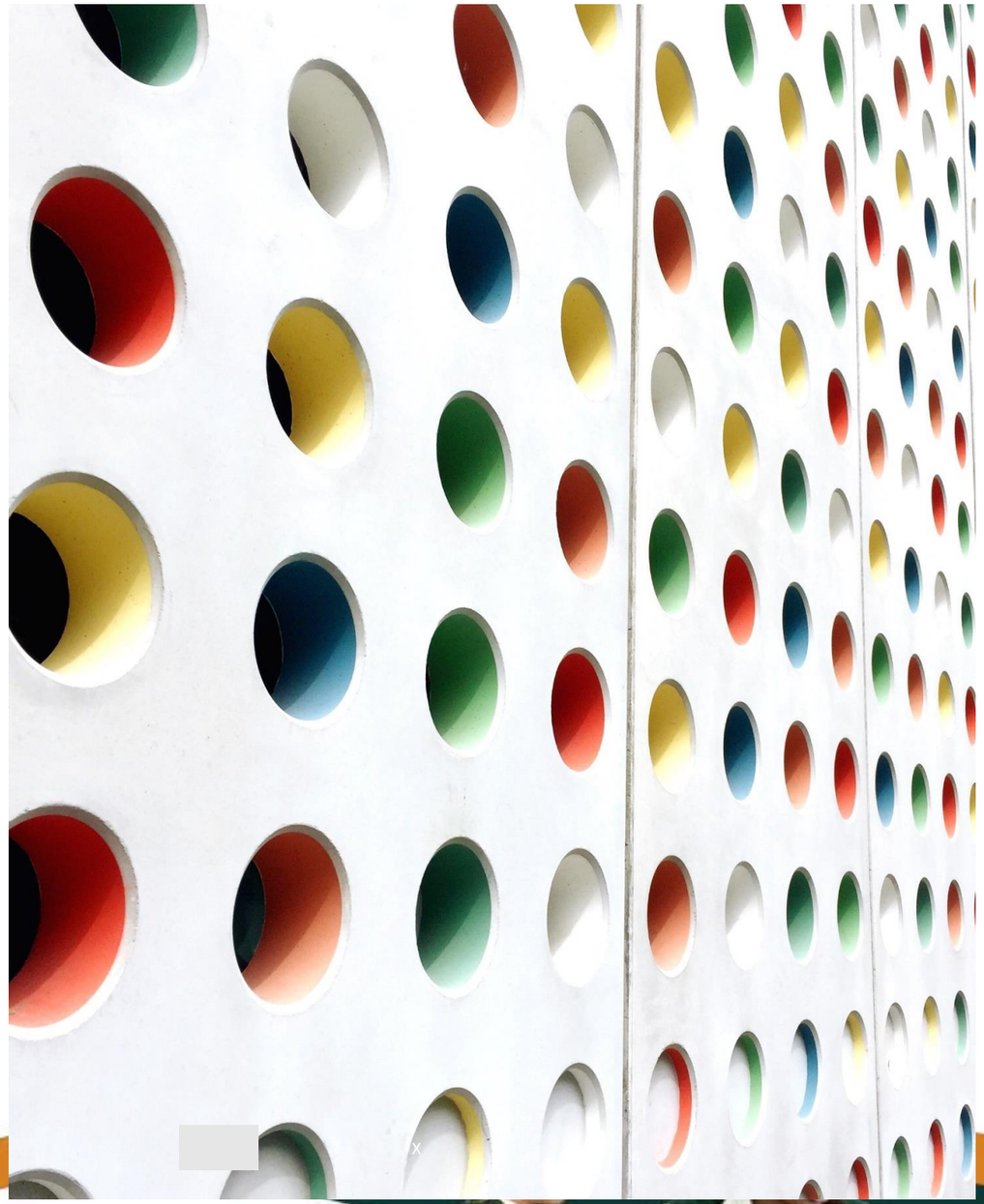

An Update on MTbBE Implementation to COPAL on African Languages UWC

Dr. N. Mbude-Mehana
DDG DBE National Language Unit
13 Nov 2025

Language is **not everything** in education, but without language, everything is **nothing** in education (Wolff, 2006).

MTBBE: Widening Epistemic Access to the Curriculum beyond Grade 3, to ensure equitable access to education for ALL children

The 2025 MTBBE implementation was an opportunity that is far from perfection; but a great start to widening access to Foundational Learning for **ALL children.**

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The Reality of Transition Anxiety

- **Transition anxiety**: also known as change anxiety, occurs when we face significant changes in our lives that push us out of our comfort zones and into unfamiliar territory. It's a natural emotional response to the uncertainty and new challenges that come with transitions. Whether it's a positive change, or a challenging one, these shifts can stir up feelings of nervousness and apprehension. It can distort reality, delaying progress.
- **Educational transitions**: Moving from one education practice to another, such as changing LOLTA involves adjusting to new pressures, social environments, and future uncertainties, which can be difficult to navigate.
- Primacy of a **focus on the end goal** – the urge to focus on challenges must be coupled with a focus on opportunity navigation.

OVERALL SIZE: MTBBE STRATEGY

24, 850 Schools

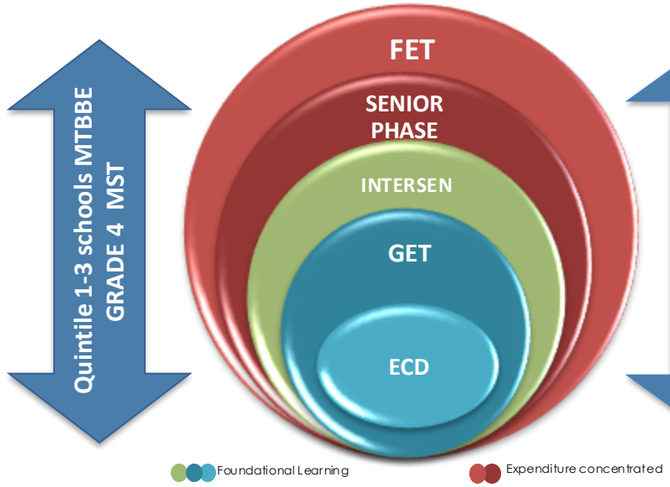
13,679,374 Number of learners

Grade 4 MTbBE cohort 2025

692 240 Q1- Q3 Gr4s

MTBBE 2025-2029

- Status Planning
- Acquisition Planning
- Corpus Planning
- Prestige Planning



AL LEARNERS
11, 365, 810

SOUTH AFRICAN SIGN LANGUAGE SPEAKERS
2, 146

ECD
1,6

ENGLISH HL LEARNERS
1,252,253

AFRIKAANS HL LEARNERS
1,057 164

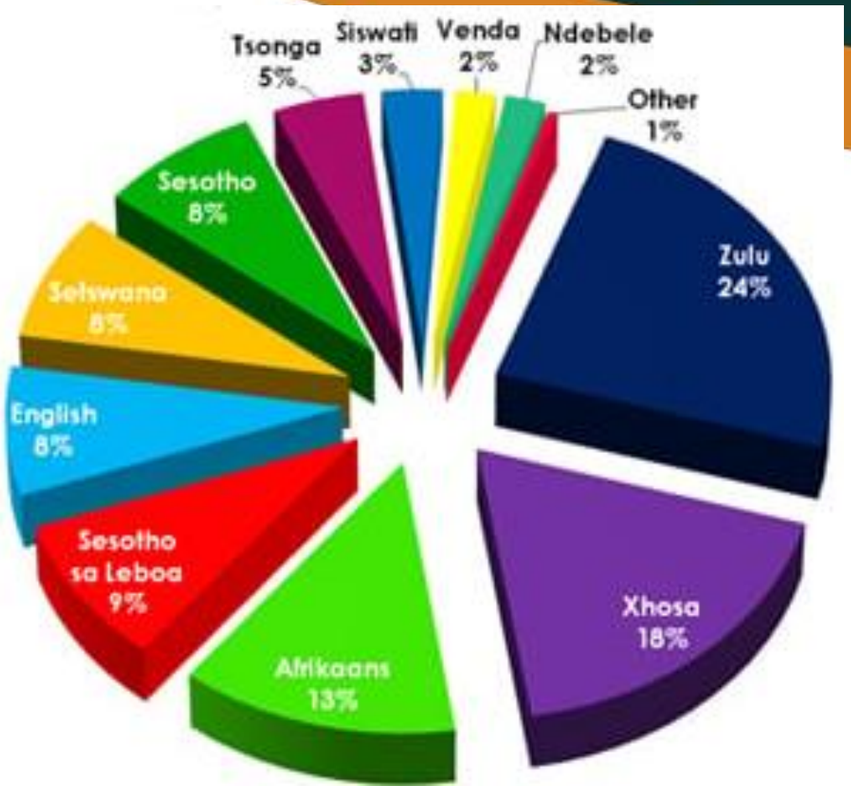
SERVICE DELIVERY PLATFORM

MTbBE - Basis for Foundational Learning

- By design, learners in South Africa have access to their mother tongue as a Language of Learning; Teaching and Assessment (LoLTA) from Grade R;
- They are incrementally introduced to English as a subject;
- **Therefore they learn to read and write in their two languages** in the Foundation Phase (Grades 1–3). This is MTBBE, also called **Additive bilingualism;**
- MTbBE ensures that **mother tongue remains the anchor** while English is added additively. South African legislation caters for Additive Multilingualism;
- Translanguaging is the **pedagogical anchor**: it enables learners to mobilize both languages fluidly across content areas;
- MTbBE = is the basis of **the whole philosophy of bilingual instruction**.

Language Vitality drives Foundational Learning in SA

- 35 languages are spoken in SA but 12 are official.
- Constitutional imperative to develop all 12 languages to achieve parity of esteem.
- English (and Afrikaans) remain the only resourced language(s).
- Parity of esteem remains elusive.
- This has serious implications for Foundational Learning.



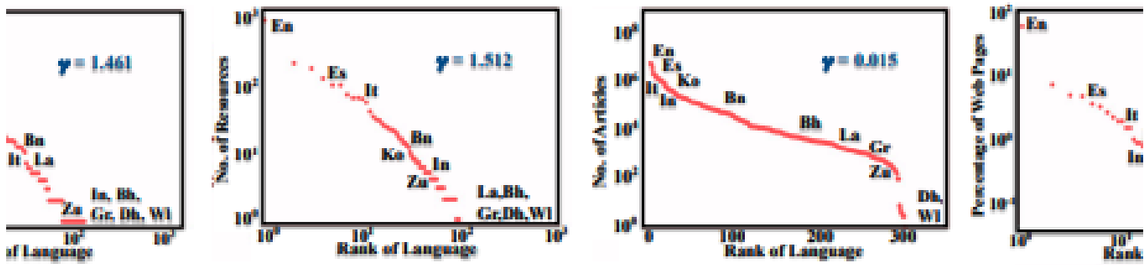
African Languages as Low Resource Languages | LRLs

- African languages are characterized as resource-scarce languages
- Paucity of digital findability, reusability, interoperability, quality, data
- Limited Human Language Technology and Digital Language Resources and other computational resources
- If we are serious about Foundational Languages; DBE has to ensure that all languages can be used as foundational bridges for all children. How?

0 - Left Behinds; 1 – Scraping guys; 2-The hopefuls; 3-The rising Stars; 4- The stars; 5 – The winners

5 Example Languages	#Langs	#Speakers	% of Tot
Dahalo, Warlpiri, Popoloca, Wallisian, Bora	2191	1.2B	88.
Cherokee, Fijian, Greenlandic, Bhojpuri, Navajo	222	30M	5.4
Zulu, Konkani, Lao, Maltese, Irish	19	5.7M	0.3
Indonesian, Ukranian, Cebuano, Afrikaans, Hebrew	28	1.8B	4.4
Russian, Hungarian, Vietnamese, Dutch, Korean	18	2.2B	1.0
English, Spanish, German, Japanese, French	7	2.5B	0.2

ımber of languages, number of speakers, and percentage of total languages for each lan



LDC (b) LRE (c) Wikipedia (d)

ɔts of different available resources for different languages. Languages to the far right n in the resource category. Languages annotated are: Class 0-Dahalo (Dh), Wallisi (Bh), Greenlandic (Gr); Class 2-Lao (La), Zulu (Zu); Class 3- Bengali (Bn), Ind san (Ko), Italian (It); Class 5- English (En), Spanish (Es).

