Balancing of Content and Language: Experiences of IsiZulu Speaking History s

by

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This dissertation is submitted in partial fulfilment of the requirement for the

Master of Education Degree in the Discipline of Curriculum Studies

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DECLARATION

I, **Zikhethele Harington Gumede,** declare that this dissertation contains my work. All sources that were used or quoted have been dully referenced accordingly. This research has not been previously accepted for any degree and is not currently being considered for any other degree at any other university.

Signature 

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As the candidates' supervisor, I agree/do not agree with the submission of this dissertation.

Signature 

Dr Lokesh Ramnath Maharajh

Date: 18 April 2025

DEDICATION

This study is dedicated to my daughters, Thandeka, Nomvelo, and Langelihle,
my wife, Nokulunga kaMagwaza Gumede, and
my mother, Maggie Mangane Gumede (uMandlela).

ACKNOWLEDGEMENTS

I express my deepest gratitude to my supervisor Dr Lokesh Ramnath Maharajh for his invaluable guidance, understanding, and unwavering support throughout this research journey. Your insights and encouragement have been instrumental in shaping this work.

A heartfelt thank you to my wife, Nokulunga kaMagwaza Gumede, and my daughter, Langa, for their constant motivation and belief in me, always reminding me that I can do it. To my daughter Thandeka, who lifted me when I felt like giving up, your encouragement kept me going.

Sinobani Gumede Gamede, your words inspired me to take the leap and register for my master's degree, and I am truly grateful for that.

I am also deeply appreciative of my colleague, Ntando Magubane, who ensured that I remained committed to completing each chapter.

To Ngcebo Wela, thank you for your dedication in ensuring my work was always typed without fail. My sincere gratitude extends to my friends, Bonginkosi Mnguni and Bongani Reginald Ndlovu, for their moral and academic support, as well as their invaluable advice throughout this process.

I am thankful to the s who willingly participated in my interviews and contributed to the success of this research.

Finally, I extend my heartfelt appreciation to my siblings, Mdumiseni, Velangelakhe, Mathambo, Thamela, Nombuso, Khosi, and Dalcy. Without your unwavering support, I would not have been able to complete this dissertation.

Thank you all for being part of this journey.

ABSTRACT

The teaching of content through a second language presents a notable challenge within the global education landscape, particularly in multilingual classrooms. In South Africa, while the constitution recognises eleven official languages, English is predominantly used as the medium of instruction. This creates a complex dynamic where teachers, especially in subjects like History with its heavy content load, must navigate the complexities of teaching in a language that is not their own to learners who may also have limited proficiency in that language. This study addresses the experiences of IsiZulu-speaking teachers who face the challenge of balancing content delivery and language development in this multilingual context. This research employed an interpretive paradigm within a qualitative research approach. Data was generated through semi-structured interviews conducted with History teachers in four schools within the ILembe District of KwaZulu-Natal, South Africa. The selection of schools aimed to represent a variety of teaching backgrounds and educational environments within the district. The findings of this study highlight the linguistic and pedagogical challenges faced by IsiZulu-speaking teachers when teaching History in English. Specifically, the study reveals the importance of acknowledging and incorporating the learners' first language (IsiZulu) to facilitate a deeper understanding of the subject matter. Furthermore, the research emphasises the interconnectedness of language proficiency and content comprehension, demonstrating that language proficiency is fundamental to effective content delivery. This study underscores the need for educational strategies and policies that acknowledge and address the linguistic diversity within South African classrooms. The findings suggest that supporting teachers in effectively integrating language and content is crucial for improving teaching practices and enhancing learning outcomes. Ultimately, this research contributes to a deeper understanding of the complexities of second language instruction and provides valuable insights for teacher training and curriculum development in multilingual contexts.

Keywords: IsiZulu History teachers, second language, home language

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LIST OF ABBREVIATIONS

CLIL	Content and language integrated learning
CAPS	Curriculum and Assessment Policy Statement
ZPD	Zone of proximal development
BICS	Basic interpersonal communication skills
CALP	Cognitive academic language proficiency
L1	First language
EMI	English medium of instruction
STEM	Science, technology, engineering, and mathematics
CBLT	Content-based language teaching
LAC	Language across the curriculum
SCT	Socio-cultural theory
L2	Second language
CLT	Communicative language teaching

CHAPTER ONE
INTRODUCTION

1.1 BACKGROUND TO THE STUDY

The teaching context globally through a second language is a substantial challenge in education, particularly in multilingual classrooms. In several countries, teachers are instructed to deliver content in a language that is not the first language of learners (Rindal & Brevik, 2019). According to Jaspers (2018), the concept of content and language-integrated learning (CLIL) focuses on the concurrent learning of both content and language, yet it is still a complex process that puts pressure on both s and learners. Likewise, Beiler (2019) emphasised that providing History lessons using a second language is especially a challenge because of the subjects linguistic and cognitive needs, such as comprehending historical concepts, terms and critical thinking skills, which are improved through proficiency in the language. Within the context of South Africa, English has been acknowledged as the main instruction medium in schools, regardless of the diversity of languages in the country (Spokazi et al., 2021). The South African Constitution provides that there are eleven official languages, with several learners, particularly in rural areas, learning in a second language (Blikstad-Balas, 2017). The huge acknowledgement of English in education frequently provides challenges for non-native speakers, especially in challenging subjects such as History, which needs developed cognitive skills and proficiency in language. A study by Brevik (2017) indicates that the utilisation of English as the medium of instruction in classrooms, specifically in South Africa, has resulted in language barriers that deter the learners' academic success, especially those whose local language is not English. Since History is a heavy-content subject, linguistic challenges are further exacerbated (Rttger et al., 2023). History teaching includes historical text interpretation, comprehension of complicated concepts and the capacity to assess sources critically. This requires a higher level of language proficiency to understand the subject matter and to communicate effectively (British Council, 2021). The s in History should deal with both content delivery challenge and language proficiency needed to engage with this content, making it a specifically complex subject for s who are not native English Speakers (Cele & Govender, 2022). The education system in South Africa, as stipulated in the Curriculum and Assessment Policy Statement (CAPS), recognises the challenges of multilingual classrooms (Monyeke, 2023). CAPS motivates s to design strategies that address the language needs of the learners while ensuring that the delivery of content is not

compromised (Macaro, 2018). However, regardless of this policy, English is still the common medium, and most s encounter problems in balancing the delivery of content with the language proficiency of their learners (MacSwan, 2017). Additionally, multilingualism in classrooms usually implies that learners and s bring a diversity of languages into the learning environment, making the process difficult and disrupting teaching and learning (Seltzer, 2019). Specifically, IsiZulu-speaking History s in KwaZulu-Natal experience challenges in balancing content delivery with the teaching in English challenges (Khanyile, 2019). Since IsiZulu is the local language of most of the learners in the province, these s should deal with their bilingualism while being determined to make the subject of History understandable for learners who may have little English proficiency (Shahri, 2018). These teachers are responsible for ensuring that learners comprehend historical content and obtain the language skills required to engage with the subject matter. Studies reveal that such s usually encounter challenges in dealing with both the linguistic demands of teaching in English and the requirement to communicate effectively the challenging historical concepts (Sylvn, 2019). Thus, the purpose of this study was exploring the **classroom strategies** employed by IsiZulu-speaking History s when balancing content and language in the South African classroom context.

1.2 PROBLEM STATEMENT

The History lesson delivery and **classroom strategies** used by teachers who speak IsiZulu in South Africa, especially in semi-urban areas, such as Stanger under the iLembe District, presents substantial linguistic and content-related problems (Basson, 2019). These s, who usually teach in English as a second language, must deal with the challenges of conveying historical content while also dealing with the linguistic demands of learners who are not fully proficient in English. Teachers who speak IsiZulu experience the dual challenge of grasping and transferring knowledge of History in a second language while ensuring that learners not only understand the subject but also establish their language skills to engage with that content critically. The required cognitive load exacerbates the challenge of balancing the delivery of content with proficiency in the language to teach a subject such as History, which is content-heavy and demands both linguistic and intellectual rigour, impacting their **classroom strategies**. Content balancing and language are important for effective teaching and learning, particularly in multilingual classrooms (Villabona & Cenoz, 2022). The capacity to deliver content in a language that

learners are still learning can greatly deter learners understanding of the subject matter. In History, where complex concepts and terminology are significant, learners are usually expected to understand the factual content and engage with it through evaluation and interpretation at a higher level. Without adequate language proficiency, these cognitive processes are a challenge to accomplish, leading to gaps in understanding and poor academic performance. For History teaching to be effective, s should identify ways of combining content delivery with the support of the language to foster better learning. The challenge is especially visible in the context of South African education, where English is a common medium of instruction, yet most of the learners, particularly those in rural and semi-urban areas such as Stanger, do not speak it as the main language. The situation is complicated further by CAPS, which focuses on the need for teachers to deliver their lessons in English, regardless of the South African multilingual nature in the classrooms. In regions such as Stanger, the problems of teaching History in a second language are more prevalent, as the linguistic abilities of learners in English may restrict their academic performance. Furthermore, these issues affect the learners' understanding of the subject matter and their capability to engage at a deep cognitive level with History, which eventually affects their performance and learning outcomes. Therefore, the content-related linguistic challenges experienced by s speaking IsiZulu in teaching History in semi-urban schools based in the iLembe District are both substantial and complex, requiring specific **classroom strategies** to address.

1.3 LOCATION OF THE STUDY

The study was carried out in four chosen schools in the ILembe District of Stanger, a semi-urban region, in the KwaZulu-Natal province of South Africa. The area is home to the majority of IsiZulu-speaking people and is located along KwaZulu-Natal’s north coast. A combination of wealth and poverty characterises Stanger’s socioeconomic environment, with many households depending on small-scale enterprises, low-paying jobs, or subsistence farming to make ends meet. Underdevelopment and unemployment are common, and this socioeconomic divide adds to the different degrees of access to resources and high-quality education in the local schools.

According to the South African school financing scheme, Stanger’s schools are generally classified as quintile one to three, meaning that their socioeconomic circumstances place them among those that get lower amounts of government money. Schools in quintiles one through

three are typically found in underprivileged locations, and many of them struggle to offer sufficient facilities, instructional material and learning resources. As a result, these schools frequently deal with serious issues pertaining to overall educational results, competency, and academic achievement. The quality of education that pupils get may suffer in these settings due to problems such as overcrowded classrooms, restricted access to technology, and inadequate learning assistance (Department of Basic Education, 2020).

Stanger is situated in the ILembe District, which has a history of educational difficulties made worse by the socioeconomic environment there. The district's demographic is primarily made of local teachers, many of whom speak IsiZulu, which helps to improve communication in the classroom. However, there is a lack of highly skilled teachers, especially in fields such as History, where specific knowledge is needed. s in this area frequently struggle to obtain training and professional development opportunities This makes it more difficult for them to teach properly in multilingual classrooms where English is the primary language of instruction.

The ILembe District has been influenced by its historical background in addition to these educational difficulties. Political violence in the region during and after the apartheid era left local communities with severe wounds, which has had a lasting effect on the educational environment. Due to socioeconomic difficulties that impair academic performance, many pupils in the district have a lower matriculation pass rate as a result of historical problems, including the legacy of political instability. The region's struggles to guarantee high-quality education are exacerbated by these socio-political variables, which also continue to have an impact on community involvement with schools, morale, and learner attendance (Pillay, 2017).

1.4 OBJECTIVES OF THE STUDY

1. To explore IsiZulu-speaking History s' experiences when teaching History content.
2. To determine how these s balance the content and language difficulties in their teaching.

1.5 RESEARCH QUESTIONS

What are the experiences of IsiZulu-speaking History s when teaching History content?

How do IsiZulu-speaking History s balance content and language difficulties when teaching History?

1.6 RATIONALE AND SIGNIFICANCE OF THE STUDY

Focussing on IsiZulu-speaking teachers is justified by the particular difficulties they have in striking a balance between language and content, particularly when instructing in English, which is not their native language. Since most instructors and learners in the area speak IsiZulu as their first language, it is essential to comprehend their experiences to solve the linguistic and content-related difficulties that arise in the classroom. Examining how these teaches balance the needs of teaching a topic with a lot of information, such as History, with the challenges of teaching in a second language is crucial. The results of this study may shed important light on the specific problems encountered by History teachers who speak IsiZulu and how these difficulties affect their method of instruction and the academic performance of their learners. By focusing the study on IsiZulu-speaking teachers, this research acknowledges the linguistic variety of South African classrooms and stresses the need to strengthen support mechanisms for teachers in multilingual contexts (Brock-Utne, 2019).

While there is a growing body of research on the challenges of multilingual classrooms in South Africa, there is a gap in the literature concerning the specific **classroom strategies** employed by IsiZulu-speaking History s to navigate the complexities of balancing content and language. For example, few studies have explored the effectiveness of specific translanguaging strategies or the use of culturally relevant pedagogy in this context. This study addresses this gap by providing empirical evidence on the **classroom strategies** used by these s, the challenges they face in implementing them, and the impact of these strategies on learner learning outcomes.

This study's significance goes beyond the classroom; it has important implications for South African teachers' policy-making, preparation, and **classroom strategy** development. This study may add to the expanding body of research on second language learning and instruction in South Africa, which is important given the persistent issues surrounding multilingualism in the nation's educational system. Policy-makers can benefit from the research findings, which highlight the importance of home languages in the classroom and call for a more specialised approach to

instruction in multilingual settings. The results of the study will help to improve language policies pertaining to the medium of teaching, making sure that they consider the linguistic realities that both instructors and learners encounter and the **classroom strategies** needed to mediate these. The research will emphasise the need for professional development programs that provide teachers with the tools they need to successfully balance language and content in their instruction. In addition to employing educational practices that accommodate the varied linguistic origins of their learners, teachers require greater help in expanding their language skills and subject expertise.

Furthermore, this research contributes to the development of targeted interventions and support programs for IsiZulu-speaking History teachers. By identifying effective **classroom strategies** and the factors that facilitate or hinder their implementation, the study can inform the design of professional development initiatives that empower teachers to create more inclusive and effective learning environments.

Additionally, by delivering a more thorough comprehension of the real-life experiences of IsiZulu-speaking teachers, this research will enhance instructional methods and tactics and provide useful suggestions for tackling language hurdles in the classroom. The study's conclusions will ultimately encourage more efficient instruction, improve learner learning results, and aid in the creation of an educational system.

1.7 THEORETICAL FRAMEWORK

1.7.1 Socio-Cultural Theory

The sociocultural theory of Vygotsky (1978) places a strong emphasis on how social interaction and cultural background affect cognitive development. It makes the case that language is necessary for thought and communication and that learning is a collaborative process (Sylvén, 2019). According to this notion, language is a tool that helps people learn new information and material. One important idea is scaffolding, which is giving learners assistance to help them understand difficult material while honing their language abilities. By distinguishing between what learners can accomplish on their own and with help, the Zone of Proximal Development (ZPD) helps s provide the right amount of challenge and support. The theory’s applicability to

adult learning environments is still lacking, though, as it concentrates primarily on young children.

1.7.2 Classic Language Learning Theory

Cummins' theory (1981) highlights the distinctions between cognitive academic language proficiency (CALP) and basic interpersonal communication skills (BICS), highlighting the varying language requirements in academic and social environments. CALP is the academic language required to master complicated subjects, whereas BICS is the language used in daily communication (Macaro, 2018). According to Cummins's theory of linguistic interdependence, a learner's proficiency in their first language (L1) facilitates their learning of a second language (L2). Using techniques such as scaffolding and language-rich education, balancing language and content entails combining academic material with language development (Lantolf & Thorne, 2006). The paradigm, however, oversimplifies the difficulties of acquiring a second language and does not adequately account for individual and cultural variances.

1.8 OVERVIEW OF THE RESEARCH DESIGN AND METHODOLOGY

To better understand the experiences of IsiZulu-speaking History s in striking a balance between language and content. This study uses an interpretive paradigm within a qualitative research technique. An extensive investigation of how teachers perceive their methods of teaching in a bilingual classroom setting is made possible by the interpretive paradigm. Semi-structured interviews are used to gather data, and the results offer deep, comprehensive insights into the viewpoints of teachers. A variety of teaching backgrounds and educational environments are represented among the five schools in the Stanger region from which participants are chosen, guaranteeing a range of perspectives on the difficulties in striking a balance between language and content.

1.9 DEFINITION OF KEY TERMS

1.9.1 Content and Language Integrated Learning

This is a method of teaching that combines language acquisition with subject matter mastery by using a second language to teach a topic such as History (Miles, 2018).

1.9.2 Medium of Instruction

The language that teachers use to convey academic material in classrooms has an impact on learners' comprehension and academic achievement (Miles, 2018).

1.9.3 IsiZulu-Speaking History Teachers

Secondary school History teachers who speak IsiZulu as their native language frequently face the difficulty of teaching material in a second language (Msimanga et al., 2017).

1.9.4 Quintile One–Three Schools

According to socioeconomic criteria, these South African schools are categorised as low-resourced establishments where children frequently encounter difficulties such as restricted access to learning materials (Msimanga & Lelliott, 2014).

1.10 STRUCTURE OF THE DISSERTATION

Chapter One: The background of the study and the research issue are introduced in this chapter. This chapter addressed key aspects of the study, including the objectives, aims, and research questions.

Chapter Two: The literature for this study is presented in this chapter. The chapter examines the study's theoretical foundations, in addition to offering concrete evidence of the accrediting system's ability to provide houses.

Chapter Three: This section of the study mainly discusses the research techniques that were employed to gather the study's primary data. This chapter covers the designs, procedures, philosophies, and methods used in the study. The sample procedures and the instruments used for data collecting and processing are explained. This chapter concludes with a review of any ethical concerns and the strategies employed to preserve the study's integrity.

Chapter Four: In this chapter, the study's main conclusions are analysed and presented, and the outcomes are discussed.

Chapter Five: The results from the literature review and the primary study were summarised in this chapter. The study's results and suggestions are also included in this chapter.

1.11 CONCLUSION

This chapter established the study's framework by describing the research topic, its goals, and the importance of examining how language and content might be balanced in History teaching, especially for isiZulu-speaking teachers. In the context of South Africa, particularly in Stanger, under the ILembe District, the difficulties encountered in multilingual classrooms and the significance of comprehending these problems have been brought to attention. This chapter guarantees that the direction of the investigation is understood by providing background information for the research.

The literature review and a thorough examination of current research and theoretical frameworks pertinent to striking a balance between language and content in education will be covered in detail in the following chapter. In addition to providing insights into the difficulties and tactics s face in comparable situations, this evaluation will place the study into a larger academic framework.

CHAPTER TWO
BALANCING CONTENT AND LANGUAGE

2.1 INTRODUCTION

Expertise in content and language is important in effective teaching and learning experiences. Within the context of IsiZulu-speaking History teachers, the balance between content knowledge and language proficiency becomes even more crucial. Therefore, this chapter will discuss the experiences of IsiZulu-speaking History teachers in balancing content and language in their instructional practices by exploring their perspectives, challenges, and strategies.

2.2 ENGLISH MEDIUM OF INSTRUCTION

The transition to democracy in South Africa in 1994 ostensibly brought about a progressive language policy, recognizing 11 official languages and theoretically empowering school governing bodies to choose their preferred medium of instruction. However, this apparent linguistic inclusivity must be critically examined. The legacy of apartheid, which privileged English and Afrikaans, continues to exert a powerful influence, as English has largely become the de facto language of instruction from grade 4 onwards. This raises critical questions about the extent to which the policy has genuinely disrupted historical power dynamics and enabled meaningful linguistic diversity in education. While scholars define the language of instruction as the medium of knowledge transmission, this definition needs to be interrogated further. It risks overlooking the complex interplay between language, identity, and access to knowledge, particularly in a context where the language of instruction is often not the learners' home language.

Scholars have different views concerning EMI. Most scholars view it positively as preparing learners and learners for global competitiveness (Mulcmimin et al., 2019) and is considered beneficial to advancing learners' English (Villabon, & Cenoz, 2021). Some researchers found it challenging for both learners and s. McKinley and Rose (2022) noticed challenges in the four skills of comprehension, speaking, difficulty producing essays and reading processes. Dasai (2022) agreed that learners struggle to understand L2 and can hardly express themselves in English.

Teaching subjects such as History, demands language proficiency both in s and learners, seeing that History is rich in content. History is learnt in the medium of English, which is L2 in most schools in South Africa. s as instructors need to narrate and interpret the content to second language speakers. According to Tambyal (2017), historical knowledge is based on substantive concepts such as revolution, imperialism, and religion, which help us make sense of the past and construct expectations for the future. Therefore, if concepts are not mastered due to strained concentration due to listening in an L2 (Hua 2020), teaching and learning History goals cannot be attained. Learners experienced difficulties working in textbooks due to an abundance of unfamiliar words (Mc Kinley & Rose, 2022).

2.2.1 Teachers' Attitude Towards EMI

The assertion that teachers' attitudes towards English as the medium of instruction (EMI) are shaped by cultural, linguistic, and pedagogical factors (Morton, 2017) presents a foundational premise that warrants deeper scrutiny. While acknowledging these influences is a starting point, a critical engagement necessitates questioning the power dynamics inherent in such a statement. Whose culture is prioritized? Whose linguistic capital is valued? Whose pedagogical approaches are deemed "effective" within an EMI framework?

The observation by Oattes (2017) that confidence in English correlates with positive attitudes towards its use appears self-evident. However, this begs the question: Does a lack of fluency inherently equate to a less effective teacher, particularly in contexts where the local language might foster deeper conceptual understanding for learners (Khaled, 2019)? Simply framing proficiency as a predictor of attitude risks overlooking the pedagogical value of multilingualism and the potential for code-switching as a valuable teaching strategy.

Macaro's (2018) point about cultural imperialism is crucial and demands more than a passing acknowledgment. The imposition of English as the language of instruction can indeed be perceived as a threat to local languages and cultural identities. This is not merely a matter of preference; it touches upon issues of linguistic rights and the potential marginalization of indigenous knowledge systems. Conversely, framing English as a "natural choice" in dominant

language contexts risks normalizing linguistic hegemony and neglecting the diverse linguistic realities within those nations.

Lopriore's (2018) argument regarding STEM subjects and English as the "language of research" requires careful consideration. While English undeniably dominates scientific discourse, does this necessitate its exclusive use from the outset? Could a gradual transition, building upon learners' foundational understanding in their native language, be a more pedagogically sound approach? The concern raised by McKinley and Rose (2022) about hindering understanding and engagement in EMI classrooms highlights a critical tension that needs empirical investigation, not just assertion.

The impact of policy mandates (Machila et al., 2018) on attitudes reveals a power imbalance. While some teachers may embrace EMI, viewing it as beneficial, others may experience it as a top-down imposition that disregards their professional judgment and the needs of their learners. Simply noting "varying degrees of compliance and enthusiasm" understates the potential for resistance, disengagement, and even negative impacts on teaching quality when teachers feel disempowered.

Concluding that s' attitudes are "complex and multi-faceted" is an accurate but somewhat passive observation. A more critical stance would involve actively exploring the *interplay* of these factors and their relative weight in different contexts. Furthermore, the assertion that policymakers should "consider these diverse perspectives" is a necessary but insufficient recommendation. Concrete mechanisms for incorporating voices and local linguistic realities into policy decisions are essential.

Finally, while suggesting training to improve English proficiency and foster inclusive environments is a positive step, it risks placing the onus solely on teachers to adapt to potentially problematic policies. A truly critical engagement would also examine the systemic issues that necessitate EMI in the first place and explore alternative, more linguistically and culturally responsive educational models.

2.3 THE PERSPECTIVE OF USING LOCAL LANGUAGE (ISIZULU) IN TEACHING

While acknowledging the widely accepted view that target language exposure is crucial in language learning, the research highlighting the value of L1 (such as IsiZulu) in the classroom demands closer scrutiny. The claim that L1 use creates a "wealthier, more optimal learning environment" needs to be qualified by considering the specific pedagogical goals and contexts. For instance, while strategic L1 use may indeed support target language development, as some studies suggest, the potential for over-reliance on L1 and its impact on long-term L2 acquisition must be carefully weighed. Cook's (2001) assertion that individuals do not learn languages in a linear, sequential fashion provides a theoretical basis for integrating L1 and L2, yet the practical implications of this integration require nuanced investigation. The argument that banning L1 can lead to "unnecessary compartmentalisation" is compelling, but it is essential to explore effective strategies for translanguaging that avoid simply code-switching without deeper linguistic and cognitive engagement. Furthermore, the finding that experience has little bearing on L1 use raises important questions about the factors that *do* influence pedagogical choices regarding language use. Daugaard & Dewilde's (2017) emphasis on professional judgment highlights the need for training and development that equips teachers with the knowledge and skills to make informed decisions about leveraging learners' linguistic repertoires.

