived from teachers' and learners' experiences of being multilingual in resource-constrained classrooms?

Responses to the survey research

Two schools participated in the research, for a total of 60 teachers that were selected to explore their experiences. Sixty survey questionnaires were distributed to sixty teachers, and from these two schools, only 47 teachers participated in the questionnaires survey, responding to all the questions in the survey.

Analysis and Presentation of the Data

I have used descriptive analysis to organise the data collected. Quantitative data is organised by dividing the observations into categories. I have used the analysis method to find the emerging categories in the questionnaires. The categories were identified through data analysis and noting the relevant responses. Each category is treated as distinct values for the quantitative data. The information was captured and transcribed in a graphical form.

The Standards Assessment Inventory (SAI) was used to analyse data. "SAI is a valid and reliable survey aligned with the Standards for Professional Learning" (Manning, 2018, P.39). The reliability of the results obtained in this specific case was then determined to ensure the applicability of the SAI survey in this specific case. This was done by determining how each subscale effectively grouped together. The Alpha coefficients were calculated as between .71 and .92, which indicated "a strong reliability within the instrument" (Vaden-Kiernan, 2002, p. 3)

To define the build rationality, "the degree to which [a test] measures the construct or trait that it was designed to measure" (Allen & Yen 1979, p.59), a factor analysis had to be performed. "The SAI was developed to measure the 12 standards of professional development designed by the NSDC" (Southwest Educational Development Laboratory [SEDL], 2003, p. 9). The abovementioned computations indicated that the SAI measurement tool was reliable in this application, measuring the teachers' perceptions about the questions of language learning, and providing relevant data on the quality of learning at the school at the system level. The instrument measured teachers' experiences grouped under content, process, and context.

The SAI survey (see Appendix D) contained a total of 24 questions that could be responded to by choosing options according to the Likert scale. The questions were

grouped into two main sections. The first set of questions collected the demographic data of the participating teachers. The first section collected background information of the respondents. The second section asked specific questions about the teachers' perceptions of professional learning environments. The questions were distributed randomly to encourage an unbiased intuitive response.

Descriptive statistics were used to respond to the research questions. The information was analysed using the graphical ways of representing data. A histogram was used to represent the data. A histogram is a graphical display of a frequency distribution by forming responses into which the raw data are classified (Maree, 2016). The data values, represented by responses, are displayed on the horizontal axis and the participants' frequency on the vertical axis (Maree, 2016).

Table 3-6: Stratification of questions

Content	Process	Context
Multilingualism	Learning	Resources
Language	Collaboration	Support

3.10 QUALITY CRITERIA

3.10.1 Trustworthiness

The term trustworthiness means the method whereby information is gathered, organized and categorised, especially if they are oral and written (Maree, 2015, p. 140). It is the method that the researcher uses to be able to show that the results in the research are valuable enough to take into consideration and that the study is of extraordinary value (Maree, 2010, p. 113). Trustworthiness is vital to prosperous and qualitative research. "The criteria for evaluating the reliability of qualitative data collection instruments are similar to those used in the positivist paradigm" (Maree, 2015). The notions of dependability, credibility, transferability, and confirmability will be utilised to guarantee reliable research.

3.10.2 Credibility

The credibility denotes the researchers' assurance that they have precisely documented the occurrences analysed. Certain steps were taken to guarantee that this study followed reliable criteria. First of all, I have increased the trustworthiness of the results by being included in the discussions with the partakers. Furthermore, considerable time was spent gathering information to shape gullible relations with partakers as well as to have a profound comprehension of the setting. Finally, triangulation was utilised to add reliability to the research. I have triangulated the discoveries by collecting information over numerous approaches (field notes as well as interviews) from numerous sources (the Grade 4 teachers and learners).

3.10.3 Transferability

In qualitative research, transferability denotes the degree to which the outcomes can be transferred and generalised to other settings (Maree, 2015). There was a generalisation of the discoveries as the circumstance, setting, and persons differed intensely. The other researchers may discover value in the outcomes of this research if they link the outcomes of this research with others or with their own

study. The school setting and the LoLT might show connections with other schools in South Africa. According to Maree, “only then can an informed opinion be reached regarding specific conditions under which the outcomes can be generalised” (Maree, 2015, p. 140).

3.10.4 Dependability

Dependability denotes the steadiness and constancy of the research procedure and approaches over time and affects the point of control in research (Maree, 2015, p.140). To improve the credibility of the procedures followed in the research, I monitored the quality of the recording and transcription of the information, documentation, approaches of observation and the meetings/interviews (Maree, 2015). In order to guarantee the reliability of this research, the participants' interviews will be documented and recorded accurately; the reliability of the research will be guaranteed by giving detailed procedural explanations to permit the research to be repeated. Triangulation of the information was used to add the dependability of the research as well (Maree, 2010)

3.10.5 Confirmability

Confirmability refers to “the objectivity of the data and absence of research” (Maree, 2015, p. 141). This refers to the impact that the researcher and study need in determining the information (Mays & Pope, 2000). Before the research began; I have recognised my previous experiences, standards, and prejudices for me to be extra careful about potential bias. Feelings and experiences were cautiously documented throughout information taking for the researcher to stay aware and decrease his own bias and experiences. Inductive thematic analysis was also used to reduce the effects of the researcher's biases.

3.11 ETHICAL CONSIDERATIONS

During each phase of this study, I ensured that the best practices regarding ethical considerations were followed. I was guided in this by the guidelines of the University of Pretoria.

Approval and clearances for the study were obtained from all the relevant authorities, including the Ethics Committee of the University of Pretoria.

Letters of informed consent were given to the principal and teachers including parents to ensure that they gave permission for their children to take part. Learners

were also given assent forms as part of agreeing to participate. The participants of the study did not receive any form of remuneration for taking part in the study; their participation was on a voluntary basis and participants were free to withdraw their participation anytime, there was no coercion or forced participation. I obtained consent and assent forms before data collection process began. No harm was inflicted on participants. I also took cautionary measures to secure the storage for data and research records.

3.12 CONCLUSION

This section did not explain study procedure that was trailed as well as a debate of the practical method, the study strategy, and approaches of information gathering and information examination that were used through the research. The section was decided with an explanation of the ethical deliberations that led the study procedure.

CHAPTER 4

PRESENTATION OF RESULTS

4.1 Introduction

Chapter 3 defined the research strategy I used to do all the fieldwork of this research. In Chapter 4, I summarise the data collected about the participants' experiences in multilingual resource-constrained environments. Firstly, I present the analysed results of the qualitative aspect of the study which include the themes and subthemes that emerged from the interviews, followed by the results of the quantitative aspect of the study which includes the statistical results collected through surveys. Finally, I combine the findings from the qualitative and quantitative results and present the conclusion at the end of the chapter.

4.2 Emerging themes from qualitative analysis

The following themes were distinguished from the thematic examination of the information:

- ❖ The positive and negative experiences of teachers and learners of being multilingual in a resource-constrained environment
- ❖ Barriers to effective language learning in a multilingual class
- ❖ Strategies used to support learners

Table 4.1 summarises the themes and sub-themes that emerged during the qualitative analysis.

Table 4-1: List of Themes and subthemes.

Themes	Subthemes
The positive experiences of teachers and learners	Code-switching as a support mechanism
	Peer teaching
The negative experiences of teachers and learners	Language challenges faced by teachers and learners
	Code-switching as a challenge
	Subtractive multilingualism
Barriers to effective second language learning in a multilingual class	Lack of resources
	Prescribed curriculum policy challenges
Strategies used to support learners	Support system

4.3 THEME 1: THE POSITIVE EXPERIENCES OF TEACHERS AND LEARNERS

The second main theme identified during the thematic data analysis was the positive experiences of the teachers and learners. Experiences can be conceptualised as anything that “happens to you or something you do, especially when this has an effect on what you think or feel” (Mayor et al., 2012, p.593). I considered any reference that was made with regards to the experiences of teachers and learners during the process of teaching and learning. Two sub-themes were identified, namely peer teaching, and code-switching as support.

Table 4-2: Definition, inclusion and exclusion criteria related to the theme of the positive experiences of teachers and learners

Definition	Inclusion criteria	Exclusion criteria
Experiences- “something that happens to you or something you do, especially when this has an effect on what do you think or feel” (Mayor et al, 2012, p.593).	Any reference made with regards to the experiences of teachers and learners during the process of teaching and learning.	Any references that were made that are not associated with the experiences of teachers and learners during teaching and learning.

4.3.1 Subtheme 1: Peer teaching

Every teacher may want to provide effective teaching to the learners; however, the teacher needs to be fully equipped to do so. In this regard, the teachers are faced with learners of multiple linguistic upbringings and are obligatory to explain some concepts or give explanations in one of the African languages for certain learners that do not understand the ESL used as LoLT. However, most of the teachers are unable to do so as they do not know or understand all of their learners' languages. So, whenever teachers are faced with such a situation, they ask their peers to assist with explanations. One of them said that "I have to look for someone who knows the language", she further indicated that this also consumes a lot of teaching time, "...and then time will be wasted" (Teacher 1, personal communication, April 17, 2019). Teacher three also indicated that she does not know most of the learners' languages, whenever she comes across language problems and needs translation, she asks her peer teachers, "I would go to another teacher, check with them only" (Teacher 3, personal communication, April 17, 2019). So, in short, all the teachers come from different backgrounds, knowledge, experiences and most importantly are of different languages; they use each other to get translations of certain words they come across.

As much as the teachers are unable to teach/explain to the learners in other African languages that the learners understand, the learners have found their ways of learning. "We ask other learners that this answer in English, can you please explain what it is" (Learner 6, personal communication, April 09, 2019). However, sometimes teachers speak their home languages when they teach as they are also not fluent in English and that becomes a disadvantage for the learners who do not understand the teacher's home language, "because sometimes when my teacher speaks in Sepedi and I don't understand her" (Learner 6, personal communication, April 09, 2019). Hence the learners struggle to learn everything they are being taught, and it will be difficult for them to go and ask about certain words that they could not hear clearly, and they cannot even pronounce. So far, the learners' strategy has been to ask amongst their classmates for assistance whenever they do understand certain things, especially during teaching and learning. "I will ask someone who knows" (Learner 4, personal communication, April 09, 2019). Even though learners ask each other certain things when they do not understand, some learners feel like they are

bothering others, “because all the time when the person next to me [say] what, what mam was saying?” (Learner 4, personal communication, April 09, 2019). They feel like they are bothering and also relying on their peers only.

4.3.2 Subtheme 2: Code-switching as a support

Teachers use code-switching as a support instrument for learners as many of them do not understand English used as the LoLT; thus, they use code-switch to give learners opportunities to participate in the classroom activities without leaving some behind. As I have indicated the school policies of both school A and B do not allow either learners or teachers to use their home languages; however, the learners have indicated that even though this is the case, they are allowed to use their home languages provided that “before you speak in your home language, you must ask the teacher first...” (Learner 4, personal communication, April 09, 2019). This means that ultimately all learners are allowed to code switch even though it is against the school policy and this does not apply in just one subject as learner one also indicated that: “Sir in class when it’s Setswana period, mam allows you to speak in Setswana or you can speak in English” (Learner 1, personal communication, April 09, 2019). This comment indicates that learners are allowed to code switch during lessons regardless of the subjects. Code-switching means the usage of diverse tongues in a sentence as well as the exchange of words (Duran, 1994). Teachers reduce the tension by code-switching as they realise that this helps to boost the confidence and understanding of the learners and thus close the conceptual gap.

Even though teachers are unable to provide effective teaching and learning due to a multilingual classroom, they have also expressed positive things in the very same class. Some of the positive things are “that you are exposed to different languages; different cultures, and then you find yourself trying to speak the language...” (Teacher 2, personal communication, April 10, 2019). They like multilingual classrooms because they get to learn other languages and cultures.

The learner also expressed the same sentiments as they are also exposed to new languages and cultures. They get to learn new languages and cultures and also feel that one day when they visit other countries “and I will understand them when they talk to me with different language” (Learner 12, personal communication, March 07, 2019).

4.4 THEME 2: THE NEGATIVE EXPERIENCES OF TEACHERS AND LEARNERS

The second theme identified during thematic data analysis was the negative experiences of teachers and learners. For this purpose, an experience is defined as “something that happens to you or something you do, especially when this has an effect on what you think or feel”(Mayor et al., 2012, p.593). For this theme, all references regarding the experiences of both teachers and learners expressed by them were considered. A number of subthemes were identified, namely the challenges faced by teachers and learners, code-switching as a challenge, and subtractive multilingualism.

The South African policy developed to guide the teachers on how to teach the second language, which is English, provides only detailed guidelines on how to teach the home language but does not cater to ESL learners, especially those who are being taught in English. The teachers' and learners' experiences in the classroom, therefore, become the compass that highlights the challenges faced during teaching and learning.

Table 4-3: Definition, inclusion and exclusion criteria related to the theme of the negative experiences of teachers and learners

Definition	Inclusion criteria	Exclusion criteria
Experiences- “something that happens to a you or something you do, especially when this has an effect on what do you think or feel” (Mayor et al., 2012, p.593).	Any reference made with regards to the experiences of teachers and learners during the process of teaching and learning.	Any references that were made that are not associated with the experiences of teachers and learners during teaching and learning.

4.4.1 Subtheme 1: Language challenges faced by teachers and learners

Teaching in South Africa, especially in English in township schools, is a very complex task due to diversity (Hugo, 2010). The learners in both schools A and B are from diverse settings and get to school and meet their peers with diverse cultural and language experiences. Some learners may be coming from individual schools where they have already developed their English and can hear and speak the language, while others do not have the benefit of such experience. The quality of

language literacy may vary greatly in different schools including different classrooms in the same schools as other teachers allow learners to code-switch.

As stated by one of the teachers: “Yah especially in Natural Science and Technology in Grade 4, those learners are allowed to, to speak their language because you find that they know an answer in their languages, yah they are free to use their language” (Teacher 1, personal communication, April 17, 2019).

However, others do not allow them: “Also our school having this policy that there’s one language there is to teach, the LoLT in the school is just English, it also makes me just to be, just focus on that one language and then not be able to divert” (Teacher 2, personal communication, April 10, 2019). “Yes, it’s not allowed” (Teacher 2, personal communication, April 10, 2019).

Both schools A and B are multilingual schools and thus are bound to use English as a language of communication. Nevertheless, teachers in this research came across the massive challenges of educating learners with diverse literateness in English experiences. They have large class sizes with an average of 45 learners, with limited teaching aids/resources and support. This becomes very frustrating for teachers to work, especially because they are unable to provide effective teaching and learning as they are unable to reach out to all learners.

As stated by one of the teachers: “Uhm, the difficulty is whereby I am, I come along a learner who doesn’t at all understand all these languages that I’m capable of speaking, then [there] is a challenge because I will just carry on knowing very well that the learner is left behind” (Teacher 3, personal communication, April 17, 2019).

An additional challenge for teachers is that they are not trained to teach in a multilingual class, let alone being fluent in English, “no, I don’t think I have ever received any training.” (Teacher 4, personal communication, April 16, 2019). To ensure that all the learners in the classroom understand what they are taught, teachers must plan activities that will cover the learners, especially with an average language of instruction proficiency. The learners with low average English proficiency may become frustrated and overwhelmed and may develop a passive attitude towards learning.

Both teachers 1, 2, 3 and 4 identified language diversity and multilingualism as the main challenge in the classroom, as learners are of different cultures and come into the classroom with diverse languages that the teachers are not ready to address or speak. The teachers indicated that it is very difficult to teach in such a class because they are not able to reach out to all the learners as some of the learners do not comprehend the medium of teaching whereas the teacher does not know the learners' home languages; thus it becomes difficult for them to explain to the learners.

As stated by one of the teachers: "I can even explain it in Sizulu, maybe the Ndebeles will just understand because it's closer to isiZulu, but the Tswanas will be, 'hey mam what you just said just makes no sense to me', they could not grasp it" (Teacher 2, personal communication, April 10, 2019).

For effective teaching to occur at least the teachers need to be equipped to provide effective lessons, so in this case, the teachers are not well resourced when coming to diverse language fluency.

Teacher four commented, "its' overcrowding" (Teacher 4, personal communication, April 16, 2019). Teacher four also indicated overcrowding as one of the challenges they have as they cannot reach out to all the many different learners while the class is overflowing with the learners and this may lead to disruption of lessons by some learners and that may leave the teacher frustrated. While teacher four indicated overcrowding as a contextual factor, teacher five indicated that: "Sometimes you find that teachers are, they don't go through their content" (Teacher 5, personal communication, April 16, 2019), and they "may go to class unprepared" (Teacher 5, personal communication, April 16, 2019). Teacher four also indicated that "...contextual factors can be unqualified teachers or uhm misplacement of teachers. Say you have done primary course, then I am placed at a junior primary" (Teacher 4, personal communication, April 16, 2019). This indicates that one of the challenges the teachers have is that they are placed at an educational level that they are not qualified for. All the teachers have also indicated that they do not qualify to teach in a multilingual classroom as none of them has ever received any form of training to enable them to teach in such a classroom.

One of the critical factors that influence the restriction of the usage of other languages in the classroom is the school policy. Teacher two indicated that “our school having this policy that there’s one language there is to teach, the LoLT in the school is just English, it also makes me just to be, just focus on that one language” (Teacher 2, personal communication, April 10, 2019). All the teachers indicated that based on their school policies, they are supposed to use one LoLT, which in this regard is English. They indicated that the policy restricts them from using other languages except during home language lessons.

Most of the township learners, particularly in Soshanguve, do not speak English at home except their home or “Pitori” (Pretorian) language, and school is the only place where they encounter English. It is very few who speak English at home, and most of them come from foreign countries. Thus, these learners experience problems speaking and understanding English, and this makes teaching and learning difficult. Learners have also expressed similar challenges faced by the teachers as the main challenge, which is language diversity. They come into classrooms with various languages and struggle to understand each other through those languages. As stated by a learner “For example, you find that the person that can speak Afrikaans, but you don’t know how to speak Afrikaans and you don’t know how to understand” (Learner 15, personal communication, April 16, 2019). Learners have also indicated that sometimes they do not understand the languages spoken by teachers which makes it difficult for them to comprehend what they are being taught, even though the constitution states that all learners have the right to be taught in the languages of their choices or their home languages (Constitution of the Republic of South Africa, 2014, p. 20). It seems as if in both school A, and school B such a right is not being practised as the school policies state that their LoLT or communication is English except during home language classes.

Learner eleven also expressed that she does not learn a lot because certain terminologies are difficult to understand “not because other words are difficult” (Learner 11, personal communication, March 07, 2019). It is normal that when a learner is being taught either a language or any subject, she or he may not know or understand all the words, but during the lesson, the learner should take notes of what she or he does not understand so that she or he can follow up either with the teacher, peer, parents at home, dictionary or textbook. As stated by one learner: “I

would write that question down, and when I get home, I will ask my grandmother or my grandfather what it is” (Learner 6, personal communication, April 09, 2019). In this regard, most of them have indicated that they use textbooks, teachers, peers, siblings and parents at home to enquire or follow up on the things they do not understand.

4.4.2 Subtheme 2: Code-switching as a challenge

According to the school policy of both School A and School B, learners are not allowed to use any of their African languages during lessons except when it is home language lessons. This means teachers may not permit learners to convey their views in their home language; instead, they must use the LoLT. Teachers are also restricted from using other languages; this also means that they have to use only English as their medium of instruction; thus, this implies that teachers should be well equipped and fluent in this language. However, there is a contradiction between the teachers from School A as teacher two and three indicated the restrictions of policy, “...our school having this policy that there’ one language there is to teach...” (Teacher 2, personal communication, April 10, 2019). However, teacher one indicated that learners are allowed to respond or give answers in their home language, “...especially in Natural Science and Technology in Grade 4...” (Teacher 1, personal communication, April 17, 2019). The challenge with code-switching is that when learners speak their home languages, others do not understand that language which then requires translation into some of the common languages which consume a lot of time. The other challenge indicated by the teachers is that when learners are allowed to speak their home languages, they become noisy and uncontrollable (Teacher 2, personal communication, April 10, 2019).

4.4.3 Subtheme 3: Subtractive multilingualism

According to the constitution, “every child has the right to be taught in the language of their choices”, but “there are strong assumptions about foreign languages made by parents, teachers and education officials that hamper the execution and use of home language in education” (Ginkel, 2014). According to most of the teachers from school A and B, only a few learners can speak English fluently. Most of the learners are fluent in their home languages but cannot fully understand English instruction. South African political and economic reasons influenced the domination of language policies that disadvantages the primary schools. One of them is called subtractive

multilingualism which means the teaching of the dominant language at the expense of the home language (Pliiddemann, 1997).

School B promotes subtractive bilingualism, both teacher four and five indicated that they do not permit learners to use their home language because this causes the problems in the classroom, especially during examination, “yes it’s do a lot for, like for an example let me say the learner is supposed to write examinations, but the instructions, all instructions are in English then no one can explain to that learner in other language” (Teacher 5, personal communication, April 16, 2019). According to teacher four, using English in the classroom fosters discipline and order because “they listen to you a lot” (Teacher 4, personal communication, April 16, 2019). When teachers are unable to understand their learners’ home language, it becomes difficult because they are unable to reach out to the learners, “yah it does affect teaching in a huge way because some languages I cannot speak and some learners don’t understand the language they, I’m able to can speak” (Teacher 3, personal communication, April 17, 2019).

The challenge faced by both learners and teachers is additional pressure in terms of ESL teaching and learning. Learners are taught in English while they do not understand it well as they struggle to learn or speak other languages “because other words are difficult” (Learner 11, personal communication, March 07, 2019). They end up requesting to communicate or give an answer in their home languages. If learners have insufficient communication abilities, they do not achieve educationally and this impacts on teaching and learning. The learners’ language, setting, and past experiences in this regard, through the usage of English as the LoLT, have a massive effect on the teaching approach. It is essential for teachers to develop teaching strategies to reach out to all learners so that their written and oral activities can be developed. During days like the first week of the school, they can use it to give tasks that improve the learners’ basic interpersonal skills (BICS). They can conduct reading and discussion activities to enhance their learning development at an early stage to minimise challenges or barriers they come across during the course of the year.

4.5 THEME 3: BARRIERS TO EFFECTIVE SECOND LANGUAGE LEARNING IN A MULTILINGUAL CLASS

The second theme emerging from the thematic data analysis was “barriers to effective second language learning in a multilingual class”. Barriers to learning were defined as any contextual factor that stops a learner from gaining access to the various different learning opportunities. In pursuit of this theme, any references made about external or internal barriers to learning that hindered a learner from utilising the full range of learning opportunities and potential were considered. Several subthemes were also considered, namely a lack of resources, prescribed curriculum policy challenges, and language experiences of learners in the classroom.

Table 4-4: Definition, inclusion and exclusion criteria related to the theme of barriers to effective learning.

Definition	Inclusion criteria	Exclusion criteria
Any difficulty that prevents learners from availing themselves of all the possible learning opportunities.	Any references made with regards to difficulties (intrinsic/extrinsic) that may prevent learners from learning effectively.	All references not associated with the features that hinder learning, particularly in English as the LoLT.

4.5.1 Subtheme 1: Lack of resources

All the teachers from both schools A and B attested that their schools are under-resourced, and this impacts negatively on their abilities to provide learners with quality education. Teachers have indicated that they do not have a resource for effective teaching and learning, “Nothing” (Teacher 2, personal communication, April 10, 2019). As much as teachers complain that they do not have resources, teacher one indicated that “at school, we don’t have those resources, but because of planning, if I know that I am going to, uhm, to teach about 1,2,3, I ask these learners to bring along some of the objects from home” (Teacher 1, personal communication, April 17, 2019). Teacher one further indicated that she needs resources such as books and charts. Teacher three feels that resources such as dictionaries of different languages, radios, and TV will contribute to teaching. Some of the resources that are important are “uhm number 1, I would say, uhm, visual post...” (Teacher 2, personal communication, April 10, 2019). She feels that large visual posts that are written in different languages will also be helpful, especially when they are displayed around the walls in the class. She further indicated that the school or the department should equip them so that she can be able to teach in a multilingual class. There are different resources that teachers can use or may need to teach effectively; however, the school “books, charts...” or the teachers need to identify the relevant resources so that they can teach and accommodate all the learners (Teacher 1, personal communication, April 17, 2019). According to teacher four of her school “recently we are trying to purchase a program” (Teacher 4, personal communication, April 16, 2019).

Learners have indicated that most of the time, the resources that they need or use regularly are their peers, teachers, siblings and their parents at home. This shows that they do not have resources other than using people as their resource. Learners identified the books as the resources that they need to learn effectively, “when they bought me a book for it” (Learner 13, personal communication, March 07, 2019).

4.5.2 Subtheme 2: Prescribed curriculum policy challenges

The two schools are fee-paying schools, and both of them use the CAPS curriculum. CAPS documents which include policies and lesson plans are given to the teachers and CAPS workshops are also offered during school days and holidays depending on the subjects’ calendars/plans, and all the teachers that use CAPS are expected to attend. Although teachers are eager to participate in these workshops, they said that they do not have funds, and when the school is supposed to give them the funding they delay until the workshop dates have passed. All the teachers have indicated that teaching a second language or teaching while using English as the LoLT was a serious matter. Learners do not understand English and are unable to keep up with the pace and increased difficulty, especially for the language curriculum.

