



## Exploring Teacher and Learner Perspectives on Poor Performance in Setswana Home Language in Multilingual Classrooms

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### Abstract

*The study aims to improve negative perspectives that affect performance in the Setswana home language in multilingual classrooms, and the study employed the interpretivist research paradigm, which enhances comprehension of social phenomena and human behaviour since it is subjective and focused on social interaction and individual interpretation. Participants were selected using a purposive sampling method, and data were collected through interviews. The sample consisted of six Setswana home language teachers and 24 learners. Atlas-Ti version 23 has been employed to analyse the interview transcripts. To identify patterns and themes in the data, thematic analysis was employed. The research findings revealed that teachers and learners possessed both positive and negative perspectives on teaching and learning Setswana HL in multilingual classrooms. Positive views included excitement for cultural heritage as well as admiration for learning and teaching. The negative perspectives were shortcomings with linguistic obstacles, and a lack of enthusiasm and drive, which is triggered by increased workloads and inadequate facilities to be used in the classroom. In addition to the language barrier, learners may become disinterested and unmotivated. The prominence and effectiveness of teaching Setswana HL may be diminished if teachers perceive it challenging to adapt to the diverse linguistic demands of their learners, which might result in a reliance on more dominant languages for instruction. The study advocates parental engagement to enhance learner academic success as well as significant professional development to foster an encouraging mindset towards the educational environment of Setswana HL. The Department of Education intends to use insights from the study to develop successful solutions in areas where teachers need empowerment to improve accomplishment and to ensure that policy revisions align with the requirements of learners.*

**Keywords:** Setswana Home Language, Teacher and Learner Perspective, Poor Performance, Multicultural Classrooms, Educational Challenges.

### Introduction and Background

There are numerous substantial concerns regarding learner performance in Setswana home language in multilingual classroom, learning in a language that is both linguistically and culturally different from their own present difficulties for learners (Tsetetsi *et al* 2021). Teachers are

expected to account for poor results while principals are obliged to establish precise objectives for transforming the teaching and learning culture with the goal to produce exceptional learners. In South Africa, preserving the use of one's native tongue is challenging because it is a multilingual country with different languages, cultures and backgrounds. To enhance the intellectual growth of learners, the home language is taught in elementary schools throughout the first four years of education (Grades R, 1, 2, and 3). From Grade 4, English is used as the main medium of classroom instruction and learning (Liebenberg, 2022). This study aims to improve negative perspectives that affect performance in the Setswana home language in multilingual classrooms.

Teacher's perspective on learners with diverse home languages other than the official home language of the school has a tremendous impact on learners' knowledge acquisition in the classroom and learners with an optimistic mentality may conquer learning barriers and demonstrate excellent results. In Mangaung Metropolitan Education District (MMED) of the Free State province in South Africa, teaching Setswana home language in a multilingual classroom proved to be challenging for both teachers and learners, and a negative attitude has been identified as one of the factors influencing performance. The district is in the geographic centre of the capital city and is surrounded by a diverse range of languages, including the widely spoken Sesotho and Lesotho nation, which are nearby to the Free State province.

Mary & Young (2020) agrees that teachers possess a vital role in understanding the relevance of diverse home languages, fostering greater understanding of the school's home language in accordance with policy, and being mindful of an individual's historical significance. Setswana as a native language can significantly contribute to fostering an adequate respect for cultural heritage and strengthening the pleasure of learning and teaching Hollie (2017).

Learners in Setswana HL learning environments encounter difficult to overcome their inability to participate in class activities due to learning barriers, lack of understanding the language and some discontinue actively participating and instead turn into passive listeners in an attempt to avoid humiliation or criticism from their peers, which lowers their self-esteem and makes it challenging to set goals at the end of the lesson, but positive mindset can be able to sharpen their thinking capacity and improve performance. ). This study intends to present new perspectives and practical implications while emphasizing the vital necessity for context-specific approaches to learning for Setswana HL.