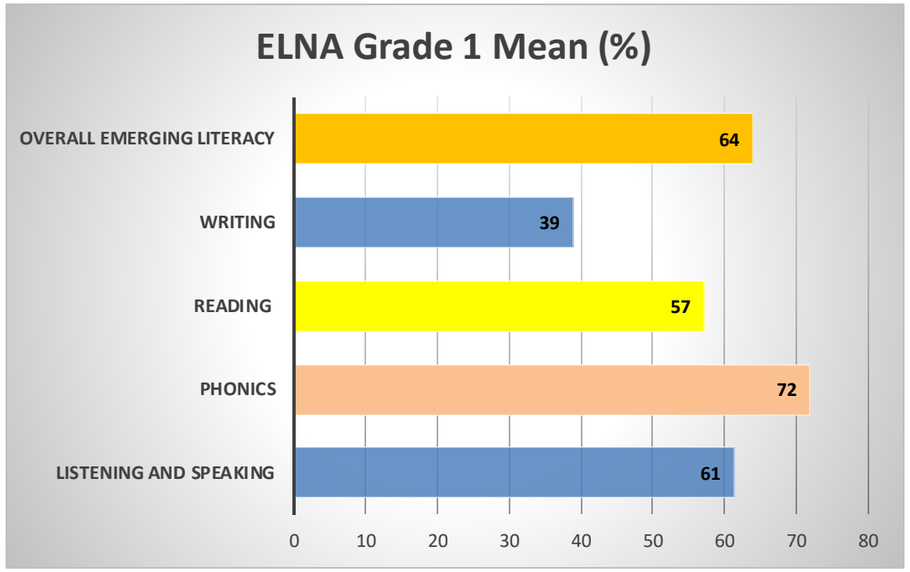
Class		#Langs	Digital Presence
4	IsiZulu (Nguni)	24%	Online content & Res.
3	IsiXhosa (Nguni)	18%	Noteable digital pr
5	Afrikaans (WGerm	13%	Large Digital ecosystem
2	Sesotho sa Leboa	9%	Hopeful Low DRL
5	English (W.Germ)	8%	International Digital pr
1	Setswana (SoT)	8%	Extreme Low Digital RL
2	Sesotho (SoT)	8%	Low RL
1	Tsonga (Tswa R)	5%	Extreme LDRL
2	SiSwati (Nguni)	3%	Hopeful Low DRL
1	Venda (Tswa R)	2%	Extreme LDRL
2	Ndebele (Nguni)	2%	Hopeful LDRL

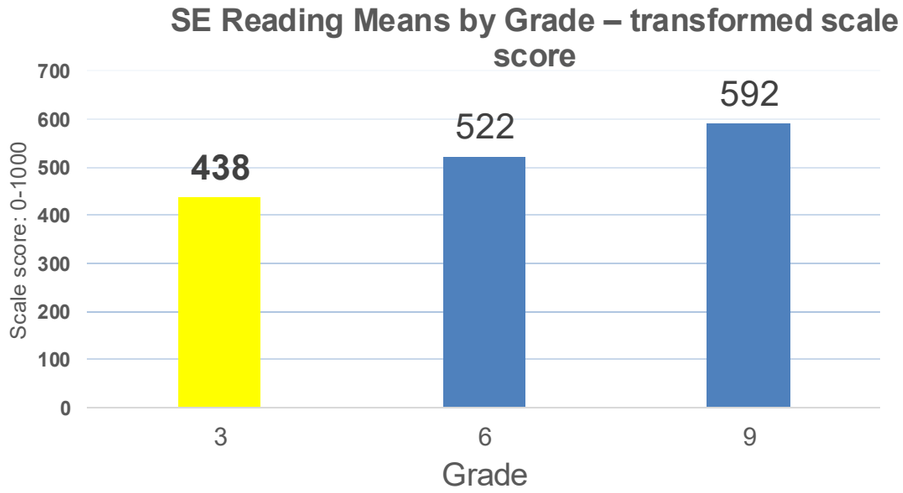
LOW RESOURCED LANGUAGES

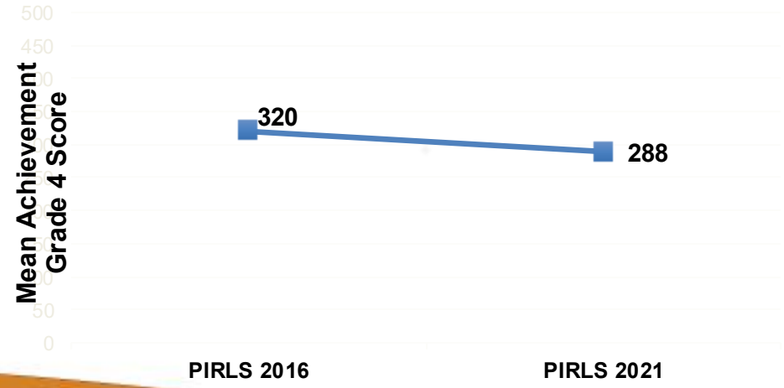
Low resourced languages, are those with limited data and tooling for AI systems like speech to text, text to speech, and machine translation.

SA assessment data demonstrates low literacy outcomes

DBE Assessment Data

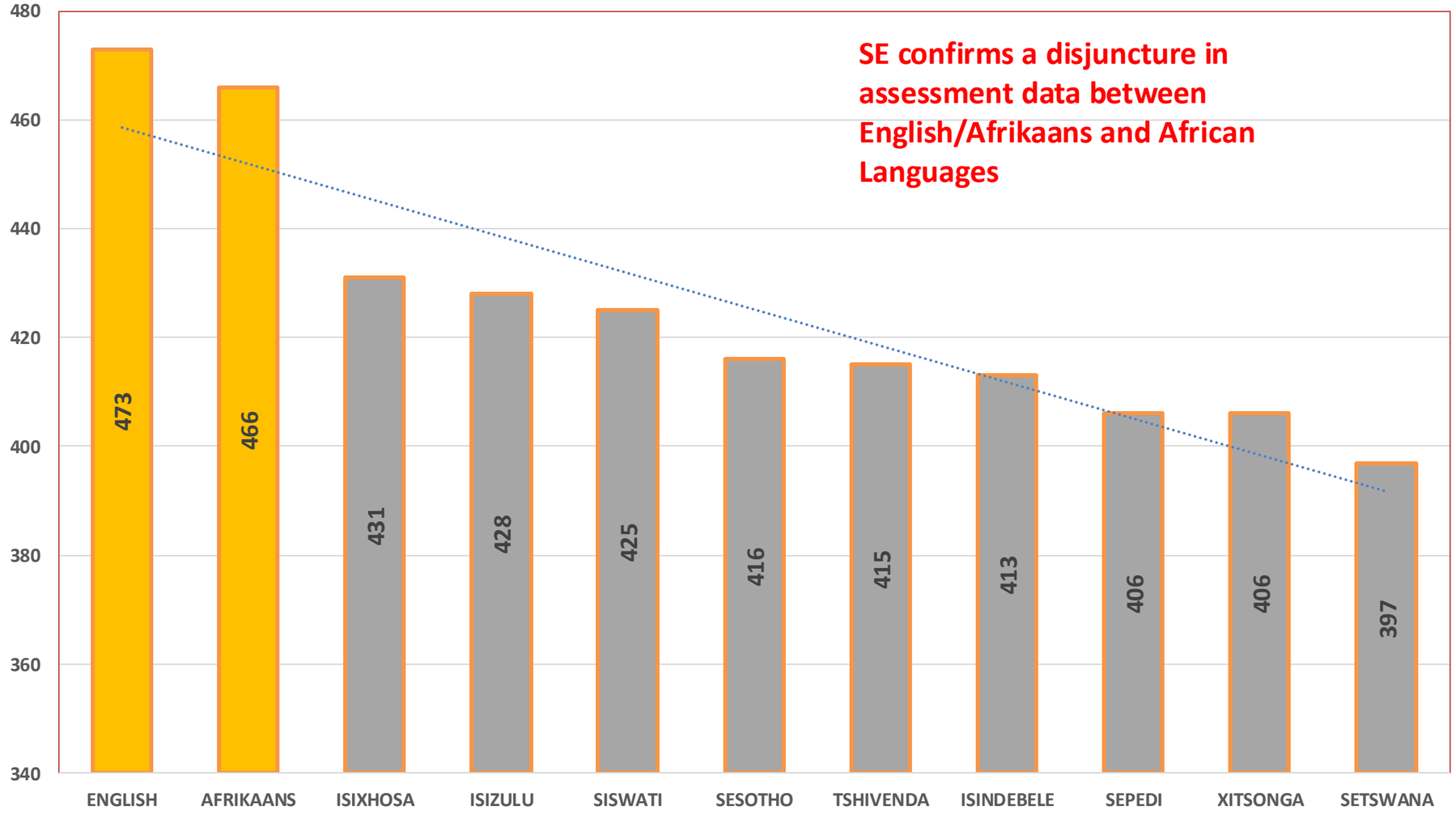




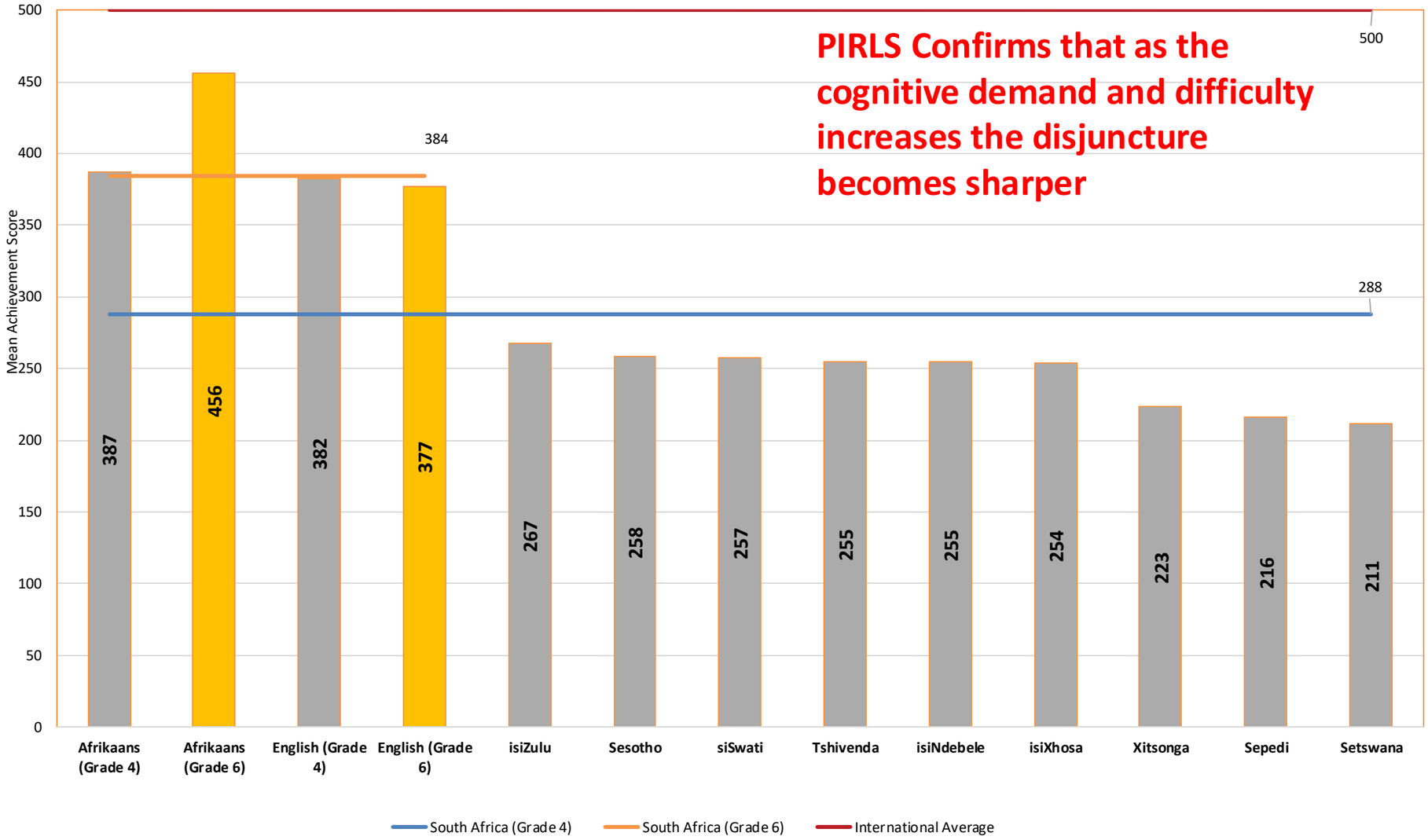


Policy makers need multiple data sources to inform planning. (Baird, 2023)

