**Interview guide: Policy**

**3.2.3 Overview of key education policies**

3.2.3.3 Language of Instruction

Interviewee:

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**Biographical questions:**

* Gender of the interviewee
* Post/title of the interviewee
* How long have you been in this post?
* Linguistic group
* Religious belonging

**Opening question**

* Please tell me/us a bit about your current post and responsibilities

**Language of Instruction**

1. What is the role of language policy in peacebuilding?
2. Is it possible for a language in education policy to address inequalities in education and socio-economics?
3. (If yes) How so? What would the policy considerations be?
4. (yes/no) What are the constraints or challenges?
5. You’ve said that decentralisation of the application of language policies can result in government abdicating responsibility for promoting and developing marginalised languages, particularly in the South African case. What kinds of interventions are necessary to resolve this problem?
6. What do the proposed changes to language in education through the Incremental Implementation of African Languages mean for existing language in education policies and frameworks?
7. Does the IIAL appropriately manage issues of home language proficiency – is it foreseeable to have a positive impact on the performance of learners who would ordinarily be made to learn in a second or third language?
8. Does South Africa’s language of instruction policy reflect the diversity of the country?

* Who is included or excluded by the current arrangements?
* What are the implications for integration and cohesion?
* Are there additional policy options, would they be supported, by whom and why?
* What are the arguments of those who oppose change?

interviewee:

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3. (If yes) How so? What would the policy considerations be?
4. (yes/no) What are the constraints or challenges?
5. How does the advisory panel’s research specifically influence planning and administration of African languages for teacher training and development?
6. What is the Incremental Implementation of African Languages policy meant to do that the LiEP policy doesn’t cover? i.e. why is it necessary to implement new policies when the LiEP implicitly covers African languages as well?
7. How will the IIAL implementation be made to correspond with changes in higher education in terms of language? Is it likely that African languages will be standardised and used as tertiary media of instruction in the future, in order to instrumentalise the imposition of a third language in basic education?

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3. (If yes) How so? What would the policy considerations be?
4. (yes/no) What are the constraints or challenges?
5. How does language use and instruction impact on the development of children in the Foundation Phase?
6. What are the limitations of the additive bilingualism strategy? What are the possible solutions?
7. What are the linguistic needs of Foundation Phase learners? Are they currently being met?
8. Can the Incremental Implementation of African Languages policy resolve problems of weak mother tongue proficiency in African language speakers? Why or why not?