The current literature places emphasis significantly on inclusive education (Kivirand et al., 2021), overcrowding (Meier & West, 2020), discipline (Obadire & Sinthumule, 2021), and development of literacy (Karr et al., 2022), but inadequate empirical work addresses the specific perceptions on language limitations encountered when teaching Setswana HL in culturally diverse primary school settings including those in the province of the Free State of South Africa.

The research is directed by qualitative research approaches grounded in the interpretivist paradigm and the phenomenological system of thinking. This methodology enabled a thorough knowledge of participants' experiences in their actual multicultural educational environments. The paper then discusses: (1) theoretical and policy perspectives on home-language classroom instruction; (2) perspectives of teachers and learners toward Setswana HL; (3) main obstacles in multilingual classrooms; and (4) techniques for improving Setswana HL teaching and learning. The study concludes by outlining the implications for implementation and offers recommendations to strengthen language support in various educational contexts.

## Literature Review

According to Kast & Schwab (2020) teachers and parents must comprehend that learning a different language at a young age might be challenging for children, although previous studies of language attitudes in multilingual classrooms are quite limited in the literature, it was proven that negative attitude towards teaching and learning plays a significant role in poor performance of Setswana HL in multilingual classroom. However, both authors have demonstrated that teachers with greater expertise tend to be more welcoming of learners who communicate different home languages than teachers with less experience, particularly since they are more accommodating and have already established methods to utilize. Furthermore, according to Hollie (2017), teaching in the home language could enhance learners' entire educational experience by fostering a more welcoming environment where they feel appreciated and understood. Their native language's emotional resonance and familiarity can make learning more approachable and pleasurable, which can improve academic performance and foster a lifetime appreciation for their cultural background. As a Setswana language teacher, one might conclude that such a positive mindset may contribute to eliminate the gap between cultural identity and accomplishment, enhancing the inclusiveness and enjoyment of education for learners as well as teachers.

According to Busse (2017), social and educational attitudes that favour English or other dominant languages over indigenous languages like the Setswana home language, for instance are a major contributing factor to poor performance. Effective teaching and learning may also be affected by this choice, which frequently results in a lack of resources like textbooks, learning materials, and qualified teachers who are proficient in that language (Thomas et al., 2016). He further stipulates that negative attitudes can result from frustration and an assumption that the language subject is less significant or worthwhile when teachers and learners lack access to high-quality educational resources in their native tongues. According to Modise (2020), learners may have diverse linguistic backgrounds, which makes it challenging to provide consistent and efficient Setswana classroom instruction. To account for this variation, learners might find it difficult to comprehend lessons conducted in a language they are not quite fluent in, which can lead to confusion and frustration (Mokibelo, 2016).

Furthermore, Laba (2016) argues that the usage of Setswana in the classroom and in everyday life is frequently not supported or encouraged. It can be challenging for learners to grow and enhance their language abilities because Setswana is frequently not the primary language of instruction and communication outside of the classroom. Learners may become less motivated to learn and interact with Setswana if they believe it is less relevant or advantageous than other languages because of this lack of opportunities for practical usage (Mogotsi & Mufune, 2016). Negative attitudes and a lack of sustained interest in the language may also result from teachers and students feeling unsupported in their attempts to prioritize Setswana in the absence of strong institutional and community support (Modise, 2020). Furthermore, perceptions of Setswana HL are greatly influenced by South Africa's past and present sociopolitical realities, which have frequently suppressed indigenous languages. Positive attitudes toward Setswana as a Home Language (HL) are essential for creating an encouraging learning atmosphere and improving the performance of language instruction (Azagsiba & Manyike, 2024), in this process fellow learners, parents, and teachers all have substantial roles for participating.

According to Lee (2022), incorporating home language within the curriculum enables learners to become acquainted with their cultural roots, which promotes a sense of pride and identity. Therefore, promoting an optimistic attitude amid adversity may contribute to positive outcomes. In accordance with Masika & Jones (2016) cultural engagement can lead to a stronger passion and engagement in their education, because learners perceive their language and background recognized in an educational setting

## **Methodology**

### ***Research Design***

Phenomenology design has been utilized to obtain understanding concerning the underlying principles of an encountered challenge; it aids in emphasizing, examining, and comprehending the essence of human encounters and the significance that people attach to them.

