

**Exploring teachers' experiences of teaching isiZulu First Additional
Language in Ex- Model C schools.**

By

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DECLARATION

I, Thulebona Gugulini Jacqueline Shawe, declare that:

Exploring teachers' experiences of teaching isiZulu First Additional Language in Ex-Model C schools in Pinetown district in KwaZulu-Natal is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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Researcher

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Date

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Supervisor

.....

Date

DEDICATION

This work is dedicated to my mother Kote MaNgwane Ngubo, my father Delimiyalo Gcinumthetho Gilbert Ngubo who worked tirelessly trying to take me to the level of education that I have reached today. Your hard work in nurturing me keeps me motivated and working towards excellence.

I would also like to dedicate this work to my loving husband Zamokuhle Reginald Shawe.

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ABSTRACT

This study explores the experiences of isiZulu FAL teachers in ex -Model C schools. It specifically looks at the experiences of grade 4 First Additional Language teachers who work in the quintile 5, urban schools. Most studies have shown that the child should learn the First Additional Language (FAL) after three years of schooling when she /he had already learnt the Home Language. This study attempts to understand the experiences of teachers of isiZulu FAL and why they have particular experiences.

This is a qualitative study located within the interpretive paradigm. Participants were purposefully selected from the three schools that were part of the study. Three grade 4 isiZulu First Additional Language teachers were involved in the study. Semi-structured interviews were used as data generation methods.

Findings reveal that teachers were not trained to teach in the multi- racial classes where there are children from different backgrounds. This study also found that there is non-availability of textbooks for isiZulu First Additional Language from the publishers. It was also discovered that the Department of Education does not supply the schools with isiZulu First Additional Language workbooks but it does supply the workbooks for isiZulu Home Language and English Home Language. Lastly, the teachers are not well trained in teaching isiZulu First Additional Language according to the new curriculum (Curriculum and Assessment Policy Statement).

The study recommends review of the schools language policies because they currently impact negatively on the attitude and behaviour of learners when it is compulsory for them to learn isiZulu First Additional Language. This is very important especially in grade 4, where the learners are learning their First Additional Language in detail and there are lots of assessments involved at this stage. So, it is important for the school to give parents a choice to choose their children's FAL so that they can be supportive of their children. The Department of Education also needs to prioritise when it comes to the resources or the materials of teaching isiZulu First Additional Language.

The implications of the findings of this research should be useful to teachers, principals, nongovernmental organizations involved in teacher training, curriculum specialists, writers and all those who have an interest in education.

ABBREVIATIONS	
FAL	FIRST ADDITIONAL LANGUAGE
HL	HOME LANGUAGE
DoE	DEPARTMENT OF EDUCATION
DoBE	DAPARTMENT OF BASIC EDUCATION
CAPS	CURRICULUM AND ASSESSMENT POLICY STATEMENT
ZPD	ZONE OF PROXIMAL DEVELOPMENT

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CHAPTER 1

1.1. Introduction

The increasing popularity of isiZulu as a medium of instruction in South African schools since the introduction of the policy on home language education in South Africa (SA) had resulted in ex-Model C schools introducing isiZulu as a First Additional Language (FAL) (Mbatha, 2010, p. 94). According to the Department of Basic Education (2011). First Additional Language is a language that is learnt in addition to one's home language that can be used for the basic intercultural and interpersonal communication skills needed in social situations. Ex- Model C schools are those schools that were reserved for white pupils under apartheid (Lloyd, Roodt, & Odendaal, 2011). However, since 1994, ex-model C schools have increasingly admitted learners of colour (African, Indian and Coloured). It is therefore not surprising to have ex- Model C schools around the Pinetown area that cater for the isiZulu additional language.

1.2. Background to the study

In 1994 South Africa liberated itself from the shackles of apartheid (Heugh, 2010). The apartheid policy was abolished from which emerged a new dispensation (Hlalele, 2010). A language policy was adopted, thus giving recognition to eleven official languages, i.e., Afrikaans, English, Setswana, isiZulu, isiXhosa, isiNdebele, siSwati, Sesotho, sePedi, Xitsonga and Tshivenda (Kamwangamalu, 2003, p. 231). However, there have been so many controversies regarding the implementation of these first additional languages in South African schools. Boughey (2002) and Connor (2004) claims that despite elevating South African home languages to the status of official languages, most black African children are disadvantaged because their languages are frequently categorised into low status in terms of social class, economy, and political advantages when compared to English and Afrikaans. There does not seem to be many studies that have been done on the experience of teachers who teach isiZulu in ex-Model C schools. A study by Koch and Burkett (2005) and Mncwango (2009) suggests that linguistic diversity is not embraced in most modern schools. My study is an attempt to explore the experiences of the isiZulu FAL teachers in ex-Model C schools. As a grade 4 isiZulu First Additional Language teacher in an ex-Model C school, I

also need to get the perspectives of other teachers who teach isiZulu as FAL in ex-Model C schools.

Teachers of isiZulu First Additional Language in Ex-Model C schools have a very important role to play in order to make sure that the learners understand and see the need of learning isiZulu first additional language. These teachers may experience different attitudes from the learners on learning isiZulu first additional language.

In an interview by the Sunday Times 22 July 2009, another young female student said: *We don't find our mother tongue that important.*

You don't make overseas calls in your mother tongue,

You don't use it in everyday life; it is not useful, as cited by (Sithole, 2013).

The learners do not consider isiZulu to be a language of prestige, because they feel the language is inadequate in the modern world.

Sithole (2013) mention that there are still a number of challenges pertaining to the use of African languages in South Africa. For such a student and perhaps many others as well, there are no good reasons for using and learning African languages in South African schools. This shows that there is still more work to be done to emphasise the importance of isiZulu as FAL learners.

According to Zungu and Pillay (2010) 58% of non-isiZulu learners show no desire to learn isiZulu. These learners have probably not studied the language before, and therefore adopt negative attitudes towards it. Conversely it is encouraging to note that a significant percentage of these learners (42%) want to learn isiZulu. These learners are probably aware of the merits of learning isiZulu in a multilingual society. People's attitudes towards a language are also a reflection of how they perceive those people who speak that particular language (Zungu & Pillay, 2010).

The attitude of learners towards isiZulu as a FAL is varied. While their attitude may prove to be a serious challenge to teachers, we need to also consider other challenges experienced by FAL teachers.

1.3. Problem statement

My study focuses on the experiences of the grade 4 isiZulu First Additional Language teachers in ex-Model-C schools. It is located in an urban area called Pinetown which is under the Pinetown District. A number of schools in this area are ex-Model C schools and they have resources such as playgrounds, swimming pools and libraries. They are all categorised by the Department of Education as falling under quintile five. According to Woolard and Leibbrandt (2013) all South African public ordinary schools are categorised into five groups, called quintiles, largely for purposes of the allocation of financial resources. Quintile one is the poorest quintile, while quintile five is the least poor. These poverty rankings are determined nationally according to the poverty of the community around the school, as well as, certain infrastructural factors. Schools in quintile 1, 2 and 3 have been declared no-fee schools, while schools in quintiles 4 and 5 are fee-paying schools. These schools where I conducted my research have parents who are capable of paying the school fees. As an isiZulu FAL teacher in one of the ex-Model C school in the urban area, I thought it proper for my study to explore teachers' experiences of teaching isiZulu First Additional Language in Ex-Model C schools.

Teaching isiZulu language in urban schools is become a daunting task for teachers (Rudwick, 2008). This problem emanates from the mixture of both natives (isiZulu speakers and nonisiZulu speakers) as observed from my experience as a school teacher of isiZulu language. The researcher is therefore faced with the problem of exploring teachers' experiences of teaching isiZulu as FAL in Ex-Model C schools.

1.4. Purpose and rationale for the study

This topic was informed by my experience as a teacher of isiZulu as a Home Language (HL) for over nine years in the rural schools. During the nine years of teaching experience isiZulu (HL) in the rural schools, I realised that learners understood isiZulu language because it was their home language and when I moved to urban schools and teaches isiZulu First Additional Language I had realised that teachers are experiencing some difficulties in teaching isiZulu because the learners were taught isiZulu as a First Additional language. In these urban schools, the learners as I observed where I had to teach isiZulu FAL were not that acquainted with isiZulu considering the fact that most of them came from different

backgrounds where they were not speaking isiZulu at their homes and were more comfortable communicating using the English language. The situation in these schools was largely due to the fact that, both non- isiZulu speakers who were English speakers and the isiZulu speakers will have to learn together. This mixing of races made it difficult for the exclusive use of isiZulu language. The non-isiZulu speakers attempt to speak isiZulu only when it is being taught in class and after that, they return to English. For example, in order for the learners to understand what I am teaching, I resort to doing a lot of code switching for them to understand. This method of teaching often makes the learners to be more interested considering the fact that I will do the code switching as a practice that enables learners to harness their main language as a learning resource. Code-switching includes making the curriculum accessible to pupils, facilitating classroom management, eliciting pupils' response and promoting interpersonal communication (Holmarsdottir, 2006).

