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DECLARATION

I, Mogodi Ntsoane declare that “Multilingualism in the FET band schools of Polokwane area, a myth or a reality” is my dissertation submitted to the University of Limpopo, for the degree of Master of Education and has not previously been submitted by me for the degree at this or any other university, that it is my work in design and in execution, and that all material contained therein has been duly acknowledged.

Signed:

Date:

SUMMARY

The major problem dealt with in this study is the lack of or inadequate implementation of multilingualism in schools, especially in the FET band schools of Polokwane Area. The interpretation of the concept of multilingualism, in the Language Policy, is rather self-contradictory and seems to be the root cause of the problem. The fact that two languages are prescribed as a requirement for exit at Grade 12, does not effectively and practically address the issue of multilingualism given the South African context of eleven official languages.

The fact that each learner is free to receive education in the language of his/her choice remains shallow and not prone to implementation. The chief Language of Learning and Teaching in South Africa remains English and, to a lesser extent, Afrikaans. This is largely so because of reasons that have been advanced and which far much outweighs the belief that African languages can be developed to the same level as English and Afrikaans. Much as Afrikaans is not international, African languages would be equally used to access local knowledge and education, which could later be translated into English for international consumption.

The study attempts to make proposals to address the implementation of multilingualism in schools so that all South African languages could be equitably and functionally represented in the country's language policy.

It is hoped that the quality of education could be enhanced by the learning and teaching in more than two languages to afford a wide range of conceptualisation, interpretation, clarity and understanding in learners who have to offer a variety of learning areas largely in English.

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