Instead of simply stating that allowing all language resources *may* reflect authentic language use, we might ask: Does simply *allowing* all resources truly equate to *cultivating* authentic language use? We need to dig deeper into how this allowance is structured and supported pedagogically. While Lee & Macaro (2013) show learners *believe* their L1 has a place, this raises a crucial question: Does learner belief automatically translate to pedagogical effectiveness? Their perspective is valuable, but how does this align with actual learning outcomes and the development of target language proficiency? Crichton's (2009) points about empathy, explaining terminology, and scaffolding are valid benefits of L1 use. However, we must critically consider: At what point does this reliance on L1 become a crutch, hindering the development of independent target language processing skills? Are there alternative strategies to achieve these same goals within the target language itself? Dewilde's (2019) argument about L1 encoding prior knowledge is compelling. Yet, we should probe further: How can s effectively activate this prior knowledge through the L1 without creating an over-dependence on it? Are there techniques that

bridge the gap between L1 understanding and target language expression? The call by Daugaard & Dewilde (2017) to unpack language ideologies is vital. We should push this further: What are the specific language ideologies prevalent in different educational contexts, and how do these consciously or unconsciously shape teaching practices and learner perceptions? This requires more than just awareness; it demands active deconstruction and critical reflection. Cenoz & Gorter's (2014) view of proficiency as linguistic repertoires is a powerful shift. We can build on this by asking: How can language curricula and assessment practices be redesigned to explicitly value and leverage these diverse linguistic repertoires, rather than implicitly favouring a monolingual ideal? Beiler's (2019) observation about multilinguals profiting from their repertoires is insightful. This prompts the question: How can pedagogical strategies be developed to help *all* learners, regardless of their current multilingual status, tap into their existing linguistic knowledge and develop metalinguistic awareness that fosters language growth? The persistence of the monolingual native speaker ideal, as highlighted by Cenoz & Gorter (2017), is a significant obstacle. We need to challenge this directly: What are the underlying assumptions and potential biases of this monolingual ideology, and how can education and professional development actively promote more inclusive and realistic perspectives on language proficiency? Jaspers' (2018) point about a monolingual approach stifling development is a strong critique. We can amplify this by asking: What specific aspects of language development are most negatively impacted by a rigid monolingual approach, and what empirical evidence supports the benefits of more flexible, multilingual pedagogies? Ultimately, while these studies offer valuable insights into the complexities of language education, a critical engagement requires us to move beyond description. We must ask probing questions about the *how* and *why* behind these observations, explore the potential limitations and unintended consequences, and actively seek practical solutions and alternative perspectives to truly empower language learners.

2.4 THE ROLE OF CONTENT AND LANGUAGE IN TEACHING HISTORY

While Davies (2016) rightly positions content and language as foundational to History education, the relationship isn't a simple case of content *being* the subject matter and language *being* its communication. This perspective risks overlooking the inherent linguistic nature of historical content itself. Historical facts and events aren't neutral entities; they are constructed and interpreted through language embedded in primary and secondary sources (Trent, 2010).

Therefore, teachers are not just transmitting pre-existing content via language; they are engaging learners with language that *constitutes* historical understanding. A deeper critical engagement would explore how the very language used in historical sources and narratives shapes our understanding and can introduce bias or particular perspectives.

Furthermore, while language is acknowledged as the tool for learner engagement and analysis (Kuteeva, 2017; Seixas & Morton, 2013), the discussion could critically examine *which* language skills are prioritised and why. Is the focus primarily on academic language and written expression, potentially disadvantaging learners with different linguistic backgrounds or strengths? Scaffolding language skills (Valcke, 2017) is crucial, but a critical lens would question the nature and effectiveness of these scaffolds. Are they truly empowering learners to engage critically with historical texts and develop their own interpretations, or are they simply aimed at achieving a superficial level of comprehension and regurgitation?

The assertion that content provides facts while language connects them to form narratives (Macaro, 2018) presents a somewhat linear and potentially oversimplified view. Historical narratives are not merely the sum of disconnected facts linked by language. The very act of selecting and framing facts within a narrative is a linguistic and interpretive process that shapes meaning and can privilege certain perspectives over others (Doiz et al., 2014). Critical engagement here would involve analysing how different linguistic choices in constructing narratives can lead to vastly different historical understandings and interpretations.

The call for integrating content and language (Lyster, 2007) and fostering collaboration between specialists (Lyster, 2017; Llinares et al., 2012) is a valuable proposition. However, the noted challenges in tertiary education (Pavon et al., 2014) warrant deeper critical analysis. What are the specific institutional, disciplinary, and pedagogical barriers that hinder this collaboration at higher levels? Simply stating the challenge isn't enough; a critical approach would delve into the underlying reasons and explore potential solutions that move beyond the primary and secondary school models. For instance, how might discipline-specific academic literacies be addressed through collaborative efforts in tertiary settings, acknowledging the nuanced linguistic demands of different historical subfields?

2.5 CHALLENGES FACED BY ISIZULU-SPEAKING HISTORY S

Several studies reveal that most s are concerned about content but not language (Dafouz, 2011; Airey, 2012; Costa, 2012; Aguilar, 2017; Lasagabaster, 2018) and do not contemplate language learning to be their responsibility (Doiz et al., 2013). Teaching History in a classroom requires s to have both a passive and active command of academic language, including subject-specific languages such as English and IsiZulu (Schleppegrell & De Oliveira, 2006). Wide-ranging research has highlighted the challenge of learners to find the right language for assignments on causal relations, change, and chronology in their mother tongue. Teaching History in a second language becomes even more challenging because s and learners need to be able to comprehend and use IsiZulu as an academic language (Airey, 2012).

IsiZulu-speaking History s encounter significant and multifaceted challenges that demand critical attention. The limited availability of History textbooks and teaching materials in IsiZulu is not merely a logistical issue; it profoundly impacts the epistemological access of learners to historical knowledge. This scarcity raises concerns about equitable education and the potential for linguistic marginalization, as s are forced to navigate the complexities of conveying intricate historical concepts to learners whose primary language is IsiZulu. Furthermore, the inherent challenges of translating complex historical philosophies and terminology into IsiZulu highlight the crucial role of linguistic precision in History education. The struggle to find "appropriate translations" is not simply a matter of finding equivalent words; it involves negotiating cultural nuances and ensuring conceptual fidelity, a task that, if not adequately addressed, can indeed hinder learners' understanding and engagement. This situation underscores the need for investment in the development of IsiZulu-based historical resources and pedagogical strategies that acknowledge and address these linguistic complexities.

Furthermore, language proficiency is a challenge faced by History s. Some IsiZulu-speaking History s may not have a strong command of English, which is often the language of instruction in many South African schools (Wineburg et al., 2013). This could make it challenging for them to fully comprehend and teach complex historical Content in English, especially when it involves specialised vocabulary. Professional development opportunities specific to teaching History in IsiZulu may be limited. IsiZulu-speaking History s might have to rely on general History

workshops or courses, which may not address their specific challenges or provide adequate support. Despite these challenges, IsiZulu-speaking History s undoubtedly play a critical role in preserving and promoting the cultural heritage of the IsiZulu-speaking community. With continued support, resources, and training tailored to their needs, they can overcome these challenges and inspire learners to develop a deeper understanding and appreciation for History (Doiz et al., 2011).

2.6 THE IMPACT OF LANGUAGE BARRIERS ON CONTENT DELIVERY

The significance of multilingualism extends beyond the realm of language education; it is a fundamental concern for the equitable preparation of global citizens in the 21st century. While the United Nations Global Goal 4 rightly identifies monolingualism as a social and economic disadvantage and scholars advocate for linguistic diversity as a matter of social justice, it is crucial to critically examine *how* educational practices can effectively promote and leverage multilingualism. The context of increased global mobility, economic interdependence, and technological advancements necessitates a nuanced understanding of the role of language in facilitating inclusion. The question of *how* learners acquire and utilize languages within the classroom becomes paramount, demanding a move beyond simply acknowledging multilingualism to actively fostering translanguaging pedagogies that empower learners to draw upon their full linguistic repertoires. Furthermore, the assertion that language barriers "significantly impact content delivery" requires careful consideration of the specific ways in which these barriers manifest and the pedagogical strategies that can mitigate their effects in an increasingly globalized and digitally mediated world.

In addition, language barriers can impede access to important information or resources by preventing individuals from fully benefiting from educational materials, news articles, entertainment, and even essential services such as healthcare or legal assistance (Seixas and Morton, 2013). When the content is translated or interpreted inaccurately, the message can be misunderstood or distorted, leading to confusion and misinformation, and it may hinder effective communication and collaboration in different situations. Cultural nuances and context often play a crucial role in effective communication (Kong, 2009). Language barriers can make it challenging to accurately convey cultural references, jokes, idioms, and customs and can

inadvertently lead to misunderstandings or offend individuals from different cultural backgrounds. Furthermore, Genesee and Lindholm-Leary (2013) argued that language barriers can negatively impact user experience, as individuals may struggle to navigate and understand the content presented. This can result in frustration, disengagement, and a negative perception of the brand or platform delivering the content.

2.7 APPROACHES USED TO BALANCE CONTENT AND LANGUAGE

2.7.1 Content and Language Integrated Learning

Content and Language Integrated Learning (CLIL) has gained prominence as a methodology in European bilingual education, yet its widespread adoption necessitates a critical appraisal of its diverse implementations and variable effectiveness. While CLIL is presented as an approach to balance content and language, the very notion of "balance" requires careful unpacking. Defining CLIL as a "dual-focused educational approach" that integrates the learning and teaching of an additional language with content raises important questions about the relative weighting of these two foci and the potential for one to overshadow the other in practice. The emphasis on formal academic language within CLIL frameworks is understandable, given the crucial role of such language in academic success. However, the assertion that "insufficient knowledge of academic language can impede a complete understanding of content knowledge" warrants further investigation. It is essential to consider the extent to which other factors, such as pedagogical strategies, learner motivation, and prior knowledge, also contribute to learner achievement, and how these factors interact with language proficiency.

With reference to Coyle's holistic 4Cs framework (1999), the language triptych (Coyle et al., 2010) and Cummins' matrix (1984), every CLIL lesson should be based on how content relates to cognition, communication, and culture. Teaching CLIL implies that subject s carefully plan, prepare, and execute lessons to develop learners' subject content knowledge and language skills. This is attained through learning and using academic and subject-specific words, concepts, and skills in the L2 through scaffolding, using authentic teaching materials and cognitively challenging assignments. The CLIL has a dual focus on developing linguistic skills and subject content in every stage of the lesson (Vazquez and Ellison, 2013).

2.7.2 Content-based Language Teaching

Content-based language teaching (CBLT) presents a compelling model for language acquisition by embedding it within the study of meaningful subject matter. While proponents rightly highlight the potential for developing language skills through authentic engagement with content (Echevarria, 2010), a critical examination reveals both its strengths and areas demanding careful consideration. Bailer's (2019) emphasis on knowledge acquisition and internalization within a specific subject aligns with the intuitive notion that learning becomes more relevant and stickier when anchored in substantive content. Indeed, the opportunity for learners to grapple with complex topics through reading, research, and analysis (Brevik, 2017) holds significant promise for fostering deeper understanding.

Ganuza and Headman's (2016) assertion that CBLT cultivates robust conceptual understanding and the ability to connect information to real-world contexts speaks to its potential for enhancing learning relevance. Furthermore, Macswan (2017) rightly points to the development of critical thinking and problem-solving skills as a key advantage, as learners actively analyse and synthesise information within a specific domain. The interdisciplinary potential identified by Polio and Duff (1994) is also noteworthy, offering a pathway to a more holistic understanding of the world by illuminating the interconnectedness of different subject areas.

However, the success of CBLT is not guaranteed. Rindal and Brevik's (2019) caution regarding the necessity of a well-designed and logically structured curriculum cannot be overstated. Without careful pedagogical planning and skilful facilitation, the potential for genuine content and language integration may be undermined. Simply presenting subject content in the target language does not automatically equate to effective language acquisition. Teachers must strategically forge explicit connections between linguistic features and conceptual understanding, actively guiding learners to notice and utilize language in meaningful ways. Furthermore, the assumption that all content is equally conducive to language learning warrants scrutiny. The cognitive demands of certain subjects, coupled with complex linguistic structures, may present significant challenges for language learners, potentially hindering both content comprehension and language development if not carefully scaffolded. Therefore, while CBLT offers a promising avenue for integrated language and content learning, its effectiveness hinges on thoughtful

curriculum design, skilful instruction, and a nuanced understanding of the interplay between linguistic and cognitive demands.

2.7.3 Language Across the Curriculum

Let us move beyond simply describing Language Across the Curriculum (LAC) and dig into its strengths, limitations, and implications.

While the description accurately positions LAC as an integrative approach that values language as central to learning across all subjects (Tsagari & Diakou, 2015), a critical engagement would question the practicalities and potential challenges of its widespread implementation. For instance, the assertion that LAC "fosters language development by integrating language teaching across all subject areas" sounds promising, but how effectively are subject s, who may lack explicit language teaching expertise, equipped to do this? Sylvén's (2019) point about disciplinary-specific language is crucial, yet the responsibility for explicitly teaching this often falls unevenly, potentially leading to superficial coverage rather than deep understanding.

Examining the "critical elements" – vocabulary development, writing, and speaking/listening – reveals both the promise and the potential pitfalls. While embedding these skills within subject-specific activities (Shahri, 2018) offers authentic contexts for learning, it also raises concerns about assessment. How can we ensure that language development is meaningfully assessed alongside content mastery, without overburdening s or creating reductive evaluation methods? Braven's (2019) emphasis on the distinct language demands of different disciplines underscores the complexity. Simply put, expecting a science to also be a language specialist capable of effectively teaching the nuances of scientific discourse alongside complex concepts is a significant ask.

The stated aims of enhancing understanding, critical thinking, and overall language proficiency (Ganuza & Headman, 2016) are laudable. However, a critical perspective must consider whether LAC, in its practical application, consistently achieves these goals for *all* learners. Does it adequately address the diverse linguistic backgrounds and learning needs within a classroom? Moore's (2013) call for collaborative planning is essential, but the reality of workload and

differing pedagogical priorities can hinder genuine cross-disciplinary integration. While the potential benefits for both native and non-native speakers are clear, the success of LAC hinges on sustained professional development, adequate resources, and a fundamental shift in how teachers perceive their roles and responsibilities regarding language instruction. The danger lies in LAC becoming a theoretical ideal rather than a consistently and effectively implemented reality.

2.7.4 The Counterbalanced Approach

While Lyster (2015) makes a compelling case for shifting immersion programs to include a more explicit focus on form, the *degree* to which this shift should occur warrants closer scrutiny. Is there a risk of over-emphasizing form and inadvertently diminishing the very meaning-rich environment that makes immersion so valuable? How do we ensure that this "permeation" of language across the curriculum doesn't feel forced or inauthentic to learners, potentially hindering their natural language acquisition processes?

The notion of "experimental and analytical language tasks" (Kong & Hoare, 2011) raises an interesting point about the cognitive load on learners. How do teachers effectively balance these two types of activities without overwhelming learners, especially those with varying learning styles and language proficiencies? Furthermore, the call by Genesee and Lindholm-Leary (2013) for s to make learners aware of "explicit linguistic features" begs the question: at what developmental stage is this explicit focus most beneficial, and how can s tailor their approach to different age groups and proficiency levels?

Lyster's (2015) recommendation for "noticing and awareness tasks" is intriguing, but the practical implementation of such tasks needs careful consideration. What specific techniques are most effective in drawing learners' attention to linguistic features without disrupting the flow of content learning? How can s ensure that these tasks lead to genuine uptake and not just fleeting awareness?

The emphasis on providing more output opportunities (Fortune & Tedick, 2007) is crucial, but the *quality* of that output is equally important. How can s create a supportive and low-stakes

environment where learners feel comfortable taking linguistic risks and producing more complex language? Simply increasing output volume may not necessarily translate to increased linguistic proficiency.

Finally, Swain's (1996) point about s needing to see themselves as both language and content instructors and purposefully integrating these roles is fundamental. However, the practicalities of achieving this integration can be challenging. What kind of professional development and ongoing support do s need to effectively navigate this dual role and design truly integrated lessons? How can education programs better prepare teachers for this complex pedagogical approach?

2.7.5 Sheltered Instruction

So, while sheltered instruction aims to bridge the content-language gap, is it truly a balanced approach, or does its primary focus on English language support inherently side-line the needs of multilingual learners with varying linguistic backgrounds? The reliance on modification and adaptation, while seemingly helpful, raises questions about the potential for oversimplification of complex content. Is there not a risk of diluting the rigor and richness of subjects like math, science, and social studies when the primary lens is language accessibility?

Grim's assertion about making content comprehensible through visuals and gestures is a common-sense starting point, but how effectively do these strategies foster deeper conceptual understanding rather than just surface-level recognition? While chunking information and using varied teaching strategies are sound pedagogical practices, the core question remains: does sheltered instruction equip learners with the critical thinking skills necessary to truly engage with and apply complex concepts independently, or does it create a dependency on simplified input?

The emphasis on language scaffolding, with its pre-teaching of vocabulary and sentence frames, appears beneficial for immediate comprehension. However, we must consider whether this approach inadvertently limits learners' opportunities to develop their own linguistic resourcefulness and navigate authentic academic language. Is the strategic provision of language supports fostering genuine language acquisition or merely facilitating task completion?

Decosta's point about integrating language development with content learning through activities like discussions and presentations is crucial. However, how effectively does sheltered instruction ensure that these opportunities genuinely promote higher-order thinking and nuanced communication, rather than just basic language practice within a content context? Furthermore, while valuing diverse perspectives is commendable, how does sheltered instruction move beyond mere acknowledgement to actively leverage learners' cultural and linguistic knowledge as assets in the learning process, rather than simply accommodating their differences?

2.8 THEORIES ON BALANCING CONTENT AND LANGUAGE

2.8.1 Introduction

In multilingual History classrooms, theories on balancing content and language provide valuable frameworks for supporting learners who navigate both academic content and second-language acquisition simultaneously. For example, Vygotsky's socio-cultural theory can be practically applied through collaborative learning tasks such as group document analysis or peer debates on historical events, where learners use both their home languages and English to co-construct meaning. s can scaffold historical thinking by modelling how to analyse primary sources and gradually reducing support as learners gain confidence in using academic language. Similarly, Cummins' BICS/CALP framework helps History teachers distinguish between everyday conversational English and the cognitively demanding language required for writing essays, interpreting historical narratives, and understanding cause-and-effect in complex events. In practice, this could mean pairing learners for oral discussions in their home languages to build conceptual understanding before transitioning to English-medium writing tasks. Both theories, while not without limitations, offer essential tools for designing inclusive and cognitively engaging History lessons that honour linguistic diversity and promote deep content learning.

2.8.2. Socio-Cultural Theory

Vygotsky's socio-cultural theory, while influential in educational contexts, requires critical examination regarding its applicability to the specific challenges of balancing content and language. While it is important to acknowledge Vygotsky's contribution in highlighting the social dimensions of learning, the assertion that learning is solely a "collaborative process" may overlook the significance of individual cognitive processes and agency in language acquisition

and content mastery. The theory's emphasis on language as a "central form of mediational means" is valuable, but it is necessary to consider how different languages and cultural contexts may shape these mediational processes in unique ways, particularly in multilingual classrooms. Furthermore, while the socio-cultural perspective offers valuable insights into scaffolding and the Zone of Proximal Development (ZPD), its practical implementation in diverse classrooms requires careful consideration of the potential for uneven access to social interaction and support.

According to Wood (1976), applying socio-cultural theory to balancing content and language has been widely used in educational environments. The theory has influenced educational approaches such as scaffolding, which involves providing support, guidance, and modelling to assist learners in achieving tasks they fail to perform alone. Scaffolding can help learners understand complex content while gradually developing their language skills. Furthermore, socio-cultural theory can be applied in balancing content and language through the ZPD concept. The ZPD refers to the difference between what learners can do independently and what they can achieve with support. By identifying a learner's ZPD, s can provide appropriate levels of challenge and support to learners to promote content mastery and language development. However, the theory strongly emphasises social interaction, which may neglect individual differences and self-directed learning. In addition, the theory is primarily based on observations of young children in learning environments. Its application to adults and learning outside formal educational contexts is not as well-established.

2.8.3 Classic Language Learning Theory

Cummins' (1981) BICS/CALP distinction, while foundational in second language learning, isn't without its sticking points. Sure, the idea of differentiating social chit-chat from the more complex academic language makes intuitive sense, and his linguistic interdependence hypothesis highlights the valuable bridge between a learner's first and second languages. This definitely pushed teachers to think about leveraging existing language skills – a real win.

And while the strategies stemming from his work – like embedding language support within content – are undeniably useful, we need to be careful not to treat them as a one-size-fits-all solution. Cummins' model, for all its influence, risks downplaying the individual journeys of

language learners and the rich tapestry of cultural and personal factors that shape their progress. It prompts us to consider: are we adequately accounting for these nuances in our classrooms, or are we leaning too heavily on a model that might just scratch the surface?

While Cummins' distinction between BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency) has significantly influenced second language learning theory, it is crucial to acknowledge its limitations. The model oversimplifies the complexities of language proficiency, which isn't a binary state of either BICS or CALP, but rather a continuum with diverse dimensions. Learners might demonstrate CALP-like skills in specific areas while still developing BICS in others [cite: Chapter Two.doc]. Furthermore, the theory doesn't fully account for the context-dependent nature of language proficiency. An individual could exhibit CALP in a familiar subject yet struggle with it in a new academic domain, and similarly, BICS can vary across different social settings.

The relationship between BICS and CALP is more intricate than initially proposed; they are not entirely separate but rather interdependent, influencing each other's development [cite: Chapter Two.doc]. Development in one area can support the other, and the acquisition rate of each can vary [cite: Chapter Two.doc]. Additionally, the model may not fully incorporate the impact of individual differences, such as learning styles, motivation, and prior knowledge, or cultural factors on language acquisition, all of which significantly shape learners' language development. Finally, the practical assessment of BICS and CALP presents challenges, as assessment methods often blur the lines between the two concepts, complicating the theory's precise application [cite: Chapter Two.doc]. In the context of multilingual History classrooms, these limitations underscore the necessity for s to employ a flexible and nuanced approach to language support, moving beyond a rigid application of the BICS/CALP distinction.

2.9 CONCLUSION

While previous research has extensively explored the complexities of content and language integration in various educational contexts, there is a notable gap in the specific experiences and challenges faced by IsiZulu-speaking History s in South Africa. Much of the existing literature focuses on English-medium instruction or bilingual education models in different countries, with

limited attention to the unique linguistic and cultural dynamics within South African classrooms. This study aims to bridge this gap by providing an in-depth exploration of how IsiZulu-speaking History s navigate the balance between content and language, contributing valuable insights into their perspectives, strategies, and the specific challenges they encounter. By doing so, it seeks to inform more relevant and context-specific educational practices and policies to support these s and enhance the learning experiences of their learners.

Balancing content and language is critical in the modern globalised world, and it is paramount for the learner to comprehend both the language and learning in their classrooms. This chapter discussed the perspective of teaching History in local languages such as IsiZulu, the challenges of language barriers, the importance of balancing language and content, approaches to balance content and language and the theories on balancing language and content in classroom settings.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 INTRODUCTION

The study focuses on the critical issue faced by IsiZulu-speaking History teachers in effectively conveying historical content while maintaining linguistic proficiency and cultural relevance. The researcher is concerned with the experiences of IsiZulu-speaking s who teach History to learners whose home language is not the medium of instruction. The concern intrigued the researcher to investigate how teachers balance content and language in their teaching of History. This chapter focuses on the research design and research approach. The chapter defines the targeted population, sample size, and data generation method.

3.2 OBJECTIVES OF THE STUDY

The study seeks to achieve the following objectives:

- To explore IsiZulu-speaking History teachers' experiences teaching History content.
- To determine how History teachers balance the content and language in their History teaching.

3.3 RESEARCH QUESTIONS

The study seeks to answer the following questions:

- What are the experiences of IsiZulu-speaking teachers in teaching History content?
- How do IsiZulu-speaking History teachers balance content and language when teaching History?