Increased content and difficulty motivated the teachers to use their own methods to accommodate other learners. As stated by one of the teachers:

There are no procedures exactly, but it differs according to the teachers, depending on the teacher for example in my case, I try to use these other languages to enhance my teaching though it’s not hundred per cent helping. (Teacher 3, personal communication, April 17, 2019)

The other difficulties experienced by the teachers are the amount of time they spend on each lesson, “ooh hey number 1, wasting of time, yah time will be wasted whereby learners will be struggling to understand” (Teacher 1, personal communication, April 17, 2019). The teacher expressed that the usage of English medium requires more time for an explanation than they have to try and explain in other languages or if they have to go and enquire from the peers first. They also have to repeat a lot of things as well. This implies that at the end of the day, the teachers are not able to meet the stipulated time for the curriculum (Teacher 1, personal communication, April 17, 2019). When the teachers are unable to cover the content on time before the term ends, this becomes a set back because when they

reopen, they have to do that content coverage first before they begin with the content of the new term.

4.6 THEME 4: STRATEGIES USED TO SUPPORT LEARNERS

The third theme identified during the thematic data analysis was “strategies used to support learners”. Support strategies were fashioned as techniques used to boost the growth of English Second Language for learners and teachers. In this theme, any allusion to the cognisant way in which the learners and teachers were rallied to acquire and improve ESL was regarded as they used English as the LoLT in the multilingual classroom. One subtheme was identified, namely “Support system”.

Table 4-5: Definition, inclusion and exclusion criteria related to the theme of support strategies for English second language teachers and learners.

Definition	Inclusion criteria	Exclusion criteria
Strategies developed to support the development of English second language learners and teachers	Any reference made with regards to the way second language learners and teachers are supported for effective teaching and learning.	Any references that were made to factors that were barriers to the growth and development of teachers and learners were excluded from this theme.

4.6.1 Subtheme 1: Support system

Teaching ESL learners to read or use language is a complex task, especially when the teachers are also not qualified to teach the language. The teachers need to be well equipped to teach the language so that they can deal with the problems brought by learners speaking multiple languages. For teachers to successfully teach learners how to read and speak English, the teachers need to be trained, prepared, and also receive support from school management (Hugo, 2010). All the teachers have indicated that they are not trained to teach in a multilingual class; only teacher four stated that she read in passing some information as part of her studies, “no I don’t think I have ever received anything, is just something that it was included in my course or as a module. I was reading it for myself but not as a proper training” (Teacher 4, personal communication, April 16, 2019).

When teachers are not qualified to teach in a multilingual class while there are limited resources, this will affect teaching and learning because without an official qualification they will lack “instructional knowledge and curriculum knowledge to apply” (Leask, 2014, p. 126) during teaching and learning.

The teachers came up with strategies to support the learners that struggled to understand English as LoLT across the curriculum. The teachers have used remedial lessons as an intervention for learners who are struggling with other subjects but mainly for the English language so that they can minimise language barriers among both teachers and learners, “yah there are measures that we are taking for an example we’ve organize extra classes for them” (Teacher 5, personal communication, April 16, 2019). For the learners to learn and understand, the

teachers use diverse teaching aids, “uhm, most of the time I use pictures, I draw and then by the look of the picture they will be knowing” (Teacher 1, personal communication, April 17, 2019).

For teachers to comprehend the English language and how to teach in the language, they must be trained and be given real approaches and plans to execute in multilingual classes. They need different workshops such as CAPS training and language training to enable them to develop their language reading pedagogy.

The result of this research indicates that teachers come across numerous challenges and one of them is being unable to provide learners with quality education due to factors such as being unqualified to teach certain grades, not understanding other languages and lack of resources available. However, some teachers try to use visual teaching aids, while others are providing learners with extra classes for extra support. Semi-structured interviews were conducted to explore the teachers' experiences which included the resources they have and use and, the strategies they use for effective teaching.

Learners were also having focus group discussions as they shared their experiences which included challenges they came across such as not hearing the languages spoken by the teacher, and also strategies they use to ensure that they learn such techniques as asking their peers to explain some things they did not understand. The experiences of teachers and learners of being multilingual in resource-constrained environments were identified and teaching and learning methods were explored.

4.7 QUANTITATIVE DATA PRESENTATION

4.7.1 Demographic Data

The SAI instrument contains questions that were used to obtain particular demographic information about the teachers in both partaking schools. This included questions about their gender, home languages, years of teaching and their highest qualification. Figure 4.1 below shows the results. In this survey question, the partakers were asked about other languages they could speak. It is significant to note that all these participants work in English medium schools; thus, their first language may play a huge role with regards to communication, especially during teaching and learning.

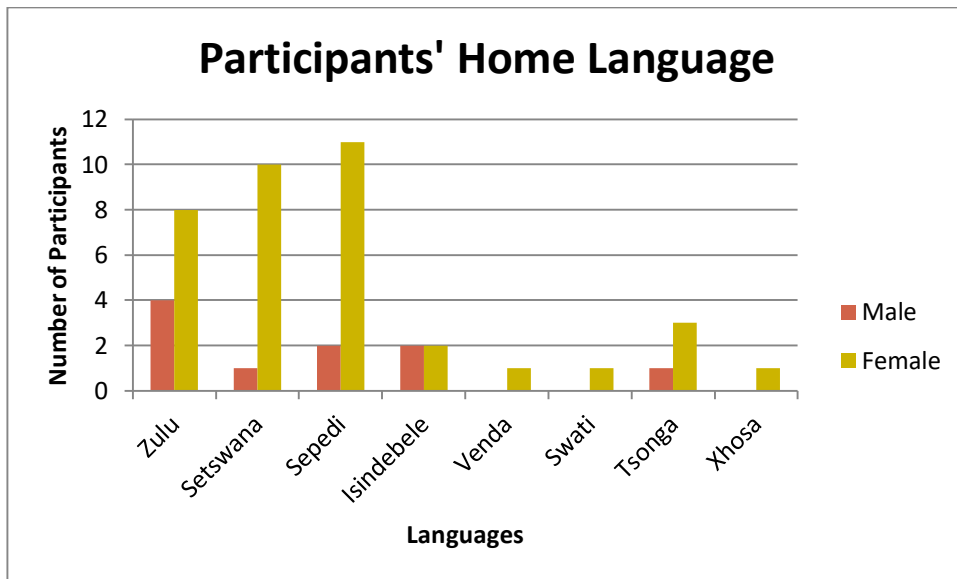


Figure 4-1: Participants' languages

The following dataset indicates different other languages that teachers are able to speak or understand (see Figure 4.2 below).

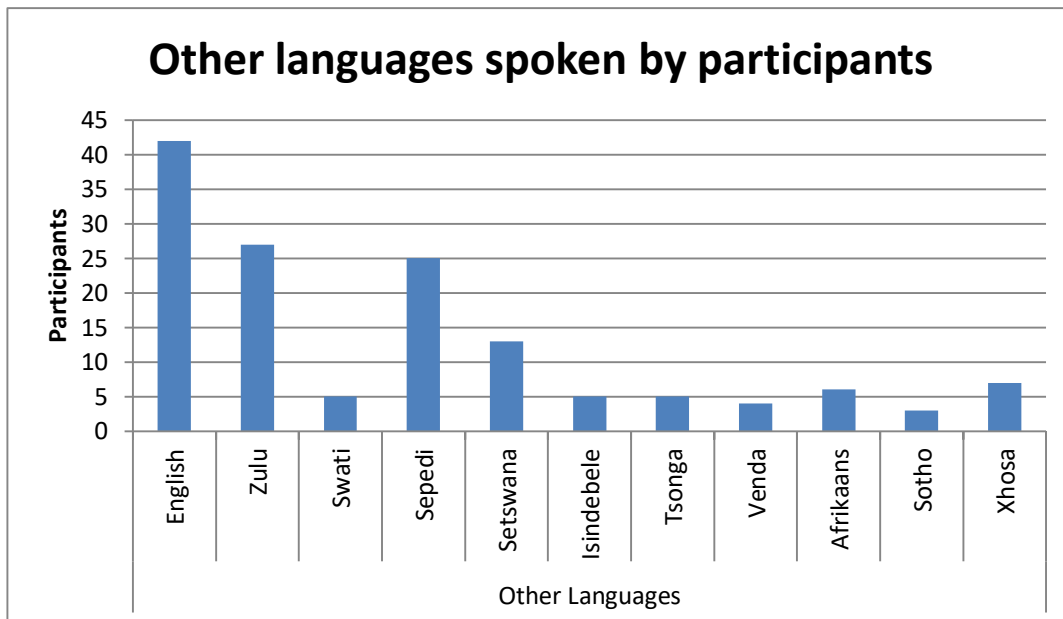


Figure 4-2: Other languages spoken by participants

The last question in the demographic sector of the survey asked the teachers which other languages they could speak. Forty participants, representing 92% of all participants, indicated that they could speak English. In comparison, out of 47 participants only 26 of them, representing 55% of all participants, could speak Zulu,

which was one of the most frequently used languages in the location of the two schools.

Figure 4.3 below depicts the data about the teaching experience of the teachers.

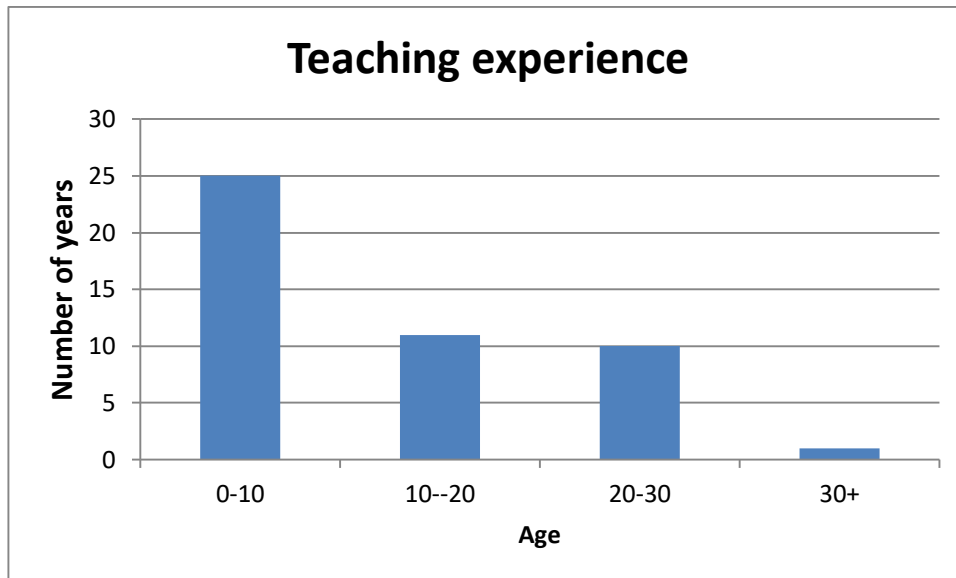


Figure 4-3: Participant years of teaching

The survey asked the participants to identify how many years, in total, they had been in education. The question was used to confirm the teaching experience of the participants. Twenty-five teachers, representing 53% of the population, had been teaching for less than 10 years. Twenty-one teachers, representing 45% of the population, had been teaching between 10 to 30 years, and one teacher, representing 2%, had been teaching for more than 30 years.

The next question asked about the highest qualification attained by the participants in the SAI survey. The results are depicted in Figure 4.4 below. Some respondents have other qualifications such as NQF level 5, Diploma and also honours. Twenty-nine teachers, representing 62% of the population have bachelor's degrees, while eighteen teachers, representing 38% of the population have other qualifications such as H.E.D, NQF level 5, Diploma, Ace certificates, and Honours degrees.

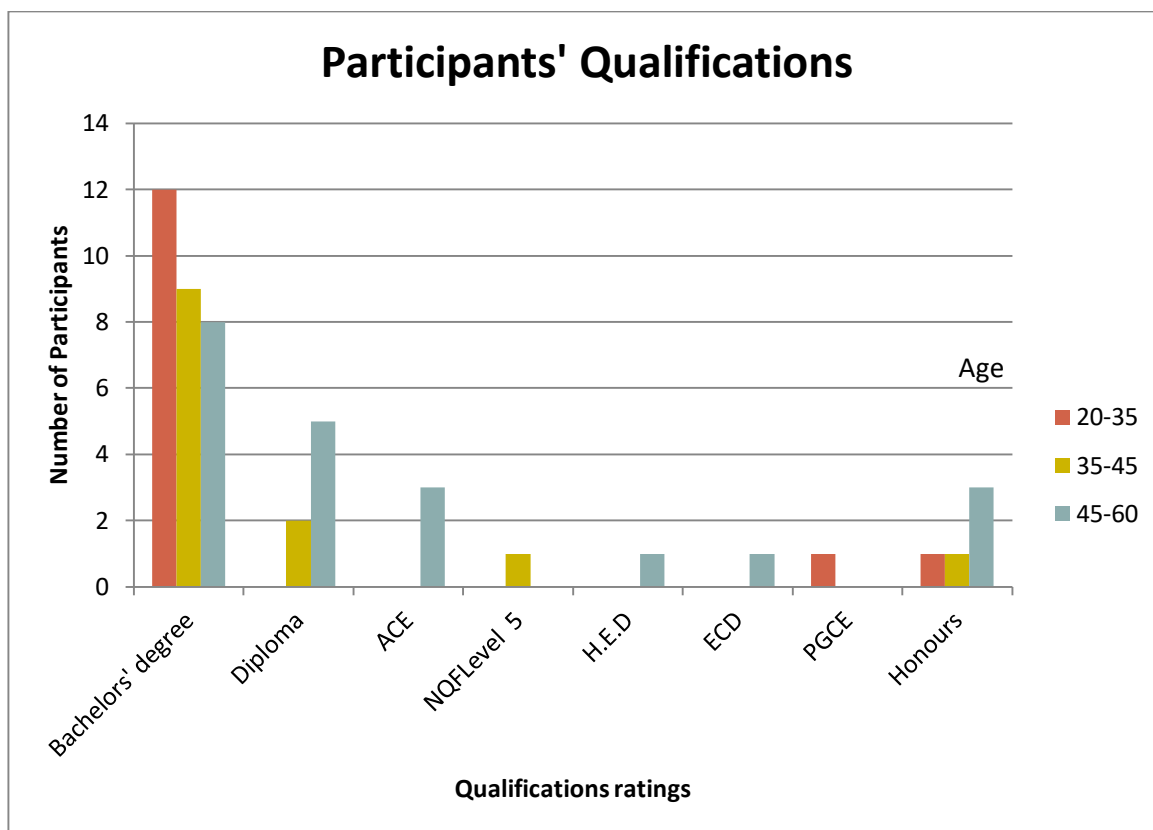


Figure 4-4: The participants' ages and qualifications

According to the collected data, the highest number of partakers had been females, and most of them speak Sepedi as their home language (23%). Twenty-five teachers, representing 53% of the population, had been teaching for less than ten years. The maximum number of participants (62%) had a Bachelors' degree in education and reported teaching Grade 6 and above. Most of the participants indicated that they could speak English. Most languages (other than home languages) spoken by participants were English, Zulu, and Sepedi.

Question 1

In the main section of the survey, the participants answered questions according to the three specific classifications contained within the framework grouping: Context, content, and process. The first question in the main section of the survey (question) asked: "Based on your experience, indicate which of the following promotes civilised dialogue in schools." The respondents answered the questions by choosing from two options: Multilingualism or Monolingualism. To represent the responses for research question 1, Microsoft Excel was used to show the understanding of the teachers'

knowledge with regards to multilingualism in a graph. The resulting analysis is presented in Figure 4.5.

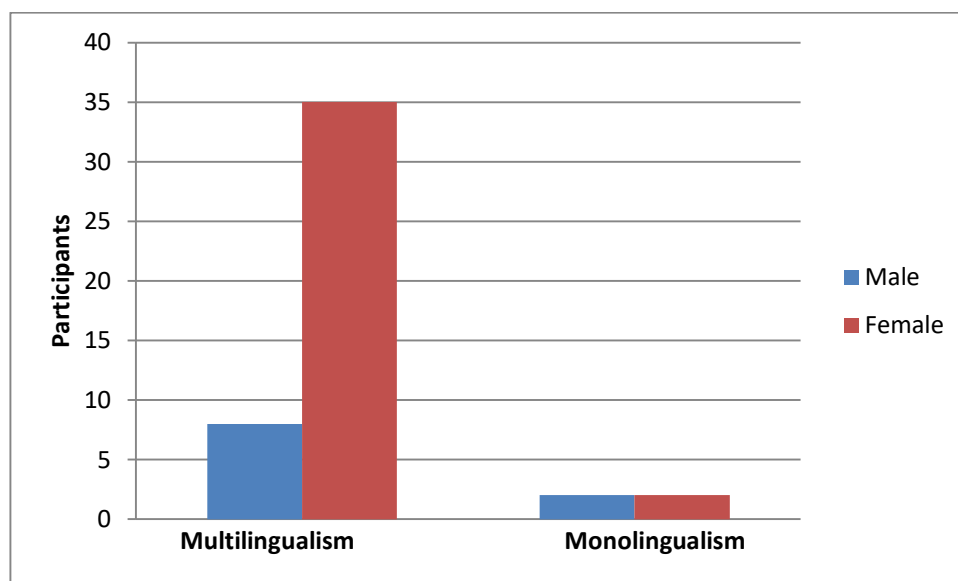


Figure 4-5: What promotes civilised dialogues in schools

The analysis of this information displays that the knowledge and understanding of the difference between mono- and multilingualism did not have a substantial effect on the experiences of the 47 teachers within the context of multilingualism.

Question 2

The second survey question asked: “On a scale of 1 to 7, with one being extremely unimportant and 7 being extremely important, please rate how important you think multilingualism (multiple language acquisition) is in promoting civilized dialogue in schools.” Most participants (51%) indicated that it was extremely important, while a smaller percentage of them indicated that it is very important as well. This query was asked to find out if the respondents supported and regarded multilingualism as important.

Question 3

The next survey question made the statement that being multilingual meant being able to speak and understand many languages. The options for responding were; “yes”, “no”, and “don’t know”, and all the participants chose “yes”. This query was asked to find out if the respondents comprehended what being multilingual meant.

Question 4

The next survey question asked: “Have you ever had a civilized dialogue with those who are different from you in language and in terms of their cultural and religious beliefs?” The majority of the respondents (57%) indicated that they have sometimes done so, and only 38% of them indicated that they have always done so. This question was asked to explore their experiences with regard to language and cultures

Question 5

The participants answered questions specific to the six classifications confined in the grouping process: Data-driven practices, evaluation, research-based decisions, learning, and collaboration. The participants responded to the options, and 57% of the participants indicated that learners learned better when many languages were used in the classroom. The next survey question asked: “How does being multilingual affect learners' learning across the curriculum?” The results are depicted in Figure 4.6 below.

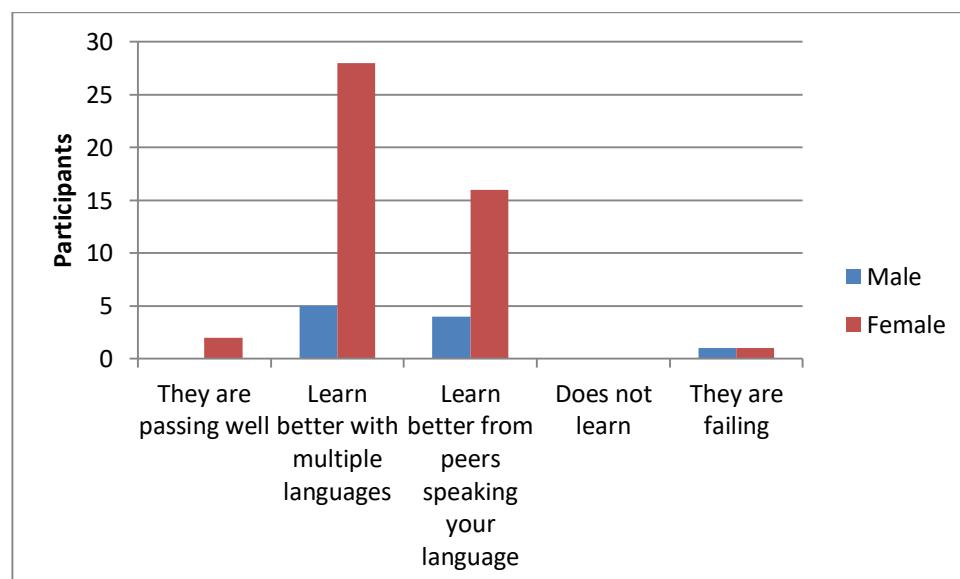


Figure 4-6: The effect of multilingualism on learners

Question 6

In this survey question, respondents were asked: “How does teaching in a multilingual classroom affect your teaching capabilities?” They responded to two options which were: “Struggle to explain further in other languages” and “teach effectively”. Twenty-one female and three male respondents, representing 60% of the population, indicated that teaching in a class of diverse languages makes teaching very effective. See Figure 4.7.

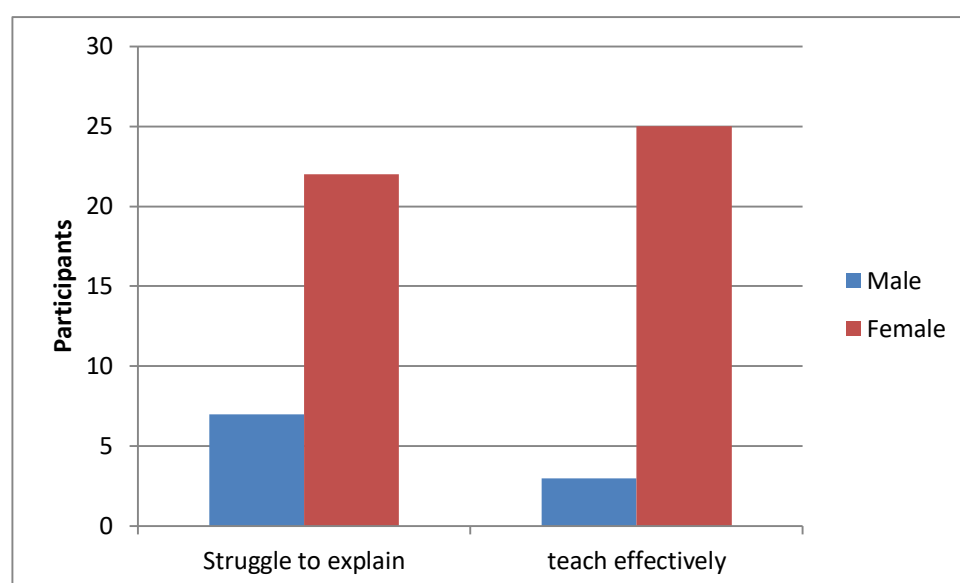


Figure 4-7: The effect of multilingual classes on respondents' teaching capabilities

Question 7

The next survey question asked: “What are the challenges you face when teaching in a multilingual classroom?” The options that were provided for responses were; “Learners do not understand LoLT”, “cannot explain to them in their home language”, and “not allowed to speak in any language except LoLT”. Based on the responses, twenty-three female and five male teachers, representing 60% of the population in both schools, indicated that the main problem is that learners do not comprehend the LoLT which is English. Ten female respondents (22%) have also indicated that they are unable to explain to the learners in their home languages as they do not know those languages, while eleven female and five male teachers, representing 34% indicated that both learners and teachers are not allowed to use any other language except the LoLT. Lastly, three female respondents, representing

6% of the population also had their different challenges namely, overcrowding, having to explain in different languages which waste time and have learners who are of a certain language being taught in another language. See Figure 4.8.

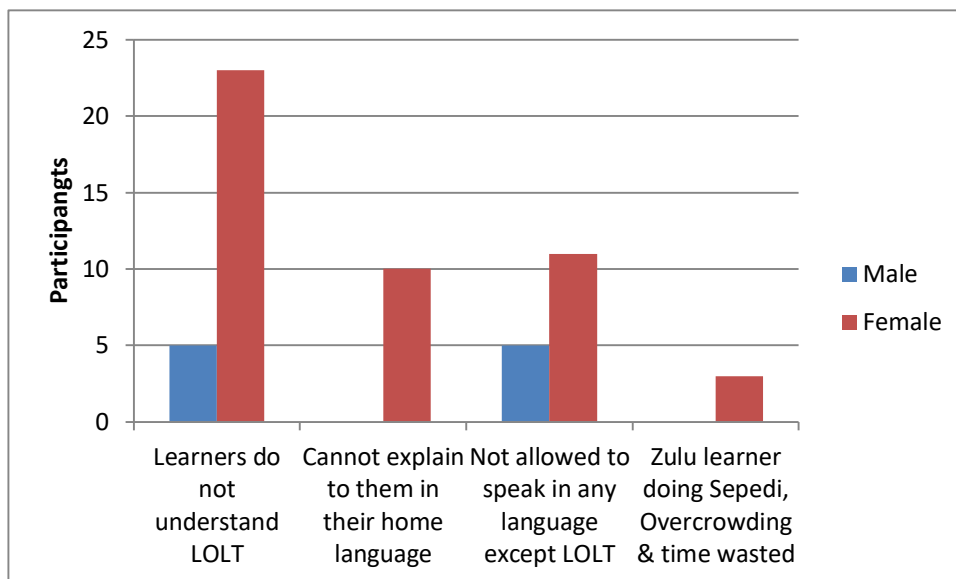


Figure 4-8: The challenges faced in a multilingual classroom

Question 8

The next survey question asked: “What do you think are the contextual factors affecting learning in the classroom?” This question was asked to discover the factors that hamper effective teaching in the class. The participants were provided with four optional answers, namely; “Little/no resources”, “teachers not attending classes”, “restriction of other languages by school policy”, and “no support from school management”. Twenty-four female and six male teachers, representing 64% of the population have indicated that the core factor is lack of resources in the schools. The other key factor chosen by seven female and three male participants, representing 21% of the population is that the school policy restricts them from using other languages.