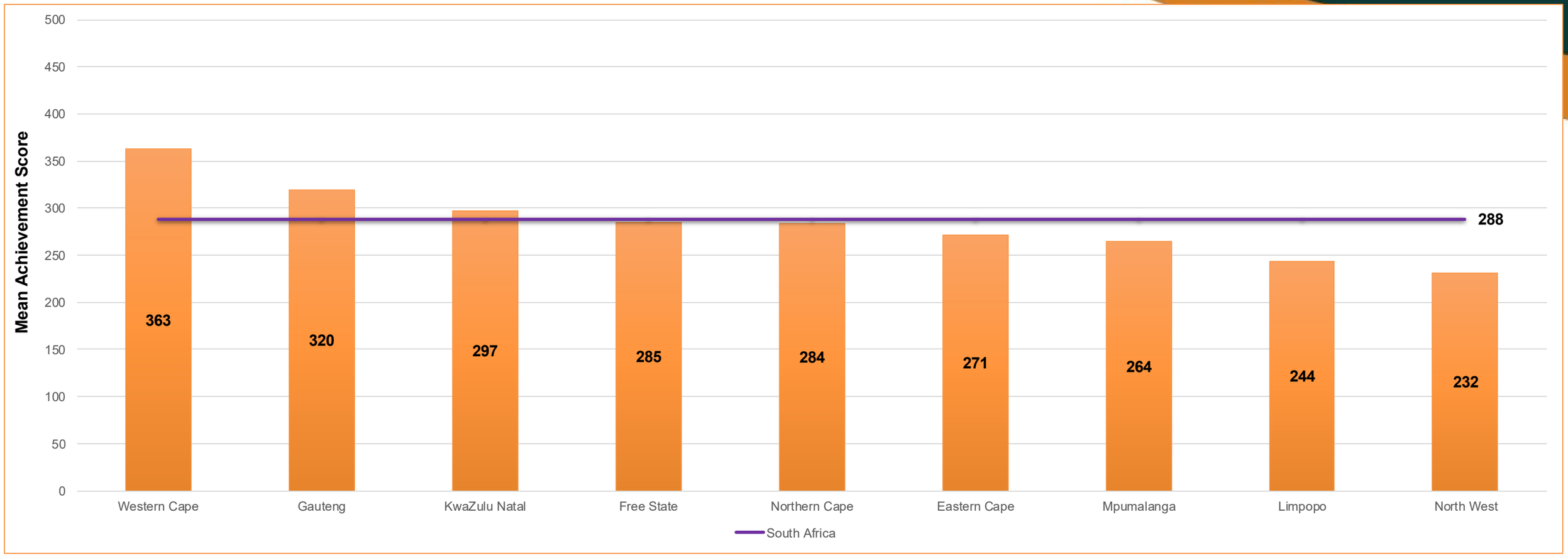
SE Grade 3
Reading Comprehension Scores



PIRLS Performance by Test Language



GRADE 4 ACHIEVEMENT BY PROVINCE



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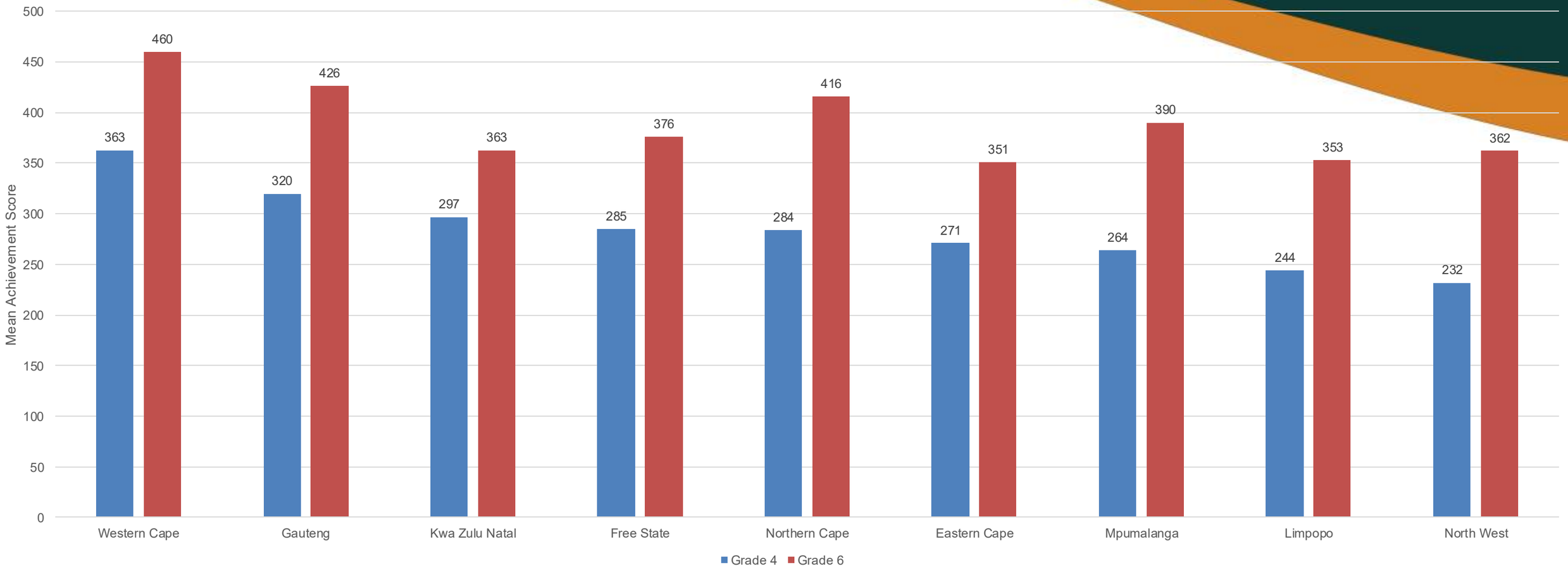
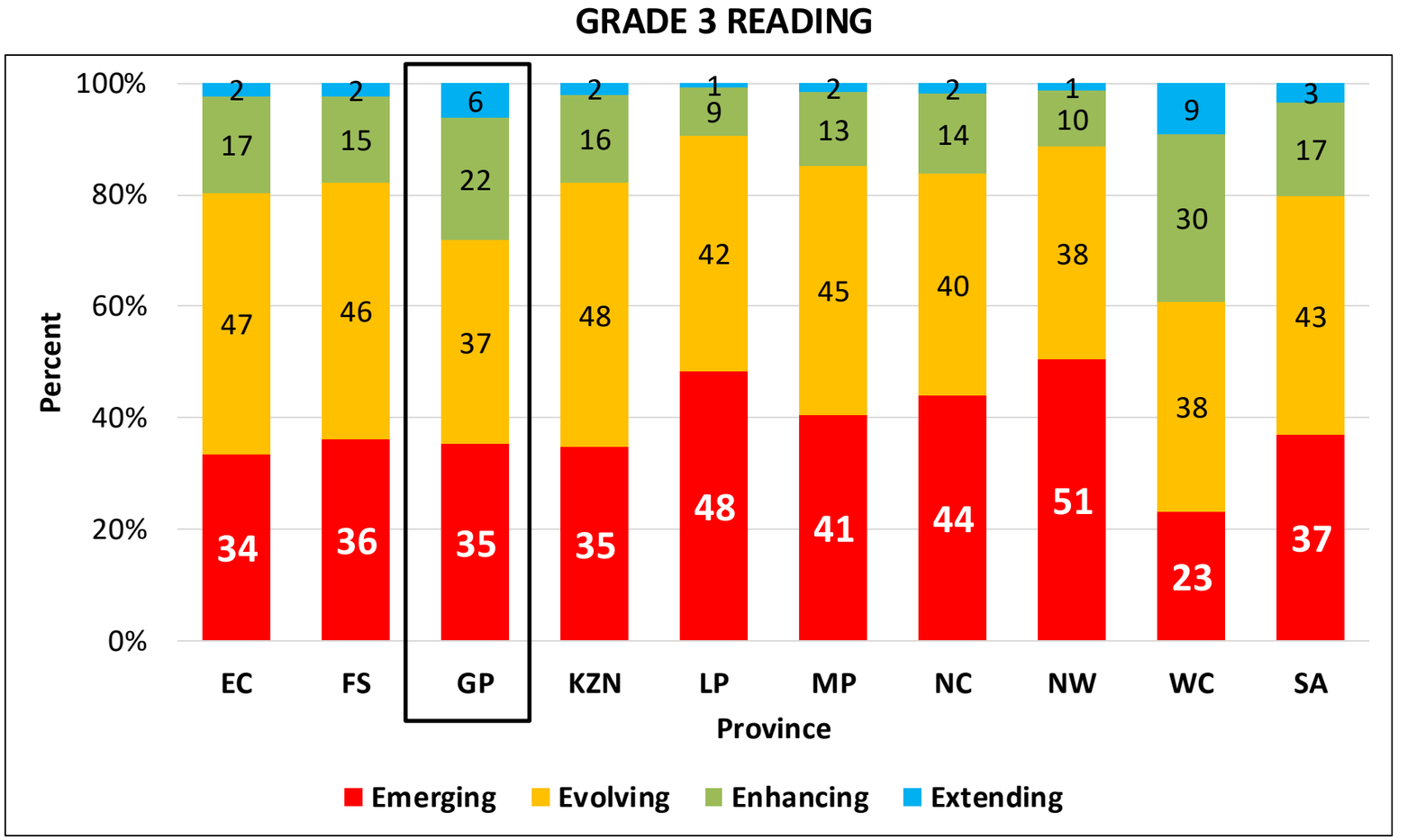
Implications for MTBBE Implementation

- The low Language Vitality of African languages makes it difficult for MTBBE implementation;
- HEIs need to understand the
- The need for recurriculation is urgent, especially focusing on Foundational Phase
- African language faculties and courses must align to the challenge of low language vitality.

