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**Investigating the Incremental Implementation of
African Languages Program:
A case study of two Primary Schools in South Africa**

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Abstract

The study seeks to investigate the Incremental Introduction of African Languages (IIAL) program in relation to the teaching and learning of isiXhosa in Grade two classes. It is set to focus on the guidelines for implementation of IIAL, in schools that did not implement African languages in the Foundation Phase before. The complexity of multilingualism in South Africa where African languages are given a lower status than English and Afrikaans. Furthermore, the teaching of African languages as additional languages assumes a particular substance in my study. The purpose of my study then is to find out the teaching strategies that are being used by the isiXhosa teachers in implementing IIAL to multilingual learners with different linguistic backgrounds, and the type of support given to teachers by the Department of Basic Education (DBE) in implementing IIAL, which is a new program meant to focus on the development of African Languages. The implications of IIAL for accommodating language diversity will also be taken into consideration.

The main theories used are Bronfenbrenner's Ecological Systems theory (1978) and Vygotsky Sociocultural theory (1978) that focuses on the family, economy and political structures as factors that influence a child's transition into adulthood. Some other theoretical perspectives are also employed. To achieve my research objectives, I used a qualitative research design with in-depth interviews, class observations as well as document analysis. The research participants were teachers teaching in the Foundation Phase in the former Model C schools in the Northern Suburbs, Curriculum Advisors as well as the Government official in the Western Cape Education Department (WCED). In reviewing literature, I found that a lot has been done in South Africa with regards to the teaching and learning of African languages in Higher education as well as politics revolving the area. However, there is little that has been done on Foundation Phase research in these areas. Presently there is no study that has looks at the implementation of IIAL focusing on teaching and learning isiXhosa as Second Additional Language in former Model C

Schools. It is assumed that the study will come up with more strategies and guidelines on how to teach African languages to multilingual learners in the Foundation Phase.

KEYWORDS

Language acquisition, Foundation Phase, former Model C Schools, multilingualism, language diversity and inclusion.



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Abbreviations and Explanations

ANC	African National Congress
BICS	Basic Interpersonal Communicative Skills
CALP	Cognitive Academic Language Proficiency
DBE	Department of Basic Education
DOE	Department of Education
IIAL	Incremental Introduction of African Languages
L2	Second Language
LIED	Language in Education Policy
MRQ	Main Research Question
NCS	National Curriculum Statement
NDP	National Developmental Plan
NCAP	National Curriculum Assessment Policy Statement
NGO	Non-Governmental Organization
OBE	Outcome Based Education
RNCS	Revised National Curriculum Statement
RSA	Republic of South Africa
SAL	Second Additional Language
SLA	Second Language Acquisition
SRQ	Sub Research Question
UNESCO	United Nations Educational Science and Culture Organization
UWC	University of Western Cape
WCED	Western Cape Education Department
WCLC	Western Cape Language Committee
XFAL	Xhosa First Additional Language
XSAL	Xhosa Second Additional Language

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CHAPTER 1: INTRODUCTION

1.1 Context and background for the study

This research study covers three essential, central and interrelated background contexts: the language in education policies that promote multilingualism, the politics of language use, focusing on how the legacy of the past laws affects the new ones and the ways in which teachers implement multilingual teaching in schools. The study considers the constructivist paradigm inspired by Vygotsky's (1978) sociocultural theory in observing how learners in former Model C Schools learn Xhosa Second Additional Language (XSAL) using on their previous knowledge and ideas from their different language backgrounds.

Vygotsky considers education to be a specific form that has important and unique developmental consequences. Education is not just an understanding whereby knowledge is obtained, but it indeed an intentional organised activity that restructures mental behaviour (Lantolf 2008:16).

In other words, both the children's minds and their environment play an important part in second language acquisition of which it is XSAL in the case of this study. Nevertheless, I will concentrate much in chapter two on issues revolving second language acquisition and sociocultural theories cited amongst other researchers by (Ngwaru and Sivakumar 2017, Bhatia, (2017), Compernelle 2014, Lantolf 2008, 2006, Mantero 2007).

Before I concentrate on discussions underpinning the study, I will give a brief definition of terms. The term *multilingualism* is used as an umbrella term that includes both bilingualism and multilingualism and it is devoted to the study of production, processing, and comprehension of two and more languages, respectively (Bhatia 2017:1). In this regard, it is worth mentioning that much of the traditional linguistic research on bilingualism and multilingual learning and teaching are generated from amongst other models Noam Chomsky's generative grammar (1965) that deals with language competence rather than language use. The researchers that concentrate on

structural and descriptive approaches to language learning and teaching, focussing on linguistic structures according to the natural sequence of first language learning, are amongst others (Jessner 2003, Cenoz 2000, Hoffmann 2000). According to Burch (2005) to concentration on structural and descriptive approaches to language teaching and learning, is a monolingual model. Language use according to Vygotsky's (1978) sociocultural perspective gives an idea that language is a social tool that we use in social settings as it acknowledges children's language background in teaching and learning an additional language and these researchers agree with that view (Marácz 2014, Phillipson, Robert and Skutnabb-Kangas 2013, Garcia 2008, Lantolf 2008, Archard and Niemeier 2004). The Ecological linguistics according to Mantego (2007) gives a key framework in language education that goes beyond the community use. However, as I have mentioned above, I will concentrate furthermore on this controversy of monolingual and multilingual teaching and learning practises in chapter two.

In this study *monolingualism* refers to the practise of teaching and learning English and Afrikaans neglecting the learning and teaching of African languages. At the same time consideration is given to the aims of the National Curriculum and Assessment Policy Statement (NCPS 2011) Grades R-12 document that aims at "equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country" (NCPS 2011:1)

The term Model C Schools is referred by Christie and McKinney (2016) as semi-private structure used in the governance of whites only in South Africa, introduced in 1991 by the apartheid government. These schools are now called former Model C schools.

What is noticeable is that migration of people, globalization and digital networks are factors that influence language studies globally to focus on political, sociolinguistic and economic aspects (Kraus and Grin 2014, Marácz 2014, Henry and Thorsen 2017, Spolsky, Inbar-Lourie and Tannenbaum 2015). This mobility of people within countries has become a norm and these people go along with their languages. However, in continents like Africa and Asia it is normal to be multilingual (Phillipson and Skutnabb-kangas 2013). In these continents people speak their own different languages because they belong to different tribes. South Africa as part of the globe

has contributed to multilingual issues, including the malpractices of marginalizing African languages (Hazeltine 2013, Kamwangumalu 2010, Heugh 2007, Bamgbose 2005, Baker 2001).

Multilingual teaching and learning have been encouraged by the South African Constitution as it recognises languages as one of the fundamental elements in children's education. However, the teaching of African languages still has been accorded a lower value than the teaching of English and Afrikaans languages (Holmarsdottir 2005 and Pluddemann 2004). Section 6 of the Constitution states that the official languages of the Republic of South Africa are Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa, and isiZulu, and they must be used in teaching and learning. Act 108 of 1996, Section (4) of the Constitution reads as follows:

The national government and provincial governments, by legislative and other measures, must regulate and monitor the use of official languages, without detracting from the provisions of subsection (2), which reads as follows: All official languages must enjoy parity of esteem and must be treated equally (RSA, 1996:4).

The National Education Policy Act, Section 3(4)(m), 1996 – Language in Education Policy states that the right to choose the language of learning and teaching is vested in the individual. The right has however, to be exercised within the overall framework of the obligation of the education systems to promote multilingualism (LiEP 1997). The implementation of Incremental Introduction of African Languages (IIAL) that promotes multilingualism and the protection of linguistic rights in the schooling system is thus rooted in the constitution and reflected in the Language in Education Policy (LiEP 1997). Due to these policies, South Africans are being encouraged by both the government and provincial councils to develop conversational competency in African languages (DBE 2013).

Despite the South African Language in Education Policy (LiEP 1997) that unmistakably supports multilingual teaching, practices continue to reinforce monolingual English teaching which disadvantages most learners (Brock-Utne 2005, Desai 2001, (Baker, 2001) as learners are channelled to English teaching, discarding multilingual teaching and learning which could give them a chance to use their mother-tongue languages. The language policy and planning in South

Africa according to Baker (2001) is trapped in a gap between intention and performance. The National Developmental Plan through Department of Basic Education, by implementing IIAL in cooperation with the South African government in the post-apartheid period, responded to the constitutional demands by engaging itself in language policy and planning aimed at promoting language equity, supporting diversity and developing the historically marginalised African languages (DBE 2013).

The objectives of the IIAL are to “improve proficiency in previously marginalised African languages, raise the confidence of parents to choose languages for their children and increase access to languages beyond English and Afrikaans” (DBE 2013:1). It is my view that the knowledge of African languages will better enable all South Africans to participate in the economic development by means of giving services to the African communities in their own languages. A study by Heugh (2007) indicates that economic and educational inequalities have not changed due to government’s practises and its disregard for the relationship between language, literacy, social and economic development. One of the recommendations for investing in African languages and multilingual teaching by UNESCO (2021) is that teachers should be trained with dealing multilingualism and cultural diversity within the framework of governments providing appropriate teaching approaches and learning materials. Considering this, Lebeloane (2017) states that the norm to measure the educational achievement and success of African learners on Western European capitalist culture that elevates the English language over and above African languages should be reversed by means of decolonizing the curriculum for the promotion of equality and social justice.

The Department of Basic Education promotes multilingual teaching in the policy documents DBE (2013) and LiEP (1997) but there seems to be no proper guidelines as to how IIAL could be implemented in South African Schools. The Policy documents DBE (2013) and LiEP (1997) in their support for multilingual teaching practices appear not to be explicit to both teachers and governing bodies. The teacher training in multilingual teaching as well as resources are not provided (Prosper and Nomlomo 2016). Teachers rely on their language knowledge and skills in practicing multilingual teaching (Lenyai 2014). The teacher training needs to include preparing teachers to understand and use best teaching approaches (Richards and Rodgers 2014). Furthermore, Richards and Rodgers (2014) argue that the support networks available such as

subject advisors, leading academics, professional bodies, and non-governmental organizations promoting new teaching methods are crucial. The time has come for researchers to come up with new approaches and methodologies that could replace the old ways of teaching and accommodate multilingual teaching. There is an urgent need to address the complexity of multilingual teaching in South African schools to redress the policies of the past of recognizing English and Afrikaans as the languages of instruction.

Many people in South Africa speak their own indigenous languages in their homes whilst at school they shift to English and Afrikaans. English is seen by most Africans as a vehicle of bureaucracy and privilege (Baker 2001). This has become a drive for politicians to recognise African languages to be used in education to promote equality of all languages (Heugh Skutnabb-Kangas 2012). Large numbers of South African communities who speak their own languages want to conduct all their important affairs in a language they understand (Heugh Skutnabb-Kangas 2012). The question that Alexander (2013:1) asks then is “why should South Africa defend its multilingual language policy and practice English dominant teaching?” This question could be answered by the fact that although English is spoken by the minority, it is widely used as a second language which has assumed the status of a lingua-franca, hence the high level of bilingual and multilingual people (Hooijer, Elizabeth and Fouri Jean 2009). It is not surprising that Hazeltine (2013) argues that although the language policy in education was designed to promote indigenous languages, it could not stop their decline in use in schools.

Marang (2017) sees multilingualism in the Foundation Phase as something that should be an asset rather than a barrier in the classroom. The multilingual teaching approach according to Richards and Rodgers (2014) affects the teacher’s pedagogical values, beliefs, their understanding of nature of second language learning, and their classroom practices and use of teaching materials. In some cultures, a good teacher is one who controls and directs learners whilst maintaining respect and distance between learners and teacher (Richards and Rodgers 2014). In this approach teaching is viewed as a teacher controlled and teacher directed process. In other cultures, the teacher may be viewed as a facilitator having an ability to form close interpersonal relations with learners (Richard and Rodgers 2014). Furthermore, Baker (2010) argues that the introduction of second language tuition is realistic in that children draw a language from different linguistic backgrounds. Baker (2010) and Kemp (2009) are of the view

that multilingual learners' learning strategies differ from those of monolingual students learning their first foreign language in that multilingual learners could encompass other languages in learning the second language whilst monolingual learners do not use such opportunity.

Supporting the use of different languages in class as a tool of communication, I consider the theory of Cummins, (2016) the Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Cummins (2016) refers BICS to a language that the child learns in his or her immediate environment. In other words, the language that the child learns at home, with parents, sisters, and brothers as well as in the playing grounds. CALP is the opposite as the child learns the structure and forms of the language new language to be acquired at school. CALP refers to the ability of the learner to read, write and communicate proficiently in a second language to peruse academic writings and procedures and beyond that to use the language in decision making and social interactions. Cummins (2016) believes that when the child comes to school, the child has already learned the language and that the school is an extension of knowledge. I have already mentioned above that the learners that learn Xhosa Second Additional Language (XSAL) are coming from different backgrounds speaking different languages. It is important for the teachers therefore to recognise their linguistic background in introducing a new structured knowledge which is isiXhosa.

The other approach that incorporates many languages in teaching is that mentioned by Cenoz (2017) who indicates that translanguaging implies a holistic conceptualization of bilingualism and multilingualism and is understood as part of an emerging paradigm in the study of bilingual and multilingualism language acquisition. Researchers who have engaged themselves in bilingual and multilingual teaching are (Msakha and Hurst 2017, Cenoz 2017, Makelela 2016, Garcia 2014, Baker, 2001). These researchers express the view that multilingualism in communication could be a tool of shifting from one language to another in learning in class. They believe that education could be meaningful if learners could use many languages in learning and that teachers need to use translanguaging as a tool.

The other term that has been used in describing use Multilingual Language Teaching (MLT) is “code-switching”. Code-switching is explained by Songxaba, Coetzee, Jacob and Molepo (2017) as a situation where bilingual learners shift from one language to the other in the same

communicative situation. The speakers in codeswitching must be proficient in both languages to switch from English to isiXhosa as stated in the study of Nangu (2006). Codeswitching is not a new phenomenon in the South African schools. South Africans are multilingual, and they use different African languages including English and Afrikaans. In my observations I will identify what strategies do teachers in implementing IIAL. The use of learners' background knowledge about their home-communities, experiences, and local and global environment in facilitating teaching and learning in multilingual classes has been encouraged by Garza, Esther, Arrenguin Anderson and Marica Guadalupe (2018) even in the teaching of content subjects.

My study aligns itself with the multilingual practices that promotes teaching in more than one language in implementing IIAL to be able to switch between languages. The African learners cannot be multilingual if they use English or Afrikaans in class excluding African languages, hence the implications of IIAL in accommodating language diversity in schools need to be explicitly explained to schools by the Department of Basic Education.

The aims of this study therefore, are to answer the research question: How is IIAL implemented in the former model C schools? The Ecological Systems Theory by Bronfenbrenner are used to understand how language use in class is being influenced by environmental factors such as family, teachers, peer group, teachers, media, cultural values, and others. I envisage that through the findings of this study, the government will be able to come up with appropriate multilingual teaching strategies in a South African context.

1.2 Problem Statement

It seems that no support has been given to teachers to deal with the multilingual education in the Western Cape schools (Kotze and Vander Westhuizen 2017). The present study is predicated on the view that teachers, the governing bodies, and the heads of divisions should be aware of the implications of IIAL and its policies. The stakeholders should be given guidance and support in implementing the policy as well as training of the teachers in dealing with language diversity in schools. Mashiyi (2011) mention that the delivery of the lessons depends on the understanding of the Language in Education Policy by the teacher. To determine the level of support required, consideration should be given to the needs of the learner, competency of the teacher, readiness of

the school and the education system (Kotze and Vander Westhuizen 2017). The research done gives the understanding of the teachers on implications of IIAL and the explicit to them.

I have mentioned above that Prosper and Nomlomo (2016) indicated that teachers are not trained to deal with multilingual teaching. Even the Non-Governmental Organization (NGO) “Word Works” in the Foundation Phase seminar held at UWC on the 31 October to 1 November 2018 did not have a clear strategy on how to train teachers to implement multilingual teaching in classes (foundation Phase workshop (31.10.2018-01.11.2018)). Furthermore, there seems to be no clear guidelines in the IIAL policy document on what the implications of teaching Xhosa Second Additional are and how it will be taught, as the trend in some former Model C schools in the Western Cape Province was to offer First Additional to isiXhosa mother tongue speakers. It is stipulated in the IIAL policy document of June 2013 that isiXhosa First Additional language should be taught in Grade I and the target schools for the implementation are those schools that are not offering a previously marginalised official African language. The Western Cape Department of Education did not consider teaching isiXhosa First Additional Language instead in instructing IIAL in schools they have chosen Xhosa Second Additional Language. The isiXhosa Second Additional Language is in a lower level than Xhosa First Additional Language (XFAL). The study therefore is compelled to investigate the XSAL in these schools that is being offered.

The requirements of Xhosa Second Additional Language (XSAL) according to Revised National Curriculum Statement Grades R-9 are that learners should be able to communicate confidently and effectively in the target language. The learner should also read and view the information with enjoyment and respond critically to cultural and emotional values (Curriculum Assessment Policy Statement 2011). Learners should be able to use sounds, words and grammar of the target language whilst recognizing their home language in teaching and learning especially in the Foundation Phase where learners learn to read and write (RNCS 2002). Moreover, Curriculum Assessment Policy Statement (2011) gives an additive approach to the promotion of multilingualism that explicitly states that learner’s home language should be used in learning and teaching in school whenever possible.

Without proper guidelines from the Department of Basic Education on how IIAL should be implemented in teaching and learning Xhosa Second Additional Language to children in former Model C schools, these outcomes will never be achieved.

The techniques of storytelling and singing in isiXhosa, which could promote the vocabulary of learners for example are different from those of English and Afrikaans in that the tone in isiXhosa can determine many things in one word or a sentence. There could be that lack of knowledge of isiXhosa language and what is happening in the class by the principals and governing bodies makes them not to be able to provide necessary support to the teachers. Lack of knowledge can also promote negative attitudes towards the implementation of Xhosa Second Additional Language. The Department of Basic Education recognizing the historically diminished use and status of the indigenous languages of the people, felt that former model C schools must take practical and positive measures to advance the use of African languages. The notion comes from the South African Constitution that recognises languages as one of the fundamental provisions in children's education. Even though inclusion of multilingual teaching and learning of African languages in the education system had been a focus for many researchers (Alexander 2013, Nomlomo 2013, Brock-Utne 2012, Holmarsdottir 2005) South African schools are still resisting implementation of Language in Education policy (1997). The number of the schools that were implementing IIAL in 2017 according to the Department of Basic Education document (DBE2017) in the provinces mentioned above is 973, whereas the target was 3 558. This shows that there is still amongst other factors a negative attitude towards implementation. Although the intentions of the policy are good, the teacher education programs had not recognised indigenous languages in advancing the pedagogy of teaching in multilingual classrooms (Baker 2001). Multilingual education practices need positive attitudes of stakeholders to all languages to give an inclusive schooling culture (Kraus and Grin 2014).

1.3 Research Questions

The main aim of this study is to answer my main research question (MRQ): "How is IIAL implemented in the former Model C schools?" Generally, the study looks at the role played by sociolinguistic factors such as Language in Education Policy, politics that influence language

attitudes and language practices in multilingual societies in schools implementing IAL as well as the practices of implementing teaching and learning of Xhosa Second Additional Language to learners with diverse cultural backgrounds.

In order to answer my MRQ, I propose a set of sub-research questions (SRQ) which I believe can help me address its key component parts as shown below:

- What are guidelines for the implementation of IAL?
- What teaching strategies are used in the of implementation of IAL?
- What is the teacher support given to teachers to implement IAL?
- What are the implications of IAL for accommodating language diversity?

The specific objectives of my study are to:

- examine and analyse IAL and relevant policies,
- observe and identify the teacher support given to teachers in the implementation of IAL,
- observe the teaching strategies used by teachers in implementing IAL,
- determine the implications of IAL in accommodating language diversity in schools.

1.4 Significance of the study

1.4.1 The review of the language policy

It is envisaged that the findings will influence the Department of Basic Education to look at the ways of assisting the teachers in implementing multilingual teaching by giving them clear guidelines on how to teach second languages to diverse classes. The review will make sure that the policy documents comply with what is happening in schools to ensure that teaching is happening in a correct way. It is hoped that the review will change the practices of the past of using monolingual teaching and take into consideration the proper strategies that could be in place in teaching multilingual classes.

1.4.2 Development of African Languages

African Languages in former Model C Schools need to be promoted so that children from those

schools could grow up with an African language and that they could develop the terminology of isiXhosa. As we are grooming the learners of the 21st century, it is important to change the negative attitudes towards African languages as they can be used as languages of technology as well. It is envisaged in this study that resources in the former Model C schools will not be pressured into ensuring the development of English and Afrikaans only, but isiXhosa also could be more resourced through recommendations on this study. The challenges facing the implementation of Xhosa Second Additional Language (XSAL) will be highlighted and the Department of Basic Education will be informed of such challenges.

1.4.3 Promote multilingual language use awareness

South Africans have a right to promote the teaching and learning of additional languages whilst at the same time recognizing the importance and utility of their own languages. The right for South African schools and communities to use home languages and additional languages in teaching their children in the Foundation Phase is based on the following documents:

- The constitution of the Republic of South Africa Act 108 of 1996, Section 6 (4) (RSA, 1996)
- National Education Policy act, 1996 (Act 27 of 1994) (DOE, 1996).
- Language in Education Policy (DOE, 1997)
- Western Cape Language Act, No 13 of 1998 (Premier for the Western Cape Province, 1998) (PWCP)

Although these documents were published years ago, there is no move made by the parents to demand multilingual education for their children. The reason maybe that they are not aware of these documents and how the South African government has given the right to choose the medium of education for their children. It is envisaged in this study that parents and other stakeholders in schools through the Department of Basic Education will become aware of the importance of multilingual teaching for their children and their language rights as well.

1.5 How does the study contribute to the development of African Languages?

The researchers Prah (2018), Wolff Ekkehard (2017) and Hazeline (2013) in different aspects of multilingual teaching and learning during post-colonial period, dwell much on the colonial historical background and how African languages were not given a chance to develop and how Language in Education Policy after the 1994 elections have been influenced by these previous policies. These studies did not look at Second Additional Languages as one of the strategies to the development and utility of African languages. These researchers have not noticed that students and parents must see and experience that teaching of African languages as Second Additional languages, in the same manner as teaching of English as a First Additional Language. As these languages are taught concurrently, the stakeholders will notice that every language is important. The IIAL came as a solution to the problem; therefore, the implementation should be proper. Most studies have been conducted on higher levels of Education. However, few researchers including Makhwathana (2017), Mahlo (2017), Prosper and Nomlomo (2016), Mbatha (2014) considered teaching of African languages in the Foundation Phase. In reviewing the literature, I could not find any published study that have investigated Incremental Introduction to African Language program in relation to the teaching of Xhosa Second Additional Language yet, hence the present study will fill that gap.

1.6 Ethical concerns in the study

Patton (2002) states that ethical concerns in educational research can place researchers in moral predicaments that may appear irresolvable. In this study the informants were guaranteed confidentiality and freedom of expression. All informants signed a consent form, which explained the aims of the study. Accordingly, no names are included in this thesis. The participation in the study was voluntarily. Permission to do research was obtained from Western Cape Department of Education. Also, the schools and classes where observations were carried out, are anonymised.

In view of the data collected and the anonymity of informants, schools and classes, all necessary ethical considerations are respected in the study. Ethical clearance for the research was granted by the University of the Western Cape

1.7 Organization of the study

This study consists of six chapters with an introduction, sub sections and conclusion.

Chapter 1 is a general Introduction and background to the study. It consists of Problem Statement, Research Questions, Significance of the study, contribution of the study to African Languages development and the organization of the study.

Chapter 2 contains definitions of the terms multilingualism, Foundation Phase, language identity, exclusion, and inclusion as well as Model C Schools. Here also the focus is on Language Policy in South Africa as a heading with subheadings language identity, mobility and inclusion in teaching and learning of African Languages in the Foundation Phase, the complexity of multilingualism in South Africa whereby African languages are given low status than English and Afrikaans. Attitudes of parents and students towards Xhosa learning, Challenges facing language teaching and learning in the Foundation Phase, First language and Second language acquisition.

Chapter 3 presents the theoretical framework which is predicated on Bronfenbrenner's Ecological Systems Theory (1978), Vygotsky's Sociocultural Theory (1978), Cognitive Development and Second Language Acquisition theories explained in Margison and Dang (2016), Cummins (2016), Van Compernelle (2014) as well as Lantolf (2008 and 2006). The study focuses especially on the controversy of bilingualism and multilingualism as a field of study.

Chapter 4 consists of the research methodology, the research design, data collection methods, the sample for interviews, observations, and document analysis. It also discusses issues of delimitations and limitations, validity and reliability, construct validity, internal validity and external validity.

Chapter 5 discusses the data gathered from teacher responses, subject advisor's responses, responses from the Department of Education officials. The analysis will also cover documents from the Department of education including IIAL document.

Chapter 6 consists of conclusion, recommendations as well as further research.

CHAPTER 2: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Introduction

My study seeks to investigate Incremental Introduction of African Languages (IIAL) in conjunction with the teaching and learning of Xhosa Second Additional Language (XSAL). The main purpose is to look at the strategies used by teachers when implementing IIAL, the support given to teachers to implement IIAL and the implications of IIAL for accommodating language diversity. I mentioned in chapter one that my study covers three essential, central and interrelated background contexts: the language in education policies that promote multilingualism, the politics of language use and the legacy of the past laws that affects the new ones, and the ways in which teachers implement multilingual teaching in schools. I also indicated that my study considers the constructivist paradigm inspired by two theories: Bronfenbrenner Ecological Systems theory (1978) and Vygotsky (1978) sociocultural theory. The literature presented here therefore will cover these three interrelated topics with the focus on second language acquisition. The reason for this is that XSAL introduced to grade 2 classes through IIAL will be considered as an additional language to the learners in former Model C schools. These learners come to school having acquired their mother tongue languages at home. The second language learnt at school is an extension of what they possess already. Because XSAL is an additional language, I assume in this study that after learners have acquired the language, they will be bilingual or multilingual.

Firstly, I will discuss bilingual and multilingual language teaching and its attendant learning perspectives with special reference to Language in Education Policy (LiEP 1997), Revised National Curriculum Statement (RCNS 2002) and Western Cape Language Act, No 13 of 1998 (Premier for the Western Cape Province, 1998:1) (PWCP). Secondly, I will focus on implications of language diversity and inclusion in teaching and learning second languages.

Thirdly, I will discuss the strategies used by teachers in teaching second language with special reference to Krashen's (1985) input hypothesis, Gardner's (2010) motivation theory, Vygotsky's (1978) sociocultural theory and National Curriculum Assessment Policy Statement (2011) Grades R-12. Fourthly, I will look at language acquisition considering the linguistic and sociocultural views. I will conclude the chapter by making a brief summary of what is presented the chapter as a whole.

2.2.1 Language in Education Policy in South Africa and its implementation

I will discuss below the key issues of politics of language whereby African languages were given a lower status than English and Afrikaans, the teaching of African languages in the Foundation Phase, Incremental Introduction of African Languages (IIAL) program, the complexity of multilingual language teaching and learning in South Africa, attitudes towards African languages as well as challenges facing language teaching and learning in the Foundation Phase. These discussions are relevant to my study in order to formalise my main arguments related to the topic of investigating Incremental Introduction to African Languages (IIAL) program in former Model C schools in the Western Cape Department of Education. IIAL implementation implies that the language of oppression can be turned around into a language of liberation by using African languages in the state documents in South African schools. Democracy needs to be practised in a language that the members of society speak and understand, not using the foreign language. When society does not use the language of its state, delivery of the goods and services to that society is impaired, the state fails in one of its most important responsibilities and cancels out a central reason for governing and administering. The learners in former Model C schools are the administrators of tomorrow, therefore it is important for them to learn African languages.

2.2.2 Teaching and learning of African languages in South Africa

South Africa is experiencing an increased immigration after the ANC government took over the governance of the country. Immigration to South Africa is mostly from other African countries like Nigeria, Congo, Mozambique, Zimbabwe and all over the world. People from these countries bring with them their children. There is also migration within provinces, e.g. Western and Eastern Cape, for work and education purposes. Some relocate from rural to urban areas because they want proper sanitary services, good health, or for family reasons, others seek better

areas because of the middle-class style of living. This perpetuates movement from townships to urban areas. In this movement there are many languages that are being spoken as mother tongues by both parents and children. These languages are Swahili by those who come from North and East Africa, and the South African languages.

The children of these Africans who are at the Foundation Phase speak African languages at home but at school they are automatically channelled into English and Afrikaans as the medium of instruction by the former Model C schools. Learners who happen to live in townships learn through an African medium of instruction from Grade R-3 and as suggested by the Department of Education, they must shift to English as the medium of instruction at Grade 4. The use of English and Afrikaans as mediums of instruction in schools could be seen to be against the South African constitution that gives the citizens of South Africa a right to be taught in their own languages. IIAL therefore seems to fill the gap between teaching African language from Grade 4 to Grade 12 to the African mother tongue speakers while at the same time it opens an opportunity for non-African speakers to learn African languages as it focuses on teaching African languages to all learners from Grade 1 to Grade 12. The languages of multilingual learners who are in these former Model C schools need to be included in teaching Xhosa Second Additional Language, hence this study argues that teachers need to be skilled to teach multilingual classes in the Foundation Phase. The Department of Basic Education therefore needs to empower these teachers with necessary teaching approaches which could cater for language diversity.

The Department of Basic Education aims to teach African languages from the Foundation Phase through IIAL so that the learners can grow up with the language (DBE 2013), including their own languages in learning isiXhosa as their second or third language. If learners are being introduced to isiXhosa, they can easily switch from isiXhosa to English as well as Afrikaans in learning in class. This could break the monolingual English teaching and learning practised in former Model C schools. Strauss (2016) states that code-switching and translanguaging are helpful tools in bilingual and multilingual educational settings, whereby learners switch from one language to another when speaking in class. Strauss also found that teachers and learners are using these strategies, regardless of the educational policy which favours the monolingual English teaching approach and recommends that they should be part the policy. I believe that

learners in the Foundation Phase could draw knowledge from their home language environments, including ideas gathered in English as the medium of instruction when starting new language, i.e. isiXhosa. These arguments lead us to the core of this study that is to find out how IAL is implemented. Accordingly, my observations in IAL implementation in Grade 2 classes will focus on these.

2.2.3 Incremental Introduction of African Languages (IAL) program

IAL is a pilot program by the Department of Basic Education (DBE 2013:471). This is a strategic plan based on The National Development Plan (NDP) that states that “since many non-African language speakers do not speak any African language, they are encouraged by the government to develop conversational competency in African languages to promote understanding and social cohesion”. The purpose is to encourage those whom an African language is not their mother tongue to develop at least conversational competency in one of the African languages. Thus, the Department of Education through IAL stimulates that the government and the society should celebrate and implement this multilingualism (DBE 2017). Knowing each other’s languages can play a profound role in promoting and development of social interactions.

The objectives of Incremental Introduction of African Languages (IAL) are to:

- improve proficiency in previously marginalised African language
- raise the confidence of parents to choose languages for their children
- increase access to languages by all learners beyond English and Afrikaans by requiring all non-African home language speakers to learn an African language
- improve proficiency and the utility of African languages at First Additional level
- improve proficiency in African languages at home language level, so that learners can use their home language properly.
- promote social cohesion and economic empowerment and expand opportunities for the development of African languages as a significant way of preserving heritage and culture (DBE 2013)

The Department of Basic Education targeted that the period 2017 to 2019 to be used by schools that do not offer an African language to introduce previously marginalised African languages. The target was to reach 3 558 public schools across all grades by 2029. The breakdown of the schools per province that were not offering an African language (illustrated in (DBE 2017) are as follows:

Province	Number of Schools
Gauteng	682
Kwazulu-Natal	686
Mpumalanga	184
Eastern Cape	504
North West	260
Northern Cape	29
Free State	147
Limpopo	249
Western Cape	817
Total	3558

IIAL was piloted in Grades 1 and 2 in 264 schools in 2014 and across all provinces in 2015. Although the number grew to 814 schools in 2016, which constitutes about 23% of total applicable schools, there was still a room to include more schools (DBE 2017). The number of schools continued to increase to 973 in 2017, which is about 27% of the schools set to implement the IIAL program. The percentages below show the implementation of the IIAL program in schools in 2017 taken from the DBE (2017) document.

- Free State joined in 2015 and is estimated to 29%
- Limpopo is left with 5 schools to reach 100%
- Northern Cape implemented IIAL in 27 schools out of 29, the target is 114 in 2018
- Eastern Cape 27%, Gauteng 36%, North West 19%, and KZN 26%, this indicates that the implementation is less than 50% in these provinces (DBE 2017)
- The Western Cape 1% and Mpumalanga 2% are a great concern

IIL was planned to be implemented incrementally from Grade 1 in 2018 and in subsequent years until grade 12 in 2029 (DBE 2017). The implementation was targeted from phase to phase as follows:

Phase	Grade R-12	Grade	Year
1	Foundation Phase	Grade 1-3	2018-2020
2	Intermediate Phase	Grades 4-6	2021-2023
3	Senior Phase	Grades 7-9	2024-2026
4	FET Phase	Grades 10-12	2027-2029

The Department of Basic Education had to implement the Incremental Introduction of African Languages in Grades 1 and 2 although there were challenges, “which include an inadequate number of schools willing to participate in the program, incompetent teachers in teaching African languages as well as negative attitudes and misconceptions about African languages being inferior in the globe” (DBE 2017:1). In the Western Cape Province where my study will be conducted, the schools involved in the project were to offer isiXhosa Second Additional Language in Grade I. The schools were those offering English Home Language and Afrikaans First Additional Language or Afrikaans Home Language and English First Additional Language. That means that, the Second Additional Language to be offered was isiXhosa. The purpose of this study therefore is to investigate Incremental Introduction of African Languages program in relation to the teaching and learning of isiXhosa in Grade two classes.

2.2.4 The complexity of multilingual language teaching and learning in South Africa

One of the objectives of IIL is to increase access to languages by all learners beyond English and Afrikaans by requiring all non-African home language speakers to learn an African language. By so doing the learners in the Foundation Phase will acquire an African language, something that will make them bilingual or multilingual. This leads us to the discussion of African languages in South Africa and how they were marginalised. The consequence was to promote and use of European languages. History shows that English and Afrikaans First Additional languages have been given more attention and development compared to African languages. Teaching and learning of European languages in so called white schools was prioritised from 1948 when the Nationalist Party took over the governance from the British.

Since then, there has been a determined effort to make large parts of the population bilingual, creating dual-medium schools. Both Afrikaans and English were used as media of instruction (Kloss 1978). This was the period when Bantu Education was introduced. The aim of Bantu Education was that blacks would be taught through their own languages up to grade eight. The Bantu Education Act of (1953) was a policy for Africans to be educated in their own languages. The policy was meant to promote indigenous instruction. From an educational perspective, the use of mother tongue instruction in primary schools had the advantage of allowing teachers and pupils to teach and learn in a language that they were competent in. However, in the minds of the black community, such an advantage was looked at with suspicion as they argued that educational motives were secondary to politics. Black people realised that segregation in schools was for the benefit of the colonisers as the medium was still Afrikaans and English at the higher educational levels (De, Klerk and Dalvit (2005). Policy changes regarding the status of any language or languages in schools are usually the duty of the executive branch of the government which is free to put innovations in the curriculum into effect. Hence, the Language in Education policy (LIEP) was introduced as a follow up of a Harare Language Workshop that was hosted by African National Congress (ANC) in 1990, along with other discussion documents, such as Ready to Govern (1992) and Policy Framework for Education and Training (1994). In the Harare workshop, it was decided that language policy in education must reflect human rights. It was explained that no person should be denied access to economic, social and political resources because of a language that she or he speaks (ANC 1990). The Language in Education Policy published on 14th July 1997 aims to build a non-racial nation in South Africa. It is meant to facilitate communication across the barriers of colour, language and religion, whilst at the same time creating an environment in which respect for languages other than one's own would be encouraged (DOE 1997). The policy goes on to indicate that "in terms of the Constitution of the Republic of South Africa, the government, through the Department of Education, recognises South Africa's cultural diversity as a valuable national asset and hence it is tasked, amongst other things, to promote multilingualism" (DOE 1997:1).