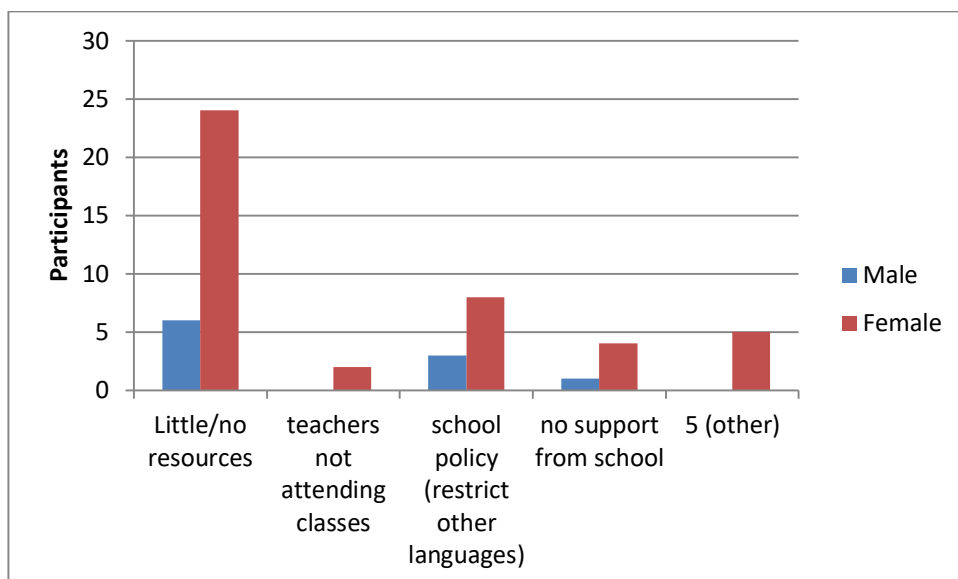


Figure 4-9: The contextual factors affecting learning in the classroom

Question 9

The next survey question made a statement that there was an advantage in multilingualism in the classroom as you could learn other languages and cultures. The partakers had to respond on a Likert-type measure using a 4-point scale: 1 = Strongly agree, 2 = Agree, 3 = Disagree, and 4 = Strongly disagree. Nineteen female and four male respondents, representing 49% of the population indicated that they strongly agreed that the advantage of multilingualism is that they get to learn other languages and cultures. In this question, a high number, 94% of the participants, have indicated that they agree/ strongly agreed that through multilingualism they benefited as they learned diverse languages and cultures. There were only three respondents; representing 6% of the population, that showed that they intensely disagreed with the question mentioned above. See Figure 4.10.

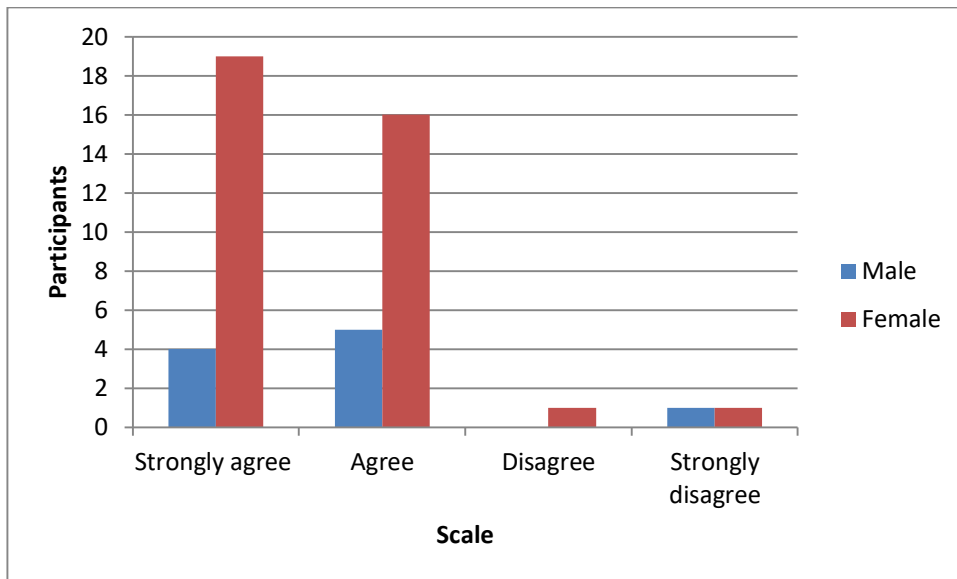


Figure 4-10: Are languages and cultures an advantage?

Question 10

The next survey question made the statement: “The strategy that I use to teach, considering those who do not know or understand the LoLT properly, is that I get a peer teacher to translate, I also encourage peer teaching among learners.” A high number of participants (57%) agreed with the statement, while 32% of participants strongly agreed that they asked their peers to translate certain words for them and that they also encouraged peer teaching among learners for effective teaching and learning. There was also 2% of the participants who disagreed and 2% of those who strongly disagreed that they asked for a translation from their colleagues and that they encouraged peer teaching among learners. This question was used to probe the teachers’ methods with regards to teaching, considering language diversity in the classroom. See Figure 4.11.

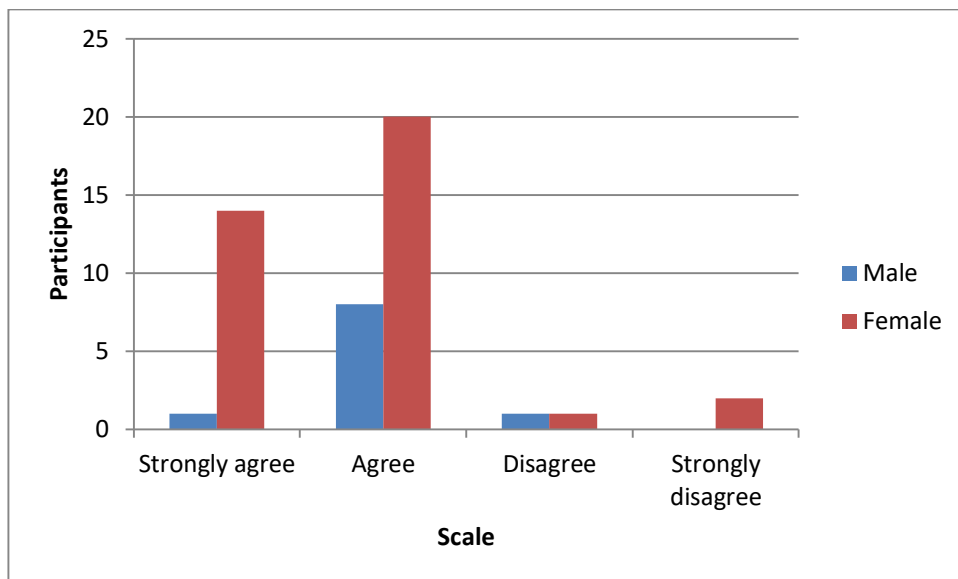


Figure 4-11: The strategies used by respondents

Question 11

The next survey question made the statement: “The resources that I use to teach effectively are my books only.” The participants still had to respond using the 4-point Likert-type scale, namely 1 = Strongly agree, 2 = Agree, 3 = Disagree and 4 =Strongly disagree. There were 13% of the participants who “strongly agreed” that they only used books and 23% of those who “agreed” that they only used books as their resource. However, there was 36% of the participants who disagreed, and 28% of them strongly disagreed and indicated that they did not only use books as their resource for teaching. This question was asked to explore the diverse resources that are available at the participants’ disposal to provide quality education to the learners. See Figure 4.12.

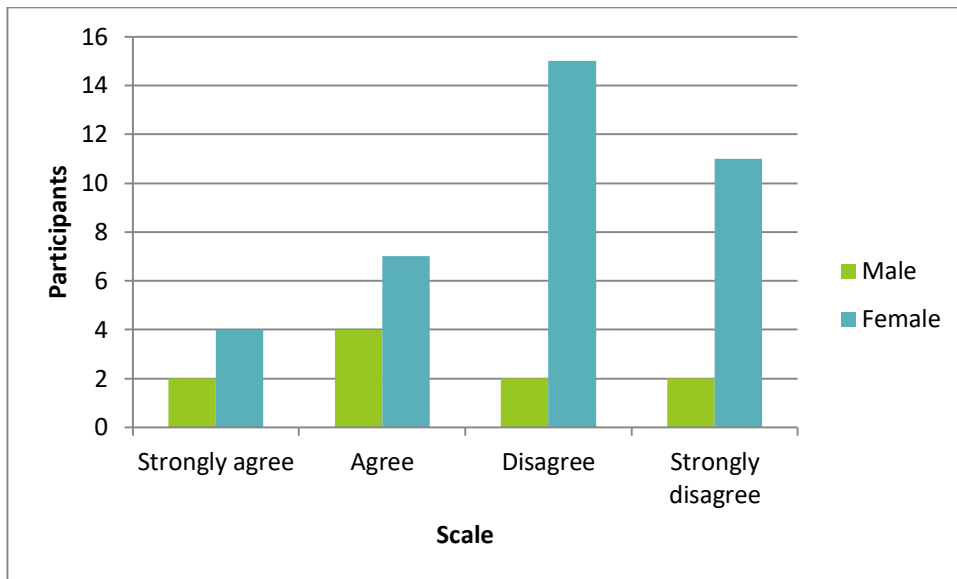


Figure 4-12: The resources used to teach effectively

Question 12

It is very significant for teachers to identify and obtain relevant resources to offer quality teaching to the learners. In this survey question, the survey made the statement that “The resources that I need to teach effectively are my peers, computers, and textbooks”. On the very same answering scale, 33% of the participants “strongly agreed” while 58% of them “agreed” that the resources they needed were the ones mentioned above. There were only 9% of the participants who disagreed and indicated that the above-mentioned resources were not the only resources they needed to teach effectively. See Figure 4.13.

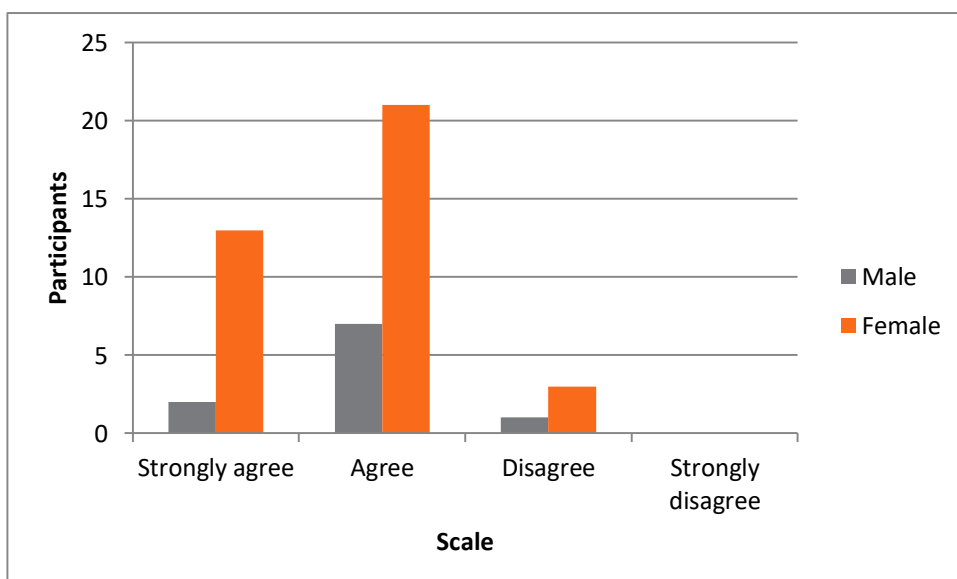


Figure 4-13: The resources needed to teach effectively

Question 13

The next survey asked the question: “Are learners allowed to give answers in another language than the language of teaching and learning?” There were only 4% of the participants who “strongly agreed”, but 36% of them who agreed with the abovementioned question. There were also 36% of the participants who disagreed, and 23% who “strongly disagreed” learners were allowed to give answers in another language than the LoLT. See Figure 4.14 below.

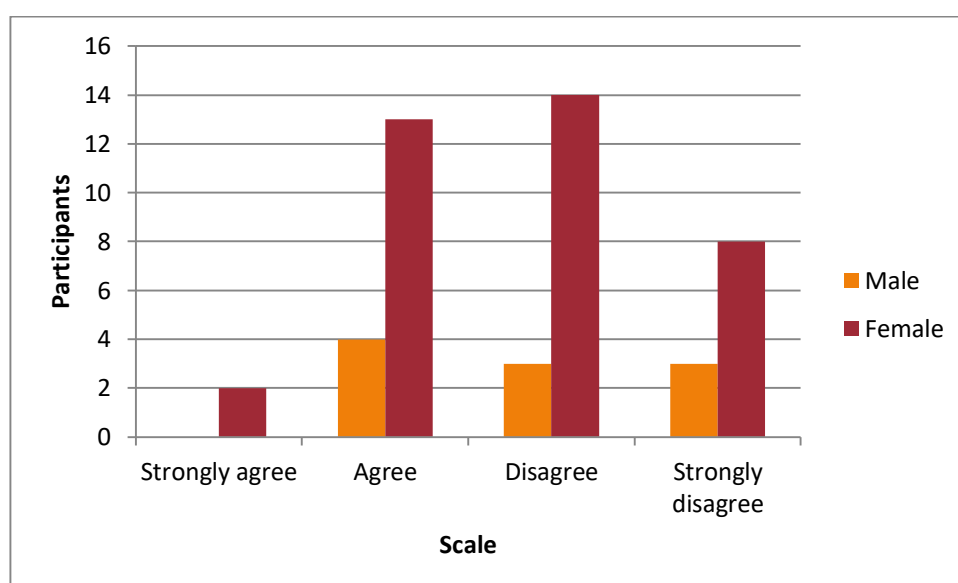


Figure 4-14: Use of other languages than the LoLT.

Question 14

The next survey question made the statement that: “The disadvantage of multilingualism in the classroom is that sometimes it is challenging to teach or explain in other languages, especially if the language is not popular or not known by learners.” Based on the responses, 30% “strongly agreed” while 62% “agreed” with the research question. Only 4% disagreed, and 2% “strongly disagreed” which implied that they did not have difficulties having to explain to the learners in other languages. See Figure 4:15.

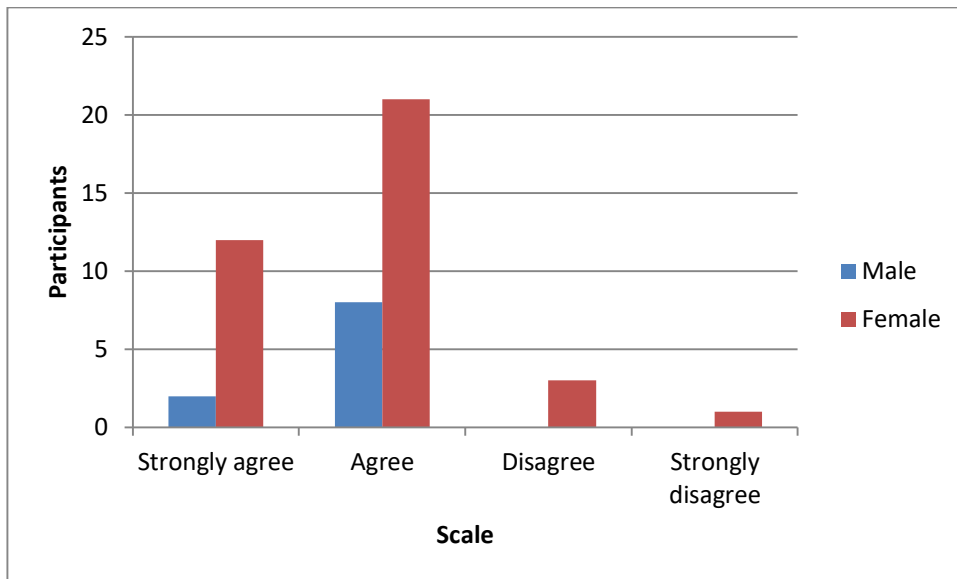


Figure 4-15: Disadvantages of multilingualism in the classroom

Question 15

The next survey question was asked to the partakers to discover if they were qualified to teach in a multilingual class. The survey question asked: “Have you ever received training to enhance you to teach in the multilingual classroom?” There was only one teacher, representing 2% of the participants who “strongly agreed”, and 8 teachers, representing 17% who agreed that they had received training. However, there was a large number of respondents who disagreed (46%) and who “strongly disagreed” (36%), indicating that they have never been trained in order to enhance their teaching skills in a multilingual class. See Figure 4.16.

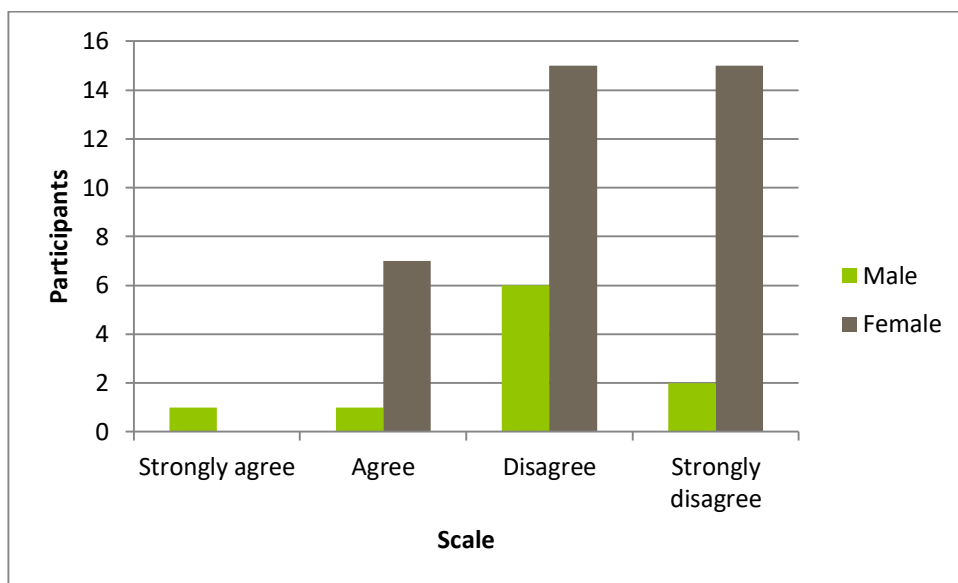


Figure 4-16: Training received by respondents

Question 16

The next survey item was used to understand the degree to which the school management provides support. The survey question asked: “Do you think that the school management support multilingualism in the school?” There were only 6% of participants who indicated that they “strongly agreed” and 55% of them indicated that they agreed with the abovementioned question. However, 30% of the respondents showed that they disagreed and 9% of them “strongly disagreed” that the school management supported multilingualism. See Figure 4.17

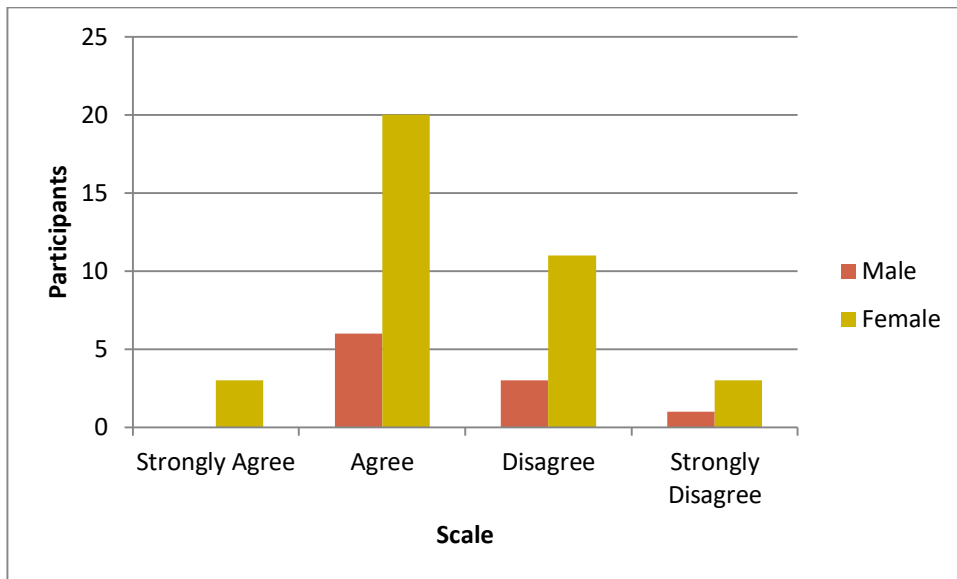


Figure 4-17: The support provided by the school management

Question 17

The last survey question asked: “Does the school management support you in any way for effective teaching and learning?” Based on the responses of the respondents, 17% “strongly agreed” and 55% also agreed with the abovementioned question. There were also 21% of the respondents who disagreed and 6% of them who “strongly disagreed” that the school management supported them in any way. See Figure 4.18.

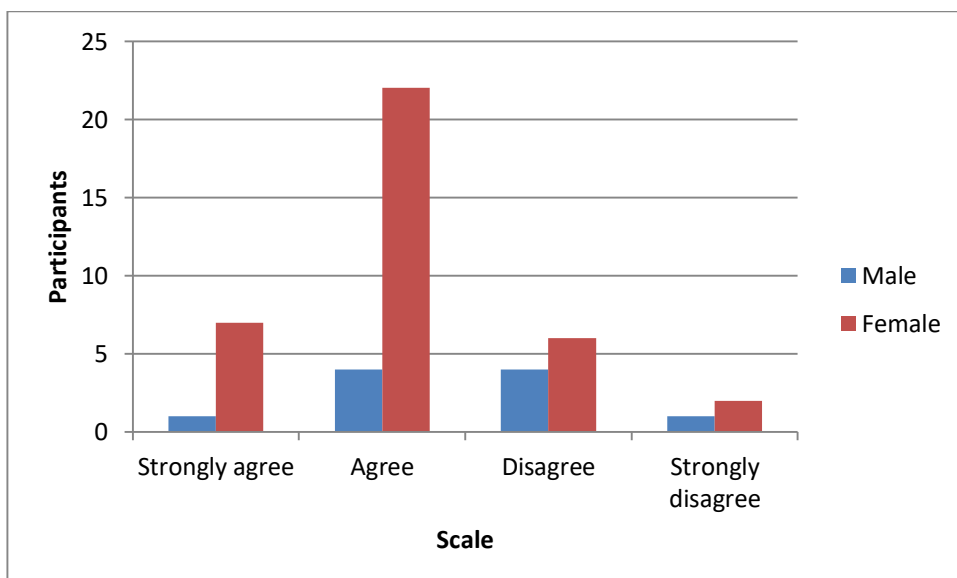


Figure 4-18: The level of support provided by the school management

The interpretation of the data shows that multilingualism within the two schools has a significant influence on the experiences of the 47 teachers within the frame of English medium learning.

4.8 DISCUSSION OF QUANTITATIVE RESULTS

The themes that emerged from the thematic analysis were:

- ❖ The positive experiences of teachers of multilingual classroom in resource-constrained environments
- ❖ The negative experiences of teachers in multi-lingual classroom in resource-constrained environments

Table 4-6: List of the Themes and subthemes that emerged.

Themes	Subthemes
The positive experiences of teachers of being multilingual in resource constrained environments	Exposure to other languages and cultures
The negative experiences of teachers of being multilingual in resource-constrained environments	Lack of parental involvement
	Overcrowding
	Language learning challenges

4.9 THE POSITIVE EXPERIENCES OF TEACHERS IN A MULTILINGUAL CLASSROOM IN RESOURCE-CONSTRAINED ENVIRONMENTS

4.9.1 Themes Identified

The first theme that was recognised during thematic data analysis was the positive experiences of teachers and learners. In this theme, any allusion that was made to the experiences of teachers and learners during the process of teaching and learning was considered. The following subtheme was identified: “Exposure to other languages and cultures”.

The definition, inclusion and exclusion criteria related to the theme of the positive experiences of teachers and learners are the same as the ones described above (See Table 4.6).

4.9.2 Exposure to other languages and cultures

Language is an essential part of being in a community and culture also plays a huge role in how we live. Language is very important as we use it to communicate or express ourselves. According to Crystal and Robins, the functions of language include communication, the expression of identity, play, imaginative expression, and emotional release (Crystal and Robins, 2019). When people of different races and cultures meet, they need one common language to communicate. In the two schools, the teachers and learners use English as LoLT in the schools (Mayor et al., 2012). However, as much as they have a LoLT they also speak their own diverse languages and through this they become acquainted with other languages. It has been indicated by the teachers that in their multilingual classroom they get to learn other languages and also different cultures as well.