### ***Study Sample and Population***

Purposive sampling was employed to sample participants. De Vos, Strydom, Fouche, and Delport (2015) distinguish two types of sampling processes employed in research: probability sampling and non-probability sampling. Purposive sampling is a non-probability practice employed throughout this study to identify participants or materials with the most distinguishing, representative, or typical characteristics that best accomplish the study's purpose. The study applied the interpretivist paradigm, which considers humans as participants in the research process, and a qualitative research approach to collect data in three schools from MMED in the Free State province. The community is 63 km from the city and consists of both urban and rural residents. Data were collected from 24 learners from designated schools, as well as a sample of six Setswana teachers. The selection of teachers and learners is centred exclusively on the evidence that they encounter substantial difficulties with learning on a regular basis, which has a detrimental impact on academic progress.

### ***Data Collection Procedure and Analysis***

Learners participated in focus groups while teachers were interviewed individually. The objective was to conduct a theme analysis of the qualitative data by following the six steps described by Braun and Clarke. Atlas.ti was employed to visualize the results.

### ***Ethical Considerations***

To ensure participant safety, the study adhered to ethical research guidelines. The study, which adhered to established educational research standards, was approved by the Department of Education. Informed consent forms outlining the purpose of the study, data collection methods, participant rights, and confidentiality protocols were distributed to teacher participants. Parents as well as learners received details regarding the study and consent forms to take part. Participant anonymity was assured for all data collection methods.

## Presentation of Results and Discussions

### *Demographic Profile*



**Figure 1: Mangaung Metropolitan Education District**

**Table 1: Teachers from School 1.**

In the group interview, eight learners from the school participated. One Sesotho HL speaker and seven Setswana HL speakers were included.

School 1	Teacher A:	Teacher B:	Teacher C:
<b>Gender</b>	Female	Female	Female
<b>Home Language</b>	Setswana	Setswana	Setswana
<b>Have teaching credentials with Setswana as a specialism.</b>	Yes	No (SGB post without qualification)	Yes
<b>Current grade teaching</b>	Grade 5	Grade 4 &5	Grade 6& 7

<b>Years of Experience</b>	3 years	4 years	32 years
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**Table 2: Teachers from School 2.**

Eight learners were interviewed in a group setting at school 2; four of them spoke Setswana HL and four spoke Sesotho HL.

<b>School 2</b>		
<b>Gender</b>	<b>Teacher A:</b> Male	<b>Teacher B:</b> Female
<b>Home Language</b>	Setswana	Setswana
<b>Have teaching credentials with Setswana as a specialism.</b>	Yes	No (Foundation phase qualification with Sesotho as a specialization subject)
<b>Current grade teaching</b>	Grade 6&7	Grade 4 &5
<b>Years of Experience</b>	8 years	2 years

**Table 3: Teachers from School 3.**

Eight learners were questioned in school 3, including five Setswana HL speakers, two Sesotho HL speakers, and one IsiXhosa HL speaker.

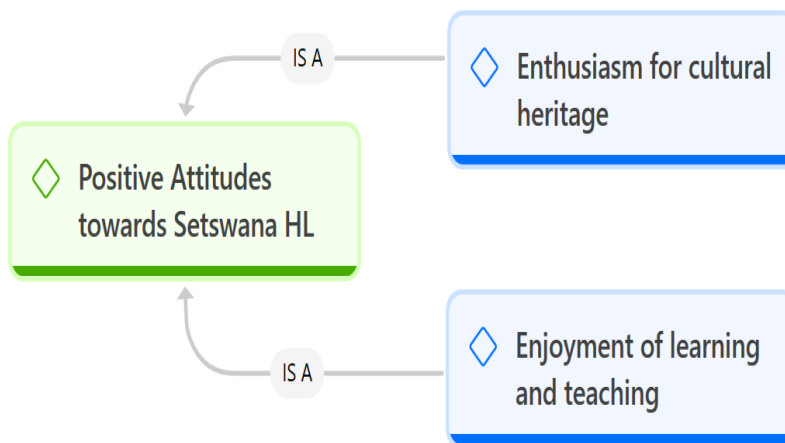
<b>School 3</b>	
<b>Gender</b>	<b>Teacher A:</b> Female
<b>Home Language</b>	Setswana
<b>Have teaching credentials with Setswana as a specialism.</b>	Yes
<b>Current grade teaching</b>	Grade 4-7
<b>Years of Experience</b>	15 years