3.4 RESEARCH DESIGN

According to Creswell (2014), research designs are plans and procedures for research that span the decisions from broad assumptions to detailed data collection and analysis methods. There are various research designs from which the researcher can choose, depending on the research question, objectives, and aims. Research designs include explorative, experimental, cross-sectional, explanatory, descriptive, longitudinal, correlation and case study. In this study, a descriptive research design was employed. Descriptive research design is a fundamental step in

the research process, providing a detailed comprehension and description of a given topic on a population (Cohen, 2017). Descriptive research design provides a snapshot of information, allowing researchers to describe the characteristics or opinions of the population at a specific moment. Descriptive research is useful in providing trends, patterns and relationships that might be used in practical settings. Descriptive research is commonly used in educational research. As such, the researcher asks questions concerning people's attitudes, beliefs, opinions, practices, characteristics, and behaviour to collect information.

This study employed a qualitative research approach to gain an in-depth understanding of the participants' experiences, perceptions, and behaviors. Qualitative research is particularly suitable for exploring complex social phenomena where rich, detailed insights are needed to understand the nuances of a situation. In this context, the focus is on the lived experiences of IsiZulu-speaking History teachers and the intricate ways they navigate the balancing of content and language. A qualitative approach allows for the exploration of these complexities through in-depth interviews, capturing the richness of individual perspectives and the contextual factors that influence their teaching practices.

3.5 RESEARCH APPROACH

Three main approaches are used in research: qualitative, quantitative, and mixed-method research approaches. This study adopted and employed a qualitative research approach to gain an in-depth understanding of the participants` experiences, perceptions, and behaviours. Qualitative research uses interviews, observations, and focus groups to investigate and probe into the research issue to acquire rich, descriptive, non-numerical data. The qualitative research approach was chosen because of its ability to collect rich and detailed data, and it provided the researcher with greater flexibility in adapting approaches based on research context, participant responses and emerging insights.

According to Williams (2006), a case study is an in-depth study of a research problem rather than a sweeping statistical survey or comprehensive comparative inquiry. The research approach for this study is qualitative. Qualitative study focuses on non-numerical data through interviews and observation. Qualitative research enables the researcher to collect data that is very rich based on

the lived experiences of the participants, and it taps into the emotions and body language, which is often overlooked in quantitative studies (Kothari, 2020). Therefore, the researcher will conduct semi-structured interviews with IsiZulu-speaking s who teach History. The interviews will focus on collecting s' experiences regarding the balancing of content and language in History lessons in senior secondary schools.

While a mixed-methods approach could offer the benefit of both qualitative and quantitative data, it was deemed less suitable for this study for several reasons. Quantitative methods, with their focus on numerical data and statistical analysis, would not provide the depth of understanding required to explore the subjective experiences and interpretations of the s. The study's emphasis is on understanding *how* s balance content and language, the challenges they face, and the strategies they develop – aspects that are best illuminated through qualitative inquiry.

Furthermore, a mixed-methods approach can be time-consuming and resource-intensive, potentially limiting the depth of the qualitative component. Given the focus on rich, detailed narratives and the need for flexibility in data collection to respond to emerging themes, a qualitative approach was determined to be the most appropriate and effective for achieving the research objectives.

3.6 TARGET POPULATION AND SAMPLING

The target population of this study comprised History teachers in the iLembe District. The selection of this district was purposeful, based on several key factors:

- **Linguistic Diversity:** The iLembe District is characterized by a diverse linguistic landscape, with a significant population of IsiZulu speakers and learners from various linguistic backgrounds. This diversity provided a relevant context for exploring the challenges and strategies related to language and content in History teaching.

- **Accessibility:** The district's proximity to the researcher's location facilitated access to schools and participants, making data collection feasible within the study's timeframe and resources.

- **Varied School Contexts:** The iLembe District includes schools in rural, urban, semi-urban, and township settings, offering a range of educational contexts and potentially diverse experiences.

A purposeful sampling strategy was employed to select the specific schools and participants. The criteria for school selection were:

- **Inclusion of Varied Contexts:** Schools were selected to represent the diversity within the iLembe District, ensuring the inclusion of rural, urban, semi-urban, and township schools. This allowed for the exploration of potential differences in experiences across different settings.

- **Presence of IsiZulu-Speaking History s:** Schools were selected based on the presence of IsiZulu-speaking s who were currently teaching History at the senior secondary level, as this was the specific population of interest for the study.

One History teacher was selected from each of the four identified schools to ensure representation across the chosen contexts. Teachers were recruited and identified through initial contact with the district's education officials and subsequent communication with school principals. The total number of s interviewed was four.

3.7 DATA COLLECTION INSTRUMENT

The data for the study were collected using semi-structured interviews. Semi-structured interviews are those where the interviewer has prepared a list of questions to be asked. In addition, structured interviews also ensured that the questions elicited open responses from the participants that enabled lines of conversation to be developed in ways that could not have been anticipated when the interview schedule was being planned (Invine et al., 2013). Semi-structured interviews were ideal for this study to get in-depth information from the participants in their natural settings. Kruger and Casey (2000) explained that semi-structured interviewing allows the

researchers to listen, pay attention, be open to hearing what people have to say and not be judgmental. In addition, the researcher decided to use semi-structured interviews with the aim of getting to know what the s have to say about their experiences. Loghusrst (2003) agreed that semi-structured interviews are reasonably informal or conversational and are flexible in that they can be used in conjunction with a variety of other methods. The interviews were one hour long and were done in the comfort of the participants' identified spaces.

3.8 DATA COLLECTION METHOD

The research will use personal methods for data collection through face - to - face semi-structured interviews. The researcher will inform the participants about the processes and procedures of the data collection through a letter of information, and those who agree to participate in the study will sign the informed consent form. Through the actual data collection process, the researcher will use the interview guide to ask the participants questions about the topic being studied, and the interview session will be recorded using an audio tape recorder. The interview sessions will take approximately an hour at the participant's natural site.

3.9 TRUSTWORTHINESS IN QUALITATIVE STUDY

Trustworthiness is one of the key issues in qualitative studies. To ensure that the research findings are trustworthy, Lincoln and Guba (1985) argued that credibility, conformity, dependability, and transferability are essential criteria for quality. The following was observed to ensure that the study was trustworthy.

Credibility

Credibility refers to confidence in the truthfulness and authenticity of the research findings (Salzano et al., 2023). This will be achieved through prolonged engagement, which involves spending sufficient time in the research setting to develop a deep understanding of the context and build rapport with participants. In addition, member checking will involve sharing the preliminary findings with participants to verify their accuracy and interpretation. Peer debriefing entails seeking feedback from fellow researchers or experts in the field to challenge assumptions and interpretations, thereby enhancing the credibility of the study.

To ensure credibility, the researcher demonstrated the quality of the research by documenting each step in data collection and analysis to ensure transparency and replication. In addition, the researcher reflected on his role and how it might impact the data collection and analysis.

Transferability

Transferability concerns the extent to which the research findings can be applied to other contexts or populations (Amin et al., 2020). To enhance transferability, the study will provide a detailed description of the research context, participants, data collection methods, and analytical procedures. With rich and thick descriptions of the study setting and participants' experiences, readers can assess the relevance and applicability of the findings to their contexts.

To ensure transferability, the researcher described the research context, participants, and processes in detail to ensure that others can assess whether the findings can be applied in similar ways and situations.

Dependability

Dependability refers to the consistency and reliability of the research findings over time and across different contexts, according to Cypress (2017). To ensure dependability, the researcher will establish clear and systematic procedures for data collection, analysis, and interpretation. This includes maintaining detailed records of the research process, data -coding schemes, and decision-making processes to facilitate replication and verification of the study results. Dependability was enhanced by documentation of every decision made, every change implemented, and every interpretation drawn to ensure transparency and accountability.

Conformability

Conformability relates to the neutrality and objectivity of the researcher in interpreting the data. To ensure conformability, the researcher will maintain an audit trail documenting all research decisions, data collection processes, and analytical steps. This transparency allows external reviewers or auditors to verify the research process and findings. Conformability was ensured through methodological coherence. The researcher clearly articulated the research report's research design, approach, sampling strategy, and data analysis technique.

3.10 PROCEDURE OF DATA COLLECTION

Qualitative primary data for this study were collected using interviews as a research method. Prior to the process of collecting data, an interview guide was designed to guide the researcher. The interview guide had questions that ensured the research questions were answered and the research objectives were achieved. In addition, the researcher had a notepad to jot down points and an audio tape recorder to have the interviews on tape for analysis. The researcher began by informing the participants about the study and asked them to sign a consent form. During the process, the interviewer attempted to remain loyal to the guide and probed deeper to get more valuable information from the participants while recording the session on tape.

3.11 METHOD OF DATA ANALYSIS

Following the completion of data collection through voice recordings of the interviews, the recordings were meticulously transcribed verbatim and carefully prepared for analysis. Thematic data analysis, with its focus on identifying, analyzing, and interpreting recurring patterns of meaning, was the chosen method for analyzing the interview transcripts. This analysis adhered to Braun and Clarke's (2006) framework for thematic analysis, incorporating specific adaptations to suit the unique context of this research. The analytical process began with a thorough familiarization with the data, involving repeated readings of the transcripts to achieve a holistic understanding and to capture initial impressions. Subsequently, initial codes were generated through open coding, a process used to identify key concepts, ideas, and phrases within the transcripts, with codes assigned to represent the essence of participants' responses to the research questions. The next step involved searching for themes, where the initial codes were reviewed and grouped based on their interrelationships, revealing broader patterns and commonalities across the data. These identified themes then underwent a rigorous review to ensure they accurately reflected the data and maintained clear distinctions from one another, leading to the refinement, combination, or discarding of themes as necessary. Defining and naming themes followed, with the development of clear and concise definitions to accurately represent the core meaning of each theme. Finally, the report was produced, structured around the themes and supported by relevant quotes from the interviews. To ensure the trustworthiness of the data analysis, several strategies were employed. Intercoder reliability was established by having a second researcher independently code a subset of the transcripts, allowing for a comparison of

codes to ensure consistency and minimize bias. Reflexivity was maintained through the researcher's consistent use of a reflexive journal to document personal biases, assumptions, and potential influences on data interpretation. Member checking was utilized, with preliminary findings and interpretations shared with participants to verify accuracy and ensure resonance with their experiences. Lastly, thick description was employed, providing rich and detailed descriptions of the data and context to enable readers to assess the transferability of the findings.

The following steps were observed during the data analysis process:

Step 1: Reading through all transcripts carefully and making observations: This step involves familiarising oneself with the data and taking notes on any initial observations or ideas that emerge.

Step 2: Identifying topics and subtopics: After reading through all the transcripts, the researchers will identify topics and subtopics relevant to the research question (Carla, 2013). These topics will be listed and grouped based on their similarity.

Step 3: Assigning codes to each topic and sub-topic: Once the topics and sub-topics have been identified, the researchers will assign codes and add them to the appropriate data segment. This step helps to organise the data and make it easier to analyse **(**Braun, Virginia; Clarke, Victoria, 2019).

Step 4: Checking for new or hidden codes: During the coding process, the researchers will also look for any new or hidden codes that may emerge. These codes can help to uncover unexpected themes or patterns in the data.

Step 5: Choosing descriptive wording for topics and subtopics: according to Creswell (2014), after the codes have been assigned, the researchers will choose descriptive wording for each topic and sub-topic. This helps to clarify what each code represents and makes it easier to understand the data.

Step 6: Sub-theming similar codes under relevant topics: Similar codes will be grouped under relevant topics, creating sub-themes (Low, 2019). This step helps organise the data further and identify patterns within each topic.

Step 7: Making final decisions on categories: The researchers will decide which categories to include in their analysis based on the sub-themes. These categories will form the basis for their findings.

Step 8: Accompanying each theme and sub-theme with corresponding data: Each theme and sub-theme will be accompanied by corresponding data, providing evidence to support the researchers' findings (Braun et al., 2019).

Step 9: Using literature to verify, describe, and discuss the themes and sub-themes: Finally, the researchers will use existing literature to verify, describe, and discuss the themes and sub-themes that emerge from their analysis. This step helps to contextualise their findings and make connections to existing research.

3.12 ETHICAL CONSIDERATIONS

Ethics are the moral principles and values that guide the researchers to ensure that their studies do not present any harm to the participants (Creswell, 2014). Regarding this study, efforts were made to make the research process professional and ethical. The following ethical guidelines were followed in this study:

Informed consent: The researcher informed the participants about the purpose of the study, which was purely for academic aims and research questions. In addition, the participants signed an informed consent form acknowledging that they had been fully informed about the purpose and processes of the study.

Confidentiality and anonymity: During the interview process, the researcher did not ask for the researcher's identification details, ensuring that they remained anonymous. To ensure

confidentiality, the primary data collected were used for this study only and can only be accessed by authorised personnel. In addition, the data will be stored safely and deleted after that.

Permission to conduct the study: The researcher requested permission to conduct the study, which was granted.

Voluntary participation: There was no coercion whatsoever in the respondents' participation. The invitation to participate was explicitly voluntary only.

3.13 CONCLUSION

This chapter discussed the research methodology adopted and employed during primary data collection. The descriptive research methodology and a qualitative research approach were employed. A purposeful sampling technique was used to select four History teachers in the ILembe District, and the data were collected using interviews. The next chapter discusses the findings from this study.

CHAPTER FOUR
FINDINGS

4.1 INTRODUCTION

This chapter outlines how the findings of the study will be illustrated, discussed, and interpreted. It outlines the findings emanating from the interviews of the participants. The findings are presented and analysed by a thematic data analysis tool.

4.2 PRESENTATION OF FINDINGS

This study is on the use of language in the teaching of History in grades 10 and 11 in four schools in KwaZulu-Natal. The study aimed to explore the balancing of content and language: experiences of IsiZulu-speaking History s. The research questions for this study were

1. What are the experiences of IsiZulu-speaking History teachers when teaching History content?
2. How do IsiZulu-speaking History teachers balance content and language when teaching History?

In this chapter, the findings from the interviews that were conducted with s from the different schools are presented.

4.2.1 Theme 1: English as a Medium of Instruction

The use of English as the primary language of teaching in schools is a central theme emerging from the interview transcripts. This issue is vital for understanding language dynamics within the multilingual South African educational context. The medium of teaching significantly influences learners' academic performance, cultural identity, and global interaction.

Despite the South African Constitution recognizing eleven official languages, English is predominantly used as the language of instruction across schools, reflecting its historical establishment as the language of authority. This emphasis raises concerns about fairness and accessibility, particularly for learners whose first language is not English, as language barriers can hinder their comprehension and class participation.

Participants in this study confirmed English as the main language of instruction in their schools, highlighting its crucial role in facilitating communication and access to information. While English provides access to global resources and enhances learners' competitiveness, there are recognized challenges regarding inclusion and cultural identity. Over-reliance on English may marginalize non-native English speakers and impede their academic progress.

The sub-themes that emerged within this theme are:

4.2.1.1 How many official languages do we have in South Africa?

Subtheme 1.1: Official Languages in South Africa

The participants from the four different schools were asked about the number of official languages spoken in South Africa. Some of the participants said that there were 11 official languages, and others mentioned 12. The responses of the participants are presented as follows:

Table 4.1: Official languages in South Africa

Participant	Response
T1	*"There are 11 official languages we have got".*
T2	*"There are 12 official languages, including sign language".*
T3	*"We have 12 if we include sign language".*
T4	*"Basically, the official languages that we have in South Africa are 11".*

The results about the number of official languages in South Africa, as seen by s, underscore the intricacy of the multilingual environment in which teachers function. Although there is little variation in the number of recognised official languages (11 or 12, including sign language), this variation could be due to different interpretations of what, in the context of South Africa's linguistic landscape, qualifies as an official language. This discrepancy may affect instructors' confidence in integrating several languages into their courses, particularly in History classes where linguistic and cultural diversity is emphasised.

The results are consistent with a body of research that highlights the value of multilingualism in promoting inclusion and social cohesion. According to Khaled (2019), respect for linguistic variety contributes to the development of inclusive societies by highlighting the ways in which

multilingual identity enhances social cohesiveness. Miles (2018) added that, by making learning more approachable and culturally relevant, educational environments that support multilingualism can boost learner engagement.

This is further supported by Wedikkarage (2018), who pointed out that bilingual education fosters an appreciation for difference, which is essential in a multicultural nation such as South Africa. When taken as a whole, these findings support the idea that promoting multilingualism in the classroom improves learner involvement and fosters social peace. In order to help s navigate and instruct within South Africa's diverse linguistic environment, the current study emphasised the necessity of improved communication and support for multilingual practices in classrooms.

Subtheme 1.2: Can you name them (as many as possible)?

The participants were asked to name or identify the 11 or 12 languages that are spoken in South Africa. The responses of the participants are presented as follows:

Table 4.2: Naming languages

Participant	Response
T1	*"We have got siSwati, IsiZulu, IsiPedi, Tshivenda, Afrikaans, IsiSuthu, IsiXhosa, IsiNdebele, English, Xitsonga, Sepedi"*
T2	*"IsiZulu, Sign Language, IsiXhosa, Tshivenda, Sotho, Sepedi, Setswana".*
T3	*"We are having English, Afrikaans, IsiZulu, IsiXhosa, Setswana, Sesotho, Xitsonga, Isiswati, Tshivenda, IsiNdebele and also Isipedi".*
T4	*"Eleven languages, we have English, IsiZulu, Afrikaans, IsiXhosa, Isipedi, Sesotho, Xitsonga, SiSwati, Tshivenda, IsiNdebele, as well as Setswana, I think I have covered all the 11 languages".*

The responses of these participants underscore the need for inclusiveness and representation in a multicultural setting while highlighting South Africa's linguistic variety. The participants' various languages demonstrate the variety of linguistic identities and the significance of listening to all voices in the nation. s' identification of South Africa's official languages may differ depending on their linguistic experiences in various parts of the nation. While those from rural regions, where indigenous languages such as Xitsonga or IsiZulu are more often spoken, may incorporate them more prominently. Individuals from metropolitan areas, where languages such as Afrikaans and English are frequently prevalent, may be more inclined to emphasise such languages. Furthermore, the languages that participants identify as relevant may be influenced by

their individual language ability and teaching experience, which might distort the results. Some languages, such as Sepedi or Tshivenda, may be under-represented in the national discourse, while others, such as IsiZulu or Afrikaans, may be considered dominant.

The literature emphasises how language is not just a means of communication but also a crucial component of social cohesiveness and cultural identity in South Africa. According to Khaled (2019), being bilingual promotes harmony and tolerance for differences, which improves social inclusion. Consistent with these conclusions, the participants' answers highlight the importance of language in self-understanding in a heterogeneous society.

According to Miles (2018), a person's social and educational contexts frequently influence how they interact with other languages. The research on linguistic landscapes, which demonstrates how socioeconomic and geographic variables influence the identification and usage of certain languages, lends credence to this.

These findings also have significant implications for South African policy-making and educational practices. Promoting multilingual education and cultivating cultural awareness depends heavily on the educational system's acknowledgement of language variety. The fact that the South African Constitution recognises 11 official languages emphasises how crucial it is to foster an inclusive atmosphere that values and supports all languages. To expose pupils to a variety of languages and cultures, teachers should be assisted in integrating multilingualism into their teaching methods. To ensure that no language or group feels excluded, policies that support the use of all official languages in schools can help lessen the dominance of some languages over others. Since learners are more likely to feel appreciated when their language is recognised and respected in educational settings, promoting linguistic variety in the classroom may also help to strengthen a sense of national unity and belonging.

4.2.1.2 What is the medium of instruction in your school?

Subtheme 1.3: Medium of instruction

The participants from the four different schools were asked about the medium of instruction at these schools, and their responses were as follows:

Table 4.3: Medium of instruction

Participant	Response
T1	*"It is English".*
T2	*"It is English".*
T3	*"It is English we use as a medium of instruction."*
T4	*"Ok, in my school, the medium of instruction, we use English."*

Each participant confirmed that English is the main language used for teaching and communication in the classroom, indicating a consistent dependence on English as the medium of instruction throughout the four institutions. Despite South Africa's multilingual environment, English has emerged as the primary language of teaching in the country's educational system, a tendency that is reflected in this study. English is widely used in schools, which emphasises how crucial it is for promoting communication and making information accessible in a varied educational environment. Being a universal language, English gives learners access to a multitude of learning tools and materials, putting them in a better position to succeed in a world that is more interconnected.

Although there are unquestionable advantages to using English as the primary language of teaching, such as improving learners' access to global information and making them more competitive in the labour market, there are also issues with inclusion and cultural identity. Learners whose native language is not English may be marginalised by an over-reliance on English, especially in a multilingual nation such as South Africa. This may make it difficult for them to comprehend difficult academic material and impair their academic achievement. Mother-tongue instruction has been demonstrated to improve educational results since learners are more likely to comprehend and interact with content delivered in their mother tongue (Tambya, 2017). These concerns are supported by the literature, which highlights that children who study in their mother language are more likely to understand important ideas, develop their literacy, and engage more completely in class discussions (Tambya, 2017). Learners may struggle to grasp the material and articulate their ideas well when learning in a second language, which can affect their confidence and academic performance. Indigenous identities may be further marginalised within the educational system if local languages and customs are eroded because of the over-emphasis on English.

Schools must investigate methods of integrating local languages into the curriculum to solve these issues. A more inclusive approach may be offered via a bilingual education paradigm that uses both the pupils' mother tongue and English. Because children can better grasp important concepts in both languages, this methodology has been demonstrated to enhance cognitive development and learning outcomes. To promote the use of local languages in addition to English in the classroom, schools might also employ tactics such as delivering extra language instruction or language help for children who might have trouble speaking the language. By doing this, schools may ensure that children are ready to engage in a globalised world while yet preserving cultural identity.

Subtheme 1.4 Some scholars view English as a medium of instruction in a positive way. Do you agree with this, and if so, why?

Participants T1 and T2 indicated that they agreed with the idea that using English as a teaching language has advantages. They underlined the significance of English for learners' future chances and its worldwide reach. For instance, T1 stated that English is the international language, emphasising how important it is for worldwide communication.

This viewpoint is especially pertinent in South Africa, where speaking English well is frequently viewed as a means of gaining access to more extensive educational and career options. Participants reinforce these advantages by arguing that learning English helps learners develop the cognitive flexibility needed to succeed in a variety of academic and real-world situations.

Table 4.4: Different views on English as medium of instruction

Participant	Response
T1	*"I agree because English is an international language and important for global communication".*
T2	*"Ya, I agree with that because, you see, the books are written in English, the books are written in English, the content is in English, so that's why I agree with that everything is in English, Assessment is in English".*
T3	*"I disagree because English disadvantages IsiZulu-speaking learners in rural areas*"
T4	*"I do agree, I fully agree because English is used globally, so everywhere you go, you have to speak English. We use English across the curriculum, so it must be viewed positively".*

4.2.1.3 Positive perspectives on English as a medium of instruction

Participants T1 and T2 indicated that they agreed with the idea that using English as a teaching language has advantages. They underlined the significance of English for pupils' future chances and its worldwide reach. For instance, T1 stated that "English is the international language," emphasising how important it is for worldwide communication. This supports the findings of Oattes (2017), who contended that early English education improves learners' capacity to acquire other languages in the future in addition to facilitating the acquisition of English itself. This viewpoint is especially pertinent in South Africa, where speaking English well is frequently viewed as a means of gaining access to more extensive educational and career options.

Canoz (2015) emphasised the cognitive advantages of bilingualism, such as increased creativity, problem-solving abilities, and memory, in addition to these practical benefits. Participants reinforce these advantages by arguing that learning English helps learners develop the cognitive flexibility needed to succeed in a variety of academic and real-world situations. For learners in South Africa, where bilingualism is widespread and fluency in English may greatly increase access to learning resources, research materials, and international discourse, this idea is especially important.

Critical perspectives on the use of English

While some participants, such as T3, expressed worry about the difficulties experienced by learners whose first language is not English, others agreed with the positive perspective of English. The linguistic obstacles that many learners face when English is utilised as the main language of instruction are highlighted by T3's experience instructing IsiZulu-speaking pupils. This viewpoint casts doubt on the notion that using English as a teaching language is always advantageous.

Educational equity is the problem. Learners may have trouble understanding and participating when they are expected to interact with academic material in a second language, which might impair their overall academic achievement. According to Khaled (2019), teaching in a second language might marginalise pupils who are not skilled, hence widening the gap in educational attainment. Because it makes it easier for them to comprehend difficult topics and gives them

more confidence in their learning environment, research continuously backs up the idea that learners perform better when taught in their mother tongue (Baker, 2011).