4.10 THE NEGATIVE EXPERIENCES OF TEACHERS AND LEARNERS IN A MULTILINGUAL CLASSROOM IN RESOURCE-CONSTRAINED ENVIRONMENTS

Another theme identified during the thematic data analysis was the negative experiences of teachers and learners. In this theme, any reference that was made with regards to the experiences of teachers and learners during the process of teaching and learning was considered. The following subthemes were identified: “Lack of parental involvement”, “overcrowding” and “language challenges”.

4.10.1 Lack of parental involvement

Parents are a very important role of a learner’s life development. They play a huge part in learners’ lives as they give them with love and care, they also ensure that their children live a better life and most importantly goes to school so that they can be educated. In this case, based on the collected data, it has been indicated by one of the participants that one of the challenges they were faced with was insufficient parental support for the children’s education, which made it challenging for teachers to help learners to learn at their best. Another challenge was the parents’ preference for English over the African languages, which defeated the idea of the promotion of multilingualism (Hlatswhayo, 2013). Heugh (2002) asserts that parents’ contradictory tendency to opt straight for English models yields subtractive or transitional bilingualism. Alexander described the situation as “an attitude of mind prevalent throughout the African continent” (Alexander, 2003), which he referred to as the

static maintenance syndrome. He further argued that “the attitude manifests itself as a sense of resignation about the perceived and imputed powerlessness of the local or indigenous languages of Africa” (Alexander, 2003). Kamwangamalu (1997) contends that the South African language policy has continued to vest English with influence at the cost of African languages.

The parents choose the language for their learners but do not support them throughout their studies. For learners to have a healthy education, all the stakeholders must be involved, as it is always being stated that it takes a community to raise a child. The other challenge, which is a crucial factor is the lack of both learners' and parents' commitment. As much as teachers try to help learners to learn, if the learners are not committed to their work there will not be effective learning taking place.

4.10.2 Overcrowding

Overcrowding has also been indicated as one of the critical challenges faced in the classroom. It has a huge negative influence because classes become difficult to manage and teachers are not able to check if all the learners are learning or understanding what they are being taught, and also to check if they are writing or completing activities. The other challenge is that in an overcrowded class time is consumed, especially when the teachers have to explain in different languages to accommodate those who do not understand the LoLT. Time is a factor, as more than one teacher mentioned a lack of time to spend with these children (Hooijer & Fourie, 2009). The time issue was strongly associated with the most of the learners in the classroom, as nearly all of the teachers indicated that they would be able to do more if there were fewer children in the class (Hooijer & Fourie, 2009). As much as teachers are faced with overcrowding, they also have other challenges, such as having to cover a large part of the content in a short period of time. This becomes a complex situation because the issue of overcrowding already causes delays in teaching and learning while content must also be covered in a short time.

4.10.3 Language challenges

The challenges that are being faced by teachers are that most learners are not proficient in the LoLT, and this requires teachers to use other languages which are also restricted according to their school policies. These children also have different skill levels in their HL and may frequently not be able to write or even read in it.

“Multilingualism in classrooms and children learning in a second language are now a worldwide phenomenon”: (McKay & Hornberger, 1996, p. 47). Richard-Amato (1988) and Damen (2003) suggest that we should talk of “second language learners as those children who learn a second language in a separate classroom to be able to speak that language (they are not learning entirely through the medium of a second language until they have achieved a certain level of proficiency)” (Richard-Amato, 1988, p. 221). These learners are then often expected to use the additional linguistic as the LoLT in a content area (Hooijer & Fourie, 2009).

The other participants have also indicated that language challenges are not faced in LoLT only, as they are still faced with language problems such as having a Zulu learner doing Sepedi language in the vernacular classes. According to Donald et al. (2006), when learners learn in a language other than their mother tongue, there are often negative consequences for the psychological, social and educational development of those children (Donald et al., 2006). Heugh (2005) agrees, stating that “mainstream education cannot be successful anywhere if it is based on the second (or third or fourth) language of the learner rather than his mother tongue” (Donald et al., 2006, p. 196). This implies that “the teachers must be trained to be able to teach in multilingual environments and in second language teaching”, and they must now find innovative ways to accomplish their teaching objectives (Hooijer & Fourie, 2009).

4.11 INTEGRATION AND DISCUSSION OF QUALITATIVE AND QUANTITATIVE FINDINGS

Themes that emerged from both qualitative and quantitative results have indicated that both teachers and learners only have a few positive experiences. Still, they have many challenges or negative experiences that profoundly affect the process of teaching and learning. Based on the data collected, there were many positive and negative experiences that participants came across. From both qualitative and quantitative data collected, there is an indication of factors affecting the process of teaching and learning, such as overcrowding, limited resources and curriculum policy challenges.

There were also language challenges as all the participants were of different language backgrounds and thus, they experienced language barriers amongst

themselves, particularly the learners as they did not understand the LoLT, which was their second language, and thus could not learn effectively (Heugh, 2005). The other language challenge that was faced was the use of one dominant language over others. According to Hooijer and Fourie, the reasons cited for this including the notion that English is the language of international commerce and diplomacy; it is valued as a method of communication in the global arena and communication must be competitive to ensure economic survival (Hooijer & Fourie, 2009). The usage of dominant languages over others may be a challenge when learners do not understand the dominant language; this implies that they might not hear or learn a thing. Code-switching was also sometimes a challenge as teachers cannot comprehend the learners' languages, and when learners were allowed to code switch, there would be less discipline in the classroom. Code-switching created challenges for the teachers, but it also benefited both teachers and learners as the learners had the opportunities to participate in the activities and would be helpful with clarifications of certain words.

The teachers have also indicated that the lack of resources in their schools has a huge influence on the process of learning and teaching because they struggle to teach effectively as they need diverse resources such as language dictionaries, and charts. According to van Tonder, "new resource materials that facilitate learning in more than one language need to be accessed to make the use of more than one language in the classroom more practical" (Van Tonder, 1999, p. 9). Mittler (2003) further suggested that "collaborative teaching, as described by where there is more than one teacher in a class", can be applied. "Two classes can be combined, and the teachers take it in turns to teach, support each other and help the children" (Mittler, 2003, p. 123). According to Richard-Amato: "Lay assistants such as unemployed parents, grandparents or older children in the school who speak different languages can be invited to facilitate communication and give feedback to the teacher" (Richard-Amato, 1988, p. 190).

The restriction of the use of other languages by the school policies has an undesirable influence on the process of teaching and learning as it prohibits both teachers and learners from using other languages for further explanations of concepts. Though the language policy of the school stipulates that while "no learner at the school will be penalised for expressing himself in a language that is not used

in the school, the LoLT of the school is English” (Hooijer & Fourie, 2009). However, this policy is not concerned with the teaching requirements of ESL learners and other learners exposed to obstacles to education. Nonetheless, when the query was asked whether learners would be allowed to use diverse vernaculars in the class, as recommended above, there was a varied reaction. Majority of the partakers supported the use of limited conversations in mother tongue languages but were concerned about going against the language policy.

However, code-switching was used by teachers as one of the strategies to improve the process of teaching and learning. Some of the teachers allowed learners to respond in their home languages during any subject lesson, including home language lessons, to accommodate all the learners. Both the teachers and learners also indicated that their main resource was their peers. Whenever they did not understand certain words, they would ask for assistance in other languages from their peers.

Teachers and learners require the necessary support from all the stakeholders for effective teaching and learning to occur. The feedback from the survey indicated that most of the teachers received no support from the school. It also arose that most of them felt that proper training was not received and they are not well equipped to educate in this way. Brown (1994) stated it as a prerequisite that “teachers should be aware of the nature and components of language and how it is acquired” (Brown, 1994, p.1). Teacher 4 from school B pointed out that their school was in the process of purchasing a program that would elevate the process of teaching, particularly for language lessons (Teacher 4, personal communication, April 16, 2019).

4.12 CONCLUSION

Chapter 4 presented the findings on the experiences and strategies used in the multilingual classes where there are limited resources. The chapter discussed the themes and related categories and addressed the research question. The responses to each question were examined using descriptive statistics through the three central categories of multilingualism and the setting.

In **Chapter 5**, I will respond the research questions posed in Chapter 1. I will discuss the integrated discoveries, state the limitations, give recommendations, and conclude.

CHAPTER 5

INTEGRATED FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The final chapter answers the research questions and integrates the findings with the research literature surrounding multilingualism in resource-constrained environments. In the findings discussed below, the sociocultural theory is utilised as the theoretical foundation underpinning this study. The possible contributions and limits of the research, and the recommendations flowing from the research, are discussed before the chapter is concluded with a short closure and my own thoughts.

5.2 FINDINGS

The findings from the research study into **“The experiences of teachers and learners of being multilingual in resource-constrained environments”** are discussed below. I will first explain the findings reached in connection with the secondary research questions to create the foundation for a comprehensive response to the main research question that directed the research.

The main research question:

What are the experiences of teachers and learners and of being multilingual in the resource-constrained environments?

The sub-research questions

- ❖ What are the teachers’ positive and negative experiences of teaching in multilingual classrooms in resource-constrained environments?
- ❖ What are the learners’ positive and negative experiences of learning in multilingual classrooms in resource-constrained environments?
- ❖ What are the implications of teachers’ and learners’ experiences of learning in multilingual classrooms?
- ❖ What lessons can be derived from teachers’ and learners’ experiences of being multilingual in resource-constrained classrooms?

5.3 WHAT ARE THE TEACHERS' POSITIVE AND NEGATIVE EXPERIENCES OF TEACHING IN MULTILINGUAL CLASSROOMS IN RESOURCE CONSTRAINED ENVIRONMENTS?

Teachers need to be well equipped with different teaching methods so that they can be able to apply them accordingly to provide effective teaching. In this study, both the teachers and learners have highlighted numerous challenges they face in the multilingual class. They both emphasised that the lack of resources and language barriers impact them negatively. The teachers also highlighted the school policies as it disallows them to code-switch, which makes teaching and learning more complex. Encouragement of subtractive multilingualism in the class by teachers would assist exposing learners to the LoLT, which is English; this would help enhance their language expertise.

5.3.1 Lack of resources

The teachers highlighted that they had no relevant resources for effective teaching and learning. The research supports the teachers' complaint about a shortage of resources as a barrier to learning. UNESCO (2008) stressed that an inadequate supply of learning material and teaching aids, including stationery, course books and laboratory facilities, affected the academic performance of the learners. Jimenez-Castellano (2008) confirmed this by stating that educational resources impacted a school's achievement by promoting or hindering the ability to develop a school culture and high-quality instruction (Jimenez-Castellano, 2008). Willms (2008) also stated that limited resources may hinder learning and demonstrates that children whose schools lack resources and had an inadequate library, were significantly more likely to show lower performance and repeat grades than those whose schools were well equipped (Willms, 2008).

Survey question five was used to explore the contextual factors hampering effective teaching and learning. The key factor indicated was that there were no resources; hence effective teaching cannot take place (see Figure 9). Borg maintains that "teachers' practices are shaped by the environmental realities of the school and classroom" (Borg, 2003). He identifies, among other factors, parents, the school society, school policies, classroom and school layout and the availability of resources as the realities that make up the environment of the school and classroom (Borg, 2003).

Even though most teachers said that they did not have resources, teacher one felt that effective teaching could still occur, but only if teachers prepare in advance. This was because when they prepare, they can check the resources they will need and then inform learners to bring them on the following day. She also indicated that she uses basic resources like charts and books to enhance teaching (Teacher 1, personal communication, April 17, 2019). As much as the teachers complained that they did not have resources, they have some options to address this. Firstly, they can use teacher one's strategy and secondly, they need to identify the resources required and request them from school management. In this regard, teacher three identified resources such as dictionaries of different languages, radios, and TV, while teacher two feels that there should be big visual posts displayed on the walls that explain the concepts or terminologies of certain words each school term (Teacher 3, personal communication, April 17, 2019).

Singh (2009, p. 122) believes that "teachers have a large role to play in disadvantaged schools and should be proactive in creating a stimulating reading environment". The learners use peers and teachers as their resources, and they also use their siblings and parents at home as their resources because whenever they need assistance or clarity on specific language questions or assignments, they ask their assistance. They also indicated that the only resources they needed were textbooks and dictionaries. Singh (2009) suggests that "learners should be involved in the creation of reading resources, such as creating their own books and charts to display in the classroom" (Singh, 2009, p. 122).

5.3.2 Prescribed curriculum policy challenges

The constitution recognises "the importance of local languages and their promotion, and laws allow for the provision of education in these languages. However, this macro-level policy support does not translate into the inclusion of local languages in schooling" (Liddicoat et al., 2014). The CAPS curriculum is used in the two participating schools. However, some teachers were trained to teach during the OBE and NCS curriculum period, while CAPS has only been introduced recently. However, there are workshops provided to the teachers, but they still felt that second language teaching is difficult for them due to multilingual classes, especially since the school policy does not allow for other languages. Liddicoat and Curnow (2014) analyse the wider background of the way policies affect the situation of languages

not commonly used for learning and teaching in schooling. They see the curriculum as promoting the prevalent philosophies and dialogues regarding the positioning of languages and so contributing to the marginalisation of non-dominant languages in the schools. According to the researchers,

these discourses find their origins in monolingual understandings of the nation-state: as nation-states view schooling as an instrument of state formation, monolingual understandings of the nature of the state inevitably shape education as a monolingual, or rather monolingualising, environment. (Liddicoat & Curnow, 2014)

Classroom practices are informed by the language-in-education policy (Hlatshwayo, 2013). Multilingual classrooms are the aftermath of changes to the political landscape in South Africa. The language-in-education policy was enacted in 1997 as a response to historical rigidities related with the apartheid era. The language-in-education policy is reviewed to find out about language teachers' experiences that are related to the policy (Hlatshwayo, 2013). Heugh (1999) asserts that South Africa has embraced a policy that validates and promotes multilingualism and, specifically, the growth of indigenous languages.

Wright (2004) argues schooling is the only place where challenges of language growth can be dealt with significantly. Issues pertinent to language cultivation are contained in the language-in-education policy. The respondents also indicated that the school policy forms part of their problems because it restricts them from reducing the barriers between teachers and learners. Liddicoat and Curnow further argue that "in any society prevailing language ideologies influence the ways that particular languages are seen as being valued or valid for particular purposes and that discourses construct non-dominant languages as being less useful" (Liddicoat et al., 2014,p 272).

The South African position on multilingual education is reflected in the language-in-education policy. The multifaceted South African language policy has several objectives. It proclaims multilingualism and the drive to enhance the status of all South African languages in an educational landscape (Hlatshwayo, 2013). The policy is comprehensive as it encompasses many perspectives. The motive for the local language policies in education policy is to take the language reality of classrooms

into account by promoting access, integration and a sense of belonging, thereby attempting to rectify the historical language imbalances.

Studies have identified some approaches to language diversity. One of the approaches is “a perspective that holds that the role of language in enhancing governance is of primary importance” (Spolsky & Hult, 2010). In terms of this perspective, language multiplicity is viewed as a danger to the capability of the administration and its effective functionality and therefore needs to be eliminated. This approach was adopted during the apartheid epoch (Spolsky & Hult, 2010). The language-in-education policy, acknowledging the realities of the linguistic environment, states that schools have to promote additive multilingualism. However, that statement is mere lip service as teachers do not ready to support to push for multilingualism. Some of the factors are that teachers do not attend offered classes, and the school management offers no support in this regard. From survey question 6, the participants were responding on a Likert-type scale to express their thoughts and experiences. Almost all of the respondents (94%) agree/strongly agree that multilingualism is beneficial because they get to learn different new languages and cultures. However, 6% of the respondents did not have the same feeling about it. They do not see multilingualism being beneficial in any way (see Figure 4.10).

Reagan (2001) supports the promotion of linguistic diversity in multilingual settings in post-apartheid South Africa (Reagan, 2001). He observed that the South African government has initiated activities at several different levels and addressing various issues around language, including status, corpus and attitude planning. Status planning has been witnessed in the country's eleven official languages. Reagan (2001) contends that South Africa has had wide knowledge of corpus planning. Afrikaans was an influential instance of mass preparation. There is evidence of corpus planning with regard to African languages which is based in the societies in which the affected languages are really used.

A significant part of the planning, which is lagging behind, is what Finchilescu and Nyawose (1998) and Louw-Potgieter and Louw (1991) termed language attitude planning. Thus, at the school level, language planning has ripple effects as the schools' language policies are discretionary. For instance, in this study, in both the schools the learners, whose home languages are African languages, learn English at

school as the home language. The actual school language policies commonly run counter to the official language-in-education policy espousing enthusiastic support for multilingualism. While the language-in-education policy advocates multilingualism, the actual school language policies often promote multilingualism.

5.3.3 Language diversity

According to Uwenzo (2010), studies in primary schools in East Africa where the LoLT is English show that very little learning takes place. Studies from Sub-Saharan Africa show that schooling in a language with which the learners are unfamiliar leads to poor learning achievements and is not helpful does not help learners to acquire a fresh language better (Alidou et al., 2006). Research specifically conducted in South Africa also shows that education in a language that is foreign to the learners' results in a poor understanding of the material presented, learners fall behind their peers who receive training in languages that they can understand (Taylor & Coetzee, 2013). All the teachers and learners come from diverse cultures and languages across South Africa. Teachers do not comprehend the learners' languages, and learners do not comprehend their peers' and teachers' languages. This implies that they need a mutual language, which is English, in these two schools. However, the challenge is that most learners do not understand the English language, which makes it difficult for teachers to teach.

According to Scarino, language teachers' reactions to learners from different backgrounds in the foreign language classrooms in Australia and the UK demonstrated that the language teachers only interacted with topics raised by diversity and internationalisation in a very circumscribed way (Liddicoat et al., 2014). This shows "a disconnection between language classroom aims, which seek to develop learners who can engage with linguistic and cultural diversity, and with language classroom practices, which pay little attention to linguistic and cultural diversity as they exist within the classroom" (Liddicoat et al., 2014, p 272). Scarino argues that "one of the reasons for this disconnection is the lack of professional learning among teachers of languages that limits their capacity to engage with new ways of understanding diversity" (Liddicoat et al., 2014, p 272). Scarino continues by stating that schools "contribute to this problem through their policies and practices in relation to teaching and learning" (Liddicoat et al., 2014, p 272).

Undoubtedly, multilingualism or cultural diversity poses serious challenges and complexities for today's teachers (Vang, 2010). Teachers and learners have indicated the challenges they come across in the schools. Multilingual education involves the academic ability or speaking ability to function with the use of many languages in the process of learning and communicating. One has to consider that the individuals would all exhibit different levels of fluency and competency in additional languages depending on their experiences with the different languages (Vang, 2010). Out of five teachers, four teachers have identified multilingualism in the classroom as the main challenge as learners exhibit diverse languages and cultures with which teachers are not familiar. This creates barriers between teachers and learners. Whenever teachers do not understand the learners' languages, it becomes a problem as they are unable to reach out to them, particularly in terms of further explanation using languages other than the LoLT.

Teachers have also highlighted overcrowding which causes disruptions of the lessons by other learners, which means other learners may not focus and may not complete activities. Being lazy and not going through the content prescribed was also indicated by one of the teachers as the main challenge as they go to class unprepared. Teachers have also highlighted that one of the challenges they have is being placed at a school level they are not qualified to teach, for instance, being placed in junior primary while they qualify to teach in primary school only.

The teachers have also indicated that their schools are both English medium schools and thus teaching and learning occurs in English. Their school policies also emphasise this matter as it also restricts them from using languages other than the LoLT. The two schools are located in areas where most of the languages spoken are Sepedi, Setswana, and Nguni languages. Thus, most of the learners do not speak or communicate in English; they only learn the languages at school. There is one common challenge faced by teachers and learners, which is linguistic diversity, and this creates barriers between teachers and learners. This shows that there cannot be effective teaching and learning if both teachers and learners cannot find each other. The teachers end up using their home languages, trying to explain to the learners, but still, some of them do not understand the teachers' language. According to Heugh (2013), "although there has been an attempt to implement borrowed pedagogies originally designed for minority learners in Europe and North America,

these cannot and do not work in settings where the most of the role players are only really familiar with local languages” (Heugh, 2013).

Breton-Carboneau *et al.* (2012) investigated interactions at the academic and cultural levels between learners with traditional upbringings and speaking various vernaculars in Quebec, Canada, and Gauteng, South Africa. They emphasised that teachers ought to be conscious of the problems and resources that multilingual learners carry to the class. They also stated that teachers must to be able to empathise with the learners' experiences as they transitioned from the society's language, standards and social customs to the personal ethics and social norms associated with the first world form of schooling. The experiences of the learners during their transition to the new set of languages and values of the first world schooling are part of a challenging context that the teachers also have to grapple with. Breton-Carboneau *et al.* (2012) rightfully argue that teachers tend to view the challenges they experience in teaching as situated in a learner instead of being in the structure.

However, as much as the teachers are having challenges with diversity, they need a strategy to survive and be able to teach the learners. It is essential for language teachers who teach in multilingual contexts to critically make sense of the situation in which they teach, as it inevitably affects the teaching-learning process as a whole (Hlatshwayo, 2013). According to the respondents, in survey question seven, the methods that teachers used considering the lack of resources and support from the school management, they have come up with their own solutions to find ways to teach. A large group of respondents (89%) use their peers to get translations whenever teaching language as they try to explain to the learners in other languages, but 2% of them do not rely on anyone. Examining the strategies employed by the teachers, it became evident that there are linguistic infrastructural limitations. For instance, no scaffolding was given to struggling learners. One may conclude that the greater the interest a learner has in a language, the more he/she will expand an effort on it (Hlatshwayo, 2013). Language teachers must to be reskilled and encouraged to be able to deal with multilingual contexts.

From the information gathered from the survey, in question eight, 36% of the respondents indicated that their main resources are books only, while 64% of them

do not just use books. As much as there is diversity in the classroom, I believe that the respondents will need to use diverse resources to teach effectively. Survey question nine further asked about the resources required by teachers for effective teaching. Based on the teachers' responses, 91% of them felt that they needed access to their peers, computers and textbooks as the main resources. Only 9% indicated that they did not agree with the responses of other respondents.

5.3.4 Code-switching

Code-switching, code-mixing, interpreting, translation, and hybridising of languages are daily occurrences in multilingual gatherings whether they are in rural or urban settings, and it flows from there to the classrooms (Heugh et al., 2017). According to Heugh et al., whether the official language education policy has been portrayed as monolingual, bilingual or multilingual, it is multilingualism that has been the de facto or covert foundation upon which education has been delivered and mediated in most countries of sub-Saharan Africa (Heugh et al., 2017). However, it is not this language expertise that is valued, and it is unlikely that parents and learners would regard this as offering social justice or equity unless it can be shown that it is legitimated, systematic and delivers capital (Heugh et al., 2017).

The two teachers from school A had differing viewpoints on this topic; teacher 2 indicated that the school policy is being followed with regards to the use of languages even though it might put learners at a disadvantage, while teacher one said that learners were permitted to code switch, which is in contradiction with the school policy. This shows that some teachers do not follow the school policies; instead, they use the methods that work for them and learners. In the second survey question (Figure 4.6), 57% of the respondents felt that learners learn better when they are allowed to use different languages because the concepts can be further explained in those languages especially when they do not understand in the LoLT. According to Van Tonder (1999) and other scholars, a good knowledge of the mother tongue will assist a child in learning a second language more quickly, but he adds that, where basic literacy skills have not been developed in the home language, children may experience difficulty in learning another (van Tonder, 2017). The respondents confirmed, as a general complaint, that children where English was the first alternate language could not understand or express themselves in spoken or written English; therefore, the teachers were forced to adapt and simplify the set

work. The respondents further indicated that learners also learn better from their peers.

The school policies are the driving forces of the school curriculum. Teaching and learning cannot function without de facto practices of multilingualism, code-mixing, code-switching, interpreting, translating, and ongoing to-ing and fro-ing to negotiate meaning (Heugh et al., 2017). Based on the school policies of the two participating schools, the LoLT is English, and learners from both schools are restricted from using any African languages during the lesson except during home language lessons. However, there are diverse opinions among the two teachers from school A on the model used in practice. Wei and Martin (2009) also explore the classroom realities of code-switching. They emphasise that conflicts and tensions prevail in classroom settings where English is the LoLT, but teachers and learners have a limited command of English.

Probyn (2009) also highlights the conflicts and tensions arising from the use of code-switching in rural or township schools. She asserts that educators and learners smuggle the vernacular into the classrooms to ensure that they achieve their desired social and educational objectives. Probyn (2009) argues for realistic school language policies that take the contextual realities into account to allow learners to make complete usage of the knowledge and the language training resources offered by the schools. These conflicts and tensions highlighted above are not exclusive to rural or township classrooms. There are also learners with limited English proficiency in urban schools who have the same experiences. Probyn contends that “in any classroom, where the LoLT is not the home language of the learners, teachers are faced with winning goals of content and language teaching and the inevitable tension between these two goals” (Probyn, 2009, p. 124).