**Table 4: Attitudes towards teaching and learning of Setswana HL**

Themes	Sub-themes
Positive Attitudes towards Setswana HL	<ul style="list-style-type: none"> <li>• Enthusiasm for cultural heritage</li> <li>• Enjoyment of learning and teaching</li> </ul>
Challenges and Negative Attitudes towards Setswana HL	<ul style="list-style-type: none"> <li>• Frustration with language difficulties</li> <li>• Lack of motivation and interest</li> </ul>
Supportive Attitudes towards Setswana HL	<ul style="list-style-type: none"> <li>• Teachers &amp; parental support</li> <li>• Peer support and mutual encouragement</li> </ul>

Enthusiasm for cultural heritage and an enjoyment of teaching and learning were the two favourable attitudes towards Setswana HL that were identified. Negative attitudes, frustration with language barriers, and a lack of drive and enthusiasm were highlighted.

*Theme 1: Positive Attitudes towards Setswana HL are presented in Figure 2 thereafter; each sub-theme is discussed.*



**Figure 2: Positive Attitudes towards Setswana HL, Source: Created by the researcher in Atlas. Ti**

**• Enthusiasm for Cultural Heritage**

According to the findings, it is essential for Setswana HL speakers to keep their language alive because it connects them to their history and cultural heritage and enables them to stay recognized as an ethnic group throughout generations. Learner 01 (School 1), *"It is the subject that motivates me to attend school every day because I am capable of being in communication with everyone at school, and if I am not fluent, it simply means I don't know my culture."* "I have been teaching Setswana HL for 32 years, and yes, it is a subject that I enjoy teaching because it is my home language, and I have also specialized in Setswana," Teacher C (School 1) shared this view. *"But*

*more importantly, I want to preserve the language in our culture." "I have been teaching Setswana HL for 15 years, and I absolutely love it," said Teacher A (School 3). Since it's my native tongue, I enjoy teaching, and I value the motivation my grade 9 teacher provided.*

In addition to providing children with a vital connection to their own identities, cultural education exposes them to a new world of many customs and civilizations. Teach them at a young age so that they can use their knowledge. Teacher B, from School 2, highlighted these feelings: *"I love teaching Setswana HL, especially in grade 4 because learners from the foundation phase are always inquisitive to ask for information, they also help me to reflect on my ability to teach through performance because of transmission, also for the fact that I am practically involved to ensure that learners become proud of their home language at an early age."* Learner 04 from School 3 explained, *"My parents are passionate about Setswana HL; my dad is a cultural man and that has inspired me to be proud of my language."*

According to the findings, both teachers and learners view Setswana HL as an essential component of their cultural history and identity and imparting it enables them to share their love and excitement with learners. According to Adger *et al.* (2018), teaching in the native tongue enables teachers to impart cultural narratives, customs, and values, which makes learning more relatable and enriching. Similar points of view were expressed by Lee (2022), who maintains that when home language is incorporated into the curriculum, learners can connect with their cultural roots, fostering a sense of pride and identity. Furthermore, teachers and learners might feel unsupported in their efforts to prioritize Setswana HL in schools in the absence of strong institutional and community support, which would exacerbate negative attitudes and a lack of ongoing interest in the language (Modise, 2020).

- ***Enjoyment of Learning and Teaching***

Teachers as well as learners require to be delighted in what they do because teaching provides them a sense of purpose and direction. A positive attitude may additionally assist learners overcome numerous obstacles to learning. Teachers and learners acknowledged satisfaction with the Setswana HL learning and teaching experience. *"I enjoy Setswana because I have learned how to read, spell, and express my opinion fluently,"* stated Learner 04 (School 2). *"I have a positive attitude; I mean, I have less than five years' experience, and I am still enjoying the teaching profession,"* commented Teacher B (School 3).