Additionally, local languages may be discriminated against becauseof linguistic domination. IsiZulu, Sesotho, and other native languages are frequently marginalised in South Africa in favour of English, which results in the loss of local languages' cultural and educational value. Some contend that an excessive focus on English might devalue multilingualism in the nation, which brings up significant issues regarding how language policies impact both academic achievement and cultural identity.

Towards a Balanced Approach

Participants' varying answers demonstrate the need for a more well-rounded approach to language policy in the classroom. Unquestionably, English is essential for integrating South African learners into the global economy, but the nation's linguistic variety should not be sacrificed for it. Multilingual education is crucial for fostering both academic achievement and cultural inclusion, as Tambya (2017) contends. Bilingual or multilingual education approaches, which allow learners to receive instruction in both their mother tongue and English, are one option to solve this problem. This promotes both linguistic competency and cognitive growth.

Canoz (2015), for example, highlights the cognitive advantages of bilingualism, including improved creativity and problem-solving abilities. Schools may assist learners in strengthening their foundation in both English and their native tongue by creating an atmosphere where they are exposed to a variety of languages. This strategy would guarantee that learners' cultural identities are valued within the educational system while also aiding in the maintenance and advancement of South Africa's indigenous languages.

Sub-theme 1.5 Do you see any challenges in English as a medium of instruction for learners and teachers? Explain fully.

The results of the main research show that participants had serious reservations over the usage of English as a teaching language in South African classrooms. Participants said that pupils feel frustrated and discriminated against since English makes it difficult for them to participate

completely in the program. Furthermore, these problems are made worse by learners' anxiety about being judged by their peers, which deters them from using English successfully. s throughout the world also struggle to explain some ideas in English when pupils' competency does not match the language of teaching. This issue is not specific to South Africa.

Table 4.5: Challenges in English as medium of instruction of instruction for learners and s

Participant	Response
T1	*"Yes, learners struggle with English because it is a foreign language, and they lack confidence to express themselves"*
T2	*"Yes, it's a challenge because English is a foreign language for most black learners, so we try to translate to aid understanding"*
T3	*"Yes, learners struggle to understand English content, and it's challenging for s to elaborate effectively compared to using IsiZulu"*
T4	*"Yes, English is a barrier for learners and s, so we code-switch to elaborate and clarify"*

The contrast between the desire to participate intellectually and the obstacles presented by the English language is highlighted by the participants' worries, which include their difficulties with language competency and the ensuing dissatisfaction. s see, for example, how learners' poor English comprehension hinders their ability to comprehend academic texts, including research papers and textbooks, which eventually impacts their academic achievement. When learners are required to interact with difficult material in a language that is not their native language, this is especially true.

As T3 noted, educating pupils in English frequently results in their incapacity to comprehend important ideas, obstructing efficient learning. Furthermore, participants' discussions on the dread of being judged show how language barriers might lower learners' academic motivation and sense of self. As the participants pointed out, the fear of speaking English in front of peers or professors prevents people from participating, which reduces the chances for interaction. This supports the results of Gibbons (2017), who said that a learner's capacity to thrive in academic environments might be strongly impacted by their level of linguistic proficiency. Learners may distance themselves from the learning process by withdrawing from classroom interactions if they believe that their language proficiency is being scrutinised or discriminated against.

The difficulties the study participants reported align with global research on the difficulties encountered by learners in non-native English-speaking environments. For instance, Ceallaigh et al. (2017) emphasised the challenges Dutch learners at Maastricht University experienced, as their inadequate English language skills made it impossible for them to keep up with English-taught academic programs. In a similar vein, Irvine (2013) talks about how English instructors face a problem when their learners' linguistic variety forces them to modify their teaching methods to accommodate their varied demands. It is challenging for both instructors and learners to thrive in an English-medium setting because of this variation in language proficiency.

The literature has extensively documented the problem of language barriers on pupils' academic achievement. Limited English proficiency limits learners' ability to interact with the curriculum at the required level by making it difficult for them to understand academic literature, as Gibbons (2017) notes. This is especially true in situations when English is being taught as a second or foreign language, which calls for both linguistic and cognitive adaptations to comprehend the material and achieve academic success.

Implications for practice

A more inclusive approach to language use in the classroom is necessary to address the issues raised by the study. These findings have ramifications for children's social integration and emotional health in addition to their academic achievement. Schools and teachers may need to re-evaluate their teaching methodologies and use tactics that encourage mother-tongue instruction or bilingual education, especially in the early stages, in order to handle the challenges presented by language barriers. Learners who are unable to participate completely in English-medium classrooms may feel less discriminated against and frustrated because of such efforts.

Furthermore, fostering a welcoming classroom culture where learners feel comfortable expressing themselves in both their mother languages and English is essential to counteracting the detrimental effects of language anxiety and judgment. Peer support programmes, language buddy systems, and dual-language materials are a few examples of strategies that might promote more inclusive learning environments and enhance learner engagement and academic performance.

Sub-theme 1.6 What is your view on using English as a medium of instruction for History teaching?

The participants were asked to provide their views on using English as a medium of instruction for History teaching. The responses of the participants were as follows:

Table 4.6: Teachers' views on using English as a medium of instruction for History teaching

Participant	Response
T1	*"It's ok to use English because translating content can be problematic and time-consuming, with potential loss of meaning"*
T2	*"Yes, the challenge is that History is taught and assessed in English, but learners are not native English speakers"*
T3	*"I view it positively because exams and textbooks are in English, so instruction in English is necessary"*
T4	*"English is an international language, and teaching History in English strengthens language skills since content is in English"*

The responses from the participants revealed a considerable difference in opinions regarding the function of English in the classroom. For instance, T1 and T2 recognised the benefits of using English as a teaching language, especially when it comes to facilitating standardised testing and giving access to international resources. T1 pointed out that "it's easier for us to access resources, especially textbooks, because they are all in English", emphasising the useful benefits of English in guaranteeing educational parity by providing access to globally utilised materials. This idea was mirrored by T2, who emphasised how English helps pupils from different linguistic origins come together. Nonetheless, T3 and T4 brought up legitimate issues regarding the difficulties of teaching in English. T3 especially drew attention to the loss of meaning that occurs when translations into local languages occur, elucidating how some historical notions might lose their nuance and importance when translated into another language. T4 expressed similar concerns that the emphasis on English might make learners feel disengaged from the subject, particularly those who do not speak the language well. This difference of opinion demonstrates how difficult it is to use English as a teaching language in a multilingual setting.

The role of English in global contexts

Although participants, especially T4, acknowledged that English is an international language that provides access to opportunities throughout the world, this perspective might be broadened by talking about the wider ramifications of English's dominance in education. According to Khoza

(2016), English is essential for granting access to international educational materials, yet the emphasis on English might result in the marginalisation of native tongues. Therefore, the difficulty lies not only in the advantages of learning English but also in striking a balance between the preservation of regional languages and English as a teaching language. Discussing how English competence gives children more educational and career options might support T4's positive outlook on the language. The value of English as a teaching language cannot be overstated in South Africa, where competency in the language is frequently necessary for both work and higher education. However, the growth of the local language should not suffer because of this. Finding a balance between allowing children to be fluent in English and preserving their cultural identity via the usage of native tongues is the difficult part.

Literature integration

The findings from the literature provide credence to the participants' varied points of view. Khoza (2016) emphasised how English is a worldwide language that makes it easier to acquire learning materials and standardised tests, which is consistent with the favourable opinions of participants such as T1 and T2. However, as T3 and T4 pointed out, Canoz (2015) cautioned against the dangers of concentrating just on English as it might marginalise regional languages and cultures. The research supports these concerns, highlighting the necessity of a more inclusive educational strategy that honours multilingualism.

This critique is strengthened by relating the participants' experiences to Canoz's (2015) caution about the marginalisation of regional languages and Khoza's (2016) claim on the global significance of English. Canoz's (2015) study on how the predominance of English in education might result in the exclusion of local language and cultural viewpoints could be examined in light of T3's worry about the meaning being lost in translation.

Balanced perspectives

Although the critique draws attention to the issues of language hurdles and translation loss, it would be helpful to go into more detail about how these issues support or contradict the viewpoints found in the literature. For instance, a more thorough examination of participants' concerns about the marginalisation of regional languages and the meaning lost in translation

might be beneficial. The criticism can offer a more impartial assessment of the difficulties and possibilities of employing English as a teaching language by tackling these issues.

4.2.2 Theme 2: s' Attitude to English as a Medium of Instruction

Sub-theme 2.1 What is your attitude to using English as a medium of instruction in History from a:

(a) Cultural point of view?

The participants were asked about their attitude in using English as a medium of instruction from a cultural point of view.

Table 4.7: attitude towards using English as medium of instruction in History teaching (cultural point of view)

Participant	Response
T1	*"It's okay culturally, English is international, but some cultural expressions are hard to translate from IsiZulu"*
T2	*"Culturally, English is a challenge due to its colonial history, and it disconnects people from their African roots"*
T3	*""Culturally, it's negative because language and culture are linked, and English instruction hinders understanding of cultural content for IsiZulu speakers"*
T4	*"Okay my attitude is negative. To me using English appears to undermine the culture of blacks or it undermines other languages because it is the language dominating other language".*

The responses from the participants show that English has the potential to separate learners from their cultural heritage since it is a foreign language. There is a significant concern about cultural expression loss since vital concepts and traditions may not effectively translate into English, which erodes the understanding of the learners. Furthermore, there is a shared sentiment that the dominance of English in education weakens the value of local languages and cultures. These findings underline the requirement for an inclusive approach that integrates the identity of culture into the framework of education. Canoz (2015) asserted that imposing a foreign language, such as English, in educational settings might cause learners to become disengaged from their cultural practices and identities. He contends that the importance of Indigenous languages and cultural narratives- which are essential to learners' social and personal identities- risks being diminished when education places a high priority on a global language. This echoes

the worries that participants had about the decline of regional languages and traditions. Furthermore, Carl (2017) addresses the effects of linguistic domination in the classroom, pointing out that it might erect obstacles to cultural expression and comprehension.

Although the participant responses highlight the advantages and disadvantages of utilising English as a teaching language, a more thorough examination of the cultural effects of this strategy could be helpful. To determine if learning English hinders or strengthens learners' links to their heritage, for instance, further research on the effects of second language instruction on learners' cultural identities is necessary. It would also be beneficial to investigate the ways in which bilingual or multilingual educational methods could promote a more profound cultural awareness while maintaining English competence.

Furthermore, including studies on the cognitive advantages of bilingual schooling may offer a more complex understanding of the ways in which exposure to English as a second language influences cultural identity. According to studies, multilingual people could be more culturally aware, which could aid learners in successfully navigating both domestic and international cultural situations (Canoz, 2015).

Linguistic point of view

The participants were asked about their attitude in using English as a medium of instruction from a linguistic point of view. The responses of the participants are illustrated as follows:

Table 4.8: attitude in using English as medium of instruction (linguistic point of view)

Participant	Response
T1	*"Linguistically, English is not our mother tongue, affecting our expression and learners' understanding, so we code-switch":*
T2	*"To me it promotes only one language out of eleven official languages".*
T3	*"Linguistically, teaching History also teaches language, including vocabulary and grammar, which is beneficial"*
T4	*From the linguistic point of view, it's just that it promotes English learning."*

The results show a range of linguistic viewpoints about the use of English as a teaching language, stressing both its advantages and disadvantages in terms of accessibility, communication, and educational justice. Although English is seen as a global language that makes communication easier between speakers of many languages, it is impossible to ignore

worries about how it may affect regional languages and cultures. The conflict between the necessity to preserve local languages and English as the medium of teaching is highlighted by the historical background of South African language battles, including the June 16 Uprising. The results of the main research are in line with other studies that have examined the benefits and drawbacks of adopting English in the classroom.

The Global Role of English in Education

The opinions expressed by the participants support the idea that English serves as a universal language that facilitates communication between various groups, makes educational materials accessible, and gets pupils ready for standardised tests. This is in line with Crystal (2003), who highlights how English serves as the modern world's language franca and opens doors to possibilities throughout the world. According to this global viewpoint, pupils who are proficient in English can interact with a wider variety of educational resources and worldwide discussions.

It is impossible to separate the nation's political and historical background from the language used in education, as the participants point out. The legacy of South Africa's language policy, especially the apartheid-era English imposition, still shapes people's perceptions of the language today. Language laws that were perceived as an attempt to suppress regional languages have historically been opposed, as evidenced by the June 16 Uprising, in which learners demonstrated against being required to study in Afrikaans. This historical background serves as a crucial backdrop for the debate over English as a teaching language, serving as a reminder that linguistic decisions are never neutral and are always influenced by cultural politics and power structures.

Language as a Barrier to Inclusion

Even though English is thought to be a worldwide language of instruction, there are serious worries about how it may affect educational justice. A few participants mentioned the difficulty of teaching English to learners who are not fluent in the language. Learners' academic performance and general learning experience suffer because of their limited capacity to interact effectively with the curriculum due to their limited proficiency in English.

This concern is in line with Essien's (2018) contention that an exclusive emphasis on English may marginalise pupils who speak other languages and restrict their ability to engage completely in the learning process. According to Carl (2017), regional languages may be undermined by English's linguistic predominance in the classroom, which would reduce linguistic variety and restrict learners' capacity to express themselves in ways that are relevant to their cultural identities.

A more thorough examination of each participant's viewpoint would deepen the conversation, even though the research findings offer a broad summary of the difficulties and advantages of utilising English in training. T1 brought up the practice of code-switching, for instance, in which pupils jump between languages to fill in comprehension gaps. A more thorough examination of code-switching could show how this technique might be utilised to help children in multilingual classes learn by enabling them to transition between English and their native tongue as needed. Investigating how this practice might improve comprehension would be beneficial, especially in courses such as History, where mastery of terminology and topics is essential for success.

The Educational Implications and Practical Strategies

A more thorough examination of how s might use learners' mother languages in addition to English to enhance understanding and create a more welcoming learning environment will enhance the critique of teaching methods. Learners may be able to comprehend difficult academic topics in their first language while progressively gaining the English language proficiency required for academic achievement by implementing bilingual teaching strategies that balance English with regional languages. For multilingual learners, effective tactics, including visual aids, collaborative learning in both languages and translating important vocabulary, might assist in lowering the language barrier and enhance academic results.

Furthermore, fostering a classroom culture that values learners' linguistic variety and promotes code-switching may help learners feel more at ease expressing themselves and interacting with the material, even if their English language skills are still developing. By ensuring that learners do not feel excluded from their education due to language obstacles. This strategy might advance language equity.

A More Balanced View of English

The critique might benefit by recognising the advantages of English's worldwide significance, even while it correctly highlights the difficulties of utilising it as a teaching language. Proficiency in English, for example, may provide pupils with a competitive edge in the global labour market and lead to possibilities abroad. Additionally, a certain degree of impartiality and equity in assessing learners' skills may be guaranteed by English-language standardised tests, which are often utilised in educational contexts. A more balanced viewpoint would acknowledge that although learning English can be difficult, especially for children whose first language is not English, it can also be a tool that gives them access to more possibilities and resources.

Vocabulary Teaching and Multilingualism

The critique might examine how teaching specialised vocabulary (such as historical words) in a multilingual classroom can be accomplished without undermining the value of multilingualism in response to T3's recommendation to use History as a framework for vocabulary instruction. Key vocabulary can be taught by s in both English and the learners' native tongues, giving them a chance to interact with the words in a way that is both linguistically and culturally appropriate. This would guarantee that language acquisition is integrated into the pupils' larger cultural environment rather than taking place in a vacuum.

Pedagogical point of view

The participants were asked about their attitude in using English as a medium of instruction from a pedagogical point of view. The responses of the participants are illustrated as follows:

Table 4.9: attitude in using English as medium of instruction (pedagogical point of view)

Participant	Response
T1	*"Pedagogically, English is best because training is in English, and the language of instruction is crucial, as seen in the Soweto uprising":*
T2	*"Pedagogically, English is positive because most subjects are taught in English"*
T3	*"Pedagogical point of view in high schools, university learning, I just view it positively."*
T4	*"It's just that it promotes English learning."*

The findings revealed that there are a lot of advantages and disadvantages to using English as a teaching language. On the one hand, English is often acknowledged as a universal language that

helps people from different backgrounds communicate and gets pupils ready for tests. This supports the results of Crystal (2003), who highlights how English serves as a universal language in education and provides access to a multitude of resources and possibilities. The complexity of language choice in education is underscored by the June 16 Uprising and other historical battles that are brought to light using English in the classroom. Even if English is seen as a vital tool in a world that is becoming more inter-connected by the day, it is crucial to take into account the difficulties that occur when regional languages are not taught in schools. According to the study's participants, English is a worldwide language that facilitates successful communication, particularly in multicultural classes. This enables pupils from different linguistic origins to interact in a common language for learning, which is especially crucial in areas where they reside. Nonetheless, there is widespread worry about the marginalisation of regional languages and the potential loss of cultural expression.

Local languages are noticeably under-represented in educational systems that place a high priority on English, which might cause pupils to feel cut off from their cultural roots. Scholars such as Carl (2017) have acknowledged that although English has academic advantages, its dominance can diminish the value of regional tongues. This conflict between the practical benefits of English and the preservation of local languages is well-documented in the literature. The idea of English proficiency is another crucial factor to consider. Although participants emphasise the value of proficiency, they frequently fail to define the word. It is crucial to define competence since it may relate to a wide range of linguistic abilities, such as comprehension, vocabulary knowledge, accuracy, and fluency. How well pupils can interact with academic material is directly impacted by these proficiency factors. Learning becomes much more difficult in classes where learners are not fluent in English, not just because of language hurdles but also because of the additional stress that these barriers produce. This idea is supported by research from Essien (2018), who explained how a strict emphasis on English might restrict learners' engagement, especially for those whose first language is not English.

Furthermore, the s' histories have a significant influence on the instructional strategies employed in the classroom. For instance, T2 contributes a degree of fluency that many learners might not have because they were not raised in an English-speaking setting. Learners who have not had as

much exposure to English may find it difficult to interact with the curriculum in an efficient manner, this leads to an inherent inequality in the classroom. The teaching dynamic is greatly impacted by this personal experience since s with more extensive language training may unintentionally foster an atmosphere that marginalises non-native English speakers.

It is crucial to provide tactics to deal with these difficulties. By providing professional development in language pedagogy that focusses on efficient teaching methods for multilingual learners, educational institutions may assist instructors. Additionally, schools may provide settings that promote local languages alongside English and support learners' linguistic identities. Peer tutoring, community-based language resources, and language assistance programmes may help learners who struggle with English catch up and engage fully in the curriculum.

Even if there are indisputable benefits to using English as a teaching language, it is crucial to acknowledge the challenges that come with putting it into practice. The promotion of English as a worldwide language and the preservation of regional languages and cultural identities provide a challenge that teachers, legislators, and educational leaders must carefully manage. To develop an inclusive and fair educational system that serves the needs of all learners, regardless of their language background, this balance is essential.

Your proficiency (in English) point of view?

The participants were asked about their attitude in using English as a medium of instruction from a proficiency in English point of view.

The responses of the participants are illustrated as follows:

Table 4.10: How s rate their proficiency in using English

Participant	Response
T1	*"How proficient am I? it so difficult to judge yourself but I think I can express myself in class, and I am confident enough to stand in front of my learners, that's why I get good result, I get A's but I am not going to say whether am good or not but I know how to cross, sorry, to pass the message across. That's what I can say".*
T2	*"Proficiency? Ok it goes back to what I said before, if you look at the books, the books are written in English everything is in a foreign language really you cannot distance yourself from that. I have confidence, but what add to my*

	fluency and confidence is because my grandmother was a domestic worker, so we stayed in the white area, our neighbours were all white so, I learn to communicate in English at an early age, I was playing with white children, as a result I don't have any problem teaching English".
T3	*"The department's expectations are unrealistic, often requiring us to code-switch when learners don't understand"*
T4	*"I think I am good. I speak English every day in my class while teaching. The more you speak English, the more you use English, the more you enjoy using the English language. It makes things easier for you even though it's a foreign language you but get more interested in using English as a language".*

The result of the primary research shows that many participants have confidence in their capability to effectively communicate in English, which positively impacts their results in teaching and interactions in the classroom. The fluency of the participants in the English language is influenced by personal experiences such as growing up in English-speaking environments. However, there is an inherent recognition that in terms of most learners, English remains a foreign language, which hinders understanding.

The main research findings show that many participants have faith in their capacity to communicate well in English, which has a favourable impact on their relationships with learners and teaching outcomes. This is consistent with research by Wedikkarage (2018), who contended that language competency can improve academic achievement and encourage participation in the learning process. The fact that English is still a foreign language for many learners, however, poses serious difficulties. As Canoz (2015) argued, the discrepancy between instructors' linguistic competency and that of their pupils can create impediments to comprehension and learning.

Sub-theme 2.2: How do the education system's policies influence your attitude to English as a medium of instruction?

The participants were asked about how the education system's policies influence their attitude to English as a medium of instruction. The verbatim quotes from the participants are presented as follows:

Table 4.11: Influence of education system's policies

Participant	Response
T1	*"I think from now I'm okay with the policy, the only thing that I still want is*

	what Kader Asmal from Stanger did try to do like what they are doing in Eastern Cape. They have 2 papers for grade 12 learners, one is IsiXhosa and in English. If the learner cannot understand the question that is in front of them, will go to IsiXhosa or IsiZulu paper and read that question in their language, then they the learner can understand. Why am I saying that is because when you discuss a paper with learners, then the learner says "Ish, I know the answer but I did not understand the question".
T2	*"So, basically, it tells us that English is very important as a global language. The policy is something that we have to follow and respect, meaning we don't have option ".*
T3	*"Education policies, we're looking at the way education system is built okay if we're looking at the education policies it is a policy that most of the subjects must be taught in English as a medium of instruction, they have made this English as some what I can say, look as if English is a superior language. Everything is done in English, even workshops are conducted in English. If you are code switching you feel like you lack English or you don't understand English. Their policies it makes English look like superior than African languages".*
T4	*"Right… The government policies are from top to bottom, so as s we have got nothing to do with the making of the policies. So, if it comes from top to bottom basically there is nothing we can do, we have to accept as is and implement".*

Support for dual-language policies

T1's statement emphasises how dual-language papers help the learner comprehend more by allowing them to access questions in their home tongue. This theme may be broadened to highlight how these policies can promote inclusion and enhance learners' engagement with the subject matter, both of which may result in higher academic achievement.

Concerns about English Dominance

T3's remark on the difficulties with code-switching and the perception of English as a better language is quite concerning. This issue might be investigated further to examine how these language regulations affect learners' academic performance and sense of self. Learners whose first language is not English may become alienated by the idea that English is better, which might result in low performance, disengagement, and a lack of confidence.

Implications of Top-Down Policies

T4's assertion that policymaking is top-down emphasises s' lack of agency and strengthens their sense of helplessness in putting policies into place that might not always be in line with learners'

needs. This issue might be developed to examine how s' capacity to modify their methods in response to local circumstances and learner demands is hampered by their lack of participation in the formulation of policies.

Pedagogical practices may be affected because of s' difficulties with code-switching and their preference for English. s could feel pressured to prioritise teaching English over pupils' native tongues. This could make it more difficult to adapt teaching to learners' language proficiency and prevent them from participating fully in class.

The focus may impact learners' academic performance in English as the main language of teaching. It might be difficult for learners who do not speak English well to interact with complicated material, which can cause them to become frustrated and confused. According to Mthiyane (2016), the absence of a supportive linguistic environment may impair their academic achievement, feed a cycle of educational inequality, and diminish their sense of self.

The historical and socioeconomic context of South Africa has a big impact on the conversation about language use in the classroom. The use of Afrikaans and English as teaching languages during apartheid marginalised indigenous languages and traditions. English continues to be a dominant language in South African life today, particularly in higher education and business. In addition to contributing to the marginalisation of indigenous languages in educational contexts, this historical background impacts perceptions towards English as a language of opportunity.