The marginalizing of African languages in the field of teaching and learning continues in the former Model C schools, hence the Department of Basic Education had to intervene by implementing IIAL. These schools in the Western Cape where the study will be conducted had not

been offering isiXhosa Second Additional Language teaching whereas they taught English and Afrikaans as First Additional Languages. The implications of the Constitution of the Republic of South Africa Act 108 of 1996, section 6 is that official languages should enjoy parity of esteem and be treated equitably (RSA, 1996:4). Although the Constitution referred to the teaching and learning of all African languages, the former Model C schools did not offer isiXhosa until 2013 when DBE announced plans to strengthen the teaching of African languages by implementing Incremental Introduction of African Languages (IIAL).

The study conducted by PIRLS (2006) shows poor literacy of children in the Foundation Phase, which is caused by a lack of learner's connection of the home language knowledge with the new knowledge at school. Moreover, the problem of not having proper background knowledge of African languages has affected learners' progress in other subjects. For example, the findings of the research conducted by Jones (2013) and Nomlomo (2007) when examining the learning of Natural Science by Grade 4 and 6 isiXhosa speakers, showed that learners are unable to understand the science terminology while they at the same time are faced with the problem of understanding the English language. The pass rates are low and the performance in the annual National Senior Certificate Grade 12 examinations, including the subject English as a First Additional Language (Sigcau 2004, Plüddemann 2012, Nomlomo 2013).

The present study assumes that if Xhosa First Additional Language (XFAL) that is stipulated in the DBE 2013 document could be introduced in all former Model C schools instead of Xhosa Second Additional Language and be taught properly in the Foundation Phase, learners could be competent in reading and writing isiXhosa and that IIAL objectives could be met. This means that teachers would use National Curriculum Assessment Policy Statement (NCAPS 2011) as a guide in teaching following the time allocated as well as methods of multilingual teaching suggested in the curriculum. My knowledge of teaching isiXhosa has made me to recognise that pronunciation, spelling, sentence construction and comprehension are the most important tools in listening, reading and writing. The DBE 2013 document clearly states that the Xhosa First Additional should be introduced in former Model C Schools but the Western Cape Education Department in conjunction with the School Governing bodies opted for isiXhosa Second Additional Language hence I had to investigate what is being offered in these schools.

2.2.5 Attitudes of parents and students towards learning African languages

The studies conducted on the language of instruction in Africa mention that colonization is the cause of the decline of African language use in African schools, hence English, French, Portuguese and Spanish have become popular (Connell 2015, Spolsky et al 2012). In addition, the study of language attitudes done by Haug (2010) in the North-West University, South Africa, shows that the attitudes towards Afrikaans were more positive than the attitudes towards Setswana, and Sesotho. Furthermore, Banda's (2007) study presents the patterns of language attitudes and use with which isiXhosa students enter the university of the Western Cape, as well as patterns of language attitudes changes. The results show the frustrations of teachers as well as learners learning in a language that is not theirs. In addition, the research study conducted by Probyn (2001), exploring the perceptions and practice of teachers teaching through the medium of English as an additional language in township schools, shows the frustrations of teachers as well as learners learning in a language that is not their mother tongue. Furthermore, the study conducted by Lorenzo and De Klerk and Dalvit (2005) at the University of Fort Hare shows that students have positive attitudes towards both English and isiXhosa, but they want isiXhosa to be used at a junior degree level, not at the higher levels of education.

South African parents prefer teaching their children English as early as the Foundation Phase, hence they take their children to former Model C schools in order to avoid teaching African languages. They prefer English, especially parents who can afford to pay high fees, because they think that English is a global language, as it is used as a lingua franca in some countries, including South Africa. In the Scandinavian countries, Germany, France and other countries students learn through their languages from Foundation Phase to university level, whilst at the same time recognizing English as their additional language. However, in South Africa it is a vice-versa, hence the negative attitudes towards use of African languages. Other parents are positive towards their local languages as they teach and speak the languages at home (UNICEF 2016), but they do not know that home languages could be a vehicle to the knowledge of additional languages that could promote multilingual teaching.

It is very likely that IIAL would change the negative attitudes towards African language as it will direct focus on the implementation of the marginalised African languages as well as recognizing

the mother tongue of the learners in teaching isiXhosa. Multilingualism is a norm in South Africa, and it becomes more complex as the immigrant's children join the Foundation Phase program.

2.2.6 Challenges facing language teaching and learning in the Foundation Phase

Challenges facing language teaching and learning in the Foundation Phase have been addressed in both rural and urban areas in various districts. Blease and Condy (2010) in their study conducted in rural areas state that teaching resources, writing support by the writing support division of the Western Cape Education Department (WCED) and writing problems are amongst the challenges facing teachers in perusing their duties. Hooijer and Fourie (2009), in their study conducted in former Model C school in Johannesburg, indicate that teachers find it difficult to teach multilingual classes and that teachers need support. Gardener (2016), looking at support strategies used by Foundation Phase teachers to develop Cognitive Academic Language Proficiency (CALP), indicates that reports from the National Evaluation and Development (NEEDU 2010) highlights urgent development of language teaching strategies to improve Foundation Phase language learning in multilingual classes. Makeleni (2014:1) cites that in 2005 Foundation Phase teachers had to implement National Curriculum Statement (NRS) for Grade R-9 without in-depth training and with “uncertainty of planners and trainees themselves”, something that led to the revision of the curriculum in 2009. Makeleni (2014) quotes Erden (2010:3) who argues that teachers do not comprehend what the National Curriculum Statement theoretical framework is all about and that support strategies are needed. In light of the arguments above, there seems to be a need for support by teachers in dealing with multilingual teaching. Given this, my study will try to find out what teaching strategies are used by the isiXhosa teachers in teaching Xhosa Second Additional Language to multilingual learners who have different linguistic backgrounds, as well as assess the type of support given to teachers teaching Xhosa Second Additional Language by the Department of Basic Education (DBE). Lenyai (2011) has already looked at First Additional English language teaching in the Foundation Phase in disadvantaged areas. That study indicates that the starting point for teachers is to know why English literacy was taught, which could influence how teachers teach the language. The implications of teaching XSAL could be made explicit to teachers if the Department of Education could help the teachers to understand the background of IIAL,

something that could motivate teachers in teaching XSAL in former Model C schools where isiXhosa language had been marginalised in the language of teaching and learning ever since Language in Education Policy (1997) was introduced in South African Schools. Despite the challenges facing multilingual teaching and learning of in the Foundation Phase, there is a need for the Department of Basic Education to address the issue by means of making a point that IIAL is implemented effectively for the benefit of multilingual learners in South African Model C schools.

2.3 Implications of language diversity and inclusion

I present the issues of language diversity and bilingual and multilingual language teaching and learning perspectives in my study because the Department of Education aims to promote social cohesion and economic empowerment and expand opportunities for the development of African languages as a significant way of preserving heritage and culture (DBE 2013:1). Social cohesion means “the degree of social integration and inclusion in communities and society at large, focusing on the extent to which mutual solidarity finds expression among individuals and communities” (DBE 2013:1). According to the Department of Education there is a need for community members and citizens to be active participants, working together for the attainment of shared goals, designed and agreed upon to improve the living conditions for all South Africans (DBE 2013:1). Taking this to the context of language’s equality, the following subsections in this paragraph will look at what is required in former Model C schools to meet the requirements of nation building in South Africa. The Education for All (EFA) Global Monitoring Report by UNESCO (2002:30) states that “education is a means to unlock and protect human rights. It also provides the platform for achievement of the rights to good health, securing and economic wellbeing.” These rights will be achieved by educating the learners in former Model C schools in African languages so that they can be able to communicate with African communities in the language they are fluent in. Moreover, language diversity can only be achieved by reaching a variety of people who speak different languages in their own languages.

2.3.1 Language diversity

The Department of Education aims at improving proficiency in African languages at First Additional level in schools that have children from different language backgrounds (DBE 2013:1). This needs open minds of both parents and learners to accept that language diversity practices are a must in these schools. Language diversity requires awareness, understanding and skills to accommodate other people's communication, opinions and experiences (Williams 2015). This is not an easy requirement if we consider the history of the use of different languages as well as the attitudes involved in the implementation of language policies. It is mentioned above that South African language policies' history shows that the Apartheid regime used the government policies to perpetuate their division of language groups by educating whites separately from blacks. The Bantu Education promoted the teaching of African Languages and English and Afrikaans as Additional languages whilst White schools were teaching both English and Afrikaans without any consideration of African Additional languages in these schools. The ANC government in 1994 recognizing language diversity and craving for inclusion in South Africa had to introduce a policy of multilingual teaching in 1997. Although Language in Education Policy of 1997 aims at practising multilingual teaching that accommodates language diversity and inclusion, till to date the former Model C schools are still delaying the process of accommodating African languages in their schools. This is shown by the limited number of schools shown above in 2.2.3 that has agreed to implement IIAL. The Incremental Introduction of African Languages program tries to change the old system based on monolingual English and Afrikaans teaching by including all the South African official languages as well as languages of immigrants in teaching and learning in South African. The practice of English and Afrikaans teaching originated in the past laws of segregation. The former Model C schools have a history back to the days of Apartheid, when the politically dominant National Party took steps to protect white schools, which were the best resourced schools in the educational system. In the face of the impending change in 1994 when black children enter the schools as bilinguals, they are routinely positioned as "second language learners", and little or no support is given for the continued development of their home languages. Now IIAL would necessarily see the end of racially based privilege in these schools. The hegemony of white control in these schools was maintained until 1994 during the transition and extended under the new government of national unity (McKinney 2013). It is not surprising that Nomlomo (2006) argues that the development of African

languages can become a fair practice if they are made compulsory as additional languages for primary and secondary schools whose speakers are English and Afrikaans. I wish to argue that by fostering language diversity in South African schools, the African languages can build relationships amongst different people, nation's groups and individuals. Nevertheless, I am aware that languages can be used as tools of oppression in establishing a hierarchy between language groups and individuals as well as languages used in certain institutions. The research predicated on the Incremental Introduction of African Languages Draft Policy dated September 2013 analyses the ideologies in multilingual urban schools. The findings show that there is inequality in the distribution of linguistic power. The policy indicates that without an understanding of the language ideologies informing both policy and practices, we will not be able to shift practices in South African classrooms with a view to using the learners' full linguistic repertoires that can be legitimately used as resources for learning (DOE 2013).

What is noticeable is that South Africa like other places such as North America, the Indian subcontinent and Europe, is facing a complex situation when it comes to diversity and inclusion in teaching languages in classes. The inclusion of English, Spanish and immigrant languages such as Cantonese and Khmer in North America, Hindi, English, Kashmiri, Bengali, Bihari Marathi, Malayalam among many others in India, are posing a lot of problems in terms of how these languages could be included rather than being excluded from the language of the classroom (Singleton et al. 2013). Supporting the inclusion of many languages in teaching and learning, Kraus and Grin (2018:4) state that better awareness of language planning includes recognizing that language is not just a political regulation, but "language itself is a constitutive element of political field". Thus, according to Kraus and Grin political justice theory approaches to linguistic issues will benefit from an open-minded incorporation of concepts originating in language disciplines like education and sociolinguistics. The problem is that there are models like the Canadian that looks at bilingual teaching whereby minority languages were excluded in second language classes (Genesse and Abello-Contesse 2018). In addition, countries like Britain in enforcing English proficiency and Norway in its Norwegian learning practices has not recognised the linguistic diversity in their classes as they still use the old model of enforcing learners to learn Norwegian and English languages with its correct grammatical rules and regulations without recognizing the language learners speak with their parents at home. This is

perpetuated by the British and Norwegian governmental language policies. Genesse and Abello-Contess (2018) mentions that the languages of immigrants are posing a threat to the learning of English as a second language, hence English teachers teach associate bilingualism in the same manner as they teach L1 mother-tongue although they teach L2 learners.

In contrast to the above cited views, Garcia (2010) does not want to use the terms: L1 mother-tongue and L2 non-mother tongue in second language acquisition because they seem to be excluding the languages learners carry to school in learning the second language. In her model Garcia includes all the languages by means of allowing freedom to learners to trans-language from one language to another in class when learning any second language. Taking this into practice, in the year 2019, at the University Western Cape in a Xhosa second additional language classroom, I heard a practical example of use of multilingualism. An Afrikaans speaking student explained the subject content to her friend using both English and Afrikaans. Applying Bronfenbrenner's Ecological Theory (1978) to the context of this student, I hasten to acknowledge that languages that are being spoken by both parents and learners in their communities could be used as a tool in teaching and learning at school. The theory looks at the child's development where he/she grows up. Bronfenbrenner's theory (1978) defines the "layers" of the environment, each influencing a child's development. The theory, has been recently renamed by Berk (2000), "biological systems theory" to emphasise that a child's own biology is a primary environment fuelling her or his development. Interaction between family, friends, community environment and the societal landscape fuels his development Berk (2000), Changes or conflict in any layer will ripple throughout other layers. In my study, this theory applies to the fact that parents need to appreciate their children's skill in shifting from English or Afrikaans in class while learning isiXhosa.

In this 21st century, indigenous languages, official languages as well as languages of immigrants are still posing challenges to those who recognise multilingual teaching (Antabello-Contesse 2013). The minority groups are introduced to second language learning excluding their own languages they speak at home (Aronin and Singleton 2012) Taking this argument to the isiXhosa language learning context, the unstandardized language dialects, such as isiMpondo, isiBhaca, isiGcaleka, isiThembu, isiMpondomise, isiMfengu, and isiBomvana are excluded in the

classroom situation and they need to be included (Sigcau 1998). These languages are not on the same level as standardised African languages. What makes things worse is the exclusion of standardised African languages in former Model C schools including the learning of isiXhosa. The politics of language diversity and inclusion calls for the use of all South African languages and they should be equally recognised and used in education. Thompson (2016) argues that diversity across individuals should be seen as an asset to be appreciated rather than a problem to be solved. He goes on to state that the differences between groups of people can easily lead to unfair discrimination. Relating this to South Africa, it could be stated that South Africans need no longer accommodate discriminatory practices instead of inclusion and tolerance to be the norm in their societies. Therefore, IIAL in its implementation of isiXhosa as a first additional language, needs to implant colour blind perspective whereby every learner should not be differentiated as black or white or by language background but as an individual who can acquire the language with ease. In her study, Scott (2015) arguing for diversity and inclusion in South African schools, states that:

In an educational context, it is important to understand whether the use of diverse linguistic repertoires bring a higher level of learning and the achievement of outcomes in the classroom situation, as there is a growing need to ensure effective communicative skills amongst diverse individuals (Scott 2015:3).

In light of the views cited above, in former Model C school learners speak their own home languages. Therefore, the mother tongues of the learners need to be used as a steppingstone in learning XSAL. These learners use English as a lingua franca to communicate with each other. However, there are researchers who indicate that it is not fair to associate English mother tongue speakers with English lingua franca speakers as they see that English lingua franca speakers are the minority language group with a low status compared to English mother-tongue speakers (De Schutter and Leuven 2018). This could be because English as lingua franca shows a lot of variations in accordance with the accent of the speakers. De Schutter and Leuven (2018) give us examples with Indian English, Singapore English and Nigerian English. We can also add South African English to this variety. The accent of these English speakers is so different that it can be difficult to understand each other. I have experienced a situation whereby I could not understand

what an Indian girl said in English, and I found that she could not understand what I said either. In this situation one would question the view that English is a global language.

In this study social justice means treating all South African languages equally. It is explained in the above in this document that learners that will learn XSAL are English and Afrikaans speakers who are born in South Africa as well as learners from outside South Africa. When learning XSAL, the inclusion means avoiding discriminatory terms like “minority groups”. All learners need to be included and their language backgrounds need to be appreciated without prejudice. As IIAL concentrates on the learning of African languages and as this study focusses on teaching and learning of XSAL at a Foundation Phase level, it will encourage multilingual practices in the early stages of development whereby learners will grow up with a notion of language diversity that does not discriminate any language group. Moreover, observations in the study will focus on recognition of language diversity in teaching isiXhosa in a class of learners with different language backgrounds, which I hope to include in the presentation of my findings in Chapter 5.

At this juncture, I wish to strengthen my argument in support of diversity and inclusion in class by quoting the words of a world-renowned linguist, Ghil’ad Zuckermann at the University of Adelaide, who called on Australians to better understand how language diversity makes their community stronger as language diversity brings them together. Speaking ahead of Harmony Day (Thursday 21 March 2013), Professor Ghil’ad Zuckermann, said “language diversity plays an important role in people’s identity, cultural autonomy, and even their wellbeing and mental health, and should be something that brings Australians together”. He continued to advocate language diversity and inclusion in Australia as he stated that: “While it’s very easy for people to believe we should all be speaking English in the 21st century, the reality is there are dozens of languages spoken in Australia today by people from fascinating and multifaceted backgrounds”. Professor Zuckermann also said:

As a linguist, I obviously believe in multilingualism, as there are some very good reasons for having such language diversity in our community, that counters the unfortunate ‘monolingual mind-set’. These include ethical reasons. By supporting language diversity, we are strengthening people’s cultural heritage and their identity. People who speak more than one language possess improved cognitive abilities and educational outcomes. There are also aesthetic reasons. Diversity is a form of beauty. Every language in our world has its own unique elegance and we should embrace that beauty (<https://www.adelaide.edu.au/news/news60141.html> accessed 12 June 2019).

The words of Zuckermann reiterates IIAL objectives which are meant to improve proficiency in previously marginalised African languages as well promote social cohesion and economic empowerment and to expand opportunities for the development of African languages (DOE 2013). To avoid the death of African languages because of the popular use of English, our learners in the Foundation Phase need to have a multilingual language learning perspective to preserve the culture and heritage of South Africans. According to Grin (2008), the global trends of language diversity impact on the experiences people have with language and language diversity. Hence these language experiences could be used in learning isiXhosa at school. In teaching isiXhosa, teachers need to use strategies that are effective.

2.3.2 Bilingual and multilingual language teaching and learning perspectives

The term *multilingualism* is defined by Bhatia (2017) as an umbrella term that includes both bilingualism and multilingualism. It is devoted to the study of production, processing, and comprehension of two and more languages, respectively (Bhatia 2017). The term multilingualism according to Bussmann (1996), cited by Annury (2010:1) is derived from a Latin word “multi”, meaning many, and “lingua”, meaning language. “Bi” means two. Hence, the terms bi- and multilingualism are referred to by Rivlina (2013) as two or more languages that one speaks, reads and writes. According to Field (2011:22) bilingualism and multilingualism are often used interchangeably or synonymously, meaning that there is no clear distinction in use between the terms. In addition, Aronin and Singleton (2012:2) sees bi- and multilingualism as the use and competence in more than one language as he states that a bilingual person is the one who had “at least some knowledge and control of the grammatical structure of the second language”. In other words, a new language grammar is added to the previous knowledge. In this study the relevance of these terms is meant to signal that some researchers prefer to use bilingual and multilingual interchangeably. I prefer to use both without distinction when I refer to Xhosa Language Acquisition (XLA), because I cannot determine whether XSAL will be the second, third language of the learners. I consider that all the languages that are added after the mother tongue (MT) language are additional languages without grading them.

The definition of bilingualism and multilingualism in accordance with language structures and competence is seen by Aronin and Singleton (2012:2) as a monolingual norm as it requires

bilingual level of proficiency in both languages comparable to that of monolingual native language speakers in question. On the other hand, Annury (2010) hold the opinion that a monolingual person is a person who is in a process to learning another language, the process that enables him or her to acquire a second language communication. In addition, they argue that multilingual practice teaching creates the development of mixed languages due to the intense language contact. As a result, multilingual speakers tend to mix languages during verbal communications.

The monolingual way of teaching and learning more than one language is not something new. Einar Haugen in 1953 conducted a study on bilingual education. He was an immigrant himself to America and his interest in bilingualism emerged from the fact that his mother tongue was Norwegian, English being his second language. In his work *The Norwegian Language in America: A Study in Bilingual Behaviour* (Haugen 1953: 1), he indicates that in America most immigrants had to learn English for survival whilst at the same time speaking their own languages on certain occasions. He goes on to state that immigrants passed their mother tongue languages and English learnt at school to their descendants, making them bilingual. Haugen states that bilingual learning and teaching was not taken seriously that time as the Americans wanted to be monolingual by means of recognizing English as the language that immigrants needed to learn and use for survival. Contrary to this, Edwards (2004:14) specifies that a monolingual English-speaking world is a “myth” because large number of people in many counties are becoming bilingual and multilingual. Families speak many languages sometimes as a result of cross-cultural marriages and as such families are seen by Edwards (2004) as vehicles of growth of languages. This could be associated with the fact that Haugen sees mastering of two languages at early childhood as a human accomplishment.

The same year Haugen published his book, 1953, Uriel Weinreich, an immigrant from Poland to America, showed an interest in the field of bilingualism. He facilitated the teaching of Yiddish at American universities, built a new Yiddish language and demonstrated the importance of Yiddish for the science of linguistics. His book *Languages in Contact* (1953) deals much with grammar and structural factors in the language development of bilinguals. He also cited the role of non-linguistic factors that contributes to language acquisition. Weinreich referred the term bilingualism to the alternative use of two or more languages by the same individuals. Some

researchers, like Bloomfield (1933) and Braun (1937), considered multilingualism as a complete mastery of two or more languages without looking at the influence of the societal factors in mastering the languages. According to these scholars, the acquirement of fluency in the target language must be equivalent to that of the native speaker of the target language learnt. For example, if I am isiXhosa speaker and my target language is English, I need to be fluent in English the same way as native English speakers. Ruiz de Zarobe and Ruiz de Zarobe (2015) indicate that multilingualism in the olden days was different from multilingualism today in that multilingualism today considers sociolinguistic factors that influence Second Language Learning (SLL). What can be noticed in 21st century studies by scholars such as Franceschini (2009), Baker (2010), Singleton et al. (2013), Abello-Contesse et al. (2013), Marácz, 2014, and Kraus and Grin (2018) is that they view multilingualism as a human potential which can be developed through language contact between populations because of cohabitation, trade, intermarriage, conquest, exploitation and travel. These studies have used Vygotsky's approach in second language acquisition that has influenced studies that used ecological approaches to language learning. Language ecology according to Kramsch (2017:1) was defined by Haugen (1972) as "the study of interactions between any given language and its environment". Kramsch (2017) states that ecological linguists seek to explain the ways linguistic patterns reflect sociocultural factors and how in turn the linguistic factors influence communication amongst members of society. This shows the influence of Vygotsky's sociocultural theory as he argues for integration of theory and practice – "praxis" – whereby the theory provides a guide for practical activity. Lantolf's (2000, 2006), sociocultural theory explains how learners learn and develop and how it allows for the influence of parents, peers and friends in the learning process. Learners are active parts in the learning process whose capabilities are influenced by culture and the environment in places where they live. Lantolf (2000) shows how sociocultural perspective can be extended to second language learning by explaining how second language can be acquired by second language speakers. This is so because Lantolf and Thorne (2006) believe that most human actions develop through social interactions and materials in the environment. They emphasise the value of imitation by indicating that imitation is not just copying but entails creativity, reasoning and thinking. The zone of proximal development (ZPD) together with mediation and internalization are other concepts that are entailed in the theory and practice of teaching and learning, but I will discuss these terms at length in chapter 3.

Sociolinguists like Rampton (1995), Wagner (1997) and Lantolf (2000, 2006) have shown that language is not just a means of communication, but it is a symbol of cultural identity and means of socialization. Looking at the factors that influence language acquisition in relation to social influences, Pavlenko (2006) and Lamarre (2013) discuss the ways in which globalization, diversity and the commodification of language affect the speakers of multilingual languages as well as their practices and identity. The movement of people across the borders increases the complexity of multilingualism whilst at the same time the value of use of many languages also gains more popularity. It is Kroskrity's (2004) view that the world does not only have many languages, but also reflects many ways of thinking about languages. These ideas go well with how language is influenced by economic, social and cultural processes as stated by Browcher (2012:1) when investigating how language and the meaning making resources are culturally situated, and how and when they come together within a single communicative event. Moreover, there are benefits accorded to multilingual teaching by Annury (2017:102) as presented below:

1. Knowledge of many languages allows us to communicate with many people nationally and internationally.
2. Multilingualism develops acquisition of cross-cultural communication skills as people learn different skills in speaking, reading and writing.
3. Children who grow up in multilingual language practices from an early age of development are more perceptive and intellectually flexible than those who speak only one language.

Supporting bilingualism, Edwards (2004) indicates that proficiency in another language is an advantage, and that bilinguals and bicultural people are privileged because they can maintain their culture whilst at the same time making use of other languages. Stating reasons for incorporation of some languages in teaching and learning, Aronin and Singleton (2012) mentions that languages are frequently juxtaposed with each other and often operate in opposition to each other. They give an example of French, English and Portuguese that plays a dominant role in the region of India and Africa as against other regional languages such as Hindu, Nguni, Sotho, smaller community languages in Limpopo province as well as San and Khoi languages. Relating this to South African languages, what is noticeable is that languages can be popular in many ways, like English being a lingua franca and regional languages being popular in use by certain

language groups like Xhosa speakers in Eastern Cape and isiZulu speakers in the KwaZulu Natal and politics revolving use of such languages.

The Language in Education Policy's (LiEP 1997) multilingual teaching strategy has been clearly stipulated, but its implementation is not forthcoming. The language policy takes cognizance of the constitutional provisions on multilingualism, and it goes hand in hand with government's goals for economic, socio-political and educational growth (National Language Framework 2003). It is mentioned in the LiEP that the implementation of the new LiEP will be guided by the results of the comparative research, both locally and internationally.

Research that had been conducted by: Language Plan Task Group (LANGTAG) in August 1996, the National Education Policy Institute (NEPI) (1992), Human Science Research Council (NSRC) in February 1997, The National Language Policy Framework in 2003 recommends that multilingual education must be implemented to South African schools. However, the Model C schools in the Western Cape are still not proactive in the implementation of IIAL program that promotes multilingual teaching and learning. This is shown by the low percentage of schools implementing IIAL as stated in 2.2.3. The Revised National Curriculum Statement (RNCS 2002) (Grade R-9) not only initiates a new approach to multilingual teaching and learning in South Africa, but also strongly encourages the utilization of the indigenous languages as official languages in order to promote national unity. It considers the broad acceptance of linguistic diversity, social justice, the principle of equal access to public services and programmes, and respect for language rights.

The aims of the Revised National Curriculum Statement (RNCS 2002) (Grade R-9) are meant to:

- promote the equitable use of the 11 official languages
- facilitate equitable access to government services, knowledge, and information
- ensure redress for the previously marginalised official indigenous languages
- initiate and sustain a vibrant discourse on multilingualism with all language communities
- encourage the learning of other official indigenous languages to promote national unity, and linguistic and cultural diversity; and to
- promote good language management for efficient public service administration to meet client expectations and needs (NPF 2003:10)

The key principles of the Revised National Curriculum Statement (RNCS 2002) (Grade R-9) are meant to promote language equity and language rights as required by a democratic South Africa. It also recognises that languages are resources to access knowledge, expertise, and facilitate full participation in economic domains. In addition, the policy aims to prevent the use of any language for the purposes of exploitation, domination and discrimination (NPF 2003:10). According to the NPF document, promoting multilingualism in South Africa requires efforts that do not take away the existing knowledge in societies where indigenous official languages are prominent, but rather, facilitate the use and involvement of communities as participants in the processes of language development (NPF 2003).

The NPF 2003 sees a community-based approach to the promotion of multilingualism as the most viable one. South Africa is a highly pluralistic society that needs a decentralised community participation in language planning and policy implementation, hence a community-based approach is appropriate. Expressing his views on non-implementation of the National Language Policy (NLP), Wright (2002:1) states that “if we understand why the NLP is effectively moribund, we will have a better insight into the obstacles our LiEP must overcome in order to gain transition in our schooling system”. He further indicates “until we honestly acknowledge why our NLP is not thriving in practice, we will certainly misunderstand the dilemmas facing teachers daily, especially in the rural language classroom” (Wright 2002:1). He is of the opinion that the period of national life where multilingualism can be deliberately fostered and developed in schools has come. The new Language in Education Policy (1997:1) that has not been implemented in former Model C schools stipulates that:

A wide spectrum of opinions exists as to the locally viable approaches towards multilingual education, ranging from arguments in favour of the cognitive benefits and cost-effectiveness of teaching through one medium (home language) and learning additional language(s) as subjects, to those drawing on comparative international experience demonstrating that, under appropriate conditions, most learners benefit cognitively and emotionally from the type of structured bilingual education found in dual-medium (also known as two way immersion) programs (LiEP (1997:1).

The LiEP (1997:1), goes on indicating that “whichever route is followed, the underlying principle is to maintain home language(s) while providing access to and the effective acquisition

of additional language(s). Hence, the Department's position that an additive approach to bilingualism is to be the normal orientation of our language-in-education policy".

In view of what I have discussed earlier, the LiEP (1994) promotes the teaching of additional languages in South African schools whilst at the same time adding more to the previous knowledge of the learners to make them bilingual. The learning of the additional languages according to IIAL Draft Policy (DBE 2013) does not replace the home language of the learners but is meant to be taught alongside home languages. This serves as a way of preserving the home languages of the learners in order for them to be used as resources for learning. In the context of the investigation that is to be conducted in the Western Cape schools for this study, the Western Cape Language Act, No 13 of 1998 (Premier for the Western Cape Province, 1998:1) (PWCP), recognizing the Constitution, indicates that "the Western Cape is subject to the national Constitution, and it is the highest law in the Western Cape, and the obligations imposed by it must be performed diligently and without delay". The obligations then are that:

- (a) the official languages Afrikaans, English and isiXhosa are to be used.
- (b) these languages must enjoy equal status.
- (c) the Western Cape government must through legislative and other measures, regulate and monitor its use of Afrikaans, English and isiXhosa.
- (d) the Western Cape government must take practical and positive measures to elevate the status and advance the use of those indigenous languages of the people of the Western Cape whose status and use have been historically diminished (Premier for the Western Cape Province, 1998:1).

In the light of what has been stated above, one could conclude that the use of three languages in the Western Cape is vested in the laws guided by the Constitution of the Republic of South Africa. The diminishing use of African languages in the classroom situation and the use of only English and Afrikaans is therefore unconstitutional and unlawful. IIAL therefore in implementing African languages in the Governmental Schools is governed by the Western Cape Language Act Western, no 13 of 1998 which specifies that the official languages Afrikaans, English and isiXhosa are to be used.

It is shameful that this act in former Model C schools comes into practice after 20 years. However, the inclusion of the diverse learners' backgrounds and their languages as well as the implications of the Government documents and policies assume centrality, immediacy and primacy in this study.

Summarizing the above presented discussions of bilingualism and multilingualism as well as arguments revolving it into context, it can be said that multilingualism is a norm and it has been practised outside and inside the classroom situation in many instances internationally and in South Africa. The Language in Education Policy as well as IIAL recommend the inclusion of multilingual teaching in former Model C schools which had been teaching English and Afrikaans. I think is a form of monolingual teaching as they exclude the teaching and learning of African Languages (AL). The discussions presented above have looked at the negative and positive arguments on multilingual and bilingual education. However, the investigation on the implementation of IIAL will look at the approaches that teachers use in the classroom in teaching and learning isiXhosa in classes that are filled with multilingual learners. Bilingualism and multilingualism in this study will be used interchangeably as it seems that presently there is no clear distinction between the two. I will use these terms simultaneously in relation to the question of how IIAL program is implemented as the program refers to the teaching of isiXhosa which can be the second or third or fourth language of the learners. It is stated above that former Model C schools are composed of immigrants from outside and inside South Africa who speak their own languages in their communities and that these languages need to be incorporated into the teaching and learning of isiXhosa. Therefore, this study has a reason to look at language diversity and inclusion in the process of teaching and learning. To draw on teacher's experiences in the classroom situation in teaching the language, I will discuss below the different strategies used in learning the language.

2.4 The teacher strategies in teaching second languages

In the following discussion of the strategies used by teachers in teaching second language, I will have a special reference to Krashen's (1985) input hypothesis, Gardner's (2010) motivation theory, Vygotsky's (1978) sociocultural theory, the Revised National Curriculum Statement (RNCS 2002) (Grade R-9) and National Curriculum Assessment Policy Statement (NCAPS

2011) Grades R-12. One of the objectives in my study is to investigate the teaching strategies used by teachers in former Model C schools in implementing IAL. It is important therefore to understand the meaning of teaching strategies considering the context and aims of this study. Strategy is defined by Griffiths (2013) as a term that covers thoughts and behaviours to learn the language. He goes on to say further that strategies involve the techniques or devices which a learner uses to acquire knowledge with the help of a teacher. Gardner (2010) on the other hand refers to strategies as the ways the teacher could use to motivate learners to learn a second language. In his motivation theory, Gardner (2010) indicates that the second language learning takes culture and community environment into consideration. In the process of second language learning it is possible that a learner might think in his or her mother tongue linguistic means and cultural community language, that is not connected to the target language (Gardner 2010). In class there is a teacher responsible for teaching the target language and the materials to be used in acquiring the language. The duty of the teacher therefore is to motivate the learners to embrace the culture of the receiving country, South Africa and Xhosa culture in the context of this study. Gardner (2010) further indicates that both cultural and educational components of language learning are important. For him a learner demonstrates the cognitive, affective and behavioural characteristics that need to be motivated. A motivated learner engages in the class activities, persists in the activities, attend the tasks, shows desire to learn, achieve goals and enjoys activities (Gardner 2010:10). In his motivation strategy, Gardner notes that some teachers find it difficult to motivate their learners because of things that are beyond their control. Such factors are home background, physical tiredness, events in their personal life, personality and anxiety. On the other hand, teacher's professional and affective characteristics can influence the motivation of the learners to learn second language (Gardner 2010). In addition, teachers must have knowledge and skill to teach a second language. Teachers who lack knowledge and skills of teaching second language will find it difficult to motivate the learners to learn a second language. Gardner (2010) mentions four strategies of learning language and they are:

1. Initial stage of language learning which involves vocabulary, grammar, pronunciation.
2. Consolidation, here the elements of language are brought together. Learners learn sentence construction, rules for pluralization, learn idioms etc.
3. Conscious expression. Learner can use the language with a clear conscious effort whereby thoughts and ideas are communicated.

4. The fourth stage is automaticity and thoughts, in that stage language comes automatically (Garner 2010:5-7).

In other words, teachers in educating learners about the language must start by introducing them to basic grammatical elements like phonemes, sentences, comprehension, which with time will help them acquire critical thinking and language communication automatically.

Krashen (1982, quoted by Benanti et al. 2014) states that at the beginning, acquisition is an unconscious and implicit process of learning the language. Learners thereafter learn the rules of the language consciously and understand the grammatical rules. The last stage as indicated by Gardner is that of critical thinking and automatic use of language. Both Krashen (1985) and Gardner (2010) stress that teaching should be free from anxiety something that can give positive learning attitudes when learning second language. Krashen (1985) says that anxiety could block comprehensible input. Gardner (2010) suggests relationships between learners and teachers to influence positive attitudes towards learning that would promote conducive classroom environment.