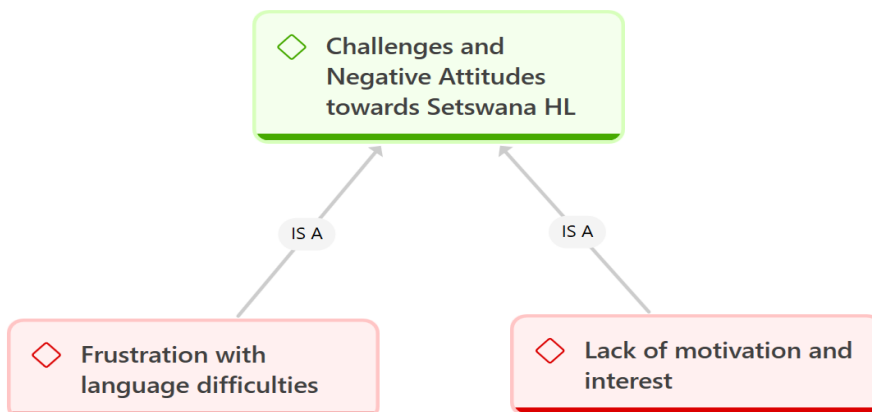
I enjoy interacting with learners particularly when they grasp what we are discussing. In the words of Teacher B (School 2), *"I do enjoy teaching the subject... I use it constantly."* The statement *"I enjoy teaching because it is my home language..."* was made by Teacher A (School 3). Overall performance in all grades can increase and high-quality education will be created if educators and students have comparable viewpoints regarding the positive attitude in teaching Setswana HL in the classroom. According to the findings, language activities like the Book Review and Spelling Bee may additionally motivate or influence learners to work harder and advance to becoming fluent with the objective to overcome any difficulties with the subject matter. Learner 05 from School 1 stated, *"I enjoy the subject because it allows me to be fluent when communicating with my teacher or peers, and I can pass it with level 7."* - Teacher C, from School 1, said: *"I always set up a challenge for myself when I meet new learners in the grade, that can fluently speak and comprehend the language thoroughly, it makes me feel alive and being able to interact with them ..."*

According to Hollie (2017), employing home language in the classroom can foster a more welcoming atmosphere where both teachers and learners exhibit a strong interest in teaching and

learning ensuring everyone feels valued and understood, improving their entire educational experience. The findings from School 03 demonstrate that there is a variance in the extent to which people enjoy learning Setswana HL. Yes, certain learners work harder to achieve good grades at the end of the term, but the researcher has discovered through observations and experience that a learner's motivation to work hard and enjoy school, or learning is greatly influenced by their background, parental support, and discipline.

Additionally, according to Modise (2022), learners' diverse linguistic origins make it challenging to offer Setswana language instruction that is both effective and consistent. Because of this variability, learners might find it difficult to keep up with lessons presented in a language they are not very proficient in, which can lead to confusion and frustration (Mokibelo, 2016). As a result, learners might grow disinterested and unmotivated, feeling overpowered and alienated by the language barrier (Mokibelo, 2016). The prominence and efficacy of Setswana HL instruction may be diminished if teachers find it challenging to meet the diverse linguistic demands of their learners. This could result in a reliance on more dominant languages for instruction (Makgabo, & Modise, 2020).

**Theme 2: Challenges and Negative Attitudes towards Setswana HL is presented in Figure 3; the discussion of each sub-theme follows.**



**Figure 3: Positive Attitudes towards Setswana HL Source: Created by the researcher in Atlas. Ti**

- ***Frustration With Language Difficulties***

Several learners and teachers voiced their dissatisfaction with the challenges of learning and instructing Setswana HL. *"To be honest, I like English subject more because it is a common language that people use to communicate around the world,"* acknowledged Learner 02 (School 1). *"I do have a positive attitude although at times it is demanding because at times for me it is difficult to complete the anticipated curriculum coverage..."* says Teacher A (School 1), who battled with heavy workloads.