My experience of teaching isiZulu in ex-Model C schools has been met with challenges whose nature and complexity could not be taken for granted. This experience in line with my interest, informs the need for this study to explore the experiences of other teachers who teach isiZulu as FAL in ex-Model C schools.

1.5. Significance of the study

This study may be of help to the national, provincial and regional designers as well as other implements. Before policies are designed, the national and regional stakeholders may be aware of the experiences that isiZulu First Additional Language teachers face when teaching in in the classroom. Policy makers may then consider these experiences and adjust accordingly.

1.6. Aims/ objectives of the study

The aim of this study is to explore teachers' experiences of teaching isiZulu First Additional Language in Ex- Model C schools.

- Evaluate why teachers of isiZulu First Additional Language are faced with the challenges that they say they face in Ex-Model C schools.
- Understand how teachers of isiZulu First Additional Language deal with these challenges.

1.7. Key/critical research questions

In order to collect data, this study is seeking to respond to the two research questions that follow:

- What are teachers' experiences of teaching isiZulu FAL in Ex-Model C school?
- Why do teachers have particular experiences of teaching isiZulu FAL in Ex-Model C school?

1.8. Definition of concepts

First Additional Language:

According to the Department of Basic Education (D. o. B. Education, 2011) First Additional Language is a language that is learned in addition to one's home language that can be used for the basic intercultural and interpersonal communication skills needed in social situations. It can also be used for the development of the cognitive academic skills essential for learning across the curriculum (E. M. Mgqwashu, 2010). It is a language learned by a person after his or her native language (American Heritage Dictionary, 2011). In other words, this refers to any language that one learns or acquires after first-language acquisition.

Home language:

The home language, according to Calvert (1987), cited in (Phillipson, 1992) refers to the language of the biological mother or father, or a local vernacular language. In this study home language and mother tongue are used interchangeably as they mean the same thing, thus the language spoken in the pupils' home environment and in their wider community. Furthermore, R. Alexander (2009) describes a mother tongue as the language that the child knows best when they first come into contact with the school. Home language refers to the language that is spoken most frequently at home by a learner (D. o. B. Education, 2011).

Ex-Model C schools:

Are government schools that are administrated and largely funded by a governing body of parents and alumni (D. o. B. Education, 2011).

Code-switching: Code-switching is a practice that enables learners to harness their main language as a learning resource.

1.9. Delimitation/demarcations of the study

This study explores teachers of isiZulu FAL in Ex Model C schools in the Pinetown district. The reason I choose the Pinetown district, firstly is because it is in my neighborhood so my children are schooling in one of these schools. I had found it interesting to know what their teachers are experiencing in schools so I shall be able to understand on how I can my children with their school work. Secondly, I am teaching isiZulu FAL in Ex -Model C schools so I am eager to know whether the participants' experiences are same as mine. The participants will be the teachers who have taught isiZulu FAL in Ex Model C schools more than three years because they already have some experiences to share with the researcher. The literature that I will be reviewing will be most the South African because isiZulu is mostly taught in South Africa.

1.10. Organisation of the study

This study is organised into 5 chapters which bring together the different parts of the research.

Chapter One, presented above provides an introduction and background to the study. It also includes research questions, research context, and concept clarification, purpose and rationale for the study, problem statement, and significance of the study organisation of the study.

Chapter Two presents the literature ~~review~~ about issues relating to the teachers' experiences of isiZulu First Additional Language in Ex-Model C schools in KwaZulu-Natal in the Pinetown district and also the theoretical framework for the study. The chapter illustrates both international and national literature.

Chapter Three discusses on the methodological positioning. The major sections of this chapter include explanation of the research design and methodology, the sampling procedures followed to select participants for interviewing, and the procedure for data collection and analysis. Ethical considerations and a model for ensuring trustworthiness were also outlined.

Chapter Four -Data analysis and discussion of findings from the participants of the study.

Chapter Five Presents summary of the research findings.

1.11. Chapter summary

This introductory chapter has contextualised the study and identified the research questions. Chapter two will discuss the literature reviewed in detail as well as the theoretical framework.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1. Introduction

In South Africa, the complex issue of language in education is historically and politically motivated and gives rise to a variety of learning experiences both for learners and for teachers. With the 1994 election of President Nelson Mandela and the fall of the apartheid regime, language policies in South African education changed and it had put more emphasis on the importance of promoting the status and use of indigenous languages. As a result teachers and learners are experiencing the learning and teaching of isiZulu First Additional Language in Ex- Model C schools. (Greenfield, 2010). Therefore, this review of the literature is predominantly informed by South African writings on issues related to the teaching of isiZulu as FAL in South African schools. Firstly, I will present literature that discusses the experiences of teachers of isiZulu First Additional Language in ex-Model C schools. Secondly, I will provide a framework for analysing the data generated during the interviews with isiZulu FAL teachers.

2.2. Paradox of language learning in South Africa

There is a contradictory between the Language Education policies and its practice. Though these policies promotes the teaching and learning of indigenous languages but the interviews are still conducted in English and that is still giving English more power than the indigenous languages (Rudwick, Nkomo, & Shange, 2006) . Its looks like a paradox to me because if the indigenous languages are so valuable then they need to be treated equally like English. Language teaching in South Africa creates a paradox and is more complex than we might think. According to Mgqwashu, (2013), in South Africa, decisions on language policy have often tended to accommodate competing political, economic and social factors rather than educational ones. This is so because of the controversial Language in Education policies in which languages such as English in the colonial period and Afrikaans during the apartheid era dominated the social, political and schooling environment. However, since the dawn of democracy, the new language dispensation brings with it a number of challenges for language in education and especially for the African language teachers in ex Model C schools (DoE, 2013). Despite the fact that South Africa has an excellent Language in Education Policy, many authors including (Boughey, 2005) argue that when South African learners finish school, they are still not proficient in their home language and in a second language. They

also do not have sound knowledge of an additional language as specified in the language policy. In the current dispensation, for most South Africans, the second language is English, while the additional language might be Afrikaans or another South African local language for example, isiXhosa or isiZulu. Despite this common understanding of being able to choose the additional language that you prefer to learn, language still remains a contentious issue in education in South Africa. The conflict often originates from the drive for mother-tongue education which meets the ever pressing need to be able to use international languages such as English (Boughey, 2005).

This increasing demand from political, traditional and social authorities has resulted in many ex-Model C schools introducing isiZulu as FAL in KwaZulu-Natal and in other schools in other provinces (Heugh, 2010).

2.3. Teaching of isiZulu as first additional language

In a multilingual country that strives for inclusion and social tolerance like South Africa, the D. o. Education (2002) recommends that learners reach high levels of proficiency in at least two languages and that they are able to communicate in as many languages as they possibly can (D. o. Education, 2002). According to the D. o. B. Education (2011), FAL is a language that is learned in addition to one's home language which can be used for the development of the cognitive academic skills essential for learning across the curriculum (E. Mgqwashu, 2013). Most importantly First additional Language entails developing learners' ability to read, understand and speak the language, and, as such, develops literacy (D. o. B. Education, 2011).

In grades R-3, is founded on this perspective and recommends the additive bilingual approach to the teaching of an additional language. An additive bilingual approach to language teaching is when a second language is introduced to the curriculum without being given dominant importance over the first language thus both languages are given equal importance (Boughey, 2002).

The implication of these policies is that teachers must have good knowledge and skills to guide learners to develop communicative and reading skills in the first additional language,

which in this case is isiZulu. The teachers need to attend professional development activities on how to teach indigenous African language like isiZulu as FAL.

In a study conducted by Ngcobo (2013) in Durban Township schools, in the province of KwaZulu-Natal, black teachers who were interviewed from different schools about their feelings toward teaching isiZulu from primary school, reported the following: IsiZulu is first and foremost an official language in South Africa.