What can be concluded from this is that the teachers in teaching second language must use certain strategies to make learning meaningful. If teachers do not know the strategies they use in class, that can lead to student failure (Kalati 2016). The teacher's personality, professional affective characteristics, teacher training and appropriate use of teaching methods lead to meaningful learning in class (Gardener (2010).

It is important to mention that arguments for including the languages that learners speak outside the classroom situation is a focus in this study. Lang (2015:21) indicates that "language is not deliberately learned as an isolated semiotic system". It is as it is experienced by the child in his or her social activities. Furthermore, Vygotsky (1986: 218) stresses that language does not only contribute to social cohesion of the speech community, but also to the structural cohesion of thoughts that are reinforced in everyday lives and experiences of learners. The classroom therefore is the place to extend the thoughts of learners by having them read, speak and write the language, hence the teacher plays an important part at this stage. It is on these grounds that we must find out what strategies' teachers use in teaching an additional language, which is isiXhosa in the case of my study.

Needless to say, that it can be difficult for teachers to find and point out what strategies they use in class, but there are recent studies (Natascha 2012, Griffiths 2013, Kalati 2016) that identify the following four major teaching strategies:

1. Strategies in vocabulary development where teachers introduce new concepts and build learners background knowledge.
2. Guided interaction. Here the teacher structures a lesson so that learners work together to understand what they read by listening, speaking, reading and writing collaboratively.
3. The modelling of target language that gives a guide on how learners learn additional language in a natural environment.
4. Visualization. The teacher brings to school things that learners can see and associate their experiences in the real world with, e.g., photos, audio clips and videos, and encourage learners to use these in class as well as other environments.

In addition to these, Griffith (2005) points out that teachers should encourage mixed learning abilities of learners by allowing them to work in groups. He points out that music is important strategy especially in the Foundation Phase whereby teachers could play variety of music using library resources.

The strategies mentioned above will help me deduce guidelines related to what strategies teachers use in teaching isiXhosa. Gregersen and MacIntyre (2014) emphasises that teachers must foster a learning environment that encourages problem-posing critical thinking, creativity, communication and social responsibility. This can be achieved using a learner-centred method explained by Griffith (2005) whereby learners are given a chance to discuss and find solutions while the teacher acts as a facilitator. In addition, teachers should spend time reading books to their children, which could help in their reading comprehension, letter recognition and print awareness (Geeslin and Yim Long 2014). These researchers stress that teachers should have a reading centre where children can pick out pictures, books so that they can spend quiet time looking and interpreting them. Natascha (2012) says that it is important for teachers to demonstrate the importance of the curriculum to parents, explain how everything in class works. One could then stress that Foundation Phase is important for children in order to learn to socialise and therefore parents and teachers need to create an environment for this.

Garrett-Rucks (2016) emphasises the teaching of culture in the second language acquisition syllabus that is being introduced in USA from grade K-12. The international education (IE) in USA, according to Garrett-Rucks (2016:5) enables learners to increase awareness and understanding of the diverse world in which we live. He indicates that intercultural competence empowers learners to understand people from diverse cultures and develop attitudes that move beyond “ethnocentric thinking”, as well as the presence of skills and behaviours that promote productive and effective communication among and across cultures. For Garrett-Rucks (2016:5), teachers need to bridge cultural differences by preparing learners to cherish target language cultures rather than to prepare learners “to be competitive, entrepreneurial workforce of the capitalistic” societies by solemnly embracing English learning culture. This can be noticed in many countries, including South Africa. The use of English in South African curriculum, former Model C schools prepares learners for the monolingual English-speaking world discarding the internationalization of education that could impart knowledge to them about different cultural practices in South African communities.

Adding more on teaching strategies, Natascha (2012) says that in primary classes modelling target language can act as a guide on how learners can learn additional languages in a natural environment. This is echoed further by Kotze et al. (2017) who mentions that the focus on Vygotsky is embedded in Bronfenbrenner’s Ecological Systems Theory (1978) that consists of layers. These layers are a microsystem inside a mesosystem embedded in an ecosystem, all of which are part of the macro system in which the learner lives in his or her environment. These layers I will discuss them broadly in chapter 3. In line with Bronfenbrenner’s theory, the needs of the second and third language speaking learners should be supported (Kotze et al. 2017). This goes hand in hand with teacher facilitation in learner-centred strategy mentioned by Griffith (2005). Above all, the theory of Vygotsky stresses the importance of scaffolding in the form of supporting the learners in order to help them achieve learning goals. Scaffolding are activities provided by the teacher or competent peer to support the learner and this is done through Zone of Proximal Development (ZPD). The ZPD refers to what the learner can do with the help of an expert and what the learner can achieve with his/her guidance and encouragement (McLeod 2019). Vygotsky believed that when the learner is in the ZPD in learning the language the provided assistance will motivate the learner to achieve the task. Through ZPD, teachers are

encouraged to focus on social interactions to provide learners with skills (McLeod 2019). The theories of both Vygotsky (1978) and Bronfenbrenner (1978) can be helpful to teachers in devising strategies for mentoring children in learning second language in both outside and inside classroom situations. In light of this, I consider Vygotsky's sociocultural theory and Bronfenbrenner's ecological theory as the core theories that guide my study and I propose to discuss them at length in the next chapter.

Most of the strategies mentioned above had been used in the learning and teaching of other languages, including English as an additional language, and these strategies could also be used in teaching isiXhosa. IsiXhosa is different from English and other languages. To make an example with tone, one word could mean many things according to the context it is used in. Take for example the word **ubulele** = were you asleep?

Ubulele = did you thank them? (low tone)

Ubulele = did he thank? (high tone)

Ubulele = did you kill? (middle tone)

Ubulele = he killed? (high tone)

In these examples there are different tones that change the meaning of the word with the same spelling. The point I want to make here is that teachers when teaching isiXhosa should make use of these differences in tone and in pronunciation to enable learners to gain vocabulary. This is in keeping with one of the principles of National Curriculum Assessment Policy Statement Grades R-12 which states that language structure should give a good knowledge of vocabulary and grammar, provide the foundation for skills development (listening, speaking, reading and writing). In Grade 2 classes, "vocabulary is learned incidentally through exposure to the spoken language" (NCAPS 2011:17). Teachers when showing tonal differences in speaking the language will develop learner's vocabulary and listening skills whilst at the same time writing of the words is taken into consideration. However, I will observe during my field work if teachers use old methods of memorization in vocabulary gathering or prefer to use vocabulary games, independent reading as well as wall labels. At the same time, I am aware that the aims of the NCAPS (2011) in additional language learning is to make inclusivity a central part in organizing,

planning and teaching that could be achieved if teachers have a sound understanding of how to recognise and address barriers of learning. The inclusivity according to NCAPS (2011:5) means support from the structures within the community, parents, teachers, District-based support teams, special schools, and the Resource Centres. In other words, the community support groups need to be influential in teaching the language of isiXhosa. In addition, additive bilingualism recommends the use of home language as a foundation to learning the new language (NCAPS 2011).

Taking the above-mentioned points into the context of second language teaching strategies, Abello-Contesse et al. (2013) provides us with an illustration of a class in Spain where students were taught English and they made their input in Spanish and in Basque languages. They state that students were free to choose any of the languages they know in speaking and writing as part of the pedagogical approach. The model in question here can augur well for the multilingual teaching proposed in this study as I wish to argue that the language should not be seen as structural as in the generative grammar propounded by Chomsky. Learners need to be free to use the language as they wish in class, incorporating the languages they speak at home as well as additional languages learnt at school.

Recognizing learners' home language in the classroom, an integrated communication form process called "translanguaging" whereby multilingual speakers utilise their languages, has been a focus of researchers like Garcia (2001, 2011), Makelela (2016) and Marácz, (2018). These researchers see translanguaging as a resource for the use of many languages in class. However, there is a view that languaging has an informal communicative role which deviates from that of Chomsky's generative grammar that defines language as a set of rules (Marácz, 2018).

According to Marácz (2018:225) the term "languaging" means that the hierarchies in languages is flattened as all languages are given equal power and use. Contrary to this, in South Africa, English is still given a higher status than African languages. Given this, IIAL aims to introduce African languages to minority speakers, not vice-versa. Lebeloane (2018:1), referring to this hierarchy, argues that South Africa like other countries was colonised from the time whites arrived and explored and settled in the country. Lebeloane (2018:1), quotes Mignolo (2011), who indicates that "The Whites process of colonization took various forms which included amongst other things class, gender, inequality language and race". It is stated in chapter 1 that English and

Afrikaans were privileged languages before and that IIAL comes to reverse these practices by recognizing teaching and learning African Languages in South African former Model C schools. Therefore, it is important for this study to consider language diversity and inclusion strategies in teaching XSAL. Including diverse languages in teaching XSAL, the teacher could use translanguaging model by (García and Reid 2015: 299) that draws on the languages available to learners in class and that even if the teacher does not speak all (or any) of the other languages learners do. The teacher can welcome the languages of the learners and encourage the learners to use them in the classroom. Mahlo (2017) indicates that the challenge facing many South African teachers is that they have not been trained to cope with diversity of learners in schools, hence this study aims to recommend the proper strategies to be used in South African multilingual language classes in the Foundation Phase. It is my view that the informal communicative role could be important in structuring the language in class not just language based on rules without any deviation from the formal structure. Therefore, it is important in this study to investigate different approaches used in teaching and learning XSAL.

I stated above that negative attitudes against bilingual teaching had been there as early as 1953 and it is still prevailing to this very day. In South Africa the teaching of foreign languages English and Afrikaans has been practiced more than the teaching African languages. The IIAL program aims to reverse the acknowledgement of the “foreign languages” by making use of local languages in education that will promote multilingualism. I see mastering isiXhosa and English or Afrikaans at early childhood as a resource and not as a problem. The use of two or more languages in class in the 21st century should be a norm and the strategy in teaching more than one language needs to be accomplished and agreed upon by the politicians as well as the South African society. What is noticeable is that monolingual English and Afrikaans learners if they are not exposed to multilingual learning at the Foundation Phase, they will need the African languages at a later stage to work in the African communities. This is to suggest that they must pay a lot of money in programs that are designed for the work involved. This goes hand in hand with what Anne-Marie de Mejia (2002) says about language education today, which has become a business that focuses on teaching young people who want to study abroad, as well as business people who need a command of other languages due to the demand of their clients. Taking this into context, it can be noticed that the demand for technology in the rural areas of Eastern Cape

needs businessmen of tomorrow who are competent in isiXhosa, this being a dominant language of the communities there. If IIAL is implemented effectively and learners become competent in communicating in isiXhosa, that could help save the South Africans from spending money in such programs as learners will grow up with English or Afrikaans along with an African language as well.

Edwards (2012) saw the complexity of multilingualism as being associated with a world of so many languages as he examined interaction of language with nationalism, politics, history, identity and education. He saw that languages play an important role in societies. In this study examining how IIAL program is implemented, I use Bronfenbrenner's ecological theory that identifies the environmental factors that the learner interacts with while learning the language. At birth the child learns the language from the mother, thereafter in the playground with the peers as he grows up and when he goes to school, he learns more languages. At this stage, the child will be taught how to write, read and speak languages with understanding. Therefore, it is important to look at how children in Model C schools are affected by interaction in the environment where they live in acquiring Xhosa Second Additional Language (XSAL) incorporated into the IIAL program. This leads us to focus on the means on how language is acquired, and the relevance of sociocultural views in learning the language.

2.5 Language acquisition, linguistic and sociocultural views

The literature below looks at language acquisition considering the linguistic and sociocultural views. I will first present the views of the linguists about the importance of home languages in teaching and learning. There after I will look at the sociolinguistic views with special reference to Vygotsky's (1965) socio-cultural theory. As this study is concerned with the decolonization of the curriculum in the 21st century, by implementing IIAL in former Model C schools we need to embrace the importance of our own languages whilst at the same time recognizing multilingual teaching strategies in the classroom situation. The Department of Basic Education must work in cooperation with the stakeholders in trying to inform parents how important it is to implement IIAL, recognizing the mother tongue of the learners in teaching XSAL. It is stressed in the IIAL document that the aim is to strengthen the use of mother tongue of the learners whilst adding a new African language. Bronfenbrenner's Ecological Systems Theory (1978) recognises

children's environment background as the basic support to both home language and second language. Webb (2005) states that one of the reasons for the failure of multilingual language planning in South Africa is the absence of meaningful community involvement. It is on these grounds that I will discuss both the theories of first and second languages.

2.5.1 First and second language acquisition

It is important to mention that the recognition of the home language in children's education stipulated in IIAL has been a focus of researchers such as Brock-Utne (2014), Bamgbose (2005), UNESCO (2010), Benson & Kosonen (2013), Yiakoumetti and Mina (2012), Kioko et al. (2008). These researchers argue that if learners use their own languages, education can be meaningful. Some studies show that the use of home languages in education is the best approach to the cognitive development of the child (Noormohamadi 2008, Ikediashi 2014, Nomlomo 2014, Global Partnership for Education 2014). Other studies indicate that parents do not take responsibly for their children's home language to be used at school (Pluddemann 2014, Barkhuizen 2002). Looking at the accommodation model, Giles (1997) argues that motivation is the primary determinant of L2 proficiency. He states that if the learners are highly motivated to learn the language, they acquire a high level of proficiency. If not highly motivated, they acquire a low level of proficiency. Hansen (2012) states that successful learners will be those who have both positive attitudes and high level of motivation for learning. Considering the arguments above and in 2.2.5, parents therefore in former Model C schools need to motivate their children to acknowledge their own languages whilst at the same time adding more languages by learning other languages like Xhosa in the case of this study. The theory of second language acquisition developed by Krashen in the 1970s and 1980s emphasises communication in listening and reading. The focus of that theory is making learning stress-free as much as possible whereby the language output is not forced but allowed to come spontaneously. Krashen (1982) stresses that the teacher's role is to provide comprehensible input whereby the teacher is the primary source who must create positive low-anxiety climate. When observing the classes, I will find out if learners are free from anxiety during lesson presentations. Furthermore, language acquisition has been related by Cook (2010) to first language and second language acquisition in relation to the behaviourist approach of Skinner (1957), which refers to the stimulus-response notion whereby children produce linguistic utterances that are reinforced. The functionalist's approach (Bloom

1971, Slobin 1971, Piaget 1983, Brown 1987) argue that language is hardly something one can extract and detach from the cognitive and affective framework and be considered separately. In this regard, it is important to mention that cognitive theories focus on conceptualization of the learners' learning process. This process according to Shell (1980) is an approach that only focuses on mental activities of the learner, like mental planning, goal setting and organizational strategies. In cognitive theories not only the environmental factors, institutional components play an important part in learning, but there are additional key elements like learning to code, transform, rehearse, and store information, which assume special relevance. Learning process includes thoughts, beliefs and attitude values (Slobin 1971). The learning process focuses on the role of memory whereby information is stored and organised in a meaningful manner. The teacher plays an important role in facilitating learning and organise information in an optimal way. Whereas the designers use advanced techniques such as analogies and hierarchical relationships to help learners acquire new information to add to their prior knowledge (Ellis 1985).

According to cognitive theories, if a learner knows how to implement knowledge in different contexts we can conclude that transfer has occurred. Knowledge stored in the mind is important, but the use of that knowledge is also important in the language learning process. The behaviourist (Skinner 1957) used feedback to change behaviour in the desired direction, while the cognitivist uses feedback for guiding and supporting the accurate mental connections (Thomson and Hargrave 1992). In addition to metal information processing, Piaget (1983) described overall development as the result of children's interaction with the environment and their linguistic experience. Adding more on language learning Ellis (2004) emphasises that the mechanism of learning the language is composed of thousands of lexical items and phases in a native languages speaker's brain. Monolingual Language Acquisition (MLA) researchers like Pinker (1994) and White (2004) hold the view that language usage shapes grammatical ways from Universal Grammar (UG) by Chomsky (1965). These researchers proposed that language acquisition is impossible in the absence of innate principles of grammar. The grammatical structures and constructions from their linguistic point of view traces small units of patterns such as phonemes, phonology, syntax as well as comprehension. These grammatical linguistic patterns appear in the process of Second Language Acquisition (Draughty et al. 2004). There is a

general agreement between structuralists and nativists that “mental grammar” consists of lexicon that provides information about the relevance of words in sentence construction and interpretation (White 2004). The other argument is that grammar for any human language must have appropriate type of language construction, e.g. noun, verb and object, and that words must be combined into phrases and sentences. In keeping with this argument, isiXhosa also has the same pattern given in the following examples:

Umntwana utya ukutya. (The child eats food).

Umntwana>subject noun in class 1, utya>verb, ukutya >object.

Umama upheka ukutya. (Mother cooks food).

Umama>subject noun in class 1, upheka>verb, ukutya>object

Ndiyayifunda incwadi. (I am reading a book)

Ndi>subject first person, ya> long form indicator, yi > object concord, incwadi >object.

Siyakupheka ukutya. (We are cooking food)

Si> subject concord third person plural, ya> long form indicator, ku > object concord, ukutya>object.

However, in the above examples there is an element of subject and object concords as well as class nouns which are not found in other foreign languages like English and Afrikaans. For example, in the above sentences:

Umtwana **utya** ukutya (The child eats food) the concord is **u** in the verb utya.

This shows the agreement between the verb and the subject noun in class 1 and that is called (isivumelanisi sentloko) in Xhosa. If we take the same example into a plural form it will be:

Abantwana **batya** ukutya

Here **ba** in the verb batya (eats) agrees with ba of the subject noun in class 2 abantwana (children). If we consider the object concord in the following sentence, we can say:

Umama upheka ukutya (mother cooks food).

U in the verb ‘upheka’ agrees with the u-in ‘ukutya ‘being the object hence’ **u**’ of upheka is an object concord.

Ndiyayifunda incwadi. (I am reading a book) Yi of the verb ‘ndiyayifunda’ is the object concord that agrees with i- of incwadi.

The illustrations above show that although the pattern in language structure is the same, i.e. subject, verb and object, in isiXhosa certain rules must be followed like considering concords and the differences in concords in the singular and plural forms. However, in the Foundation Phase, teachers need not tell the learners the grammatical rules, but they must be aware of why there are changes in concords. In most cases if the teachers are not trained to teach isiXhosa, they could find it difficult to follow these grammatical rules. Teachers in the Foundation Phase must use some pictures to show the meaning of the sentences and that goes well with what Gregersen and MacIntyre (2014) say teachers should find out the individual needs of a child to use appropriate learning materials. In the above cited sentence ‘Umntwana utya ukutya’ (the child eats food), a teacher for example can use a picture of a child eating in urban as well as in rural areas. In this way, the teacher is scaffolding the learners to understand the content and the context in which the lesson is presented.

The question on how language is acquired comes from the assumption that children have an “acquisition device”, an innate system that children use to interact with their experiences (Sloin 1985, O’Grady 1997). The language acquisition device is known as UG by Chomsky (1965). The nativists deny that innate acquisition device includes grammatical categories or principles of grammar per se. Cognitive nativism argues that the entire grammar is the product of the acquisition through experiences without grammatical knowledge being inborn (Ellis 2004). In addition, Watson-Gegeo and Nielson (1997:294) argue that it is questionable if there is a thing like “interlanguage”. The arguments against UG specify the fact that language is not only limited to inborn grammatical principles, but rather include features of human physiology, the nature of the perceptual mechanisms, the role of social interactions in communication (O’Grady et al. 2009). This has generated interest in corpus linguistics in SLA as seen in researchers like Biber et al. (1998) and Hunston et al. (1996), who set to investigate the reasons why language learning requires exposure to natural recourses. In arguing for the exposure to language learning materials

as resources, Vygotsky (1978) says that language acquisition is about establishing new cognitive learning supported by sociocultural approaches.

Structural and descriptive approaches such as the ones discussed above focus on linguistic structures of first language learning without considering language interaction between larger communities. Much of these researchers were underpinned by the idea of language as a medium of communication. This idea is still in our education system today as English and Afrikaans are to be learnt perfectly with good grammatical rules as mediums of instructions even to Africans, neglecting other South African languages spoken in large communities. This can destroy African languages which I see as a form of oppression. The effects of not being able to speak your own mother tongue deprives one's self-assurance, sense of control and a link to one's heritage (Burck 2005). One form of "de-authorizing" individuals according to Burck (2005:5) is to change their names into a new language, hence Africans in most cases have African names as well as English names including the former first Black President of South Africa – Mandela – who was called Nelson. Burck (2005:5) indicates that in turn language can be used as an instrument of resistance and reclaiming use and power of language. That is what is happening with IAL implementation in the former Model C schools today. The significance in my study is that the implementation of IAL will contribute to the development of African languages and that the learners in former Model C schools will contribute to the development by the use of these languages in technology.

2.5.2 Socio-linguistic views

Contrary to structural ways of learning the language mentioned above, what can be noticed is that critical linguists considered language as a social use constructed through relations and power. Crott and Cruse (1999), Talmy (1998) Kemar (2000) and Kress (2001) researched bilingual language use in everyday social situations with a focus on international meaning making, cultural patterning speech and the importance of context. These researchers provided evidence that the meaning of words in a given language, and how can they be used in combination depends on the perception and categorizations of the real world around us. In other words, the experiences about the world are reflected in our languages. Watson-Geogeo (1997) is of the opinion that the issue of language acquisition is very complex as it involves cognitive, cultural, social and political issues. Looking at socio-linguistic aspects of language acquisition,

Van Compernelle (2014) has constructed a framework for second language instructional pragmatics grounded in Vygotskian cultural historical psychology, very often referred to in applied linguistics. Vygotsky's (1935) argument was that children are entrenched in different sociocultural contexts and that their cognitive development is advanced through social interaction with more skilled and knowledgeable individuals. In the case of IAL implementation, the parents in the form of governing bodies, teachers, subject advisors as well as government officials will play an important role. Baker (2011) recommends that learners should make use of their bilingual or multilingual skills in learning in schools. The use of more than one language in teaching promotes learner autonomy in the learning process (Madonsela 2015). The point that I want express is that learners cannot be bilingual and be able to use both English and isiXhosa if they are not taught Xhosa proficiently. The Universities and Technical and Vocational and Educational Training (TVET) institutions need to be committed to training teachers to have good strategies to deal with multilingual teaching. The key of achieving IAL outcomes in teaching XSAL lies on the teacher. Furthermore, Van Compernelle (2014) and Lantolf and Thorne (2007) discuss the triangular language use, i.e., mediation, zone of proximal development and scaffolding by Vygotsky (1978), hence both teachers and parents play an important role second language learning.

Lantolf and Thorne (2007:1), express the view that “humans are understood to utilize existing cultural artefacts and to create new ones that allow them to regulate their biological and behavioural activity”. In my observations I will find out how teachers utilise the previous knowledge of the learners, such as their mother tongue languages, teaching materials from their environment as well as the skills in interpreting the environment in learning XSAL. In addition, Kramsch (2009:1) indicates that “part of becoming a member of another community is precisely the process of constructing your own identity in relation to that of others. We are what others are not. We perceive the world through the time/space of the self but also through the time/space of the others”. In this study, I will observe how learners interact and recognise themselves as part of the group in doing their group activities. Researching on the complex issues discussed so far, Vygotsky, developed a socio-cultural theory of child development. Vygotsky's socio-cultural theory gives us the basis of knowledge on how the child interacts within the society. He argued that social interactions play an important role in cognitive development. He believed that an

individual's development is interactionally connected to the society. Scaffolding according to Vygotsky can help the teacher to develop the child in performing certain tasks. These tasks involve solving problems of the world with the help of the parents, teachers as well as the community members such as caretakers. According to Vygotsky humans use tools such as speech and writings from their social cultural environments to serve social functions. Vygotsky believed that internalization of those tools leads to higher order thinking. In contrast to the traditional way of teaching practices where a teacher was in the centre in giving information, Vygotsky's theory promotes learning as a role in which learners play an active part. Relating this theory to the lives of the learners in their communities, one would conclude that it impacts on their language acquisition. Bronfenbrenner (1978) shares the same view with Vygotsky as they both see the child's development as something that is influenced by the entire community. Ecological linguists like these give us a key framework into language interaction that goes beyond the community use. The interaction of a child with his or her family is extended to school and as such teachers need to work with the community to develop children's critical thinking in learning the language.

At this juncture it is appropriate to state that the issues I have covered so far are the core issues that my study aims to address in the investigation of how IIAL is implemented in the former Model C schools in relation to the acquisition of isiXhosa Second Additional Language (XSAL). The issue here is to investigate how isiXhosa language is learnt on top of the first language of the learners given that SLA learning happens later in life whether in childhood, adolescence or adulthood (Ortega 2018). What this means is that when the child starts school, he or she is exposed to learning a new language whilst his or her Monolingual First language (MFL) is fully established. In some cases, SLA can happen in early years of learning making it difficult for researchers to draw boundaries between monolingual acquisition and multilingual language acquisition. For children who grow up in many languages this distinction is too difficult to see (Cook 1991, 2008). These monolingual and multilingual learners acquire language in formal and informal settings like multicultural schools, workplaces in organised and unorganised structures of language learning (Ortega 2018).

Research, which has been done by different researchers in languages like English, French and German (Scott 2002, Garcia 2001, Cenoz et al. 2001) indicates that the multilingual knowledge

of other languages accelerates the learning of other languages. The benefits are clear if the language is related to the target language. If the target language is Afrikaans for example, Dutch language knowledge would make it easier to learn Afrikaans. This goes well with the knowledge of European languages in learning another European language. This can also be consistent with regards to African languages as African language speakers would be at an advantage of learning target language isiXhosa. Haakan's (2007) gives evidence that knowledge of first language (L1) can increase the rate of Second Language (L2) learning. Haakan's study was conducted in Finland in grades 3, 5, 7 with English as the target language. His findings showed that learners with the European language backgrounds learned the language quicker than those who came from China, Canada and other countries. Taking the argument of influence of other languages in learning an additional language, I can reflect on my experiences of learning Norwegian as an additional language. I found that my English and Afrikaans language knowledge was more beneficiary in learning the target language. There are some words in both languages that are there in Norwegian. Such words are "God morgen" meaning "Goie more" in Afrikaans. In English it is "Good morning". The point I am making here is that these languages are European languages hence they have similarities/near cognates. The assumption is that the learners in grade 2, especially those coming from other African countries as well as those whose mother tongue languages are African languages would learn isiXhosa easier than those who have never been exposed to African languages. Learners in the Foundation Phase start learning XSAL after they have been using their mother tongue languages for some years. Thus, the previous language knowledge is an important source to influence of SLA acquisition. It is my opinion that those who had never been exposed to African languages before will also be able to learn the language quicker in early stages than in later stages of their development. One would consider that in this global world, learners growing up exposed to a multilingual language situation will be able to use their language skills in other countries inside and outside South Africa. Apartheid in its fixation with dogmatic practices of perpetuating English and Afrikaans language learning had disadvantaged a lot of White South Africans in acquiring African languages to communicate with people and render business to the larger communities. Companies like Telkom, Pick and Pay, Edgars, H&M for example are national and international companies that are not supposed to give services to African people in English only. Africans have a right to be served in their own languages. Globalization is considered largely as an economic phenomenon and encompasses

political, social and institutional dimensions (Edoho 1996). On the other hand, Dicken (1992:1) sees globalization as a “more advanced and complex form which applies a degree of functional and integration between internationally dispersed economic activities”. Furthermore, Jones (1994) states that globalization shares a common conceptual identity with the term “interdependence” interrelations and political economy. While globalization can show interdependence between nation states, it can create relations of dependence and enforce existing asymmetries in the global system (Potter 1992). The argument here is that in this globalised world of the 21st century, schools must prepare learners to face the challenges embedded in language acquisition by acquiring as many languages as they can. Never before in human history have countries been so closely integrated and linked through trade, finance, investment, communication and technology (Potter 1992).

Based on the literature reviewed so far, I believe that language acquisition in both linguistic and sociocultural aspects of second language learning cannot be overlooked in my study. What has come to light here is that both cognitive and sociocultural influences play an important part in second language acquisition. However, there are different strategies used by researchers in understanding the acquisition of the language, and in light of this, different support systems like teachers, parents and caretakers could help in supporting learners to learn the second language. This leads us to the next chapter that deals with the models of integration of the learners to the new culture of Xhosa in the case of this study. The time has come for researchers to come up with more conducive ways of acquiring isiXhosa using different models.

2.6 Conclusion

This chapter has dealt with Language in Education Policy in South Africa and its implementation. It indicates that the Language in Education Policy published on the 14th July 1997 aims to build a non-racial nation in South Africa. It is meant to facilitate communication across the barriers of colour, language and religion, while at the same time creating an environment in which respect for languages other than one’s own would be encouraged (DOE 1997). It is stated in above that although the policy has been published and meant to be observed, the marginalizing of African languages in the field of teaching and learning continues in the former Model C schools, hence the Department of Basic Education had to intervene by

implementing IIAL. The Department of Basic Education (DBE 2013) aims to increase access to languages by all learners beyond English and Afrikaans by requiring all non-African home language speakers to learn an African language. The Department of Basic Education is contributing to the National Development Plan (NDP) by means of implementing IIAL chronologically from Grade 1 in 2018 to grade 12 in 2029. The implication is that all learners in schools under the Department of Education will be competent in African languages at the end of their school leaving.

The focus in the chapter is also on the reasons why African languages have not been implemented in former Model C schools. One of the reasons is the rise of the use of English and Afrikaans because of the dominant power of Apartheid exercised by the previous governments before ANC came to power in 1994. The attitudes of both parents and learners are positive towards use of these European languages, especially English as they maintain that it is the global language. Contrary to this believe, English is used as lingua franca to communicate by people from different language backgrounds. South Africa with its nine official languages also uses English as a unifier. That does not mean that Africans do not speak their own languages and need services in their own languages. The deployment of South African languages means the recognition and use of African languages in technology whereby every African can access and use their own language in cell phones, computers and audio-visual aids.

The importance of the mother tongue in teaching and learning of African languages is underlined. On top of their mother tongue, children in Grade 1 when they start to learn additive language isiXhosa, need to build a strong oral foundation. They need to hear lots of simple spoken Xhosa which they can understand. When more languages are added in the children's vocabulary, they become bilingual or multilingual. What aspired was that researchers globally because of migration are looking at the ways of breaking monolingual ways of teaching by means of finding the ways of accommodating the languages the learners bring with at school. Language diversity requires awareness, understanding and skill of accommodating other people's communication, opinions and experiences. This has motivated Ecological Systems Theory researchers to embark on finding the ways by which languages that the learners bring to school can be used as a steppingstone to learn more languages. These researchers discovered that children who grow up in multilingual language practices from an early age are more perceptive

and intellectually flexible than those who speak one language. That has led to this study to look at the strategies that teachers can use in teaching additional languages.

Considering these strategies, researchers have pointed out the key determinants, i.e. motivation, less anxiety and teacher training. In the process of second language learning it is possible that a learner might think in other linguistic means and cultural community language, that is not connected to the target language (Gardner 2010). In class there is a teacher responsible for teaching the target language and the materials to be used in acquiring the language. The duty of the teacher therefore is to motivate the learners to take the culture of the receiving country, South Africa and Xhosa culture in the context of this study. Gardner (2010) further indicates that both cultural and educational components of language learning are important. A motivated learner engages in the class activities, persists in the activities and attend the tasks.

I also mentioned Krashen's affective filter hypotheses about what prevents learners from utilizing the comprehensible input they receive for language acquisition. These include anxiety, stress and an unpleasant class environment. The implication is that a relaxed learning environment can give more of a second language acquisition input. The conclusion is that the teachers in instructing a second language must use certain strategies to make learning meaningful. If teachers do not know the strategies they use in class, this can lead to learner failure. The teacher's personality, professional affective characteristics, teacher training and appropriate use of teaching methods can lead to meaningful learning in class.

When looking at language acquisition, linguistic and sociocultural views, the functionalist's approach argue that language is hardly something one can extract and detach from the cognitive and affective framework and be considered separately. In addition to mental information processing, Piaget described overall development as the result of children's interaction with the environment and their linguistic experience. In this regard, Vygotsky argued that children are entrenched in different sociocultural contexts and that their cognitive development is advanced through social interaction with more skilled and knowledgeable individuals. The environment therefore plays an important role in language learning. Therefore, I have chosen to use in my study Bronfenbrenner's Ecological Systems Theory that focuses on the family, economy and political structures as factors that influence a child's transition into adulthood. Vygotsky, in his

sociocultural theory believes that an individual's development is internationally connected to society. Scaffolding according to Vygotsky can help the teacher to develop the child in performing certain tasks. These tasks involve solving problems of the world with the help of the parents, teachers as well as the community members such as caretakers. According to Vygotsky humans use tools to serve social functions such as speech and writings from their social cultural environments. Vygotsky believed that internalization of those tools leads to higher order thinking. The theory promotes a learning role in which learners play an active role in utilizing the resources from the environment in learning the language. that is Xhosa Second Additional Language (XSAL) in the context of this study.



CHAPTER 3: THEORETICAL FRAMEWORK

3.1 Introduction

My study aims to investigate how IIAL is implemented at the Foundation Phase in two Former Model Schools C schools, Cape Town city. It is also about the motivational factors that contribute to a better learning of second languages. Taking into consideration the key issues and insights that I have signposted in my earlier chapter, I wish to emphasise that the theories, I propose to present in this chapter assume particular primacy and immediacy in my investigation. Needless to say, that my study will utilise different theories, it will in particular draw on the synergies and stimuli that the ideas of Bronfenbrenner (1978) and Vygotsky (1978) can offer me.

Both Bronfenbrenner (1978) and Vygotsky (1978) argue that the learner in language learning is not isolated, but peers, family, friends and the entire community act as a support system in his/her learning. Both believe that the path between education and achievement is mediated by other people to the learners through the use of language, knowledge and skills. However, in addition to the views of Bronfenbrenner and Vygotsky, I will also consider Cummins' (1979) ideas about Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP), the Acculturation Model of Schumann (1978) and the Communicative Accommodation Model (CAT) of Giles (1977).

I have chosen these theories and models to guide my study in the belief that scientific findings in a research project are usually assessed in relation to as well as in conjunction with theoretical perspectives from which they derive and to which they may contribute (Brayman 2001). In addition, theories provide a set of concepts which one needs to explain the phenomenon chosen for investigation, thereby affording a possibility for a critical understanding of the phenomenon under investigation (Brayman 2001:4). Moreover, it is also argued that theorizing should precede and inform any empirical study, guiding the specific hypotheses it seeks to examine (Silvermann 2000).

My research has taken a constructivist approach developed from knowledge and learning mediated through social and cultural interactions. Constructivism as a paradigm is in keeping with a world view that puts forward the argument that learning is an active constructive process.