Even Teacher A (School 2) also affirmed work overload, expressing that: *"I used to struggle with positive attitude in the past years because I was teaching the subject from grade 4 to 7, the workload was very heavy..."* Learner 08 (School 2) said, *"I enjoy Setswana more than my home language, I think I have never been to a constant location where Sesotho was dominant, so I prefer Setswana*

more." *"I used to struggle with positive attitude in the past years because I was teaching the subject from grade 4 to 7; the workload was very heavy..."* said Teacher A (School 2), who also confirmed job overload. Learner 08 from School 2 stated, *"I enjoy Setswana more than my home language, I think I have never been to a constant location where Sesotho was dominant, so I prefer Setswana more."* The study demonstrated that learners and teachers encounter problems in learning and teaching Setswana HL caused by linguistic barriers, severe workloads, and insufficient resources. According to Mogotsi & Mufune (), learners struggle with learning obstacles, being left behind, and being unable to express themselves in class. When learners who have similar home language learning difficulties undergo from elementary to high school, they start comparing themselves to others and begin to feel left out. This is a concerning situation because the consequences lead to involvement in crime activities or teenage pregnancy. Ticheloven et al. (2021) concur that it can be challenging to develop a goal at the end of the class when learners feel a gap between the language they are learning at school and their native tongue. According to the study, linguistic barriers, a severe workload, and a lack of resources make it challenging for learners and teachers to acquire and teach Setswana HL.

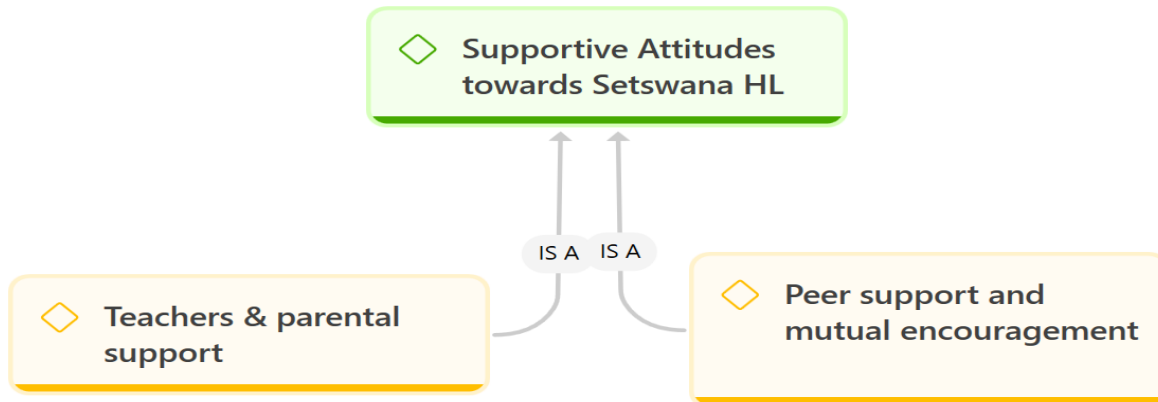
- ***Lack of motivation and interest***

Fewer learners and teachers expressed an inadequate level of motivation and interest in Setswana HL. Learner 08 from School 2 commented: *"I enjoy Setswana more than my home language, I think I have never been to a constant location where Sesotho was dominant, so I prefer Setswana more."* Teacher A, from School 3, admitted: *"This is my third year teaching the subject in varsity I have specialised with Setswana and English however, in all honestly, I don't enjoy teaching Setswana HL because I am teaching the Grade 5s, they are very slow, you would come well prepared in class, but learners are not able to complete tasks in time and its exhausting."*

The findings demonstrated that some learners and teachers lack motivation and enthusiasm in Setswana HL for a variety of reasons, including difficulty understanding the language or a lack of resources.