5.3.5 Subtractive multilingualism

Although the constitution grants all the learners the right to be taught in their chosen language, the school policies of the two schools only allow learners to be taught in one language. The fact that learners are being taught in only one language that they are not even fluent in will negatively affect their academic achievement. According to research conducted by Naidoo, Reddy and Dorasarmy (2014), South Africa blames the low achievement of learners, particularly African language speakers, on the early language transition. A premature embracing of ESL teaching implies that learners

cannot master the skills and knowledge required by the school (Fleisch, 2008). Teachers four and five stated that they did not allow learners to use their home languages as they believed that learners would learn and understand the LoLT language quicker this way, and this also helps the teachers to foster discipline and order in the classroom.

They also felt that not allowing other languages in the class is of benefit to the learners because during exam times they will be faced with question papers written in one language which is LoLT; hence the teachers prefer to use English only. However, the idea of practising subtractive multilingualism with the belief that it is beneficial to ESL learners' development is strongly contradicted by research. Obliging learners to learn in another language, where they are not familiar with that language, will add to a high failure rate in the schools.

Learners also highlighted that they can answer in their home languages; however, before they answer, they first ask the teacher to allow them. This strategy is also used by the teachers to reduce tensions in the class as this alleviates the conceptual gap in the classroom.

Different scholars have analysed the South African language-in-education policy from different perspectives. Drawing on Eastman (1983), Kamwangamalu (1997) argues that language planning is done through the cooperative efforts of political, educational, economic and linguistic authorities (Kamwangalu, 1997). The South African language-in-education policy adopts an additive approach to language use where the first language lays the foundation for learning another language. Skutnabb-Kangas, et al. (2009) contend that the new South African language-in-education policy reintroduced the principle and right of mother tongue education within the context of additive bilingual and multilingual models of education (Skutnabb-Kangas et al., 2009). Cuvelier et al. (2009) distinguish different linguistic outcomes. They depict additive multilingualism as starting a school career in mother tongue with another language gradually being added.

The dual nature of the language policy places educators in a dilemma. Wright (2004) asserts that "the emphasis on additive multilingualism in the new school curriculum is perhaps the best guarantee of creating the linguistic flexibility" (Wright, 2004), deemed essential for equitable, inclusive education. However, the entrenched

English hegemony in support of the formal economy raises questions about multilingualism. Wright (2004) further argues that one may obtain brace for endorsing indigenous African languages at the school level. Still, such arguments may encounter an unfortunate legacy South Africans inherited from the apartheid epoch. The value of African languages has been tainted. Parkinson, Suria and Mackay (2011) maintain that, despite the recognition of HL instruction for the first six years of school in South Africa, one apartheid legacy is that proficiency in English amongst the population at large, including teachers, is such that education is frequently compromised.

Skutnabb-Kangas et al. (2009) further argue that curriculum documentation misrepresents the principles of additive multilingualism. They elaborate on additive bilingualism by pointing out that additive bilingual education requires a minimum of six years of mother tongue education under ideal conditions and usually eight years under those found in African education systems. Another possible linguistic outcome is subtractive multilingualism, which is described as an education in both first and a main language. The mother tongue is decreased progressively, resulting in the exclusive use of the second language. Skutnabb-Kangas (2008) describes a subtractive policy as a form of linguistic or cultural genocide. In evaluating the language-in-education policy, Skutnabb-Kangas et al. (2009) argue that curriculum documentation is fraught with terminological slippage, for example, “early exit transitional bilingual” is approved as additive bilingualism. Thus, the guidelines and objectives are not explicit in any of the documentation, which leaves educators in a predicament.

5.4 WHAT ARE THE LEARNERS’ POSITIVE AND NEGATIVE EXPERIENCES OF LEARNING IN MULTILINGUAL CLASSROOMS IN RESOURCE CONSTRAINED ENVIRONMENTS?

5.4.1 Language Challenges faced by Learners

As much as the learners struggle to understand other languages, they still struggle to learn in the LoLT, “because other words are difficult” (Learner 11, personal communication, March 07, 2019). Even though they struggle to learn certain words, they try to use textbooks, teachers, peers, siblings and parents at home to enquire or follow up on the things they do not understand. The concern for teachers could be the better way to use and “develop multilingual capabilities to achieve the kind of

proficiency in a language that permits entry to the socio-political and economic mobility of aspiration. Noting the contextual differences that exist across the world, I use the term ‘multilingual capabilities’ here as a proxy term to capture what is variously referred to as functional multilingualism” (Heugh 1995, p. 329).

The main challenge is the fact that learners do not understand the LoLT, and teachers feel that a lot of time is wasted as they try to use other languages to explain further to assist learners in understanding and thus the stipulated curriculum content coverage is not met in the time allocated. Learners feel that other languages are too difficult for them and they do not understand all the different African languages spoken at the school, at the same time they are also faced with additional language challenges when their teachers use their home languages which they do not understand. Even though the learners do not understand LoLT, their school policies prohibit the use of any language except the LoLT.

In a similar way, there is an argument that the Australian school language policy has been a response to a clash between two contrasting forces, globalisation and nationalism (Liddicoat et al., 2014). On the one hand, globalisation is underpinned by innumerable ideological editorials calling for opening up to diversity and embracing multitudinous different languages and values in teaching. On the other hand, patriotism focuses narrowly on English, effectively promoting monolingualism.

Through this research, I have realised that even though learners are faced with diverse language challenges, they also appreciate the benefits of being taught in a multilingual class, such as getting to learn new languages and exploring diverse cultures. The other benefit is that when some learners do not understand specific language, other learners who understand that particular language explains it to them. Thus, this study also intended to explore some of the positive experiences of learners.

5.4.2 Lack of resources

The lack of resources is a general complaint in both schools that contributed in this research. However, the negative impact of a lack of resources on education outcomes is universally experienced, as can be seen from the comments about a similar challenge experienced in Wales found in the literature that resonates with the local experience (National Assembly for Wales, 2018).

The two schools decided to get or create their own resources other than relying on the schools to provide them with the resources. The important point is not to get disheartened but to do what one can, as indicated by the teachers in Wales.

5.4.3 Code-switching

a. Positive effects of code-switching during instruction

The data obtained in this research ascribed both positive and negative effects to code-switching on the teaching and learning procedure contingent on the way it is implemented. We will first consider the positive aspects of code-switching first.

The positive potential of code-switching is endorsed by researchers like Mrawushe, (2018, p. 71) who states that “the mother tongue, when appropriately used, provides support in all activities in which teachers and learners are engaged. Code-switching increases the vocabulary, as shown by words created through borrowing. Borrowed words are used to promote understanding while teaching is underway” (Mrawushe, 2018, p. 71).

According to Mrawushe, “code-switching is widely perceived as good for academic and social purposes in bilingual and multilingual communities. Code-switching is widely used in South Africa because English is usually heard and taught in school” (Mrawushe, 2018, p. 29). Mrawushe further states “it conceptualises code-switching in the classroom situation firstly as a resource for second language acquisition and secondly as a potential resource for effective bilingual communication” (Mrawushe, 2018, p.29). It is necessary to acknowledge multilingualism in all circumstances and wherever it occurs in the community, especially in teaching, where learning is at the central. The language-in-education policy recognises and allows code-switching in the class in certain circumstances. Therefore, some research finds that “code-switching in bilingual and multilingual settings has to be considered as an efficacious intervention for teaching and learning in an ESL classroom” (Mrawushe, 2018, p. 30).

Some participants, like teacher 2 from school A, supported the use of code-switching in certain contexts despite what the school policy prescribed, as, correctly used, it provides scaffolding for the support of ESL learners.

Another local study by Adendorff (1993) looked at when and how code-switching was used by three isiZulu-speaking teachers and the principal of a KwaZulu-Natal boarding school employing English as the LoLT. After observing classes in various disciplines, Adendorff concluded that code-switching facilitated important social functions but minimal academic functions in the bilingual classroom (Adendorff, 1993). Adendorff sees code-switching's function as that of "contextualisation cues" (Adendorff, 1993). The teacher in the natural science class used code-switching by using isiZulu to provide cues about the context of the lesson to keep the learners engaged and to ensure that they understood the gist of the lesson. According to Adendorff, in the English lesson, code-switching was used to mark solidarity, to facilitate learner participation in the lesson and to ensure that learners understand the lesson presented. In the geography lesson, code-switching was used for classroom management. Code-switching is a communicative resource, which enables teachers and pupils to accomplish a wide range of social and educational objectives (Adendorff, 1993).

Code-switching supports teaching and learning because it allows ESL learners who do not have a firm grasp of English to participate in the activities of the class. The learners can respond to questions, maximising their participation in classroom activities. The main positive functions of code-switching are that "it engages learners in doing activities, it supports teaching and learning, and it also facilitates communication between the teacher and the learners" (Mrawushe, 2018, p.30). In this study, the learners always expressed that using different languages in the classrooms helped them to learn the different languages and this may help them when they visited different provinces or other countries where there is some other dominant or the only languages used. "I think that I will go to, know how to speak to everyone and to understand the person's language" (Learner 11, personal communication, March 07, 2019).

Moodley (2007) demonstrated that multilingual learners largely used code-switching to accomplish different societal and educational purposes such as providing explanations, elaboration and interpretation of queries, reconfirm the content of discussions and manage group structures and assignments. Their experience with code-switching highlighted by the participants in this study resonates with the experiences reported in the readings by Adendorff (1993) and Moodley and

Kamwangamalu (2004) mentioned above. Although Moodley's (2007) study is relevant for this study and confirms its findings, and it demonstrates a vital role for code-switching in the classroom, it has a limitation, as it only focuses on switches uttered by learners. The effect of teachers' switches must also be investigated as it can influence the process of teaching and learning, as explained in the next section.

b. Negative effects of code-switching during instruction

It is important to consider the undesirable impact of code-switching. In some specific instances, the use of code-switching by teachers had an undesirable effect on the education environment. Some teachers used code-switching too frequently and where it was not beneficial to the class as a whole. Due to the diversity of the languages, not all the learners understood the home language of their teachers used during the code-switching. So, apart from their own home language and the LoLT, some learners also had to try and follow the teaching in some other language with which they were not familiar. This caused the teaching and learning to decline; as reported in this study.

Therefore, although the method of code-switching used by teachers may seem helpful, it may also have an adverse effect on the learners because as much as diverse languages are used for concept clarification it is also of a challenge to some learners, who do not understand those languages at all, "he knows languages that I don't know" (Learner 13, personal communication, March 07, 2019). The same applies when a particular learner speaks a language that others do not understand, "because some people will not understand me" (Learner 12, personal communication, March 07, 2019).

Another concern with the use of code-switching is that some studies show that too much focus on the use of mother tongues could delay the learning of the chosen the target language, which is usually English in Sub Saharan Africa. Moodley (2007), Arthur (1996), and Kgomoewana (1993) blame language incompetency in the chosen English medium on the part of the teachers or learners, whether due to incompetence or limited exposure to the target language, for the rise of code-switching practices. Based on Kgomoewana (1993), extensive use of code-switching in the learning-teaching environment is due to low proficiency in English and limits learners' acquisition to the target language (Kgomoewana, 1993).

Injudicious usage of code-switching, therefore, impedes the learning of the chosen language and inhibits its successful implementation as LoLT. Continuous code-switching minimises learners' opportunity to be exposed to the target language and inhibits the development of their vocabulary in the chosen target language. Learners cannot obtain a sufficient command of the chosen LoLT, in this case, English, if they have a limited vocabulary. Therefore, they cannot make themselves understood, express themselves clearly or respond appropriately to questions in the class. This study also found that poor planning by teachers exacerbates the inappropriate use of code-switching. Therefore, Mrawushe says that "inefficient code-switching leads to undesirable goals and poor results" (Mrawushe, 2018, p. 72).

The present research displays how extreme use of code-switching negatively disturbs teaching and learning. Certain research feedback shows that certain teachers refute the presence of code-switching and are even embarrassed by it (Arthur, 1996; Canagarajah, 1995), due to of the disgrace this occurrence holds in other societies. "This stigma is partly due to inadequate research of code-switching in educational settings such as schools" (Mokgwathi, 2010, p. 73).

Therefore, code-switching has some significant downsides as well, and teachers require specific training in the appropriate use of this resource for teaching and learning in a multilingual setting.

5.5 WHAT ARE THE IMPLICATIONS OF TEACHERS' AND LEARNERS' EXPERIENCES OF LEARNING IN MULTILINGUAL CLASSROOMS?

The challenges that hamper the procedure of teaching and learning, especially in a class where English is the LoLT, must be recognised in the school structure. If such challenges are not dealt with, and there is no support provided, language learning deficiency will grow in the learners from the foundation phase level. At a later stage, it will become insurmountable (Spaull, 2013). In this study, the teachers from both schools have expressed that language barriers and experiences, absence of teaching resources and support system, and the current school policies hamper the effectiveness of the provision of good quality education.

The study indicated that a lot must be completed regarding the concern of dealing with the difficulties that the township teachers and learners experience in multilingual schools. There is still a battle among philosophy and implementation with regards to

the LoLT especially between foundation phase and intermediate phase, as in the foundation phase English is used as FAL while in the intermediate is used as HL. The conflict lies in the contradictions in the language policy and the challenge of language policy implementation. According to the language policy, each learner has the right to receive education in the language that he/she comprehends, but the reading books are transcribed in English which is a language that most of the learners do not understand (Alexander, 1989). The teachers struggle to teach using English as the learners do not comprehend the language.

The learners do not understand the LoLT because they do not have a background of English HL from the foundation phase; thus, they only have minimal vocabulary to deal with the requirements of the intermediate curriculum. The other key challenge is that neither the teachers nor learners have been sufficiently exposed to English and thus have partial proficiency. They are unable to cope with the difficulties related to language proficiency; hence they end up code-switching, which is against the school policy.

Ndayipfukamiye appeals to the linguistic developers to consider the legacy this sociolinguistic phenomenon possesses when exploited to the fullest in the bilingual classroom (Ndayipfukamiye, 1993). It would be beneficial if the teachers and curriculum developers developed some relationship since that seems to be lacking. It would also be very beneficial if they collaborated as the teachers are the ones who experience numerous challenges. If they could share these with the curriculum developers, the curriculum would be developed in a manner that would be addressing the language difficulties faced by both teachers and learners in the schools. Consequently, it is a must to form a decent association amongst the two parties.

The two schools lack resources, and thus there is a great need for language resources. Teachers and learners need to be provided with relevant resources to teach and learn effectively. The two parties need to get or create their own resources other than just relying on the schools to provide them with the resources. According to Mrawushe, “in a multilingual context, the sociolinguistic phenomenon of code-switching features prominently as an additional resource at the teachers’ and learners’ disposal to facilitate teaching and learning” (Mrawushe, 2018, p. 6). Code-

switching is not just a peculiar local phenomenon. Liebscher and Dailey-O'Cain's (2005) conducted a study of advanced language classes (German) in a multi-lingual classroom at the University of Alberta in Canada. They found that the multi-lingual learners made use of code-switching in foreign language classes. As a resource for second language acquirement, the learners were permitted to use their mother tongue when they desired to as scaffolding for learning the foreign language. In this study, the classrooms were viewed as multilingual spaces, where teachers and learners were allowed to talk in the home and the additional language. According to Moodley (2007, p. 708), "multilingualism is the ability to speak many languages. Multilingualism is a resource to be fully exploited to the benefit of learners.". The appropriate use of diverse languages in discussions and learning in bilingual contexts can assist in facilitating communication and learning.

Therefore, Mrawushe states that "teachers need to understand how bilingual learners use languages and learn through languages. Although English assumes the role of medium of instruction, most learners, especially in lower grades where English as LoLT is implemented, have an inadequate command of English" (Mrawushe, 2018, p. 74). Thus, this implies that teachers need sufficient training and support to be able to teach in multilingual classes. Teachers play an enormous role in assisting the learners to learn and develop diverse linguistic proficiency. If both teachers and learners speak in LoLT outside classrooms, this would help them to learn the language faster. Teachers must also be trained to speak other languages and English as well as teaching learners using LoLT.

5.6 STRATEGIES USED TO SUPPORT TEACHERS AND LEARNERS

According to Liddicoat et al. "linguistic and cultural diversity is a feature of most, if not all, modern societies, whether it results from historical processes of state formation, from the aggregation of colonial possessions and their subsequent independence or from human mobility. Diversity, therefore, shapes the context in which education occurs and the processes through which teaching and learning happen" (Liddicoat et al., 2014). Nevertheless, learning structures interpret and react to multiplicity in diverse ways. Both teachers and learners must have access to all forms of required support and resources for operative teaching and learning. In this research, teachers have indicated that as they lack teaching resources, they end up supporting one another to ease teaching and learning.

Learners have also indicated that when they come across unknown terminologies, they ask for clarity from their peers, and sometimes from teachers, parents, siblings, and grandparents. Teachers from both schools have showed that they were not trained to teach in a multilingual classroom. Teacher 4 indicated that she only read about teaching in a multilingual class in passing when she was studying for her teaching qualification. Most teachers have indicated that school policy restrictions also affect their creative ways of teaching because they are unable to use other languages to ensure that all learners learn and understand the content.

5.6.1 Peer teaching

As much as the teachers and learners are faced with language barriers, they have come up with ways to reduce their challenges. Heugh et al. state that “in schools provided for African children, code-switching has been common practice inside and outside the classroom amongst learners and teachers all along; however, the nature of this practice has changed since the student rebellion in 1976” (Heugh et al., 2017). At that stage, several changes affecting language training policies were introduced, including scaling first language medium teaching back from eight years to four years. The sudden accelerated switch to English as LoLT from 1977 onwards for learners from the fifth year of primary school implied that the learners did have enough time to acquire an adequate vocabulary or grammatical knowledge of English to utilise English across the curriculum (Macdonald 1990). The dilemma was that although only a limited number of the primary school teachers were fit to educate using first language medium used by the learners, very few had the necessary skills to accommodate English as LoLT.

Since that time, both teachers and learners have had to use code-switching “as a practical, but covert spoken strategy to navigate and mediate a curriculum in English” (Heugh et al., 2017). The teachers asked their colleagues for translations/explanations in other languages at the same time that the learners asked their peers in the classroom. Even though teachers used this strategy for better communication in the classroom, they felt that it wasted a lot of time. Learners also indicated that although they asked their peers for an explanation of certain words, they felt as if they were relying on them and were becoming a burden to them. According to Heugh et al., some of the teaching methods that were used and deemed helpful included “deliberate and systematic use of translation and code-

switching across the system in learning languages as subjects, and it was used in the teaching of subjects across the curriculum in the dual medium bilingual schools” (Heugh et al., 2017, p. 197).

5.6.2 Support system

In South Africa, between 1978 and the current day, research has shown an ever-widening performance gap between learners who have competent support structures to assist them in developing competency in academic authorship utilising at least two languages and learners who lack such infrastructure (Heugh et al., 2017). According to Van Staden and Howie (2012, p. 85), “teachers in South Africa have low subject knowledge and have not received sufficient training to teach English”.

All the participating teachers have indicated that they have not been trained to teach in a multilingual class. Before teaching can take place, teachers must be qualified to teach the content, so in this case, although they are qualified teachers, they are not trained to teach in such classrooms. The teachers must have specific training to teach ESL learners as they require knowledge and an understanding of the teaching content to be able to plan and provide quality teaching (Rose, 2006). Workshops or some other training must be provided to the teachers while support is also required from both the school management and Education Department. They must equip the teachers with appropriate resources and training to be able to deliver training on the required content to the targeted learners.

5.7 WHAT LESSONS CAN BE DERIVED FROM TEACHERS’ AND LEARNERS’ EXPERIENCES OF BEING MULTILINGUAL IN RESOURCE CONSTRAINED CLASSROOMS?

Learners learn through instruction and mediation from elders or teachers, which is a characteristic of human intelligence (Cameron, 2002, p. 6). The schools lack resources which mean both teachers and learners do not have access to resources, and this limits the effectiveness of teaching and learning (Nthulana, 2016). This also implies that teachers, including learners, must act independently, and they must buy or create some of the resources needed. Thus, normal education is not taking place in the two schools. It is therefore very important to afford the teachers with the essential resources so that they can teach learners who are multilingual and from diverse cultures, using one language as a language of instruction. Vygotsky determined psychological tools and concepts or an advanced level of cultural

apparatuses such as categorisation, numeracy, rationality, logic, literacy, and language (van Patten & Williams, 2014, p. 198) that can be used to analyse and research the context of the learners in the resource-constrained, multi-lingual classrooms. The advanced cultural tools function as the connection between the person and the social structure and material of the world with which he or she interacts. (van Patten & Williams., 2014, p. 199).

Using objects that learners can use their senses on, like touching and seeing, and using single word labels in their home language, inspires them to think and see language as a set of words (Jacobs, 2015). Vygotsky's philosophy of the acquisition of language states the necessity of identifiable linguistic word units in their home language for learners, and thus the same principle is used for the acquirement of the second language; each term is related to an object (Jacobs, 2015). "Resource materials that facilitate learning in more than one language need to be accessed to make the use of more than one language in the classroom more practical" (Van Tonder, 1999, p. 9). Mittler (2003, p. 123) further suggested that "collaborative teaching, as described by where there is more than one teacher in a class, can be applied" (Mittler, 2003, p. 123).

UNESCO (2008) has emphasised that the availability of teaching or learning resources has strong effect on the academic performance of the learners. Jimenez-Castellano reaffirmed this by saying that "educational resources impact a school's achievement by promoting or hindering the ability to develop a school culture and a high-quality instruction" (Jimenez-Castellano, 2008). Willms (2008) also approves that "limited resources may hinder learning and demonstrates that children whose schools lack resources and had an inadequate library, were significantly more likely to show lower performance and higher-grade repetition than those whose schools were well equipped" (Willms, 2008).

All the responses confirmed that no measures were taken to support learners and teachers who found themselves in multilingual classrooms. It is ironical that schools admit learners who speak different languages but do not make provision for the promotion of such languages. The schools admit learners who are from different cultural backgrounds to be politically correct, but no plans or curriculum is put in

place to accommodate them. This implies that schools admit learners from multicultural backgrounds for the sake of conformity to the rules of the country.

According to Singh (2009), there has been a shift of attention from language to language institutions. This trend resonates with what happens in the South African education system. The South African DoE changed the former model C institutions into multicultural schools to promote multilingualism. Therefore, the focus has been more on the schools as organisations rather than the development of languages. Multilingualism needs to be nurtured. Chick and McKay (2001) contend that little progress has been made in developing language-in-education policies and practices. All the partakers pointed out that their schools' language policies state that learners should express themselves in English only. The school policies do not include anything about multilingual education. Teachers are also not given appropriate support. In the absence of departmental and school support, the language teachers have designed some strategies to cope with teaching in multilingual classrooms such as peer teaching. It emerged in the data that language teachers and learners behave and react to one another in an interesting manner in multilingual classrooms.

Teachers also attested to multilingual classroom dynamics during the interview, where they allow learners to use other languages than the LoLT whereby they also share their knowledge and experiences. This implies that different language learners bring knowledge from their environment, which they share with their classmates and teachers. It is understandable that linguistic teachers are conscious of multilingual classroom dynamics, but how they utilise these dynamics for the benefit of their language learners is an issue that requires attention. Looking at some of the possible challenges in multilingual classrooms, a language teacher could hinder language learning in a multilingual context. Though a difficult point to address, the teacher can also be a challenge to the teaching-learning process in multilingual classrooms (Hlatshwayo, 2013).

The teacher has his or her cultural background that will obviously impact on the teaching-learning situation, either positively or negatively. The teacher has to rise above this complex scenario and obtain defined neutrality that will enable her to embrace diversity. Rising above the situation implies that the teacher should not be biased and promote a solitary language at the cost of other languages. Du Plessis

and Naudé (2003) stated the teachers were concerned about learners not receiving validation through supportive input and indicated a need for collaboration in this regard. This call is in line with Chick and Mackay's (2001) notion that the first language can be scaffolding for the learning of another language. Skutnabb-Kangas (2009) et al. elaborate on the significance of supportive input. They argue that the literacy situation at home and the neighbourhood determines the degree of disadvantage faced by children in understanding the school's standard language.

Embracing diversity connotes that being tolerant of different cultures expressed through languages is part of a language teacher's responsibility (Hlatshwayo, 2013). The current sociocultural theory built on Vygotsky's emphasis on the relationship amongst the person's physiological characteristics and the societal and cultural settings and artefacts that "transform the cognitive or mental functions" (Merril, Kinnear & Steinman, 2011, p. xiii). A sociolinguistic study has revealed the way multilingual learners use their language ranges in a normal, incorporated technique (Heller, 1999). Subsequently, the philosophy of multilingualism with regards to similar monolingualism is influential in various schools; preparations of translanguaging are frequently regarded as a shortfall (Heller, 1999). Language teachers have to revisit their approaches to language teaching. The teacher has to reconstruct the whole learning process and develop an inclusive approach to every aspect of language learning. Revisiting teaching approaches implies that language teaching approaches to which teachers were exposed to in teacher education institutions are outdated.