The knowledge is constructed by the learners on the bases of their own experiences (Jones and Brader-Araje 2002). In this way learners can construct new ideas based on the previous knowledge they have. Constructivists hold the idea that “language users must individually construct the meaning of words, phrases, sentences and text” (Jones and Brader-Araje 2002:7). Furthermore, in a similar vein, Vygotsky (1978) indicates that language serves as a psychological tool that causes change in mental functions. He mentions that children not only use language as a way of communication, but they also use it to direct their actions toward learning. Vygotsky (1978) believes that children not only speak about what they do, but their speech serves a psychological function directed at problem solving. My study therefore is fundamentally opposed to the principal position of behaviourists who focus on language as a stimulus. Behaviourists, like Skinner (1966) and Thorndike (1898) who hold the belief that learning will not occur if teachers do not determine the appropriate reinforcement to the stimulus. Skinner (1957) is commonly known for his linguistic “Verbal behaviour” theory and for experiments with animal behaviour in “Skinner’s boxes”. He has also gained recognition for his contributions on verbal behaviour to education through teaching and learning by operant conditioning. Operant conditioning according to Skinner (1966) refers to the fact that when consequences are rewarding, behaviour is maintained and increased. For example, if a child says, “want milk” and the parent gives milk, the child is likely to repeat these words to get milk. Another behaviourist, Thorndike (1898) in an experiment called the “puzzle box” with a cat, showed that the cat used many strategies to find the way out of the cage to get to the food outside. He found that if the cat is trained in one cage, it would quickly find its way out. At the same time, if it is put in a new puzzle box, it would still be able to quickly find the way. Thorndike (1898) also noticed that if the action brings a reward it will stay in the mind and that a well-practised animal will quickly find the way to get out. The behaviourists put teaching and learning solemnly on the shoulders of the teachers (Jones and Brader-Araje 2002). Teachers

should look at unwanted behaviour as such behaviour provide negative reinforcements, thus teachers will be able to extinguish unwanted activities (Jones and Brader-Araje 2002).

Contrary to the views of behaviourists, the constructivist's views challenged teachers to think about the critical role of the teaching and learning to take a constructivist idea that sees the development of the child as something that requires engagement on the part of the learner. I assume that the theories presented above and those that I propose to discuss below will help me in analysing the data in my study.

3.2 Bronfenbrenner's Ecological Systems Theory

Bronfenbrenner (1978) in his Ecological System Theory acknowledges the environment of the child and its influences on the child's development, in a more comprehensive way. The child does not grow up in isolation. The family, peers, teachers and interactions with the entire society contributes to the child's language development. Thus, the additional language the child learns at schools is the extension of the language spoken at home and the communities. Both languages in implementing IIAL should be recognised by teachers. The implications of IIAL in the context of this study is concerned with introducing Xhosa First Additional Language learning to learners with different backgrounds. I indicated in my literature review that isiXhosa will be the First additional language to the former model C school's children because learners at that state can learn any language without grading the competence in their additional languages. In this way, I agree in my study that isiXhosa comes second to these languages especially if they are taught the same way as their mother tongues that is English and Afrikaans. In chapter 2 page 34 I stated that accommodation model, Giles (1997) argues that motivation is the primary determinant of L2 proficiency. He states that if the learners are highly motivated to learn the language, they acquire a high level of proficiency. However, the question of motivation of the learners in acquiring isiXhosa language will be clarified in the data analysis in chapter 5.

The study, by using Bronfenbrenner's (1978) Ecological Systems theory, aims at investigating the role played by factors that influence second language teaching to these learners.

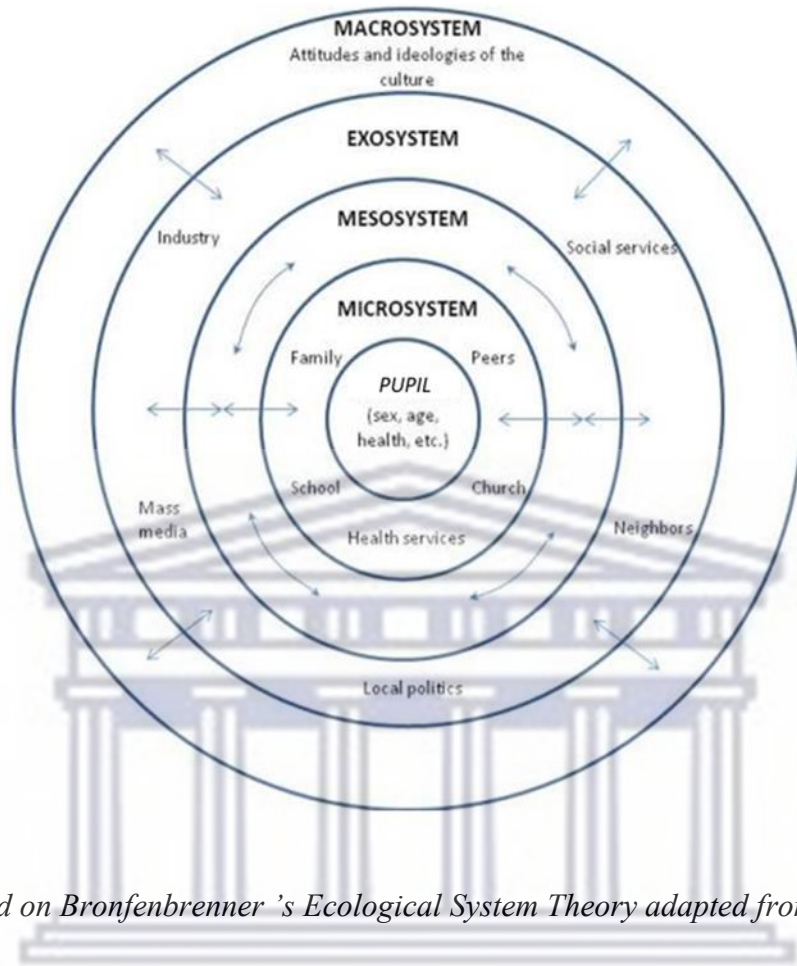


Figure 1. Based on Bronfenbrenner 's Ecological System Theory adapted from Wikipedia.org

Bronfenbrenner (1978) sees child development as something that is influenced by five important systems: the microsystem, mesosystem, *ecosystem*, macro system and chronosystem. These systems are discussed below with their significance to language teaching and learning in the South African context.

1. The Microsystem

Bronfenbrenner (1978) sees the child in a holistic manner through the microsystem. This consists of the environment where the child is grown up. In his theory, the family is the child's immediate environment that influences his or her development. In addition to the family, the school and day-care, and the peer group also influence the child's upbringing. The child within the microsystem interacts with family members and caregivers. These comprises the immediate environment of the child. These groups or individuals in their interaction with the child could

affect the way the child grows negatively or positively. To give an example, if the child grows up in a rural environment, the child will be influenced by the lifestyle of rural areas whilst a child growing up in urban areas will be predisposed by that environment. The child growing up in rural area is likely to have vocabulary like river, kraal, cattle and goats, whilst the one brought up in urban area would produce words like, train, airplane, location and station in communicating. According to Bronfenbrenner, more nurturing and more supportive interactions and relationships will improve the child's development.

In the case of this study, I should emphasise that parents, teachers and subject advisors, as well as the society where the child lives, will all be playing important roles in the implementation of IIAL.

2. The Mesosystem

The mesosystem contains the relationship between microsystems. The mesosystem comprises for example of the interaction between home and school, between peer group and family, and between family and church, mosque, temple or synagogue. These interactions between the child, parents, church and school are important in the upbringing of a child because the child's language and speech develop out of them. The home language (HL) is being taught by parents at home and the second language is the extension of the first language (FL) at school. Friends could also influence the child's language development, for example children growing up in townships could grow up with tsotsi-taal speaking friends. Children who are influenced by a church environment would also adopt Christian values, etc. I say so because (Kaschula & Anthonissen 1995:2) have already indicated that language is a part of society. They go on indicating that language "is partly shaped by society and in certain circumstances it also shapes society" (Kaschula & Anthonissen 1995:2). So, in whatever society the child grows up in has an influence in the language that he or she speaks. The influence of the languages from their societies therefore need to be considered at school so as not to prejudice children's languages.

3. The Exosystem

The exosystem is part of the environmental elements that have a great influence on a child's development, even though the child is not directly involved with them. The exosystem in the

context of African culture that consists of the extended families as a given. A child growing up in such a family will be influenced by different people within the family, unlike the individualism practised in Western cultures where children could find it difficult to communicate easily with people that he or she is not familiar with. This is also extended to the children who interact with people at the parent's workplaces and in the neighbourhoods.

In the case of this study, learners in Model C schools come from different language backgrounds within and outside of South Africa, and from black and white communities. These languages are English, Afrikaans, isiXhosa, IsiZulu, Tsonga, Swahili and many others. It is important therefore, that when I investigate IAL implementation program I would need to look at the influences of such backgrounds in relation to isiXhosa First language acquisition.

4. The Macro system

The macro system according to Bronfenbrenner (1978:1) is “the largest and most distant collection of people and places to the child that still exercises significant influence on the child being composed of the child's cultural patterns and values, specifically the child's dominant beliefs and ideas, as well as political and economic systems”. Children growing up in war-torn areas, for example, will experience a different kind of development than children in communities where there is peace. South African children are being influenced by various cultural beliefs such as religious beliefs, customary beliefs and different political organizations that exist in the country. These beliefs could influence the child's language acquisition indirectly and directly as they could impose negative or positive attitudes towards the IAL implementation program. Saville-Troike (1982:2-3) by Kaschula (2021:15) indicates that “ethnography of communication” takes language first and foremost as a socially situated cultural form. Kaschula (2021:15) goes on indicating that “it is therefore a mistake not to take cultural values and beliefs connected with its use into account” when teaching isiXhosa at the South African schools. This is particularly relevant in that South African children grow up in peaceful communities as well as communities filled with violence and crime. an example.

Their language influence might differ according to the environments they are brought up in. It is possible that children from peaceful places could perhaps be engaged in peace making arguments

whilst children from violence communities could potentially be involved in themes about protesting, drugs, rapes and stealing during shutdown protests in Cape Town and Johannesburg to make an example.

5. The Chronosystem

The chronosystem refers to the useful change of time, which demonstrates the influence of both change and constancy in the child's environment. The chronosystem may include a change in family structure, address, parent's employment or status. In addition, the societal changes such as economic problems and wars can also influence the child's environment negatively. What is noticeable is that South Africa is experiencing a lot of mobility within families because of education, change of work as well as high divorce rate which makes parents move from each other. In these movements' parents get jobs in other places and the addresses are being changed as well. The probability may be that these children will come to school with dialects, or language varieties of the places where their parents come from to the new schools where they are registered. The isiXhosa language learns in introducing IIAL is the standard language and it is important therefore to accommodate these different language speakers.

In this study through the interviews with teachers, I will investigate the background of the pupils in class, where IIAL is being implemented to determine the influence that they might have in acquiring XFAL. The support of the communities in IIAL implementation will also be taken into consideration. In the light of what has been stated above, below, I will give an account of Vygotsky's (1978) sociocultural theory that appears to concur with Bronfenbrenner's (1978) Ecological system theory. The theory of Bronfenbrenner (1978) is relevant in my study in that it recognises the influence of the languages children speaks from their homes in teaching and learning of isiXhosa at the South African Schools when introducing IIAL.

3.3. Vygotsky's Sociocultural theory (SCT)

The Sociocultural theory of Vygotsky (1978) is based on his beliefs that human structure is the product of development process deeply rooted in the links between individuals and society (Vygotsky 1978:30). In his sociocultural theory, (Vygotsky (1978) states that all higher mental

functions are embedded in the context of sociocultural settings. In this way Vygotsky (1978) is emphasizing the role of culture and society in language learning. However, the sociocultural theory of Vygotsky (1978) as discussed by Newman (2018) was not originally a theory that was intended for second language acquisition. According to Newman, Vygotsky's theory is best seen in being more related to first language acquisition. Rubik (2017) on the other hand states that Vygotsky's (1978) theory supports second language acquisition in a way that associates cultural and environmental practices with education in class. However, the important point that Clarke (2009) puts forward is that the first language forms the foundation for all the languages acquired later. According to Rubik (2017), the learner at school in learning the second language might be able to associate the things outside the classroom environment such as movies, reading and talking to the native speakers that speaks his or her language. In the case of this study, the Xhosa Second Additional Language (XSAL) language will come later after the children in former Model C schools have acquired their mother tongue at home and in their immediate surroundings. It is important for the learners therefore to associate the learning of isiXhosa with their previous experiences.

Vygotsky (1978) combined cognitive psychology with neurology and psychology, claiming that all of these should be understood in terms of Marx' theory of history and society. He suggested that culture becomes part of a person's nature. According to Marx' historical views, changes in society and use of materials produce changes in human nature (Vygotsky 1978:16). Vygotsky extended the concept of mediation in human environment to the use of signs and tools. He insisted that written languages and number systems are created by societies over the course of human history and change with the form of society and the level of cultural development. In other words, individual development change has roots in his or her own culture. Vygotsky (1978) believes that a child needs assistance from his or her environment to be able to learn at school. This view is consistent with Bronfenbrenner's (1978) ecological theory, where peers, parents, and schoolmates as well as society in general play an important role in learning at school. According to Vygotsky (1986: 94) "the early stage of thought and speech development in a child are biological". Vygotsky (1986:81) indicates that "laughter, inarticulate sounds, movements etc. are means of social contact" with the parents from the first months of child's development. At this stage Vygotsky (cited by Newman 2018:354) claims that "analogy can be drawn between

human children and chimpanzees in that they have natural biological abilities which enable them to react to stimuli”. In a similar vein, Lantolf (1994: 418) mentions that Vygotsky (1978) developed his theory on “symbolic mediation based on analogy with the processes through which humans mediate their interaction with the words of objects through the use of physical tools”. Lantolf (1994) is of the view that tools enable humans to organise and control mental processes to solve problems, think creatively as well as to plan and evaluate projects. He mentions that amongst symbolic tools are diagrams, algebraic symbols, graphs, pictures and most importantly language in the analyses and interpretation of pictures. Further to this, Feryok (2017) mentions that the tools are mediated through social artefacts which are developed through the language use by parents and teachers in schools. Feryok (2017:718) states that the “external mediating processes become internalized as the learner gains control over them”. According to Feryok (2017) at school learners are expected to learn purposefully using their first language that had been learnt at home in order to acquire the second language. The role of the teacher therefore is to mediate by giving conceptual knowledge that can enable learners to make meaning of what they learn.

The arguments presented above have influenced me to consider Vygotsky’s (1978) Sociocultural theory (SCT) as a basis for looking at the strategies that teachers use in the former Model C Schools in learning isiXhosa. Teachers need to meet the learner’s needs at their level of thinking and their individual learning capabilities. I mention this because, Vygotsky (1978:7) sees language acquisition related to learning and development. The role of the teacher therefore is to mediate by giving conceptual knowledge that can enable the learners to make meaning of what they learn. The language the child speaks serves as a tool between the child and the people in the environment. For example, most of the speakers in Former Model C schools speak Afrikaans or English as their mother tongue. These languages differ from the isiXhosa, but in some cases there are words that are borrowed from them and are used in the standardised isiXhosa language. Such words are:

Afrikaans	IsiXhosa
Stoel	isitulo
lessenaar	idesika

venster	ifestile
Tafel	itafile
English	IsiXhosa
Sofa	isofa
Matress	imatrasi
Bed	ibhedi
Stove	isitovu

A child who knows the above-mentioned works in English or Afrikaans would easily understand the spelling and pronunciation in isiXhosa language.

Vygotsky (1978:25) indicates that before a child masters his behaviour, he begins to master his surroundings with the help of the speech. In that way Vygotsky (1978:28) concludes that “signs and words serve children first and foremost as a means of social contact with other people”. He indicates that verbal and communicative functions of language are the basis of a new superior form of activity in children that distinguish them from animals, (p.29). Bruner (1966), in supporting Vygotsky’s (1978) sociocultural theory, views language used in a certain culture as not including only grammar and vocabulary, but also knowledge, beliefs and values. Both Bruner (1966) and Vygotsky (1978) see culture as serving an important role in learning the language. Moreover, Second Language Learning (SLL) has been influenced by Vygotsky (1978) by terms which are correlated. These terms are mediation, scaffolding and Zone of Proximal Development. I propose to discuss them below.

3.3.1 Mediation, Scaffolding and Zone of Proximal Development

“Mediation” refers to help given by adults or peers when the child fails to solve a problem. When children cannot solve problems themselves, they turn to adults and verbally describe the function they cannot do themselves. Vygotsky’s (1978:86) sociocultural theory therefore is based on the premises that a child’s intelligence should not only be measured by what she or he does alone,

but what she or he does with the help of elder people like parents or peers. The “Zone of Proximal Development” (ZPD) according to Vygotsky (1978:86) refers to what the child can do on his own and his frustration level when he cannot do the task alone anymore. Vygotsky (1978) therefore coined the term “Zone of Proximal Development” (ZPD) referring to the help given to the child so that he can develop and grow to work independently. “Scaffolding” and “mediation” are the terms that came with ZPD. They both refer to the help or guidance given by elders or more competent peers, teachers known as More Knowledgeable Other (MKO) to work within the ZPD and then to be removed when the assistance is no longer needed. The term (MKO) is referred by Vygotsky (1978) to people of skills that are higher than those of children. Vygotsky (1978) noticed that when children learn new concepts at school, they get help from the teachers. He believed that at preschool age, a child assimilates the names of objects in the environment, as children imitate their parents, and that is learning Vygotsky (1978). Therefore, learning and development are interrelated from the child’s very first day of life. Vygotsky (1978) is of the view that what children can do with the assistance of others might be in some sense even more indicative of their mental development than what they can do alone. He proposes that children solve problems with the assistance of the teachers as their learning capabilities differ. Vygotsky (1986: 186), focuses on the relationship between learning and development with specific reference to the child’s relationship when he or she reaches school age. Vygotsky (1986) maintains that any learning a child encounters at school has a previous history. Vygotsky maintains that child’s language starts from one word, then the child pronounces two or three words, and sentences thereafter. At school, teachers therefore have a responsibility to extend this knowledge to reading and writing. The irony creeps in when teachers themselves are not able to read and write a language efficiently, especially when it comes to African languages that have been underdeveloped for a long time. Moreover, Nomlomo, Stofile and Sivasubramanian (2018) hold the view that the teachers are underpinned by factors inside and outside the classroom situation and that the situation changes in accordance with interaction situations with learners, parents, peers, administrators, and the community. In investigating IIAL implementation in former Model C Schools I will be able to ascertain the level on which teachers interact with parents and the community members at large when teaching isiXhosa to learners from various language backgrounds.

Newman (2018) believes that learning does not alter our overall ability to focus attention but rather assist in developing various abilities to focus attention on a variety of things. The process of acquiring a second language requires children in the Foundation Phase to observe and pronounce words whilst at the same time concentrating on how the words can be put together to form sentences with the help of the teacher. This process of learning is not a new thing to learners as they already have acquired the language. Soderman and Oshio (2008:298) have already indicated that “A child’s initial foray into language development begins at birth as a child interacts with others, building both a receptive vocabulary and a phenomenal ability to express all the other important pieces of their language in a fairly competent manner by the age of five”. Vygotsky’s (1978) account used in Second Language acquisition (SLA), applied by many theorists/scholars like Mahn and Steiner (2012), De Houwer (2009), Lantolf (2009), Lantolf and Poehner (2015), Drury (2000), pay attention to how the environment and people around the child influence SLA at school. Vygotsky (1986) believes that speech is a crucial aspect of children’s thinking. He maintains that through the process of communication, inner speech is transformed to the out speech. In the case of my proposed study that seeks to investigate the Incremental Introduction of African Languages (IIAL) program in relation to the teaching and learning of isiXhosa in Grade two classes, the theory of Vygotsky (1978) plays an important role. Given that IsiXhosa to the Grade two learners in Model C Schools is their second, third or fourth language, it is important for teachers to recognise that learners in the Foundation Phase are not empty boxes. Children have language in their minds that can be used in acquiring the new language. The question before me is to find out how teachers in Model C Schools observe and make use of the activities in school in relation to the learner’s previous knowledge and their immediate surroundings.

Vygotsky (1978) used a term “Praxis” that I defined in Chapter Two as ways by which teachers use the theory and practice in teaching and learning. In keeping with this, Lantolf and Poehner) (2014) promote the sociocultural theory as an approach that sees theory and practise as unified. They claim that theory and research are tools to informative ways of tackling problematic pedagogical practices in Second Language Learning (SLL). Vygotsky (1978) believes that every function in the child’s cultural development appears twice, or on two levels, first the social and later the internal. Vygotsky (1978) dwells much on the role of play in teaching and learning

especially with young children. He indicates that in their play, children project themselves into adult activities of their culture and rehearse their future roles and values. Moreover, Vygotsky (1978:78) gives the types of games like “imaginary play, role play and games. Teachers mediate in the children’s learning by means of providing activities to be done and scaffold the lessons by giving help to the individual learners who need it in the process of their ZPD. In the case of my study, during my data collection, I will find out what kind of materials are teachers using in class when presenting their lessons.

This leads us to the next argument that deals with how culture affects teaching and learning at school. Therefore, linking Vygotsky’s (1978) views that I assume could be appropriate in Model C Schools, I will discuss the Acculturation model of Schumann (1978).

3.4 Schumann’s Acculturation model

The acculturation model is described by Brown as “the process of becoming adapted to new culture” (1987:29). The process is viewed as the most important aspect of Second Language Acquisition (SLA). A new language is seen as tied to the way in which the learner’s community and the target language community view each other. The view that follows is based on the work of Schuman who points out that “Second language acquisition is just one aspect of acculturation and the degree to which a learner acculturates to the target language group will control the degree to which he or she acquires the second language” (1978:34).

According to Schumann (1978) social distance is the result of several factors that affect the learner in acquiring the target language. He points out that the distance of socialization with the target group is important to the L2 learner. He gives as an example of the “good” learning situation when the target language learner L1 and Second language learner L2 group view each other as socially equal. The target group learner L1 and L2 are both eager to assimilate. Thus, L2 learners absorb ideas and culture of the receiving country whilst L1 learners share and integrate them in a wider society. Both groups share social facilities and have positive attitudes to each other. Schumann (1978) further points out that there are psychological factors that can have affective implications for the second language learners. These include language shock, culture shock, stress and fear. For Schumann (1978) both the social distance and psychological distance

considerably influence SLA by determining the amount of contact with the target language that the learner experiences. The point that Schumann (1978) stresses is that the degree to which the learner acculturates to the target language group will determine the degree to which he or she acquires the target language. However, the learners are required to learn the target language culture also.

Applying the above-mentioned perspective to isiXhosa language learners involved in the implementation of IAL, I believe that the increased interaction of learners with isiXhosa community speakers will help them learn isiXhosa more effectively. However, the interaction in Cape Town communities, where the study will be conducted is not conducive to this approach as segregation still exists. The distance between English and Afrikaans speakers has been created by the apartheid regime. Communities are still divided into three predominant categories of speakers: coloured areas where Afrikaans is spoken, townships where isiXhosa is predominantly spoken and suburbs where English is spoken as a language of dominance. All these speakers use English as the lingua-franca, which thus becomes adopted as a common means of communication amongst them. In the former Model C Schools where IAL is implemented, they are required by the norms of the IAL draft Policy (DBE2013) to learn isiXhosa. My view and experiences of teaching additional languages is that it can be easier for the Afrikaans and English mother tongue speakers to acquire the language if they socialise with the isiXhosa language speakers in their communities. In light of this, Bruner (1996) says that learning at school cannot escape culture-embeddedness. He criticises what he calls the “computational” view of human mind. Thus, according to Bruner (1996), in the computational process, information or facts are stored, sorted, and retrieved by the human mind. This is the view that underlies the theory of mind from classical empiricism to behaviourism (Brunner 1996:18). Bruner sees the goal of education as intellectual development, as opposed to memorization of facts. His concern is with how knowledge is presented and organised through different modes of things. He points out that the learner learns by doing rather than memorizing. Thinking is also based on the use of mental images such as hearing, smell and touch. Bruner (1996) proposes a cultural view as opposed to the computational view. He sees education as a process of negotiation between the individual and culture. He sees language as a symbolic tool with words that can be classified so that they can be used appropriately. According to Bruner (1996), institutions should present useful

knowledge that accommodate the learner's cultures. However, this study will ascertain the support given to teachers in making the learners acquiring XSAL.

The acculturation model has become more popular in this century as researchers consider immigrants and how they learn the language in receiving counties (Gibson 2001), Littlejohn 2016, Berry 2005) these researchers appear to agree on the view that the receiving community members should be open to share their culture with the newcomers.

Chizzo et al (2002) in particular, have already given us an overview of how the Acculturation Model designed by Schumann (1978) works on one eleventh-grade male student from the Islamic Saudi Academy in Alexandria, Virginia in Southern America. By using Schumann's (1978) model as a guide, he examined the student's academic environment outside and inside the classroom in his effort to learn English as a Second Language (ESL) as part of his acculturation process in the USA. In his study Chizzo et al (2002) suggests that teachers must know the learners' backgrounds and language attitudes as these social variables seem to be important for successful acquisition of another language. By doing so, teachers can understand some factors that affect the learners' lives. In a similar vein, Geeslin and Long (2014) point out that social and psychological factors have the potential to influence the contact between the learners and speakers of the target group. Geeslin and Long (2014) have presented a table of social and psychological factors, which I present below.

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Table 1. Factors believed to impact social distance

Patterns of social dominance	How the learners and target language groups are positioned politically, culturally, and economically in relation to each other.
Integration strategies	Include assimilation (i.e., adoption of the lifestyle and values of the target language group), preservation (i.e., rejection of the lifestyle and values of the target language group in favour of one's own), and adoption (i.e., simultaneous adjustment to the lifestyle and values of the target language group and maintenance of within-group lifestyle values).
Enclosure	The extent to which social institutions (e.g., schools, churches) and professions are shared by the learners and members of the target language group.
Cohesiveness	How close-knit the learner is with other learners in his or her group.
Size	The size of the learner's group in relation to the target language group, which affects how often members of the learner group are in contact.

Based on Schumann (1978:179-181 as cited by Geeslin and Yim Long 2014:81)

The table presented above shows that Schumann (1978) believes that the second language acquisition is influenced by the extent to which the learners acculturate to the target language group. Considering this, I am inclined to believe that the acculturation model can play an important role in the process of second language acquisition. Bringing the above model into the context of former Model C schools where the research in this project will be conducted, it will be interesting in my investigation to see how speakers of other languages either than isiXhosa are integrated into Xhosa culture and the possibility of interaction with the isiXhosa speaking language groups.

The other investigation related to acculturation model is the one presented by Schumann's (1986) research where he investigated a case of a 33 old year Japanese artist named Wes, who migrated from Japan to Hawaii. Wes, according to Schumann (1986), had to acquire a psychological proximity to English speakers to acculturate well. The results show that he only developed a high degree of communicative competence, but he did not acquire comparable

linguistic competence in English grammar. Given the extensive contact and interaction with English for professional and personal reasons, it was predicted that he would achieve greater grammatical proficiency in spoken English than he did (Schumann 1986). However, Schumann contends that SLA is a complex issue, as Language Acquisition (LA) is influenced by both social and affective variables. The acquisition according to Schumann (1986) involves sub-conscious and positive attitudes towards the target language.

The other interesting study on the acculturation model is that of Jiang et al. (2009) who looked at Chinese students who arrived in America after puberty. Their findings showed that after five years in the America, they were still deeply immersed in their home culture and consequently, their participation in American culture was slow. Participants were still closely aligned with their home country culture, such as eating their food, socializing with Chinese friends and speaking Chinese. In their study Green et al (2009), concluded that acculturation was needed for Chinese students to acquire English as a second language in a competent way as it seemed that they finished their stay in America without any progressive knowledge of English. However, they mention that because these students realised that their stay was for study purposes only and that they were to go back to their country of origin after finishing their studies, they were not interested in becoming acculturated to the American culture.

The above stated position is consistent with the study conducted by Salisbury (2011). This study showed that participation of students who stayed longer abroad admitted that their understanding of the interaction and their level of intercultural sensitivity to the target language culture developed significantly. This augurs well for the efficacy of the acculturation model. Furthermore, there are studies that focus on teacher perception and culture and language learning. In further support of my discussion here, I can point out a study conducted by Littlejohn (2016) explored attitudes towards inheriting language in families, putting a framework which can be used to support heritage languages and their use in the classroom. Littlejohn (2002) points out that the curriculum starts with the lives of the children in that they can bring to school the following experiences:

- Importance of relations
- Make use of free resources

- Build on what children work with at home
- Togetherness between children and parents at home

According to Littlejohn (2016), learners recognizing the value of their everyday lives can build on their experiences in learning at school. According to him even though learners from multicultural backgrounds maybe unable to speak the target language in class, they can make drawings of their experiences and that the teacher can connect what is happening at home through the mind of the child as he or she interprets the pictures. With regard to assimilation, Weinreich (2009) is of the view that individuals can decide what to acquire or to retain and what they want to reject. Using an assimilation model whereby one could choose to take positive things in the assimilation process and leave out negative things, the teacher should be able to assist the child to get out of fighting behaviours for example in a positive way. This leads us to the view of Gibson (2001) who refers acculturation to changes that take place as a result of contact with cultural similar groups, and social influences. Both studies indicate that these changes can take place because of globalization. The globalization process influences people to travel to different countries and to meet new people and new languages. New cultures are being learnt during this movement. In former Model C schools where students of diverse cultures meet and share their experiences, it is important for teachers to have clear knowledge and strategies to be used in the process of acculturation.

Notwithstanding the issues I have covered so far, Chizzo et al (2002) point out that the acculturation model has come under attack by other researchers. Considering this, Freeman & Long (1991:7). state that “Schumann did not specify the combinations and the levels of social and psychological factors to predict language outcome. Furthermore, Chizzo et al (2002:3) quote Larsen-Freeman & Long (1991:264) who point out that the account does not give the degree to which various social and psychological factors are used to account for the learner’s language acquisition. More importantly, Chizzo et al (2002) tell us that Larsen-Freeman & Long (1991) argue that Schumann did not explain how these factors affect the rate of attainment and that he did not account for the change of the social or psychological distance over time. Furthermore, the model does not show how these social and psychological factors vary from individual to individual (Larsen-Freeman and Long (1991). The model cannot be tested because no reliable

and valid measures of social and psychological distance exist (Stauble 1978 and Kitch 1982) cited by Chizzo et al (2002)). The researchers who criticised the acculturation model concluded that individuals go through the stages of adjustment in another culture at different rates and can combine elements of the psychological distance variables (Chizzo et al (2002). They point out that Schumann (1978) does not include important personal factors such as age, family separation, previous educational experiences, or the traumatic experiences of the immigrants for whom these additional stress factors can determine how well a student performs in a new school environment (Chizzo et al 2002).

Taking into consideration the arguments presented above, below, I will present Giles (1977) Communication Accommodation Theory that shares the same views with that of Schumann's (1978) when it pertains to the ways in which the receiving countries could accommodate the new cultures in their communities.

3.5 Giles Communication Accommodation Theory (CAT)

The Communication Accommodation Theory developed by Giles (1977) concerns the changes that people make in their speech to accommodate different people they talk to. The theory is derived from the bases that people adjust their style of speech to accommodate others. In this way, the theory helps the message from the sender to be approved by the receiver and that it increases communication between both parties. It also assists the sender to hold a positive social identity. The theory is concerned with the links between language, context and identity. It focuses on both intergroup and interpersonal factors that leads to accommodation (1977:6). Giles' primary concern is to investigate how intergroup use language to reflect basic social and psychological attitudes in inter-ethnic communication. He looks at the ways power; macro-context affects communication behaviours. The communicator in a macro-context accommodates people, i.e., the interaction of society in general. The Communication Accommodation Theory (CAT) focuses on "convergence" and "divergence" of communication behaviours as they relate to people's goals for social communication efficiency and identity approval (Giles 1977:7). According to Giles, the term "convergence" refers to strategies through which individuals adapt to each other's communicative behaviours to reduce the social differences. He refers to the term "divergence" to instances in which individuals emphasise the speech and non-verbal differences

between themselves and their interlocutors (Giles 1977:8). The theory focusses on cognitive and affective processes underlying individual convergence and divergence through speech. Giles argues that it is how the in-group defines itself in relationship to the out-group that is important to Second Language Acquisition. The theory considers the variability inherent in language, language learner and native speakers' input. The accommodation theory shares certain commonalities with the Acculturation Model. Both seek for an answer in the relationship that exists between the learner's social group (in-group) and the language community (outgroup). However, Schumann (1978) explains these relationships in terms of variables that create actual social distance. Giles does so in terms of perceived social distance. Giles argues that it is how the in-group defines itself in relationship to the outgroup that is important for SLA. Also, where Schumann (1978) appears to treat social psychological distance as absolute phenomena that determine the level of interaction between learner and the native speakers, Giles (1977) sees intergroup relationships as subject to constant negotiation during interaction. Giles' (1977) accommodation theory considers variability inherent in language, learner-language and, also, the native speaker's input. Giles (1977) argues that motivation is the primary determinant of L2 proficiency. Giles considers the level of motivation to be a reflex on how individual learners define themselves in ethnic terms. This according to Giles is governed by several key variables as I have shown in the table presented below:

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Table 2. Determinants of successful and unsuccessful learning

Key variables	A	B
	High motivation High level of proficiency	Low motivation Low level of proficiency
Identification with in-group	Weak identification	Strong identification
Inter-ethnic comparison	Makes favourable or no comparison, i.e., in-group not seen as inferior	Makes negative comparison, i.e., in-group seen as inferior
Perception of ethno-linguistic vitality	Low perception	High perception
Perception of in-group boundaries	Soft and open	Hard and closed
Identification with other social categories	Strong identification satisfactory in-group status	Weak identification inadequate group status

Based on Communicative Accommodation Theory (Giles 1977 cited in Ellis 1985:257)

Column A in the table shows when the individual learner is likely to be highly motivated to learn the L2 and hence acquire a high level of proficiency. To the contrary, column B shows when the learner is likely to be demotivated and hence can only achieve a low level of proficiency (Ellis 1985). Where the motivation is high as a result of favourable socio-psychological attitudes (as described in column A), the learner will not only benefit from formal instruction in the L2 but is also likely to avail himself of the opportunities for informal acquisition (Ellis, 1985:257).

Giles (1977) states that when the learners are highly motivated to learn the language, they acquire a high level of proficiency. When learners are low in their motivation, they acquire a low level of proficiency. Giles (1977), Krashen (1982) and Gardner (2010) claim that high motivation, self-confidence, and low level of anxiety are important factors to better equip for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to raise the affective filter and form mental block that prevents comprehensible input from being used for acquisition (Ellis 1985).

One of the questions to be asked in my study is: what are the implications of IIAL for accommodating language diversity? The study assumes that if the learners are free to

communicate in their own languages with both other learners and teachers in learning isiXhosa, they can improve their communicative competency. Communicative competence as defined by Fillmore (1979) refers to ability to have appropriate things to say in a wide range of contexts. Learners who lack necessary concepts in Xhosa language will not be able to comprehend their messages hence mother tongue language needs to be used as a tool in learning the language. Krashen (1982) indicates that attaining a working ability to communicate in a new language may be easier and more rapid for young learners than for the adults. Ostwald and Williams (1981) mention that learning ability does decline with age. But at the same time if older people remain healthy, their intellectual abilities and skills do not decline. Adults learn differently from children, but no age-related differences in learning ability can be demonstrated for adults and of different ages (Scleppegrell 2003). Therefore, the present study does not consider Foundation Phase age as a problem, but it could happen that learners are facing problems of disintegration in the society. However, there are new contributions that have dealt with attitudes in second language acquisition; for example, Hansen (2012) indicates that the similarity of learner characteristics and features plays an important role in L2 learning, i.e., age, mother tongue and primary learning. Hansen (2012) states that successful learners will be those who have both positive attitudes and a high level of motivation for learning.

As a way of concluding this discussion of motivational factors that contribute to better learning in second language acquisition, I wish to refer to Gardner and Lambert (1972), who states that motivated learners: think of themselves as component persons, deal with materials arranged to their level, see goals in their activities, see their studies as significant, and live in a safe environment, have a chance to express psychological needs for success, think that learning is for them and not for their teachers, have the opportunity to make decisions and feel responsibility for participating, and experience more success than failure. With regards to this study, it will be interesting to find out through interviews, how learners are motivated to learn XFAL as well as the teacher motivation in teaching the subject. The discussion above leads us to the theory of Cummins (1979) that deals with BICS and CALP and I propose to discuss it in the following section.