2.4. Teaching methods used in isiZulu first additional language

The participants in my study are teachers in multicultural and multilingual schools. They teach learners whose home languages range from English, isiZulu and other local and international languages such as Tshona, seSotho, isiXhosa etc. Researchers like Mncwango (2009) suggest that because of the multilingual nature of South African schools, it is important that monolingual English teachers learn an African language like isiZulu. Teaching the language most spoken by learners will equip the teacher who teaches it to acquire better skills and strategies in handling multilingual classes. According to (Okekeis, van Wyk, & Phasha) if the teachers borrow some words from the other languages present in the classroom (in this case it might be from English or Afrikaans), learners could more easily make associations between these concepts in their mother tongue and the language of instruction. In doing so, more learners will participate in classroom discussions and ask questions where necessary.

Mncwango (2009) also suggested that teachers should ensure that their teaching approaches are culturally sensitive and where possible, they should use examples from the isiZulu language and culture to highlight key concepts in their subjects. The learners who are not native speakers of isiZulu will get to know understand more about the isiZulu culture. This would endorse the use of indigenous knowledge systems in education (Zungu & Pillay, 2010). According to Ngcobo (2013), isiZulu teachers tend to mix isiZulu with English during the isiZulu FAL lesson as result learners are not eager to learn more vocabulary for isiZulu. Furthermore, Zungu and Pillay (2010) hold that the isiZulu FAL teachers need to use different teaching methods during the lesson in order to make the lesson more interesting.

Their lessons must be more learner centered than teacher-centered which may encourage the learners to be willing and eager to learn isiZulu FAL.

Alexander (2002) and Cook (2013) support the idea that songs and poems are an exceptional technique for drilling vocabulary, grammar structures, pronunciation and new sounds. They also state that teachers need to give learners enough time to sing the FAL songs, and give them short and simple FAL poems to recite. These may include newly introduced vocabulary and sentence structures as learners enjoy songs and poems. These songs must accommodate the lesson's needs and could be sung at various school functions (Cook, 2013)

Sithole (2013) also suggests that dialogue is an effective strategy for practising the rhythm of a new language. However the dialogue should be interesting and it must be useful and represent practical situations and be relevant to the theme. The language must be acceptable, simple and meaningful. Lastly, the learners should be able to hear and imitate the exchanges that occur in dialogue and use these in constructing their own sentences (Sithole, 2013).

2.5. Teachers' role/function in teaching isiZulu as first additional language

Researchers like Graf (2011) suggest that the isiZulu FAL teacher must take pro-active steps to ensure that interpersonal relations among the learners are as harmonious as possible. It is the teacher's role to ensure that the learners whose home language is isiZulu are not teasing others whose home language is English, Afrikaans or any foreign language by using isiZulu during the lesson (Taole & Taukeni, 2013). The teacher should give more attention to the non-isiZulu speakers to allow them to be acquainted with language as well as to encourage the isiZulu native speakers to make an effort in teaching their fellow classmates (Zungu & Pillay, 2010). Furthermore, researchers such as Sukati (2010) mention that teacher should have effective teaching methods that fit the curriculum and subject matter, and inculcate the required values. Therefore effective teaching and learning methods will help learners focus on the lesson, understand what is important and improve the performance of the learner and reduce failure in additional language.

According to Kalenga and Chikoko (2014), a FAL classroom should be democratic and inclusive in nature. In such an inclusive environment, the teacher should refrain from being authoritarian and increase learners' motivation by allowing them to participate in decision-

making. This includes “ensuring that everyone gets a fair chance to participate in co-operative activities and in class discussions”. Prior to Kalenga and Chikoko (2014) are Breen and Littlejohn (2000, p. 94) had stated that “I am in position of power in my classroom by virtue of my assigned status as a teacher, but I am keen to convey the impression that in another sense I am ‘one of the crowds’ and little different from anyone else”. For this reason, learners feel that the teacher is not different to them and they must not be scared to make mistakes during the isiZulu FAL lesson. For example, when they are reading or reciting a poem. Their pronunciations might not be perfect but they are in the process of learning (Breen & Littlejohn, 2000) .

According to Allison and Rehm (2007), multicultural and multilingual classes do not simply mean placing learners from different cultures and languages in the same classroom. As a result the FAL teachers need to have some understanding of the cultures of the children in their classrooms. Zungu and Pillay (2010) claim that teachers should endeavor to draw on the home experiences and knowledge of learners, to develop them holistically in language. Furthermore, they also mention that teachers should work with learners, to ensure their classrooms are adorned with posters in isiZulu and English. These posters, preferably developed by the learners themselves, would help foster an environment where English and isiZulu learners have mutual respect for each other’s language and culture (Zungu & Pillay, 2010). It is the duty of the teachers to make the learners to see the need of learning isiZulu First Additional Language.

The teachers need to play an important role to make sure that the learners are eager to learn isiZulu as a FAL. The following are examples of the role that needs to be played by the isiZulu FAL teacher. E. Mgqwashu (2013) suggests that teachers should:

- Be able to establish a solid foundation in the understanding of the constructs of the language through primarily focusing on sound recognition, word attack skills.
- Be able to launch the development of isiZulu vocabulary in the earlier grades, and moving on to interpretation, sentence construction and grammatical structures in the higher grades. Be able to develop an appreciation for the language by using songs, poetry, fun competitions and dialogues in isiZulu.
- Be able to improve reading and comprehension skills relevant to each grade.

- Be able to get pupils to develop the ability to express themselves fluently in oral and written formats in isiZulu.

Having discussed the role and function of the teacher in the teaching of FAL, it is also important to discuss the role and function of the learner in FAL since this can also be a challenge that teachers experience in the teaching of FAL.

2.6. Learners' role/function/attitudes/behaviour in learning isiZulu as first additional language

The teachers need to teach the learners with an acceptable behaviour in order to make them to be interested in the learning of isiZulu First Additional Language. The mother tongue (MT) of learners who are from the townships, in most cases in KwaZulu -Natal are isiZulu. When such learners attend ex-Model C schools they tend to lose interest in their MT. According to (Zungu & Pillay, 2010), in their study conducted in the greater Durban area in KwaZulu - Natal, most learners from the mixed racial schools adopt English as their main medium of communication in their day to day school activities.

A Zulu learner in the Zungu & Pillay (2010) study stated that:

“Learning isiZulu will not give a highly paid job because these days you need to speak English if you want a highly paid job”,

While a non-isiZulu learner indicated that:

“It is a language that can only be used in South Africa. It has no value outside the borders of our country”

It shows that the teachers of isiZulu FAL are still having much work to be done in order to make the learners see the need of learning isiZulu FAL. It seems as if the learners are not convinced to take isiZulu seriously as to them it is only a South African language which is not used that much in the working environment. This negative attitude could make the learners lose interest in the learning of isiZulu FAL which could result in poor achievement and more conflict between the teachers and parents.

Attitudes towards a language can be favorable or unfavorable as indicated by (Sithole, 2013) in her study conducted in Ba- Phalaborwa, in Limpopo province (The use and analysis of African Languages in the former Model C schools).

2.7. Challenges experienced by teachers in teaching isiZulu as first additional language

A study conducted by O'Connor and Geiger (2009) reveal that in the Western Cape, teachers of FAL find that their training was inadequate for educating learners from diverse linguistic backgrounds. At tertiary institutions, the participants of this study were only trained to teach isiZulu as Home Language not as First Additional Language which makes them uncomfortable in teaching isiZulu FAL. When they were trained their training was specifically based on teaching the learners whose mother tongue is isiZulu now they find themselves teaching learners from different racial groups. They are not sure whether they are really teaching the isiZulu first additional in a proper way. These teachers of isiZulu first additional language are not sure whether the teaching methods that they are using are more complicated for an additional language. As from 2011 when the Department of Basic Education introduced the new curriculum (CAPS), the DoE introduced workshops for the teachers including the isiZulu FAL. Although the teachers had attended workshops on teaching isiZulu they felt that it was only accommodating the isiZulu HL teachers (O'Connor & Geiger, 2009). It might sound as a simpler version on teaching isiZulu FAL but the way you teach it to the learner who had never speak isiZulu before, the teacher need to be more trained on how to make it simpler and understandable.

According to J. C. Richards, Gallo, and Renandya (2001) workshop is an intensive, short-term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills. They further mention that in a workshop, participants are expected to learn something that they can later apply in the classroom. In this case the workshop provides opportunities only for the isiZulu HL teachers to examine their beliefs or perspectives on teaching and learning, and use this process to reflect on their own teaching practices. The isiZulu FAL teachers felt excluded during the workshops and consequently there was no benefit for them.