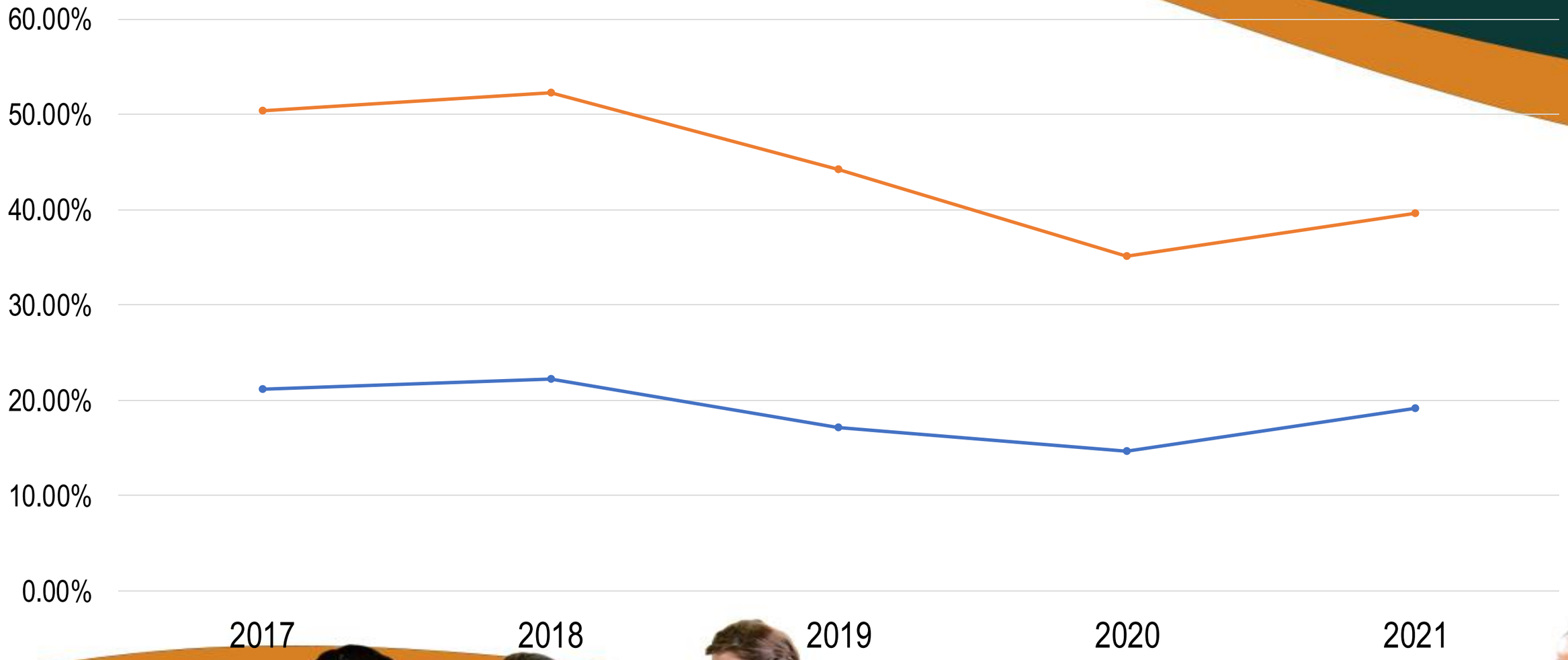
COMPARATIVE ACHIEVEMENT BY GRADE BY PROVINCE



Languaging = Weak Foundational Learning



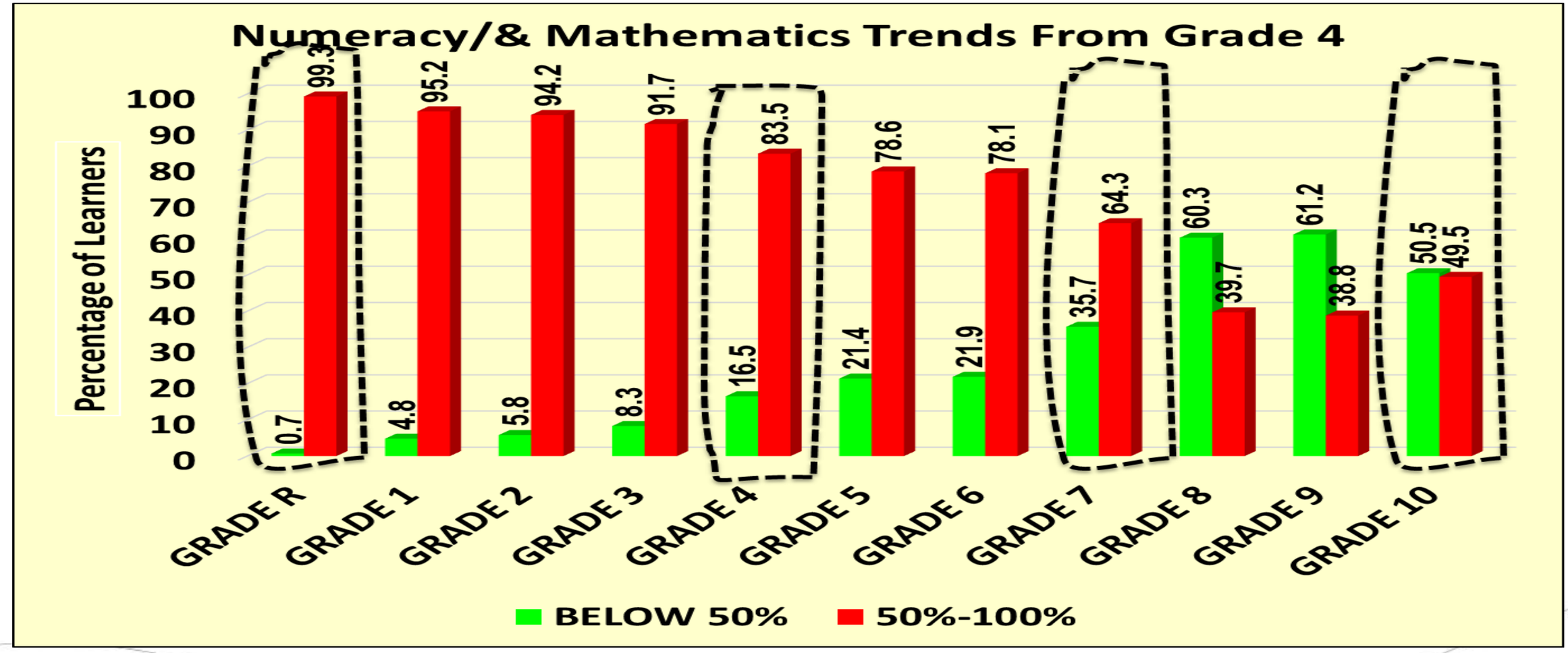
EFAL Moderate (49%) & Below



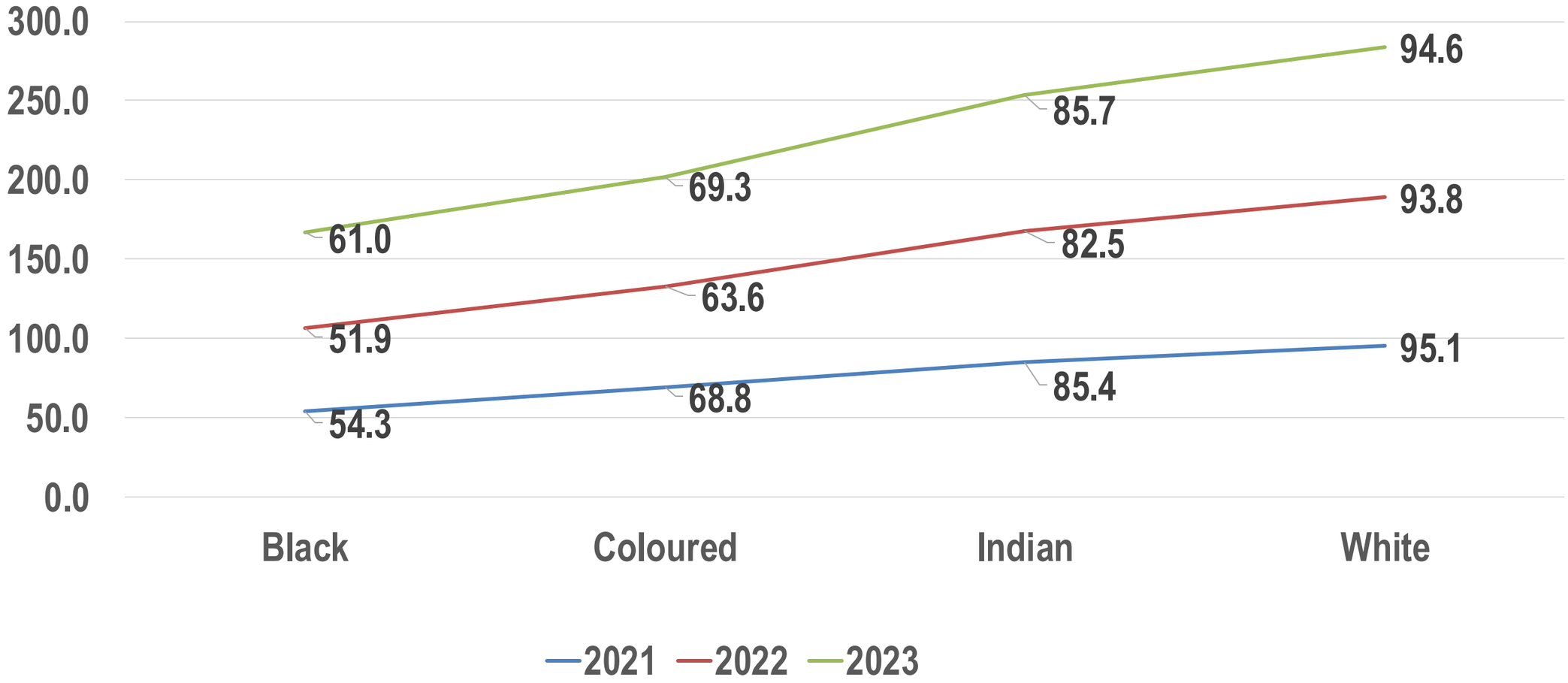
Facilitating Foundational Learning requires Strong Language Vitality:

Digital language resources (DLRs) are crucial for developing teaching materials and tools for Mother Tongue-Based Bilingual Education (MTbBE), thereby improving learning outcomes and language vitality across all languages

Cumulative Dysfluency starts early



Graphical Representation – Mathematics Performance (By Race)



Despite huge funding injections to literacy work, we are not moving the needle

- There are no returns on Investement

Barriers to Equity: Why Are We Failing?

Absence of Proper diagnosis

Biased Environmental Hypothesis based reading instruction, allowing ineffective methods to persist unchecked.

Outdated Materials & Training

Schools continue using curricula uncritically while teachers receive insufficient preparation in balanced reading approaches.

Accountability Gaps

Without monitoring and enforcement, literacy initiatives in marginalized communities receive inadequate funding and support.

Systemic Inequities

Under-resourced schools serving low-income students of color face compounded disadvantages in staffing, materials, and intervention programs.

Update on Mapping Exercise Findings:

- **The NLU has Reviewed 10 literacy programmes, these** show:
  - **African language Programmes** → Phonics-heavy, copied from English EFAL, unsuitable for African Language morpheme-rich languages.
  - African languages: morphemes (prefixes, noun classes) sporadically mentioned but never systematically taught (lens through which the instruction is based).
  - **Comprehension gap**: heavy emphasis on fluency/reading aloud, weak on meaning-making. Comprehension is then compromised.
  - **African Languages are used as symbolic labels**: They are only labelled as 'African Languages' while the literacy methodology for instruction; remains borrowed from the logic of English.
  - The logic of **African languages** is underutilised; MTBRL must close this gap

New National Reading Strategy (NRS, 2024-2030

- Recognises that there is need for a more **linguistically appropriate approach to literacy instruction**; the one size fits all approach is not working for African languages.
- **Focus on Reading for Meaning:** Addressing the literacy crisis means a seismic shift from what we have been doing all along viz. residually ignoring that literacy instruction must be aligned to the structure of a particular language.
- **Differentiated Literacy Packaging:** Aligning instruction with language structures viz.
- Literacy instruction pedagogies and methodologies for English and Afrikaans to be packaged as for **West-Germanic languages**;
- Literacy instruction methodologies for African languages must be packaged according to the structure of **Southern Bantu languages**.