3.6 Cummins' theory of BICS and CALP

James Cummins is a Professor at the Ontario Institute for Studies in Education at the University of Toronto. He works on language and literacy development of English as an additional language. In 1979, Cummins coined BICS and CALP to refer to processes that help a teacher to qualify as a second language teacher. The theory of Cummins, set out as Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP), draws attention to the teachers in second language teaching and learning as teachers face the responsibility of incorporating children's knowledge from home to school. According to Cummins (1979), the previous knowledge that the learners bring to school needs to be used as a tool in teaching second language by teachers. Cummins (1979) refers BICS to a language that the child learns in his or her immediate environment. In other words, the language that the child learns at home, with parents, sisters and brothers as well as in the playing grounds. CALP is the opposite of BICS as the child learns the structure and forms of the new language to be acquired at school. CALP refers to the ability of the learner to read, write and communicate proficiently in a second language, sufficiently to pursue academic writings and procedures and beyond that to use the language in decision making and social interactions (Cummins 1979). Cummins believes that when the child comes to school, the child has already learned the language and that the school is an extension of knowledge in assisting the learner to acquire the second language. The notion of CALP is specifically relevant to the social context of schooling, hence the term "academic" (Cummins 1979). Academic language proficiency is defined by Cummins (2000:67) as "the extent to which an individual has access to and command of oral and written academic registers". The relevance of BICS and CALP distinction in bilingual student's academic development was reinforced by two research studies of Cummins (1980 and 1981b) where the results showed the "educators and policy-makers conflated conversational and academic dimensions of English language proficiency and that this conflation contributed significantly to the creation of academic difficulties for students who were learning English as an additional language (EFL)" (Cummins 2000:72). The result of the studies showed that students need support in language task activities such as "previous knowledge, interests, motivation and the range of support that may be incorporated in the task itself" (Cummins 2000:72). This according to Cummins (2000) refers to "visual supports as graphic organizers" (p,75).

Cummins (1978) stimulated the discussions on the instructional environment required to enable students to learn the second language to catch up academically as quick as possible. Cummins argued that effective instruction for second language learners should focus primarily on context-embedded and cognitively demanding tasks. Cummins (1979:75) mentions also that the tasks cannot be specified in absolute terms because what is “context-embedded or cognitively demanding for one learner may not so for another as a result of differences in internal attributes such as prior knowledge.

Having presented and examined the key aspects and characteristics of the theories that I believe are relevant to my study, I am inclined to say that my presentation and analysis of data that is to happen in Chapter 5 will possibly confirm how these theories and ideas match with my observations and findings, or if they need to be modified in view of those findings. I therefore proceed with my next chapter which is meant to lay out my setting, research design, rationale and those philosophical assumptions, beliefs and values that my study is predicated on.



CHAPTER 4: RESEARCH METHODOLOGY

4.1 Introduction

In chapter 3, I presented the theories that I will use in this project. I also stated the relevance of the Ecological theory in teaching and learning isiXhosa in former Model C schools. The theory recognises the importance of considering the tools that are in the learners' environment in teaching at school. In this chapter, I present the research design to indicate the approach for data collection. The methods of data collection used are observations, interviews, and document analysis. I will give a brief description of the research design, sampling method as well as explanation of each method used for data collection. I also consider the limitations of the study. The last part of this chapter looks at validity aspects with special reference to construct validity, internal validity and external validity.

4.2 Research design

Searching for relevant methods used in my study, there was an empirical question as to how “epistemological” issues in practice determine the methods in a study (Bailey, 1987:7). Epistemological issues according to Scott and Usher (2011:12) are concerned with the question of “how any knowledge claim could be considered valid or indeed how it is possible to know anything”. There are two main methods of data collection used by researchers to understand the full picture of the matter under investigation, i.e., quantitative and qualitative methods. Bailey (1987) sees the quantitative methods and Brayman (1988) as corresponding with the positivist epistemology, while qualitative methods are associated with an interpretive epistemology directed towards uncovering meaning. Thus, researchers using quantitative methods in their data collection use numerical evidence, experiments, and come to conclusions (Newby 2010:104). In contrast, qualitative research data represents useful knowledge for the researcher to base his or her interpretations on the data collected (Roller 2017). According to Roller, the researcher is an instrument in the research process that bears a great deal of the outcomes of the project.

Moreover, the qualitative research design used in any study according to Patton 1990) allows the researchers to use a holistic approach. This integrated approach allows the investigator to have a direct contact with the people under study in natural surroundings. In addition, the qualitative approach enables the analyst to gather data in the setting where the study is conducted (Newby 2010).

I have chosen to use qualitative and not quantitative or mixed methods in this study. The reason is that the emphasis in qualitative methods is on wholeness and detailed connections between words, emotions, thinking and economic circumstances, all must be understood in order to give meaning to our lives (Newby 2010:104). The qualitative research method used in this study allowed me to have a direct contact with the informants in a natural environment. Moreover, the idea of the qualitative research is to select the informants due to their ability to contribute to the understanding of the issue (Patton 2002). The strengths of qualitative data are the ability to provide complex textual descriptions of how people experience a given issue researched (Boyce 2006). I believe that teachers, curriculum advisors and Department of Basic Education officials have knowledge of IIAL program of how its implemented in teaching isiXhosa language to multilingual Grade 2 classes, according to these groups of my informants.

“The qualitative methods are flexible in such allow researchers to formulate and reformulate their work, without being committed to the structure used at the beginning of their projects”, Burgess (1984:8). This according to Burgess gives an advantage for the researcher not to terminate the study through lack of commitment.

Considering an account by Creswell (1994:146) states that research indicates approaches to data collection, analysis, and report writing used in a certain study that are guided by the research question and my research question as follows:

The aim of my study is to investigate the Incremental Introduction of African Languages (IIAL) program in relation to the teaching and learning of isiXhosa second language in Grade 2 classes. In addition, Boyce (2006) states qualitative research method answers the questions how, what and why.

The purpose of using qualitative data collection is to find out “How IIAL is implemented in the former Model C schools?

The sub-questions to answer are:

- What are guidelines for the implementation of IIAL?
- What teaching strategies used in the implementation of IIAL?
- What support the teachers was going to be given to implement IIAL?
- What are the implications of IIAL for accommodating language diversity?

The qualitative methods helped me to understand how learners, teachers and Basic Education government officials make meaning of their experiences and their feelings about the implementation of IIAL, and how they use this meaning. Furthermore, the chosen methods will allow understanding social, cultural and the historical settings of the schools under investigation.

Applying observations and interviews as tools of investigation, I got knowledge of the experiences of stakeholders on how IIAL is implemented something that enabled me to answer the research questions under scrutiny. The key advantages of qualitative method mentioned by Newby (2010:104) is its willingness to use data from different types of sources and combine them to an analysis and interpretation. This leads us to the next discussion on how these tools of research were advantageous in my study as well as a detailed explanation on how the research was conducted.

4.3 Sample selection

The sampling in qualitative research is concerned with detailed and in-depth description and analysis. Bertram and Christiansen (2014:59) indicates that the researcher has to make a careful consideration, which schools are to be selected. They further mention that the selection must match the purpose of the study as well as research questions.

The sample in this study was purposefully selected from the two Northern Suburb Primary Schools. The reason was that these schools started implementing IIAL in 2016 respectively. It is worth to mention that IIAL program was piloted in the Western Cape Schools in 2015 in two schools. One of the schools where the investigation was conducted was amongst the two schools

used for piloting IIAL program in the WCED. In the year 2016, the program was implemented in 10 schools that opened up to trying to teach the isiXhosa second language. I have chosen grade 2 classes for my observations to observe learners' progression in terms of knowledge acquired as the program continues until 2029. I assumed that the learners have already gathered introductory knowledge of IIAL in terms isiXhosa vocabulary. The other notion was that hence, the program is already taking place; the respondents will be able to give the synopsis of the challenges experienced before and during the time of the implementation. The challenges faced in the implementation of the program in these schools will be presented in the data analysis in chapter 4 and be further discussed in chapter 5.

Regarding generalization, the sample in this study is too small to be generalised. However, the aims of my study are to persuade not to convince, argue rather than to demonstrate, strive to be credible and not to be certain (Parton 1990, cited in Holmarsdottir 2001:105). Furthermore, Bertram and Christiansen (2014:60) states that researchers in qualitative are not interested in generalization in a study rather in how research is useful for that particular community and how it helps them to transform the lives. Seeing that the sample size is too small to be generalised, I used the purposeful sampling method to collect data. The logic of purposeful sampling is that it can provide the researcher with rich case information for an in-depth study (Patton 2002). Information rich cases provide insights and in-depth understanding of the phenomena at hand.

The logic and power of purposeful sampling lies in selecting information-rich cases for the study. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research. The purpose of research sampling is to select information-rich cases whose study will illuminate the questions under study. (Patton (1990) cited in Holmarsdottir (2001:105).

Considering the arguments above that are related to sampling, the informants for interviews in the study were two teachers teaching Xhosa Second Addition Language in each Grade 2

Class in the schools where research was conducted. The principals of these schools were contacted to find out their involvement, understanding as well as support given by them to teachers in implementing IIAL. Gender was not considered in the sample selection, and respondents participated regardless of age group. The teacher's selection was that the teacher

should be teaching Grade 2 class that implements IIAL program without considering their mother tongue background. On top of these two teachers, I interviewed another teacher who is teaching IIAL in all grades. This teacher serves as a coach to the school whereby she trains other teachers that are in the school to teach isiXhosa. She was well informed and knowledgeable about IIAL as she joined in 2017 to teach the subject. However, she is a Xhosa mother tongue speaker hence she works as a facilitator in the program helping other teachers who are not mother-tongue speakers in her school. The school where she teaches is not in the schools where the observations was conducted.

I also interviewed three curriculum advisors that were informed with the implementation of IIAL. The curriculum advisors were chosen from the Northern suburb district within the Western Cape Education Department. They are the people who were involved from the start when the IIAL pilot study was implemented. The curriculum advisors are people from age 35-56. They are all experienced isiXhosa speakers who are trained and having high qualifications in the language. In addition, one official of the Western Cape Department of Education (WCDE) were contacted to express her views on the issue under investigation. The selection was solely people who were involved in the formulation of the IIAL program as well as those who are deeply involved in monitoring the implementation process. The number of respondents therefore in the study was nine.

Having identified the informants in my study, I had to consider the setting where the research was to be conducted as Creswell (1994) states that researchers should ascertain the setting. The investigation was done in two ex-Model C schools. I chose these schools expressly because there is implementation of IIAL in both. During research I got more insight as well as first-hand information regarding the implementation of IIAL program in these ex- Model C schools. These schools are economically and academically advantaged as they are partially funded by parents and the government. They are in opposition to township schools that seem to be disadvantaged. This is so because the parents in the township schools are not obliged to pay school fees for their learners. Both school A and school B use English as the medium of instruction, but the school B was dominated by learners whose mother tongue is Afrikaans. The purpose of selecting learners who predominantly speak English and those who speak Afrikaans is comparative, to get more insight in the implementation of IIAL in different schools with learners from different language

backgrounds. These schools never practiced isiXhosa teaching and learning before IIAL was introduced. The number of learners in the classes during observation period was 30 learners in each school. There were different challenges in both of these schools in the IIAL program implementation, but these challenges will be discussed in the observation analysis in chapter 5.

4.4 Data collection

After selecting the informants, the place where the study was to be conducted, I had to answer other questions related to data collection. This is so, because I considered the views by (Black, 2002:16) who indicates that the researcher must identify the group to whom are the results intended to apply? Thus, to which group will the conclusions be justifiably relevant (Black, 2002:16)? Looking at these questions, I had to identify the tools to use to collect data as well as to find out the types of analysis that would be suitable. It is Patton's (1980) views that gathering information from various sources allows the researcher to put together a more complete picture of the social dynamics of a situation under investigation. In this study therefore, I used many sources of information as shown in the table below:

Table 4.1 Data collection methods

Tool to be used	Method of research
Observations	Sit in class, take videos, pictures observing teacher strategies in teaching isiXhosa.
In-depth interviews	Ask some questions from teachers, Basic Department of Education official and curriculum advisors about Language in education policies and their role in IIAL implementation as well as support given to teachers.
Field notes	Notes taken during interview discussion as well as class observation.
Documentary analysis	Documents such as Language in Education Policy, the Constitution of South Africa, Western Cape Language Act and others will be sources of information.
Data Analysis	Find themes, develop categories and analyse narratives from the recorded texts and the interviews.

The use of multiple methods of data collection known as triangulation. Denzin (1970) in his original formulation of triangulation, saw the combination of research strategies as enhancing claims concerning the validity of the conclusions that could be reached about the data collected. In Denzin's (1970) view, the assumption was that data collected by use of multiple approaches, which were used to focus on the same problem, were consistent and were integrated with one another. In support for multiple data sets, Patton (1990) and Yin (1994) argue that no single source of information can be trusted to provide a comprehensive perspective on a program. They recommend that multiple sources be used to gather data. Triangulation was also used in this study to improve the quality and accuracy of the findings. It believed that a combination of methods used could improve the validity and credibility of the study.

Having my own experience as a teacher in South Africa, although some years ago (1982 -1995), as well as studying a master degree in Norway (2002-2004) I am able to compare the answers I got from the informants and the observations I made, with my practical knowledge. This widens the overall accessible data to be utilised in the study, even if such personal knowledge and experience must be used with caution. However, it is a relevant background in the analysis of the formal data collected in the study.

4.4.1 Observation

The table above shows the way data was collected using the tools mentioned. Observations was done in two Primary Schools in the Northern district in Cape Town. I worked with teachers in Grade 2 closely so that I can observe and understand their teaching strategies in these classes during isiXhosa lesson periods. I have chosen Grade 2 classes because it is a class where reading, listening and writing is supposed to be practiced in accordance with the school's National Curriculum Assessment Policy Statement (RCAPS 2011) document.

The observations period in schools was planned for two months. In School A, observations took place February 2020. The language observation period in both schools was once a week. Therefore, I had to observe six lessons in the in total. In School B, in the year 2020 there were problems regarding access to be discussed under the limitations. However, in 2020 March to 2021 December, there was no access to Schools due to covid-19 pandemic; therefore, I started my observations in School B in February 2022.

During observation period, I sat in class and observed how the teacher interacts with the learners. I observed the methods used by teachers in implementing IAL in a class with diverse learners. Being a nonparticipant observer enabled me to record lessons and make notes with the aim of getting information on which strategies used by teachers in their classrooms in teaching isiXhosa. The recording was done with the permission of the teachers. During this period of observing the teaching of isiXhosa, I was able to ascertain the participation of learners in class as well as to find out if the teachers use the learners' previous knowledge. The views of Bronfenbrenner Ecological theory (1978) that guides my study, believes that learners shaped by their interaction with others in the environment they are at present. During observations, I observed the teaching materials from the learners' environment within the classroom that influenced the learning of isiXhosa. I noticed how learners used these learning materials in class to reach the outcomes of the isiXhosa lesson. IsiXhosa language is a unique language that has got clicks found only in Nguni languages such as isiXhosa, Zulu and Swati. These clicks need proper pronunciation that is important especially in isiXhosa names as well as consonant combinations. It was important to investigate if the teachers who teach isiXhosa language have a proper knowledge of isiXhosa as well as pedagogical skills. Achieving the best outcomes for young learners was closely linked to the training of teachers who recognises the shift of early care and education before schooling to the public service (Gordon & Browne 2004). Therefore, training of teachers to teach isiXhosa language lies in the heart of my study.

I observed the mediation of teachers indicated by Vygotsky (1878) in his sociocultural theory discussed in chapter 3, to see how teachers mediated learning in the classroom and helped the learners to learn and interact with the teaching materials. I also observed how teachers encouraged the pupils to learn the language, making them to participate during teaching and learning of isiXhosa. The aim was to determine how the learners grasped a new lesson, and got more information about it. My curiosity was to find out how the teacher would introduce a lesson about clothes. How she pronounced words like "impahla", ijezi, ilokhwe, isiketi. The teacher had to say the words with the learners until they master the pronunciation. When the learners have mastered the lesson, I expected that they could work alone as stated in Zone of Proximal Development by Vygotsky (1978). This is the period where learners could make their own

videos and present them to the teacher for assessment. However, the findings about the above matters that I observed will be discussed in chapter 6.

In the Foundation Phase, the main skills in XSAL curriculum are listening, speaking and reading. The observations were focussed on some areas that are stipulated in National Curriculum Assessment Policy Statement (NCAPS 2011). I observed time allocated to speaking and reading to find out if it was utilised according. According to NCAPS document (2011) at the beginning of everyday learners should do oral work. For learners to learn additional language well, they need to listen to read additional language in a wide range of purposes (NCAPS 2011:11). Therefore, when observing classes, I aimed to find out if learners are exposed to Xhosa songs and stories and to ascertain what kind of songs. The isiXhosa classroom is a place where learners in the Foundation Phase sing songs and dance as well as learning isiXhosa vocabulary during the process of learning.

Considering reading, there is an element of phonemic awareness, which I observed as to find out how learners use flash card activities to construct words out of consonants like p, m, n, s, q and others. It is important for learners to relate to letter sounds like kh, mp, ntsh, nts, and then blend the letters together to form sentences. I observed how learners were divided in groups for group activities, blending activities to ascertain how learners are motivated in learning XSAL. Learners in the Foundation Phase use pictures in constructing sentences, observe spaces between words as well as reading aloud the constructed sentences. This was taken into consideration during observations.

The use of approaches such as individual, group and shared reading was observed as well as use of technology such as videos. I videotaped the lessons with the permission of the teachers. Observing the teaching in class made me to be able to find out how Xhosa words and sentences are pronounced as well as to know how sentences are constructed.

With regards the utilization of materials in the classroom, I observed the IIAL program in relation to use of enough learning and teaching support materials and textbooks for isiXhosa language. The writing part of the language that I was to observe did not take place in both schools although it is clearly stipulated in NCAPS 2011 document that learners need to listen,

read and write the language. I will elaborate more about this in chapter 6 on the findings and conclusions chapter.

4.4.2 In-depth interviews

The overall purpose of the interviews is to identify the support given to teachers, understand teaching strategies pursued by teachers in the implementation of IIAL as well as to determine the implications of IIAL in accommodating language diversity in schools. It is Reason (1994)'s view that social and personal problems that we confront in our daily lives require research methods which can go deeper into the problem by involving the stakeholders. Therefore, the informants in this study were purposely selected due to their ability to contribute to the understanding of IIAL implementation under investigation.

I used the in-depth interviews with semi-structured as well as unstructured questions in collecting data for the study. In-depth interviews according to Boyce (2006) is a research technique that involves conducting intensive individual interviews with a small number of respondents. The purpose is to explore their perspectives on an idea of the matter to be investigated. The in-depth interviews produce very precise and specific answers as well as exhaustive knowledge about individual determined experiences, opinions and motives Boyce and Neale (2006:9). They further indicate that researcher benefits more from questions that allow the respondents to freely answer rather than forcing them into closed questions that will limit the responses. There is time for the respondents to answer, to further develop and give reasons for their points of views (Kvale 1996). In the light of these arguments, I used probing questions suggested by (Kvale 1996), like What do you think? Tell me more? What do you feel? What is your opinion. Do you experience? Have you any knowledge? These are the open-ended questions that were used to get more understanding on how teaches, curriculum advisors as well as Basic Department official go about with the implementation of IIAL in schools where the isiXhosa language was not popular before. The questions cannot be answered by yes or no (Kvale 1996). I started by interviewing the teacher of school A during break time in her classroom. The purpose was to find out her views and experiences, support as well as knowledge of teaching isiXhosa in Grade 2 class. I taped the interviews with the permission of the respondent. I kept the information very confidential. The interview took about 45 minutes. The

interviews with teacher of school B was done in class in February month 2022 when there was a back to school Champaign after covid-19 pandemic outbreak. As such, I wanted to hear the teacher's own views about the teaching and learning of isiXhosa as well as to establish her capability of using multilingual approaches.

The interviews with the curriculum advisors were conducted at a place that was convenient for them. One interview was done at home of the curriculum advisor, the other one at a restaurant whilst the other one was done at school. The languages used during interviews were both in English and isiXhosa, taking into consideration the language the respondent had chosen.

The interviews with the principals of the schools were done in their respective offices in their own schools. I was able to see how they feel and react about the implementation of IIAL program in their schools as the interviews was done face- to –face. Using open-ended questions during interviews helped me to get more information that I did not prepare on hand before I embarked on the investigation. The principals talked freely about the projects expressing also their concerns and a way forward.

During interviews, I had an interview guide that I gave teachers, the principals of the schools as well as the curriculum advisors to look at before I make an interview. The interview guide is in the appendix and enabled the interviewees to be acquainted with the subject matter. However, due to the distance, the interview with the Basic Education Official was done virtually. The interviewee was in Pretoria whilst I was in Cape Town therefore we opted for google meeting. Maurer (2021) indicates that conducting interviews virtually is cost saving, convenient and less stressful. However, she also mentions some disadvantages whereby there is no face-to face interaction during interviews virtually, as face-to-face interaction during interviews give a genuine interaction whereby body language could be observed to get interpersonal skills of the interviewee. Maurer (2021) also states another disadvantage whereby she indicates that technology can be unreliable sometimes due to connectivity. Through interview, I enquired the support given by subject advisors to the teachers, the guidelines given by the government officials as well as implications of implementing IIAL in multilingual classes in the ex-Model C School classrooms.

4.4.3 Data and document analysis

Patton (1980) states that there are no formal rules to follow in the process of data analysis. Patton sees “analysis as a process of bringing order to the data, organizing what is there in patterns, categories and basic descriptive units” (Patton 1980:44). I used grounded theory for analysing data. The main aim of the theory is to get the inductive guidelines of analysing data, to explain the data collected and get concepts that could arise from the data (Charmaz 2003). There are stages to be followed are coding, thus, to describe concepts. Memo writing, to elaborate processes defined in their focused codes as well as to develop a theoretical explanatory model (Charmaz 2003). I have chosen this theory as it fits the needs of qualitative research used in my study. It is important to remind my readers that the analysis of my data includes analysing of observations, interviews and documents.

The analysis of all these data collection methods mentioned incorporates coding content into themes (Creswell 2013). Moreover, document analysis is a form of qualitative research whereby the researcher with the purpose of giving voice and meaning around the researched topic (Bowen 2009) interprets documents.

Analysing data in my project, I started by transcribing the raw material from the teacher interviews, curriculum advisors ‘interviews as well as Basic Education Department official’s interviews. Thereafter, I familiarised myself with the data by listening to the recorded tapes repeatedly. After that, I coded my data by means of getting key words as well as categorizing the data. I used the NUD IST software for coding data. The coding software helped me to code data and to draw framework.

In this study, research analysis method used as part of triangulation as multiple documents used as sources of information. The documents are from the Department of Education, and they are:

- The constitution of the Republic of South Africa. Act 108 Of 1996, Section 6 (4) (RSA, 1996).
- The Language in Education Policy of 14 July 1997 (LiEP, 1997).

- The Western Cape Language Act, No 13 of 1998 (PWCG, 1998). Incremental Introduction of African Languages in South Africa Schools. Draft policy: September 2013 (DBE 2013)

Bailey (1987) highlights the advantages of using documents as sources of information as he indicates that they give a longitudinal analysis and that they are not costly. The most important advantage to me is that they gave information that I did not get from the informants. The disadvantages of documents as stated by Bailey (1987) is that they can be biased, i.e., many documents are not intended for research, lack standard format, coding difficulties and also lack of availability, for example if the documents have been destroyed. In the light of this, the lack of availability in this study was not applicable as the six documents under scrutiny mentioned above are available in the Department of Education sector. However, the lack of standardised format and coding difficulties will be explained in chapter 5 during the data analysis process.

4.4.4 Field notes

Field notes as defined in Patton (1990) refers to qualitative research used by researchers in the course of research during observation of a specific phenomenon they are studying. The notes as specified in (Philippi and Lauderdale (2017) are intended to give meaning and understanding of the researched topic. These researchers indicate that there is no guide to researchers in using field notes but it depends on the experience of the researcher in pursuing research. During each interview, in taking notes I wrote the key important words the interviewees were uttering, but recorded tapes backed up the whole discussion. There were some instances where I did not tape-record due to interviewees choice and the notes were very important. In every discussion I had with the informants, I took notes for the sake of reference. The field notes taking allowed me to record down what I observe at that during the time the lessons were conducted.

It is worth to point out that it happened that I could not be able to record everything in the discussions, but the notes I made were the backup to the information that I gathered and I felt being in a safe side of not losing important information. On the other side, there are disadvantages attached by Wikipedia.org to field notes when stating that notes could be biased, as they are dependent on the observer without any other source of reference.

4.5 Limitations

The sample size of the study is too small with reference to the ex-Model C Schools in South Africa to allow for wide generalisations. If I had more time and resources, I could have included more schools to increase the sample size. However, a larger sample based on qualitative interviews also has its problems., as a single researcher, it would be difficult to code for all the varied information obtained through the interviews. Qualitative interviews are meant to gather varied information, not necessarily generalizable information.

That the methods used in data collection were limited to interviews, observations, and document analysis, to answer the question under scrutiny in a way that allows for solid generalisations, it would be better to include other methods like questionnaires (surveys) and group discussions. However, because the time for data collection was only two months, it was impossible for me to expand the study to include questionnaires and group discussions methods. Thus, the study is limited to two primary Departmental schools in the Western Cape.

In addition, the study was conducted in the Western Cape Province, excluding other provinces. Hopefully, this improved the focus of the study. If other primary schools should have been included, the study would be too wide given the constraints of time and resources.

A further limitation of the study is that discussions were limited to teachers, curriculum advisors and a Basic Education Department official. I could have consulted language practitioners, language specialists and lecturers if time had permitted this. However, it is envisaged that the contribution of the people who responded in this study would give more light to the solution of the problem, which is marginalisation of African Languages in teaching and learning in the ex-Model C Schools. Nevertheless, the respondents chosen in the study are directly involved in the implementation of IIAL. To get real answers to the question of how IIAL is implemented in the ex-Model C Schools, it was a good idea to concentrate on their views rather than including everyone involved in the education sector. Nevertheless, there are possibilities for further research here in a wider study.

During the observation period, I did not do as planned in School A due to covid19 pandemic restrictions as I observed only two lessons. I had planned to observe four lessons. The reason

that I did not do observations after the covid-19 pandemic restrictions were introduced was that the Grade 2 teacher had left and that there was a new Principal who showed no willingness to accept me at the school. During my negotiations the period for assessment came and my period for conducting research was over. However, the interviews that I did with the teacher covered a lot on the strategies used in teaching Grade 2 learners in her class.

The interviews and observations in School B were done after the covid-19 restrictions in January 2022. Also, there was a lot of interruptions due to the assessment schedule, but I managed to observe the four lessons planned.

The principal of School B during interviews stated that teaching of isiXhosa was not a priority as the school prioritised English and maths, she told me. Also, there were changes in the school timetable as the school had to follow a rotate system whereby few learners were to be accommodated in each class due to the covid-19 school regulations. This made it impossible for the school to implement the IIAL project. These limitations were in place from 6th March 2020 until 31st December 2021 according to the principal.

The access problems in schools to collect data delayed this project in 2020 and 2021. After the schools opened, I had the opportunity to visit School B. However, in week four of my visits to the school, the learners were doing assessment for mother tongue language, that is Afrikaans. Accordingly, I was denied access to observe, as the learners were not learning isiXhosa during the time. I had to wait until the assessment was finished.

In sum, the challenges during data collection were both of a methodological and very practical nature. While it is possible to argue in favour of my methodological choices, with their strengths and weaknesses, the practical restrictions following the covid-19 pandemic, represents unwanted limitations there are hard to overcome. However, I envisage that the results still will be valid and reliable. Through analysis and reflection on the data collected, I still hope to show the significance of my study.

4.6 Validity and reliability

Validity is the degree to which researchers measure what they claim to measure, and reliability refers to external and internal consistency of measurement (Hoyle, Harris and Judd 2002). In discussing validity of measurement, Selltiz, Wrightsman and Cook (1971:168) state:

Certain basic questions must be asked about any measuring instrument: What does it measure? Are the data it provides relevant to the characteristics in which one is interested? To what extent do the differences in scores present true differences of other factors?

Phillips (1971:197) says, “Usage of measurement of a given phenomenon is viewed as valid measure if it successfully measures the phenomenon”. From the above arguments, it could be concluded that reliability is the root of a research to be valid. If the measurement of the study is not reliable, the study cannot be valid.

I argued in chapter 3 that “rigour” has been referred to quantitative research that is associated with objectivity drawn from the positivism method (Claydon 2015; Franziska 2017). They indicate that positivist’s measurement distances itself from the personal beliefs and values of the researcher whereas qualitative measurement was based on these values. Patton (2001) states that validity and reliability in qualitative research are two concepts, which a researcher should be concerned. In qualitative methods, a researcher seeks credibility and naturalist or confirmability (Lincoln and Guba 1985:290). These terms apply to the way an enquirer can persuade his or her audiences that the research findings are worth paying attention (Lincoln and Guba 1985).

Franziska (2017:1) associates rigour as “planning, data collection, analysis and reporting in a study”. When considering these four processes of data handling mentioned by Franziska (2017:1) I can conclude that rigour is being applied in both qualitative and quantitative methods. The difference is that in quantitative method rigour has been related to objective scores such as reliable and valid measures when dealing with numbers. Brigitte (2017: 2) tries to explain the term “rigor is simply defined as the quality or state of being very exact, careful, or with strict precision”. Brigitte (2017) goes on mentioning that the research without rigor is incomplete. In my study, I made a proposal that was approved by the University of the Western Cape whereby I indicated the plans on how the data would be collected, analysed and reported. Thereafter, I

asked a permission from the Western Cape Department of Education to conduct research in their schools, which was approved. I collected the data using tools interviews, observations and document analysis that suits the qualitative method I have chosen. With the use of these methods, my aim is to get credibility and validity in my study.

Referring to the discussions with the curriculum advisors, I have an opportunity to verify the information by asking them to comment again on the responses they gave by emails. I also called the interviewees to confirm some of the things we discussed during interviews. Thus, the process can be related to what Patton (1980) refers to as back checking, which is another way of increasing validity of the study. However, there are three types of validity: construct validity, internal validity, and external validity. I will briefly explain these validities in relation to qualitative research method used in my study.

4.6.1 Construct validity

In order to determine whether the hypothesis is bad or good or whether should be modified in some way, we need to measure successfully the theoretical constructs of interest (Hoyle and Judd 2002). Yin cited (1994) by Holmarsdottir 2001:110) suggests three techniques, which the researcher may use to increase validity. The techniques are:

1. Use of multiple sources of evidence.
2. Establishing chain of evidence.
3. Have key informants review draft case study reports

It has been mentioned above that the study used multiple sources for data collection. This could be related to the point discussed by Yin (1994), thus by using multiple sources of evidence this study tried to increase validity.

In establishing a chain of evidence, Gall et all (1996) suggests that the researcher should provide an audit trail, which is documentation of the research process. The study used various documents as sources of information. The primary source used is the information from the respondents whilst the secondary sources are Basic Education Policy documents. This function appears as if

it had been served as I documented the research process, including fieldwork and the theoretical background. The results will also be analysed and presented in the study.

4.6.2 Internal validity

According to Brayman (2001), internal validity refers to credibility, which involves that the research was carried out in good practice, and the assurance that the subject investigated was accurately identified and described. It also includes to some extent the submission of research findings to members of social world who were studied for conformation that the investigator has correctly understood the social world (Banda 2001). The study has used several techniques to achieve credibility. The UWC research committee whose approval was based on the ethics of research standards approved the research proposal. I presented a paper in a conference of Early Childhood Literacy at the University of Western Cape in September 2019 with the aim of assuring credibility. Likewise, in October 2021 in the same conference organised yearly by UWC, I presented a paper on acculturation and motivation theories. Triangulation, i.e., the use of more than one method off data collection, increased credibility in my study as well.

4.6.3 External validity

External validity refers to what extent findings may be generalised to the population (Hoyle, Harris and Judd, 2002). However, Patton (1990) suggests that instead of attempting to generalise the findings qualitative research must look at extrapolation. Thus, the searcher speculates on the applicability of the findings to similar or identical situations (Holmarsdottir 2001). Such speculations may be useful when they are targeted to the stakeholders involved in teaching isiXhosa. However, the issue of generalization is the limitation in this study. I have mentioned above that due to the small size of the population my study will does not strive to be generalised to the entire population. However, it is Reason's views that ecological, political, social and personal crises we confront at this time requires research methods, which can go deeper into the problem by involving stakeholders. The stakeholders in my research were during interviews were contacted for their views. These are the people who are involved in the implementation of IIAL, and their responses seemed to be valid in the study. Brock-Ute (1996) argues that research strategies, which involve the knowledge of the Africans by African researchers, are the ones to be used in African context. She argues that knowledge can lead to gathering data using relevant

tools to suit a certain atmosphere. I am an African researcher who has studied and taught isiXhosa language for many years from primary school to university level. Therefore, information that I get from the informants is validated by my experiences of teaching the language. As such, the use of interviews made the respondents to feel as part of society building, as they could feel that they are contributing to issues involving policymaking. However, the aims in this study are to “persuade as opposed to convince, argue rather than demonstrate, strive to be credible and not certain, and inspire to be accepted as opposed to be compelling” (Patton 1990 cited by in Holmarsdottir 2001)

4.7 Conclusion

The methods described in this chapter, document analysis, observations, and qualitative interviews, have given me some of the necessary data and information needed to give reasonable answers to the research questions. This is a small research project with its limitations of time and resources. These limitations were exacerbated with the covid-19 pandemic followed by lockdown.

Nevertheless, within these limitations the methodological choices have turned out to be sufficient to explore the topic under investigation, especially in combination with my own previous experience. The data and information collected with these methods will be analysed in the following chapters, starting with data presentation and data analysis in chapter 5.

CHAPTER 5: PRESENTATION AND ANALYSIS OF DATA

5.1 Introduction

This chapter presents the analysis of data that I collected through interviews with a Department of Education official, Curriculum Advisors, Teachers, and Principals of schools. In addition to the interviews, it was based on the observations I did within a period of two months in February and March 2020 in Grade 2 classes respectively.

The relevant documents are analysed in order to answering the question: How was IIAL implemented in the former Model C Schools? The guidelines, strategies, and teachers support in implementing IIAL in classes with diverse backgrounds is the core of what follows. In chapter one, I indicated that my study aligns itself with the multilingual practices that promotes teaching in more than one language in implementing IIAL. I also stated in my problem statement in I.2 that research shows that teachers are not trained to teach multilingual classes and that there is no clear support given to deal with multilingual teaching (Kotze and Vander Westhuizen, 2017; Prosper and Nomlomo, 2016). The objectives of the Language-in-Education Policy of July 1997, therefore, is to build a non-racial South Africa as well as to practice multilingual teaching in schools.

It was noted that isiXhosa language had not been a focus in teaching and learning in the former Model C Schools. The Department of Basic Education seeing that African Languages were marginalised in the schools had to introduce IIAL program in Western Cape Province (WCP). The problem may be that the teachers in the former Model C Schools are not competent enough in the isiXhosa language. The present study, therefore, predicated on the view that the Western Cape Department officials, Curriculum Advisors, Principals of schools and teachers are aware of the implications of IIAL and its policies. It is on those grounds that I present information collected from these stakeholders. In the analysis, consideration that was given to the documents

from the Department of Education that argues for the recognition of African languages teaching and learning in former Model C Schools, particularly isiXhosa as an additional language. I also consider the theories presented in Chapter 3, especially the two theories that are guiding my study, those of Bronfenbrenner and Vygotsky. When presenting the data, I combine the interviews of the respondents with themes, i.e., objectives, support, strategies, challenges, attitudes, and community involvement. After each theme presented, I present my analysis. The data collected during observations was presented according to the themes in the observation guide.