2.8. Resources for teaching isiZulu First Additional Language

Mashiya (2010) highlights that the lack of material such as FAL textbooks, pamphlets, DVD's and CD's makes it difficult for the teachers to teach isiZulu in ex-Model C schools. The participants in this study also mention that there are no books for isiZulu FAL and that makes teaching isiZulu FAL more complicated.

2.9. Theoretical Framework

2.9.1. Introduction

Teaching isiZulu First Additional Language (FAL) has long been regarded as a challenging task. This is clearly evident in the many studies attempting to outline some of the major problems faced by isiZulu (FAL) teachers while trying to uncover both the sources and the solutions of their problems. This study turns to the Vygotskian approach to language learning and teaching, in particular to sociocultural theory, to understand the teaching and learning of isiZulu FAL. Herein, FAL learners receive interaction-based instruction to assist them in the social construction of knowledge. In other words, in the Vygotskian classroom, the learners' learning activities are mediated by the teacher's scaffolding of their Zone of Proximal Development (ZPD). This study suggests that using the sociocultural context of the FAL classroom can help teachers attain better communication, be trained in strategic orientation to teaching, and, more importantly, in helping the learners to become capable communicators in a social community.

IsiZulu in ex-Model C schools in South Africa is used in two contexts: isiZulu as a First Additional Language (FAL) and isiZulu as a foreign language (to the learners who are not South Africans). Unlike English, which is used as a means of communication and is learnt through communication in social situations, isiZulu FAL has no vital function in people's everyday life and communication, and, as Yarahmadi (2008) notes, it is learned through classroom instruction and the use of audio-visual materials for educational and/or academic purposes. In such situations, learners do not have any immediate purpose to use isiZulu for communicative functions and consequently are not provided with opportunities to engage in and develop language-learning strategies (Lan, 2005). This information supports the understanding of the application of the sociocultural theory to the isiZulu FAL classrooms here envisaged and is the basic concern of this study.

Sociocultural theory or 'cultural-historical psychology' is a theory of the development of higher mental practices which regards social interaction as the core of communication and learning process. Its origin is derived from the sociological and economic writings of Marx and Engels in the eighteenth-and nineteenth century. The theory emerged from the work of the Russian psychologist Vygotsky (1978), Vygotsky (1981), and Wertsch (1991).

One of the outstanding features of sociocultural theory is considering learning as social in nature where meaning is derived through language use within the social context. Contrary to the followers of cognitive theories who believed in mediation between stimulus and the response, Vygotsky (1978) theory investigates the context of the behaviour or the social situation where the action occurs. The basic assumption in Vygotsky's theory is the idea that psychological structures do not exist in the individual's mind; rather, they are formed as a result of interaction with the social context. In other words, the emergence of mental functions depends on social interaction.

According to Mitchell and Myles (2004) sociocultural theory views learners as active constructors of their own learning environment. Confirming Mitchell and Myle's viewpoint, Zaller et al. (2005) states that learners in this sense are responsible for their own learning environment and the environment can nurture and scaffold them (Aimin, 2013). Accordingly, teachers are seen as active constructors of their own teaching environment. Whatever teachers think of learners' language learning will definitely affect their constructions of their teaching environment, though learners are the main focus of the teaching activities. Teachers will reconstruct their perceptions of FAL through practice and progress in language learning and teaching.

2.9.2. Definition of sociocultural theory

It is worth noting in this study, that the main focus of the sociocultural perspective is not on the individual but on the individual's surroundings. Claiming that learning is a social activity, sociocultural experts such as Cole and Engeström (1993), Van Lier (2000), and Lantolf (2000) made a shift in their attention from individual cognition into mental activity of members of the same social community. Wertsch (1991), for example, emphasizes that sociocultural point of view should be distinguished from the other perspectives (e.g., constructivism) based on the context or surroundings of the learners. Learning is considered as the product of shared activity and the traditional teacher-learner relationship should be changed to one that leads to collaborative learning (Zhang, Fan, & Du, 2013). In this sense, solutions to teachers' challenges are gained through the involved participants' or members'

behaviour in a shared context. The 'expert' member or knowledgeable other assists other members who need help in the learning process. This guidance is withdrawn when the members who need help can act independently. This problem-solving process is accomplished by two learners who possess different levels of knowledge and experiences. In this case, during the isiZulu lesson, the teacher must make sure that the non-isiZulu speaker is sitting with an isiZulu speaker so that they can help each other during the lesson. In other words, as a result of this guidance, a novice gradually becomes the effective member of that community. As (Ellis & Barkhuizen, 2005, p. 32), state, "successful learning involves shifting control within activities from the social to the individual, from the external to within self".

2.9.3. Mediation

Mediation is one of the most significant constructs of Vygotsky (1978) theory, which is also central to this study. According to Vygotsky, humans do not make their relationship with the outer world only through direct stimulus-response reflexes; rather, they have the ability to use physical tools to make indirect connections and mediate their relationship. In so doing, they can regulate and control their behaviour via psychological and technical tools or artifacts. The physical tools mediating these relationships are generated by human cultures and are gradually transferred to the next generation. This study reveals that the parents had a great influence on the attitude and behaviour of the learners towards isiZulu FAL if for example the parents do not like or undermine isiZulu language this attitude is passed on to the child. As a result this attitude can be passed on from generation to generation.

2.9.4. Zone of proximal development and scaffolding

To attain self-regulation, individual learners need to expand their Zone of Proximal Development (ZPD). As Smidt (2009) notes, the ZPD is one of Vygotsky's central contributions to learning and teaching that arises from his focus on the significance of cultural tools and social learning. Vygotsky (1978, p. 86) defines ZPD as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" . To bridge the gap between Vygotsky's theory of ZPD and its utility in FAL classroom, Ohta (2001, p. 9) presents an adapted version of Vygotsky's definition suitable to this context: "For the FAL learner, the ZPD is the distance

between the actual developmental level as determined by individual linguistic production, and the level of potential development as determined through language produced collaboratively with a peer or teacher". From Vygotsky's point of view the difference between potential level and actual development is that the former serves more as an indication of mental development than the latter as only a learner with an advanced level of development is able to react to the support provided by the more experienced other.

Vygotsky (1981) believed that during socialization and interacting with others the child is faced with participation in activities with others. This is the first step for the learner to be part of the shared culture through sharing something with another member in that community. As I had mentioned before the class setting for isiZulu FAL should be arranged in a manner that the non-isiZulu speaker sits with an isiZulu speaker so that they can help each other during the lesson. Thus, his cognitive development would take place through involvement or "through participation in an ongoing social world" (Lave & Wenger, 1991, p. 50).

2.9.5. Constructing a Vygotskian-based first additional classroom culture

Regarding the discussions and studies reported so far, it can be surmised that sociocultural theory enables the researchers to investigate individuals' teaching and how their teaching is affected by the context in which interaction is appropriate and central to the process of learning. As previously mentioned, the main intent of this study is to reconfigure FAL classroom culture to reduce part of the isiZulu FAL teachers' challenges. It is understood that organizing FAL classrooms based on Vygotskian sociocultural theory takes some steps to enrich the social setting of learning in an FAL context.

Clearly, within the social context of a classroom FAL learners face some tasks or structures that are impossible to achieve without receiving social support from other capable peers or the teacher. This problematic aspect in learners' development maximizes the need for providing assistance in learners' ZPD. Again, drawing on Vygotsky's theory, the attempt is to organize a social context in which a more capable peer would be paired with a less capable one. In this scenario, the former would be able to promote the latter's ability and knowledge. In an attempt to collaborate with a more capable other, whether teacher or peer, in problem-solving activity, the learner indicates that the distance between his actual level of development and potential level is his zone of proximal development.

Language learners need to expand and bridge their ZPD through support received from the expert with what is called scaffolding. Thus, an FAL language learner as a novice and the teacher as an expert or more 'capable other' (Vygotsky, 1978) can interact with each other in a social setting of a classroom which leads to the enhancement of learning. In such a context, to facilitate the learners' cognitive development and social construction of knowledge within their ZPD, the teacher may scaffold learners in different ways such as giving helpful suggestions in the process of doing tasks, asking leading questions, drawing tables and charts, and giving feedback concerning the students' group work.

In this classroom, through social activity, learners develop a framework for their learning under the guidance of an expert. Here, the teacher's role is central, as it is the teacher who provides a supportive environment for learners to learn as they become involved in the performance of different language tasks deemed necessary for learning. Asking the learners to do a role-play while pretending to be in an authentic context, engage in group discussions, and complete interactive-based language tasks are but a few representative examples here which can help individuals develop their personal knowledge.

