

Annexure A:



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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**TO ALL: HEADS OF PROVINCIAL EDUCATION DEPARTMENTS
HEADS OF CURRICULUM
HEADS OF EXAMINATION AND ASSESSMENT
DISTRICT DIRECTORS
TEACHER UNIONS
NATIONAL ALLIANCE OF INDEPENDENT SCHOOL ASSOCIATIONS
SCHOOL GOVERNING BODY ASSOCIATIONS
SCHOOL PRINCIPALS & TEACHERS**

CIRCULAR 18 OF 2024

**PROMOTING MULTILINGUALISM IN SOUTH AFRICAN SCHOOLS AS PART OF THE
INTRODUCTION OF MOTHER TONGUE BASED BILINGUAL EDUCATION (MTbBE)**

1. The Minister has endorsed the implementation of the Mother Tongue-based Bilingual Education (MTbBE) as one of the priorities of the Department of Basic Education.
2. The implementation of the MTbBE in Mathematics and Natural Sciences and Technology in Grade 4, is scheduled for January 2025 and requisite support from relevant partners for it to succeed depends on a concerted effort from the DBE and Provincial Education Departments and partners.
3. The Department of Basic Education (DBE) is advancing the rollout of the MTbBE initiative, which is set to commence in Grade 4 for Mathematics and Natural Sciences and Technology in 2025. For preparation in this regard, several key activities are therefore planned to be undertaken between now and the end of the year to ensure the success of this transformation programme.

4. The MTbBE pillars of implementation are: i) Materials Development for Mathematics and Natural Sciences and Technology; ii) Advocacy; iii) Capacitation of officials and teachers; and, iv) Policy environment.
5. There are three steps that will be followed to ensure timely and quality assured Mathematics and Natural Sciences and Technology MTbBE implementation in 2025.
 - 5.1. Step 1: Translation of ATPs and Workbooks
 - 5.2. Step 2: Versioning and Verification
 - 5.3. Step 3: Authentication of terminology by Pan South African Language Board (PanSALB).
6. The Heads of Department (HODs) are requested to release GET Subject Advisors, and teachers where indicated, to perform the versioning tasks in their respective provinces and submit in accordance with the dates given in Annexure 1. (*See lists in Annexure 2 and 3*).
7. Find Guidelines to translation and versioning in Annexure 4.

8. **E-FORM**

In order for MTbBE to be successful, it is critical that data is collected through a common instrument to establish the language mapping of existing teacher-and-learner mother tongue matches. The HODs are humbly requested to ensure that the administration and the submission of the e-form back to DBE by 31 October 2024. Herewith are the links to the Educator and the Principals forms:

8.1 **EDUCATORS FORM**

<https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIkWdsW0yxEjajBLZtrQAAAAAAAAAAAAAAAAAMAANLYwfbUOVFaRDMYvK0wUzRZWFBIN1YyN1RJSUhWSy4u><<https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIkWdsW0yxEjajBLZtrQAAAAAAAAAAAAAAAAAMAANLYwfbUOVFaRDMYvK0wUzRZWFBIN1YyN1RJSUhWSy4u>>

8.2 **PRINCIPALS FORM**

<https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIkWdsW0yxEjajBLZtrQAAAAAAAAAAAAAAAAAMAANLYwfbUNVg3RDRQMjgwWExSVTZDNkZLVklDSDg0Sy4u><<https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIkWdsW0yxEjajBLZtrQAAAAAAAAAAAAAAAAAMAANLYwfbUNVg3RDRQMjgwWExSVTZDNkZLVklDSDg0Sy4u>>

9. Please Note: The electronic version of the links was sent to all Provincial Heads of Education and EMIS heads; to ensure access to the link.
10. **TRANSLANGUAGING:**

As part of the introduction of MTbBE, the DBE encourages teachers to implement translanguaging across all grades. Translanguaging is a practice of alternating between languages in a bilingual or a multi-lingual classroom, to ensure effective mediation of the learning content. Assessment should reflect the languages used for teaching and learning.