5.2 Information about the informants

The advantage I had in interviewing the respondents in this study was that they are people who have knowledge of the IIAL implementation program as some of them were participants in the planning and piloting of the program, therefore they gave me valid information related to the questions. The respondents are eight women from age 35 to 63. They consist of one Western Cape Department official, three Curriculum Advisors, called A, B, and C in the following, two Principals of Schools A and B, and two teachers of Grade 2 classes, called teacher A and teachers B in the following data presentation and analysis. The Department official and the Curriculum advisors are of black race who specialise in the teaching and learning of isiXhosa whilst the Principal of School A is of white race and her mother tongue is English. The Principal of School B is a coloured woman whose mother tongue is Afrikaans. The School A teachers was white and language background was English being trained as an English teacher whilst the School B educator was coloured, speaking Afrikaans, and trained as an Afrikaans language teacher.

The Western Cape Department Official was the one who started introducing IIAL in the former Model C Schools in the pilot study in 2014 with the help of the Curriculum Advisors A and B. The Curriculum Advisor C joined in 2015 when the program started to be introduced in Schools. It was not surprising to find that all people in the Foundation Phase program are women, because the results of a study conducted by Mncanca et al. (2021) on Foundation Phase involvement of males in young child's education showed that there are complex challenges that affect participation of males. Amongst such challenges is lack of care of males in bringing up their

children as well as the commitment of males to be involved in their children' education. On the other hand, Ravhuhali, Mashau, Lavhelani, Mudzielwana, and Mulovhedzi (2020:283) are of the opinion that “it was societal belief that female teachers provide motherly love and care and that naturally they are soft towards infants compared to their male counterparts”. However, their findings show that the trend is changing now in the 21st century as male student teachers enrol more in the Foundation Phase teaching programs to contribute to the development of young children. This according to Ravhuhali et al. (2020:295) was perpetuated by male student's motivation as they view teaching as worthwhile and an important job that offers opportunities for work.

That the females that participated in my study are multiracial, i.e., black, white, and coloured, is not surprising, because the National Curriculum Statement Grades R-12 puts “inclusivity on the core in the organization, planning, and teaching of each school” (NCAPS 2011:1). According to the document that “can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning as well as to plan for children for diverse backgrounds” (NCAPS 2011:1). According to the document “inclusivity could be achieved if barriers of learning are not identified and addressed by all relevant support structures within the school community including teachers, District-based support teams, institutional – level support teams and parents (NCAPS 2011:1).

To redress division barriers in the classroom, teachers are obliged to use curriculum differentiation strategies such as those included in the Basic Education Department of Education Guidelines document for inclusive teaching and learning published in (2011). To address language communication barriers all children are to learn home language and at least one additional South African official language. That could be isiXhosa in schools whose Language of teaching is English or Afrikaans (DBE 2011: 14).

5. 3 The interviews

In this study, I used interviews as a tool for collecting data. I used semi-structured as well as unstructured interviews. The advantages of the semi-structured and unstructured interviews were that the respondents had to talk also about other issues related to the implementation of IIAL,

which were not in the interview guide. This widened my scope and my understanding of the practical implementation of the program as well as giving careful and precise answers to the questions under scrutiny. The interviews were conducted face to face in a place chosen by the interviewee. The interviews were recorded with the permission given by the respondents and notes were taken during every interview. The interview guide helped to focus the discussion on the objectives of the study. In presenting my data, I start with the interview with the Department of Education official. Thereafter, I present a summary of interviews done with the three Curriculum advisors, followed by interviews with the two school principals. Finally, I give a summary of the interviews with the two class teachers of the schools where the observations were done.

Bellow I present a resume of the answers of the respondents from the videos recorded during data collection according to the question on the objectives in implementing IIAL.

5.3.1 Responses of Department Education Official

When the Department of Education Official was asked about the objectives of IIAL, she indicated that IIAL was piloted in 2015 with 10 schools from grade 1 to 3. The mandate from the National Department of Education was that by 2021 the Foundation Phase should be implementing IIAL. The whole objective was to promote social cohesion. The reason is the growing need of the isiXhosa-speaking people, especially in the health sector. There are doctors that are forced to learn the isiXhosa language and therefore the IIAL program will help people working in this sector to acquire the language at an early stage. The main objective is to implement IIAL progressively so that by 2029 there should be many isiXhosa language speakers in the former Model C Schools. She indicated that the objectives of IIAL are met as all schools are implementing IIAL in year 2021.

5.3.2 Responses of the Curriculum Advisor A

The same question about the objectives of implementing IIAL in the former Model C Schools was asked to the subject advisors. Curriculum Advisor A indicated that the objectives of isiXhosa second additional language are that children should be able to count, greet, read, and write. She said that these objectives were met but in some schools, children are unable to write

the language. The reason is that there is no formal assessment; therefore, teachers tend not to focus sufficiently on writing. She went on indicating that the schools that do not do writing do not meet the requirements of NCAPS 2011 document that stipulates that the learners should be able to listen, read and write in the language. She also indicated that although the teachers do not focus on writing the isiXhosa language because the attention is more on listening and reading, there are advantages in that they focus on teaching listening and reading are that children are able to read the languages on flashcards, chalkboards and assimilate the language with other languages like English and Afrikaans.

5.3.3 Responses of Curriculum Advisor B

Curriculum Advisor B indicated that the objectives of IIAL are stated clearly in CAPS, but the problem in the former Model C Schools is that parents do not value isiXhosa language. She indicated that the schools when they get a post from the Government do not give preference to the isiXhosa speakers. They prefer to employ teachers who speak Afrikaans or English whereas employment of an isiXhosa educator would be beneficial to the implementation of IIAL in that particular school. She mentioned that even those isiXhosa mother-tongue speakers who were employed in former Model C Schools have some difficulties by being segregated from the rest of the staff. These teachers according to her are being isolated without any recognition in the former Model C Schools. For her, these are attitudes that would mean that the project was not properly implemented. She also stated that especially the so-called coloured schools are more resistant to the teaching and learning of isiXhosa.

5.3.4 Responses of Curriculum Advisor C

Curriculum Advisor C indicated that the objectives of IIAL are met because parents accept the IIAL implementation. She indicated that from the beginning of the program the parents were informed about IIAL and that they agreed that their children be taught the language. She stated that they wrote to parents to hear what they say about the program as a means of assessing their cooperation. According to her, parents are aware that their children need to speak different languages especially in the Western Cape where the three languages English, Afrikaans and isiXhosa are dominant. Moreover, during training teachers were explained why IIAL is being implemented.

5.3.5 Responses of Principal A

When the principal was asked if she thinks that the objectives of IIAL are met in her school, she said “when you look at IIAL, you must say to yourself am I a life-long learner? If your answer is yes, then you will be positive. If you have a strong group of teachers supporting each other, Principal support, School Governing Bodies (SGBs) supporting with materials, then it goes. You will find mistakes, but you learn from mistakes”.

5.3.6 Responses of Principal B

When asked about the objectives of teaching isiXhosa language if they are achieved, the principal indicated that children enjoy learning isiXhosa, but because of the covid-19 pandemic there was no teaching of the program for two years, in 2020 and 2021. For her, because of the double shifts of teaching that the Basic Education Department was involved in, it was very difficult for the school to accommodate isiXhosa. The teachers focused on mathematics and home language teaching without any consideration for the teaching of isiXhosa Second Additional Language. She expressed the view that because it is not an examination language, teachers do not care about teaching isiXhosa. The principal expressed the view that children need to go back to the isiXhosa teaching in 2022 because it is there in the timetable.

5.3.7 Responses of Teacher A

The educator indicated that the objectives in the policy are clearly stipulated. She was trying to meet the objectives as she teaches the children according to the schedule. She also indicated that if they could get an isiXhosa educator to assist them in implementing IIAL, the objectives of IIAL could be easily met. She went on indicating that the material they get from the Basic Education Department was written in isiXhosa something that makes it difficult for her to understand the content, hence if there were an isiXhosa educator they would work together. She indicated that she loves to teach isiXhosa and the children like to speak the language although she struggles with the pronunciation of some words sometimes. The educator also indicated that using the three languages in teaching isiXhosa helps children to understand the meaning of the words. She indicated that multilingual teaching is what they she is focusing on in her teaching

methods in that children have to understand what the isiXhosa word means in English and Afrikaans

5.3.8 Responses of Teacher B

The teacher indicated that the language policy is clear to her. She also thinks that the objectives are met because some parents tell her that the children can say some of the isiXhosa words at home. She can also see that the children are following the lessons as sometimes she gives them activities to do in class and that she gets good feedback. She showed me a chart with colours where the children could write the appropriate colour next to the picture drawn in the chart. She indicated also that the in NCAPS 2011 document about teaching the three languages is clear. If they know how to teach it correctly, it could be advantageous to her and the children because in terms of jobs in the Western Cape, employers need people who can speak the three languages, English, Afrikaans, and isiXhosa.

5.3.9 Summary

Looking at the presentation of the objectives from the respondents above, I see the following key headings that are directed to the answering of the question on how the objectives of implementing IIAL are met. These key words seem to be important in the analysis because they could determine the success and the failure of the IIAL program implementation.

1. **The information to the parents and teachers.** Curriculum Advisor C voiced the fact that parents were informed about the program and that they agreed that their children be taught in isiXhosa language, as they need their children to be multilingual especially in Western Cape (WC) where three languages isiXhosa, English and Afrikaans are dominant. Teachers during training sections were informed about objectives of IIAL.
2. **Objectives are achieved.** The Department of Education official sees objectives being met as all schools are implementing IIAL in 2022 and that the Foundation Phase has been completed last year, 2021 and that the aim is that in 2029 there should be many isiXhosa language speakers in former Model C Schools. She also sees the growing need of teaching of isiXhosa especially in the health Sector.

3. **Oral teaching.** Focus was not given to written language, but teaching was oral in the form of listening and speaking.
4. **Social Cohesion.** The Department of Education official sees the whole objective being a motive to promote social cohesion. The reason was the growing need of the isiXhosa-speaking people, especially in the health sector. There are doctors that were forced to learn the isiXhosa language and therefore the IIAL program will help people working in this sector to acquire the language.
5. **Negative attitudes against IIAL implementation.** There are negative attitudes showed by teachers in some of schools. Thus, they chose not to teach the language as it was not being assessed formerly. They prefer to teach the home languages in the place that was allocated for isiXhosa language in the timetable. The discriminative attitudes showed to isiXhosa mother tongue teachers employed in former Model C Schools and the negative attitudes that could disturb the implementation of IIAL are shown especially in so-called coloured schools. On top, Curriculum Advisor B sees the objectives not met in schools because of the negative attitudes of the principals showed in their reluctance in employing isiXhosa teachers in their schools.
6. **Positive attitudes of Principals towards implementation of IIAL.** The principals of schools are of the opinion that IIAL should be implemented in schools. Principal A is of the opinion that teachers need to be supported by principals by establishing an atmosphere whereby there is a teamwork by teachers in implementing IIAL as well as support with the teaching materials by the SGBs. However, principal B stated problems of implementation during covid-19 period, which is the general limitation in the study presented in chapter 4 in the study.

5.4 Analysis of the results from interviews

5.4.1 Objectives for the implementation of IIAL

One of my research questions was: *What are the guidelines for the implementation of IIAL?* In the following analysis, I regard the objectives as official goals in the implementation of IIAL program whilst the policies documents indicate the manner in which the objectives should be

reached. Therefore, here I present the analysis of objectives under the following headings: *social cohesion, oral teaching, and negative attitudes towards the implementation of IIAL*. The reason is that these three headings are the ones that are directly addressing the question of guidelines. I will use the other headings that came up, that is: challenges and positive attitudes of principals towards implementation of IIAL under the heading support below.

Starting with the Department of Education official who indicated that the objectives of IIAL are to promote social cohesion, the Sport, Arts and Culture (SAC) (2020) document defines social cohesion as “the degree of social integration and inclusion in communities and society at large, and the extent to which mutual solidarity finds expression itself among individuals and communities” (SAC 2020:1). This definition means the recognition of integration as a goal, as against exclusion based on ethnicity, gender, class nationality and disability (SAC 2020). The social cohesion promotion is in line with the National Curriculum Assessment Statement (2011) Grades R-12’ objective that is:

To equip children, irrespective of their socio-economic background with knowledge, skills and values necessary for self-fulfilment and meaningful participation in a society as citizens of a free country (DBE 2011:1).

In addition, the National Curriculum Statement Grades R-12 puts inclusivity at the core of the organizations, when planning and teaching in each school. This according to the document can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning as well as to plan for children with diverse backgrounds. Inclusivity could be achieved if barriers of learning are identified and addressed by all relevant support structures within the school community including teachers, district-based support teams, institutional-level support teams and parents (DBE 2011:1). To redress barriers in the classroom, teachers are obliged to use curriculum differentiation strategies such as those included in the Department of Basic Education Guidelines for inclusive teaching and learning.

The Department of Education official sees a need for redress of the barriers of the past with English and Afrikaans dominating in the health sector by means of recognizing a growing need of the isiXhosa-speaking people especially in the health sector. Her vision is that IIAL program will help people working in this sector to acquire the language. Inclusion in the education sector

originates from the Language in Education policy (LiEP) document published 14 May 1997. The document (LiEP1997:1) aims to build a non-racial South Africa. The Department of Education through the policy was tasked among other things to promote multilingualism (DOE 1997:1). The policy goes on to indicate that,

in terms of the Constitution of the Republic of South Africa, the government, through the Department of Education, recognizes South Africa's cultural diversity as a valuable national asset. As a result, learning of more than one language should be a general principle and practice in the society (DOE 1997:1).

This approach serves the needs of the multicultural society and individuals who are faced with many African languages are today especially on the African continent. Both LiEP and the constitution recognises multilingual language use in schools. In addition, the NCAPS (2011:1) policy empower children with knowledge and skills that will help them to participate in an independent nation that includes all citizens regardless of colour and to make sure that all children are given equal opportunities.

5.4.2 Oral teaching in implementing IAL

Curriculum Advisor A indicated that isiXhosa second additional language teaching are that children should be able to count, greet, read, and write. She indicated that these objectives are met but in some schools, children are unable to write the language. The reason is that there is no formal assessment; accordingly, teachers tend not to focus on writing. She indicated that the informal assessment has advantages as well as disadvantages. The advantages are that the children are able to read the languages on flashcards, chalkboards and assimilate the language with other languages. The requirements of the Revised National Curriculum Statement (RNCS 2002), National Curriculum and Assessment Policy Statement) (NCAPS 2011), English Second Additional Language (XSAL) (2012) documents that stipulate that the learners should be able to listen, read and write the language and the children are assessed in writing. On the other hand, The National Curriculum and Assessment Policy Statement (NCAPS) Foundation Phase Grades 1-3, isiXhosa Second Additional Language (2011) stipulates that assessment should be oral based on stories and it should not be made a yardstick to fail and pass of children. According to the document, children should be assessed by asking easy questions and taking part in singing

and dancing. The same document indicates that the children should be able collect, analyse, organise, and critically evaluate information (NCAPS 2011:1). If the children in grade 2 classes are not given a chance to write the isiXhosa language but just to sing and dance, that will not enable them to read and critically evaluate the information. If we consider this statement, it could be concluded that isiXhosa information cannot be stored for a long time, as it has no backup of written work in their books. Furthermore, (Jones and Brader-Araje 2002:7) states that third world countries have benefited from learning skills through written materials. In chapter three when looking at how children learn the language with the use of the previous experience, I quoted Jones and Brader-Araje (2002) who says that the children on the bases of their own experiences constructed knowledge. They also indicated that constructivists share the view that “language users must individually construct the meaning of words, phrases, sentences and text” (Jones and Brader-Araje 2002:7). I also indicated that Vygotsky (1978) stipulates that language serve as a psychological tool that causes change in mental functions. He mentions that children not only use language as a way of communication, but they also use it to direct their actions toward learning. Vygotsky believes that children not only speak about what they do, but their speech serves a psychological function directed at problem solving. If the children are not given a chance to write the language, it could be difficult for them to solve problems that they encounter during teaching and learning.

5.4.3 Negative attitudes against IIAL implementation

Curriculum Advisor B sees negative attitudes whereby teachers in the former Model C schools do not accommodate the isiXhosa teachers in their schools, something that could hinder the implementation of IIAL. I view these negative attitudes as something that is against the policy of inclusivity mentioned in the documents in the analysis of objectives of IIAL implementation above. Data collected shows that teachers in some schools chose not to teach the language as it was not being assessed formally in the assessment schedule. They prefer to teach the home languages in the place allocated for isiXhosa in the timetable. There are also negative discriminatory practises shown by teachers in the former Model C Schools against isiXhosa mother tongue speakers, against the principles of the National Curriculum Assessment Statement Grades R-12 as it aims to “ensure that educational imbalances are redressed, and that equal education opportunities are provided for all sections of the population” (NCAS 2011:1).

Curriculum Advisor B is of the opinion that if the attitudes could be changed especially in the so-called coloured schools that show more resistance to the IIAL, the program could be implemented with good intentions to accommodate inclusive education. What has aspired in the interview is that the negative attitudes in the 21st century has not changed even if there are ways of decolonization the curriculum through use of marginalised languages. For example, Alena Rettová (2017) in his talk on decolonization through language, points out that “language is a powerful tool of exclusion and domination” p1. He goes on to indicate that:

The linguistic practice of much postcolonial theory, which only speaks in the language of the metropolis, is thus complicit in sustaining the political domination, economic power, and institutionalized racism that privilege certain groups of people and disempower others. A critical step forward in the decolonization process is to address this linguistic blindness of postcolonial studies. Language learning then becomes an effective means of resistance to mental colonization and its epistemic violence.

Then indicating that:

Gaining linguistic competence in an African language opens up a wide array of discourses that articulate the intellectual and political concerns of African communities. Research involving these critical debates enhances its capacity to have a transformative effect on these communities, in raising critical awareness, which is itself a precondition for democracy and social development.

Taking into consideration the abstract above in the context of teaching and learning isiXhosa in the Western Cape Former Model C schools, it is my view that IIAL need to be considered in terms of decolonizing the practices of the past in a way that recognises the teaching and learning that redresses the practices of the past.

Moreover, the Western Cape Language Act, no 13 of 1998 (PWCG, 1998) in page one has established the Western Cape Language Committee that is tasked among other things to “monitor and regulate the use of the three official languages Afrikaans, English and isiXhosa.” Seemingly, the Committee was not effective in doing its job in these schools. Furthermore, it was the duty of the Committee to “elevate the status and advance the use of the indigenous languages of the people of Western Cape whose status and use have been historically diminished” (p. 1). The aim of the Western Cape Language Act, no 13 of 1998 (PWCG, 1998) is to “protect the

three languages in the Western Cape to develop multicultural wealth in the Province” (p. 1). The Western Cape Language Committee if it does its work should monitor how negative attitudes can be eradicated in schools that are new in the teaching and learning of isiXhosa.

5.5 Teachers training and support

What aspired was that training of language teachers and Voltmer et al. (2021:1) see support in their teaching field as an important aspect as they state: “language skills impact on many areas of child development”. Children being able to communicate what they think, how they feel and who they are, helps them to acquire new concepts. They go on indicating that language skills also help children to their inner lives verbally as well as to regulate their emotions (Voltmer et al. 2021). Given the arguments above one could assume that the support given by the Department of Education as well as proper training of the isiXhosa teachers will help children to acquire and develop their language skills. My objective here is to present the views of the respondents when they were asked about the teacher training and support given to teachers implementing IIAL in the Foundation Phase grade 2 classes. I already indicated in chapter one in the problem statement that Kotze and Vander Westhuizen (2017) and Prosper and Nomlomo (2016) mention that there is no support and proper training given to teachers to deal with multilingual education in the Western Cape Schools. It is important therefore to find out from the people involved in the implementation of IIAL about their involvement as well as the training given to teachers. Acquisition of a second language need teachers who are able to recognise opportunities for language support and training because according to Voltmer et al. (2021) this may improve the teacher’s knowledge, attitudes, and behaviour towards child’s language development. These researchers are of the opinion that “children with more advanced kindergarten language skills are likely to demonstrate reading abilities from grade 1-3” (Voltmer et al. 2021:1). Western Cape Government Education Department seeing that there is a need for teacher support after the covid-19 pandemic produced a Curriculum Foundation Phase Guidelines for teachers (2022). What is clear in the guidelines is that teachers in South Africa since 1997 had to go through major curriculum changes guided by Curriculum 2005, NCS, RNCS and the latest NCAPS. During all changes, teachers need to adapt to a new knowledge, skills and subjects that was not part of their training to become a teacher. The guidelines indicate that mentoring teachers was seen as most

important tool that gives the mentor a platform to share ideas, practises as well as reflection on his or her own ideas whilst at the same time learning from them. This takes us to be next main research question in this study and that is, what was the teacher support given to teachers to implement IIAL?

It was important to find out from the Department of Education official and the Curriculum advisors about the kind of support they give to the teachers in implementing IIAL.

5.5.1 Responses of Department of Education official

When the Department of Education official was asked about support given to schools, she said that the teachers in former Model C Schools wanted to have isiXhosa mother tongue teachers employed in their schools so that they can translate the material for them. “The WCED did not have budget for these teachers. I requested from the Department to have some Xhosa teachers and I was given teachers for the 10 schools. We had teacher who will rotate to make time for those lessons that are not there because of less students. I had to put one teacher in a school that has many students. I requested for more resources from WED. I got Xhosa Funda service provider who had songs, CDs and the whole material needed”, the Department of Education official said this.

5.5.2 Responses of Curriculum Advisor A

Curriculum Advisor A indicated that there are Professional Learning Communities (PLCs) that she trains to give support to the teachers. She showed them the uniqueness of isiXhosa compared to other languages. She explained that as a means of support, she used to organise cultural day events at the school. In these cultural days, the curriculum advisors used to dress isiXhosa cultural clothes sing traditional songs, clapping hands and dance. She indicated that the curriculum advisors showed joy and excitement to the teachers teaching isiXhosa in Former Model C Schools. She mentioned that there are teachers who come from the University of Stellenbosch. These teachers did not want to open up and show that they know isiXhosa although they studied it at the University. She motivated them to show that they know the language to help children and other teachers as well. She told me that she mentored, coached, and supported

teachers to improve the teaching of isiXhosa. She overlooked mistakes but acknowledged the little thing they can do in class when teaching the language.

5.5.3 Responses of Curriculum Advisor B

Curriculum advisor B indicated that they have subject meetings where she comes and hear the views of the teachers about the progress in the program and make suggestions where required. She also indicated that her role is to mentor, coach and improve the teachers' teaching strategies. She says that during this period of mentoring she looks at the improvement of the teachers and overlook the mistakes by acknowledging the little thing they can do in class. She asked teachers to send messages to parents in three languages to make them to be attracted to the isiXhosa language.

5.5.4 Responses of Curriculum Advisor C

Curriculum advisor C indicated that the curriculum advisors train teachers. They go to their schools and listen to the lessons. They sometimes do co-teaching to show and demonstrate for them. She indicated that they have a mixed staff. There are those schools who have isiXhosa teachers, English and Afrikaans teachers. She asks the isiXhosa teachers to mentor the teachers that do not have training in isiXhosa language teaching. She indicated that she motivates the teachers to learn and to teach isiXhosa language.

5.5.5 Responses of Principal A

Asked about support that they get from the WCED, she indicated that they get CDs, charts, cassettes, and videos and that the WCED pays for them. Curriculum advisors comes to school once a week and they are impressed with the teaching methods.

5.5.6 Responses of Principal B

When asked about the support given to teachers by the WCED, she said that curriculum advisors come and observe teaching and learning of isiXhosa. She also said that a curriculum advisor used to come and teach, demonstrate the lessons and the staff misses her. At school, they have subject meetings, and the department comes and monitor these subject meetings.

5.5.7 Responses of Teacher A

Teacher A received books and CD from the department. Books are in isiXhosa, but they cannot use them. “We want to have someone to translate for us and help us with pronunciation”. “We want to use the resources”. “We want to use the books, but it was difficult”. “The material was written in isiXhosa, and I am not competent in reading isiXhosa”, the teacher said.

5.5.8 Responses of Teacher B

The teacher received a big book and two charts with words. She also indicated that she was given CD for all five classes. She makes her own CD by copying it and pays for it herself. She downloads her own songs. She makes her own teaching materials and devices her own of teaching aids. However, she is not able to pronounce the words. She got Ubhuti songs from the internet. The Department is not helping them in teaching IIAL, but with mathematics and home language, they are given workshops.

5.5.9 Summary

Presenting the summary of support given to teachers in implementing IIAL, I look at the key words that appeared in the answers given. The motive is to find out if the Department of education gives support to the former Model C schools in implementing IIAL.

- 1. Teacher employment.** The Department of Education official indicated that the Basic Education Department did not have the budget to employ the isiXhosa teachers for former Model C Schools although the schools needed them. She got only 10 teachers. In a school that has few children, she employed one teacher to rotate in those schools. In a school where there were many children, one teacher was employed. The schools were left with the burden of employing isiXhosa teachers. This came with the challenges when some schools prefer not to employ isiXhosa teachers for budget reasons. Some schools prefer to employ only teachers who speak English and Afrikaans. Teacher A also thinks that if they can get an isiXhosa teacher in their school it could make it easy for them to implement the program.
- 2. Teaching materials.** Both Department official and Curriculum advisors had to provide teaching materials to teachers as a way of support. The Department of Education official

requested more resources from WED. Funda service provider had to provide songs, Big Books, CDs, charts, cassettes, and videos and all the material needed in schools. Although the Department supplied the schools with teaching materials, teacher A complained that the material is in isiXhosa language and that they need translators to translate the material. The other things raised by the teacher B is that each school was provided with one CD. They have to make their own copies for their classes as the school have five classes. She got Ubhuti songs from the internet. The Department is not helping them in teaching IIAL, but with mathematics and home language, they are given workshops.

- 3. Teachers' training.** The responses of the Curriculum advisors show that they had to train the teachers who are not isiXhosa mother tongue speakers to teach the language. The Professional Learning Communities (PLCs) were also trained by Curriculum Advisor A to give support to the teachers.

5.6 Analysis of teacher training and support

The teacher training and employment has a long history in South Africa. Green, Adendorff, Mathebula, Bongekile (2014:1) have given us the history of decline in the enrolment in the universities and colleges in the period 1994-2000. The question these researchers were answering was “on what extent state-led interventions are assisting to meet the Foundation Phase teacher supply and demand”. They mention that one of the factors that led to decline on enrolment in universities and colleges was that many college lecturers were not qualified to teach in higher education. This influenced lecturer availability, particularly in the Foundation Phase and intermediate phase, was something that led to neglect in these sectors (Green et al., 2014:3). The other factor they mentioned was the stringent entrance requirements for students to enrol at the universities something that made students not to qualify for admission to universities (Green et al., 2014:3). This led the Ministerial Committee in 2005 to renew expansion of intake of students as they were losing the capacity to offer quality programs (Green et al., 2014:3). In 2007, a teacher recruitment campaign was instituted due to the National Policy Framework for Teacher Development in South Africa (NPFTEd). Funza Lushaka bursary scheme for teacher education was established to enable capable students academically to become teachers in the Foundation Phase and Intermediate phase (Green et al., 2014). The integrated efforts of Strategic

Planning Framework for teacher Education and Development in South Africa, 2011-2025 (ISPFTED) currently guides the collective efforts of the Department of Basic Education (DBE) and the universities to address teacher education and challenges in South Africa (Green et al., 2014:3). There seems to be a recent growth in the Foundation Phase teacher education due to Funza Lushaka bursary and the ISPFTED as well as SFPTED who seem to be the main drivers behind the production of Foundation Phase teachers (Green et al., 2014). The South African Research Association for Early Childhood Education (SARAECE) was founded in 2014- increased focus on the preparation of Foundation Phase teachers who are able to teach mother tongue contexts (Green et al., 2014:3).

Looking at this history given by Green et al. (2014), one could conclude that there was a long struggle in training Foundation Phase teachers as well as support given to the demands of lack of trained teachers to teach in the level. However, there is still struggle in order to get trained teachers to teach isiXhosa Additional language in the former Model C schools. The information given by the respondents in the interviews shows that budget constraints are facing the former Model C schools in employing isiXhosa teachers. There was also a need for teachers who are competent to teach children with diverse needs (Mahlo, 2017).

5.6.1 Responses of Curriculum Advisor A on multilingual teaching

She said the teachers need to do repetition, simple sentences as well as use of different languages in the pictures to address the question of multilingual teaching strategies.

She mentioned that when children in the picture see for example the words Cat (English), Kat (Afrikaans) and Kati (isiXhosa) they would recognise the assimilation, word pronunciation as well as spelling. She said that in Afrikaans and isiXhosa the pronunciation is k' and the spelling is almost the same. The k' consonant in isiXhosa was an adjective plosive whilst in English language the c consonant in "cat" word was voiceless.

The curriculum advisor indicated that she was satisfied that the children in grade 2 are being taught isiXhosa Second Additional not as the first additional language as children are able to follow simple sentences with a language that has no difficult language structural rules.

She mentioned that her strategies in teaching is through play, use of flash cards, charts, and other teaching aids. She showed me flash cards where it was written:

Molo titshalakazi = greetings in singular

Molweni titshalakazi = greetings in plural

She expressed the view that children need to see the written language in addition to hearing it.

5.6.2 Responses of Curriculum Advisor B on multilingual teaching

When asked about her involvement with teachers teaching isiXhosa to multilingual children, she said that she was involved in a pilot of the introduction of isiXhosa in the Northern Suburbs since 2015. She indicated that in some schools there are isiXhosa mother tongue teachers who are able to teach isiXhosa, whilst in other schools, non-mother tongue isiXhosa speakers taught the isiXhosa. Both teachers of IIAL non-mother tongue and mother-tongue speakers were regarded as vibrant teachers by the curriculum advisor. She said that they have Professional Learning Communities who are involved in the project in terms of helping in the project. She mentioned that the schools that have School Governing Bodies (SGB) posts to teach isiXhosa are those that are more effective in the implementation of IIAL. However, she mentioned that she uses discretion when she has meetings with the teachers as some of them attend without any motivation for teaching isiXhosa. She mentioned that she always gives teachers the appropriate strategies to teach isiXhosa.

5.6.3 Responses of the Curriculum Advisor C on multilingual teaching

When asked about strategies she uses in teaching multilingual classes, she indicated that she told teachers that when they give instructions to parents, they should write in three languages i.e., isiXhosa, English and Afrikaans. To her, this will set up something that will attract parents to the teacher. She also indicated that children get their charts in class with information in three languages:

English	Afrikaans	isiXhosa
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Dress	Rok	ilokhwe
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Tea	Tee	Iti
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This according to her helps children to hear sounds like t in all languages in the case of word tea. Children will also assimilate the differences in spelling of the words as well learn pronunciation.

She also indicated that there are cultural issues that teachers who teach isiXhosa have to observe when teaching the language, like the importance of music and dance. She mentioned that Africans by nature have rhythm in their bodies that was being reflected in songs and dances. She indicated that when training teachers, she always invites children to dance and shake their bodies imitating her as she goes on with the teaching. She said that when she was training teachers, children from diverse background listen to using their own language backgrounds. She also showed the teachers that there was a difference between Afrikaans, English and isiXhosa languages as the isiXhosa words was so long because they are explanatory. She also mentioned that for children from the isiXhosa communities their language skills improved because they helped the teachers in their isiXhosa language teaching. She also mentioned the importance of storytelling as she regards children in the foundation phase as good listeners.

5.6.4 Responses of Principal A on multilingual teaching

During assembly, children are in charge, and they use different languages. In most cases, an isiXhosa child will translate for them. Teachers in class use different languages in their teaching. This helps the children to grasp the subject matter in many languages such as isiXhosa, English and Afrikaans that are official languages in the Western Cape.

5.6.5 Responses of Principal B on multilingual teaching

When asked about multilingual teaching methods, Principal B indicated that there are children from multilingual backgrounds from other African countries; therefore, teachers are obliged to use multilingual teaching strategies.

5.7 Analysis of Multilingual teaching and learning

In chapter one, I indicated that I align myself with multilingual teaching and learning because South Africa is composed of nine official languages thus: Zulu, Xhosa, Pedi, Tswana, Sotho, Tsonga, Swazi, and Venda. These African languages are not in par with English and Afrikaans in their status of teaching them as additional languages. In the Western Cape in the Foundation phase, English and Afrikaans had been a language of teaching and learning without any consideration of African languages before the introduction of IAL. The Department of Basic Education was guided by Language in Education Policy that promotes multilingualism when it introduced the IAL program. The Department of Education through the policy was tasked among other things to promote multilingualism (DOE 1997:1).

It was meant to facilitate communication across the barriers of colour, language, and religion, whilst at the same time creating an environment in which respect for languages other than one's own would be encouraged (DOE 1997:1). The policy goes on to indicate, "in terms of the Constitution of the Republic of South Africa, the government, through the Department of Education, recognizes South Africa's cultural diversity as a valuable national asset and hence it is tasked, amongst other things, to promote multilingualism (DOE 1997:1).

The policy puts learning of more than one language as a general principle and practice in the society. Multilingualism is constructed to counter the use of monolingual teaching and learning English and Afrikaans discarding other the nine African languages in former Model C. Schools. The Department puts the additive bilingual approach at the core led by the Language in Education Policy, which was being guided by the comparative research, both locally and internationally. Despite recommendations by the Language Plan Task Group of August 1996, the National Education Policy Institute (NEPI) (1992), Human Science Research Council (HSRC) in February (1997), the Government Public Report (2000), Desai (2001:1) has already indicated that the implementation of language policy could enable citizens of a country to participate in the political, educational, and socio-economic life in South Africa. She indicates that the broader community stakeholders should play an important role in promoting African language (Desai, 2001).

I already stated in chapter two that the view of multilingual teaching and learning was based on the South African Constitution act 108 of 1996, section 6.4 that promotes the use of all official languages equally to English and Afrikaans. The focus of the constitution is the development of official languages in in the country. In the case of this study, African language taught as additional languages in the Foundation Phase in Model C, schools could open the children' eyes to the fact that there are other languages that could be used in school in addition to English and Afrikaans. The learning of more than one language could be a general practice and principle in the entire Western Cape Region (WCR).

The discussions about African languages and their marginalization in the government domains are continuing in 2022 although the language policy was formulated in 1994. For example, on the 8th July 2022 an article in the *Daily Dispatch* newspaper by Professor Russell H. Kaschula;2022 and his colleague Zakeera Doctrat, titled “Menziwa trail highlights language complexities in SA”, points out the problem of language misinterpretation by police officers, judicial officers, and legal practitioners at the courtroom. They voice the fact that the advocate Malesela Teffo the presiding officer, was at a loss of the relevant English vocabulary, something that resulted in various types of language prejudice coming into play. They hold the opinion that the legal Act and Legal Practice Council fails to address the language question in courtroom communication and the language qualifications of South African legal practitioners and future judicial officers. They point out that the legislative and policy frameworks reinforced the English language of Teffo, as he was required to testify in English although he did not have the English vocabulary. Thus, he was struggling to think and explain himself in court Kaschula and Doctrat are describing what I wrote in my chapter two that in the monolingual use of English and Afrikaans in South Africa discarding other African official languages is not constitutional. Our constitution emphasises multilingual practises in all spheres of life. The delay in the use of African languages, although in language policy it is stated clearly that people have a right to use them, is demonstrated by the lack of training of the law practitioners in this case of Menziwa. However, when papers like Daily Dispatch publish articles about the language issue and their problems, hopefully the people of South Africa will open their eyes and see the importance of the use and study of African languages. In the case of this study, the parents of the children that

are in the Former Model C schools hopefully will notify the reason why IIAL was implemented in the former model C schools.

