

## **The implementation of the language policy for multilingual education: extending the teaching and learning of isiXhosa for communicative purposes in teacher education**

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South African schools are becoming increasingly multilingual, with learners coming from linguistically diverse backgrounds. This is more so in the ex-Model C schools (former white schools) where learners come from all walks of life.

The study aimed at preparing preservice teachers for South African linguistically diverse classrooms, with a special focus on the ex-Model C schools. Thus, this study developed an intensive isiXhosa education module to equip Afrikaans and English speakers in the B.Ed. Foundation Phase with isiXhosa for communicative purposes. Communicative language teaching and sociocultural theory provided the theoretical foundations of the study.

Utilising a design-based research (DBR) methodology, observations were done during the teaching practice of the preservice teachers who formed part of the study and focus group discussions were also conducted after teaching practice.

This DBR study followed Herrington's four-phase model spanning two years and two iterations and encompassed different forms of research and intervention. The study found that there is a need to continuously produce teachers who will function in linguistically diverse classrooms, where learners will be supported by linguistically aware teachers to produce knowledge. The study finally developed and produced updated design principles that are intended to improve the teaching and learning of isiXhosa to preservice teachers in South African universities.

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