Gallimore and Tharp (1990) presented a four-stage model for the operationalization of the ZPD in learning and teaching context that can be equally applied in the EFL classrooms. In the first stage the learner is provided with assistance from the teacher, or any other capable peer through language or other tools. In the second stage, although the learner's performance is not completely improved, the learner, without assistance, accomplishes the task. In the third stage, the learner's performance is improved and automatized. Finally, the fourth stage is "where de-automatization of performance leads to recursion through the zone of proximal development"(Sharpe, 2003, p. 29). In light of possible fossilization, the scaffolder once again backslides to assistance through learner's ZPD, and the teacher repeats a lesson either as a reinforcement of subject or part of a remedial lesson.

It is worth noting here that scaffolding in an educational context is different from asking for help in the sense that the former is a kind of support or assistance provided to the learner to accomplish a particular task believed to be impossible to realize without such support. Additionally, in the scaffolding process, the teacher could teach and reinforce some required critical skills to be undertaken in other similar contexts. In any given classroom, scaffolding

is dependent on factors such as a teacher's capability to offer scaffolded instruction. Teachers willing to scaffold instruction should have knowledge of performing targeted scaffolding activities so as not to replace instruction with merely simple help. Other factors worthy of consideration here are context, including the social and physical setting, mutual relationship and understanding between learner and teacher, and the nature of the learning tasks learners are asked to complete.

In the process of the learner-teacher interaction, it is not solely the teacher that is the active participant here, but, more importantly, the learner becomes the active participant within the scaffolding process which, in turn, is a dynamic reciprocal process. Both teacher and learner construct a shared understanding by means of communicative exchanges in which the learner, as a novice, learns from the teacher, as a more expert other. So argued, and in light of the dynamic nature of scaffolding, it is not wise to apply the same techniques of scaffolding in different contexts for it depends upon the situation encountered such as the kind of task/activity, learners' responses and level of proficiency.

Based on the Vygotskian perspective of scaffolding, a teacher tries to encourage and strengthen independent learning as it is the teacher who is able to recognize the learner's zone of proximal development. As a result, learners' mental processes and functions should be developed through joint collaboration with the teacher. In the process of completing language-learning tasks, both teacher and learners enjoy a shared problem-solving experience in collaborating and interacting with one another. Murray and McPherson (2006) reported on teacher action research and tried to manifest teachers' scaffolded activities, which were designed to ease learners' reading and navigating the Web. Their findings indicate that learners' successful reading and navigation directly depend on the teachers who are advised to include both effective and carefully designed scaffolded activities in their instruction to encourage learners to become independent navigators of the Web.

2.10. Conclusion

This study tried to bridge the gap between sociocultural theory and the challenges teachers of isiZulu FAL face in teaching isiZulu FAL. The use of Vygotsky (1978) theory promotes a learning context in which the teacher acts as a facilitator of meaning construction during the instruction process, a process which will serve to strengthen still more the reciprocal

relationship between learners and teacher. Using the principles of sociocultural theory in the classroom helps learners achieve certain communicative targets. It is hypothesized that such a setting helps learners take responsibility for their own learning, regulate their learning, and have a sense of self-assessment. By setting communicative goals believed to be attainable through further flexibility and adaptability of learning strategies to other language activities, learners are indeed able to develop a critical set of learning strategies deemed viable to language learning and communication. Such an approach is likely to lead to both strategic orientation to learning and training of motivated and capable communicators in a social community.

Subsequently, teachers can apply their understanding of language learners' strategies in their teaching and assessment methods which, in turn, would reduce the non-isiZulu speaking learners' learning load and would result in better social communication. Language teachers are therefore strongly counseled to reduce the learners' burden of learning FAL by utilizing different forms of mediation in their teaching and assessing procedures. In so doing, learners would most likely prove themselves capable of harnessing the advantages of the efficacy of such engaging communicative classrooms.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1. Research paradigm

This research study was located within the interpretive paradigm. The purpose of using an interpretive paradigm in this study was to obtain an understanding of the world from an individual perspective through teachers' experiences. This is in line with Mugo Fridah (2011) who argues that the purpose of the interpretive paradigm was to develop a better understanding of how people make sense of the context in which they live and work. According to Thomas (2009, p. 72) paradigms are described "as shared ideas in a particular community of inquiry, the thinking habits of researchers and the rules of procedure for research". All research should be based on a paradigm that clarifies the study and researchers must consider the interaction of such views when conducting research (Creswell & Clark, 2007, p. 21). A paradigm influences the researcher's decision in terms of research questions and methodology (Morgan, 2007, p. 49).

This project fell within the interpretive paradigm and was designed as a qualitative case study. As (Creswell, 2009) put it, the aim of the interpretive researcher is to understand reality from the viewpoint of the participants through a dialogic and an in-depth explorative method that allows the participant to tell the story him or herself. In line with this principle, I intended to explore in this qualitative case study, the experiences of the isiZulu First Additional Language teachers in ex-Model C schools. In this study, my aim as an interpretive researcher was in fact to understand reality from the viewpoint of the participants. As I will further explain below, this was done through a semi-structured interview that allowed the participants to voice their experiences in teaching isiZulu FAL in ex-Model C schools (Ndimande-Hlongwa, Balfour, Mkhize, & Engelbrecht, 2010) The choice to align this study within the interpretive paradigm was motivated by the fact that it recognizes multiple interpretations as being equally valid. In other words, within this paradigm, there is no one reality or one truth; there is rather a set of realities or truths depending on the experience of each person (Rule & John, 2011).

3.2. Research design

I have mentioned that this research is designed to be a qualitative case study. The data that was generated from this study was qualitative in the sense that it was mostly comprised of words (Aluko, 2006). The narratives were constructed of what the participants (teachers) had said regarding their experiences in the teaching of isiZulu as FAL in ex-Model C schools.

Furthermore, by qualitative case study Yin (2003) refers to any research that involves a practical and detailed investigation of a phenomenon that occurs in a real life setting using various means of verification and drawing inference from textual or verbal data for an in-depth exploration and a better understanding of the case that is being studied.

Such a case could be an event, a person, an organisation or a decision. The choice of a case study design for this study is motivated by the fact that it is suitable for an in-depth exploration of either a single or multiple case(s) and involves the use of multiple sources of evidence to investigate the phenomenon under study (Creswell, 2009). Since in my study I interviewed only the teachers, it means a single case was used and it relates to the experiences of isiZulu FAL teachers in ex-Model C schools.

The aim of the research design was to make sure that the data gathered will play a role in answering the research question as accurately as possible (McMillan & Schumacher, 2014). Research design is the plan that shows how a researcher intends to explore a research problem Thomas (2009), (Denzin and Lincoln 2008).

One of the main reasons for using a qualitative design as the primary design for this study is that it is most suited to reaching an understanding of the experiences of isiZulu FAL teachers in ex- Model C schools from the point of view of the participants involved (Creswell, 2013). In this study, I was interested in the meanings of the participants and the qualitative data enabled me to remain committed to the viewpoints of the participants. The qualitative data collected was also preferred because it stresses the socially constructed nature of reality, the intimate relationships between the researcher and what is studied and the situational constraints that shape inquiry (Denzin & Lincoln, 2008). The qualitative approach was suitable for this study because it allowed findings not arrived at by means of statistical procedures or other means of quantification to be produced through teachers' stories (Corbin & Strauss, 2008).

This study was concerned with understanding the teacher's experiences' of ~~grade 4~~ isiZulu FAL in ex-Model C schools. A qualitative approach to this particular research was therefore appropriate because, as (Newby, 2010) explains, qualitative research is concerned with understanding how people choose to live their lives, the meanings they give to their experiences and their feelings about their conditions.

Richards (2014) note that the voice of people should be heard because it does not only provide data to be analysed, it contributes to the research questions and the way that data is analysed. The researcher's use of one-on- one interview was therefore appropriate as they provided her with the opportunity of interacting with teachers who participated in this study in their settings. This is something that would not have been possible in a quantitative study. Denzin and Lincoln (2008) argue that the qualitative approach can examine complex questions that can be impossible with quantitative methods. Using this particular approach made it possible to better understand how isiZulu FAL teachers teach isiZulu in Ex- Model C schools.