Subtheme 2.3 How do the expectations of the education system influence your attitude to English 4RI as a medium of instruction?

s and learners are under a lot of pressure to meet the standards of the educational system, especially when it comes to using English as the primary language of teaching. Participants voiced worries about these expectation difficulties, particularly when instructing in a language other than the learners' mother tongue. These difficulties are highlighted in the following responses:

Table 4.12: Expectations of the education system and their influence on attitude

Participant	Response
T1	*"They do influence me because I know that I have to teach in English because*

	papers are going to be written in English. Because the papers are in English, the examiners and moderators are influenced that the policy of the Department of Education whether we like it or not and we will be doing for our learners a disservice if we teach almost in IsiZulu every day and you expect them to write a paper in English because they must get used to it and we have to follow the policies whether we support them or not and that's the thing".
T2	*"The system of education policies expects learners to perform very well. They expect me as Miss Mngomezulu to obtain 100% while I'm using English which is not the learners mother tongue. My view is that where there is maybe about 90% of learners using IsiZulu as their mother tongue, it must be archived that you can teach in IsiZulu, may our text book you can be able to choose whether you buy English or IsiZulu textbooks. The expectations are too high, we're expected to perform well producing 100% while the language we're using is disadvantaging the learners, they are unable to pass, unable to perform well in their subjects because this is not their mother tongue. To them it's some oppression. Afrikaans learners they learn in Afrikaans, why can't it happen with IsiZulu speaking".*
T3	*""Expectations … eh, the department of education expect the unexpectable from us as far from example you can teach the learner, hoping the outcome of the lesson went well only to find that they had heard nothing, that is where we have to code-switch".*
T4	*"The department expect us to do miracles, yet we are using a foreign language. English home language speakers have advantage over other language groups".*

These answers highlight the intricate conflict that exists between the demands of the educational system and the reality that instructors in multilingual classrooms must contend with. Participants frequently brought up how learners who are more at ease speaking their native tongues, such as IsiZulu, are hindered by the employment of English as a medium of teaching. The school system's high-performance standards, which require learners to succeed academically in a language that may be foreign to them, makes the problem worse.

Msimanga (2014) examined the topic of language choice in educational systems. According to her theory of linguistic dependence, a learner's proficiency in their mother tongue can have a significant impact on their capacity to pick up a second language. This idea supports the participants' worries about teaching in a foreign language, as pupils' academic potential may be harmed by their difficulties with English.

Furthermore, as noted by Miles (2018), who highlights the additional challenges in bilingual classrooms where s are held to very high standards, the pressure to perform well in English may cause learners to feel alienated. The emotional and psychological toll that these expectations might have are exemplified by T2's statement on the oppression experienced by IsiZulu-speaking pupils.

Additionally, T3's response's reference to code-switching provides a perceptive viewpoint on how teachers deal with the difficulties of teaching a foreign language. One useful tactic to promote comprehension and close the gap between learners' native tongues and the language of instruction is code-switching, in which teachers flip between languages. However, there are certain drawbacks to this strategy. Although it can enhance understanding, it cannot adequately solve the structural issues brought about by English's preference in educational settings.

Sub-theme 2.4 In what ways has your training as a influenced your attitude to English as a medium of instruction?

The participants were asked about the ways their training as a influenced their attitude toward English as a medium of instruction.

The verbatim quotes from the participants are presented as follows:

Table 4.13: Training and its influence towards using English as medium of instruction

Participant	Response
T1	*"Yes, my training influence me because I was taught in English. I have to teach in English and you still remember willingly when your lecturer used to unpack the content in English and sometimes you even use the same words that they use teaching that content and that's how I was influenced".*
T2	*"It tells that English is the key, I was trained in English, I have to teach in English".*
T3	*"What I can remember, it's that everything in university was done in English you're assessed in English, while assignments in English, and even presentations are done in English, when you are being trained like that, I can say it has helped me. When you go to the field you are well equipped, you go out in mind that you can even be employed in a multi-national schools. So is a must in a university, you must be able to write it, able to speak it fluently so that I can my training helped me a lot".*
T4	*"I think it is, in a way that is positive because the more are positive about teaching in a foreign language, the more even the learners are positive because they see a in front of them being positive using, that language and they will want to use the language to imitate their ".*

The responses show that the belief that English is an essential language for instruction and preparation are highly aligned. All the participants' perceptions that English proficiency is crucial for both obtaining better career possibilities and succeeding academically have been greatly influenced by their English training experiences. They gained confidence and conviction in their abilities to teach in English because of their professional development, which was mostly obtained in English. As T3 pointed out, receiving English-language training increases teachers' employability by giving them the chance to work in multilingual or multinational settings. Additionally, T4 highlighted how a teacher's approach towards English benefits learners. s who use English with confidence encourage their learners to interact with it more favourably. These results are in line with Essien's (2018) research, which emphasises English's position as a global lingua franca that is necessary for gaining access to educational and professional resources. Furthermore, Carl (2017) backs up the notion that teachers who are enthusiastic and self-assured about teaching English might inspire their pupils to have similar views about the language, which will enhance language learning results.

Even if the results show a high affinity for English, it is important to consider any potential drawbacks of an English-centric strategy. For example, learners and instructors from non-English speaking backgrounds may be at a disadvantage if English is emphasised as the main language of teaching. This English-centric viewpoint might provide difficulties for non-native English speakers, impeding their academic development and erecting obstacles in multilingual classrooms. Additionally, it might be difficult for s to accommodate pupils from different linguistic origins and allow them to communicate effectively in English.

s can use techniques such as code-switching, scaffolding, and the use of culturally appropriate instructional materials to assist in closing the language gap with learners from a variety of linguistic backgrounds. These tactics recognise the language variety of learners while also fostering inclusion. Future studies should examine how teachers modify their methods in multilingual settings to satisfy the needs of learners from various language origins while juggling the demands of teaching English. This might contribute to the development of a more inclusive and nuanced method of teaching languages that transcends English's domination.

4.2.3 Theme 3: Using isiZulu in Teaching History

This theme contains questions that form the sub-themes.

Sub-theme 3.1 Would you support the use of IsiZulu in the teaching of History? Why? Explain your answer.

The participants were asked whether they would support the use of isiZulu in the teaching of History or not. They were further asked to explain their answers.

The responses of the participants were as follows:

Table 4.14: s' opinions on the using of isiZulu in the teaching of History

Participant	Response
T1	*"No, at this point I think we need about 10-20 years to be ready. Let me say, maybe, it was not correct for me to say yes or no. I think both answers will be correct in you support what are going to say. First of all, I would say I would support the use of IsiZulu and give my reasons, then I would say I will support the use of IsiZulu because a will teach History in such a way that learners will understand everything. History essays are arguments live and learners they can argue and most of them will get A's. My no answer is that we still need people, we still need linguists to translate and change everything that's why I say it will take many years".*
T2	*"Yes, in a way. To simplify some concepts we have to use IsiZulu, or home language to make things easier for the IsiZulu-speaking learners".*
T3	*"Yes, I am a Zulu speaking , I love my language. I would support the use of IsiZulu to 100%, if it is going to be assessed in IsiZulu. It would be easy for us IsiZulu speaking s to teach content in our own in IsiZulu. It will give the advantage to our IsiZulu speaking learners to pass just like English speaking learners. Most of learners especially in rural areas are IsiZulu are IsiZulu speaking. So teaching History in IsiZulu will help only if learners are going to be assessed in IsiZulu but looking at the policy, it does not allow us to teach History in IsiZulu will be interesting, it will give them insight, they would be even able to write the essays, expressing themselves in IsiZulu, they would be able to answer certain questions even if they are high order questions".*
T4	*"Definitely yes, I would say that I would support the use of IsiZulu in teaching History, because it also helps the learners who uses IsiZulu as their home language the more you talk to them in IsiZulu the more they understand. So it's not a language that will be a barrier to them but it's a language they use every day at home".*

These responses can be categorised into support for isiZulu, concerns about implementation, and the impact of educational policies.

Support for IsiZulu in Teaching History

Given the benefits for learners who speak IsiZulu as their first language, a number of participants voiced strong support for the use of IsiZulu in History instruction. For instance, T2 said, "To make things easier for the isiZulu-speaking learners, we have to use isiZulu, or home language to simplify some concepts." This illustrates the idea that speaking in the learner's native tongue might improve comprehension and interaction with the material. "I would support the use of IsiZulu to 100% if it is going to be assessed in IsiZulu," T3 said, underscoring the importance of teaching in IsiZulu for both instructors and pupils. For us instructors who speak IsiZulu, teaching subjects in our tongue would be simple.

According to this viewpoint, teaching History in IsiZulu might foster a more relaxed atmosphere for both teachers and learners, especially for pupils in rural areas where IsiZulu is the primary language. Similar opinions were expressed by T4, who said, "The more you talk to them in IsiZulu the more they understand." Because of the removal of the language barrier, pupils are more equipped to understand historical themes.

Concerns about implementation

Although IsiZulu is widely supported, participants also recognised that there are difficulties in using it in History classes. T1 expressed serious concerns about the school system's preparedness for such a change, saying, "We need about 10-20 years to be ready." This implies that even while the idea would be advantageous, the infrastructure, including resources and linguistic know-how, is now insufficient to implement IsiZulu as a History teaching medium successfully. As T1 put it, "We still need linguists to translate and change everything." Linguists are needed to help translate the History materials that are already available into IsiZulu. This suggests that a significant amount of preparation is needed, including the creation of IsiZulu instructional materials and training.

Educational policies and restrictions

The conflict between the participants' wish to utilise IsiZulu and the current educational regulations that prohibit it is a recurring issue in their answers. As T3 pointed out, *"Looking at the policy, it does not allow us to teach History in isiZulu."* This demonstrates the difficulties

that teachers now have when attempting to modify their methods to meet the language requirements of their pupils. These participant replies emphasise how crucial it is to consider both the practical difficulties of implementing policies and resources as well as the language requirements of learners. Although there is compelling evidence that teaching in IsiZulu will improve comprehension and academic achievement, structural adjustments such as curriculum reform and resource allocation are also necessary.

These results are consistent with Essien's (2018) study, which contends that learning in a learner's mother language greatly improves understanding of challenging material. This is particularly pertinent to History, where comprehension and critical engagement with the subject matter are crucial. The assumption that mother-tongue instruction has obvious benefits is also supported by Gibbons (2017), who highlights those systemic improvements, such as the creation of appropriate educational materials and preparation, are required for this method to be successful. Carl (2017) agreed, arguing that language policy should be inclusive and permit the use of many languages in the classroom, especially when it comes to addressing learners' linguistic and cultural identities. Notwithstanding the advantages, there are still many obstacles to overcome before IsiZulu may be used as a teaching medium. Significant financial outlays would be necessary for the changeover, including the translation of instructional materials and textbooks as well as continuous professional development. Furthermore, regulatory reforms would be required to support the use of IsiZulu in official evaluations.

There may be counter arguments to consider, even if many participants believe that using IsiZulu is advantageous. Some might contend that, especially in multicultural or international settings, fluency in English is still necessary for learners to succeed academically and professionally in the future. For instance, being proficient in English makes it easier to access postsecondary education and employment prospects both domestically and abroad. This viewpoint does not, however, lessen the significance of teaching pupils in a language they can comprehend since this can foster deeper learning and improved academic success.

Additional difficulties are presented by the variety of language origins seen in South African schools. Although many learners in some regions use IsiZulu as their first language, other

learners may speak other languages. A more inclusive multilingual strategy that incorporates IsiZulu with other languages might be the answer. This would enable all learners to gain from mother-tongue education while also preparing them for English competency.

4.2.4 Theme 4*:* The Role of Content and Language in Teaching History

This theme was divided into sub-themes, namely the link between content and language of instruction, the effect of language of instruction on the content learned in History, and how language of instruction assists learners in communicating historical events.

Sub-theme 4.1: What is the link between content and language of instruction? Explain fully.

The participants were asked about the link between content and language of instruction. The responses of the participants are presented as follows:

Table 4.15: The link between content and language of instruction

Participant	Response
T1	*"Content and the medium of instruction is English so, you cannot teach content in your language because the policy of the Department of Education states that you have to teach in English so the content is in English, you have to teach in English".*
T2	*"Between? The content is written in the language so in order to understand or unpack the content, one has to understand the language used".*
T3	*"The content is delivered in English and English is the language, there is a tie, there is a close line. There can't be a content without language since this language of instruction is English and the content is delivered in English it's a 50/50 link you can't deliver the content without using language. When you are delivering the content you also touch on the language. The language and content in History are interrelated".*
T4	*"Firstly, according to my understanding content is the subject matter to be taught content, content is taught using the language and that language is so called language of instruction. There is a link between content and a language. You can't teach a content without using a language".*

The responses of the participants show that subject matter cannot be communicated without language expression; hence, language choice directly impacts understanding and material engagement. For example, if the content is conveyed in English, learners should be fluent in the language to fully understand the subject. This association becomes important in subjects such as History, where understating is vital. The findings further revealed that the policies in education

dictate the instruction language, which can be a deterrent to learners who are not fluent in that language. These primary research findings are in line with theory of language development of Nikula et al. (2016), which holds that complex concepts and cognitive processes require language, especially in disciplines such as History, where deep comprehension is important. Cammarata (2012) research emphasised the significance of language competency for academic performance by showing that for learners to engage with the subject fully, they must have a firm understanding of the language of instruction. Learners who do not speak English well encounter several obstacles when education is given in the language, which may make it more difficult for them to understand the material.

Sub-theme 4.2: Do you think that the language of instruction will have an effect (impact) on the content learned in History?

Participants were questioned on the connection between the language of instruction and the History curriculum. Their answers highlight how language is crucial for communicating historical information and how learners' comprehension and engagement with the subject matter are impacted by language competency.

Table 4.16: The impact the language of instruction will have on the content learnt in History

Participant	Response
T1	*"Definitely, because the History books are written in English. So English will have a great impact on the content. If I take any book now, it's in English, you have to use English".*
T2	*"Positive impact, everything, books assessment, learning and teaching are all done in English. In order to understand the content a learner must understand English as language of instruction, if learners understand language of instruction, they will do better".*
T3	*"It has an impact if learners are able to master the language of instruction they will be able to master the content and when being assessed it will be easier for them".*
T4	*Yes, definitely I feel that. If a learner does not understand and the language of instruction, they will never understand the content, even the attitude changes, they will have negative attitudes toward the content subject (History) and the language itself. their result will definitely be affected.*

The participants concurred that there is a close relationship between the language of education and the content, with the language of instruction serving as a vehicle for the transmission of

historical information. According to T1, for instance, “Content and the medium of instruction is English, so you cannot teach content in your language because the policy of the Department of Education states that you have to teach in English.” This statement emphasises the importance of language in education. This statement highlights how educational policies impact the language of instruction and highlights the difficulties instructors and learners have when the language of instruction is not the learners’ native tongue.

As T2 pointed out, “One must comprehend the language employed to comprehend or unpack the information”.

This further recognised the relationship between language and content. This viewpoint highlights the cognitive demands made on learners, who must not only understand historical themes but also understand the language that is employed to portray them.

T3 gave a more thorough explanation, saying, “The content is provided in English, which is the language, and there is a tie and a close queue”. Since English is the language of teaching and the material is presented in English, there can be no content without language. This is a 50/50 relationship. This implies that History’s language and substance are inextricably linked. Learners’ comprehension and interaction with historical concepts are directly impacted by the language used to convey the subject. In agreement, T4 said, “You cannot teach content without using a language.” This supports the notion that any material, including History, must be delivered through language.

One important finding from the participants’ comments is that language choice has a direct influence on comprehension and interaction with historical material. Understanding the material is essential while studying History, and linguistic competency is crucial to this. Learners who have trouble understanding the language of teaching, especially if it is not their native tongue, are prone to have trouble understanding intricate historical themes and narratives. In multilingual cultures such as South Africa, where English is the official language of instruction, learners might not have a solid command of the language, and this problem is more important.

In this situation, it might be difficult for learners who struggle with English to interact with the content more deeply. For instance, learners studying History must be able to critically evaluate historical events in addition to comprehending the facts, context, and cause and effect. Learners' ability to understand these difficult concepts may be hampered if the language used in the classroom is not appropriate for their level of skill.

The results of this study are consistent with the work of Nikula et al. (2016), who postulated that mastery of the language of instruction is necessary for complex cognitive processes, such as those needed in History, according to their theory of language development. This is particularly important in topics such as History that need in-depth understanding, where learners are required to evaluate and comprehend important arguments, events, and stories. Cammarata's (2012) research further supported the assumption that language proficiency is essential for academic performance. Learners may find it difficult to interact with the curriculum if they do not comprehend the language of teaching, which eventually hinders their academic progress.

Furthermore, learners who struggle with the language of teaching may find it difficult to comprehend difficult concepts and participate in scholarly discussions. For example, individuals may find it difficult to properly explain their understanding, evaluate historical settings, or comprehend historical materials. This supports the finding that children who have trouble understanding the language may also have trouble understanding historical ideas and stories.

Although the participants mostly emphasised the difficulties caused by language barriers, it is crucial to recognise that multilingual education may also have advantages. To aid comprehension, some s may use techniques such as code-switching, in which they transition between the pupils' native tongue and the language of instruction. This method can assist learners in navigating challenging material and bridging the gap between academic requirements and language proficiency. Furthermore, multilingual education may foster inclusion by lowering the cognitive burden related to second language acquisition and enabling learners to engage with the content more deeply.

Teachers may also use scaffolding education, a method of teaching in which difficult material is divided into smaller, more digestible chunks and language is added gradually to aid comprehension. Even if learners encounter language problems, these methods can help them understand historical material by easing some of the difficulties mentioned by the participants.
The relationship between language and content is a policy problem as well as an educational one. The Department of Education's standards require that English be the medium of teaching, as T1 pointed out, which might cause problems for learners who do not speak the language well. To take into consideration the linguistic reality of various learners, educational policies need to be reviewed and modified. A more equal learning environment might be created by language regulations that consider the usage of home languages in addition to English. This would assist in closing the gap between language ability and topic understanding.

Additionally, the adoption of multilingual education practices, which let learners interact with material in their native tongues, may enhance learner performance and understanding. According to research on bilingual education, learners who get instruction in both their mother tongue and a second language typically have higher academic results, especially in courses such as History that rely on a deep conceptual grasp.

Sub-theme 4.3: How will the language of instruction assist learners in communicating historical events in essays, reports, multimedia presentations, etc.?

Participants were questioned on how the language of teaching aids learners in communicating historical events through reports, essays, and multimedia presentations. According to the comments, language competency is crucial for helping learners successfully communicate what they understand about historical events.

Table 4.17: Language of instruction: Enhancing historical communication

Participant	Response
T1	*"I have observed that History is very good with historical concepts and History teaches learners to argue and all the learners to express themselves very well because the essays in History are argumentative. So they learn to argue and at the same time improve their English usage".*
T2	*"If they understand the language of instruction, they will be able to express themselves in the form of essay writing reports, presentations etc.".*
T3	*"When come to communication, most of multimedia presentations, looking at the TV even cartoons are in English, when they look at the news reports are in*

	English, it helps them to communicate. Even if they write essays they write perfectly".
T4	*"Okay, so … the more they use language of instruction, the more they will be able to communicate using the language of instruction"*

According to T1, "Since History essays are argumentative, learners learn how to articulate themselves effectively and debate". This highlights the significance of argumentative writing in the subject. This participant felt that mastering the language, especially English is essential to acquiring the abilities needed to create strong arguments. Effective essay writing is essential for History classes because it enables learners to analyse historical events objectively and logically articulate their points of view. T1 continued to say that pupils "enhance their use of English while also strengthening their capacity for thinking".

T2 agreed, stating that "learners would be able to express themselves through essays, reports, presentations, and other written materials if they comprehend the language of teaching". Here, the participant emphasises how language proficiency helps learners convert their historical knowledge into written or spoken forms. Learners can effectively convey their thoughts and historical information in a variety of media when they have mastered the language of teaching.
Regarding the purpose of multimedia, T3 stated that "most multimedia presentations, TV shows, and even cartoons are in English. News stories are also in English, which aids in communication."

By giving learners an environment in which they may see and hear English used in authentic situations, exposure to English in a variety of media (TV, news, etc.) improves their communication abilities. Additionally, T3 stated that "Even if they write essays, they write perfectly," suggesting that consistent exposure to English-language media improves learners' writing abilities as well as their capacity to effectively and concisely convey historical concepts. The importance of language practice was emphasised by T4, who said that the more they utilise the language of instruction, the more proficient they would become in communicating in it. The premise that consistent use of the language of teaching improves fluency and aids learners in properly and convincingly expressing historical topics is supported by this answer.

Language competency, particularly in English, is crucial for assisting learners in properly communicating their comprehension of historical events. Strong language skills are necessary for learners to grasp the material and communicate complex concepts in History classes, where they are frequently expected to evaluate, interpret, and debate historical events. History (T1) has a strong emphasis on argumentative writing, implying that learners must be able to critically examine, argue, and write about historical facts in addition to understanding them. The ability to express oneself effectively and persuasively is a prerequisite for the development of these abilities.

Furthermore, the versatility of language in History instruction is shown by the capacity to convey historical events through a variety of formats (essays, reports, multimedia presentations). Learners must be able to correctly communicate their understanding, whether they are presenting concepts using multimedia, writing essays, or delivering reports. This skill is especially crucial in History as the topic frequently calls on learners to assess the data, formulate arguments, and clearly communicate their opinions.

Learners' communication abilities are further improved by their exposure to English through media (T3), such as news broadcasts, cartoons, and television series. This kind of exposure gives learners practical examples of how language is used to convey information, which helps them better articulate their thoughts. Because it offers an immersive environment where learners are continuously interacting with the language in a variety of formats, multimedia plays a critical role in the development of language abilities.

These results are consistent with Miles (2018), who highlights that one of the most important parts of teaching History is helping learners write critically and convincingly, which calls for a strong command of the teaching language. Writing History essays and reports requires the use of sophisticated language abilities, such as analysis, reasoning, and effective concept transmission. Carl (2017) asserted that consistent language use in educational settings fosters fluency, which is necessary for comprehending and discussing difficult historical concepts. In addition to helping with understanding, fluency increases learners' self-assurance when completing written projects, presentations, and debates.

The assumption that language fluency is essential for academic achievement in History is further supported by the link between language competency and the capacity to communicate effectively in a variety of formats, including essays, reports, and presentations. Learners can share their historical insights and fully engage in academic debate when they are able to articulate complicated concepts clearly and logically.

4.2.5 Theme 5: Challenges Faced by IsiZulu-Speaking History teachers

This theme was divided into subthemes, namely, the importance of either language of instruction or content in History.

Sub-theme 5.1 What is more important to you? Language of instruction or content in History?

The participants were asked about what is more important to them, namely, the language of instruction on content in History.

The responses of the participants were as follows:

Table 4.18: Language vs content: What matters most in History?

Participant	Response
T1	*"Both the content is important because at the end of the day they have to write the content, but language is also important because they will use English as a language to answer the questions with final exams. But when learners do not understand you have to code-switch taking the low hanging fruits with you and explain to them in IsiZulu first then you go back to English when you reached that they are not understanding what you are teaching".*
T2	*"It's the content, because it is the content that is assessed. It is assessed using the language of instruction but the gist".*
T3	*"I won't dwell much on the language I will dwell on the content because I am the content . If I only understand what the learner is or trying to say, that is enough. Am I able to see what the learner is trying to say? Without looking at language mistakes".*
T4	*"I think both of them, you cannot separate the two, you cannot use the language if you do not have the content, there has to be a content if you want to use the language".*

The findings from the primary research revealed the significance of instruction language compared to the History content. Most of the participants emphasised that both elements are

interconnected. While content is important for assessment and comprehension, equally, language is vital for communication and expression. The findings show that some participants favour content because subject matter mastery is crucial, irrespective of language proficiency. Other participants called for a balanced approach, claiming that effective teaching needs both good knowledge of content and the capability to communicate that knowledge in language instruction. The results of this primary research support the claims made by Snow and Brinton (1997), who contended that language is a tool that influences learners' comprehension and engagement with the subject matter rather than just a vehicle for content delivery. According to Cummins (2000), learners can succeed in subject areas even if their language abilities are still growing.

Sub-theme 5.2: What are the challenges of teaching History in English medium?

The participants were asked about the challenges of teaching History in English medium. Since both the language of teaching and the topic have distinct effects on learners' learning, the question of which is more important in History education is crucial. While language competency is crucial for enabling learners to express their learning, especially in written and oral evaluations, content knowledge is necessary for learners to interact with and comprehend historical events. In multilingual classrooms, where learners may find it difficult to express themselves in a language they are unfamiliar with, such as English, this problem is especially pertinent.