There had been attempts to look at the question on how multilingual teaching practice could be used in the South Africa context by researchers like Msakha and Hurst (2017), Cenoz (2017), Makelela (2016), Garcia (2014, 2009), Baker (2001), see chapter one. They suggest the use of traslanguage, meaning use of various languages in class. There was no clear policy that stipulated how this method can be used in the Foundation Phase in implementing IIAL. The other method that was suggested by Songxaba, Coetzee, Jacob and Molepo (2017) is codeswitching. Code switching was in chapter one explained as a situation where bilingual children shift from one language to another in the same communicative situation. This method seemingly was not used in the teaching of isiXhosa in implementing IIAL, as it needs that the speaker be competent in both languages.

We notice in the above responses by the respondents that they use many strategies to cope with the question of children who speaks different languages in class, but there is no proper guidance from the Department of Basic Education on how to teach isiXhosa to these multilingual children. The English teachers use the method of translating from English into isiXhosa whilst the Afrikaans speakers translate from Afrikaans into isiXhosa but in most cases, the translation itself has some problems. I indicated in chapter two the case of the word ubulele, which can have different meanings according to tone and in context, thus,

Ubulele = were you asleep (The tone of “bu” here is low).

Ubulele = did you thank (The tone of “bu” here is high)

Ubulele = have you killed? (The tone of “bu” here is in the middle)

Ubulele = he killed. (The tone here of “bu” is high)

A Foundation Phase teacher who was not isiXhosa speaker will not be able to understand the context and the tone of these words and meaning when they are used in sentences. The proposal by the subject advisors and teachers that isiXhosa mother tongue teachers should be employed to

help the other language teachers becomes clear in this context. Mahlo (2017) sees a problem regarding the training of teachers in multilingual teaching practices.

5.8 Class observations

I present below data collected during observations. The class observations were according to the observation guide see appendix . I indicated in chapter one that my study will be guided by the theories of Bronfenbrenner (1978) and Vygotsky (1978). Furthermore, in chapter three, I specified that both theories argue that the path between education and achievement is mediated by other people to the children through the use of language, knowledge and skills. I observed the mediation of teachers indicated by Vygotsky (1978) in his sociocultural theory discussed in chapter three, to see how teachers mediated learning in the classroom and helped the children to learn and interact with the teaching materials. I also observed how teachers encouraged the pupils to learn the language, making them participate during teaching and learning of isiXhosa. The aim was to determine how the children grasped a new lesson and got more information about it. Bronfenbrenner's Ecological Systems theory acknowledges that the family, peers, teachers and others interact within the entire society and thus contribute to the child's language development. Thus, the additional language that the children learn at schools, isiXhosa in the case of this study, is an extension of the language spoken at home. Therefore, in analysing my observations I will concentrate more on how teachers made use of the above theories in their teaching strategies when teaching isiXhosa. In addition, in chapter four, I stated that in the Foundation Phase the main skills in XSAL curriculum are listening, speaking and reading. The observations focused on these areas stipulated in the Curriculum Assessment Policy Statement (CAPS) of (2012).

When observing classes, I aimed to find out if children were exposed to Xhosa songs and stories and to ascertain what kind of songs. The isiXhosa classroom is a place where children in the Foundation Phase sing songs and dance, and learn isiXhosa vocabulary. Therefore, I will consider what was stated in the XSAL curriculum document when presenting the analysis of observations below. I will start by presenting my data as interpreted from the videos that were recorded during class presentations. Thereafter, I will present the analysis of the data. It is worth mentioning that I did two observations in school A before covid-19 restrictions made me unable

to observe 4 more lessons as planned and this is the limitation in my study that is stated in the previous chapter. However, during this period, I managed to do interviews with the teacher, and I have to know more about her teaching methods. In school B, I did observations after covid-19, and observed four lessons as planned.

5.8.1 Observations presentation for school A

Lesson 1 – Greetings

Children sang the greetings song Unjani mhlobo wam”. (How are you my friend?) “Sikhona mhlobo wam” (We are fine my friend) “Siphilile namhlanje”. (We are well today)

During the lesson, there was a lot of participation children sang with the teacher at the same time. The emphasis in the lesson was on words like “siphilile”, “sikhona”, “mhlobo”, wam”.

After the children have sung the song for a period of 5 minutes, the teacher elected two children to greet each other like this:

Child 1: “Unjani” (How are you?)

Child 2: “Ndiphilile Unjani wena?” (I am fine and you).

Child 1: “Uhlala phi” (Where do you stay).

Child 2: Ndihlala eBellville (I stay in Bellville.)

Child 1: “Hamba kakuhle”. (Go well)

Child 2: “Sala kakuhle” (Stay well)

The children were given turns to dramatize the greetings and the lesson was concluded by singing the song again.

5.8.2 Analysis of lesson 1

Exploring the use of music in the Foundation Phase teaching, Oellermann (2020:35) states that music enables “children to think beyond language when they play and explore using their

senses”. Oellermann goes on mentioning that music promotes social communicative, motor skills and self-expression. One could conclude that through music children during lesson presentation are able to use their senses to listen to the song and memorise it, something that could enable them to improve their isiXhosa vocabulary. Through songs, children could identify language patterns and how words are placed together to form sentences. As such, music and dancing activities could children’ freedom to express themselves spontaneously without being judged. Taking this into context with the lessons presented, when children were learning to greet each other in the greetings lesson, they were free to say “Molweni” and the others were free to say “Siphilile ninjani nina”. Here the children were using the plural of “Molo” and “Ndiphilile” to indicate the difference when greeting more than one child. Here children were to expand their vocabulary of learning isiXhosa. The Website of Southdown College (2019) specify that if children participate in music and movement activities, they can gain confidence in their interpersonal relations, and that in turn could improve their self-assurance when making friends. I observed the confidence showed by children when they were making turns in greeting each other freely. The teacher taught the children the way greetings are conducted in isiXhosa and informed them that every day when they enter the class they should greet themselves in isiXhosa. She indicated that the children should greet their parents in isiXhosa also, not only each other in class. What the teacher was saying is what is Bronfenbrenner’s theory specifies, that there should be a link between what happens in school and in the family at home. For the sake of clarity on how the theory of Bronfenbrenner was incorporated in teaching and learning isiXhosa, I will present the background of the NCAPS document. The NCAPS isiXhosa Second Additional language started to be used in schools in 2012. It was meant to be used as a guide from Grade R-12. The policy was based on the National policy pertaining to the programme and promotion requirements in accordance with the National protocol for assessment Grades R-12 (2012). The policy incorporates the following documents:

1. The National Curriculum Assessment Statement (2011) Grades 12 Government Gazette, No 25545 of October 2003 and No 27594 Of 17 May 2005.
2. Revised National Curriculum Statement Grades R-9 Government Gazette No. 23406 Of May 2002.

The specific aims of the document are:

- To make sure that children get skills that suits their daily lives.
- To build a foundation for the studies and to make a continuous of what is learnt to the upper levels.
- To empower children to work individually.

The NCAPS isiXhosa Second Additional language started to be used in schools in 2016 and its objectives are:

1. To make sure that children get skills that suits their daily lives.
2. To build a foundation of the studies and to make a continuous learning to the upper levels (NCAPS 2016) Grade R-3 IsiXhosa Second Additional 2016:1).

Objective one in these two objectives mentioned above means that children in former Model C schools due to learning isiXhosa language to equip with skills that will make them to communicate with other children who are isiXhosa speakers. Moreover, objective two indicates that the learning of the language at the Foundation Phase stage children to be able learn the language at the upper classes like grade 3-12. The IIAL program, if it focuses on the objectives stated in NCAPS document, could make the children in the Foundation Phase able to learn the language and proceed to upper classes, maintaining the principles of learning the language through listening, reading, and writing. Unfortunately, this is not happening in the classroom situation as the teachers concentrate only on listening and reading. However, I will dwell more on the background to the reasons why teachers do not focus on written work in the Foundation Phase below in page 30-31.

5.8.3 Analysis of lesson 2

The lesson was about clothes. The teacher brought the clothes into the class. She made a fence using a rope to hang the clothes with the help of the children. The children were very participative, and they enjoyed giving names when hanging the clothes. The teacher had to discipline some children who were disturbing the class during the lesson. The teacher took the “ihempe” (shirt) and hanged it on the fence pronouncing the word and the children repeated the word after her. She also did the same with the jersey and trouser. What I observed during the lesson was that the teacher was well prepared, and she was good in bringing materials from her

community like real clothes. This enabled the children not only to pronounce the words correctly to see the things as well as matching the flashcard words with pictures on the chalkboard.

According to my observation, the class lesson was very successful; children were free in class participating without social restrictions. From the end of the lesson, there was a chart that the teacher hung on the chalkboard, saying:

Umama hung the jean

Umama hung the ihempe

Umama hung her ilokhwe

Umama hung her ijezi.

Lesson 2 was about clothes and the objectives of the lesson was that the children should know the clothes they wear in isiXhosa language. When the teacher was using real clothes from home, she was linking school and the environment. I stated in chapter three page 2 that Bronfenbrenner (1978) in his Ecological System Theory acknowledges the environment of the child and its influences on the child's development, in a more comprehensive way. The child does not grow up in isolation. The family, peers, teachers and the interaction with the entire society contributes to the child's language development. Thus, the additional language the child learns at school is the extension of the language spoken at home and in the communities. In the case of the teacher A when she brought clothes from home, making a fence and children helped her hang the clothes, was engaging the children in the lesson, making them remember the words of the items she used in isiXhosa. I observed the teacher saying the sentences "Umama hung the jean", "Umama hung the ilokhwe", "Umama hang the ijezi", mixing English and Afrikaans. The method of teaching was code switching. She used both English and isiXhosa to show the action that the mother was doing as well as giving names of the clothing items that children know in English in isiXhosa. At the end of the lesson, the children in the grade 2 class gained the isiXhosa words "umama", "ilokhwe", "ijezi", etc.

The teacher did not only hang the clothes, but wrote the words in English on the chalkboard and the children had to match the flashcards written in isiXhosa with the English words like “umama = mother”, “dress = ilokhwe”, “jessy = ijezi” etc.

What the teacher was practicing here by using both languages in class, is what I stated in chapter three, pointing out that Rublik (2017) observes that Vygotsky’s (1978) theory supports second language acquisition in a way that associates cultural and environmental practices with education in class. I went on to indicate that according to Clarke (2009) the first language forms the foundation for all the languages acquired later. According to Rublik (2017), the child at school in learning the second language might be able to associate the things outside the classroom environment such as movies, reading and talking to the native speakers that speaks his or her language. In the case of this lesson, children would associate what their mothers do at home when they hang the clothes with what happens at school during the lesson.

At this stage I feel that what I wrote in chapter three about Lantolf (1994:418) seeing Vygotsky’s development of his theory on a “symbolic mediation based on analogy with the processes through which humans mediate their interaction with the words of objects through the use of physical tools”, is appropriate in this lesson of clothes. Lantolf (1994) holds the opinion that tools enable humans to organise and control mental processes to solve problems, think creatively as well as to plan and evaluate projects. He mentions that amongst symbolic tools are diagrams, algebraic symbols, graphs, pictures and most importantly language in the analyses and interpretation of pictures. Further, Feryok (2017) mentions that the tools are mediated through social artefacts, which are developed through the language, use by parents and teachers in schools. Feryok (2017:718) states that the “external mediating processes become internalised as the child gains control over them”. According to Feryok at school, children are expected to learn purposefully by using their first language learnt at home in order to acquire the second language. The role of the teacher therefore is to mediate by giving conceptual knowledge that can enable children to make meaning of what they learn. I observed this in class when the teacher mediated the lesson using clothes from the child’s environment as well as giving the children isiXhosa vocabulary from what they already know in English.

The only problem that I encountered in my observations was the lack of class activity where children would be given time to write words in their books. This is not surprising because the teachers in Former Model C Schools know that there is no written assessment in isiXhosa. National Curriculum and Assessment Policy Statement (NCAPS) Foundation Phase Grades 1-3 IsiXhosa Second Additional Language (2012:6) stipulates that assessment should be oral. It should be based on stories, and it should not be difficult to pass the children. Children should be assessed by asking easy questions and taking part in singing and dancing. The reason why I problematize this because according to the NCAPS English Second Additional Language, assessment is not oral but is written.

Taking into consideration the problem stated above of not giving children a chance to write isiXhosa in the context of teaching and learning isiXhosa in the Western Cape Former Model C schools, in grade 2 children in the Foundation Phase are supposed to read, listen, and write the language. The foundation in the minds of the children need to be laid at the early stages of development. It is not easy to remember something that was not written. It is also easy to refer to your notes if you have forgotten. Given a chance to write the language the children in the Foundation Phase would go back to their notes at home and try to remember the words taught at school.

5.8.4 Presentation and analysis of class B

When presenting my observations in class B, I will describe lesson 1 while at the same time presenting my analysis. Thereafter I will present and analyse lessons 2, 3, and 4 jointly because the method the teacher used in these three lessons was the same although the content was different. Therefore, I see no need to analyse them separately.

5.8.5 Analysis of lesson 1

The class was well ventilated with big windows. There were many pictures on the wall as well as posters written both in Africans and in isiXhosa. To me this was not surprising as the NCAPS document isiXhosa Grade R-12 of 2012 indicates that teachers should use teaching materials like puppets, posters, big books, poems, songs, and plays in teaching isiXhosa language.

The first lesson was about family. The lesson was started by a song “Molweni bantwana”. The teacher introduced the lesson by taking the children from the known to the unknown as the children sang inye, zimbini, zintathu up to isishumi. This was a counting lesson as the song says one, two, three and four. After that, there was a song about the family, but the teacher used greetings to introduce different family members such as “Molo tata, Molo bhuti, Molo sana lwam. Molo Makhulu, molo tatomkhulu, molweni nonke”. The song says: “Good morning father, good morning brother, good morning my baby, good morning grandmother, good morning grandfather, good morning everybody”.

The children during this period were dancing and enjoying the music at the same time repeating the words in the song. Thus, the teacher emphasised personal relations as the lesson were about family. When emphasizing music in the Foundation Phase during lesson presentations, Oellermann, Esmari (2020) is with the opinion that music builds up all areas on development in a child including the motor system that improves cognitive functioning of the brain in learning sounds and meaning of the words. This is on par with what I wrote in chapter three that Vygotsky (1978) is of the opinion that language serves as a psychological tool that causes change in mental functions. He mentions that children not only use language as a way of communication, but that they also use it to direct their actions toward learning. Vygotsky believes that children not only speak about what they do, but their speech serves a psychological function directed at problem solving. This problem-solving action was seen when the teacher took flash cards and put them next to the Afrikaans words. Like tatomkhulu = oupa, sisi = sister, mama = moeder etc. Thereafter the children were asked to participate by putting the flashcards themselves next to the Afrikaans words. After they pasted the words, they were to say the words like tatomkhulu, umama, usisi.

Here the teacher first demonstrated what the children should do and thereafter gave the chance to the children to participate. Vygotsky (1978) noticed that when children learn new concepts at school, they get help from the teachers. This refers to the “Zone of Proximal Development” (ZPD) of Vygotsky (1978:86). He indicates that what the child can do on his own and points to his frustration level when he cannot do the task alone and therefore needs the teacher to help. The term More Knowledgeable Other (MKO) refers to the people of skills that are higher than those of children according to Vygotsky.

The teacher in this lesson was good in emphasising multilingualism by using the mother tongue of the children, i.e., Afrikaans, to understand isiXhosa lesson. The participation of the students during the lesson was very good as they were eager to take the flash cards from the teacher and paste them next to the Afrikaans words. At the end of the lesson, the teacher asked the children to say the words loud and emphasis was on pronunciation. The lesson was concluded by singing greetings “Molweni bantwana” and “siphilile enkosi”. The lesson took 15 minutes.

When the teacher started by using words in Afrikaans, she used the language the child speaks at home. This goes well with what I indicated in chapter three that Vygotsky (1986) maintains that any learning a child encounters at school has a previous history. Vygotsky maintains that the child language starts from one word, and then the child pronounces two or three words, and sentences thereafter. At school, teachers therefore have a responsibility to extend this knowledge to listening, reading, and writing. The children in the lesson had to use their previous knowledge of Afrikaans when they were matching the words on the chalkboard. As indicated in chapter three, the process of acquiring a second language requires children in the Foundation Phase to observe and pronounce words while at the same time concentrating on how the words can be put together to form sentences with the help of the teacher. This process of learning is not a new thing to children as they already have acquired the language at home. By so doing the children will be able to speak both languages and be multilingual as they already have Afrikaans as their first language, with English as their First additional and IsiXhosa as their second additional language. I already indicated in chapter three that Vygotsky's (1978) account used in Second Language acquisition (SLA), applied by many theorists/scholars like Mahn and Steiner (2012), De Houwer (2009), Lantolf (2009), Lantolf and Poehner (2015), Drury (2000), pay attention to how the environment and people around the child influence SLA at school. Vygotsky (1986) believes that speech is a crucial aspect of children thinking. These researchers believe that the additional languages that the child learns at school are the basis for what he or she has learned for the environment where she or he grows. It is important to mention that both Bronfenbrenner (1979) and Vygotsky (1978) argue that the child of a is not isolated, but peers, family, friends and the entire community act as a support system in his or her learning, hence I have chosen the two theories to guide my study.

5.8.6 Analysis of lessons 2, 3 and 4

Lesson 2: The teacher was well prepared as she introduced the lesson and the steps to be taken when teaching the lesson followed.

The child started with greetings “Molo titshalakazi Unjani”. I answered “Ndiphilile ninjani Nina”. The teacher started the song with the parts of the body “amehlo, iliso, impumlo, umlomo”.

The same way of putting the words on the chalkboard was followed and the children said the words aloud. There was no change in the method of teaching. The same method used in the previous lesson was the way the lesson about body parts introduced and presented. She put the flashcards on the chalkboard and the children matched the Afrikaans words as follows:

Amehlo	oog
Impumlo	neus
Umlomo	mond

Lesson 3: The lesson was about colours, e.g.

Groen	Luhlaza
Orange	Orenji
Blou	Blowu
Pink	Pinki
Rooi	Bomvu

The class started by singing a song about colours. The children enjoyed the song, and they made some movements. After the teacher put the flashcards on the chalkboard with words in Afrikaans. The lesson presented the same way as the above lesson. I observed that there was no change in the method of teaching.

Lesson 4: The lesson was about animals.

The teacher started the rhyme about the farm to my uncle who has pigs, “Umalume unefama ...iya ...iya hoooo. Unefama enenkomo. Iya ...iya ...hoooo.

The teacher was pronouncing Umalume as “Umalume”. The kids were following the teacher.

The teacher started to put the flashcards of animals on the chalkboard. The flashcards had words that written in Afrikaans:

Perd ihashi

Koei Inkomo

Vark ihagu

Eend Iranisi

The teacher was unable to pronounce the word “iranisi” and asked me for the pronunciation.

My observation in all the lessons was that children were enthusiastic and participating. They were eager to put up their hands up and to past the words when asked by the teacher to match the names of colours and animals. However, the teacher taught all the four lessons using the same methods. I indicated in chapter two that the teacher’s personality, professional effective characteristics, teacher training and appropriate use of teaching methods lead to meaningful learning in class (Gardener (2010). The teacher should use various methods like question and answer when introducing the lesson, taking the children from the known to the unknown. I already indicated in chapter two that Natasha (2012), Griffiths (2013), and Kalati (2016) identify the following four major teaching strategies:

- Strategies in vocabulary development where teachers introduce new concepts and build children background knowledge.
- Guided interaction. Here the teacher structures a lesson so that children work together to understand what they read by listening, speaking, reading and writing collaboratively.
- The modelling of target language that gives a guide on how children learn additional language in a natural environment.

- Visualization. The teacher brings to school things that children can see and associate their experiences in the real world with, e.g., photos, audio clips and videos, and encourage children to use these in class as well as other environments.

Considering these teaching methods, I noticed that the teacher in her teaching focused more on vocabulary, modelling and visualization. When I asked her if she gives a chance the children to work in groups, she showed me a chart where children would work in groups at a later stage.

What I noticed during class presentation was that both teachers were reciting what was in the isiXhosa cassettes from the Department of Education. They did not have sufficient knowledge of isiXhosa. I have already mentioned in chapter two that teacher's professional and affective characteristics can influence the motivation of the children to learn a second language (Gardener 2010). In addition, teachers must have knowledge and skills to teach a second language.

Teachers who lack relevant knowledge and skills will find it difficult to motivate the children because motivation plays an important role in learning a second language. However, because the teachers were using music to assist in motivating the children they showed motivation in singing but not in reflecting on what they learnt by also writing. Again, in chapter, four I referred to Gardener (2010) who says that there are four strategies of learning language, and they are:

1. Initial stage of language learning which involves vocabulary, grammar, pronunciation.
2. Consolidation, where the elements of language are brought together. Children learn sentence construction, rules for pluralization, learn idioms etc.
3. Conscious expression. Child can use the language with a clear conscious effort whereby thoughts and ideas are communicated.
4. The fourth stage is automaticity and thoughts, in that stage language comes automatically (Garner 2010:5-7).

I found that teachers concentrated more on vocabulary and pronunciation. The grammatical part by teacher B when presenting her lesson was not much considered. I did not see any point in the lesson where children were encouraged to construct their own sentences. However, the teachers recognised the child's home language in the classroom, thus utilising an integrated communication form called "translanguaging". This means that multilingual children utilised

both their languages. The idea of using many languages in class have been a focus for several researchers (Garcia 2001, 2010, Makelela 2016 and Marácz 2018). The use of mother tongues, i.e., English and Afrikaans, in building an isiXhosa vocabulary had been a focus by the teachers. This fits with what I stated in chapter two that the National Curriculum Assessment Statement (2011) Grades R-12 states that language structure in making sentences should give a good knowledge of vocabulary and grammar, provide the foundation for developing skills in listening, speaking, reading and writing. In Grade 2 classes, “vocabulary is learned incidentally through exposure to the spoken language” (NCAPS 2011:17). As such, the isiXhosa language taught orally in class whilst the children listened and read the words from the chalkboard.

5.8.7 Summary of analysis of observations

My interest was to find out how the teachers would introduce the lessons they prepared for isiXhosa as a second language. It was interesting to observe how the teachers pronounced isiXhosa words like *impahla*, *isiketi*, *iranisi* and others. The teachers were expected to say the words with the children until they master the pronunciation. When the children have mastered the lesson, I expected that they could work alone as indicated in Zone of Proximal Development by Vygotsky (1978). This is the period where children could make their own videos, write the works in their workbooks and present them to the teacher for assessment. It was also very important to observe the problem of pronunciation, which was posed by teachers during interviews as they indicated that it could help if they had a Xhosa language teacher at their schools to help them to learn some of the words included in the curriculum and how to pronounce them.

The teachers were able to help the children with pasting the words on the chalkboard showing them how to do that. However, the children were not given time to reflect on the lessons taught by both teachers. I will not dwell much on this aspect of assessment as teachers were guided by the curriculum that indicated that the assessment should be oral. Thus, they did not feel obliged to give the children individual assessment.

Under class activities there was a question of class involvement where the whole class in both classes participated without group discussions. Under the topic children engagement, the students were very active participating in pasting the flashcards on the chalkboard. Some did write

words on the board while others participated in practical things like hanging the clothes on the washing line that they made. The songs which were under the learning materials were the only aspect that were used. Children sang the songs during the lesson and danced with the guidance of the teacher. The teachers were the only people who used support materials, i.e., textbooks, video, audio, computer, Internet and pamphlets. Teachers used these materials to prepare their lessons. Audio cassettes were the most used to play songs for the children.

In both classes, children showed interest, and were respectful and enthusiastic during lesson presentations. My observation was that the whole class, i.e., all the children, was participating in both classes. However, teachers did not have group discussions. Nor was there activity planned for children to work individually. The teachers were self-confident and professional but sometimes did not have sufficient knowledge of the subject matter. The physical environment in the classes was good as there was good ventilation with big windows allowing the light coming through.

5.9 Conclusion

The question one could ask is “How teachers can be trained in multilingual teaching practice whilst there seems that there is no clear policy in multilingual teaching practice from the Department of Basic Education?” Kaschula et al. (2009:1) at Rhodes University have already identified the intercultural communication theories of Ting-Toemey (1999) and Gudykunst (2003) as relevant. These theories have informed the curriculum design and teaching methodology of courses developed for teaching and for vocational purposes to second language (L2) children. These authors are of the opinion that intercultural communication seems to be an appropriate theoretical paradigm in a multilingual society like South Africa. However, Kaschula (2021) believe that children can benefit from code switching and translanguaging as they see that the use of many languages in class could make teaching and learning in class to be meaningful. Taking into account the above arguments, approaches to teaching and learning isiXhosa could become clear to every teacher teaching the language.

What I could gather also from the respondents that there was no clear policy that was stipulated about the approach of teaching multilingual children. The approach that they use on their own

was translation from one language to another. Many teachers including me for a long time have used Codeswitching in class, but the approach requires the teacher to be proficient in both languages. Translanguaging is a new approach, and it is still under discussion whether it is an appropriate approach or not.

It is my view that IIAL need to be considered in terms of decolonizing the practices of the past that recognises the teaching and learning that redresses the practices of the past. Children needs not be denied learning isiXhosa Second Additional through the system that has reduced the isiXhosa teaching to second additional to the language that could be assessed orally. However, in chapter six in my recommendation chapter I will present how all languages in the Western Cape should enjoy the advantages of official recognition.



CHAPTER 6: ANALYSIS AND CONCLUSIONS

6.0 Summary

This study has investigated the Incremental Introduction of African Languages (IIAL) program in relation to the teaching and learning of isiXhosa in Grade two classes. It has focussed on the guidelines for implementation of IIAL Former Model C Schools, the schools that did not implement African language in the Foundation Phase before. The complexity of multilingual language teaching in South Africa where African languages are given a lower status than English and Afrikaans, has been the main focus in the study. The teaching of African languages as additional languages assumes a particular substance in the study with special reference to the teaching of isiXhosa as an additional language. The purpose of my study then is to answer the following research questions:

- What are the guidelines for the implementation of IIAL?
- What teaching strategies are used in the of implementation of IIAL?
- What is the teacher support given to teachers to implement IIAL?
- What are the implications of IIAL for accommodating language diversity?

The study has applied qualitative methods of data collection and it has been inspired by Bronfenbrenner's Ecological Systems theory (1978) and Vygotsky's (1978) sociocultural theory in observing how learners in former Model C Schools learn Xhosa Second Additional Language (XSAL) using their previous knowledge and ideas from different language backgrounds. These theories state that the child does not grow up in isolation, the family, peers, teachers and interactions with the entire society contributes to the child's language development. The implication is that the additional language the child learns at school, i.e., isiXhosa language in this case, is the extension of the language spoken at home and in the community. My study therefore aligns itself with the multilingual teaching and learning practices that promote more than one language in implementing IIAL. I criticise the monolingual practise of teaching and

learning English and Afrikaans while neglecting learning and teaching African languages. At the same time, I consider the goals of the National Curriculum Assessment Statement (NCAPS 2011) Grades R-12 document that aims to “equip learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country” (NCAPS 2011:1), to be commendable.

To achieve my research objectives, I used in-depth interviews, class observations as well as document analysis.

The research participants were two teachers teaching in the Foundation Phase in former Model C schools, two Principals of these schools, three Curriculum advisors and the Government official in the Western Cape Education Department (WCED).

In chapter one I gave a general introduction to and background for the study, a problem statement, the research questions, an assessment of the significance of the study and what I hope can be the contribution of the study to the development of African Languages. In chapter two my focus was on Language Policy in South Africa, mobility and inclusion in teaching and learning of African Languages in the Foundation Phase. The multilingualism in former Model C Schools in South Africa results in African languages being given a low status than English and Afrikaans. There are also negative attitudes of parents and towards isiXhosa teaching and learning. Thus, there are a number of challenges facing language teaching and learning in the in the Foundation Phase generally. I presented my theories in chapter three, Bronfenbrenner’s Ecological Systems Theory, Vygotsky’s Sociocultural Theory, Cognitive Development and Second Language Acquisition theories as explained in Margison and Dang (2016), van Compernelle (2014) as well as Lantolf (2008 and 2006), Cummins (2016), as well as BICS and CALP and other relevant theories. The focus was especially on the controversy of bilingualism and multilingualism as a field of study. In chapter four I presented the research methodology, the research design, data collection methods, the sample for interviews, observations, and documentary analysis. I also discussed limitations, validity and reliability, construct validity, internal validity and external validity. Chapter five presented the data gathered from teachers, principals of the same schools where the teachers teach, curriculum advisors and a Department of Education official. The

analysis in this chapter also covered documents from the Department of Basic Education, including IAL document. This last chapter six gives a summary of the research data collected, conclusions, recommendations as well as implications for further study.

The assumption in the study is that I will come up with more strategies and guidelines on how to teach African languages to multilingual learners in the Foundation Phase. The challenges facing the implementation of Xhosa Second Additional Language (XSAL) will be highlighted below and the Department of Basic Education will be informed of such challenges through the recommendations in the study. In presenting the findings, I will start with a summary of the results of the interviews where I combine theory with data. This is followed by a similar approach to the observations and documents reviewed. Finally, I conclude the study with some recommendations and suggestions for future research.

6.1 Results of interviews

I stated above that the respondents in my study were two teachers, two principals of the schools where observations were conducted, three curriculum advisors and one Department of Basic Education official. The instrument used in collecting data was recording the face-to-face conversation with the permission of the respondents and observations.

6.1.1 The Department of Education Official interview results

My main question in the interview was: *What are the guidelines for the implementation of IAL?*

In my study the guidelines are referred to the way the Department of Education lays out the policies on how IAL must be implemented in former Model C Schools. I regarded the objectives as official goals in the implementation of IAL program whilst the policies documents indicate the manner in which the objectives should be reached. The interview with the Department of Education official demonstrates that the objectives of IAL is to promote social cohesion by recognizing inclusion in Former Model C Schools as against exclusion based on ethnicity, gender, class nationality and disability (SAC 2020). Inclusion in the education sector originates from the Language in Education policy (LiEP1997:1) that aims to build a non-racial South Africa. Inclusivity could be achieved if barriers of learning are identified and addressed by all

relevant support structures within the school community, including teachers, district-based support teams, institutional-level support teams and parents (DBE 2011:1). The Department of Education through the policy is tasked among other things with promoting multilingualism (LiEP 1997:1). IAL program according to the Department of Education official was piloted in 2015 with 10 schools from grade 1 to 3. The mandate from the National Department of Basic Education was that by 2021 the Foundation Phase should be implementing IAL. The main objective is to implement IAL progressively so that by 2029 there should be a lot of isiXhosa language speakers in the former Model C Schools. The Department of Education official stated that the objectives of IAL are met as all schools in the Western Cape Province are implementing IAL in 2021. According to her, a growing need of isiXhosa speaking people, especially in a health sector that needs doctors who know isiXhosa. Accordingly, the IAL program will help children who learn the language now and who will become doctors in the future, will benefit from knowing isiXhosa. Moreover, the National Curriculum Assessment Policy Statement Grades R-12 (2011:1) focuses on equipping learners, irrespective of their socio-economic background with knowledge, skills and values necessary for self-fulfilment and meaningful participation in a society as citizens of a free country” (DBE 2012:1). In addition, the National Curriculum Statement Grades R-12 puts inclusivity at the core of the organisations, when planning and teaching in each school. This, according to the document, can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning as well as to plan for learners with diverse backgrounds. To redress barriers in the classroom, teachers are obliged to use curriculum differentiation strategies such as those included in the Department of Basic Education Guidelines for inclusive teaching and learning.

6.1.2 The Curriculum Advisors interviews results

1. Curriculum advisor A

The same question about the guidelines and objectives of implementing IAL in the former Model C Schools was asked to the subject advisors. The subject advisor said that the objectives of IAL are met but the question of writing the language was her concern. For her, the learners would be given a chance to write the language and then giving them a formal assessment. When neglecting the writing part in their teaching, teachers are guided by the National Curriculum and

Assessment Policy Statement (NCAPS) Foundation Phase Grades 1-3, isiXhosa Second Additional Language (2011) that stipulates that assessment should be oral, based on stories and should not be made a yard stick to fail or pass learners. According to her, formal assessment will meet the requirements of NCAPS (2011) document that stipulates that the learners should be able to listen, read and write the language. The NCAPS (2011) document emphasises that children should be assessed by asking easy questions and taking part in singing and dancing. The irony is that the same document indicates that the “learners should be able to collect, analyse, organize, and critically evaluate information” (NCAPS 2011:1). The question I asked was how learners can be able to analyse critically information when they are not given the opportunity to write the language? Although the Curriculum advisor puts emphasis on writing the language, she sees listening and reading practices as also necessary in the Foundation Phase. Thus, children can see and read isiXhosa language on flashcards, chalkboards and assimilate the language with other languages like English and Afrikaans. Reading, listening, and learning the language are recommended by Vygotsky (1978) as he sees that children can speak about what they do, and also write it down to solve problems. My conclusion based on the interview is that if children are not given a chance to write the language, it could be difficult for them to analyse the text and solve problems that they encounter during teaching and learning. As such children cannot store isiXhosa information for a long time as it has no backup of written work in their books.

2. Curriculum Advisor B

Curriculum Advisor B indicated that the objectives of IIAL are stated clearly in NCAPS (2011). The problem she stated is that while in Former Model C Schools the objectives are applied; the schools do not employ isiXhosa teachers when they get Government posts. This would be beneficial to the implementation of IIAL. In addition, she pointed out that isiXhosa mother-tongue speakers who are employed in Former Model C Schools face difficulties in being segregated from the rest of the staff. For her, these are negative attitudes that affect the implementation of IIAL. On top of this, she stated that there are negative attitudes shown by some teachers against teaching isiXhosa in some Former Model C Schools, as they chose not to teach the language because it not being formally assessed. They prefer to teach the home languages in the place that isiXhosa is allocated in the timetable.

The worst part of it, is the discriminative attitudes showed to isiXhosa mother tongue teachers employed in Former Model C Schools. This could disrupt the implementation of IIAL. This is happening mostly in so called coloured schools according to her. Curriculum Advisor B sees the objectives not met in Former Model C Schools because of the negative attitudes of the principals, showed in their reluctance in employing isiXhosa teachers. These practices shown by both teachers and principals in Former Model C Schools of not being accommodative to inclusivity, are against the principles of the National Curriculum Assessment Policy Statement (2011) Grades R-12 that should ensure the redress of educational imbalances and provide equal education opportunities for all sections of the population (NCAPS 2011:1). Curriculum Advisor B is of the opinion that the IIAL program could be implemented with good intentions to accommodate inclusive education. Based on the above statements from the Curriculum Advisor B, I can assume that the negative attitudes even in the 21st century have not changed. This is not surprising as Rettová (2017:1) points out that language is a powerful tool of exclusion and domination. He goes on to indicate that South Africa is comprised of institutions still influenced by a racism that privilege certain groups of people and disempower others. The Former Model C Schools are prioritising the teaching and learning of English and Afrikaans instead of developing the African languages that were marginalised for so long. Linguistic competence in an African language could open the minds of the African communities in developing and transforming them socially and politically (Rettová 2017:1). However, there seems to be the lack of seriousness in the Western Cape Language Committee which is tasked to monitor and regulate the use of the three official languages Afrikaans, English and isiXhosa in the Western Cape region.