The link between MTBBE and MTBRL

- Mother Tongue-based Bilingual Education **(MTbBE)** is the house; Mother Tongue-based Reading Language **(MTbRL)** is the foundation.
- MTbBE **(instruction)** and MTbRL **(literacy)** are not competing models; they are nested.
- Teachers and policymakers must treat MTbRL as literacy sub-component of MTbBE, not a separate or optional programme.

Key Message for COPAL to note

MTbRL = literacy approach (reading, writing, comprehension).

MTbBE = instructional approach (teaching across **languages as subjects, and across non-language subjects through authenticated ATPs and Workbooks in all official languages, allowing for the use of translanguaging in terms of Circular s18 of 2024).**

One without the other will fail: MTbRL is the **necessary condition** for MTbBE to succeed.

Policy coherence: MTbRL aligns with the National Reading Literacy Strategy, while MTbBE is embedded in the broader curriculum of learning, teaching, assessing in more than one language

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Preparations for 2025

Assessment for Learning:

Every child is a National Asset

A National Assessment for Grade 4 MTBBE is Crucial as a Baseline for Mathematics and Natural Science & Technology

Establishing a strong foundation for educational excellence through strategic assessment and evidence-based intervention in the critical early years of learning.

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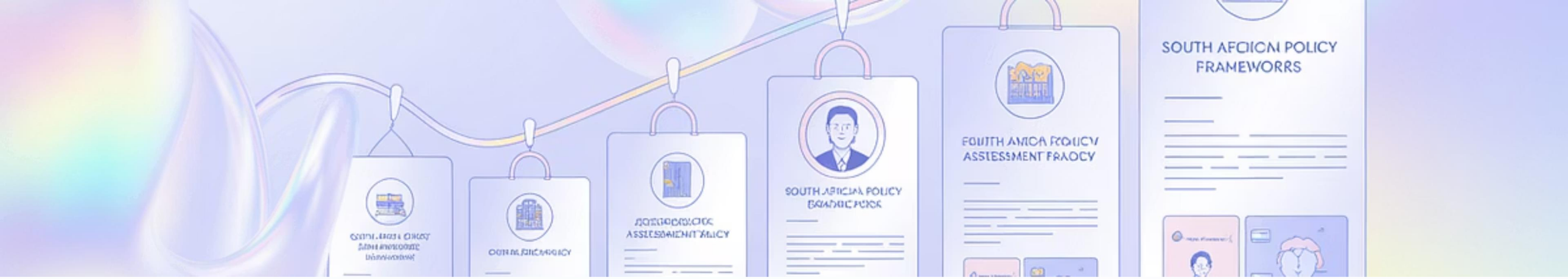


The Historical Context: South Africa's Education Assessment Journey

Post-Apartheid Era

Since 1994, assessments have been essential tools to monitor shifts from apartheid-era inequalities and track the transformation of South Africa's education system.

Global Benchmarking

South Africa participates in international studies like SACMEQ, TIMSS and PIRLS to benchmark performance globally and understand where learners stand compared to peers worldwide.

National Efforts

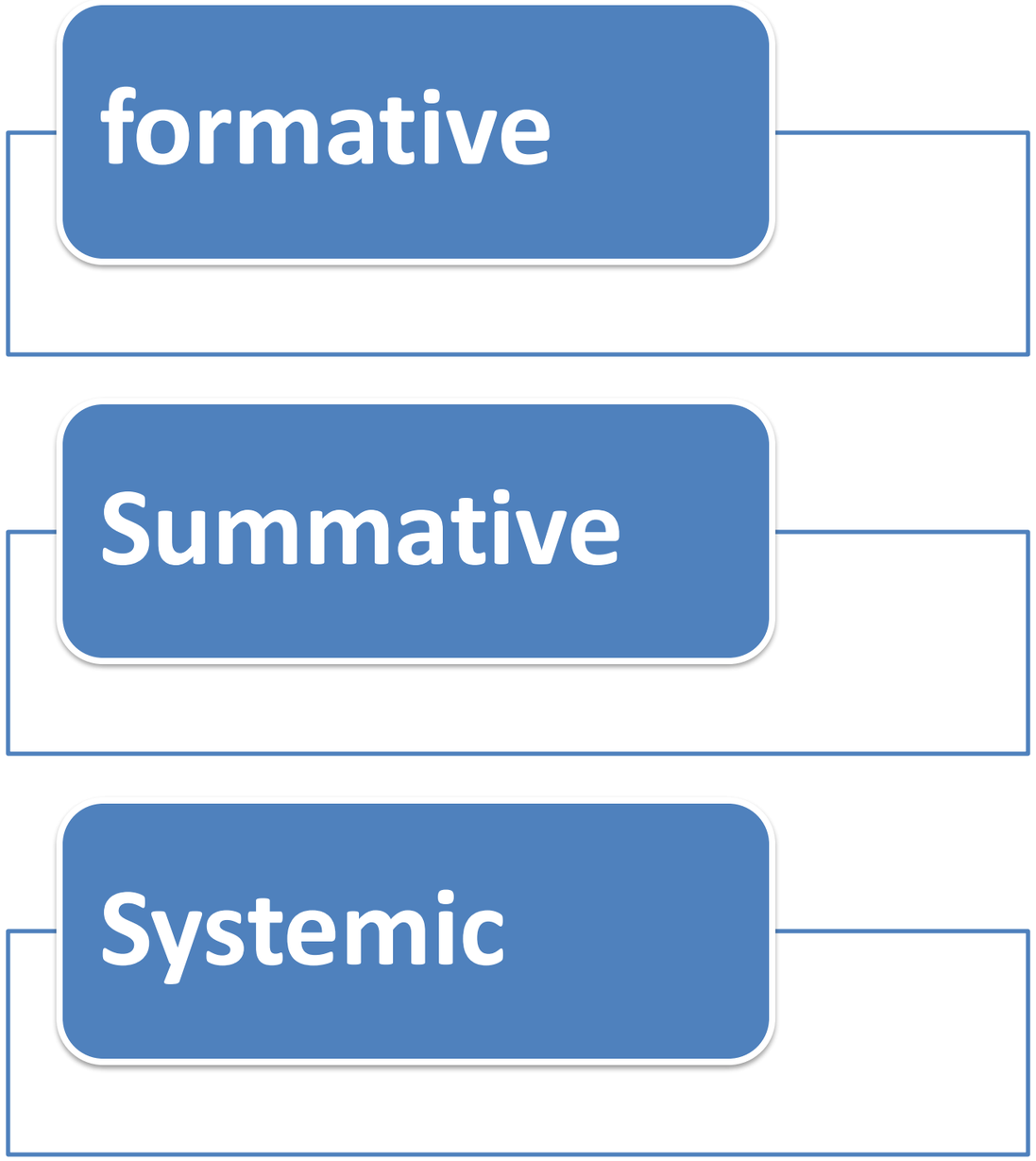
National assessments, including Annual National Assessments, have faced implementation challenges but remain vital for tracking educational progress and informing policy.

The need for a National Assessment Framework for learning:

a) Improving assessment efficiency is a priority in the 7th administration (emphasis in the budget vote).

b) NAF articulates a basket of fit for purpose assessment programmes targeted at measuring and monitoring learning outcomes – with an emphasis on GET.

c) The NAF comprises 3 inter-related pillars:

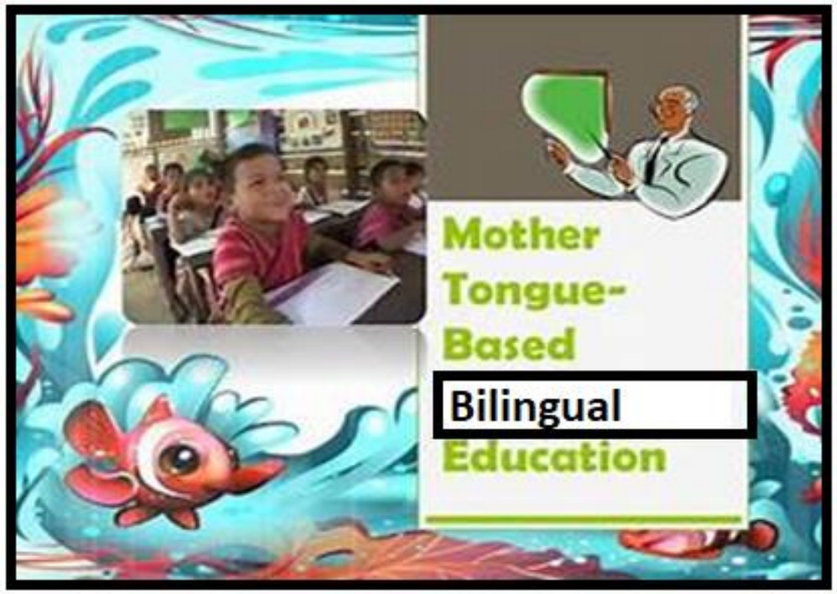


Assessment to identify Cumulative Dysfluency

- Dysfluency is what happens when pupils encounter difficulties in their learning which mean that they struggle to build future learning on top of these difficulties, or the gaps in their knowledge and understanding.
- In this sense – such as never having mastered the basics of grasping place value, or become fluent in linking letters and sounds – this dysfluency accumulates and compounds as pupils move through the curriculum.
- This ‘accumulation of dysfluency’ reflected in the attainment gaps noted in all assessment reports –
- Gaps widen further and further as pupils progress from Early Years through primary school and to the end of FET: the small problems have become bigger problems later on.

Towards cumulative Fluency

Assessment for learning aids identification of these gaps in the GET before they become too huge.
MTBBE NAF candidates for early identification of these gaps



Launch in 2024

The MTbBE Grade 4 National Assessment

Supported by

The announcement of MTBBE Rollout from 2025 on 21 February (IMLD) 2024

And subsequent **TDCMs**, **HEDCOMs**, **CEMs** and **Conferences/Lekgotlas**' of the DBE adopted the **MTBBE Strategy** with an **Assessment Component**.

What would be different: New Normal

1. Learners in MTBBE implementing schools in 2024 would participate in a common Grade 4 national assessment in 2025.
2. The MTbBE Grade 4 assessment will replace the end of year Grade 4 examination in November 2025 (20% weighting).
3. The initial scope will be testing Grade 4 Mathematics & Natural Science/Technology content and skills in African Languages.
4. Of the 100% total marks in Grade 4; 80% will be School Based Assessment (SBA); the NAF weighting of this assessment will count ONLY 20% of the promotion mark.
5. It will be marked by teachers and captured onto SA-SAMS.

The New Normal

6. Moderation will be done by the SMT and sample moderation will be done at the district level.
7. Provincial and district assessment coordinators will monitor the implementation.
8. The assessments will be incrementally scaled to Grade 5 (in 2026), Grade 6 (in 2027) and Grade 7 (in 2028).
9. **The scaling up will also include the development of graded Reading Comprehension tests for Home Language and First Additional Language and an end of the year test for Social Science and EMS.**
10. The tracking of results will be available on SA-SAMS for school, district, provincial and national analysis & will be included as part of the assessment dashboard development and modernization of SA-SAMS

Principles underpinning bilingual assessment

1. Language must facilitate learner responses rather than serve as a barrier.
2. The weighting of the bilingual assessment in the different grades is as follows:
   a) **2025: Grade 4: 80%** of the assessment is conducted in the Mother-tongue and 20% in English.
   b) **2026: Grade 5**: the bilingual assessment weighting shifts to 70:30;
   c) **2027: Grade 6**: there will be a 60:40 weighting; and
   d) **2028: Grade 7**: the weighting will be 50:50.
3. Even though the Mother-tongue or English is the language of assessment, translanguaging/language assists have been used.
4. The learner responses should also be aligned to the weighting articulated in point 2.
5. The above assessment principles applied in the common tests, School Based Assessment, and systemic assessments (national and international).