The responses of the participants were as follows:

Table 4.19: Challenges of teaching History in English medium

Participant	Response
T1	*"Yes, there are like giving them an essay to write, they come across the word those they do not understand, they will not pass that particular essay particular the line of argument. Most of the learners cannot argue because it's about English Expressing your point of view about that paragraph in English at the end they have the content but now expressing the point of view looking at the question, then is a problem".*
T2	*"Okay for me, it's quite broad looking at the community around which I teach. it consists of not only IsiZulu speaking learners only but also foreigners from Zimbabwe and Mozambique and you name them so even if you try to translate in IsiZulu it is still difficult for these other nationalities to understand. But History terminology is political and uneasy to understand".*
T3	*"Most of the learners they do not understand English, it is not their home language, it is not their mother tongue so it is a challenge and a big one".*

T4	*"English is not the learners home language so that is a challenge. If it's not their language, the more they will not understand they will therefore perform so poorly, very bad results will be obtained".*

Participants' responses were mixed, with some arguing for a balanced approach, others stressing the importance of language, and yet others highlighting the importance of substance. T1 underlined the significance of both language and content, saying that language is essential because learners will be using English to answer questions in final examinations, but content is crucial since they will ultimately need to produce the material. This response emphasises how education is dualistic, requiring learners to become proficient in both the subject matter and the teaching language to achieve academic success. Additionally, T1 emphasised the need for code-switching, proposing that teachers can close the language and content gap by alternating between IsiZulu and English as needed to make sure that learners understand. However, T2 gave substance, saying, "It's the content since it's the content that's evaluated". Although the matter is substance, it is evaluated in the language of teaching. According to this comment, the main goal should be to make sure that pupils understand the material, even if they have trouble with the language. If the information is correctly communicated, language usage is of secondary importance.

T4 made the case for a balanced approach by saying "*I believe both of them; you cannot separate the two; you cannot use the language without substance; if you wish to use the language, you must have content."*

Both language and substance are essential to the learning process, as this response recognises. According to this theory, pupils must have a firm grasp of the material before they can express it clearly in the language of teaching.

The responses demonstrate a sophisticated comprehension of the connection between language and subject matter in History instruction. It is evident that effective communication, which is made possible by fluency in the language of teaching, is essential for learners to show their comprehension, even though some participants contend that topic mastery is the aim. This is

especially true in subjects such as History, where learners are frequently required to compose essays or reports that call for the organisation, analysis, and articulation of difficult concepts.
T1's emphasis on code-switching shows that they are cognisant of the difficulties pupils have while studying a language they might not be completely fluent in. A helpful technique for making sure learners comprehend the material before attempting to communicate it in the second language is code-switching, or switching between languages (in this example, between English and IsiZulu). This method emphasises how crucial it is to be adaptable while teaching, particularly in multilingual classes.

However, T2 and T3 participants' focus on content shows a worry that language skills alone will not be enough to succeed if they do not have a solid understanding of the issue. According to this viewpoint, learners could do better if they are allowed to concentrate on understanding the material first, with language development coming in second. However, as language is the means of communication and knowledge demonstration, as T4 notes, it is challenging to distinguish between the two. Learners may find it difficult to convey their comprehension or completely engage with the subject if they do not have a firm command of both the language and the material.

The participants' answers support the findings of Snow and Brinton (1997), who contend that language is more than just a means of dispensing information; it is a tool that affects learners' understanding and involvement with the material. For pupils to participate completely in academic assignments, they must possess both language and topic knowledge (Snow & Brinton, 1997). This viewpoint is further supported by Cummins (2000), who contended that with strong topic understanding and efficient instructional assistance, learners may excel in academic subjects even if their language skills are still developing.

Research on bilingual education and language acquisition also supports the notion of balancing language and content, arguing that language proficiency should be acquired concurrently with topic understanding. Effective language teaching strategies, such as code-switching or the use of bilingual materials, can help learners master both at the same time, leading to a better comprehension of the material and improved academic achievement overall.

Sub-theme 5.3 How do you deal with these challenges?

The participants were asked how to address the challenges of teaching History in English. There were several difficulties with teaching History in English, especially for learners who might not be fluent in the language. Even in areas where most of the pupils speak a different native tongue, English is frequently employed as the medium of teaching in many educational institutions. These linguistic obstacles may make it more difficult for learners to comprehend difficult historical ideas and to communicate what they have learnt, particularly in writing. s must use strategic approaches to address these issues, and educational institutions must provide systemic assistance.

The responses of the participants were as follows:

Table 4.20: Dealing with the challenges of teaching History in English

Participant	Response
T1	*"Eh, they say practice makes perfect, we always practice. Then I would come across the best essay, I would read it in class and say these how we argue, give them practice at home take turns to write on the board".*
T2	*"Basically it goes back to simplifying using example paper, using examples paper, using information on now and again trying to explain repeating the same thing in different ways, breaking it down for learners to grasp at the end of the day".*
T3	*"Code-switching -you give them meaning in IsiZulu, try to explain in their language e.g. Propaganda*-amaqhinga*. Make practical examples".*
T4	*"So in order for me to deal with these challenges, in order for learners to understand History content, I have to code-switch, the more the learners grasp what is being taught by the , so the more they understand".*

T1 highlights the value of practice and provides examples of successful essays. "We always practice because, as they say, practice makes perfect. After finding the finest essay, I would read it aloud in class and explain how we debate. I would then encourage them to practise at home and alternate writing on the board." Giving pupils real-world examples of successful communication and allowing them to practise writing are the main goals of this method. Learners may observe how arguments are put together and improve their ability to express themselves by reading sample essays in class.

T2 emphasises content simplification and relatable examples: "Essentially, it comes down to simplifying through the use of sample papers, material that is occasionally attempted to explain,

repetition of the same subject in various ways, and breaking it down so that learners can understand it at the end of the day". This method is focused on making historical content more approachable by simplifying complex ideas and repeating key points in different ways. This technique not only supports comprehension but also, through repetition and clarity, helps learners become familiar with the language of instruction.

T3 emphasised how code-switching may be used to enhance comprehension. "Propaganda-amazing is an example of code-switching, where you offer them meaning in IsiZulu and attempt to explain in their language". Give real-world instances. Code-switching makes the content more approachable by enabling professors to convey difficult concepts or words in a language that the learners can comprehend (in this example, IsiZulu). To help pupils bridge the language divide and ensure they understand the concept before attempting to communicate it in English, the term "propaganda" can be explained as "*amaqhinga*" in isiZulu.

Code-switching is echoed by T4, who said says: "I have to code-switch to deal with these challenges in order for learners to understand History content." The more the learners comprehend what the is teaching them, the better. The need for linguistic flexibility in instruction is emphasised in this response. s may assist learners in getting beyond language obstacles and make sure they comprehend the material more fully by alternating between languages.

Practice and exemplification (T1): Learners can examine effective writing and argumentation strategies by employing example essays as a tactic. Teaching History, which frequently calls for pupils to write argumentatively, benefits greatly from this. This method, however, mostly depends on the pupils' comprehension of the language and their capacity to extract important ideas from the instances. Understanding how these tactics are modified for pupils with low English proficiency would be beneficial. Giving them visual aids or glossaries, for instance, might help them comprehend concepts even better.

Simplification and repetition (T2): One efficient strategy to make sure that learners comprehend difficult historical topics is to break down the material and repeat facts. However,

relying too much on simplification might make the material less complicated and not push learners' critical thinking. Simplifying the language while preserving the richness of the historical information should be balanced. Furthermore, language development may call for more than just repetition for certain learners, who may require more specialised attention or support.

Code-switching (T3 and T4): Before moving to the language of teaching, code-switching is a useful technique for assisting learners in comprehending historical ideas in their tongue. It can lessen cognitive overload and speed up pupils' understanding of concepts. However, not every learner will benefit from code-switching, especially if they do not speak the same language as the . Furthermore, an excessive dependence on code-switching may eventually impede pupils' progress in the English language. Encouraging active use of English while promoting comprehension in the learners' native tongue should be balanced.

The difficulties of teaching History in a setting where English is the primary language are greatly influenced by the larger social background. Even in areas where pupils speak multiple languages at home, official language policies in many nations prioritise English as the medium of teaching. For children who might not have been exposed to English prior to starting formal school, these restrictions may put them at a disadvantage. When English-medium education is promoted in settings where Zulu-medium instruction is prevalent, learners who find it difficult to interact with the language and the material may become even more frustrated. Within the limitations of the educational system, which might not always offer the tools or assistance required for multilingual classrooms, teachers must negotiate these difficulties.

Inclusion of learner perspectives

Although the viewpoints of the s are the focus of this analysis, it is crucial to take into account how pupils encounter language barriers in History classes. Feedback from learners may offer important information about how well instructional techniques like code-switching or subject simplification work. Giving pupils the chance to explain historical ideas in their native tongue before trying to convey them in English, for example, may boost their confidence. Gaining

insight into their assessment experiences may also help to clarify how language competency impacts their capacity to exhibit subject-matter expertise.

Recommendations

Curriculum development: More adaptable language assistance techniques, including permitting bilingual exams or utilising more visual aids to enhance comprehension of the material, should be included in the History curriculum.

training: Continual professional development in language pedagogy, including methods for supporting learners in multilingual classrooms and differentiating instruction, should be provided to teachers.

Changes to the policy: To offer pupils a better foundation in language and content before switching to English-medium, school policymakers should think about increasing the amount of mother-tongue instruction in early childhood education in addition to English.

McKay (2018) asserts that by giving learners tangible examples of effective communication, model texts may dramatically improve their writing skills (Essien, 2018). According to Ball's (2008) scaffolding theory, learners gain from directed assistance that gradually moves them towards autonomous comprehension. Teachers can facilitate deeper engagement with historical material through the provision of more accessible resources.

Sub-theme 5.4: What are the challenges of teaching History in the Zulu medium?

The participants were asked about the challenges of teaching History in the Zulu medium. The responses of the participants are presented as follows:

Table 4.21: Challenges of teaching History in IsiZulu

Participant	Response
T1	*"The problem is, they have to develop vocabulary that is going to be appropriate which I think is going to take time. if you teach History in IsiZulu without using appropriate vocabulary, you are going to miss the content".*
T2	*"As I have mentioned, my case may be different from others because of foreigners in our school so using IsiZulu does help the majority of learners to understand but undermines the right of minority groups in the class".*
T3	*"The challenge is that teaching them in Zulu medium, how is it going to help them when they are going to be assessed in English. so you are disadvantaging*

	the learners our of 100% 20% IsiZulu"
T4	*"Okay the challenge is that the learners write their exams in English everything about History is written in English".*

The results of the primary study show that several challenges are experienced when teaching History using the IsiZulu language. The major challenge is the establishment of a suitable vocabulary as its absence makes it difficult to communicate accurate historical concepts, which leads to understanding gaps. Furthermore, in as much as using the IsiZulu language benefits the majority of learners, it can also disadvantage minority language speakers, which creates a sense of discrimination. The main concern is the separation of learning in IsiZulu and the assessment done in English, which may leave learners not fully prepared for the exams. The dependence on English for learning, even if IsiZulu is the language of instruction, poses significant challenges in allowing learners to show their knowledge.

According to Ferreira (2011), a learner's capacity to interact with complicated concepts may be hampered by a deficiency of vocabulary related to the subject in their original language. According to Khoza (2016), to prevent marginalisation, language policies should take into consideration the linguistic variety of the learner body.

Sub-theme 5.5: How do you deal with these challenges?

The participants were asked how to deal with the challenges of teaching History in Zulu. There are special difficulties in teaching History in Zulu, especially in South Africa where several languages are spoken. Although some schools employ Zulu, one of the indigenous languages, as a medium of teaching, most tests and evaluations are given in English. This may disadvantage learners by causing a conflict between the language used for evaluation and the language used for instruction. Furthermore, the issue of guaranteeing that pupils fully understand historical topics is exacerbated by the difficulties of creating suitable subject-specific vocabulary in Zulu. The responses to these challenges were as follows:

Table 4.22: Dealing with the challenges of teaching History in IsiZulu

Participant	Response
T1	*"With the challenges that are faced by IsiZulu speaking, I would say we are not ready as a country to teach in IsiZulu my suggestion is as a country we have to have 2 papers".*
T2	*"I code switch, using IsiZulu to explain. I also give attention to foreign learners*

	by grouping them".
T3	*"learners are answering the question paper set in English, they are answering it in Zulu, even give terms in IsiZulu and you start blaming learners while it's you who explained in IsiZulu. Sometimes after teaching the chapter I summarise it in IsiZulu, I then ask learner to say what they have learnt at the end of daily news. I even send audio for example essays and will tell them to listen, even if they going to fetch water, give them from introduction to conclusion".*
T4	*"I deal with them using a bit of IsiZulu trying to balance".*

Vocabulary development (T1)

According to T1, one of the main obstacles to teaching History in Zulu is that "they need to develop appropriate vocabulary, which I believe will take time." If you do not use the right word when teaching History in IsiZulu, you will miss the point". Given that historical notions are frequently influenced by Western frameworks, this remark emphasises how challenging it is for them to develop an accurate and useful vocabulary in Zulu. Lack of this specific terminology may make it difficult for learners to understand and express historical concepts. This is consistent with Ferreira (2011), who contends that learners' capacity to interact with complicated academic material may be hampered by the absence of subject-specific vocabulary in their native languages. According to Ferreira (2011), learners' ability to comprehend and engage with complex ideas, such as those found in History, is hampered when they lack the appropriate vocabulary in their mother tongue. This realisation confirms T1's finding that learners may overlook important details, and the information may become challenging to grasp without the appropriate terminology.

Since vocabulary development has a direct influence on learners' capacity to interact with the material, it is a substantial issue. Because History frequently deals with abstract and complicated ideas, a lack of accurate language in the teaching medium may lead to knowledge gaps. The development of a bilingual lexicon that matches Zulu phrases with their English equivalents might be one possible remedy, guaranteeing that learners can overcome the language barrier without sacrificing the complexity of the material. To guarantee cultural relevance and translation accuracy, this strategy would need to be carefully considered.

Language equity and inclusivity

T2 addresses the topic of inclusion in the context of Zulu as the medium of teaching, pointing out that although it is advantageous for most learners, it violates the rights of speakers of minority languages: “As previously said, my situation may differ from others’ due to the presence of foreign learners in our school; therefore, while IsiZulu aids in comprehension for the majority of learners, it compromises the rights of minority groups in the classroom”. The difficulty of striking a balance between the requirements of pupils who speak Zulu and those who speak other languages is shown by this response. Using Zulu as the primary language of teaching in a classroom when foreign learners could not comprehend it could marginalise them and make it more difficult for them to interact with the material. This relates to Khoza (2016), who contends that to avoid marginalisation, language policies in schools need to take into account the linguistic variety of the learner population. The language used for education in multilingual classrooms may either promote inclusion or make inequality worse. In order to provide fair access to education, Khoza stresses the significance of making accommodations for pupils from a variety of language backgrounds.

The problem of marginalising minority populations is socio-political as well as linguistic. Learners who do not speak Zulu well may unintentionally feel excluded or subjected to prejudice because of the language’s use in the classroom. s might solve this by implementing inclusive teaching practices like differentiated language instruction, bilingual education, or peer support networks. These would guarantee that all learners, regardless of their linguistic background, had equal access to the material.

Language of assessment (T3 and T4)

T3 brings out the discrepancy between the language of instruction and the language of evaluation: The difficulty is in how training them in Zulu will benefit them when they are evaluated in English. Thus, you are depriving the learners of 20% of IsiZulu. Likewise, T4 says: “The problem is that learners do their tests in English, and all the History content is written in English”. Both answers highlight the fundamental problem of teaching learners in Zulu while requiring them to demonstrate their historical knowledge in English for exams. Because of this disparity, learners may find it difficult to communicate their historical knowledge in English even when they are well-prepared to discuss it in Zulu. This problem is related to Cummins’

(2000) CALP theory, which contends that for learners to excel academically in a second language, they require more than just the ability to carry on simple conversations. The capacity to utilise language in a way that promotes academic accomplishment is known as CALP, and learners may find it challenging to demonstrate their knowledge when the language of teaching and evaluation is different.

One major obstacle to learner achievement is the mismatch between the language of instruction and the language of evaluation. Learners may not be able to properly convey their comprehension during tests due to their limited English language ability, even if they are able to grasp the topic and participate in class discussions in Zulu. This can result in subpar academic achievement because of the language barrier rather than a lack of subject-matter expertise. Bilingual assessments, which allow children to be evaluated in both Zulu and English, might be one possible remedy. This would enable pupils to show their comprehension without facing consequences for their English language skills. However, doing so would necessitate significant changes to the present structure for assessments.

The difficulties raised in the answers are indicative of more general socio-political problems with language use in South Africa's educational system. Being a universal language, English is highly esteemed and frequently considered the means of achieving academic success. The drive for English-medium education has led to the marginalisation of Indigenous languages like Zulu, nevertheless, as English is not the first language of many South African pupils. Although it is advantageous for learners who speak Zulu as their first language, using it in the classroom could not fully prepare them for the English language requirements of tests. In South African education, English is viewed as a tool for upbringing, and this tension mirrors the larger historical dynamics of language.

Although the participants' indicated tactics, such as code-switching and multilingual instruction, are beneficial, they do have drawbacks. Code-switching, for example, can help close the language gap, but if it is used too often, it might impair pupils' ability to speak either language. Learners may find it difficult to become proficient in either Zulu or English if professors alternate between the two languages often. Comparably, putting international learners in Zulu-

taught classrooms together might provide a fake learning environment in which they are unable to participate in the larger classroom dynamics.

Recommendations for practice

Professional development: s should be trained in successful bilingual or multilingual teaching techniques, such as how to assist pupils who speak multiple languages, as part of their professional development. s would benefit from workshops on inclusive teaching, cultural sensitivity, and vocabulary development as they manage the difficulties of teaching in multilingual classrooms.

Curriculum and assessment modifications: Bilingual or multilingual materials should be incorporated into the curriculum, and tests should be modified to let learners show their comprehension in both Zulu and English. By doing this, it would be possible to appropriately represent learners' subject understanding and prevent them from being disadvantaged by the evaluation language.

4.2.6 Theme 6: Approaches Used to Balance Content and Language Content and Language-Integrated Learning

Sub-theme 6.1 Have you heard of content and language-integrated learning? What is it?

The participants were asked if they ever heard of content and language-integrated learning. The responses of the participants were as follows:

Table 4.23: What is content and language-integrated learning

Participant	Response
T1	***"****Yes, I have heard in Asian countries, yes and lucky enough because I share information with my son who is also teaching there, we discuss such programmes. He told me that his learners are stressing so much with learning in English, and they have a negative attitude in learning in English. They felt government imposed".*
T2	*"I have never heard of it".*
T3	*"Unfortunately no, I'm hearing it for the first time".*
T4	*"So far …No"*

The participants' answers revealed a distinct gap in their knowledge of the subject and Language-Integrated Acquisition (CLIL), a teaching approach that combines language

development with subject acquisition. Based on conversations with their son, who teaches in an Asian setting, T1 is the only participant who has heard of CLIL. This reaction suggests that CLIL is understood more widely over the world, especially in areas where it is more well-established. T2, T3, and T4in contrast, have never heard of CLIL before and are not familiar with the concept.

This discrepancy implies that many instructors are still unfamiliar with cutting-edge methods like CLIL, even if some may have been exposed to foreign teaching approaches. The response from T1 also draws attention to a perceived difficulty in teaching English as a second language, where pupils find it difficult and develop unfavourable attitudes towards learning. These opinions are in line with studies showing that using English in an academic setting can overwhelm non-native language learners, especially when it is enforced without sufficient assistance (Irvine, 2013).

The varying levels of awareness of CLIL significantly impact both teaching methods and learner outcomes. For instance, a lack of understanding of CLIL may make it more difficult for s to successfully combine language teaching with content, which may restrict learners' capacity to acquire both language competency and subject-specific information at the same time. This is particularly crucial in History classes, where proficiency in the language and comprehension of the subject matter is crucial.

Wedikkarage (2018) emphasises how CLIL can address learners' language variety and provide a more inclusive learning environment. s may lose the chance to assist learners who are struggling with language obstacles, especially those in multilingual classes, if they are unfamiliar with such a practice. It has been demonstrated that CLIL increases learner engagement and enhances language acquisition results, especially when learning complicated material. For History s, this means that incorporating language acquisition into the teaching of historical material might boost learners' academic achievement and increase their command of both English and terminology related to the topic.

Subtheme 6.2: If you were trained to use content and language-intergrated learning, would you use it in History teaching?

The participants were asked if they would use the content and language learning if they were trained. The responses of the participants were as follows:

Table 4.24: Responses on the use of content and language integrated learning

Participant	Response
T1	*"Definitely, I will use it because that is what we doing."*
T2	*"I am already using it, because I'm teaching History in English to IsiZulu speaking learners of which English is not their mother tongue, meaning can definitely use CLIL".*
T3	*"Yes, I can use it because I would be fully trained to use it".*
T4	*"Yes definitely I would have been trained, so the more you are trained, the more you are familiar with things, and you have to use them".*

When asked if they would utilise CLIL in teaching History if they were trained, the participants' answers indicated that they would be open to using the approach. Despite confirming their desire, the replies do not go into detail about the participants' methods or how they would combine language and substance. Let's examine these answers in further detail, considering how their opinions fit with the body of research on CLIL, as well as any possible obstacles to effective use.

"I will use it because that is what we are doing," says T1. This reaction implies that even in the absence of formal instruction, CLIL's concepts are recognised in practice. Although it is positive that T1 suggests they already realise the benefits of combining language and content, their statement is vague on how they would go about doing so in History.

According to T2, "I can use CLIL because I am teaching History in English to IsiZulu-speaking learners, for whom English is not their mother tongue." Although it is carried out inside an English-medium context, T2's answer demonstrates an existing deployment of language assistance in History instruction. T2's experience might be a helpful starting point for more purposeful CLIL integration in a multilingual environment. However, further details about how they integrate language and content at the same time, such as through code-switching, scaffolding strategies, or the thoughtful use of multilingual resources, would improve the answer. As long as they receive the necessary training, T3 and T4 indicate that they are willing to use CLIL: "Yes, I can use it because I would be fully trained to use it" (T3) and "Yes, definitely, I would have been trained, so the more you are trained, the more you are familiar with things, and

you have to use them" (T4). In line with research highlighting the value of preparation in embracing cutting-edge teaching strategies, both answers recognise the significance of training in successfully using CLIL. However, neither the tactics the instructors envisage adopting nor how they would actually implement CLIL in their classrooms are included in these comments.

Although the replies indicate a readiness to use CLIL, they are vague in their description of tactics or real-world instances of how participants might combine language and content in History classes. This might be enhanced by investigating how they could employ scaffolding strategies to assist pupils in comprehending difficult historical material while also enhancing their language proficiency. Include bilingual materials that promote language development and the History curriculum, such as glossaries or parallel readings. When required, employ code-switching to help learners understand difficult historical terminology while giving them chances to actively use both English and IsiZulu in class discussions and assignments.

Despite the participants' expressed willingness to utilise CLIL, several obstacles may prevent this approach from being used effectively, even with training. Among the possible obstacles are:
Classroom materials: One of the biggest challenges may be finding relevant materials (such as bilingual textbooks or historical writings that support both language development and subject content). According to Wedikkarage (2018), to successfully integrate language and content, resources must be in line with the CLIL approach.

Administrative support: The effective implementation of innovative teaching strategies depends on administrative support. Overcoming barriers to its implementation requires encouragement to try out CLIL, professional development, and support for curriculum change (Irvine, 2013).

Confidence: When requested to support learning in English in addition to teaching topic knowledge, s' self-confidence in their language skills may act as a barrier. In the South African environment, where teachers frequently encounter the difficulty of teaching in a second or third language (i.e., English), this topic is especially pertinent. This conflict between language

competency and topic mastery is shown in T2's remark on educating IsiZulu-speaking learners in English.

Assessment difficulties: As was previously mentioned, a major obstacle to the implementation of CLIL is the possibility that English-medium evaluations would not correspond with the language of teaching. The advantages of CLIL may be compromised by the absence of suitable tests in the learners' native tongue, as language limitations may make it difficult for them to communicate their historical knowledge (Ferreira, 2011).

Impact on learners

CLIL has the potential to have a significant effect on pupils, especially those from multilingual backgrounds. According to participants like T2, CLIL can improve learners' understanding of the material by allowing them to use both English and their native tongue. This two-pronged strategy could:

Enhance Language Abilities: Learners will have the chance to deepen their comprehension of History and enhance their academic language abilities by combining language and topic study.

Boost Engagement: When the material is presented in a language that they are accustomed to, learners who may feel alienated by language obstacles may become more involved. This strategy may encourage increased learner engagement and lessen the anxiety related to learning a second language, as suggested by Irvine (2013).

Encourage Cognitive Growth: Learners' cognitive growth may be aided by the interactive integration of language and content, which enables them to improve their language proficiency and critical thinking in both subject areas.