Appropriacy of this approach for this particular study is further supported by (Nieuwenhuis & Maree, 2007)) who points out that qualitative research attempts to collect rich descriptive data in respect of a particular phenomenon with an intention to develop an understanding of what is being observed or studied. Understanding teachers' experiences in teaching isiZulu FAL was the focus of this study. The use of qualitative research methods such as semi-structured interviews assisted the researcher to have a better understanding of the phenomenon. Marshall and Rossman (2014) argue that a qualitative approach is fundamentally interpretive and draws on multiple methods that respect the humanity of participants in the study and also focuses on the context. It was therefore logical that a quantitative approach which relies heavily on numerical data would not have been appropriate for this particular study, as it was about understanding and knowing isiZulu FAL teachers' experiences.

The qualitative design allows the study to be conducted through the views and experiences of the people. Creswell (2013) asserted that the researcher has to go out to where the participants are, gather their stories and write literary accounts of their learning experiences. The researcher did the same because she went to schools to collect the data. In this study, the researcher explored teachers' experiences on teaching the isiZulu FAL and each teacher had

different experience. In this study a qualitative approach was employed to explore experiences of isiZulu teachers in ex-Model C schools. This study was conducted in three in the Pinetown district. The gatekeepers' letters to request a permission to conduct the interviews to the chosen schools were emailed. The letters to the participants were emailed to schools after they agreed to be part of the study. Then the consent forms as well as the research questions were emailed to the relevant participants. The research ethics were explained to the participants before requesting information from them during the interviews. All the participants agreed to be recorded during the interview and the interviews were transcribed to generate the actual words of the participants. The verbatim transcripts underwent a thematic analysis during which transcripts was read many time to determine the various themes and categories (McMillan and Schumacher (2014). Thereafter the conclusion of the findings was made.

3.3. Research methodology

As a study that was relying on qualitative data, it was therefore important that data be drawn from teachers in an attempt to understand not just their experiences, but the reasons for such experiences as well. This could happen if the phenomenon was studied in its natural setting. Therefore, I believe that a case study was an appropriate data collection methodology for this study.

(Creswell, 2013) asserts that a case study is appropriate when exploring an area where little is known or where you want to have a holistic understanding of the situation, phenomenon, episode, site, group or community. Since the learning and teaching of isiZulu FAL in ex-Model C schools is something that is not well understood by many people so the case study was an appropriate methodology to be used to get more understanding.

Sagadin and Bertoneclj (1991) states that a case study is used when we analyse and describe, for example each person individually (his or her activity, special needs, life situation, life history, etc.), a group of people (a school department, a group of students with special needs, teaching staff, etc.), individual institutions or a problem (or several problems), process, phenomenon or event in a particular institution, etc. in detail. I found the case study suitable for this study because it helped me to get the information I needed on the experiences of isiZulu FAL teachers.

argues that a case study is a study of a case in a context and it is important to set the case within its context. This is further supported by Johnson and Christensen (2008) who contend that a case study is holistic as it exists in its real-life context. Yin (2009) also defines it as a research strategy which attempts to examine a contemporary phenomenon in its real- life context especially when the boundaries between phenomenon and context are not really evident. This point is particularly important because this study looked at what the reasons were for teachers' experiences in specific contexts. This was a case of isiZulu FAL teachers in three schools in the Pinetown District.

3.4. Research sample

Yin (2009) defines sampling as something that involves making decisions about which people, what settings, what events or what behaviours to choose for a study. In qualitative studies, sampling often consists of selecting a small number of individuals for a study. Gay (2009) advises that in choosing a sample that consists of people, the researcher should ensure that the selected individuals are key informants who will contribute effectively to the researcher's understanding of a given phenomenon. In this study the participants were grade 4 isiZulu FAL teachers Ex-Model C schools. The participants in this study were purposively selected according to the following criteria:

- Their number of years of teaching isiZulu FAL in ex-Model C schools;

- Their status as qualified teachers of isiZulu FAL.

The numbers of years gives the researcher much of the information that she requires because the participants have a lot to tell. The participants' qualifications will give the researcher a very informative data that she requires.

Purposive sampling does not attempt to be representative of the whole population. As a result, the findings of the study cannot be generalized. The focus of the study was therefore only to acquire in-depth information from the selected participants. In this case the findings could be transferred to any context where the teaching of isiZulu FAL in grade 4 follows a similar policy as the one in the province of KwaZulu-Natal South Africa. Therefore, three grade 4 teachers who were teaching isiZulu FAL were selected from three ex-Model C schools. The schools were randomly selected from three Pinetown suburbs because of accessibility. The researcher visited the schools and had discussions with the relevant Grade 4

teachers prior to the interviews. The discussions focused on the aim and the intention of the research study.

3.5. Data generation

The gatekeepers' letters to request permission to conduct the interviews to the chosen schools were emailed. The letters to the participants were emailed to schools after they agreed to be part of the study. Then the consent forms as well as the research questions were emailed to the relevant participants. The research ethics were explained to the participants before requesting information from them during the interviews.

I then made arrangements with the other participants to meet them in order to conduct the interviews. All the participants agreed to be recorded during the interview and the interviews were transcribed to generate the actual words of the participants. Direct quotations were extracted and used verbatim when there was need for the voice of the participants to be heard in the analysis of data. The verbatim transcripts underwent a thematic analysis during which the transcript was read many times to determine the various themes and categories (McMillan & Schumacher, 2014)). Thereafter the conclusion of the findings was made.

3.6. Data analysis issues of trustworthiness

Qualitative data analysis involves making sense of the data in terms of the participants 'definition of the situation, noting patterns, themes, categories and regularities (Cohen & Manion). However, qualitative data rely heavily on interpretation, and frequently multiple interpretations arise from qualitative data. The researcher used the thematic content analysis method. Stake (2013) describes this as a way of analysing data by organizing them into categories on the basis of themes or similar features. Similarly, thematic analysis is defined as "the process of tracing the thinking pattern of the interviewees and the pattern of action depicted in observation notes" (Henning, Van Rensburg, & Smit, 2004, p. 23).

Using this model of data analysis, after transcription the interviews were coded and organised into themes. (Cohen & Manion) state that in analysing data the researcher will listen to all the audio-recordings several times and read the transcripts a number of times in order to provide a context for the emergence of specific units of meaning and later on themes. I transcribed the

audio-recordings and as part of the research I also took note of the non-verbal communication that took place during interview sessions (Cohen & Manion). This means all of the actions by the participants were noted. In the findings I presented patterns of related themes which relate to the research questions, cross-examined with the literature and the theoretical framework, to limit conclusions that may be influenced by the researcher's perceptions, experiences and beliefs (Krueger & Casey, 2009).

Guba and Lincoln (2005) and Maree (2007) argue that trustworthiness refers to the manner in which the researcher can convince the readers that the findings in the study are of high quality and can thus be trusted. Therefore, the aim of trustworthiness in a qualitative investigation was to support the argument that the inquiry's findings are "worth paying attention to" (Guba & Lincoln, 2005, p. 34). In this study trustworthiness was ensured by describing in full the process that was undertaken. So, to increase the internal validity of the study and its findings, I gave the participants the occasion to read the verbatim transcription and check its accuracy before it was analysed.

In addition, to prevent the problem that the researcher's subjective view was more likely to create; I subjected the finding of my analysis to experienced researchers for member check. It is hoped that these more experienced researchers helped me identify and address possible mistakes in my method of data analysis and helped me correct them.

According to Bloomberg and Volpe (2008), transferability refers to matching the research context and other contexts as judged by the reader. This is the degree to which the researcher limits the relationship between the study site and the receiving context. Similarly, Scott and Morrison (2005) view transferability as how well the study has made it possible for the reader to decide whether a similar process will be at work in their own setting and communities, by understanding in depth how it occurs at the researcher's site. Therefore, to increase the external validity or the (transferability) of the study I explained in detail, the study process. In this particular case, I provided a lengthy description of the following: case study research methodology, data generation method (semi-structured interviews), and both the analysis and the interpretation of data through guided thematic analysis.

Dependability refers to the degree to which the reader can trust that the findings indeed occurred in the way that the researcher indicates (Durrheim & Wassenaar, 2002), cited in

(Maree, 2007). In order to increase internal credibility (dependability) of the study, all findings were presented directly, without interpretation and alteration.