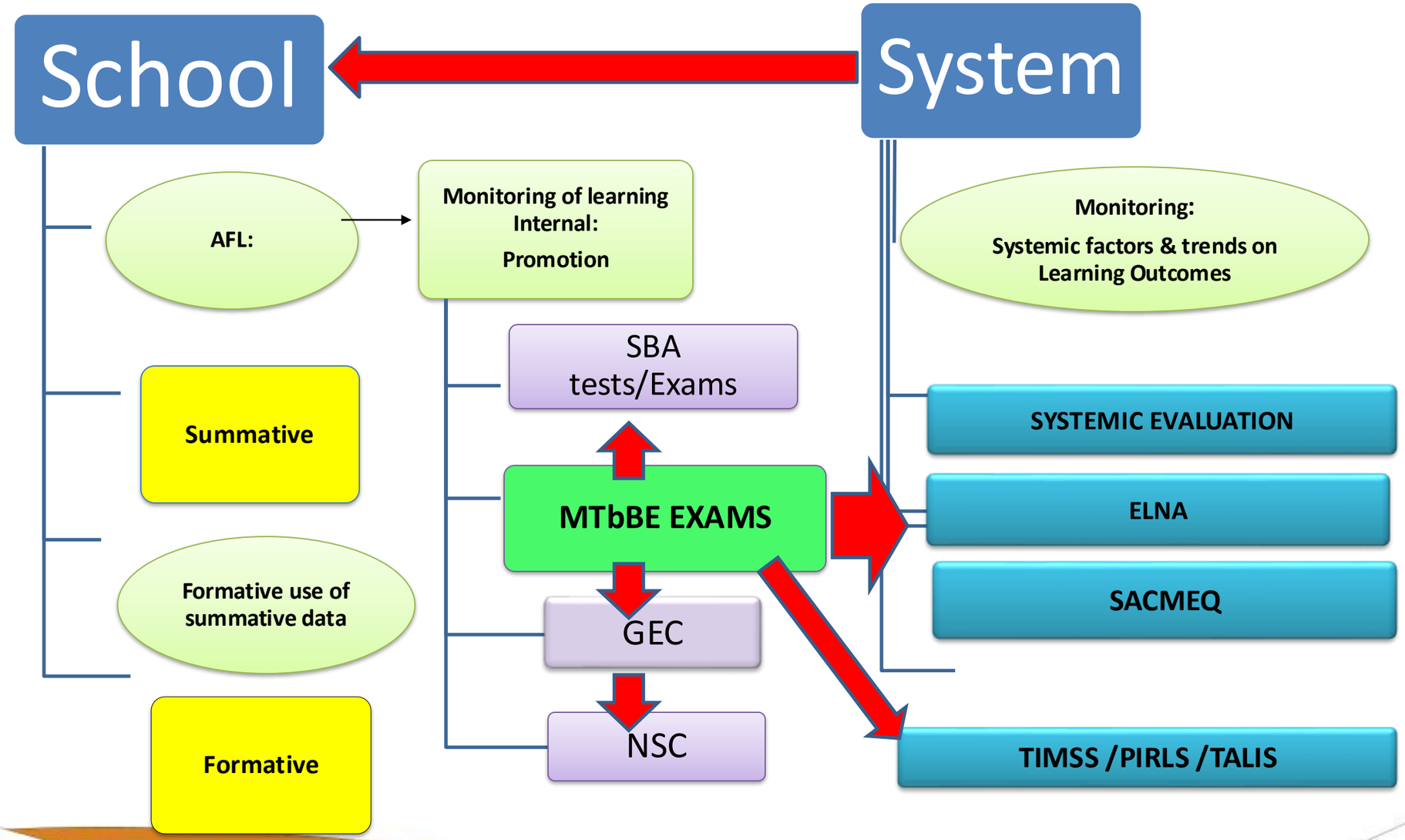
Design features ….

- Translanguaging and a functional approach to versioning as opposed to direct translations features stronger in the design of tests. The language register and orthography of both languages was considered.
- In 2026 the bilingual assessment weighting of this cohort shifts to 70:30 (Grade 5); in 2027 it shifts to 60:40 (Grade 6) and then in 2028 to 50:50 in Grade 7.
- The intent is for the assessment tools **to model MTbBE teaching** and **learning practice.**

Design features …

- The content domains of Grade 4 CAPS tested at the end of the year was the focus.
- The difficulty range of questions has 3 levels: easy, moderate, difficult.
- The cognitive demand is based on taxonomies for individual subjects indicated in CAPS and depth of knowledge levels.
- The design features of the tests have taken into account a modernising of assessment scales for recording and reporting linked to a national standard setting process.
- The underlying theoretical discourse of the tests is underpinned by an Assessment for Learning & Multilingual pedagogies.

An expanding assessment landscape



Grade 4: The Critical Transition Year in South African Education

Language Transition

Grade 4 marks the start of the Intermediate Phase. It signified the critical shift to English as Language of Learning and Teaching (LoLT), presenting unique cognitive challenges.

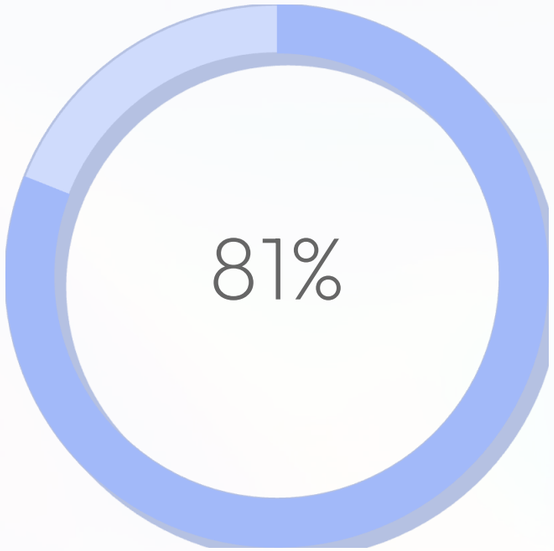
Cognitive Demands

Learners aged 9-10 face significantly increased cognitive demands in Languages, Mathematics and Natural Science & Technology as outlined in the CAPS curriculum framework.

Foundation for Success

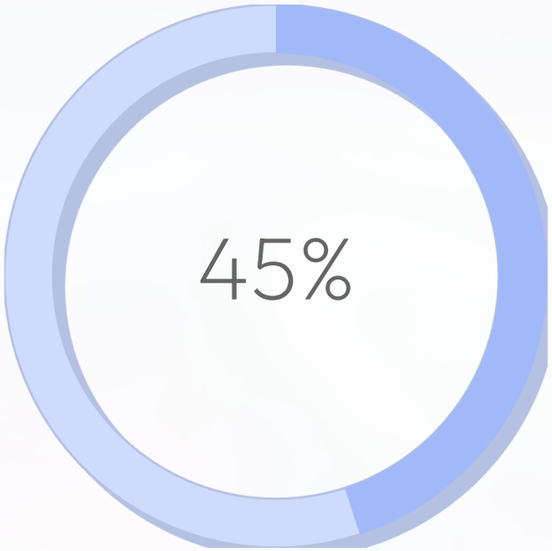
Research consistently shows that foundational skills developed in this phase are strong predictors of future academic success and lifelong learning capacity.

Learning Poverty: Evidence from Recent Studies



Reading Comprehension Gap

PIRLS 2021 revealed that 81% of South African Grade 4 learners struggle with reading comprehension, severely impacting learning across all subjects.



Mathematics Deficit

TIMSS data shows South African learners performing 45% below international benchmarks in mathematics by Grade 4/5.

Widening Gaps

Learning deficits widen three times faster without early identification and targeted intervention strategies.

Cumulative Dysfluency: Without immediate action, these foundational gaps become entrenched, creating long-term barriers to educational achievement and economic participation.

National Baseline for Grade 4 MST MTBBE Matters

01

Clear Curriculum Snapshot

Provides a clear, curriculum-aligned snapshot of learner competencies in Mathematics and Natural Science & Technology at this pivotal developmental stage.

02

Early Gap Identification

Enables identification of learning gaps before they become deeply entrenched and significantly harder to remediate through standard teaching methods. There is little empirical evidence in the system of linguistic vitality of African languages.

03

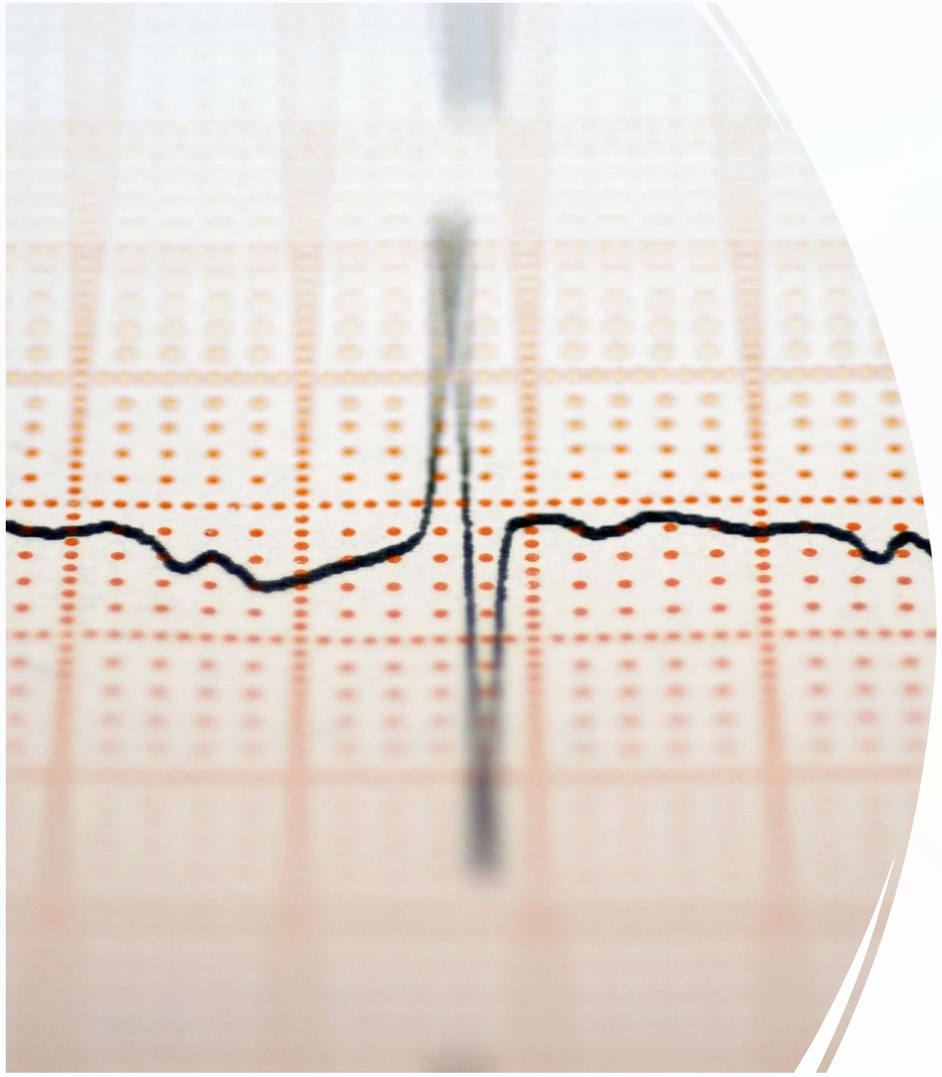
Strategic Resource Allocation

Supports targeted resource allocation and focused teacher support during the critical first year of MTBBE implementation.

04

Evidence-Based Planning

Creates a foundation for evidence-based planning and continuous improvement across all levels of the education system.



Informing Policy and Practice: Data-Driven Decision Making

Provincial & District Guidance

National baseline data guides provincial and district education departments to design and tailor interventions effectively, ensuring resources reach learners who need them most.