11. The advantages of translanguaging as a pedagogical strategy are important in that it:
 - 11.1 Fosters an inclusive and supportive learning environment given that the learners' language is used in the classroom.
 - 11.2 Facilitates effective learning since the teacher is able to explain difficult concepts and content in the language of the learner.
 - 11.3 Promotes additive bi/multilingualism as learners are exposed to an additional language(s) on an ongoing basis in the classroom.
12. For any detailed information please contact the following DBE officials:

No.	Name	Designation	Telephone number	Email address
1	Onthatile Motshwane	PA to DDG: National Languages Unit	(012) 357 4529	Motshwane.O@dbe.gov.za
2	Dr N Mbude-Mehana	DDG: Transformation Programmes	(012) 357 4033	Mbude-Mehana.N@dbe.gov.za
3	Ms C Mtumtum	CES: Mathematics	(012) 357 4177	Mtumtum.C@dbe.gov.za
4	Mr S Qanya	CES: Natural Sciences	(012) 357 4139	Qanya.S@dbe.gov.za
5	Dr S Galane	Project Manager: National Languages Unit	(012) 357 4124	Galane.S@dbe.gov.za
6	Mr S Sibiya	Director: LTSM	(012) 357 4252	Sibiya.S@dbe.gov.za

13. Your co-operation and support in this significant transformation programme, which is aimed at improving learner attainment and achievement of learning outcomes is highly appreciated.



MR HM MWELI

DIRECTOR-GENERAL

DATE: 16/10/2024

Annexure B: Eliminating misconceptions regarding the concept of Mother Tongue-Based Bilingual Education (MTBBE)

The table below highlights the essential distinctions between what bilingual teaching encompasses and what it does not, emphasizing its educational goals and methodologies. **It confirms the use of code – switching by teachers in a scaffolded format, to demystify the curriculum for learners.**

Aspect	What Bilingual Teaching Is	What Bilingual Teaching Is Not
Definition	Instruction delivered in two or more languages, integrating both into various content subjects.	Merely learning a second language as a subject without academic integration.
Purpose	Aims to achieve fluency and literacy in content learning through Languages.	Not solely focused on transitioning learners to English-only instruction.
Instructional Approach	Preparing Bi-lingual lesson plans, using a scaffolded approach when implementing translanguaging and making use of collaborative learning.	Does not involve exclusive use of one language for all subjects.
Types of Programs	Includes dual language immersion, maintenance, and promotes transitional bilingual education.	Does not refer to programs that teach only one language with minimal support.
Target Audience	Designed for learners who speak different languages at home and need academic support.	Not limited to natural English speakers or those who only learn English.

Annexure C: Suggested roles and responsibilities on implementing Mother Tongue-Based Bilingual Education (MTBBE):

To ensure the successful implementation of MTBBE, the following roles and responsibilities are envisaged for various stakeholders:

Stakeholder	Responsibilities
Head Office	Formulate and disseminate clear guidelines and policies regarding MTBBE.
	Ensure adequate resources, including teaching materials and training programs, are provided to schools.
	Establish mechanisms for evaluating the effectiveness of MTBBE implementation.
District Offices	Provide ongoing support and professional development for teachers on MTBBE methodologies.
	Facilitate communication between schools and the Head Office to ensure alignment with district goals.
	Organize & facilitate SMT & Teacher workshops and meetings to inform and involve local communities in the MTBBE initiative.
	Monitor and support the implementation of MTBBE at school level.
Schools	SMTs will monitor the inclusion of the translanguaging methodology in the Grade 4 lesson plans.
	Ensure that MTBBE principles are integrated into lesson planning and classroom practices.
	Monitor curriculum delivery to align with bilingual education goals.
	Communicate the importance and benefits of MTBBE to parents and the school community.
Lead Teachers	Guide Grade 4 teachers by sharing effective ways to teach using bilingual methods.
	Work with curriculum experts to adjust materials for bilingual teaching.
	Develop assessment tools that reflect bilingual competencies.
Grade 4 Mathematics and Natural Sciences & Technology Teachers	Use teaching methods that include learners' home languages when teaching mathematics and science.
	Include examples and topics from learners' cultures in lessons to make them easier to understand.
	Share feedback on how well MTBBE methods are working with lead teachers and district offices.