According to Guba and Lincoln (2005), conformability refers to the degree to which the findings and conclusions are not biased or influenced by the researcher. They further contend that conformability refers to the degree to which the researcher's construction of an interpretation can be traced. I excluded bias through cross-examining the findings with theories and the literature. Babbie and Mouton (2002) acknowledged that auditing is vital for assuring conformability in research. Auditing can be a process whereby an internal examiner checks the research process and the quality of the research and its findings. Therefore, in the current study the supervisor's role involved assessing the quality of the research, assuring trustworthiness.

3.7. Ethical issues

The participants were assured of anonymity, and proper emphases of the research ethics were explained to the participants before information was requested from them during the interviews. This was done so as to encourage honest responses. Necessary permission was obtained from the KwaZulu-Natal Department of Education and from the school principals where the research took place as well as the teachers who were interviewed. Each participant was first exposed to the purpose of the study, duration and description of the research procedures. The benefit of the study was also explained to them (its contribution to education).

It was also clearly stated to the participants that they had the right to withdraw from participating in the research at any time. Participation in the study was stated voluntarily (Tuckman & Harper, 2012). To avoid any threat, I had adopted the idea of (Walliman & Buckler, 2008, p. 36) that the researcher must allow refusal to participants at any time they want. Lastly, I had respected the issue of participants' privacy. This was done by using the method of anonymity where names or schools of participants of the study were not used and where it was necessary for naming to be included, pseudonyms were used instead.

3.8. Delimiters

This study was conducted in three schools but at the beginning the researcher wanted to conduct it in four schools. Sadly in one of the school; the principal refused to give permission to conduct the study. The emails were sent to the schools to request permission to conduct the interview with the teachers but there was no response from this particular principal. So, I decided to go there to meet the principal but the principal firstly asked me why I chose his school for the study. I informed the principal that his school was in my neighbourhood. The principal asked me to leave his school because his teachers are too busy to be part of the study.

3.9. Limitations of the study

The study was conceived to be a qualitative small scale case study and one of the chief limitations of a small scale case study was that it cannot lead to statistical generalisation (Samuel, 2009). The findings of this study were limited in terms of generalizability. This was more so given the fact that the study was conducted within three Ex Model C schools located in the Pinetown District within the province of KwaZulu-Natal. Also, the study targeted just a limited sample of three professional teachers who had experience in teaching isiZulu FAL in Ex Model C schools for a minimum of five years. Finally, this research falls under the interpretive paradigm which acknowledges that each person is subjectively involved in his or her experiences (Rule & John, 2011). So, it is likely that as the sole collector and analyst of data, I may have had assumptions and biases that might have influenced the collection and analysis of data in this study (Maree, 2007). To prevent the problem that my subjective view was more likely to create, I requested a second opinion from experienced researchers when analysing the data. These experienced researchers guided me through the process of data analysis and helped me to identify mistakes that I had overlooked during the analysis of data.

CHAPTER 4

Presentation and discussion of findings

4.1. Introduction

The aim of this chapter is to present the findings and analysis of data from this study. The research study focuses on First Additional Language isiZulu teachers and their experiences in ex-Model C schools. According to the (Heugh, 2010), First Additional Language is a language that is learned in addition to one's home language and can be used for the basic intercultural and interpersonal communication skills needed in social situations. It can also be used for the development of the cognitive academic skills essential for learning across the curriculum (Mgqwashu, 2014).

In keeping with the organisation of the report which was outlined in chapter one, the findings are presented according to themes and sub-topics. This chapter begins with a presentation of the profiles of the teachers who participated in the study. Thereafter, analysis of the challenges facing the teachers of isiZulu First Additional Language in ex-Model C schools is presented. The analysis is divided into three main themes which emerged from the data; challenges experienced when teaching isiZulu First Additional Language in ex-Model C schools, the causes of these challenges experiences and the solutions implemented by teachers to minimise and try to overcome the challenges experiences. I begin with the biographical information of the teachers who participated in this study.

4.2. Biographical information on participants

Three teachers were purposively selected from the three schools, as stated in Chapter Three. Schools where participants in the study come from are indicated as: Ngubo Primary School, Ngxabi Primary School and Nopheza Primary School. Participating teachers from these schools are coded as: Kamvelihle, Omuhle and Qhamkephi.

The three teachers were teaching isiZulu First Additional Language in the fourth grade in ex-Model C schools. The researcher used pseudonyms for the schools and participants to ensure confidentiality. As shown in table 4.2, all the participants were females.

In his newspaper column entitled: *Teaching in primary schools 'still seen as a woman's job'*, Paton (2013) argues that the research that he has consulted reveals that men are being dissuaded in applying for jobs in primary schools because working with young children is seen as a woman's profession. It is therefore not surprising that the three teachers chosen in the three selected ex Model C schools in my study are female. In addition much work has documented the public perception of primary teaching as feminine, and the impact of this construction on male primary teachers' gender identities (Oyler, Jennings, & Lozada, 2001) and Haase (2008) suggest that male and female teachers as well as principals want to see an increase in the number of males teaching in primary schools to compensate for a perceived lack of male presence in homes, to act as role models and to counteract the harmful effects of feminisation that apparently makes boys 'soft'. Furthermore a study conducted by McGrath and Sinclair (2013) in Australia reveals that there is a need for more male primary school teachers simply because there are far fewer men teaching in primary schools than women. These scholars confirm that there is still a stereotype of women being the best teachers to teach primary schools. As this study were only having female participants.

The three teachers had different teaching qualifications and experiences; two had been teaching for 20 years, whereas the third had 5 years of teaching experience. As far as their qualifications were concerned, only two participants held postgraduate degrees; the third has a National Diploma in Internal Auditing and a Post Graduate Certificate in Education (PGCE). Kamvelihle has a Junior Primary Teachers Diploma, and has a Higher Diploma in Education (HDE). Omuhle has a Senior Primary Teachers Diploma and Further Diploma in Education (FDE). She obtained her Bachelor of Education Honours degree in Language (isiZulu and English). The teachers who participated in the study and their biographical information are presented in the table below.

Table 4.2 Biographical information of the participants

PS= Primary School: Note: Names of participants and their schools are pseudonyms.

School	Teacher	Qualification(s)	Subject	Gender	Experience
Ngubo PS	Kamvelihle	Junior Primary Teachers Diploma Higher Diploma in Education Bachelor of Education Honours degree Honours degree in Early Childhood(ECD)	IsiZulu First Additional Language, Natural Science &Technology	Female	20 years
Ngxabi PS	Omuhle	Senior Primary Teachers Diploma Further Diploma in Education Advanced Certificate in Education (in Computer Integrated Education). Bachelor of Education Honours degree in Languages (i.e. IsiZulu HL and English)	IsiZulu First Additional Language	Female	21 years
Nopheza PS	Qhamkephi	National Diploma in Auditing Post-Graduate Certificate in Education.	IsiZulu First Additional Language	Female	5 years

Having presented the biographical information of the participants in this study, I proceed in the next section to present the data related to teachers' challenges in teaching isiZulu FAL. Within this theme, I will discuss the challenges experienced when teaching isiZulu First Additional Language in Ex- Model C schools and the causes of these challenges. It gave the researcher the quality of information that she needed.

4.3 Experiences of teachers teaching isiZulu as first additional language

The participants point out three challenges that they experienced while teaching isiZulu FAL in their respective schools: learners' attitude and behaviour toward the language, the unrealistic expectations of the assessment criteria and the time allocation for isiZulu FAL.

The participants have different experiences when it comes to the learners' attitude towards isiZulu FAL and behaviour during the isiZulu lesson.

4.3.1 Learners' attitude and behaviour toward isiZulu first additional language

One of the participants in this study (Omuhle) noted the following:

Omuhle: Learners become very happy when they come to isiZulu class because they know before they come to class what the lesson will be all about because of the pre-learning class. As a result they always enjoy learning isiZulu. They always listen attentively. The learners' behaviour is very good and when they know the answer they feel very proud.

In Omuhle's school the learners are happy and excited to learn isiZulu FAL as a result their attitude and behaviour during the lesson is good and acceptable. In a study conducted by Zungu and Pillay (2010, p. 114) on High school learners' attitudes towards isiZulu in the Greater Durban Area, a non-isiZulu learner said that:

"Yes, we live in KwaZulu-Natal and isiZulu should be known".

"These days, knowing different languages is good so you can be more experienced when applying for a job".

"Yes, to remind the younger generation where they come from".