Progress Monitoring

Facilitates systematic monitoring of educational progress over time and enables meaningful comparison with international standards like TIMSS and other global benchmarks.

Learning from History

Helps avoid the pitfalls experienced with previous assessments such as ANA by focusing on improvement and support rather than punitive accountability measures.

Supporting Equity and Inclusion

Highlighting Disparities

Early assessment data highlights disparities linked to socio-economic status, language barriers, and historical disadvantages.

Targeted Support

Enables focused support for disadvantaged learners, helping to close historic gaps in education quality and opportunity.

National Commitment

Aligns with South Africa's constitutional commitment to equitable, quality education for all learners regardless of background.

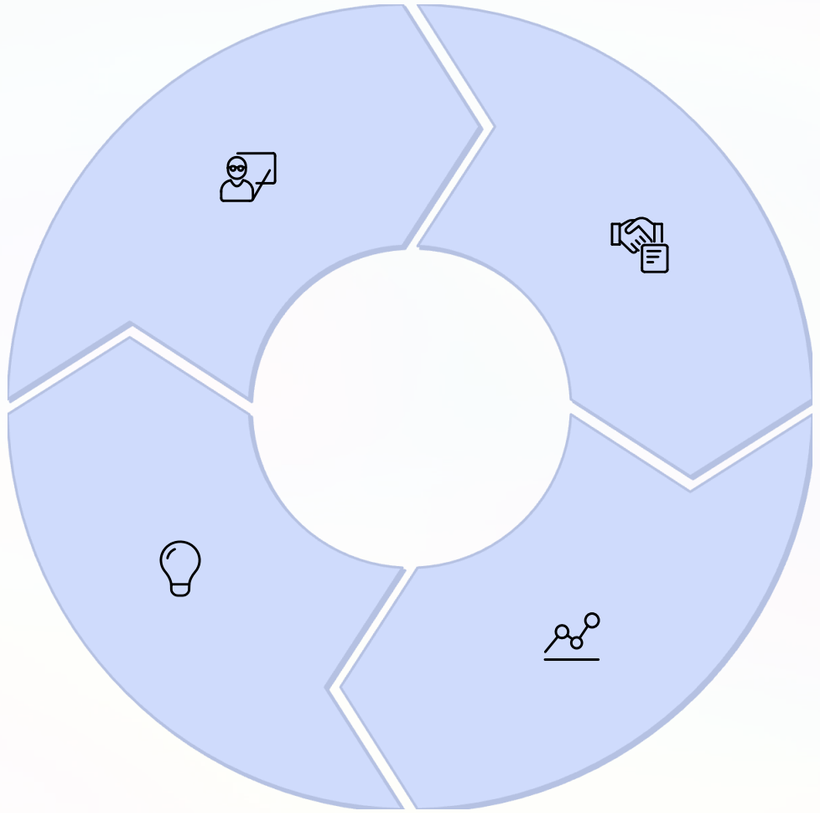
Building Capacity for Sustainable Improvement

Inform Teacher Training

Assessment results directly inform teacher training needs and professional development priorities in Language developments; NS & Technology and Mathematics.

Evidence-Based Culture

Promotes a culture of evidence-based teaching and learning where decisions are grounded in data rather than assumptions.



Foster Collaboration

Encourages meaningful collaboration between schools, districts, and national bodies for continuous improvement and shared learning.

Refine Curriculum

Provides evidence for curriculum refinement and adjustment to ensure content aligns with learner needs and developmental readiness.

Visualizing Impact: From Baseline to Breakthrough

Before Assessment

- Fragmented data across provinces
- Unclear learner needs and priorities
- Steadily widening achievement gaps
- Limited intervention effectiveness

After Baseline Assessment

- Clear national baseline established
- Targeted, evidence-based interventions
- Measurable progress in learner outcomes
- Strategic resource deployment

International Evidence: Countries that implemented early baseline assessments show 2-3 times faster gains in foundational skills and significantly improved STEM readiness within just 3-5 years of systematic intervention.

Juxtaposing the standardized ANAs and the MTBBE NAF

What are the differences and similarities?

Annual National Assessments vs MTBBE NAF

Annual National Assessment (ANA)	Mother Tongue-based Bilingual Education (MTbBE) Assessment
• The focus was in the language of teaching and learning (LoLT) i.e. English and Afrikaans in Grade 4 and higher grades. • All African languages in Grade 3 • **EC requested IsiXhosa Mathematics (the MTBBE pilot started in 2012)**	• The focus is on all official languages from Grade 4
• All schools (Grades 1 – 6 and 9) participated • Grade 7 and 8 were to participate in 2015 for the 1st time	• 2025: Grade 4s in currently 11 948 schools • 2026: Grade 5s • 2027: Grade 7s
• Items were asked in 100% of the LoLT (English and Afrikaans)	• Items are weighted and spread according to the 80:20
• Only two (fixed) subjects were assessed i.e. Mathematics and Language	• Only 2 subjects are assessed i.e. Mathematics and Natural Sciences & Technology • Incremental introduction of other subjects is planned in other phases
• Items were field-tested prior to the administration	• Items are not field-tested
• Test did not replace the end-of-year test	• Test replaces end-of-year test as a 2025 benchmark
• Teachers marked and recorded the marks	• Teachers mark and capture in SA-SAMS
• Central moderation of a national representative sample of scripts, statistical analysis and reporting was done	• School and district moderation of scripts • National sample of scripts will be collected and analysed for benchmarking purposes
• Schools were ranked by provinces according to performance	• No ranking of schools
• National budget for printing and distribution was allocated	• Schools print for themselves

In 2025, the MTBBE NAF for both MST has utilized multilingual assessment designs

Translanguaging and an incremental 80% -20% design with bilingual subtitles where required

2025 Size - MTBBE IMPLEMENTATION

	Province	No. of Schools	Language of Learning and Teaching and Assessment (LOLTA)
1	**EC**	3 860	Afrikaans, IsiXhosa, Sesotho and English
6	**FS**	204	Afrikaans, IsiXhosa, IsiZulu, Sepedi, Sesotho, Xitsonga, Setswana and English
9	**GP**	20	Afrikaans, IsiNdebele, IsiXhosa, IsiZulu, Sepedi, Sesotho, Setswana, Siswati, Tshivenda, Xitsonga and English
2	**KZN**	3 558	Afrikaans, IsiXhosa, IsiZulu, Sesotho and English
3	**LP**	2 229	IsiNdebele, Tshivenda, IsiZulu, Sepedi, Setswana, Xitsonga and English
5	**MP**	768	Afrikaans, IsiNdebele, IsiXhosa, IsiZulu, Sepedi, Sesotho, Setswana, Siswati, Xitsonga and English
7	**NC**	172	Afrikaans, isiXhosa, Sesotho, Setswana and English
4	**NW**	950	Afrikaans, IsiXhosa, Sesotho, Setswana and English
8	**WC**	187	Afrikaans, IsiXhosa, Sesotho and English
	TOTAL	**11 948 schools**	

Assessment Management Plan - 2025

Starting date	Target	Outcome/Activity	Mode	Completion Date
14 Dec 2024	Maths and NS & Tech Panels	Development of test frameworks	**face2face**	**15 Dec 2024**
TBC	DBE	Training of core team by experts (include LTSM staff)	**Remotely**	**TBC**
Feb 2025	Test Development & Curricu.	Interviews & appointment of test panels		**Feb 2025**
30 June 2025	Test Development and panel members	- Training of DBE officials & panel members - Setting of tests and exemplars - Translanguaging, formatting - Moderating & effecting changes	**face2face**	**9 July 2025**
18 July 2025	Test Development	Proofreading & correlation	**Office**	**20 July 2025**
April 2025	PEDs	Confirmation of participating schools and languages involved	**Remotely**	**April 2025**
27 July 2025	PEDs	Dissemination of exemplars & marking guidelines	**Remotely**	**29 July 2025**
27 July 2025	DBE	Communicating a common administration timetable	**Circular**	**29 July 2025**
4 Oct 2025	PEDs	Sign off of tests & marking guidelines Dissemination of end of year tests	**Face2face**	**5 Oct 2025**
20 Oct 2015	PEDs	Planning and preparation for end of year	**Face2face**	**5 Oct 2025**
23–24th Nov	Participating schools	Administration of MTBBE	**Circular**	**Nov 2025**
3 Dec 2025	PEDs & DBE	Collection of sampled scripts from PEDs	**Courier**	**8 Dec 2025**
13 Dec 2025	Research Coordination (DBE)	Capturing and analysis	**Face2face**	**18 Dec**

Support needed

- Specialist: Research and analysis and unpacking of data emanating from these assessments.
- Specialist: Expert review of testing instruments & frameworks
- Item banking system and resource portal: Guidelines, concept documents, frameworks, Bilingual school-based assessment tasks
- Printing, dissemination and training.
- Digitisation of MTBBE assessments.

Conclusion: A National Baseline Assessment is the Foundation for South Africa's Educational Future

Vital Starting Point

Establishes a crucial starting point for improving Language; Mathematics and Natural Science & Technology outcomes across all provinces and districts.

Empowering Stakeholders

Empowers educators, policymakers, and communities with actionable insights to drive meaningful educational transformation.

Transformative Potential

Represents an essential first step in transforming South African education and unlocking the full potential of learners nationwide.

"The future of South Africa depends on the quality of education we provide today. A national baseline assessment is not just measurement—it's the foundation for every child's opportunity to succeed."

Implications for HEIs

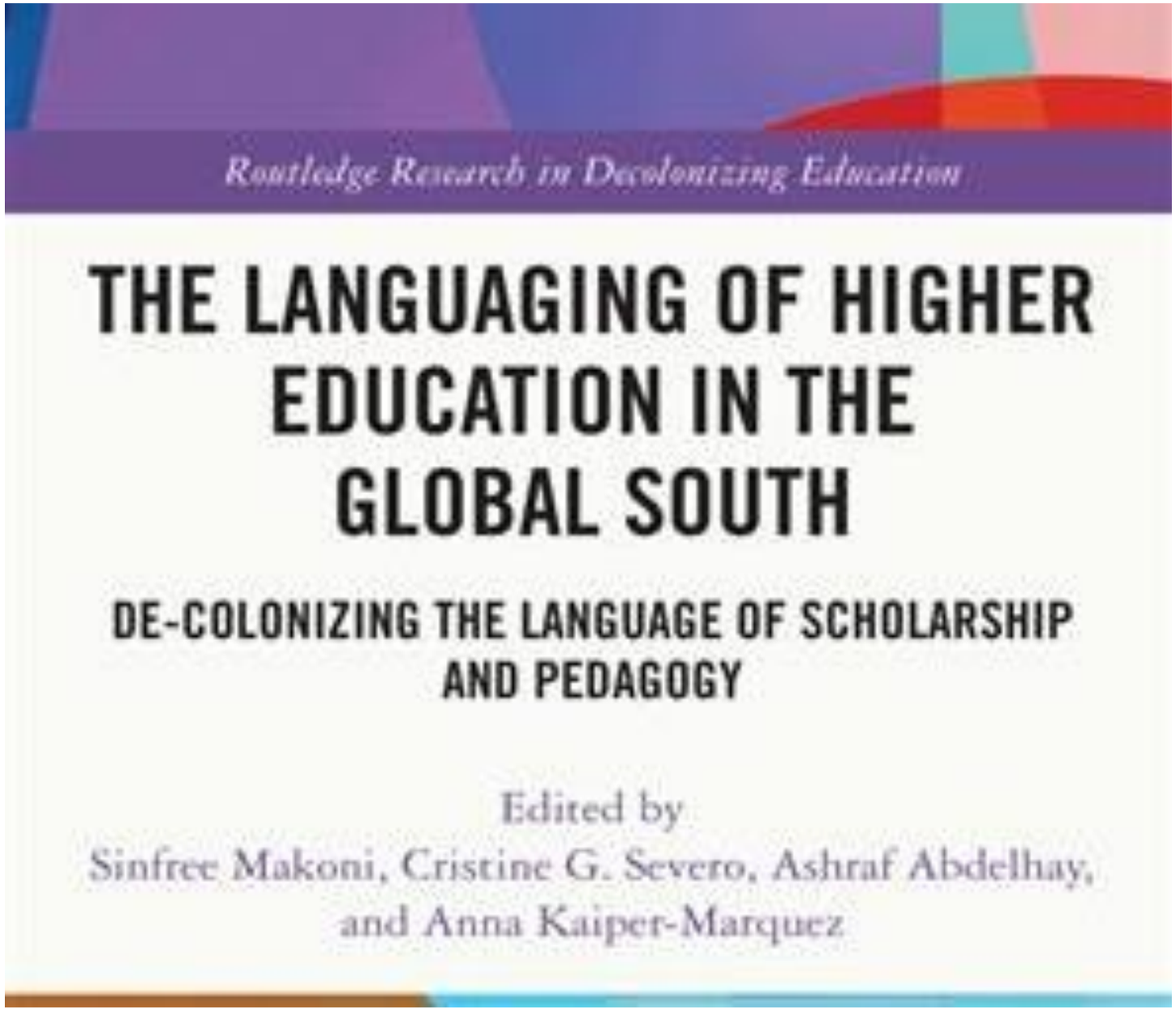
And the African Languages COPAL

Language policies are governmental strategies designed, mostly consciously, to promote the interests of specific classes and specific social groups. This planning is key to who will thrive educationally, economically and socially.