5.8 WHAT ARE THE EXPERIENCES OF TEACHERS AND LEARNERS OF BEING MULTILINGUAL IN RESOURCE CONSTRAINED ENVIRONMENTS?

Many learners in Africa attend formal schooling and but do not master even the most rudimentary numerical and language abilities (Spaull, 2013). "A teacher's theoretical and pedagogical knowledge is critical to a learner's academic success" (Morgan, 2017, p. 87). Collected narratives and interview transcripts reflect the language teachers' perceptions of bilingual classes. The key thrust of the research is the interplay between the language-in-education policy, multilingual education and the micro-level practices in schools and multilingual classrooms. The language teachers paint a vivid picture of the realities of multilingual classrooms. What emerges from

the study is that the local classroom ecologies are influenced and shaped not only by the language-in-education policy and its underlying ideologies but language teachers' perceptions of multilingual classrooms as well as their classroom policies. The painted picture of multilingual classrooms reflects some limitations which will also be discussed.

The collected data portrays multilingualism as a challenge. Participants consider learners' code-switching as a partial solution to the language challenges as learners struggle to understand the LoLT. Multilingual learners' abilities across languages are seen as problematic instead of learning aids. Furthermore, there is a lack of support for learners with difficulties. Sometimes, it becomes challenging for the teachers to use code-switching to support struggling learners as the teachers may not speak all the different learners' languages. Language teachers do not attach any significance to translanguaging practices. However, Moodley (2007) argues that code-switching among learners serves as a means of fulfilling both their social and pedagogical functions.

My findings highlight that although learners are admitted into English medium classrooms in both schools, they often cannot comprehend this LoLT. Although learners do not comprehend the medium of instruction, both schools have nothing to offer to the learners to help them to learn and understand the LoLT. The parents place their learners in the English medium schools in the belief that this will help them with job security and fitting into different societies, however, they are not monitoring their children's learning so that they can assist them where there is a need. The schools also have the language-in-education policy that restricts both the teachers and learners from clarifying concepts or specific terminologies in other languages which makes the teaching and learning grind to a halt. Even though there is a contradiction between the teachers' response in terms of allowing learners to code switch, some of them end up defying the policy and just allow learners to code-switch to ease teaching and learning, while others adhere to the school's policy. Both schools have a serious language challenge. They need urgent intervention from all the stakeholders because if there is no intervention taking place, the learners' academic performance will continue to suffer.

Because the teachers are teaching multilingual classes, their teaching abilities get affected. Heugh, Siergühn and Plüddemann (1995) suggest that the motivation for alteration is expected to derive from teachers as they shoulder the responsibility to cater to the needs of linguistically diverse learners. Hornberger (2005) contends that it is essential for language teachers to insert themselves in all the implementational spaces created by the multilingual language and education policy at the classroom level. Language teachers must embrace transformation in terms of the language-in-education policy. Thus, change does not only impact the language learning and teaching process but also impacts directly on the language teachers themselves.

The respondents' responses in survey question three indicated that 60% of them are able to teach effectively while others struggle to teach or explain in such classroom contexts (Figure 4.7). According to Lemmer and Squelch (1993) "teaching in multicultural and multilingual classrooms is both challenging and demanding" (Squelch, 1993, p.2). Meanwhile, Rounds (1996) states that "the different cultural mix and native languages of the learners and their different levels of proficiency contribute to the complex nature of many classrooms today" (Rounds, 1996, p.45).

Pauwels found that language teachers' responses to the learners from different backgrounds in the foreign language classrooms in Australia and the UK demonstrated that they only interacted with topics raised by diversity and internationalisation in a very circumscribed way (Liddicoat et al., 2014). This finding shows "a disconnection between language classroom aims, which seek to develop learners who can engage with linguistic and cultural diversity, and with language classroom practices, which pay little attention to linguistic and cultural diversity as they exist within the classroom" (Liddicoat et al., 2014). She argues that "one of the reasons for this disconnection is the lack of professional learning among teachers of languages that limits their capacity to engage with new ways of understanding diversity" (Liddicoat et al., 2014). She further contends that schools "contribute to this problem through their policies and practices in relation to teaching and learning. The result is that universities are often less able to incorporate research on linguistic and cultural diversity into their educational practices than other educational institutions" (Liddicoat et al., 2014).

In survey question four (Figure 4.8), the respondents were expressing the challenges they came across in the multilingual classes, and the results show that they have many challenges such as overcrowding, not being allowed to use other languages and teachers being unable to explain to the learners in other languages. Milner (2010) reiterates the importance of context by stating that teachers must understand the context in which they teach so that they can shift beyond stereotypes to a mindset that permits them to learn endlessly about their societies (Milner, 2010). Milner (2010) further depicts responsive teaching as teaching which assumes that the teachers know their subjects of choice deeper than just the subject matter of the curriculum and understand the distinctions, intricacies, and shades of meaning inherent in teaching in a particular social context. The collected data also reflects that the principle of inclusivity is not adhered to in multilingual classrooms. Ferreira (2009) argues that learners' home languages, which are carriers of their culture and identities, should be recognised to address inclusivity. The studied schools' language policies do not create and nurture inclusive environments.

It is also obvious from the information that language teachers view multilingual learners from a monolingual perspective. Mitchell (2012) argues that treating monolingual learners as monolingual promotes a deficit perspective of multilingual learners and makes it hard for teachers to realise the language skills and strengths multilingual learners have. Setati and Adler (2001) contend that "the monolingual view always compares the linguistic ability of multilinguals with that of monolinguals of the languages concerned" (Setali & Adler, 2001). English in the case of this study, In both schools A and B, all learners learn English as a home language irrespective of their mother tongue. Speakers of other languages find themselves in the same classrooms as mother-tongue speakers of English.

The thematic analysis also takes an ecological approach which is based on Hornberger's continua of the biliteracy framework. Drawing on van Lier (2000), Hornberger (2002) contends that "an ecological approach to language learning emphasises emergent language development in terms of interaction with the environment" (Hornberger, 2002). Mühlhäusler (2000) accentuates this notion by arguing that the ecological metaphor illuminates the functional inter-relationships between the inhabitants of the ecology. The interest of the study is in the co-existence of languages in multilingual classroom practices and the degree to which

such practices represent a healthy ecology of equity and development for all languages and their speakers.

In both schools A and B, English is learned at the home language level and is used as the LoLT for all learners. Most learners do not enjoy learning because they have to master English as well as a home language, while it is also used as their medium of instruction, which is difficult for them. The findings confirm that the language teachers find themselves in a dilemma, in that they have to promote the learning of English as a second language as well as the value multilingualism. Setati and Adler (2001) argue that the conflicting demands of teachers in a multilingual context are that they have to promote an additive model of multilingual learning while simultaneously defending the dominance of English in the teaching environment. Therefore, the language practices in both schools do not represent a healthy ecology of equity and development for African languages and their speakers.

An issue of unbalanced language proficiency levels emerged from the data. Hornberger notes that, “in educational practice regarding biliteracy, there tends to be an implicit privileging of one end of the continua over the other, such that the end of each continuum is associated with more power than the other, for example, written development over oral development” (Hornberger, 2002). The teachers complained that the learners failed to understand instructions. The teachers’ complaint indicates that they experienced difficulty in diagnosing the learning difficulties of multilingual learners. O’Connor and Geiger (2009) contend that teachers need to know language-based academic problems.

Another evident issue is a misunderstanding resulting from cultural differences between teachers and learners. Such a misunderstanding hampers inclusivity in multilingual classrooms. The language teachers in the study experienced difficulty in accommodating the needs of all the learners. Even though language planning and teaching, in the studied schools, is done, it does not take the ecosystem in which the schools are intervening into consideration (Hlatshwayo, 2013).

It is also evident that language teachers’ attitudes towards learners who do not speak the standard school language affect the learning situation. The learners are labelled as incompetent in cognitive academic proficiency. Moodley (2007) proposes

that teachers should adopt attitudes of inclusivity which implies drawing on the learners' unique cultural values and home languages.

Another issue that is a bone of contention in multilingual classrooms is teaching literature. This study revealed that there is no significant attention paid in the curriculum to minority and contextualised language texts. Hornberger and Link (2012) depict minority texts as those "written by minoritized authors, written from minoritized perspectives" (Hornberger & Link, 2012, p. 271). They also describe contextualised whole language texts as "those read and written in the context of biliteracy events, interactions, practices, and activities of multilingual learners' everyday lives". In the schools studied, the literary texts that are prescribed and the selection is not based on the context (Hornberger & Link, 2012, p. 271).

According to Gibbons (1998, p. 99), "the children's current understanding of the curriculum topic, and their use of familiar everyday language to express these understandings should be seen as the basis for the development of the unfamiliar registers of the school" (Gibbons, 1998, p. 99). She further argues that "teacher-learner interactions arising out of such understandings serve as a shared contextual basis from which these new meanings can be jointly constructed" (Gibbons, 1998, p. 99).

In all the narratives, it emerged that learners switch from English to their respective mother tongues even though they are aware of the language policy of their schools. The learners' expectations are apparently grounded on the experiences of the language teachers who have never been empowered to deal with diversity. Setati and Adler (2001) depict code-switching as a practice that allows the learners to utilise the power of their language. The schools' disapproval of code-switching in the policy implies that they do not view multilingualism as an asset. Constant code-switching by learners implies that they need a lot of scaffolding. It also implies that they lack language proficiency and the required background to accommodate the curriculum content. Moodley (2007) asserts that code-switching is a normal occurrence that happens in the communication patterns of those who have the language range to do so. This notion connotes that it is impossible for teachers to rule against code-switching in multilingual classrooms. The study found that learners

do not adhere to the school policies, which stipulate that only English may be used as the language of communication.

Additive multilingualism, which is enshrined in the language-in-education policy, is not promoted in either of the two schools. Hornberger (2005, p. 607) argues that “multilingual learning is maximised when learners are allowed and enabled to draw from across all their existing language skills” (Hornberger, 2005, p. 607). Setati and Adler (2001) contend that problems arise when learners’ main languages are not drawn upon. Drawing on Arthur’s (1994) study, they argue that the absence of the appropriate use of the learners’ main languages subtracted an opportunity for exploratory talk, and thus meaning making.

On the one hand, teachers need to be sensitised about the values of translanguaging practices. On the other hand, the learners must be alerted about when and why they can switch codes. Code-switching must be used systematically as a learning and teaching technique for positive purposes. For instance, learners must not exploit code-switching for exclusion purposes. Data reveal that learners switch codes when they are engaged in group activities. The banning of code-switching in the studied classrooms subtracts the opportunity for exploratory talk.

Another emergent issue was the lack of support on the part of teachers as well as learners. The teachers are thrown into the deep end of multilingual classrooms and have to find their way out. They have no say in language-related decision making. For example, language preference is decided by the school management and school governing bodies. In both the schools, the schools decide on the level at which learners have to learn English. The teachers do not receive professional support. Departmental workshops are not fruitful, and this leaves language teachers no option but to use whatever is available to them. There are no multilingual teacher educational programs aimed at capacity building or empowerment of in-service teachers who teach in multilingual contexts. Information on multilingual education is cascaded from subject advisors to subject teachers. cursory academic and professional attention is given to how additive multilingualism should be practised (Hlatshwayo, 2013).

Although much of the data was relevant to answering the key questions of the research, some narratives have limitations. Most data reflected the challenges faced

by the language teachers in multilingual classrooms. This shows that much needs to be done concerning language education to alleviate the situation in which language teachers find themselves. Information regarding strategies that language teachers employ when dealing with multilingual contexts is scanty. Language teachers do not have specific strategies that are intended for multilingual classrooms. They use their discretion to deal with the realities of multilingual classrooms. They are disempowered to tackle educational issues and lack the teaching skills which are appropriate in multilingual contexts. Language teachers' instructional practices or classroom policies are thus not linguistically responsive.

Little was said about the dynamics of multilingual classrooms. Little data about classroom dynamics indicate that language teachers do not attach any significance to the dynamics of multilingual classrooms. They lose sight of the intriguing situations that prevail in multilingual classrooms. They also cannot make sense of the intricacies of multilingual classrooms (Hlatshwayo, 2013).

The results of this study clearly indicated lack of teacher training, "lack of resources, lack of support for teachers and difficulties with language as major challenges identified at the school level in South Africa" (Navsaria, Pascoe & Kathard, 2011, p. 95). Teachers from both schools A and B felt that the shortage of resources, insufficient training and inadequate support were the three key factors that restricted their ability to teach effectively in the multilingual classroom where the LOLT is English.

5.9 CONTRIBUTION OF THIS STUDY

Firstly, this research expands the sparse knowledge base of teachers' and learners' experiences in multilingual classes where the Language of instruction is English. Exploring these experiences may improve our comprehension of the dynamics of multilingualism in the South African context and offer solutions for leveraging the use of multilingualism for effective teaching and learning.

This study may provide valued input for the improvement of language policies as it allows for appreciation of the challenges of ESL language teachers and learners face when teaching and learning using the curriculum designed with a familiar home language in mind. The study considers the fact that the teachers' experiences are key to the creation of an accessible and user-friendly curriculum.

The insights flowing from this research will add to the paltry qualitative and quantitative data in presence regarding the experiences of teachers in multilingual classrooms. This will help academic planners at the provincial, national and district levels to make the right decisions regarding language teaching models suitable for the South African context. This research also indicated the way the teachers' language experience and their limited engagement with diversity hinder the teaching and learning of English as a second language and the leveraging of the potential of the multilingual environment.

5.10 LIMITATIONS OF THE STUDY

Several possible limits of the research that were recognised, namely, the results may not be generalisable to other similar contexts. The research was conducted in only two township schools in a specific district. The outcomes may therefore not apply to schools in other geographies in South Africa. Because of the small sample size; the results may also not be generalisable to other contexts in the same geographical area. However, detailed descriptions regarding the background in which this research was done were provided to enable other researchers to make judgments regarding the transferability of the research to their specific situation of interest (Houghton, Casey & Shaw, 2012). Secondly, there were only two focus group discussions conducted with the learners. The participation of more learners could have resulted in the collection of more robust data. Thirdly, the emphasis of some of the interview questions may have been affected by the fact that the interviewer code-switched to ask some of the questions to the learners. This may have had an effect on how some of the questions were answered.

5.11 RECOMMENDATIONS

The results of this research indicated numerous challenges faced by teachers and learners in the multilingual classrooms, where English was used as the LoLT. An intervention is required to reduce these challenges. Hugo (2010, p.134) affirms that "along with effective resources, teacher training and education is an area of concern in South Africa". Taylor says that "in order to improve academic results, teachers need to take responsibility for the learner results and not blame poor performance on external factors such as lack of resources or support, teacher training is essential for developing competent teachers" (Taylor, 2008, p. 5). ESL training/workshops and practical sessions should be required from all South African students training to

become teachers. Continued training, support and development are necessary to create and maintain a productive learning environment with English as a medium of instruction.

Training workshops aimed at developing ESL teachers should be provided for all the teachers teaching in the second language, particularly in multilingual schools. Collaboration between teachers of different schools should be encouraged. “Teacher collaboration will aid in the sharing of resources and provide mutual support for all the teachers involved” (Pretorius & Mampuru, 2007, p. 38). The researcher recommends that school management teams should be involved fully with language teachers in designing school language policies. Language teachers should play a leading role in language policymaking.

Limited resources also restrict the teaching activities that teachers can utilise in the classroom (Beukes, Moyo & van Rensburg, 2010). According to Newman (2010), learners who have access to resources such as textbooks and have verbal engagement with adults in English have a significant increase in language competencies. Parents should also be advised and encouraged to be involved in their children’s learning.

5.12 RECOMMENDATIONS FOR FUTURE RESEARCH

I recommend additional research into the topics listed below to deepen our understanding of ESL learning in multilingual classrooms and inform the language policies and curriculum of South Africa through the additional insight that could be obtained.

- ❖ The learners’ attitudes towards being taught in English medium.
- ❖ The influence of parental involvement, including their beliefs and attitudes about English medium and how it affects the learners’ attitudes and perceptions of ESL learning. The impact of the teaching and learning strategies devised by both the teachers and learners
- ❖ Other strategies that could help improve both the teachers’ and learners’ English proficiency.
- ❖ The responsibilities of the Education Department to reduce the language challenges faced by the teachers and learners in multilingual classrooms.
- ❖ The prescribed curriculum language challenges faced in primary schools

5.13 CONCLUSION AND REFLECTION

This study project has assisted me obtain a more detailed understanding into the experiences of teachers and learners in multi-lingual classroom, and the exposure to their experiences has also extended my comprehension of the teaching structure. The research explored the experiences of teachers and learners of being multilingual in resource-constrained environments. It has become obvious that learners experience difficulties when being educated in the English medium. The study indicated how teachers struggle through teaching and also how they created ways to survive when teaching and learning become challenging in a multilingual setting. It is significant to consider that both teachers and learners invented their approaches to deal with teaching and learning challenges.

I hope that the discoveries of this research could add to addressing the challenges teachers and learners have experiences in multilingual township schools. As a researcher, I have gained valuable knowledge about the research process and the significance of the research. This thesis has indicated the experiences of teachers and learners in multilingual classrooms where there are little or no resources, particularly for second language learners in South Africa.

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APPENDICES.

7.1 Appendix A: Consent Letter Principal



REQUEST FOR PARTICIPATION AND INFORMED CONSENT

PRINCIPAL

Dear Sir/Madam

My name is Clifford Dihangoane and I am currently busy with Masters Study in Educational Psychology at the University of Pretoria on the following topic: **“The experiences of teachers and learners of being multilingual in resource constrained environments”**. I, therefore, ask for permission to interview four teachers in the school under your management.

The interviews will not interfere with the school program; it will be conducted after school hours. Upon completion of the study, I am willing to share with the school the results thereof. The interviews will not commence until you have given permission for the teachers at your school to be interviewed. If you are willing to allow teachers to participate in this study, please sign the attached consent form to agree to the interviews to be conducted at your school.

Should you require any further information, please do not hesitate to contact me or my supervisor.

Thank you for your consideration of this request.

Mr Clifford Dihangoane (Researcher)

0715442749

kgaboclipford@gmail.com

Dr Funke Omidire (Supervisor)

0124205506

Funke.omidire@up.ac.za



Faculty of Education

Fakulteit Opvoedkunde
Lefapha la Thuto

INFORMED CONSENT

Principal

Title of research project: The experiences of teachers and learners of being multilingual in resource constrained environments.

I, _____ the undersigned, in my capacity as principal at _____ (Name of school) hereby agree to allow the teachers to participate in the above-mentioned research. I understand that their contribution will be treated as confidential and anonymous, and that they may withdraw from the study at any time, if they wish to do so.

Signed at _____ on _____ 2018.

Principal

Researcher

7.2 Appendix B: Informed Consent Letter Parents.



REQUEST FOR PARTICIPATION AND INFORMED CONSENT PARENTS

Dear Sir/Madam

I am currently busy with a MEd study in Educational Psychology at the University of Pretoria on the following topic: **“The experiences of teachers and learners of being multilingual in resource constrained environments”**. I, therefore, ask for permission to interview your child at school. The interviews will not interfere with the school programme, it will be conducted after school hours. The procedure will take around 30 minutes, only for three days and I will also need to take pictures, audio and video during the interview. However, your child’s name will not be mentioned in this study, he/she will remain anonymous and he/she may withdraw from the study at any time, if he/she wishes to do so. The interviews will not commence until you have given permission for your child to be interviewed. If you have read and understood what is expected from you in this document, and you are willing to let your child participate in this study, please complete the form below.

Thank you for your consideration of this request.

Mr Clifford Dihangoane (Researcher)

Telephone number: 0715442749

Email: kgaboclipford@gmail.com

Dr Funke Omidire (Supervisor)

email: funke.omidire@up.ac.za



Faculty of Education

Fakulteit Opvoedkunde
Lefapha la Thuto

INFORMED CONSENT PARENTS

Title of research project: THE EXPERIENCES OF TEACHERS AND LEARNERS OF BEING MULTILINGUAL IN RESOURCE CONSTRAINED ENVIRONMENTS

I, _____ the undersigned,
in my capacity as parent at _____
(Name of school) hereby agree to let my child participate in the above-mentioned research. I understand that hi/her contribution will be treated as confidential and anonymous, and that he/she may withdraw from the study at any time, if he/she wishes to do so.

Signed at _____ on _____ 2019.

Participant

Researcher

7.3 Appendix C: Assent Letter Learners



REQUEST FOR PARTICIPATION AND INFORMED CONSENT LEARNERS

Dear Sir/Madam

I am currently busy with a MEd study in Educational Psychology at the University of Pretoria on the following topic: **“The experiences of teachers and learners of being multilingual in resource constrained environments”**. I am required with this degree to interview learners as I will be investigating as stated in the abovementioned topic. Your participation in this research project can greatly enhance my understanding of the phenomena under investigation.

Your participation in this research project is voluntary and you are free to decide not to participate or to withdraw at any time. You are welcome to ask questions about the study before participating or during the study. I will be happy to share the findings with you after the research is completed. I will also need to take pictures, record audio and video during the interview. However, you will remain anonymous. Your name and school name will not be associated with the research findings in any way, and only the researcher will know your identity. The use of the data will be limited to this research project, as authorised by the University of Pretoria and the research will take only 3 days, with 30 minutes maximum per day.

The interviews will not commence until you have agreed participate in this study. If you have read and understood what is expected from you in this document, and you are willing to participate in this study, please complete the form below.

Thank you for your consideration of this request.

Mr Clifford Dihangoane (Researcher)

Telephone number: 0715442749

Email: kgaboclipford@gmail.com

Dr Funke Omidire (Supervisor)

Email: funke.omidire@up.ac.za



Faculty of Education

Fakulteit Opvoedkunde
Lefapha la Thuto

INFORMED CONSENT LEARNERS

Title of research project: **The experiences of teachers and learners of being multilingual in resource constrained environments**

I, _____ the undersigned,
in my capacity as a learner at _____
(Name of school) hereby agree to participate in the above-mentioned research. I
understand that my contribution will be treated as confidential and anonymous, and
that I may withdraw from the study at any time, if I wish to do so.

Signed at _____ on _____ 2019.

Participant

Researcher

7.4 Appendix D: Survey Questionnaire

Please shade each answer with a pen and write an answer where required

*1. Gender

Please shade each answer with a pen and write an answer where required

*1. Gender

- ☐ Male
- ☐ Female

*2. What is your native language?

please specify

*3. Teaching experience

please specify

*4. Nationality

please specify

*5. Age

- ☐ 20-35
- ☐ 35-45
- ☐ 45-60
- ☐ 60+

*6. What is the highest level of your education?

- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Doctorate or Ph.D

Other (please specify)

*7. Please list any other languages that you speak

A.

B.

C.

D.

*8. Based on your experience, indicate which of the following promotes civilized dialogue

- ☐ Multilingualism
- ☐ Monolingualism

*9. On a scale of 1 to 7, with one being extremely unimportant and 7 being extremely important, please rate how important you think multilingualism (multiple language acquisition) is in promoting civilized dialogue.

Extremely
unimportant

Extremely
important

☐ ☐ ☐ ☐ ☐ ☐ ☐

*10. Being multilingual means that being able to speak and understand many languages.

- ☐ Yes
- ☐ No
- ☐ Don't know

*11. Have you ever had a civilized dialogue with those who are different from you in language and in terms of their cultural and religious beliefs?

- ☐ Always
- ☐ Sometimes
- ☐ Never

*12. How does being multilingual affect learners' learning across the curriculum?

- ☐ They are passing well

- ☐ Learn better with multiple languages
- ☐ Learn better from peers speaking your language
- ☐ Does not learn
- ☐ They are failing

Other (please specify)

*13. How does teaching in a multilingual classroom affect your teaching capabilities?

- ☐ Struggle to explain further in other languages
- ☐ Teach effectively

Other (please specify)

*14. How does teaching in a multilingual classroom affect your teaching capabilities?

- ☐ Learners do not understand LOLT
- ☐ Cannot explain to them in their home language
- ☐ Not allowed to speak in any language except LOLT

Other (please specify)

*15. What do you think are the contextual factors affecting learning in the classroom??

- ☐ Little/no resources
- ☐ Teachers not attending classes
- ☐ School Policy (Restrict other languages)
- ☐ No support from school management

Other (please specify)

*16. Answer these questions by indicating whether you strongly agree, agree, disagree or strongly disagree:

Strongly agree Agree Disagree Strongly disagree

	Strongly agree	Agree	Disagree	Strongly disagree
The advantage of multilingualism in the classroom is that you learn other languages and cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The strategy that I use to teach, considering those who do not know or understand language of teaching and learning properly is that I get peer teacher to translate, I also encourage peer teaching among learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The resources that I use to teach effectively are my books only.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The resources that I need to teach effectively are my peer teachers, computers and textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learners are allowed to give answers in another language other than language of teaching and learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The disadvantage of multilingualism in the classroom is that sometimes it is very difficult to teach or explain in other language especially if the language is not popular or not known by learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you received a training to enhance your teaching in multilingual classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you think that the school management supports multilingualism in the school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does the school management support you in any way for effective teaching and learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7.5 Appendix E: Interview Schedule Teachers

Title: INVESTIGATING THE EXPERIENCES OF THE TEACHERS AND LEARNERS OF BEING MULTILINGUAL IN A HIGH-RISK RESOURCE CONSTRAINED ENVIRONMENT.