Diversity of contexts

The efficacy of CLIL may differ depending on the dynamics of the classroom in South Africa, a country with linguistic and cultural diversity. Various learners may speak various African languages or even other languages, adding to the complexity even if IsiZulu is the predominant

language in some places. To manage this variety, s would have to make language instruction and material more inclusive, which would need to give careful thought to learner needs and cultural relevance.

For instance, a teacher who works with learners from different linguistic origins would need to use more than simply IsiZulu and English to help them comprehend. This illustrates the necessity of flexibility in implementing CLIL in various settings and tailoring it to the unique requirements of each classroom's pupils.

Theoretical framework

The effectiveness of CLIL, especially in multilingual settings, is supported by several theoretical frameworks. According to Cummins' (2000) CALP and BICS, for example, learners can use CLIL-based techniques to improve their language and topic competency. Furthermore, the notion that language and content integration promotes deeper cognitive engagement through active language usage and collaborative learning is supported by Vygotsky's (1978) theory of social constructivism (Makalela, 2020). These theoretical underpinnings offer a strong defence for using CLIL in South African multilingual classrooms as a means of improving language competency and topic understanding among learners from various linguistic origins.

Recommendations for practice

Targeted training: Professional development courses ought to provide particular attention to CLIL tactics and equip teachers with resources for combining language and subject. This covers instruction in code-switching, multilingual resources, and scaffolding strategies.

Curriculum reform: Especially in multilingual classrooms, the curriculum should be examined to make sure it encourages language integration across topics. The creation of multilingual tests and educational resources that consider the language origins of the pupils may fall under this category.

Collaboration and support: In order to discuss techniques for successfully integrating language and content, schools should encourage collaboration among instructors, especially in subjects

like English and History. To create an atmosphere that is favourable to the implementation of CLIL, school administration support is essential.

4.2.7 Theme 7: Content-Based Language Teaching (CBLT)

Sub-theme 7.1 Have you heard of content-based language teaching? If you were trained to use content-based language teaching, would you use it in History teaching?

The participants were asked if they had ever heard of content-based teaching and, if they were trained, would they consider using it in their History teaching. The responses of the participants were as follows:

Table 4.25: Responses on content-based language teaching

Participant	Response
T1	*"No. Definitely sure, I will use it".*
T2	*"No. But I would use it if I were trained to teach in English and I am teaching in English".*
T3	*"No. As long as I have been trained to use it I would use it".*
T4	*"No I've never heard about it. I would use it".*

When asked if they would use CBLT in History if they were trained, the participants' answers show that they are generally receptive to using this method of instruction. Despite having never heard of CBLT, all four participants said that they were prepared to incorporate it into their teaching practices. This implies a willingness to learn new methods, provided that the necessary training is obtained. The comments, however, do not go into detail about why they chose to use CBLT or what obstacles they could encounter when putting it into practice.

"No," T1 responds." I will make use of it." Although there is no explanation of why T1 thinks CBLT would be advantageous for teaching History, this response shows confidence in implementing it. Although T1 does not explain how they may use CBLT to improve both content and language acquisition in History, their desire appears to be more tied to their readiness to explore new approaches.

"No," T2 shares." However, if I had received training in teaching English and were now doing so, I would make use of it. "According to T2's response, their knowledge of English-medium instruction is necessary for the effective use of CBLT. This suggests a language proficiency issue

since their perception of the efficacy of CBLT is heavily influenced by English, the language of teaching. Although T2 accepts the approach, they only relate it to their comfort level when instructing in English without considering the potential advantages of CBLT for non-native English speakers.

T3 says, “No. I would utilise it as long as I had received the necessary training.” Like T2, T3 stresses how crucial training is to be feeling prepared to apply CBLT. The comment does not reveal how T3 views the approach or how they plan to include language and substance in History classes. This indicates a lack of understanding of the practical use of CBLT and its possible effects on learners’ language development and topic competence.

“No, I’ve never heard about it,” T4 responds.” I would make use of it.” Similar to the earlier responses, this one shows a desire to use the approach but does not explain how CBLT might improve History instruction or deal with any potential challenges.

Although the desire of the participants to embrace CBLT if instructed indicates an openness to change, the analysis is shallow in its grasp of the motivations behind their enthusiasm. The critique could examine the reasons behind participants’ eagerness to utilise CBLT to enhance teaching.

Language needs of learners: s may use CBLT as a means of addressing difficulties encountered by learners who are not native English speakers or who have poor language ability in their field of study. By combining language and content, s may be able to provide learners the support they need to grasp academic material and language proficiency concurrently.

Pedagogical innovation: The need to enhance teaching methods may also be the driving force behind the enthusiasm to use CBLT. This may be seen to close the gap between language and topic learning by teachers who want to engage their learners in a more comprehensive and integrated way.

Professional development: Based on their answers, it seems that training is necessary for instructors to feel confident utilising CBLT. This demonstrates a conviction on the significance of professional development and preparation. Adopting CBLT may be significantly influenced by their desire to improve their teaching abilities and better meet the requirements of their pupils. Canoz (2015) highlighted that CBLT can promote both language acquisition and topic mastery, and he suggests that instructors who receive training in this method may be better equipped to create more productive learning settings. The significance of professional development in empowering s to combine language and topic education effectively is emphasised by Cammarata (2012). Educational institutions may assist teachers in developing a more effective and inclusive learning environment that meets the different needs of their learners by providing them with the required training and tools.

Recommendations for practice

The following suggestions are made to help CBLT be successfully implemented in History classes:

Comprehensive Training Programmes: CBLT tactics and procedures should be the main emphasis of professional development for s. Language assistance and topic content delivery should both be covered in this training, with a focus on how to combine the two successfully.

Curriculum Alignment: In order to facilitate the integration of language and content, schools should align their curricula. This might entail modifying class plans, adding language scaffolding strategies, and making sure that language and content objectives are specified precisely.

4.2.8 Theme 8: Language Across the Curriculum (LAC)

Sub-theme 8.1: Have you heard of the language across the curriculum approach? What is it? If you were trained to use language across the curriculum approach, would you use it in History teaching?

A widespread awareness of the LAC approach and its potential to combine language learning with topic teaching, particularly in History, is evident from the participants' comments. However, the lack of detail and depth in their responses restricts the investigation of how this method is really used in the classroom.

Table 4.26: Language across the curriculum

Participant	Response
T1	*"Yes, as they will write in English. The question will be in English, the content has to be taught in English and my belief, my understanding of the language across the curriculum is that except IsiZulu all subjects had to be taught in English and learners will familiarise themselves with the language. Yes, I am already using it"*
T2	*"Yes, it is using English when teaching the content. It is paying attention to English while teaching the content, in our case teaching History. Yes".*
T3	*"Yes, The language across the curriculum, it is whereby we're looking at the language of English being taught in the context of different subjects, not direct that you go to the class and planned to teach the verbs but you include infuse those verbs in your content to the extent that if I remember maybe clearly at the university level if you if you were preparing a lesson, maybe in your lesson will underline the verbs, nouns, and synonym, you are teaching he language through content encourage learners to use unfamiliar terms e.g. significant-vital. History happened in the past so you also encourage learners to write past tense, maybe it is why even English s they say History leaners are good in English essays. Language across the curriculum is very important".*
T4	*"Yes I have heard. It is teaching the content while paying more attention to the language. I would use it. With my understanding, I am using this approach because while I am teaching History content, I also pay attention to language usage".*

According to T1, "The subject must be taught in English, and the questions will be in English. All disciplines should, in my opinion, be taught in English, and learners will become accustomed to it. Yes, I'm using it already." Although T1 believes that English should be used in all disciplines, this statement does not go into detail on how language is actively included in History instruction beyond just using English. For instance, T1 may have brought up certain tactics such as pushing learners to discuss historical events in whole sentences or scaffolding terminology. The response to the application of LAC in the absence of these cases is still ambiguous.

According to T2, it involves concentrating on English while instructing the subject-in this instance, History. Indeed. The precise linguistic assistance given to pupils throughout the History lecture is not made clear in this response. T2 might have clarified if they employ strategies such as peer conversations, visual aids, or contextualised vocabulary instruction to support language development in addition to topic learning. The analysis would be improved by including specific instances of language support.

In a somewhat more thorough response, T3 explains that LAC entails incorporating language components (such as verbs, nouns, and synonyms) into topic lectures. T3's example of highlighting verbs and nouns might be extended to demonstrate how these linguistic elements are specifically taught during History classes, even though it is a step towards more specialised practices. For instance, what is the relationship between educating learners about the past tense and concepts such as "important" and "vital" and their comprehension of historical events? Does T3 promote group debates, the writing of historical essays, or the use of scholarly terminology when evaluating primary sources? This response would be more actionable with more specific tactics.

According to T4, "I am using this approach because I pay attention to language usage while I am teaching History content." Although this statement recognises the connection of language and subject, it offers no details on the precise methods employed in the classroom. As with the others, T4 might have discussed how they explicitly promote language acquisition in the context of History, for example, by emphasising historical terminology or providing language scaffolding.

Although the comments show a general grasp of LAC, they may be improved by providing specific instances of how language is used in History classes. s may describe how they make sure second language learners understand academic terminology, historical ideas, and critical thinking techniques. Language-rich classroom settings, multilingual materials, graphic organisers, and language-focused tasks are a few examples of these particulars.

The study's results are consistent with Howie's (2003) research, which highlights how LAC might support language acquisition by encouraging cognitive engagement with the material. According to Ceallaigh (2017), multilingual learners may interact with language and material more holistically when language instruction is integrated into many topic areas. However, by talking about LAC models that incorporate these results, the critique might improve the study even further. For instance, Clegg (2005) put out a paradigm that considers the linguistic diversity of pupils and is context-sensitive for combining language training with topic learning. The

comprehension of LAC and its efficacy in multilingual classrooms might be enhanced by using these methods.

Recommendations for improvement

Give detailed examples of language integration: s could give more detailed examples of how they incorporate language instruction into their History classes, such as using graphic organisers that highlight important terms and historical concepts, task-based activities, or language scaffolding.

Recognise linguistic diversity: s should look into inclusive teaching methods that accommodate learners with different language competence levels rather than presuming that all pupils gain from instruction in English alone. Peer-assisted learning, multilingual materials, and the use of learners' native tongue where suitable are a few examples of linguistic diversity.

4.2.9 Theme 9: Sheltered Instruction

Sub-theme 9.1 Have you heard of the shelter construction approach? What is it? If you were trained to use the shelter construction approach, would you use it in History teaching?

Table 4.27: Knowledge of sheltered instruction

Participant	Response
T1	*"It's for the first time. I think I would support it since it will explore our learners to English".*
T2	*"No, I have never heard about-but it happens automatically when you teach, while you teach you also pay attention to grammar, etc. Ya, I can use it".*
T3	*"No. If you are trained, if I am trained I will use it. 90% of our teaching is done in English we all teach shouting English, the content learning and teaching assist learners in improving their English. In most cases you will find that a child that is good in English is also good in History".*
T4	*"No. Absolutely, I would use the approach".*

The participants had differing degrees of expertise with the sheltered education strategy, which is intended to enable learners learning a second language (in this case, English) to access topic knowledge while enhancing their language abilities. Most of the teachers acknowledged that they were unaware of the method, but they indicated that they would be willing to use it if given the necessary training. A common awareness of the significance of language acquisition in subject

learning, particularly in History, is evident in the replies. To give a more thorough grasp of sheltered education and its potential in South African schools, the analysis might be expanded in a few areas.

Khaled (2019) asserted that sheltered education integrates language and material to successfully scaffold learning, allowing learners to engage more completely in the curriculum. This is especially critical in diverse classrooms where learners may struggle with English as a second language. According to Echevarria et al. (2018), sheltered instruction entails modifying instructional strategies to make material understandable to English language learners (ELLs) while maintaining an emphasis on language proficiency development. Learners who are learning the subject matter and the language of teaching at the same time can benefit greatly from sheltered education, which frequently uses strategies such as visual aids, graphic organisers, and peer participation.

According to research by Gibbons (2002), sheltered education promotes scaffolding strategies such as language modelling, reduced language usage, and vocabulary concentration, which helps learners close the gap between language ability and academic topic mastery. In multilingual settings, where learners may have inadequate fluency in the language of instruction, as is frequently the case in South African schools, these tactics are extremely helpful.

The investigation might go further into possible obstacles to the effective implementation of sheltered education, even if the replies show that the instructors are willing to use it if educated. Several things might make shielded education less successful, even if teachers have training in it.

Classroom resources: Access to certain resources, such as multimedia tools, visual aids, and multilingual materials, is frequently necessary for the implementation of sheltered education. s may find it difficult to give the assistance needed to execute this method in schools successfully with inadequate resources.

Time restrictions: s must modify their pedagogical approaches and incorporate language-focused techniques into subject classes in order to implement sheltered instruction. This can take a lot of time, particularly if s are overworked or have big class numbers.

4.3 CONCLUSION

Key results that illustrate the difficulties and possibilities of teaching History in the multilingual setting of South Africa were provided in this chapter. While acknowledging the challenges that non-native speakers have when attempting to access resources in English, the research also revealed several themes and subthemes that the participants recognised as important. If given sufficient training, instructors show a high readiness to implement cutting-edge techniques such as content- and language-integrated learning and code-switching.

CHAPTER FIVE
CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter provides a summary of findings for the study on *Balancing Content and Language: Exploring IsiZulu-Speaking History s' Experiences in Teaching History* from the primary research findings. The objectives of this study were:

- To explore the IsiZulu-speaking History s' experiences concerning teaching History content.
- To determine how History teachers balance the content and language in their teaching.

The conclusions drawn from these findings are presented to provide practical recommendations and areas for future research**.**

5.2 ENGLISH AS A MEDIUM OF INSTRUCTION

5.2.1 Official Languages in South Africa

The primary research findings on South Africa's multilingual identity underscore how language diversity serves as a foundational element for social cohesion. Recent studies highlight that South Africa's embrace of multilingualism goes beyond policy frameworks, acting as an inclusionary practice that supports varied cultural identities and promotes a collective sense of belonging (Burger et al., 2020). Language, within this context, becomes a crucial tool for identity, with multilingual settings allowing individuals to express personal and cultural identities authentically.

Makalela (2020) argued that multilingualism in educational settings fosters unity across different language groups, which is particularly vital in South Africa's multicultural landscape. The policy support for multiple languages, combined with trans-languaging practices, creates an environment where individuals can engage inclusively. This language inclusivity reflects broader social values, reinforcing not only cohesion but also respect for diverse backgrounds. Research from the *Cambridge Handbook of Childhood Multilingualism* further supports this view, noting that linguistic diversity helps maintain social cohesion by enabling people to participate fully in society, thereby bridging gaps between different linguistic groups (Creese & Blackledge, 2020).

5.2.2 Medium of Instruction

The reliance on English as a medium of instruction in South African schools underscores its importance in communication and educational access across a multilingual population. English is often seen as essential for connecting learners to broader academic and economic opportunities. However, this emphasis on English can contribute to the marginalisation of indigenous languages, creating barriers to inclusivity and cultural representation.

Research indicates that although English proficiency is beneficial in South Africa's diverse educational context, it may inadvertently limit the participation and academic success of learners who are not fully proficient in English. For example, learners taught in English only often struggle with comprehension and engagement compared to those able to use their home language (Nel, 2021; DHET, 2017). Additionally, language policies at institutions frequently highlight a commitment to multilingualism but fall short of practical implementation, thus reinforcing English's privileged status while leaving local languages underdeveloped for educational use (DHET, 2017; Kamwangamalu, 2022).

Efforts to implement more inclusive language policies that integrate African languages are ongoing, yet there remains a need for greater institutional and policy support to promote social equity and prevent language-based discrimination in educational settings (DHET, 2022).

5.2.3 Views of Scholars on English as a Medium of Instruction

The use of English as a medium of instruction (EMI) in non-English-speaking countries highlights both its global significance and the challenges it poses for equity and inclusivity in education. English's role as a bridge to global resources, scientific literature, and job markets is well-documented, especially in countries such as Singapore and Malaysia, where policies support its use in key educational subjects such as science and mathematics. This strategic choice aims to boost learners' global competitiveness and supports national economic goals by fostering English proficiency (Riget et al., 2018; Chapple, 2015).

However, for learners whose first language is not English, EMI can lead to challenges in comprehension and academic performance. Research in Morocco, for instance, found that while

learners recognize EMI’s benefits for global access and job opportunities, it places additional burdens on those who are not proficient, which may limit their educational equity. This dependency on English sometimes overlooks or even marginalises local languages, raising questions about language discrimination and the need for balanced bilingual policies (Belhiah, 2016; Moskovsky & Picard, 2020).

In many regions, efforts to incorporate English into higher education have been met with mixed responses. For example, while learners in Morocco’s science and technology programs acknowledge the benefits of EMI for international competitiveness, the added demands of English proficiency without adequate support can exacerbate disparities, especially for those with limited English backgrounds (Elkhayma, 2022).

5.2.4 Challenges of English as a Medium of Instruction for Learners and s

The primary research findings show the concern that English deters the capability of learners to fully engage with the curriculum, resulting in frustration and feeling discriminated against. The fear of judgment from colleagues makes the issues worse, which demotivates learners from communicating in English. Teachers also experience challenges when communicating certain concepts in English that may not align with their learners.

According to Mncube and Naicker (2021), the exclusive use of English in classrooms often results in learners feeling alienated as they struggle to fully engage with the curriculum. This language barrier can cause frustration and a sense of discrimination among learners who are not proficient in English. A study by Makalela and Khumalo (2023) found that learners' fear of judgment from peers and s discourages them from using English actively, leading to a demotivated attitude toward participating in class discussions. Social pressures compound this reluctance, as learners fear being criticised for their English language skills. In addition, research by Cele and Govender (2022) reveals that teachers frequently face difficulties when explaining certain concepts in English, especially when these concepts lack equivalent terms in learners' mother tongues.

This misalignment can hinder effective communication and impact learners' comprehension. This situation can be analysed through Vygotsky's Sociocultural Theory, which emphasizes the importance of social interaction in learning. The fear of judgment represents a barrier to this social interaction, hindering the collaborative learning process. For instance, if a learner is afraid to ask questions in English due to fear of ridicule, their learning is impeded. Cummins' CALP (Cognitive Academic Language Proficiency) is also relevant here. The challenges in grasping complex concepts in English highlight the difference between BICS (Basic Interpersonal Communicative Skills) and CALP. Learners may have conversational English skills (BICS) but lack the academic English proficiency (CALP) needed to understand History content.

5.2.5 View on Using English as a Medium of Instruction for History Teaching

The role of English in providing access to resources and standardised assessment is widely acknowledged, particularly due to its status as a global lingua franca. English proficiency can facilitate educational opportunities and access to resources, a trend that extends to standardised tests that prioritise English, potentially marginalising local languages (Crystal, 2022). However, using English as the primary medium in multilingual settings can lead to a loss of cultural nuances during translation, impacting the retention of meaning in local languages and sometimes alienating learners from the content (Kirkpatrick & McLellan, 2021). This dynamic creates a significant challenge for foreign speakers, who may feel distanced from content that is not in their native language, which can lead to a perceived detachment from their learning experiences (British Council, 2021).

5.3 S' ATTITUDE TO ENGLISH AS A MEDIUM OF INSTRUCTION

5.3.1 Attitude to Using English as a Medium of Instruction in History

a) From a cultural point of view

The findings regarding English teachers' impact on cultural heritage highlight several critical concerns. Studies indicate that English teachers' dominance can lead to cultural disconnection for learners, as many cultural concepts and traditions lack direct translation into English. This loss of translation affects learners' full understanding and appreciation of their heritage (Mukwambo & Nyoni, 2021; Gonzalez, 2020). The rise of English-only education models further exacerbates this disconnect by prioritising English over indigenous languages, diminishing learners' sense of

cultural identity and heritage (Meighan, 2020; Shin & Park, 2021). Additionally, the prioritisation of English in education often marginalises local languages, positioning them as less valuable.

Researchers argue that this linguistic hierarchy can reduce the perceived importance of cultural knowledge embedded in indigenous languages, ultimately eroding local cultural expressions (Ghiso & Martinez lvarez, 2022). The imposition of English as the primary language for academic and professional advancement frequently compels communities to view their native languages as barriers rather than assets, reinforcing a cycle where English is seen as the key to success (Nash, 2018; Mukwambo & Nyoni, 2021).

b) Linguistic point of view

Teachers find it difficult to effectively express themselves in English which results in miscommunication and deters learning. The use of English discriminates against other official languages and leaves learners behind, especially those who are not proficient in the language. Furthermore, while others acknowledge the chance to teach good vocabulary through History, this focus can unconsciously prioritise English as compared to the varied South African linguistic heritage. To support the statements regarding language challenges in South African classrooms, recent studies highlight the difficulties s face in expressing themselves effectively in English, leading to misunderstandings that hinder learning. A 2021 study by Mkhize and Balfour discusses how s limited English proficiency can obstruct effective communication, thereby affecting learners' comprehension, particularly in subjects with complex terminology such as History (Mkhize & Balfour, 2021).

Additionally, the exclusive use of English in education has been noted as a form of linguistic discrimination, disadvantaging learners who are not proficient in the language, as explored in a 2023 study by Zondo, which examines how English focussed teaching marginalises South Africa teachers' multilingual heritage. While some teachers see the use of English as a way to teach vocabulary, it can inadvertently place English ahead of other languages, subtly reinforcing its dominance and diminishing the representation of South Africa teachers' diverse languages (Ndlovu & Phiri, 2022). These findings highlight the tension between English as a tool for global

access and its potential to marginalize local languages, a key concern in South Africa's multilingual context. From a sociocultural perspective, this marginalization can hinder learners' ability to connect with the curriculum on a personal and cultural level.

c) Pedagogical point of view

English serves as a universal language for teaching, enhancing communication across diverse backgrounds, and enabling learners to prepare for assessments. Scholars have noted its role in facilitating global connectivity and academic advancement (Bamgbose, 2021; Kamwangamalu, 2022). Nevertheless, historical events, such as South Africa teachers June 16 1976 uprising, underscore the complex challenges tied to language choice in education, highlighting how imposed language policies can cause significant socio-political tension (Mda, 2023; Moodley & Mutasa, 2020). While English remains central in predominantly English-based curricula, the limited inclusion of local languages continues to draw criticism, as these languages are vital for cultural representation and cognitive accessibility (Chimbganda, 2023; Maseko & Makalela, 2024). The findings show English is perceived as a global instructional language that enhances test preparedness and supports communication among learners from various backgrounds (Banda & Dumisa, 2021; Mogashoa, 2022).

d) Proficiency (in English) point of view

The participants confidence in English communication and its effect on teaching and classroom interactions, is supported by recent studies that show that English language proficiency positively influences participants ability to teach and build rapport with learners. For example, Shinde and Kaur (2021) found that s with strong English communication skills reported more effective classroom interactions, as confidence in language skills encouraged open engagement with learners. This aligns with observations by Daulay et al. (2020), who noted that self-confidence in English, fostered by English-speaking environments, enhances s communicative approach, boosting learner interaction and learning outcomes. However, for many learners, English remains a foreign language, creating comprehension challenges that can impact learning, as suggested by Bagarić et al. (2021), who discussed the barriers faced by learners due to the foreign status of English in certain regions. This recognition points to the need for more tailored instructional methods to address these language challenges in the classroom. Vygotsky's theory

highlights the importance of the as a facilitator in the learning process. A 's proficiency in the language of instruction directly impacts their ability to effectively guide learners through the Zone of Proximal Development (ZPD).

5.3.2 Influence of Education System's Policies on Attitude to English

These primary results show that some participants embraced dual-language papers initiatives which enable learners to access content in their local language, improving understanding and performance. However, there is a common concern that policies favour English and in the process discriminating against local languages and facilitating a sense of insufficiency among those that are not good at English. The results also indicated the nature of the top-down of these policies, highlighting poor agency for s in shaping the landscape of education.

5.3.3 Influence of Expectations of the Education System on Attitude to English 4RI

The results illustrate the crucial interaction between the subject matter and the language of teaching in History education, emphasising the substantial impact that language competency has on learner engagement and understanding. To create successful learning environments, teachers must overcome the barriers posed by the different language origins of their learners. Techniques such as multimedia materials and model texts come to light as crucial instruments for improving comprehension and communication. Furthermore, understanding the value of first language competency is essential for succeeding academically while learning a second language.

5.3.4 Influence of Training on Attitude to English as a Medium of Instruction

The findings of this primary study showed that there is a strong English affiliation by the s. English is viewed as vital for teaching and professional development, provided that the 's training was done in English. This engagement facilitates confidence and a conviction that English proficiency provides greater opportunities such as employment in various settings of education. A positive attitude toward English affects the perceptions of learners and inspires them to use the language.

