

Anxiety Caused by the Single Mode of Instruction in Multilingual Classrooms: The Case of African Language Learners

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Abstract : For learning to take place effectively, learners have to use language. Language becomes a critical tool by which to communicate, to express feelings, desires and thoughts, and most of all to learn. However, each individual's capacity to use language is unique. In multilingual countries, classrooms usually comprise learners from different language backgrounds, and therefore the language used for teaching and learning requires rethinking. Interaction in the classroom, if done in a language that is understood by the learners, could maximise the outcomes of learning. This paper explores the extent to which the use of a single code becomes a source of anxiety to learners in multilingual classrooms in South African schools. It contends that a multilingual approach in the learning process should be explored in order to promote learner autonomy in the learning process.

Keywords : anxiety, classroom, foreign language teaching, multilingual

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