Questionnaire no:

1.1 School demographics

Characteristics	School A
Name of the school	
Number of learners in each in the school	
Number of learners in each in the class	
Number of learners that speak English at home in each class	
HL offered at the school	
The FAL offered at the school	
Different languages that are spoken by learners in the school	

1.2 Biographical information: (mark appropriate boxes with an x)

Name	
Surname	
Gender (M/F)	
The language that is spoken at home	
Highest qualification	
Subject teaching	

Current grade teaching						
Teaching experience (years)						
Teaching experience in the current school						
Nationality						
Age	20-25	25-30	30-40	40-50	50-60	60+
Proficiency						
Languages that are spoken	Basic		Good		Excellent	
Home language:						
Other languages						
a)						
b)						
c)						

1. What do you understand by the term multilingualism?

2. What do you think are the benefits of multilingualism in classroom during teaching and learning?

3. How does being multilingual affect learners learning across the curriculum?

4. How does teaching in multilingual classroom affect your teaching capabilities?

5. What are the challenges you face when teaching in the multilingual classroom?

6. What do you think are the contextual factors affecting learning in the classroom?

7. What processes are followed for learners to express themselves in other language other than language of teaching and learning?

8. What strategies do you use to teach learners, taking into consideration those who do not know or understand language of teaching and learning properly?

9. What strategies have you developed to enable you to cope teaching in multilingual class?

10. Which resources are available at your disposal for teaching learners with multiple languages in the classroom?

11. What resources do you require to teach effectively? Why?

12. What poses the most difficulty when teaching learners with multiple languages in the classroom?

13. What do you like/enjoy most about teaching learners in a multilingual classroom?

14. What training have you received to enhance your teaching in a multilingual classroom?

15. What are your positive and negative experiences when teaching in a multilingual classroom?

Positive

Negative

7.6 Appendix F: Transcriptions from Interviews

Group discussion 1a: School A

1. Interviewer	Anyone can start, what's your name	
2. L1	My name is Thabo(not his real name), I live with my mother and father and little brother	
3. Interviewer	Do you live; do you stay with your parents as well?	
4. L1	Yes	
5. Interviewer	What language do you speak at home?	
6. L1	I speak Setswana, Swati, Sepedi just few terms	
7. Interviewer	Okay and then which language do you speak, do you use to speak at home? How do you communicate at home, which language do you use?	
8. L1	Sometimes we use English	
9. Interviewer	Sometimes you use English?	
10. L1	Yes	
11. Interviewer	If you don't use English, what language do you use?	
12. L1	Swati	
13. Interviewer	Swati? Okay. Your name?	
14. L2	Hope (not her real name)	
15. Interviewer	Your name is?	
16. L2	Hope Ngwepe	
17. Interviewer	You live with?	
18. L2	My mother and sister	
19. Interviewer	You live with your mother and sister and then what is your home language?	
20. L2	Sepedi	
21. Interviewer	Sepedi, so which language do you use at home?	
22. L2	Sotho	
23. Interviewer	Zulu?	
24. L2	Sotho	
25. Interviewer	Sotho okay	
26. L3	My name is Thato (not her real name) and I live with my granny and uncle	
27. Interviewer	You live with your granny and uncle?	
28. L3	Yes	
29. Interviewer	And then what is your home language?	
30. L3	Sotho and Setswana	
31. Interviewer	Sotho and Setswana, most of the time at home which languages do you use?	
32. L3	Sotho	
33. Interviewer	Sotho, okay "a re utlwe" (let's hear another one)	
34. L4	My name is Phemelo (not her real name), I live with my mother but, and my little sister. My home language is Tswana and I speak Swati a little bit	
35. Interviewer	So usually at home, what language do you use to	

	communicate?	
36. L4	Setswana	
37. Interviewer	Setswana, okay. So now I want you guys to tell me, what do you know, what do you understand by the word multilingual? When we say someone is multilingual, what do you think that means? Anyone?	
38. L4	That it means that someone knows, someone knows many, many different languages	
39. Interviewer	Okay, you, you wanted to say? Oh I thought you were raising your hand. What do you think multilingualism means? Uhh remember you can respond in any language neh.	
40. All	Yes	
41. Interviewer	Yes you are welcome, yah?	
42. L1	Sir I think that multilingual is that someone knows many languages	
43. Interviewer	Someone knows many languages?	
44. L1	Yes sir	
45. Interviewer	Okay but then tell me, what do you think are the benefits of being multilingual? What you think is an advantage of being multilingual? “ ha o lebelletse o nagana gore ha o le multilingual go thusa ka eng?” (What do you think are the benefits of being multilingual?) Yah?	
46. L1	Sir maybe it can mean that it help us to know some many languages	Benefit
47. Interviewer	Mh, “ o mongwe a ka reng?” (Another one, what can you say?)	
48. L4	By helping you to speak to other learners if they, if they know other languages	Benefit
49. Interviewer	So you are able to communicate with others, with other languages? okay but then tell me, mh, in class you have people who speak different languages right?	
50. All	Yes	
51. Interviewer	Uhh let’s say for example you are being taught by a one teacher and then this teacher understands one language neh, maybe she understands her home language, maybe it’s Swati only and then she teaches in English and then asks you a question in English, you know the answer but you don’t know it in Swati. Remember she knows Swati and you don’t know, you can’t say it in English neh. What happens, are you allowed to answer in your home language? Do they allow you to answer in your home language? Cause you know the answer neh but you can... you don’t know how to say it in English and you are being taught in English ne, so what happens, do they allow you to	

	answer in your home language or the language that you understand?	
52. L1	Sir in class when its' Setswana period, mam allows you to speak in Setswana or you can speak in English	Code switch
53. Interviewer	So you are allowed to speak in Setswana, is that what you are saying?	
54. L1	Yes	
55. Interviewer	Okay "Lena?" (you guys?) do they allow you to speak in your home language?	
56. All	Yes	
57. Interviewer	They don't allow you to speak in your home language?	
58. All	No sir	
59. L4	Before you speak in your home language, you must ask the teacher first that you must ask the teacher first that you will answer in your home, in my home language	Code switch
60. Interviewer	Okay so in terms of learning does this affect you in any way, for the fact that you are in a class where you are, uh people or learners of different languages and then you are being taught, do you think it's beneficial? Maybe if you don't understand something, do you ask someone next to you to explain it in your home language, maybe your friend or anyone?	
61. L1	Sir if someone knows what I am saying and understand, and understands my home language I will ask him or her to, to tell me that in my home language	Peer teaching
62. Interviewer	"O mongwe?" (Another one?) yah you can tell me	
63. L4	I will, I will ask someone who knows, who knows the language that mam was asking and then but if , I will ask her or him the first question but the second question if mam ask I will ask the other person	Peer teaching
64. Interviewer	You will ask the other person?	
65. L4	Yes	
66. Interviewer	Okay so now tell me uhm, you are being taught in a class where people speak and understand different languages neh?	
67. L1	Yes sir	
68. Interviewer	Uhh does that affect how you learn? Like do you feel that you learn effectively? Do you that you learn effectively like " o hlaloganya better?" (do you understand better?) cause if mam, if " ba o ratile and wena o sa hlaloganya" (if you were taught but did not understand) something someone "wa go thusa" (helps you) so do you think that you are learning effectively?	

69. L1, L3 & L4	No	
70. Interviewer	No why “o re bjao?” (why do you say so?), “O nagana eng?” (what do you think?)	
71. L4	Because all the time when the person next to me, what, what mam was saying?	Challenge
72. Interviewer	So you feel like you relying on that person?	
73. L4	Yes	
74. Interviewer	Okay so now tell me, uhh, I asked earlier if you are allowed to, to respond in your home language and someone said neh, you are not allowed neh?	
75. All	Yes	
76. Interviewer	So in this case, if you want to answer but then uhh you only understand it in your home language and then don’t allow you to speak in your home language. How do you make sure that you give the answer? What do you do to give the answer, because you want to tell us the answer in class but you are not allowed to answer in your home language right? Remember you are saying that you are not allowed to answer in home language right?	
77. All	Yes sir	
78. Interviewer	And then now you know the answer but you want to tell the class the answer but you know you can’t speak your home language and you don’t know it in English. What do you do? You just keep quiet and say okay cause I don’t understand in English I just leave it?	
79. All	No sir	
80. Interviewer	What do you do?	
81. L4	I will go to the teacher and ask she or him what that, in my home language to explain it to me	Learning strategy
82. Interviewer	You will go to the teacher and ask that, her to explain it in your home language?	
83. L4	Yes	
84. Interviewer	Okay so, so far tell me, have you ever experienced or do you have a negative experience uhh of being taught in a class where people speak different languages? do you have any negative, anything that you feel like “hai waitsi ge re le ka mo classing ya batho ba go bolela different languages uh o bona okare it’s negative, maybe o feela okare e go jela nako or something, cause o mong le o mong a sa hlaloganye ba mo hlaloesetsa ka language ya gage?” (when you in a class of people who speak different languages, you feel like it’s negative, maybe you feel like it’s time consuming, because whenever anyone does not understand he/she is explained to, in his/her home language?)	

85. L1	Sir if they can't understand my home language when they only understand English I will write on the board in English so that they can understand	
86. Interviewer	Okay then tell me, what do you like about being taught in a class where people understand different languages? What do you like? "Keng selo se elore wa serata kaoreng" (what do you like because) you are being taught in a class and this class there are people who know or speak different languages? "Keng nthwe we ratang ka selo seo?" (What do you like about that?)	
87. L4	I love it because I can see that other learners can understand that too	
88. Interviewer	Mh, "o mongwe o reng"? (What's another saying)?	
89. L1	Sir I would like it when ss, most of them understands me and when the others don't understand me they understand other ones, the other ones will tell them what I am saying	Benefit
90. Interviewer	So basically what you are saying is that, it is nice because of, if now we, you are taught something and then someone does not understand, others can then tell others in their home language of which it is the language they understand?	
91. L1	Yes sir	
92. Interviewer	Alright uhh thanks very much	

Group discussion 1b: School A

1. Interviewer	Please relax neh, so I am going to start with you, tell us what is your name and surname	
2. L5	My name is Brian (not his real name), I stay with my mother, s sisters and one brother and one cousin	
3. Interviewer	Mh and then what language do you use to speak at home?	
4. L5	Setsonga	
5. Interviewer	Setsonga?	
6. L5	Yes sir	
7. Interviewer	So everytime you speak Setsonga only, at home?	
8. L5	Yes sir	
9. Interviewer	Okay, whats your name and surname?	
10. L6	My name is Tsholofelo, I live with my grandmother and grandfather and my sister	
11. Interviewer	Mh and then what is your home language?	
12. L6	English and Setswana	

13. Interviewer	English and Setswana. So most of the time, which language do you speak at home?	
14. L6	English	
15. Interviewer	English, okay your name and surname?	
16. L7	My name is Boity, I live with my sister and aunt	
17. Interviewer	And then what is your home language?	
18. L7	Sepedi	
19. Interviewer	Sepedi and then is there any other language that you speak or you understand except Sepedi? So language “tse dingwe gao hlaloganye, a nke o di bolela, o bolela Sepedi fela?” (some you don’t understand some of the languages, you never speak them, you only speak Sepedi?)	
20. L7	And Sotho and English	
21. Interviewer	And Sotho and English okay “ a re utlwe” (let’s hear another one)	
22. L8	My name is Sibongile, I live with my mother and two brothers and a young, younger sister	
23. Interviewer	Okay and then what is your home language?	
24. L8	Setsonga	
25. Interviewer	Setsonga and then is there any other language that you speak other than Setsonga?	
26. L8	No	
27. Interviewer	You only speak Setsonga?	
28. L8	Yes	
29. Interviewer	Even at home you speak Setsonga only?	
30. L8	Yes?	
31. Interviewer	Okay. Yes?	
32. L9	My name is Ntombi (not her real name), I sit with my mother and my father and my mother’s mother. I speak Setsonga, sometimes I speak English	
33. Interviewer	Okay so but usually at home which language do you use to communicate?	
34. L9	Setsonga	
35. Interviewer	Setsonga, okay so mostly “ ke tshwere” (I have people) who speak speak Tsonga? Okay “ Nabulabula” (it means so you speak in Tsonga). “ Ba re bjao akr?” (They say it like that right?)	
36. All	Yes sir	
37. Interviewer	Okay tell me uhh I just have few questions just relax then “ g eke botsisa le relax, le se ke la tshaba go butsis, butsis le arabe ka any language that you can answer akr?” (when I ask you must relax , don’t be afraid to ask, you can answer in any language neh?)	
38. All	Yes	

39. Interviewer	Yah, so tell me what do you think we mean when we say someone is multilingual? “ga re re” (when we say) someone is multilingual, what do we mean?	
40. L6	We mean when you can understand more than one language and speak more than one language.	
41. Interviewer	“O mongwe a ka reng?” (Anyone what do you say?), do you have a different answer maybe? Anyone? Hee so you all agree that it’s when someone speaks and understands more than one language?	
42. All	Yes	
43. Interviewer	Okay so then tell me, what do you think are the advantages of being multilingual as a person, if you are multilingual what do you think are the advantages of being multilingual?	
44. L6	Understanding other languages	Benefits
45. Interviewer	Mh so what you are saying is that if you are multilingual it’s easy to understand other people’s languages	
46. L6	Yes sir	
47. Interviewer	What else, what else could be the advantage? Think about it, if you are in a classroom you are people of different languages you speak Tsonga, you speak Swati and what what. What, all those different languages, what do you think can be advantage? “ga o nagane gore” (don’t you think that) okay if your teacher teaches you and then maybe she says something in another language and wena (you), you don’t understand what would you do?	
48. L6	I will ask my partner, I will ask my partner that can you explain to me, what the teacher is saying.	Peer teaching
49. Interviewer	Mh so can, you will ask your partner next to you?	
50. L6	Yes sir	
51. Interviewer	So don’t you think it’s an advantage because then you can then ask someone in the class? So it’s an advantage isn’t it?	
52. All	Yes	
53. Interviewer	Cause now if you don’t understand something that is being said, you can ask anyone who understands that language akr? (Neh?)	
54. All	Yes	
55. Interviewer	“langhlaloganya” (do you understand me?)	
56. All	Yes	
57. Interviewer	But is there any other advantage that you can, advantage of, let’s say now you were asked a question, she answers in Sepedi but mam doesn’t understand Sepedi and then “wena” (you) you	

	understand English. What would you do in this case?	
58. L6	I would explain to the teacher what she is saying	
59. Interviewer	So “a se advantage” (is it not an advantage?)	
60. L6	It is	
61. Interviewer	Hee?	
62. L6	It is	
63. Interviewer	It is an advantage ne cause then now you are able to continue with communication “ o le witsi language, o le a itsi the other one, o mongwe o explainela the other one akr?” (that one knows the language, the other one knows the other language, the other one explains to another right?)	
64. All	Yes sir	
65. Interviewer	So now tell me how does being multilingual affect your learning in the class, uhh remember you are in class and then “lena le” (you and) the other people who speak other languages and then “ba o ruta” (you are being taught) they are telling or they are teaching you in English maybe mam said something in her home language and her home language is Swati neh	
66. All	Yes sir	
67. Interviewer	So how does that affect you? Mh? “ska tshaba re botse” (don’t be afraid, tell us)	
68. L6	Because I will, because I don’t understand. I don’t understand that language I will ask the teacher what he is saying in my, in my home language	Code switch
69. Interviewer	In your home language and do you think that can make you, maybe fail cause let’s say most of the time the teacher speaks her language if he does not understand in English?	
70. L6	Yes	
71. Interviewer	Mh?	
72. L6	Yes sir	
73. Interviewer	Do you think you will fail?	
74. L6	Yes sir	
75. Interviewer	So are you saying that uhh when you are in a class where there are people who speak or understand different languages uhh are you able to learn effectively or do you feel like you struggle?	
76. L6	I am struggling	Challenge
77. Interviewer	You are struggling/ why do you say you are struggling. Why are you struggling?	
78. L6	Because sometimes when my teacher speaks in Sepedi and I don’t understand her	Challenge

79. Interviewer	So you feel that you or you, what you are trying to say is that you struggle because sometimes the teacher speaks in her language, maybe Sepedi and you don't understand Sepedi?	
80. L6	Yes sir	
81. Interviewer	Okay but then tell me do you feel that affects your studies, do you think it affects your school work?	
82. L6	No sir	
83. Interviewer	It does not affect your school work?	
84. L6 & L8	Yes sir	
85. Interviewer	So are saying at the end of the day you are able to pass?	
86. All	Yes sir	
87. Interviewer	Is there any other factor or any other issue that you feel uhh can or it does affect your learning, like maybe "o feela gore" (you feel that), okay if mam most of the time she speaks sepedi and wena (you), you don't hear everything "ka Sepedi oraore" (in Sepedi does that mean) you are not learning many things cause you don't know the language?	
88. L6 & L8	Yes sir	
89. Interviewer	Mh?	
90. L6 & L8	Yes	
91. Interviewer	So do you feel "gore e" (that it) affects your learning because of you can't learn everything that she is saying in her language?	
92. L6	No, no sir it doesn't affect my studies because I can stand up and go to the teacher and ask what she is saying in English	Learning strategy
93. Interviewer	Okay so now tell me uhm, the teacher asks the question, maybe you are being asked a question in English neh cause that is the language that is being used in class but then you know the answer and then you want to give the answer neh but you only know the answer in your home language. What do you do, how do you then give the answer to the teacher? Are you allowed to answer in your home language? So you said you are Tsonga, are you allowed to give the answer in Tsonga?	
94. All	No sir	
95. Interviewer	You are not allowed?	
96. All	Yes sir	
97. Interviewer	So what do you do give the answer?	
98. L6	We ask	
99. Interviewer	Sorry?	
100. L6	We ask other learners that this answer in English,	Peer teaching

		can you please tell me what it is	
101. Interviewer		So you ask your peers that okay, I want to tell mam that to eat means this in your language, you ask that person or your partner next to you what can I say in English? Is that what you are saying?	
102.	L6	Yes sir	
103. Interviewer		Cause you are saying you are not allowed to answer in your home language?	
104.	All	Yes sir	
105. Interviewer		So it means if you were to give the answer, you ask someone next to you or someone in class to give, to tell you that answer in English so that you can give mam the answer?	
106.	All	Yes	
107. Interviewer		Is that what you are saying?	
108.	All	Yes	
109. Interviewer		Okay so now but then tell me since you are in class of different languages. how do you make sure that you learn and you understand everything cause sometimes for example uhh, if I am a Pedi teacher I come uhh and then uhh I say something in Sepedi or when I teach most of the time, I say certain words in Sepedi and obviously we are to learn akr? (Neh?)	
110.	All	Yes sir	
111. Interviewer		How do you make sure that you learn and how do you make sure that you understand what I was teaching you, sorry even though I was saying it in my home language that you don't understand?	
112.	L6	I would write that question down and when I get home I will ask my grandmother or my grandfather what is	Learning strategy
113. Interviewer		You will ask what does that mean?	
114.	L6	Yes	
115. Interviewer		Okay besides asking your parents at home you don't ask anyone else except at home?	
116.	L6	I ask my teacher, my parents and my friends	
117. Interviewer		Oh even your friends?	
118.	L6	Yes sir	
119. Interviewer		Okay "le se ke la tshaba bo bohle le re botseng akr" (all of you should not be afraid, you must tell us ne?)	
120.	All	Yes	

121. Interviewer	So what do you like most about being taught in a class where people speak and understand different languages?	
122. L6	I like that when someone speaks to me in a language that I don't know I would try to speak the language that he is speaking in and he would correct , correct me	Benefit
123. Interviewer	He would correct you so that can start learning the language?	
124. All	Yes sir	
125. Interviewer	What else do you like about being taught in a class where people different languages?	
126. L6	Because if a Zulu teacher comes to us teaching us another subject if he speaks in Sizulu and in our class there is no one speaking Zulu, we try to speak Sizu. Isizulu	Benefit
127. Interviewer	Mh okay uhm now obviously when you are at school, you are here to learn isn't it?	
128. All	Yes	
129. Interviewer	And you want to make sure that you really learn no matter what , so tell me what are the sources that you think you need in order for you to learn effectively? “gore wena o utlwe gore o utlwa everything ba go rutang yona we utlwile, wa e hlaloganya pila” (for you to feel that you are learning what you are being and you understand very well), what are the resources or the things that feel you need for you to learn effectively? “ge o sa hlaloganye” (when you don't understand) question you can ask then I can rephrase it akr “neh”?	
130. L6	Sir I don't understand your question	
131. Interviewer	You don't understand? Let's say for example I was asking you that okay if mam said something in Swati, you don't understand Swati, what do you do to understand that? You said you ask your friend	
132. L6	Yes	
133. Interviewer	He is part of your resources, so when I say what resources do you need for example you can ask your friend, “o ka fihla ko gae wa utlwela di audio tsa that language, maybe o bolela ka Sepedi wa ithuta Sepedi you know” (you can listen to the audios of that language, maybe she speaks Sepedi, you can learn that Sepedi you know)	
134. L6	Yes	
135. Interviewer	“o ka nyaka dibuka tsa Sepedi if ke Sepedi” (you can use Sepedi books, it it's Sepedi), something like that so wena (you), in your case what do you think are	

		the resources that you need to learn effectively? “ntho engwe le engwe ye o e berekisang or motho o mongwe le o mongwe o mo kgopelang e nna resource ya gago, ke resource” (anything or anyone that you use is your resource, it’s a resource). Resources don’t mean material only neh. “a re bolele ka dilo tse elore ke dilo tsa go se bolele “ (let’s talk about non-living things) and even people or other things “ ke diresources” (are resources). So what do you think are the resources that you can, you would need to learn effectively?	
136.	L6	Mh, my teacher, and other teacher says	Resources
137.		Your other?	
138.	L6	Teacher	
139.		Other teacher?	
140.	L6	Says something in Sepedi and I see, I speak Sepedi but not that clear. I, I go to the teacher and ask that this answer is right, I write, I wrote it on a paper	
141.		Mh so a teacher already is your resource?	
142.	L6	Yes	
143.		“ ko gae ga le ba butsi” (don’t you ask at home?)	
144.	All	“ra ba butsi” (we do ask them)	
145.		Uhh who do you ask?	
146.	All	My parents	
147.		Uhuh	
148.	L9	My parents	
149.		Your parents? Who do you ask?	
150.	L6	My mom	
151.		Like think about it when you are doing home activity at home, who do you ask to help you?	
152.	L6	My older sister and my brother	
153.		“and wena o butsi mang ga o fihla ko gae?” (what about you, who you ask when you are home?). who do you ask to assist you with home activity or assignment maybe you don’t understand something, who do you ask to help you?	
154.	L7	My aunt and my sister	
155.		Your aunt and your sister. <i>Pointing another one.</i> Who do you ask?	

156.	L5	My cousin	
157. Interviewer		Your cousin, so those people are your resources because you can get information from them for you to complete your task akr “neh”?	
158.	All	Yes sir	
159. Interviewer		“ba bangwe” (some of us) we use computers, we use “le utlwelela di audios” (you listen to audios), all those things akr “neh”	
160.	All	Yes	
161. Interviewer		So those are our resources “ke batho ba elore r aba berekisa akr” (they are the people that we use right?), so now I want you to tell me, are there any challenges that you face when you are being taught in a multilingual class? In a class where people speak different languages, is there any challenge?	
162.	L6	Yes sir	
163. Interviewer		Yes, what are those challenges?	
164.	L6	Because I speak this language and my partner speaks in a, another language and my teacher is speaking the same language that my partner is speaking. I can ask my partner what does it mean	Challenge
165. Interviewer		Okay, anyone else, is there any challenge that you face uhh being taught or being in a class where people speak different languages? any other challenge?” maybe ba re roga” (maybe some insults you in their home languages)? anything? Yah tell us go on and tell us	
166.	L9	Maybe I don’t understand SeSwati , if I don’t understand this one and my partner who is sitting with me is to, I will ask him what this means in Swati talk about	Challenge
167. Interviewer		Alright, thank you very much...	