The findings substantiate Phajane's (2020) assertion that learners who are not proficient in Setswana as their first language lack interest and enthusiasm in the classroom, because most teachers and learners are native Setswana speakers but speak very few other African languages, it is extremely difficult for them to participate in meaningful conversations. Additionally, many learners either do not understand Setswana at all or speak it inadequately, which leads to frustration and disillusionment.

*Theme 3: Supportive Attitudes towards Setswana HL is presented in Figure 4, and the discussions of sub-themes follow.*



**Figure 4: Supportive Attitudes towards Setswana HL. Source: Created by the researcher in Atlas. Ti**

***Teachers and parental support***

Learners and teachers emphasized the significance for encouragement from teachers and parents in fostering a positive attitude toward Setswana HL. Learner 03 (School 2) appreciated teacher support, noting, *"I enjoy the subject because I am always learning new words, and the difference between Sesotho HL and Setswana HL is not much; only the sound of words differs."* Teacher C (School 1) appreciated the parents' enthusiasm, stating, *"I encourage young educators to pursue Setswana language studies at the tertiary level."* Learner 04 (School 2) said, *"My parents always help me with my schoolwork."* The participants highlighted the importance of promoting positive attitudes for Setswana HL, highlighting the critical role of teacher and parent encouragement in shaping learners' favourable attitudes toward the language. Learners and teachers alike emphasized the significance of this support, which provides a nurturing environment and encourages learners to engage with the language.

Learner 03 (School 2) expressed gratitude for teacher support, appreciating the thrill of learning new vocabulary and finding parallels between Sesotho HL and Setswana HL. This enthusiasm is spreading, demonstrating how teachers' passion for the subject can motivate learners to acquire a comparable love for the language. Teacher C (School 1) appreciated parents' excitement and encouraged young teachers to pursue Setswana language studies at higher education levels. This emphasizes the need of family support in fostering a favourable attitude about Setswana HL. Learner 04 (School 2) emphasizes the importance of parental involvement in their children's academics.

The findings indicate that encouragement and support from teachers and parents are critical for instilling a positive attitude toward Setswana HL. When learners receive support and direction, they gain confidence and motivation to continue learning the language. This, in turn, can result in better academic performance and a greater appreciation for the language and culture. Furthermore, the data highlight the relevance of teachers' passion and excitement for Setswana HL in encouraging learners. When teachers display a passion for the language, learners are more likely to develop a similar enthusiasm, resulting in a good learning atmosphere that encourages language learning and cultural appreciation.

Positive attitudes from parents and teachers are crucial according to Vygotsky's (1896) sociocultural theory of cognitive development. He continues to assert that teachers and parents constitute significant sources of cognitive growth that help children reach their full potential and interact with their sociocultural surroundings. As a result, parents and teachers play a crucial part in ensuring that learners receive sufficient support to succeed in their academic endeavours. Similar concepts were set up by Mary & Young (2020), who highlighted that how teachers approach learners whose native tongues are not the official school language has a big influence on how learners learn in the classroom. Teachers are crucial in acknowledging the value of various home languages, promoting further language proficiency in accordance with school policies, and being cognizant of an individual's linguistic and cultural capital. Teachers and parents' ought to be mindful that young children may find it hard to learn a new language, support is therefore constantly necessary.

### ***Peer support and mutual encouragement***

Learners and teachers highlighted the importance of peer support and encouragement in developing a positive attitude with Setswana HL. Learner 06 (School 3) appreciated learning alongside peers, noting, *"I love the language; it is not as difficult as I expected, and it excites me to learn new words every time."* My friends also love mentoring me by clarifying words that I find difficult to understand..." Teacher A (School 3) expressed gratitude for colleagues' assistance, adding, *"I have a positive attitude toward the language, my learners are easier to work with because I am teaching the entire intermediate phase, they follow instructions, and are obedient."* The study demonstrated a combination of positive and negative perceptions toward teaching and studying Setswana HL. While a few learners and teachers demonstrated passion and delight, others battled with language barriers, a lack of drive, and insufficient resources. Teachers, parents, and classmates' supportive attitudes were critical in establishing a favourable attitude about Setswana HL. As Teacher B (School 2) emphasized, "I enjoy teaching Setswana HL, especially in Grade 4, because learners in the foundation phase are always eager to learn and ask questions. They also help me reflect on my ability to teach through performance due to transmission and the fact that I am actively involved.