3. Curriculum Advisor C

Curriculum Advisor C was of the opinion that the objectives of IIAL are accepted by parents as they are aware that their children need to speak different languages, especially in the Western Cape where the three languages English, Afrikaans and isiXhosa are dominant. However, my study gives no indication that parents are involved in the teaching and learning of the isiXhosa language. If it was taught as a written language, the children were given homework and the language formally assessed, the parents would be able to see how their children perform in the subject and could try to help where necessary. Written work is advantageous in that parents can go through children's books, newspapers, sheets of papers printed out, they can help their children

to acquire knowledge about isiXhosa so that they will be enabled to write notes on, e.g., a situation (Kimathi 2006:1). The involvement of the parents in their children's isiXhosa acquisition would be in line with what Bronfenbrenner (1978) and Vygotsky (1978) argue, i.e., that the learner in language learning is not isolated, but peers, family, friends, and even the entire community act as a support system in his/her learning. Bronfenbrenner (1979) sees child's development as something influenced by five important systems: the microsystem, mesosystem, *ecosystem*, macro system and chronosystem. These systems are explained in chapter 3, and all give support to language development of a learner, starting from home and while she or he goes to school and other institutions like church.

Parents therefore could mediate by giving help when their children fail to resolve a problem in learning isiXhosa if they were given a chance to do so. When children cannot solve problems themselves, they turn to adults and verbally describe the function they cannot do themselves (Vygotsky 1978). The "Zone of Proximal Development" (ZPD) according to Vygotsky (1978:86) refers to what the child can do on his own and his frustration level when he cannot do the task alone anymore. With the help of the children's parents or their care givers, children can be assisted in learning isiXhosa until they can do their work independently. The term More Knowledgeable Others (MKO) was coined by Vygotsky referring to the people with skills that are higher than those of the children. He believed that at preschool age, a child assimilates the names of objects in the environment, as children imitate their parents, and that is learning. Vygotsky (1986) maintains that any learning a child encounters at school has a previous history. Therefore, the study recommends that the family and the community at large be involved in the implementation of IIAL. Learners in the study comes from different language backgrounds, it is important that the teachers at school recognise and use the language that them bring to school and that is their mother tongue languages in learning isiXhosa. The Constitution of the Republic of South Africa promotes multilingualism, and the Department of Basic Education is obliged to fulfil the requirement (DOE 1997:1).

6.1.3 The Principals interviews results

The principals of both schools where the data was collected showed positive attitudes toward the implementation of IIAL. Principal A was of the opinion that teachers need to be supported by

principals by creating an atmosphere where there is teamwork by teachers in implementing the IIAL, as well as support with the teaching materials by the SGBs. Principal B pointed to the fact that there were problems of implementation during the covid-19 period in 2019 and 2020. The positivity of Principal as she saw the implementation of IIAL necessary are in par with the objectives of the Department of Basic Education that focuses on the improvement of proficiency in previously marginalised African languages. If the principals and the community as a whole cannot work for the achievement of these objectives, the implementation of IIAL would be hindered. One of the objectives of Incremental Introduction of African Languages is to improve proficiency in and the utility of African languages at the First Additional level. However, the former Model C Schools are teaching the learners isiXhosa as Second Additional Language, something I think could delay the children in acquiring the language. I believe that in the foundation phase, students could grasp the language easy given a chance. Depriving children isiXhosa First Additional language and teaching them Second Additional Language without focussing at any written work is against IIAL policy framework. It is my view that the knowledge of African languages will better enable all South Africans to participate in the economic development by means of giving services to the African communities in their own languages, hence I am against the monolingual teaching and learning of English and Afrikaans without implementing IIAL in a proper way. Moreover, social cohesion and economic empowerment to expand opportunities for the development of African languages as a significant way of preserving heritage and culture is another focus of IIAL (DBE 2013).

6.1.4 Teachers interviews results

The teachers A and B stated that the objectives in the policy are clearly stipulated and that they are trying by all means to meet the objectives as they teach the children according to the schedule. They confirmed that the if the isiXhosa teachers assisted them in implementing IIAL the objectives of IIAL could be easily met. The reason is that the material they get from the Basic Education Department is written in isiXhosa, something that makes it difficult for them to understand. Both teachers love to teach isiXhosa and the children like to speak the language although they struggle with the pronunciation of some words sometimes. The teachers also indicated that using the three languages in teaching isiXhosa helps children to understand the meaning of the words. One of the objectives of IIAL is to increase access to languages for all

learners by requiring all non-African home language speakers to learn an African language (DBE 2013). The teachers indicated that multilingual teaching is the method they are focusing on in their teaching- This can, if successful, result in children having to understand what the isiXhosa word means in English and in Afrikaans. Teachers are actually following the Vygotsky's (1978) sociocultural perspective which specifies that language is a social tool that we use in social settings. It acknowledges the children's language background in learning an additional language. Moreover, Act 108 of 1996, Section (2) of the Constitution specifies that all official languages must enjoy parity of esteem and be treated equally (RSA, 1996:4). Therefore, I assume that the teachers by implementing IIAL will acknowledge the importance of all languages at their schools. However, although these languages are being used interchangeably in class and the teachers get the material from the Department of Basic Education as well as getting training by the Curriculum advisors, teachers do not know if they are translanguaging or code-switching. I could conclude by saying that they are using translanguaging as they translate from one language to the other. I say this because code-switching is practised by people who are bilingual, i.e., being proficient in both languages. The teachers are not bilingual as their teaching rely on the material and cassettes from the Department of Education. In most cases they do not even know the content of the material provided by the Department of Education as it is written in isiXhosa. Hence, they need isiXhosa language trained teachers to help them to understand the information. Seemingly, there is an urgent need of isiXhosa training for teacher trainees to enable them to acquire language so that they can be able to practice multilingual teaching in former Model C Schools meaningfully.

6.2 What is the teacher support given to teachers to implement IIAL?

The other question that I had to answer in my study was: *What is the teacher support given to teachers to implement IIAL?* The major obstacles to the implementation of IIAL according to the responses are teacher employment, teaching materials and teacher training. I will make a summary of all the respondents answers here without separating their responses as their views largely were the same in relation to the support given. In other words, the same answers given by the Department of Education officials were given by the Curriculum advisors, principals and teachers.

6.2.1 Teacher employment

With the implementation of the IIAL program, there was an urgent need for teachers to teach isiXhosa in the former Model C Schools. The Department of Education official stated that the budget was not sufficient for the employment of teachers, although the urgent need for isiXhosa teachers. From their budget in the Western Cape Province, they managed to get only 10 teachers, thus leaving the burden on the schools to employ their own teachers out of the school budget. This came with the challenges whereby some of the former Model C Schools preferred not to employ isiXhosa teachers for budget reasons. Some schools prefer to employ only teachers who speak English and Afrikaans. Teacher A was of the opinion that if they could get an isiXhosa teacher in their school it could make it easier for them to implement the program. Bilingual teaching practises in these schools had been a norm. The fact that the former Model C Schools concentrate on employing English and Afrikaans language teachers is not surprising. African languages have been marginalised for many years in South Africa, hence one of the objectives of IIAL, to improve proficiency in previously marginalised languages. The objective can only be achieved if isiXhosa teachers can be employed in these schools. Then the learners in the foundation phase would better be able to acquire the language to the level of First Additional and not Second Additional as in other languages English First Additional and Afrikaans First Additional. The reason why isiXhosa is not elevated to the level of Second Additional, is because governing bodies and principals are not yet committed to the improvement of the marginalised African languages.

In other words, a Western European culture that elevates the English and Afrikaans languages above African languages, should be reversed by means of decolonising the curriculum. This could promote linguistic equality and thus social justice (Lebeloane (2018)). History tells us that teaching and learning of European languages in so called white schools was prioritised from 1948 when the Nationalist Party took over the governance from the British. Since then, there has been a determined effort to make large parts of the population bilingual, creating dual-medium schools. Both Afrikaans and English were used as media of instruction (Kloss 1978). That is why the former Model C Schools are still clinging on to these practices. The Department of Basic Education, in implementing the Incremental Introduction of African Languages in Grades 1 and 2, had to face challenges of inadequate number of schools willing to participate in the program as

well as negative “attitudes and misconceptions about African languages being inferior in the globe” (DBE 2017:1). The aim of the Department of Education is that by 2029 all South Africans will be able to speak at least one of the African languages. This goal will be achieved if qualified teachers can be employed in former Model C Schools to teach isiXhosa to children with different language backgrounds. Thus, the government needs to follow up policies with funding.

6.2.2 Teaching materials

Support is given to teachers by both the Department of Education official and Curriculum advisors to provide teaching materials to teachers. The company called Funda is providing songs, Big Books, CDs, charts, cassettes, and videos and other materials needed in schools. Although the Department supplied the schools with teaching materials, teacher A complained that the material is in isiXhosa and that they need translators to understand the material. The other things raised by teacher B is that each school is provided with only one CD. They have to make their own copies for their classes as the school have five classes. She got Ubhuti songs from the internet. The Department is not helping them in teaching IIAL, but with mathematics and home language they are given workshops. The conclusion here is that the problem with the material provided by Funda Africa was that everything was written in isiXhosa. The needed translators were not provided by the Department of Education. Even the CDs that were provided were not sufficient as the teachers had to make their own materials with the use of Ubhuti songs Company. This takes us to the problem statement where I pointed to Kotze and Vander Westhuizen (2017) who states that no support has been given to teachers to deal with the multilingual education in the Western Cape schools. If teachers were supported by the Department of Education in translating the material into various languages, then the teachers would be able to use the material efficiently in a much better way. Furthermore, Fidella and Mashiyi (2011) says that the delivery of the lessons depends on the teachers understanding of the Language in Education Policy. What I found here is that the teachers are aware of the Language in Education Policy and its contents, but they cannot implement the policy due to the lack of teaching materials. Kotze and Vander Westhuizen (2017) specifies that to determine the level of support required, consideration should be given to the needs of the learner, competency of the teacher, readiness of the school and the education system. Taking into consideration this

statement, I can point out that learners in former Model C Schools need competent teachers in isiXhosa to teach the language. The former Model C Schools during the implementation of the program were not ready to do this efficiently as there was no proper teaching material provided. This study underpins the view that teachers, the governing bodies, and the heads of divisions should be aware of the implications of IIAL and its policies so as to implement the program successfully.

6.2.3 Teacher training

The responses of the Curriculum advisors show that they had to train the teachers who are not isiXhosa mother tongue speakers to make the able to teach the language. The Professional Learning Communities (PLCs) were also trained by Curriculum Advisor A to give support to the teachers. The implication here is that the teachers teaching isiXhosa in former Model C Schools are not sufficiently professionally trained to teach the language.

The isiXhosa teachers would be able to tell the stories to the children to promote their understanding of isiXhosa if given a chance to teacher in the former Model C Schools. The idea proposed by UNESCO (2010) is that teachers should be trained with dealing multilingualism and cultural diversity with governments providing appropriate teaching approaches and learning materials. My study found that teachers are not professionally trained to deal with multilingual teaching in former Model C Schools and that there is lack of teaching resources. There is no clear teaching approach to be followed in teaching the isiXhosa language as teachers use translanguaging that was taught to them by the Curriculum advisors. For me, the professionally trained teachers would codeswitch of English or Afrikaans language in teaching isiXhosa with a clear knowledge of the two languages. The material translated from isiXhosa to English and Afrikaans would make sense to the isiXhosa professionally trained teachers as they were able to understand both language and that they could use various teaching approaches so that the learners could acquire the language and be able to write it. Moreover, the principals and governing bodies lack of knowledge of isiXhosa and what is happening in the classes make them not able to provide necessary support, i.e., professionally trained isiXhosa teachers. Lack of knowledge has promoted negative attitudes towards the implementation of Xhosa Second Additional language. This needs to be reversed. In addition, Makeleni (2014:1) indicates that in

2005 Foundation Phase teachers had to implement National Curriculum Assessment Policy Statement (NCAPS) for Grade R-9 without in-depth training and with “uncertainty of planners and trainees themselves”, something that led to the revision of the curriculum in 2009. The National Curriculum Assessment Policy Statement Grades R-12 (January 2011), based on the principles of social transformation, was a follow up to the lack of training of teachers. It was also meant to address the uncertainty of planners themselves as mentioned by Makeleni (2014). NCAPS (2011) aims to transform the practices of the past by ensuring that educational imbalances of the past are redressed and that equal opportunities are actually provided to all sections of the population. Therefore, the IIAL (2013) that is based on the revised curriculum 2009 and Curriculum Statement Grades R-12 in January 2012 should aim at teaching and learning children, thus recognising their right to be taught in many languages. Learners in Model C Schools have a right to be educated in three languages, English, Afrikaans and isiXhosa. If the Model C schools cannot open the doors for learners to exercise their rights by giving the proper support needed in learning African Languages, the implementation of IIAL up to grade 12 will not succeed.

6.2.4 What teaching strategies are used in the of implementation of IIAL?

I observed the teaching strategies used by teachers in their classes when they were teaching the diverse learners with various language backgrounds. As Griffiths (2013) points out, the strategies involve the techniques or devices which a learner uses to acquire knowledge with the help of a teacher. Accordingly, I went to the classes to observe the strategies used by teachers when teaching isiXhosa as the additional language to their mother tongues. My findings show that the Curriculum Advisor A held the notion of using a multilingual teaching strategy as she promoted the use of three languages in class. She gave as an example the picture with three words for cat (English), kat (Afrikaans) and ikati (isiXhosa). She meant that learners would recognise the assimilation, word pronunciation as well as spelling. She said that in Afrikaans and isiXhosa the pronunciation is **k**’ and the spelling is almost the same. The **k**’ consonant in isiXhosa is an adjective plosive whilst in English language the **c** consonant in “cat” word is voiceless. The subject advisor voiced satisfaction when children in Grade 2 are being taught isiXhosa Second Additional, not as the first additional language and that they are able to follow simple sentences

with a language that has no difficult language structural rules. Strategies in teaching is through play, use of flash cards, charts, and other teaching aids.

I am agreeing with the curriculum advisor that if the learners are exposed to a teaching strategy that uses three languages they can be multilingual speakers, but the disagreement is with the fact that learners should be taught Xhosa Second Additional Language (XSAL) instead of Xhosa First Additional Language. The reason objectives of IAL stipulates clearly that learners should be taught First Additional Language. IAL draft policy September (2013) there is First Additional Language (FAL) and not (SAL).

The document clarifies what FAL as follows:

“First Additional Language” – means a language learned in addition to one’s home language that can be used for the basic intercultural and interpersonal communication skills needed in social situations and the cognitive academic skills essential for learning across the curriculum; “First Additional Language level” – means the language proficiency level that reflects the basic intercultural and interpersonal communication skills needed in social situations and the cognitive academic skills essential for learning across the curriculum (IAL policy draft September 2013:3)

The teaching of SAL with lower levels of language requirements is just something introduced in schools not in the policy itself. This could be referred to the negative attitudes shown by the former Model C Schools in the implementation of IAL. It is also shown by the fact that there is no formal assessment in the isiXhosa Second Additional something that makes teachers not to prioritise the language. Therefore, the communications skills mentioned above in the curriculum (IAL policy draft September 2013:3) can never be achieved by the learners.

Curriculum advisor C supports the idea that parents should participate in the education of their children. She told teachers that when they give instructions to parents, they should write it in three languages, i.e., isiXhosa, English and Afrikaans. In her opinion, this will attract parents to the teacher. She also indicated that learners get their charts in class with information in three languages. The Curriculum advisor in her teaching is agreeing with what Gardener (2010) says about second language learning, pointing out that it should takes culture and community

environment into consideration. The duty of the teacher therefore is to motivate the learners to embrace the overall complex culture of South Africa, including Xhosa culture.

Teachers must have knowledge and skills to teach a second language. Teachers who lack knowledge and skills in teaching a second language will find it difficult to motivate the learners to learn a second language. The fact that the teachers are not trained to teach isiXhosa in the Foundation Phase can most likely be ascribed to lack of knowledge of the subject matter, knowledge needed to motivate the learners to acquire isiXhosa. In addition, Gardner (2010) gives teachers four strategies of learning a language. In the initial state this comprises learning vocabulary, grammar, and pronunciation. In the second stage it is sentence construction, rules for pluralisation, and learning idioms. In the third stage learners can use the language with a clear and conscious effort whereby thoughts and ideas are communicated. The fourth stage is automaticity and thoughts whereby language comes automatically (Garner 2010:5-7). Since teachers use the strategy of oral teaching, children can gain the vocabulary children, but since their teachers lack pronunciation skills of some isiXhosa words and the children are not writing down the language so that teachers can correct the children's grammatical mistakes, the pupils will fail the first stage of isiXhosa language acquisition. Children in the Grade 2 level should have gained a lot from the first stage of Gardner's strategy. According to (Garner 2010) at the Grade 2 level the focus should be on the second and third of language acquisition. However, curriculum advisors were impressed by the mere fact that isiXhosa was introduced in the former Model C Schools since the Language-in-education policy was introduced with the t aims to establish "additive multilingualism as an approach to language in education" (LiEP, 1997: 2).

I conclude that the objectives of the IAL are only partly achieved by introducing Xhosa Second Additional Language to learners in Grade 2 classes but not Xhosa First Additional Language.

6.3 Results of observations

My observations with teacher A were on how the teacher used the materials provided by the Department of Basic Education, i.e., flashcards in English and in isiXhosa, in conducting their lessons. The observations revealed that children fully participated by matching the flashcards as they pasted them on the chalkboard, but the teacher was unable to pronounce the words, isiketi,

ilokhwe and impahla. The word “isiketi” “skirt” The last syllable of isiketi, ti, was pronounced by the teacher with a high tone whilst it is supposed to be pronounced with a low tone by an isiXhosa mother tongue speaker. This also happened with the pronunciation of ilokhwe whereby **lo** of lilokwe was pronounced with a low tone by the teacher although it was supposed to be pronounced with a high tone. In the word impahla **hl** is a fricative pronounced that can be pronounced by training the teacher the pronunciation, but the teacher seemed lacking training in this. According to my knowledge of language acquisition, this would make learners imitate the wrong pronunciation of the isiXhosa words, something that can be difficult to correct at a later stage.

I expected that children could work alone as indicated in Zone of Proximal Development by Vygotsky (1978). This is the time where learners could make their own videos, write the works in their workbooks and present them to the teacher for assessment. Because the period I was in class was short and the teacher may use another period for writing reflections and assessments, I asked the teacher how and when do children do written work. Her answer was that there is no formal assessment in Grade 2. She suggested that maybe I could contact the teacher in Grade 3 to see how children write. My research was focused only on Grade 2; therefore, I saw no need to contact the Grade 3 teacher. As indicated above oral teaching is being promoted by the National Curriculum and Assessment Policy Statement (NCAPS) Foundation Phase Grades 1-3, isiXhosa Second Additional Language (2012:30). that the documents state that assessment should be oral based on stories. It should not be made a yard stick to fail or pass learners. According to the document, children should be assessed by asking easy questions and taking part in singing and dancing. The irony here is that the same document (in page 12) specifies that the children in Grade 2 should be able to: write sounds down, know that letters are combined to make sentences, know that what is written has meaning.

The NCAPS (2011) document (in page 13) goes on stating that it is important that learners get report back on their written work so that they can be able to correct their mistakes. The question I am asking is how children can do this if they are not given a chance to write in their books what had been taught orally? A reasonable conclusion must be that teachers were confused by the objectives of the NCAPS (2011) when they opted not to give written work to children whilst the focus in the document is on speaking, reading *and* writing.

In the NCAPS (2011:14) the emphasis is on Basic Interpersonal Communicative Skills (BICS) without recognizing Cognitive Academic Language Proficiency (CALP) although these cannot be separated in Cummins (1979) theory. BICS according to Cummins draws attention to the teachers in second language teaching and learning as teachers face the responsibility of incorporating the children's knowledge from home in the schooling process. According to Cummins, the previous knowledge that the learners bring to school should be used as a tool in teaching second language by teachers. CALP is the opposite of BICS as the child learns the structure and forms of the new language to be acquired at school. CALP refers to the ability of the learner to read, write and communicate proficiently in a second language, sufficiently to pursue academic writings and procedures and beyond that to use the language in decision making and social interactions. I can say that from my own experience, writing the language is very important in acquiring isiXhosa language to enable learners to be proficient in the language.

Under class activities there was a question of class involvement where the whole group of pupils in both classes participated without group discussions. The Department of Education gave the teachers a course outline, Big books, posters, anantholgy with songs and CDs. The teachers in both classes focused on songs, posters and flashccards without using the big book. According to their time schedule school A had 2x30 minutes a week from Monday to Wednesday, whilst teacher B had 4x15 minutes a week from Monday to Thursday. That means an hour of isiXhosa teaching a week. In this hour I expected that the teacher could use the big book to give the children phonological awareness by reading words and sentences. This is the period where the teacher could have some group discussions. However, the children were very active in singing, pasting the flashcards on the board and hanging the clothes on the washing line that they made. In both classes children showed interest and were respectful and enthusiastic during lesson presentations. The teachers were self-confident and professional but sometimes did not have sufficient knowledge of the subject matter. The lack of knowledge of the subject matter could be a result of their training. The teachers were not professionally trained to teach the language. They relied only on the courses offered by the curriculum advisors without any assessment.

I worked as an isiXhosa language teacher, I spoke the language at home and went to school to learn the language. I was trained to teach the language by getting a primary teacher's course that

lead to a certificate to teach at primary level. This helped me to be proficient in the language and to teach the learners according to the rules of grammar. The teachers in former Model C Schools that participate in the implementation of IIAL are adult non-mother isiXhosa speakers. It is not surprising that they do not have sufficient knowledge of the subject matter as they do not speak the language in their own environments. This relates to what Krashen (1982) states about attaining a working ability to communicate in a new language. This may be easier and more rapid for young learners than for adults. Adults learn differently from children, but no age-related differences in learning ability can be demonstrated for adults of different ages (Sclpepegrell 2003). Therefore, the present study is under the assumption that age in the Foundation age is not a problem in acquire isiXhosa so that the implementation of IIAL be successful, but it could happen that both teachers and learners are facing problems of disintegration in the Xhosa society.

Most of the isiXhosa communities are situated in the townships and the schools there use isiXhosa language as the medium of instruction at the Foundation Phase. The former Model C Schools are based in the Northern and the Southern suburbs in Cape Town where media English and Afrikaans are used. This could be a result of the fact that the acculturation model process described by Schumann (1978) in learning additional languages is not taking place. Schumann (1978c:34) states “A new language is seen as tied to the way in which the learner’s community and the target language community view each other.” The view that follows is based on the work of Schuman who points out that “Second language acquisition is just one aspect of acculturation and the degree to which a learner acculturates to the target language group will control the degree to which he or she acquires the second language” Schumann (1978c:34).

According to Schumann social distance is the result of several factors that affect the learner when acquiring the target language. He points out that the social distance with the target group is important to the L2 learner. He gives as an example of the “good” learning situation when the target language learner group L1 and second language learner group L2 view each other as socially equal. Based on Schumann’s (1978c:34) views with regards to the learning and teaching of isiXhosa, I conclude that the aspect of acculturation is omitted in the implementation of IIAL in former Model C Schools. Thus, the learners miss out on learning the language by interacting with the isiXhosa learners to hear the pronunciation of the words as well as following up the grammatical rules.

The Communication Accommodation Theory (CAT) developed by Giles (1977) deals with the changes that people make in their speech to accommodate different people. The theory helps us understand that the message from the sender needs to be approved by the receiver and that this increases communication between both parties. It also assists the sender to hold a positive social identity. It focuses on both intergroup and interpersonal factors that leads to accommodation (Giles 1977:6). The Communication Accommodation Theory focuses on “convergence” and “divergence” of communication behaviours as they relate to people’s goals for social communication efficiency and identity approval (Giles 1977:7). According to Giles, the term “convergence” refers to strategies through which individuals adapt to each other’s communicative behaviours to reduce the social differences. He refers to the term “divergence” to explain instances in which individuals emphasise the speech and non-verbal differences between themselves and their interlocutors (Giles 1977:8). I conclude by saying that if teachers were trained professionally, they would probably be aware of the above mentioned theories and they could use them as their basis for the teaching and learning of isiXhosa. The effect would be that the goals of IAL implementation could be achieved more efficiently. I have articulated more on relevant and useful theories in chapter 3.

6.4 Conclusion

It has been stated above that there are major problems hindering the efficient implementation of IAL program in former Model C Schools. Such problems include lack of teacher training in multilingual teaching and learning, and lack of teaching materials available to the former Model C Schools to accommodate the IAL program. These problems hamper the implementation of the language policy through IAL as well as obstruct the realisation of the objectives of Curriculum Assessment Policy Statement (2012). This is unfortunate because the CAPS gives an additive approach to the promote multilingualism so that learner should use their home languages in learning and teaching in school whenever possible. This study assumes that there will be a much less meaningful teaching of isiXhosa in former Model C Schools if teachers are not trained in multilingual teaching approaches. Moreover, the National Curriculum Assessment Statement (NCAS 2011) Grades R-12 document’s aim is to equip learners, irrespective of their “socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge,

skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country” (NCAS 2011:1). On top Furdon and Furniss (1994) points out that the most important point to be kept in the minds of South Africans is that multilingualism, language diversity and inclusion are facts of life and that they have to be seen positively as resources on which development must build and not just impediments to national unity. They further indicate that economic and technical development, if it is to involve majority of the people, can be also promoted though the use of African languages. In the 21st century, different language and cultural groups should not be set up in competition with one another. All major languages in the region should enjoy advantages of official recognition. Language should just cease to be the barrier between different language speakers. Resources need to be pumped into the implementation of IAL that promotes the development of African languages to redress the historical inequalities.

My study also recognised the historical inequalities in the former Model C schools. This follows from the fact that these schools were and still are segregated from the townships where isiXhosa speakers are the predominant group. This makes the children in the Foundation Phase not able to hear the language even in their communities as they must speak English and Afrikaans. Hearing the home language from other people and in non-home settings, i.e., at school, could improve the children’s vocabulary as well as their pronunciation. Children at school could also listen to the songs sung by the performers in their communities. I emphasise that the learners in the Foundation Phase should be given a chance to utilise their potential of learning the language by means of removing the linguistic obstacles so as to enable the children to participate in political and social life.

The study also found that the isiXhosa Second Additional language teaching and learning do not involve the parents. Learners do not have written work that their isiXhosa speaking parents could help them with. In addition, the isiXhosa language that is written in the letters to the parents in two Languages, isiXhosa and Afrikaans to the Afrikaans speakers, isiXhosa and English and to English speakers that the Curriculum Advisor C mentioned do not have any meaning if the parents cannot read and write the language. Lack of knowledge of isiXhosa language could also hinder the parents in the former Model C Schools in helping their children. Bronfenbrenner and

Vygotsky recommend that the family, peers, teachers and the interaction with the entire society should be involved in the child's language development. The complexity lies also in the fact history tells us, i.e., that in the former Model C Schools, isiXhosa language had not been used before and that the Curriculum Advisor A said that teachers are trained to teach the language, that if they are motivated, they can speak the language and help their siblings and the learners in the schools where they teach. Trained teachers in isiXhosa language will also be able to have the knowledge of how important is the "Zone of Proximal Development" (ZPD) that Vygotsky (1978:86) refers to what the child can do on his own and his frustration level when he cannot do the task alone anymore. The term MKO that refers to the people with skills that are higher than those of children in helping the child to acquire the language. It is concluded in the study that children at the Foundation Phase can learn any language given relevant support by both the larger society and the local community. I emphasise that parents, teachers and subject advisors, as well as the society where the child lives, play important role in the implementation of IIAL.

The study also identified that the learners in the Foundation Phase in Model C Schools are not given the opportunity to have a formal assessment. This has promoted the importance of the teachers in the Foundation Phase of implementing IIAL. The time allocated for the teaching and learning isiXhosa will often be given to mathematics, English Home and Afrikaans Home languages as these languages are assessed formally. The lack of seriousness by teachers in implementing XSAL is perpetuated by the document NCAPS Foundation Phase Grades 1-3, isiXhosa Second Additional Language (2012:30) as it states that learners should be assessed orally. This means that there is no writing of the language involved. Teaching is solely oral. Something that is not written is easily forgotten. The learners would be able to remind themselves of certain words if they were written. Written work could also improve the children's grammatical analytic skills.

On top of the problems identified above we can also see the negative attitudes of some schools in the implementation of IIAL. This is shown by the fact that these schools prefer to employ English and Afrikaans teachers and not giving priority to African Language teachers. The most important point that should be kept in the minds of Principals and governing bodies in these schools is that multilingualism and pluralism are facts of life and that they have to be seen positively as resources upon which inclusion and language diversity should be instilled.

Therefore, special emphasis should be placed on educating children within a multicultural context, in which tolerance of the different cultures within South Africa can be promoted. IsiXhosa teachers employed in the Former Model C Schools would also help in the translation of the material that is written on isiXhosa language to other teachers to improve the implementation of IIAL and its objectives.

The study concludes by saying that multilingualism is a norm, and it has been practiced outside and inside the classroom situation in many instances in South African schools. The Language in Education Policy as well as IIAL recommend the inclusion of multilingual teaching in former Model C schools which has been teaching English and Afrikaans. This, I think, was a form of monolingual teaching as this practice excluded the teaching and learning of African Languages. In this study social justice means treating all South African languages equally. It is explained in the study that learners that will learn XSAL are English and Afrikaans speakers who are born in South Africa as well as learners from outside South Africa. When learning XSAL, the inclusion means avoiding discriminatory terms practices. All learners need to be included and their language backgrounds need to be appreciated without prejudice. As IIAL concentrates on the learning of African languages and as this study focusses on teaching and learning of XSAL at a Foundation Phase level, multilingual practices in the early stages of development should be promoted whereby learners will grow up with a notion of language diversity that does not discriminate any language speaker.

6.5 Recommendations

Based on the theoretical and empirical (the data) findings in this study, it is recommended that **the** Department of Basic Education in promoting multilingual teaching in the DBE 2013 policy document and LIEP 1997 should give proper guidelines as to how IIAL could be implemented in South African Schools. The teachers teaching multilingual learners should get a proper training in multilingual teaching as well and be provided with proper resources. The National Curriculum Assessment Policy Statement (2012) should give a clear additive approach on how to promote multilingualism in teaching and learning in former Model C schools.

Furthermore, based on the study it is recommended that isiXhosa First Additional that is in the IIAL document be taught in the former Model C Schools instead of Xhosa Second Additional that is not written but only assessed orally. In the Foundation Phase learners can learn any language without grading the languages as acquisition of any language is easier to children than adults. Learners in the Foundation Phase would grow up listening, reading and writing the language given a chance. What complicates the matters more is that the material provided by the Department of Basic Education to the teachers in the former Model C Schools is written in isiXhosa, something that makes it difficult for teachers to access the information. It is recommended therefore that the material provided to the school be in all the three languages so that the teachers will be able to use and assimilate the information. I recommend that academics, Curriculum Advisors, language practitioners and school administrators to make sure that parents are aware of the advantages of multilingual teaching in former Model C Schools to enable them to devise the means of helping their children in isiXhosa learning where there is a need. A move to adopt an African language in education will only be implemented if we give language awareness programs that do not see foreign languages for Education. The involvement of the community at large is a need in the implementation of IIAL.

The support in the former Model C Schools could include taking learners on tours to the townships to enable them to meet the people and children who speak African languages. Hearing the language from mother tongue speakers help in the acquisition of Additional languages. It can help learners assimilate some of the words in their mother tongues with those spoken by African speakers. The former Model C Schools should ensure that all children in their schools, regardless of their mother tongue are exposed to and learn at least one African language well enough to communicate fluently and effectively in it. If a child speaks English or Afrikaans at home, he or she should learn an African language at school too. IIAL implementation means that as the need for tuition in African languages grows, technology and vocabulary of African languages would have to be developed also. This serves as a call to language practitioners to develop terminology so that the implementation of IIAL be practical.

In summary the study recommends the following:

- African Languages, English and Afrikaans ought to be used in pursuing teaching and learning to avoid the practice of devaluing African languages as a proper tool of acquisition of knowledge.
- Teachers should be equipped with proper professional multilingual training to meet the objectives of IIAL to enable them to meet the needs of their children and that is acquiring African Language.
- Multilingualism should be seen as a linguistic resource; which teachers can use to pursue multilingual learner's education.
- Emphasis should be placed on teaching and learning children within multicultural context, in which tolerance for different cultures within South African nation should be promoted.
- Model C Schools need to understand that multilingual teaching and learning has serious social functions and not devalue it.
- Teaching and learning will only be meaningful implemented if there is proper support given by the National office of the Department of Education, Department of Basic Education as well as NGOs by providing language awareness programs to masses that still see English and Afrikaans languages as necessary for the education of their children.

6.6 Future research

The limitations of this study have been discussed in chapter 4. While some conclusions can be drawn and recommendations made, there is need for more research on the topic. First, more studies are needed in order to critically assess the findings of this study or to validate the results.

Second, future research is needed on parents who are not involved in the teaching and learning of African languages. This should be carried out in order to get the parents' views on to the implementation of IIAL in former Model C Schools, and not least to map out their views on how they could help in the implementation. It is important for the new democracy to incorporate the majority in policy decision-making.

Furthermore, more investigation needs to be conducted in a coordination of strategies to the development of African languages. Thus, looking systematically at who is doing what and at what stage could help facilitate IAL in Secondary Education.

Multilingual teaching and practice strategies need to be researched more to determine the best methods that can be used effectively in teaching learners in the former Model C Schools.

Lastly, more research should focus on how learners in Grade 3 write the language when they have not used writing in Grades 1 and 2.

* * *

Like trees, countries cannot be made to grow pulled upward from outside, they must grow from within, from their roots (Okombo,2000:13).

The logo of the University of the Western Cape features a stylized classical building with a pediment and six columns. Above the building are three asterisks. Below the building, the text "UNIVERSITY of the WESTERN CAPE" is displayed in a serif font, with "of the" in italics.

UNIVERSITY *of the*
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UNIVERSITY of the
WESTERN CAPE

Appendices





**OFFICE OF THE DIRECTOR: RESEARCH
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13 August 2019

Ms NE Sigcau

Faculty of Education

Ethics Reference Number: HS19/5/32

Project Title: Investigating an incremental implementation of African languages program. A case of two primary schools in South Africa

Approval Period: 13 August 2019 – 13 August 2020

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology and ethics of the above mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

Please remember to submit a progress report in good time for annual renewal.

The Committee must be informed of any serious adverse event and/or termination of the study.

*Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape*

HSSREC REGISTRATION NUMBER - 130416-049

FROM HOPE TO ACTION THROUGH KNOWLEDGE.



REFERENCE: 20190913-9169

ENQUIRIES: Dr A T Wyngaard

Ms Nompucuko Sigcau
125 Forestdale Villas
Old Paarl Road
Brackenfell
7560

Dear Ms Nompucuko Sigcau

RESEARCH PROPOSAL: INVESTIGATING AND INCREMENTAL IMPLEMENTATION OF AFRICAN LANGUAGES PROGRAM: A CASE OF TWO PRIMARY SCHOOLS IN SOUTH AFRICA

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **03 February 2020 till 29 May 2020**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:
The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000

We wish you success in your research.

Kind regards.

Signed: Dr Audrey T Wyngaard

Directorate: Research

DATE: 13 September 2019

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