Group discussion 2a: School B

1. Interviewer	...okay tell me from your knowledge or what do you think the term multilingual means? Multilingual, anyone who knows what does the word multilingual means? Anyone? Anyone can answer “ga le sure?” (You are not sure?)	
2. All	Yes	
3. Interviewer	Okay when we say someone is multilingual, is someone who can speak or understands more than one language. So this person can speak and understand other languages other than home language. If “wena” (you), you are Swati you speak	

	Swati at home it means you understand Swati, maybe Zulu as well and Sepedi as well you are multilingual because you understand more than one language neh? "le sharp?" (are you okay?). Do you understand?	
4. All	Yes	
5. Interviewer	Did you understand what I said?	
6. All	Yes	
7. Interviewer	"o teng" (Is there anyone) who can tell us what I said? What do you think multilingual means?	
8. L13	Multilingual man, means that, well one per, one person that are in, if I speak Swati, he speaks Swati, if I know other language, I can speak it	
9. Interviewer	Okay "wena" (you) Lerato (not real name), what do you think multilingual, you can give me an example. Yah?	
10. L12	A person who can speak different languages	
11. Interviewer	A person who can speak different languages yes. Wena (you), what do you think?	
12. L11	Mh someone that is good at different languages like Afrikaans	
13. Interviewer	Mh okay	
14. L10	Someone who is good at all the languages	
15. Interviewer	Someone who is good in all languages? okay so imagine it's you who understands so many languages neh, you understand Afrikaans, you understand Zulu, you understand Swati. Uhh if you understand all these languages, what do you think can be a benefit to you? If you understand so many languages?	
16. L13	I think the benefit in other schools, when I change a, change a school I can speak all this languages	Benefit
17. Interviewer	You can speak all this languages? Okay "o mongwe" (another one?), now you can speak so many languages, imagine wherever you go you speak these languages. What do you think can be a benefit, or let's say you are in the class. In this class there are people who speak Zulu, someone speaks Swati, someone speaks Ndebele and you actually understand all these languages, what do you think can be a benefit to you? What do you think is an advantage? Anyone? Yah tell us Lindo (not real name)	
18. L11	I think that I will go to, know how to speak to everyone and to understand the person's language	Benefit
19. Interviewer	You can be able to speak to anyone and you can understand that person's language because you are multilingual right? "wena" (you) what do you think? "ke batla bo bohle le mpotse" (I need you all to participate), what do you think?	
20. L10	I can get to another school and they will teach that language	Benefit
21. Interviewer	You can go to other school and they can teach you that language? Okay	

22. L12	I can visit another cou, countres	
23. Interviewer	Mhh	
24. L12	And I will understand them when they talk to me with different language	Benefit
25. Interviewer	Yes because you understand the languages “akr” (neh). So imagine in the classroom you are this person who understands the different languages neh, uhh how do you think that will affect, will affect your learning? Remember when you say someone can speak more than one language, the person is multilingual right? So you are this person who is multilingual in this classroom. How do you think that will affect your learning?	
26. L13	It will affect my learning because he, he knows languages that I don’t know	Challenge
27. Interviewer	Mh but if you are that person who can speak those languages, you understand the different languages. How does that affect your learning?	
28. L13	I will be understanding things	
29. Interviewer	You understand things? “ba bangwe ba reng” (what are the others saying?). if you are multilingual in the classroom meaning you understand different languages. How will that affect your learning? Are you going to be able to pass?	
30. L10	<i>Agreeing with his head</i> , because some people will not understand me.	Challenge
31. Interviewer	Some others will not understand you?	
32. L10	Yes	
33. Interviewer	“O mongwe” (another one?) yah?	
34. L12	Could be part because I could pass any language	
35. Interviewer	You could be?	
36. L12	I could pass any language	
37. Interviewer	You could pass any languages?	
38. L12	Yes	
39. Interviewer	Okay so now uhm, uhh obviously in the class there are many people who speak different languages right?	
40. All	Yes	
41. Interviewer	Neh, so obviously if people speak different languages it means these people are multilingual “akr” (right?)	
42. All	Yes	
43. Interviewer	So how does being taught in a class that is multilingual, uh affect your learning abilities?	
44. L13	Well it affects me because when I can’t speak another language, because they can teach me how to speak it.	Benefit
45. Interviewer	They can teach you the language?	
46. L13	Yes	
47. Interviewer	Okay “o mongwe” (another one?). What do you think Themba (not his real name)? uh how does being taught in a multilingual class meaning in a class where people understand and speak different languages, languages affect the way you learn?	

48. L12	It could be fun because you will learn new languages to other people	Benefit
49. Interviewer	Mhh yes, what else? Do you maybe struggle to learn? Let's say maybe uhh you are Shona (Zimbabwean language) or you speak Tsonga for an example ne, and then you are being taught in English but then some of you maybe don't understand English properly. Then mam asks "do you understand"? And you say no because you don't understand the word that she used in English, and then she explains in Setswana and you don't know Setswana. How do you, how do you then learn that word or that meaning of that word?	
50. L11	If my friend knows my language I will ask him to explain the language that the teacher spoke to the classroom and she or he will explain it to me	Peer teaching
51. Interviewer	Okay "o mongwe a ka irang?" (What can the other one do?). What would you do?	
52. L13	If I have homework for English, I will ask my mom to help me	Learning strategy
53. Interviewer	Mh, so you will ask her at home?	
54. L13	To understand this language	
55. Interviewer	Okay. Yah?	
56. L10	I will ask the teacher to explain it and then in the language I know	Learning strategy
57. Interviewer	You will ask the teacher to explain in the language that you know?	
58. L10	Yes	
59. Interviewer	Okay. So now tell me, obviously somewhere there is a certain word maybe that you don't understand in English and then you want to say, let's say you are trying to answer but this word you can't say it in English, you don't know how to say it in English and then you are being taught in English neh Uh what happens, how, are you allowed to speak in your home language to give that answer? What happens in the class, do they allow you to answer in your home language?	
60. L11	No	
61. Interviewer	Okay	
62. L10	Some people will not understand me	Challenge
63. Interviewer	Some people will not understand? So what happens? Uh mam comes into the class and say uhh "anyone tell us uhh what does the word multilingual mean?" and you know what does multilingual means but the problem is you don't know how to say it in English but you know the answer, and no one is answering at that time, it's only you who is raising hand and say "I know the answer" but you can't say it in English. You can only say it maybe in Zulu or Tswana, are you allowed to do that in class? Do they allow you to explain it in the class?	
64. Tl10 & L11	No <i>shaking her heads</i>	
65. Interviewer	They don't?	

66. All	No	
67. Interviewer	Okay uhm obviously you are in a class where many languages are being spoken, do you find yourself learning and understanding everything that mam teaches you? Mh?	
68. L11	No because other words are difficult	Challenge
69. Interviewer	Mh	
70. L11	To understand	
71. Interviewer	Okay, anyone else?	
72. L13	Uhh because the other words are uhh are not the same	
73. Interviewer	Mh, okay, Themba what do you think? So in class are you always taught in one language all the way?	
74. All	No	
75. Interviewer	So mam mixes the languages? Let's say she is teaching you in English, she does, she mixes with Setswana and Zulu?	
76. L10, L11 & L13	No	
77. Interviewer	Which language does she use mostly?	
78. L10 & L11	English	
79. Interviewer	English? So you are being taught in English all the way?	
80. All	Yes	
81. L11	But except when it's home language	
82. Interviewer	Except when it's home language? Okay, alright. So tell me uhh for you to learn effectively, for you to learn best, what resources do you think you need?	
83. L13	I because I will need it to learn well and know a language. I need to practice more when they bought me a book for it.	Resource
84. Interviewer	Mh okay, what else? What do you need? Any resource? Any resource can be any material. Yah?	
85. L10	I will ask a book of that language and study it until I know it	Resource
86. Interviewer	Okay what else? Someone earlier said if I don't understand something I ask my friend. Let's say mam say it and then the friend speaks Swati and understands Swati and you don't understand Swati then you ask your friend isn't it?	
87. L11	Yes	
88. Interviewer	Okay don't you think maybe you also need someone who understands another language or who understands English?	
89. L13	I think that when I saw someone who does, who understands the language, I, he can, she or he can teach me how to speak it	
90. Interviewer	Okay, uhm how, uhh tell me what do you like about being in a class where people speak different languages? What do you like about that? What do you like?	
91. L10	Because I will know many languages that I don't know	Benefit
92. Interviewer	You will learn new languages? Okay anyone else?	

93. L12	It's fun to learn new things from others	
94. Interviewer	Okay	
95. L13	It is fun because when I, when I go, I go to visit the, they are talking to me in another language, I can speak it.	Benefit
96. Interviewer	Okay cause you learnt it in the class?	
97. L13	Yes	
98. Interviewer	What do you think Lerato?	
99. L11	I can ask someone in the classroom to help me to know that language because if I grew up and my mother took me to go somewhere that they speak other language that at South Africa they don't speak. I will not know it, but if I went to school and learn that language I will know it best	Peer teaching
100. Interviewer	Okay, uhh Junior (not his real name) tell me, what languages do you speak and understand?	
101. L13	I understand Zulu and Zulu and English	
102. Interviewer	You understand Zulu and English?	
103. L13	Yes	
104. Interviewer	What is your home home language?	
105. L13	Sezulu	
106. Interviewer	Sezulu? So you only understand the two languages?	
107. L13	Yes	
108. Interviewer	Even at home you speak Zulu? Okay and then "wena?" (You?) Boitumelo (not her real name)?	
109. L12	Its' English and Sepedi	
110. Interviewer	English, you understand English, you understand Sepedi, you understand Setswana? Which language do you speak at home?	
111. L12	Setswana	
112. Interviewer	Okay and then Lerato?	
113. L11	English, Sezulu, Sepedi	
114. Interviewer	Oh so you understand English, you understand Zulu and Sepedi but what is the language that you use at home?	
115. L11	Sezulu, sometimes Sindebele	
116. Interviewer	Sezulu sometimes Ndebele at home?	
117. L11	Yes	
118. Interviewer	Okay and then Themba?	
119. L10	Sepedi, Setswana and English	
120. Interviewer	You understand Sepedi, Setswana and English, but then at home which languages do you speak?	
121. L10	Setswana	
122. Interviewer	Alright... guys thanks very much...	

InterviewTeacher 1: School A

1. Interviewer	Thanks a lot again for being my participant mam	
2. T1	Sure sure	
3. Interviewer	It means a lot, and you can answer in any language neh	
4. T1	Yes	
5. Interviewer	Yes, so without wasting any time, before we can start you can just tell us who you are, just name and surname	
6. T1	Okay I'm Debra Bonang (not her real name)	
7. Interviewer	And where do you stay?	
8. T1	Uh I live in Mabopane in Morula View	
9. Interviewer	Okay and then what is your home language?	
10. T1	My home language is Northern Sotho but I only talk Setswana	
11. Interviewer	Ooh your home language is Northern Sotho but you speak Setswana?	
12. T1	Ya	
13. Interviewer	So even at home you speak Setswana?	
14. T1	Yes	
15. Interviewer	Okay, are there any other languages that you can speak?	
16. T1	Yes, English, Afrikaans, I'm trying to speak Sizulu	
17. Interviewer	Okay and then how long have you been teaching?	
18. T1	I've been teaching for twenty four years	
19. Interviewer	Mh that's been long neh?	
20. T1	Yes	
21. Interviewer	Okay, so mam tell me what do you understand by the term multilingualism?	
22. T1	Ya, when speaking about multilingualism is when speaking different languages and even if you are not a, for example Setswana you can speak under languages like Sepedi, Zulu, Afrikaans and so on.	
23. Interviewer	And then based on your teaching experience or knowledge do you think that multilingualism promotes civilised dialogues especially in the schools?	
24. T1	Ya I do, I do because uhh since we are South Africans and we are expected to know all the languages. I think it will be important for these learners to know those languages so that they able to communicate in whatever language they want	
25. Interviewer	Okay, uhh what do you think are the advantages of being multilingual?	
26. T1	Uhh I think the advantage is when you meet someone who is a Tsonga and then you are not a spo, a Tsonga	Benefit

	person you will be able to communicate with him, especially that maybe he is unable to talk your language and I will even make him aware that he is or he must know your language too.	
27. Interviewer	Okay and then how does being multilingual affect the learners' learning you know, across the curriculum?	
28. T1	Ooh, hey number 1-wasting of time, ya time will be wasted whereby learners will be struggling to understand what other language or class mates are saying and then it's where now we stop and start to learn their languages.	Challenge
29. Interviewer	Okay and personally as a teacher, how does teaching in a multilingual class affect your teaching capabilities?	
30. T1	The very same story, it really waste my time because I have to stop and explain in Setsonga, in Setswana for everyone to be uhh, satisfied.	Challenge
31. Interviewer	Okay, so it consumes lot of time?	
32. T1	Yes	
33. Interviewer	Okay and then other than what you just said about time consumption, uuh what are the other challenges that you face teaching in a multilingual class	
34. T1	Myself, you find that I don't know the language, I have to look for someone who knows the language and then time will be wasted.	Challenge
35. Interviewer	Okay Uhm what are, what do you think are contextual factors that affect learning in the class?	
36. T1	Mh because already time will be wasted, the performance, the performance is not going to be good	Contextual Factor
37. Interviewer	Okay and usually, obviously in a multilingual class it means it is learners of different languages, so what processes are being followed for learners to express themselves, taking into consideration those who maybe cannot really speak or understand language of teaching, is there any process or procedure being followed whereby the learners are allowed to express themselves in other language?	
38. T1	I don't know if I don't understand you	
39. Interviewer	Okay, Are you saying are they allowed to speak their language?	
40. T1	Are they allowed?	
41. Interviewer	Yes to be able to give answers in their home language?	
42. T1	Yah, especially in Natural Science and Technology in Grade 4, those learners are allowed to speak their language because you find that they know an answer	Code Switch

	in their languages, yah they are free to use their language	
43. Interviewer	Okay, just to understand what you are saying, they are allowed or are you as the teacher allowing them to give the answer in their own home language?	
44. T1	They are allowed because even in their text books there are those words that are written like “Sehlare” (Tree), you find that she knows a tree but she forgot, then this word we, she must say it a tree and then he just say in his words in speech.	Code switch
45. Interviewer	Okay and then are there any strategies that you use to teach learners when you try to accommodate those who don’t speak or who don’t understand the language of teaching?	
46. T1	Hai (She Laughs)	
47. Interviewer	Like for example you are teaching them and then there are learners who don’t understand English obviously and they learn, they know their home language obviously because it’s their home languages, uhh what do you do in this case to try to make sure that they also learn or hear what you are saying?	
48. T1	Mh, most of the time I use pictures, I draw and then by the look of the picture they will be knowing	Teaching strategy
49. Interviewer	So it makes them understand easier?	
50. T1	Yes	
51. Interviewer	Okay, so for you personally as a teacher are there any strategies that you have developed to, you know, help you to cope teaching in a multilingual class?	
52. T1	Mh, I sometimes meet with my colleagues and ask of ass, advices.	Peer Teaching
53. Interviewer	Okay, for example if learners are saying something in their home language, you don’t understand you ask your peer teachers?	
54. T1	Yah	
55. Interviewer	Alright and then are there any resources that you have, that you usually use to teach in a multilingual class?	
56. T1	At school we don’t have those resources but because of planning, if I know that I’m going to uhh to teach about 1,2,3 I ask these learners to bring along some of the objects from home	Teaching strategy
57. Interviewer	Alright and then what are the resources that you think you need to teach effectively?	
58. T1	Hello “she laughs”	
59. Interviewer	Are there any resources that you feel like, If I have this then I think I will be able to teach effectively?	

60. T1	Books, charts	Resources
61. Interviewer	Books, charts?	
62. T1	Yes	
63. Interviewer	Alright what is the most difficult thing that you experience when you teach in a multilingual class?	
64. T1	The what?	
65. Interviewer	The most difficult thing that you experience when you teach in a multilingual class?	
66. T1	Yah I think when I come to class to class unprepared then when a learner is asking me this question, you find that I'm unable to answer	Challenge
67. Interviewer	You are surprised?	
68. T1	Yah	
69. Interviewer	Okay	
70. T1	Yah	
71. Interviewer	Uhh other than the challenges what do you like or what do you enjoy most teaching in a multilingual class?	
72. T1	"She laughs" I like it when a Tswana learner maybe speak in Tsonga, yah the the pronunciation of those words and you find that its so fun but at the end it makes them to learn	Benefits
73. Interviewer	Causes then they are learning even the accent is not the same?	
74. T1	Yah	
75. Interviewer	Alright uhh have you ever received a training to be able to teach in a multilingual class?	
76. T1	I haven't	Training received
77. Interviewer	Alright thanks very much mam....	

Interview Teacher 2: School A

1. Interviewer	Thank you mam.....we can get started okay, "O sharp" (are you ready)?	
2. T2	Yes I am fine	
3. Interviewer	Okay, before we can start mam, what is your home language?	
4. T2	My home language is Isizulu?	
5. Interviewer	And then do you communicate in Zulu at home?	
6. T2	Yes, uhh ye, we Zulu fluent speaking people	
7. Interviewer	And then at work or at school which language do you use to teach?	
8. T2	The language of teaching and learning in our school is English	
9. Interviewer	It's English?	
10. T2	Yes	
11. Interviewer	So throughout the subjects you teach in English?	

12. T2	Yes, I teach in English, except when I teach home language	
13. Interviewer	Okay and then what is your teaching experience, in terms of years?	
14. T2	Five years	
15. Interviewer	Five years?	
16. T2	Yes	
17. Interviewer	Okay and then from your knowledge what do you think or from your knowledge what do you understand by the term multilingualism?	
18. T2	Multilingualism?	
19. Interviewer	Mh	
20. T2	It's a, it's a use of more, one, two or more languages. It's either by group or just by an individual	
21. Interviewer	Okay and then do you think based on your experience or knowledge that multilingualism in some way promotes civilised dialogues especially in schools or anywhere?	
22. T2	I would say yes, based on the new South Africa that that we live within it's a yes because we are so diverse and then we just wanna embrace the di, how different we are	
23. Interviewer	Okay, base, and then what do you think are the advantages or the benefits of multilingualism in the classroom?	
24. T2	For, for learners and for learners?	
25. Interviewer	Yah, in terms of teaching and learning	
26. T2	Teaching and learning?	
27. Interviewer	Yes	
28. T2	For learners and for myself I have learned uhm, 3,4,5 if I say paragraph in another language because I first came to Gauteng only knowing Isizulu and just English do you understand	Benefits
29. Interviewer	Mh	
30. T2	And then after teaching in this kind of environment now I can hear Setswana learners speaking, but you if sometimes it's difficult to respond and then even their culture	
31. Interviewer	Okay	
32. T2	Being exposed in so many languages makes one to learn a few terms and few words and phrases and whatsoever	Benefits
33. Interviewer	Okay, so to understand what you are saying it's beneficial in some way because you get to learn other people's languages	
34. T2	Mh as an individual yes, it's okay	
35. Interviewer	Alright and do you feel like it contributes in terms of their learning?	
36. T2	Hee to that part hey I am not sure about it, I am not sure	
37. Interviewer	Okay, then what do you think or how does being multilingual affect learners' learning? For example do you feel like if they are in a multilingual class, then you are teaching something maybe you said something	

	that they don't understand, then maybe their peers can explain to them. Do you feel like it contributes to their achievement?	
38. T2	It does contribute to their achievement because if, if you were to say that no one knew what I was saying and then no one could explain it even further in their language, uh the topic or that lesson wouldn't be effective as it was supposed to be but if someone could just step in and say mam is trying to say mam is trying to say this and then everyone goes like "ooh okay that's what mam says" yeah it does	Challenge
39. Interviewer	Okay and do you think or how does teaching in a multilingual classroom affect you as a teacher, how does it affect your teaching capabilities?	
40. T2	Hey it does because I am just a Sizulu, A Zulu girl and then I am teaching Tswanas, Pedis, Ndebeles and then if I want to explain, for example I'm an English teacher and then if I want to explain a certain term or certain concept then I can even explain it in Sizulu, maybe the Ndebeles will just understand because its closer to Isizulu but the Tswanas will be hey mam what you just said just makes no sense to me, they could not grasp, it doesn't make any sense to me	Challenge
41. Interviewer	Okay, but then other than what you said, are there any other challenges that you face when you are teaching in a multilingual class?	
42. T2	Uhh the fact that I cannot use all, I cannot speak all the languages that the learners could understand, yes	Challenge
43. Interviewer	Okay and then, meaning you are unable to explain to other learners?	
44. T2	Yes	
45. Interviewer	In their home languages Mostly?	
46. T2	Yes	
47. Interviewer	Okay so obviously as learners learn in this classroom somewhere somehow their learning can be affected especially because of there's diverse languages?	
48. T2	Yes	
49. Interviewer	So what do you think are the contextual factors that affect learning in the classroom?	
50. T2	Number 1 I would say the resource, number 2 I'm not properly trained, that one I'm just gonna say I'm only trained to teaching just one language and also our school having this policy that there's one language there is teach, the language of teaching and learning in the school is just English, it also make me just to be, just focus on that one language, and then not be able to divert and then that makes the learner who doesn't understand even that English I'm speaking to him or her very difficult for him or her to just grasp what I'm saying, yah.	Contextual Factors
51. Interviewer	So, but do you feel that the school policy restricts you?	
52. T2	It does, it does because for example if I were to speak	
53. Interviewer	So uh code switch, it's not allowed	

54. T2	Yes it's not allowed, if I were to teach for example, just teach learners, we are doing plants, regardless that I know the plant in another language I just have to tell them it's Alu, and then they say what is Alu mam? Like Alu is that green, like the plant that is outside, next to the tree and then Alu, and then it divert it and say it in another language. I said no I am talking about Alu, do you understand?	Challenge
55. Interviewer	Yah, so in this case as you are saying in the school policy restricts you, in terms of what you just said, so I'm wondering what processes are being followed for learners to express themselves in terms of other languages except their home language?	
56. T2	No except when it comes to September, where we go to the, is it there is a holiday, there is a holiday in September where we celebrate, yes	
57. Interviewer	Okay, Heritage	
58. T2	Yes, then now we have to embrace that we have Tsongas, Zulus and then they will start saying hey teachers you have to just prepare them to so speeches in their language and whatsoever and then it ends there.	
59. Interviewer	Okay, so other than that learners are allowed to maybe respond or give answers in their home languages especially during uhh, subjects like English or other languages where you are saying medium of instruction language is English?	
60. T2	According to the policy that is correct	School policy
61. Interviewer	Okay and then in this case, what strategies do you use as a teacher taking into consideration learners who really don't understand English, so in this case what do you do to help them understand or help them learn better?	
62. T2	To tell you the truth we as teachers we, we kinda move away from whatever the policy say, because we could see that at the end of the day the learners are suffering, that's where you involve like peer teaching, do you understand guys, help me to explain this exactly when I say this, what exactly do I mean? And then one would explain rather than that or you know a background when I say okay when we doing Idioms in English what do you call them in Setswana or Sepedi, ooh okay then you go and explain to the learners but rather than that there is nothing.	School policy
63. Interviewer	Okay so in this case to understand uhh, if learners are not necessarily allowed to speak in their home language, personally you don't agree with the idea, right?	
64. T2	Yes I don't...	
65. Interviewer	So in this case personally what strategies do you use or have you developed to enable you to cope teaching in such environment?	
66. T2	If I were to develop something like that, that means I	School

	would be going against the policy, so it's not allowed that means I will not be obeying or I would not be aligning myself with what the school wants or what the school is trying to implement so as a teacher I'm not allowed except to just do it informally so, like I am saying to you peer teaching asking assistance from other teachers	policy
67. Interviewer	Okay then other than that you just follow the policy?	
68. T2	Yes	
69. Interviewer	Okay so in this case uhm which resources are available at your disposal that helps you in terms of teaching especially or taking into consideration the diverse learners with diverse languages?	
70. T2	Nothing	Resources
71. Interviewer	You don't have any?	
72. T2	No I don't	
73. Interviewer	So which resources do you feel you need to teach effectively?	
74. T2	Uhh number 1, I would say uhm visual post do you understand?	Resources
75. Interviewer	Mh	
76. T2	Visual post will, we then have maybe just one term being explained in four different languages do you understand? Then I will know that when I talk of a car in Isizulu is this in Isepedi and in Setswana, okay I will be able to explain it to them. Okay guys I am talking about ooh, do you understand? And then also if the school just or the department, whoever is in charge could equip teachers like me do you understand?	Resources
77. Interviewer	Okay	
78. T2	To be familiarised with this...	
79. Interviewer	Okay, meaning you need to?	
80. T2	Yes	
81. Interviewer	Okay so tell me in your teaching experience in such school or in this school in particular, what poses the most difficulty when teaching uhh with multiple languages or multiple learners with multiple languages?	
82. T2	Effective teaching and learning does not take place, that means the results are gonna suffer, that means whatever was their aim or the goal of the lesson is not actually achieved, it's achieved by limited number of learners and then those who don't understand the language suffer the most.	Challenge
83. Interviewer	Okay and then what do you like most in terms of teaching in a multilingual classroom?	
84. T2	That you are exposed to different languages, different cultures and then you find yourself trying to speak the language and then you don't have right, correct accent and then you sound like a white person trying to speak an African language and then yah, and then being able to hear even in your broadcasting in your media now when they speak of the uhh speaking using that language you are able to grasp. Ooh they	Benefit

	like saying this because I learned it from any learners.	
85. Interviewer	So basically these are the positive things you like about multilingual classroom?	
86. T2	Yes	
87. Interviewer	Are there negative things that you don't really like about teaching in a multilingual class?	
88. T2	It's very difficult for me to give them the quality, uhh teaching and learning that they deserve because I cannot explore myself into a such a huge, uhh if I could say space where I could explain to them each and everyone's language so that they could understand because myself I don't have the understanding and the knowledge of the language except for the one that the school is using	Challenge
89. Interviewer	Okay so are you saying in some way as much as you teach you feel like you are always leaving others behind coz you are not able to explain to them?	
90. T2	I know that I am always leaving others behind	
91. Interviewer	Okay and then you said you have never received any form of training in terms of being able to teach in a multilingual class?	
92. T2	No	Training received
93. Interviewer	Alright uh mam thanks very much...	