The results run contrary to Phajane's (2020) assertion that learners for whom Setswana are not their first language have difficulty with coping with their incapacity to participate in class activities because they tend to avoid being teased by peers or embarrassed, which has a negative impact on their self-esteem. The paradox could be explained by two factors, there is a need to learn more languages, for instance, learners may view South Africa's twelve official languages as a chance to acquire languages other than their native tongue. Secondly, learners might be enthusiastic to learn new things with the goal to further improve their academic standing.

### **Conclusion**

The goal of the study was to explore how teachers and learners' views affect poor performance in Setswana HL in a multilingual classroom. Its findings demonstrated that experience of both positive and negative attitudes in the classroom occurs, but learners can overcome learning

obstacles and perform more successfully with the support of their parents and teachers. The study's findings were highly intriguing and pertinent. Positive attitudes on the teaching and learning of Setswana HL in multilingual classrooms have been demonstrated to be greatly influenced by teachers. However, a major factor influencing academic achievement is the lack of instructional materials and parental support. All things considered, Setswana HL teachers strive to integrate language development into every aspect of the curriculum with the objective to guarantee that learners develop the knowledge and abilities necessary to communicate, comprehend, and critically engage with information in a range of subject areas.

## **Recommendations**

**Implementation of group work and collaboration strategy:** The Annual Teaching Plan states that projects across all areas would be used as a method of formal evaluation in Term 3. The study advises group collaboration for completing an assessment. This is an excellent opportunity for learners to interact, support, and encourage one another to achieve greater academic success. Teachers in Setswana HL provide an approachable and inclusive learning environment through group work and cooperation, which promotes learner competence and success.

**Addressing Psycho-social problems within school premises:** The significance of psychosocial support in education is illustrated by the necessity to offer a proper and supportive learning environment that preserves teachers' and learners' emotional, mental, and social well-being. As a result, it is recommended that social workers maintain an office at each school.

**Provision of motivational talks and encouragement:** The study recommends motivational presentations for both learners and teachers; the School Management Team (SMT) and School Governing Body (SGB) ought to guarantee that the school has an effective recognition campaign that encourages continuous engagement. For example, the Department of Health or the Department of Police and Safety could be invited to interact with learners and address their health and safety concerns. Furthermore, this would mitigate interpersonal conflicts and promote strong relationships and positive perceptions within the school community. It is essential to support learners intellectually and emotionally as they prepare for formal exams; by addressing the issues, we can ensure that learners receive quality instruction and have opportunity to improve their language skills and cultural understanding.

**Supplying of required resources timeously:** The Department of Education ought to provide schools with the resources they require at the end of the term to prepare for the following term. This will result in reduced tuition time because teachers and learners will be able to begin working from the beginning of the term. The study also recommends that teachers receive training at the commencement of each new term to ensure that they have the abilities they need. Addressing the challenges through targeted resource allocation, professional development, and community engagement may benefit both teachers and learners, ultimately increasing language instruction and learner achievement.

**Provision of reading clubs:** To improve ' reading and writing skills, all educational institutions should develop reading clubs and conduct literacy days in accordance with the academic calendar. Schools must have a functional library, and inter-school language competitions should be recognized as a curriculum component to increase learning proficiency. At the end of the year, the

school must recognize and reward teachers and learners who have dedicated themselves to excellence in academics as well as sports activities.

### **Limitations**

limitations were also discovered: data was obtained from three MMED schools, and the study did not include all the nation's institutions. Although a small number of participants is permitted due to the qualitative nature of the study, more schools from diverse locations may have enhanced the results. The data collected from Setswana HL teachers and learners addressed the primary issues that influence performance, and because teachers report directly to principals, the data was reliable. However, interviews with principals and SMT (School Management Team), who are also responsible for holding accountability sessions for underperforming districts at the completion of each term, could have generated additional insights.

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