Analysing the experiences of IsiZulu-speaking History s in balancing content and language, with a focus on English as the medium of instruction, through both socio-cultural theory and classic

language learning theory, offers a nuanced perspective on the broader educational challenges in South Africa.

The findings emphasise that language diversity fosters a sense of belonging and cultural expression. The use of English as the medium of instruction, however, risks detaching learners from their cultural roots and undermines their ability to engage with content in culturally meaningful ways. Socio-cultural theory suggests that learning is most effective when it incorporates learners' cultural backgrounds so instruction in IsiZulu could theoretically enhance engagement and understanding.

In this section we see that s' struggle with linguistic diversity points to the socio-cultural need for collaborative, culturally attuned educational approaches. Strategies such as using multimedia and model texts could act as "scaffolds" to bridge English content and learners' first language. This scaffolding supports learners within their "zone of proximal development," enabling them to grasp new content with culturally appropriate guidance.

The perception of policy as a "top-down" influence on language use in schools reflects limited agency. Socio-cultural theory underscores the significance of an teacher's sense of agency in shaping learning environments. When policies favour English, s may feel restricted, impacting on their ability to cultivate an inclusive, culturally responsive classroom environment.

Classic language learning theories, particularly Krashen's input hypothesis and Cummins' theories of BICS and CALP, offer further insights. Krashen's input hypothesis suggests that language acquisition occurs through comprehensible input, where learners understand language just beyond their current level. History s report that English proficiency challenges often lead to frustration and miscommunication, which hinders academic engagement and learning. Cummins' distinction between BICS and CALP implies that while learners might manage conversational English, they struggle with the academic language required for History instruction, leading to feelings of inadequacy and disengagement.

Krashen's effective filter hypothesis holds that learners' emotions, such as anxiety and low motivation, can impede language acquisition. s report fear of judgment and frustration when teaching in English, indicating high effective filters that obstruct learners' willingness to communicate. Lowering this effective filter, possibly by incorporating IsiZulu or promoting a more bilingual approach, could facilitate a more conducive learning environment.

Cummins' inter-dependence hypothesis and the concept of additive bilingualism suggest that promoting bilingual education strengthens both first and second languages. The findings reveal that some s advocate for dual-language initiatives, allowing learners to access content in IsiZulu. Such approaches can enhance learners' understanding and educational outcomes without diminishing their English skills, supporting academic success in both languages.

Integrating sociocultural and classic language learning theories provides a holistic understanding. Sociocultural theory supports the idea that learners bring cultural capital, including their home language, to the learning environment. Classic language learning theories stress the cognitive benefits of including first languages in academic contexts. Together, these theories argue that language policy should validate and incorporate IsiZulu to enhance educational inclusivity and engagement, while also promoting learners' ability to acquire English as an academic language. Both sociocultural theory and classic language learning theory underscore the importance of confidence and attitudes in implementing effective language practices. While training predominantly in English reinforces English's prominence, sociocultural theory would suggest that incorporating isiZulu in professional development could bolster s' capacity to create a culturally responsive classroom, and classic language learning theory highlights the need for training in methods that balance language and content instruction.

Analysing these findings with socio-cultural and classic language learning theories emphasises the importance of integrating IsiZulu with English in a way that supports both cultural identity and language acquisition. Promoting bilingual education that values IsiZulu alongside English could enhance learner engagement, identity, and comprehension, balancing content and language in ways that foster both personal and academic growth.

5.4 USING ISIZULU IN TEACHING HISTORY

These findings highlight the importance of teaching in IsiZulu as it has the potential to increase understanding enabling learners to engage with historical concepts and effectively express their comprehension. The idea that learners would perform exceptionally in local language assessments is a common concept, indicating the significance of language in fostering learning. However, there is also a recognition of the existing restrictions within the policies of education, indicating that preparedness for such changes needs time and resources including linguists who are qualified for translation.

5.5 THE ROLE OF CONTENT AND LANGUAGE IN TEACHING HISTORY

5.5.1 Link Between Content and Language of Instruction

The findings revealed that content cannot be communicated without language expression; hence language choice directly impacts understanding and material engagement. For example, if the content is conveyed in English, learners should be fluent in the language to understand fully the subject. This association becomes important in subjects such as History where understanding is vital. The findings further revealed that the policies in education dictate the instruction language, which can be a deterrent to learners who are not fluent in that language.

5.5.2 Effect of Language of Instruction on the Content Learned in History

The findings show that a strong understanding of the English language which is used mostly in teaching History is important for grasping the material and effectively engaging with assessments. For example, if learners have challenges in the language, they probably struggle to understand the historical concepts and textbook narratives. Furthermore, most of the participants emphasised that this problem could facilitate a negative attitude towards the subject and language which can result in poor performance.

5.5.3 The Way Language of Instruction Assists Learners in Communicating Historical Events

The findings indicate that the instruction language substantially improves the ability of the learners to communicate historical events through essays, reports, and presentations of multimedia. Grasping the English language allows learners to express clearly their views and engage in argumentative writing which is focal to History. English exposure to many types of

media also assists in enhancing their communication skills enabling them to express complex ideas better. Furthermore, consistent language use in the context of education facilitates fluency, which is significant for communicating historical concepts effectively.

Sociocultural theory emphasises that learning is a social process mediated by language, tools, and culture. In the context of IsiZulu speaking History s, the link between content and language of instruction aligns with Vygotskys view of language as a tool for thought development. The findings reveal that language choice impacts learners engagement with content, which reflects how language mediates the construction and internalisation of historical knowledge. When History is taught in a language (e.g., English) that learners are less fluent in, they may struggle to engage deeply with content, potentially widening the knowledge gap.

The emphasis on educational policies that mandate instruction in English highlights a structural barrier within the sociocultural context, where policies may alienate learners from their cultural and linguistic background. In sociocultural theory, this disconnect can hinder meaningful learning, as learners may feel less connected to content when it is taught in a language that feels foreign or distant from their cultural identity.

5.6 CHALLENGES FACED BY ISIZULU-SPEAKING HISTORY S

5.6.1 Importance of Either Language of Instruction or Content in History

The findings from the primary research revealed the significance of instruction language as compared to the History content. Most of the participants emphasised that both elements are interconnected. While content is important for assessment and comprehension, equally, language is vital for communication and expression. The findings show that some participants favour content because subject matter mastery is crucial, irrespective of language proficiency. There was a call for a balanced approach, claiming that effective teaching needs both good knowledge of content and the capability to communicate that knowledge in language instruction.

5.6.2 Challenges of Teaching History in English

The findings from the primary study show various challenges in the use of English in teaching History. The main issue is the challenge by the learners to grasp intricate vocabulary and

effectively express their views, which can deter their capability to write essays and participate in discussions. The various backgrounds in linguistics of learners, including non-native English speakers from other nations, makes it difficult to give clarified explanations, as not all leaners are fluent in English or their local languages. Furthermore, most of the learners are not proficient in English since it is not their local language which results in poor understanding and performance assessments. These challenges are a significant deterrent to learning and History engagement. The findings revealed the significance of practices, assisting learners to engage with exemplary essays, which assists in demonstrating effective arguments and writing skills. The findings further reveal that content should be simplified by utilising examples that are relatable and breaking down concepts that are complex into manageable parts. Code-switching is a valuable tool that allows s to clarify meaning in isiZulu and make it easy to access historical terms.

5.6.3 Challenges of Teaching History in Zulu Medium and Solutions

The major challenge is the establishment of a suitable vocabulary as its absence makes it difficult to communicate accurate historical concepts which leads to gaps in understanding. Furthermore, in as much as using IsiZulu language benefits most learners, it can also disadvantage minority language speakers which creates a sense of discrimination. The main concern is the separation of learning in IsiZulu and the assessments done in English which may leave learners not fully prepared for the exams. The dependence on English for learning, even if IsiZulu is the instruction language, poses significant challenges in allowing learners to show their knowledge. Code-switching is one key strategy that can be used by teachers where IsiZulu and English can be used interchangeably to explain difficult concepts. This ensures that the learners understand the material being taught. Putting foreign learners in one group enables a customised support, facilitating an environment that is inclusive. Furthermore, IsiZulu lessons should be summarised to strengthen understanding and bridge the gap in English assessment. Teachers can use multimedia tools such as essays and audio recordings to improve understanding and engage learners in diverse contexts.

5.6.4 Content and Language-Integrated Learning

The findings revealed that the participant’s familiarity with content and language-integrated learning was mixed. Only one participant was familiar with this citing the practices in Asian

countries and providing insights from discussions with their teaching son about learners' challenges with English. However, many participants were not familiar with content and language-integrated learning as they were hearing about it for the first time. This shows a knowledge gap about innovative teaching techniques that combine content and language instruction, implying a need for training and development in this area.

The findings of the primary research show that all the participants, if trained, were willing to use CLIL in their History teaching. The findings further confirmed that the content and language-integrated learning system is already in use where History is being taught in English to learners that speak IsiZulu. Training was cited as an important aspect of acquiring knowledge of content and language-integrated learning which would improve the effectiveness of teaching.

Applying both sociocultural theory and classic language learning theory emphasises the need for a dual approach to language and content. Sociocultural theory advocates for teaching strategies that leverage the social context and support learners' language development in both IsiZulu and English. Classic language learning theories highlight the need for structured language input and meaningful practice, reinforcing the value of using both languages strategically to enhance comprehension in History education. Combining insights from both frameworks can help address the s' challenges in achieving a balanced, inclusive, and effective bilingual History curriculum.

5.6.5 Content-Based Language Teaching

The results from the primary research show that participants had never heard of content-based language teaching but expressed the eagerness to utilise it in their History teaching if allowed to be trained. The findings revealed the openness of the participants to implement new techniques, implying that effective training would equip them to incorporate CBLT into their practice of teaching. The willingness of the s shows preparedness to improve their instructional strategies to provide better support to learners in addressing challenges of both content and language in the classroom.

Teachers' eagerness to implement CBLT suggests that they see potential benefits in aligning their instructional approaches with these principles, enabling them to better support learners'

language needs in a manner that is contextually relevant and academically effective. Classic theories highlight the importance of not only teaching content but also creating structured opportunities for language practice within that content, a central element of CBLT that would benefit both s and learners in bilingual educational settings.

Together, sociocultural theory and classic language learning theory underscore the importance of targeted training that empowers s to utilise methods such as CBLT effectively. This dual perspective suggests that training IsiZulu-speaking s in CBLT could lead to more inclusive, linguistically attuned History teaching that balances content and language learning needs effectively.

5.6.6 Language Across the Curriculum

The primary research findings reveal that s are conversant with language across the curriculum as they expressed its importance in their teaching practice. s know this system as a method that integrates the learning of language with content instruction, especially in History, enabling learners to acquaint themselves with English while engaging with the subject matter. The preparedness of the s to adopt the LAC system shows their appreciation of the obstacles experienced by learners in addressing both language and historical concepts.

Integrating the sociocultural and classical language learning perspectives highlights how LAC, as implemented by IsiZulu-speaking History s, provides a socio-culturally grounded framework that supports meaningful, content-driven language learning, ultimately fostering bilingual competency and content mastery among learners.

5.6.7 Sheltered Instruction

The findings showed that teachers have a different level of acquaintance with the sheltered instruction approach, with many of them admitting that they have not heard of it before. However, the s agreed on the potential value of the approach, as they acknowledge that the approach could assist learners in addressing the challenges they experience in the English language while engaging with historical content. The willingness of the s to embrace the

sheltered approach if trained shows a deep understanding of the significance of language acquisition in the context of content learning, especially in History.

Socio-cultural theory, particularly Vygotsky's notion of mediated learning, emphasises the role of social interaction and cultural tools in language acquisition. The s' recognition of sheltered instruction's potential benefits highlights their understanding that learners benefit from mediated instruction, where the actively scaffolds the language and content. This aligns with sociocultural views on the ZPD, as sheltered instruction provides support tailored to learners' needs in navigating complex English and History content, enabling them to gain independence gradually.
The sociocultural approach also involves cultural responsiveness, where instruction is adapted to the learners' linguistic and cultural backgrounds. The s' willingness to adopt sheltered instruction reflects their acknowledgment of learners' sociocultural contexts, particularly the linguistic barriers faced by IsiZulu-speaking learners in English-medium History classes.

Teachers' enthusiasm to support learners' language needs through sheltered instruction aligns with the effective filter hypothesis, which posits that a low-stress, supportive learning environment facilitates language acquisition. By expressing interest in receiving training, s show they are motivated to reduce anxiety for learners, helping them feel more comfortable in using English within content learning.

Together, these frameworks (sociocultural and classical language learning) provide a rich analysis of how teachers see the sheltered instruction as a way to meet both the linguistic and academic needs of their IsiZulu-speaking learners.

5.7 CONCLUSION

The study concludes that South Africa's rich multilingual identity plays a crucial role in promoting social cohesion and cultural representation. However, the dominance of English as the medium of instruction, while facilitating communication, often marginalises Indigenous languages. This reliance on English is recognised for its benefits, but it also poses challenges for non-native speakers, distancing learners from their cultural heritage and potentially leading to the loss of local languages and cultural expressions.

Language proficiency remains a significant barrier, with many learners struggling in English, which restricts their full engagement with the curriculum. The preference for English in educational policies can deepen feelings of marginalisation among learners who are not fluent, negatively affecting their academic performance. Acknowledging the importance of first-language competency is essential, as it supports better understanding of a second language. s recognise the value of English but emphasise the need for training in CLIL to enhance teaching effectiveness. They see the potential for using IsiZulu to improve learners' grasp of historical concepts, though challenges with vocabulary and assessment differences persist.

Chapter 5 synthesises insights from the primary research, underscoring the complex relationship between language use and educational outcomes in South Africa. Despite English being the primary language of instruction, this preference risks marginalising local languages and cultural identities. The study calls for inclusive policies that value first-language proficiency and foster multilingualism, and it recommends improved training in innovative teaching techniques to enhance learner engagement and comprehension. The chapter's overall message highlights the importance of balancing linguistic diversity with effective teaching methods.

The study's recommendations include promoting multilingual education, improving training, supporting first-language competency, adopting innovative teaching strategies, and addressing vocabulary gaps in local languages.

5.8 RECOMMENDATIONS

The recommendations provided here emphasise practical steps for balancing content and language in History education, especially for IsiZulu-speaking s.

- **Promote Multilingual Education**

Educational policies should support multilingualism by incorporating multiple languages into the curriculum. Schools should implement programmes that equip s with skills and resources to deliver instruction in both IsiZulu and English. Such initiatives can foster tolerance, respect for cultural identities, and more inclusive learning environments.

- **Enhance Training**

Schools should prioritise professional development programs focused on CLIL techniques. These programs should aim to equip s with the skills to support learners' learning effectively in both English and their native languages, thereby enhancing s' instructional effectiveness and learner engagement.

- **Support First Language Competency**

Schools should prioritise the development of learners' competency in their first language to strengthen their overall academic performance. Providing multilingual resources and materials can help bridge the comprehension gap, ensuring that learners can understand and apply knowledge in both IsiZulu and English.

- **Utilise Innovative Teaching Methods**

Schools should encourage innovative teaching methods, such as LAC and CBLT. Providing s with training and resources to implement these strategies effectively can help learners connect meaningfully with historical content and improve their language skills simultaneously.

- **Address Vocabulary Gaps in Local Languages**

To address vocabulary limitations in IsiZulu and other local languages, schools should allocate funds for developing resources, such as glossaries, teaching aids, and assessment tools tailored to the History curriculum. This can improve accessibility and comprehension of complex historical concepts for all learners.

5.9 AREAS FOR FURTHER RESEARCH

Further research could explore the effectiveness of current preparation programmes in supporting content and language integration. Long-term studies on how such training impacts instructional methods and learner outcomes in multilingual classrooms would be valuable. Additional research could examine how multilingual education policies affect learner achievement and cultural identity across different contexts, with a comparative focus on schools, emphasising local languages versus those prioritising English.

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APPENDICES

Appendix A: UKZN Approval

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

04 April 2024

Zikhethele Harrington Gumede (220108465)
School of Education
Edgewood Campus

Dear ZH Gumede,

Protocol reference number: HSSREC/00006131/2023
Project title: Balancing of content and language: Experiences of IsiZulu speaking History teachers.
Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 04 September 2023 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

Incidents of adverse events and serious adverse events (AEs and SAEs) should be reported in writing to HSSREC, the study sponsors, and any regulatory authority (where appropriate), within 7 working days of the occurrence for local sites and 14 days for all other South African sites.

This approval is valid until 04 April 2025.
To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

HSSREC is registered with the South African National Health Research Ethics Council (REC-040414-040).

Yours sincerely,

[redacted]

Professor Dipane Hlalele (Chair)
/dd

Appendix B: Interview Schedule

Interview schedule

A. Personal Details

Qualifications:
Qualifications in History teaching:
Number of years teaching:
Number of years teaching History:
Number of Years teaching History in Grades 10 and 11:

B. English as a medium of instruction

1. How many official languages do we have in South Africa?
2. Can you name them (as many as possible)?
3. What is the medium of instruction in your school?
4. Some scholars view English as a medium of instruction in a positive way. Do you agree with this, and if so, why?
5. Do you see any challenges in English as a medium of instruction for learners and s? Explain fully.
6. What is your view on using English as a medium of instruction for History teaching?

C. s' attitude to English as a medium of instruction

7. What is your attitude to using English as a medium of instruction in History from a:
   - 7.1. Cultural point of view?
   - 7.2. Linguistic point of view?
   - 7.3. Pedagogical point of view?
   - 7.4. Your proficiency (in English) point of view?
8. How do the education system's policies influence your attitude to English as a medium of instruction?
9. How do the expectations of the education system influence your attitude to English as a medium of instruction?
10. In what ways has your training as a influenced your attitude to English as a medium of instruction?

D. Using isiZulu in teaching History

11. Would you support the use of isiZulu in the teaching of History?
12. Why? Explain your answer.

E. The role of content and language in teaching History

13. What is the link between content and language of instruction? Explain fully.
14. Do you think that the language of instruction will have an effect (impact) on the content learnt in History?
15. How will the language of instruction assist learners in communicating historical events in essays, reports, multimedia presentations, etc.?

F. Challenges faced by IsiZulu-speaking History s

16. What is more important to you – language of instruction or content in History?
17. Explain your answer above.
18. What are the challenges of teaching History in English medium?
19. How do you deal with these challenges?
20. What are the challenges of teaching History in Zulu medium?
21. How do you deal with these challenges?

G. Approaches used to balance content and language

Content and language-integrated learning

22. Content and language integrated learning (herein referred to as CLIL) is the most common foreign language learning methodology used in European bilingual education, and it comes in many shapes and sizes (Eurydice, 2006, 2012; Mehisto, Marsh, and Frigols, 2008).
    Have you heard of content and language-integrated learning?
    What is it?
    If you were trained to use content and language-integrated learning, would you use it in History teaching?

Content-based Language Teaching (CBLT)

23. Content-based Language Teaching integrates language learning with subject-content teaching.
    Have you heard of content-based language teaching?
    What is it?
    If you were trained to use content-based language teaching, would you use it in History teaching?

Language Across the Curriculum (LAC)

24. Language Across the Curriculum is one of the approaches and strategies to balance the content and language in teaching.
    Have you heard of language across the curriculum approach?
    What is it?
    If you were trained to use language across the curriculum approach, would you use it in History teaching?

Sheltered instruction

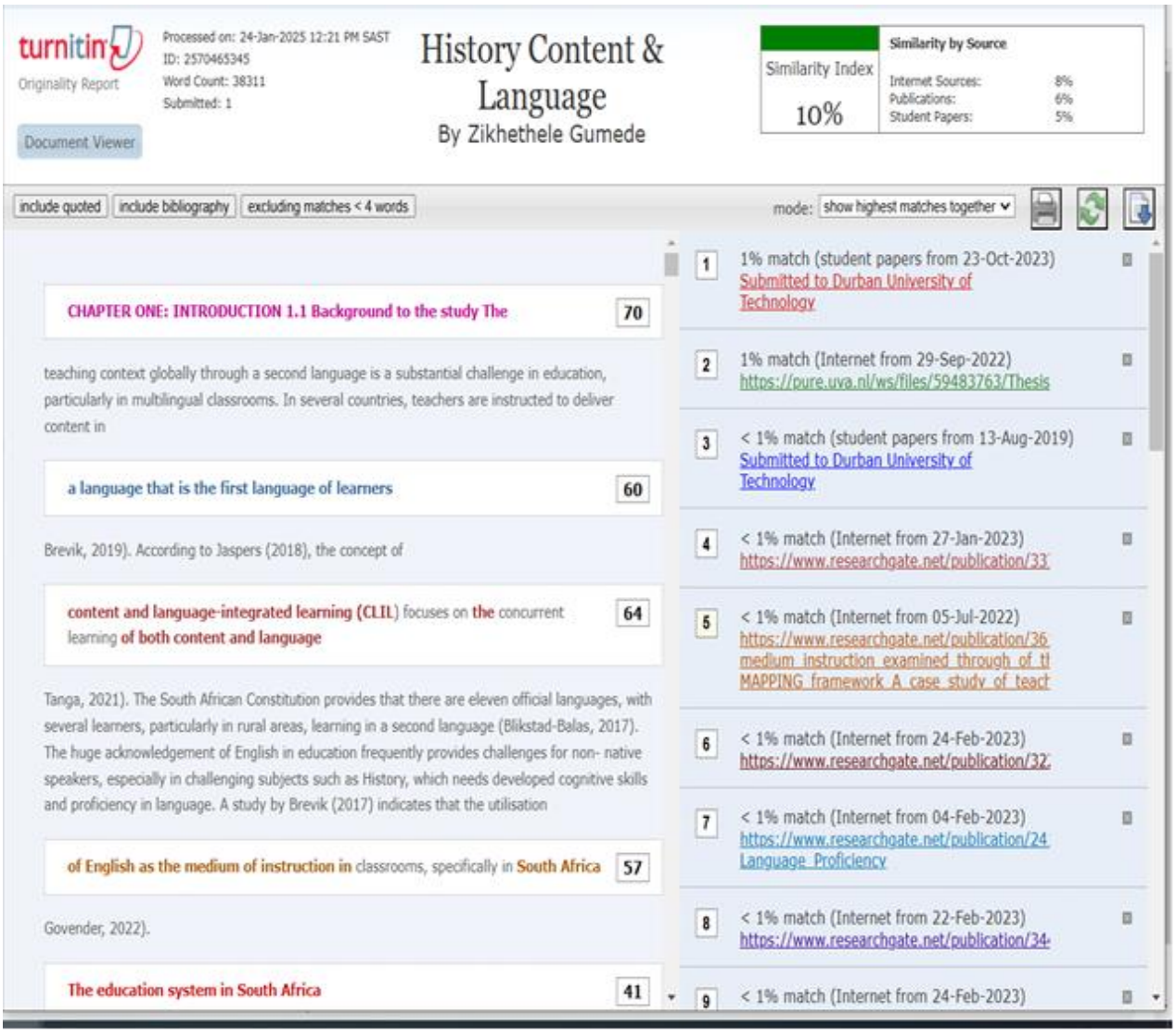
25. Shelter instruction is one of the approaches used to balance content and language teaching in the classroom, although the approach is mainly used for English language support learning.
    Have you heard of the shelter construction approach?
    What is it?
    If you were trained to use the shelter construction approach, would you use it in History teaching?

Conclusion

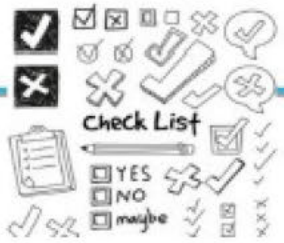
26. Is there anything else that you would like to add?

Thank you

Appendix C: Plagiarism Report



Appendix D: Editor's Certificate



Helen Bond
IMPELA EDITING SERVICES
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[redacted]

23 February 2025

CERTIFICATE

Zikhethele Gumede

Dear Zikhethele

Thank you for using Impela Editing Services to edit your Master's thesis entitled "*Balancing of Content and Language: Experiences of IsiZulu Speaking History Teachers*".

I have proofread for errors of grammar, punctuation, spelling, syntax and typing mistakes. I have formatted your work and checked the references (this means checking the formatting) according to APA 7th edition.

Please note that Impela Editing accepts no responsibility for work changed after issuing this certificate.

Kind regards

[redacted]

Helen Bond (Bachelor of Arts, HDE)