Thus; it is not true that languages simply develop ‘naturally’, and some don’t. They are formed and manipulated intentionally within definite limits to suit the interests of different groups of people. If there are groups whose languages are not developed; it’s a planning problem.

Stalling Language Transformation in Higher Education is stalling futures of the majority of children

- Foregrounding language practices in educational settings, this volume offers a **postcolonial critique of the languaging of higher education** and
- Considers how Southern epistemologies can be used to further the decolonization of post-secondary education in the Global South.



The Role of Higher Education in MTBBE Rollout

- Higher Education Institutions (HEIs) are uniquely positioned to serve as vital partners in the successful implementation of Mother Tongue-based Bilingual Education, bridging the gap between theoretical research and practical application

HEIs and Teacher Training for MTBBE

Higher Education Institutions are essential in preparing a new generation of educators equipped with the skills and understanding to implement MTBBE effectively in diverse classrooms.

Training in Translanguaging

Educators learn to leverage learners' full linguistic repertoire repertoire to enhance understanding and participation. participation.

Bilingual Pedagogy Training

Teachers receive specialized training in instructional strategies strategies tailored for bilingual environments.

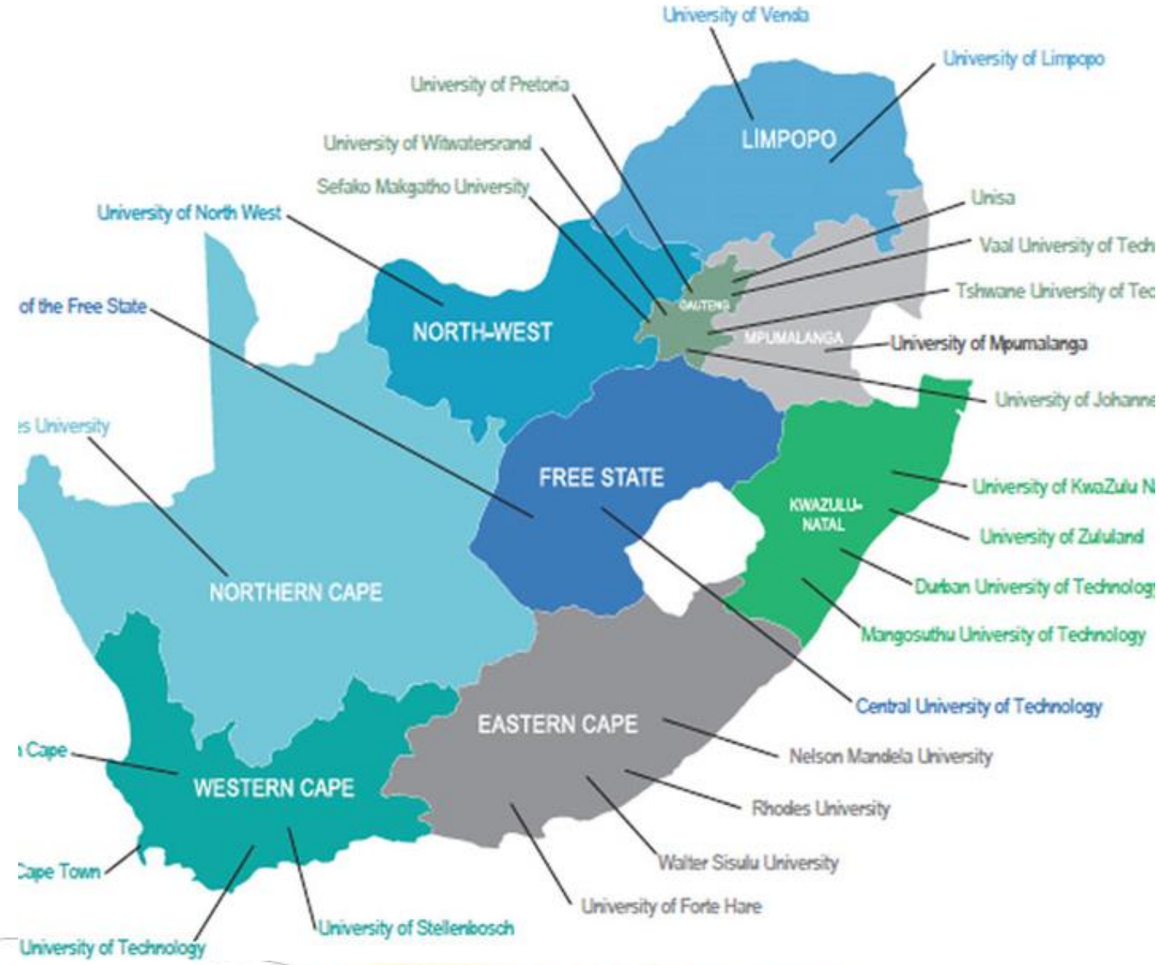
Languaging-for-Learning Programmes

Pioneering Teacher Training programmes, demonstrating demonstrating effective home language integration in various various subjects.

Leveraging Home Languages

Preparing educators to skillfully integrate and value learners' home languages as powerful tools for learning.

Higher Education Institutions as Catalysts: Essential Partners



- **Research & Material Development:** HEIs are crucial for developing evidence-based research and creating culturally relevant learning materials.
- **Teacher Training:** They provide specialized training to educators, equipping them with the pedagogical skills for bilingual classrooms.
- **Policy Implementation Support:** HEIs offer invaluable expertise in multilingualism to support effective policy rollout.
- **Research-Practice Bridge:** They serve as the critical link, translating academic findings into actionable classroom strategies.

Research & Evidence Generation by HEIs

HEIs must not just implement MTBBE; they must rigorously monitor its effects and gathering crucial data to demonstrate its profound impact on learner and student outcomes, while actively working to dismantle historical language biases in their course offerings, especially in Initial and CPTD

Monitoring Learner Outcomes

HEIs continuously track the impact of MTBBE on academic performance and cognitive development.

Data-Driven Improvement

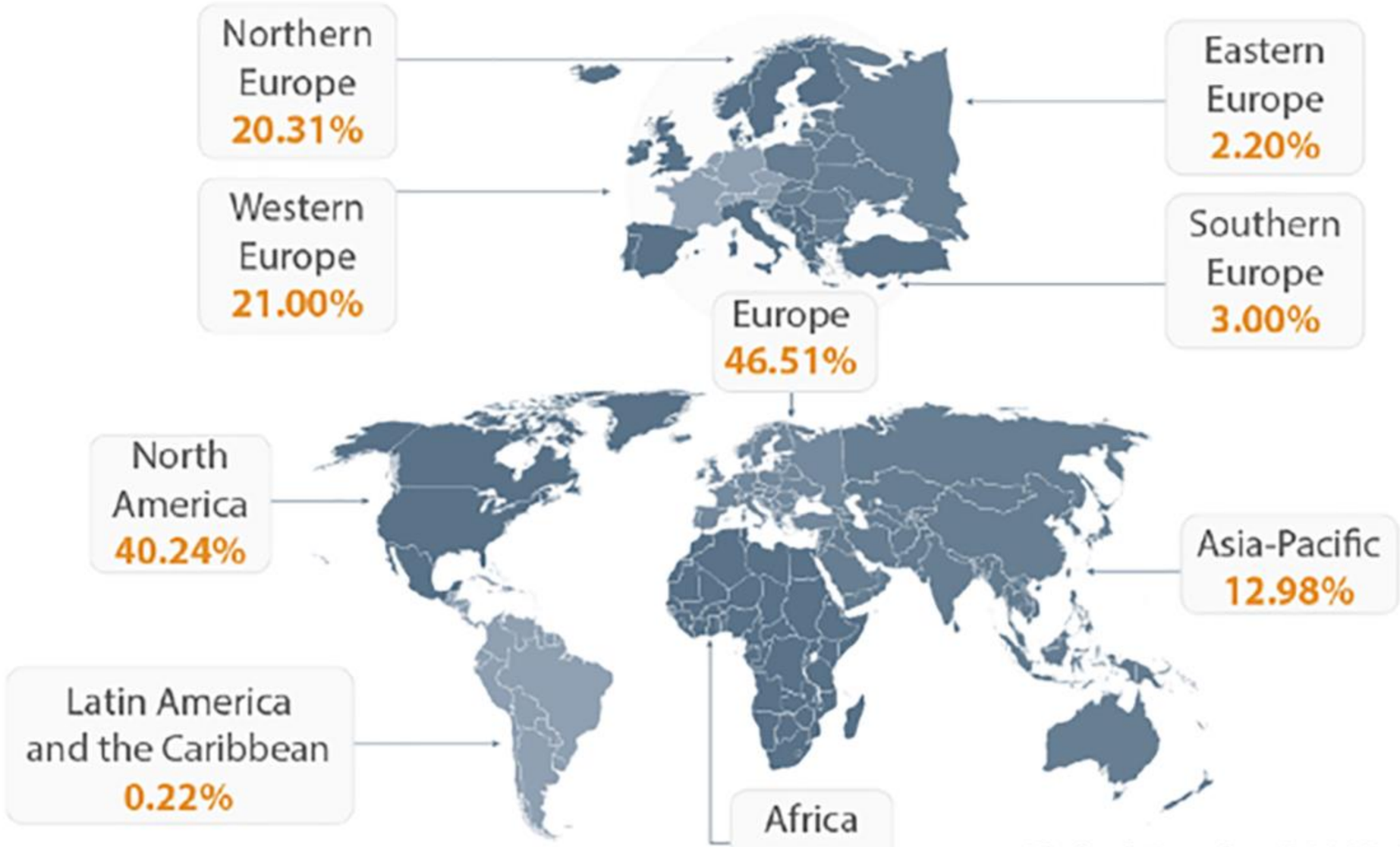
Record, report and write about improvements in bilingual test results if there are any. Validating multilingual approaches is key.

Addressing Language Biases

Research also confronts and mitigates ideological and historical biases against indigenous languages in education.

NEXT STEPS AS FOCUS AREAS: MTBBE

Global Language Services Market Share by Region, in 2019



© CSA Research, "Language Services Market: 2019"

Global Total = US$49.60 billion

CONCLUSION: NO TURNING BACK

Despite the perceived challenges surrounding the implementation of multilingual pedagogy in teaching, learning & assessment, this approach has persevered in its unofficial application.

Prof Nhlanhla Mpofu (2024)


Genuine equality means not treating
everyone the same, but attending
equally to everyone's different needs.
Terry Eagleton