

## DATA.: THEME 1: TEACHERS' UNDERSTANDING OF TEACHING SL1

### SUB-THEME 1.2 THE VALUE OF TEACHING SL1

Participant	Extract	Category	SCT CONSTRUCT
SEA2	"It is the language of learning in school".	<b>LANGUAGE OF TEACHING AND LEARNING</b>	<b>SOCIAL INTERACTION AND MEDIATION</b>
SEA4	"It is important for the child to be proficient in SiSwati because it is the medium of instruction at lower primary, and when the child has acquired SiSwati, it becomes easier to learn other subjects".		
SEB4	"Immigrant learners first have to learn siSwati as this is the language of learning and a core subject in schools here".		
SEB1	"It is important because once the learner acquires siSwati the mother tongue, they are able to learn other subjects as this is the language used to teach other subjects. If learners fail to acquire the language they will struggle learning the other subjects".	<b>SUPPORTS COGNITIVE DEVELOPMENT IN LEARNERS</b>	<b>SOCIAL INTERACTION AND MEDIATION</b>
SEB2	"Once they learn the language they speak with ease. Even when they are learning English run short of the right word, they are able to use siSwati to put their point across".		

<b>SEB3</b>	“It is important that the learners acquire their language before they may acquire other languages. They can learn other languages, but their mother tongue gives them identity and their heritage. Anyway, knowing their language helps them learn other languages and other subjects”.		
<b>SEB5</b>	“In the Eswatini curriculum, it is the foundation of all other subjects (SiSwati lihlahlandlela laletinye tifundvo). Once the learner acquires the first language they find it easy to learn the other languages”.		
<b>SEB6</b>	“The learners should begin by learning their first language so that they can be able to use the knowledge they learnt in the first language to move to the second language or other subject areas”.		
<b>SEA1</b>	“SiSwati is the roots of learners, it is their identity. It is who they are. SiSwati has value not only to the native speakers of the language, but also those who are immigrants as they need to know the language and culture of the country”.	<b>LEARNERS’ BIRTH RIGHT AND A SYMBOL OF NATIONALISM</b>	<b>SOCIAL INTERACTION</b>

<b>SEA3</b>	"SiSwati is important because it is the mother tongue of learners; it is their first language, and it is their right to learn it".		
<b>SEB1</b>	"It is important because once the learner acquires siSwati the mother tongue".		
<b>SEB2</b>	"As the mother tongue of most learners, they are able to express themselves".		
<b>SEB4</b>	"Most of the children are Swati, this is their first language and they have to be taught how to communicate in it in all areas".		
<b>SEB1</b>	"This is the mother tongue of most learners. It is a policy that all learners in Eswatini primary schools should learn SiSwati as a first language, even those who are non-native speakers. My understanding of teaching SL1, therefore, is that all learners have to study the language until they are proficient in it. The learners who are immigrants have to know our language, culture and our way of life because they are in our country, so they need to know our language so that they can communicate with us. If I go to study in another country, I learn their language first so that I can be able to understand what is	<b>LANGUAGE AS A TOOL FOR ASSIMILATION</b>	<b>SOCIAL INTERACTION</b>

	taught. The same is true with the learners who are immigrants, they first have to learn SiSwati as this is the language of learning and a core subject in schools here”.		
<b>SEB2</b>	“I believe that every child attending school in Eswatini should study SiSwati. If I can go to study in France, I would be forced to learn French first, which is the language of teaching and learning and also to be able to communicate with the local people”.		
<b>SEB3</b>	“It is important because it is as early in this grade that we instil nationality and patriotism in learners”.		