In the case of isiZulu teaching in the multicultural environment of an ex-Model C, the prelearning sessions are primarily for non-isiZulu speakers and they are conducted after school. In pre-learning sessions, these learners are briefly introduced to the basic concepts of the upcoming lesson. This allows them to have time to revise basic linguistic concepts before they encounter it in the next isiZulu class. From the above it is possible to conclude that perhaps Omuhle's learners behave very well in the isiZulu classroom because it is their choice to learn isiZulu FAL. It could be that they are not forced by the school language policy and consequently are co-operative and participate in the lesson.

It is my view that schools may need to ensure that the criteria that are used in choosing the FAL are transparent and accommodating as they were in Omuhle's school where there was an absence of a negative attitude toward the FAL. The learners' positive attitude makes the work of the teachers very easy and enjoyable. The pre-learning classes that Omuhle refers to

are presented in the literature as extra -curriculum that is meant to prepare learners for an upcoming lesson (Sithole, 2013). According to Hlalele (2010) the positive attitude that is shown by the learners towards the isiZulu FAL creates a good relationship among the teacher, the learners as well as the parents. The learners from all the races are eager to learn isiZulu if they chose to do it voluntarily but if the school makes it compulsory some learners tend to show a negative attitude and resist learning the language imposed onto them (Mncwango, 2009). Omuhle had mentioned that in her school the parents are choosing the FAL for their children as a result all the learners who are learning isiZulu FAL show a positive attitude and their behaviour during the lesson is very good.

Kamvelihle, however, has had a different experience to Omuhle when it comes to the attitudes of the learners to isiZulu as a FAL.

She noted that:

Kamvelihle: The non-isiZulu speakers' attitude is very negative. The learners will be doing all sorts of things while I am busy teaching - they will be drawing and this ends-up disturbing the lesson. They disturb other learners who are trying to participate and be actively involved in the lesson. I find that certain learners will come to my class without paying attention and they think it is not important because it is an Additional Language and where they are going to use isiZulu and it doesn't benefit them anyway.

In Kamvelihle's school some of the learners are reluctant to learn isiZulu FAL as a result their attitude and behaviour during the lesson is disruptive.

People's attitudes towards a language are also a reflection of how they perceive those people who speak that particular language (Zungu & Pillay, 2010). Kamvelihle mentioned that the non-isiZulu speakers' attitude is negative toward learning isiZulu FAL. The different scholars think that this attitude might be caused by the way the other race feels about the Zulus. Fasold (1984, p.148) confirms this: "Attitudes towards language are often the reflection of attitudes towards members of various ethnic groups". If people are positive about a particular group of people, they are likely to acquire their language. Furthermore, Holmes, (2013) mentions that, People are made highly motivated and consequently often more successful in acquiring a second language when they feel positive toward those who use it. It is the duty of the isiZulu teachers to make the learners to develop a positive attitude towards the Zulus. For example, making a Zulu festival or a Zulu day where all learners. On this day the teacher will give the

learners time to bring the traditional food for Zulus and they will also perform the Zulu dance. The learners who are non-isiZulu speakers will learn more things that can be interesting and by that they will develop a positive attitude towards the isiZulu language.

Qhamkephi has similar challenges to those of Kamvelihle. She said that:

Learners have this attitude that as soon as a subject is an Additional Language so it means it is not as important as a Home Language. The non-isiZulu speakers disturb other learners who are trying to participate and to be actively involved in the lesson. I find that in my isiZulu class the learners' attitude is different from the attitude they have in Maths Science or any other subject. Sometimes when I am free I have to teach a lesson for the teacher that is absent. Like today I had to teach Afrikaans for the first time. And I find that isiZulu speakers have negative attitude towards Afrikaans and they say "they don't like Afrikaans, Afrikaans is difficult". Whereas the English and Afrikaans learners were engaging more in a lesson and that was an opposite of how they behave in my isiZulu lesson. So I learnt quiet a lot about the learners today.

According to Greenfield, (2010, p. 525), students in a study that he conducted said that: "When I hear Afrikaans in the classroom and never my language, I get rebellious". This shows that the learners' attitude towards an additional language is driven by the way they feel about the people who speak that particular language. The issue of Afrikaans clearly generated a strong negative response from black students, many of whom equated Afrikaans instruction with the horrors of the past (Greenfield, 2010).

As observed by Heining-Boynton and Haitema (2007) the level of motivation determines learners' attitude toward a language. These authors identified two main roles of learners' attitudes in the acquisition of a language: the first of these is instrumental attitudes and the second is integrative attitudes. Instrumental attitudes are related to the desire to receive social-status recognition or profitable benefits in a given society. For example, some people sometimes learn a language just as an attempt to promote their career among the people who constitute the majority of the population in a given locality. The second form is integrative attitudes which Heining-Boynton and Haitema (2007) refer to as integrative attitudes related to the desire to be integrated into another language community. For example, some people develop an interest in other people's language and they end up learning it.

These roles describe the position of learners with respect to their language learning situation. In the context of my study, many of the learners take isiZulu FAL as a language that they learn both for integration and as an instrument of social inclusion. Instrumental attitudes are when the learner is learning the language for personal interest, and integrative attitudes are when the learner is learning a language with the desire to be integrated into a specific community who speak that language (Heining-Boynton & Haitema, 2007) . Attitude can refer to anything that reflects learners' and individuals' feelings about education, schooling attainment or academic achievement/performance. Attitude is also often taken to mean one's confidence, and so it is linked conceptually to self-esteem and self-efficacy (Ma & Xu, 2004).

Kamvelihle noted that the non - isiZulu speakers seem to be the ones who in most cases show some negative attitudes towards isiZulu FAL. According to Kamvelihle and Qhamkephi, negative attitudes manifest itself through: lack of preparation of learners prior to coming to class, poor participation during the lesson, lack of concentration during the lesson and poor results in assessments. The other problem that was also noted by Kamvelihle is that during the lesson those learners who do not understand isiZulu feel left out during the lesson. Kamvelihle's argument is that if the teachers are allowed to translate isiZulu into English this will allow the learners to understand isiZulu lesson and they will feel that they are part of the lesson.

Cummins (1994) suggests that learners' attitude toward the acquisition of an additional language is very much dependent on the necessity of the additional language to survive a given situation. For example a person who is learning an additional language to improve his/her academic ability or in order to obtain a job will master the language quicker than a person who learned the same additional language without any external pressure or internal motivation (Cummins, 1994).

In Qhamkephi's school, the learners do not see the value of learning isiZulu FAL. As a result they did not pay attention during the lesson. From the interview, I found that it is very important that the learners be given a choice of the FAL. The school that makes FAL compulsory for all the learners creates a context for unacceptable behaviour that leads to disruption of the lesson.

In the case of Kamvelihle and Qhamkephi, their schools are not providing any extra-classes for isiZulu FAL; the learners do not have the knowledge of a lesson in advance which results in learners not showing an interest in the lesson. As one may notice from the above account, Kamvelihle and Qhamkephi are overwhelmed by the challenges that they face in teaching isiZulu in grade 4 in ex-Model C schools. They both mention that no extra classes were available.

However, Omuhle who faces similar challenges has developed a coping strategy that consists of having pre-learning sessions to encourage the learners to develop their interest toward the isiZulu language. Coping strategies refer to the specific efforts, both behavioural and psychological, that people employ to master, tolerate, reduce, or minimize stressful events (Folkman, Lazarus, Dunkel-Schetter, DeLongis, & Gruen, 1986). Two general coping strategies have been distinguished: problem-solving strategies are efforts to do something active to alleviate stressful circumstances, whereas emotion-focused coping strategies involve efforts to regulate the emotional consequences of stressful or potentially stressful events. In this study, the problem solving strategy had helped one participant to make the learners demonstrate a positive attitude towards isiZulu as FAL by introducing the pre-learning classes.

Another challenge that was mentioned by the three participants was the role of the parents. The next section will present the findings on the attitudes of parents towards isiZulu as a FAL and how this is a challenge for the participants.

4.3.2 Parents

According to Kamvelihle:

The parents who are isiZulu speakers, I heard them saying that: “Oh we send our kids to learn in English so now if they are increasing the number of the isiZulu teachers so it means the level of performance now is going to go down. Learners who are non-isiZulu speakers will also come back from home with the note/letter from parents telling you (as a teacher)” that you must not expect my child to do the homework because, I (as a parent) I don’t know how to speak isiZulu”. The parent will mention that at home we speak English/Afrikaans.

It would seem from the above that some (isiZulu speakers') parents are still undermining their own Mother Tongue (MT) or the teachers of isiZulu FAL. Some parents who are nonisiZulu speakers are still unhappy that their children are taught isiZulu FAL as they thought that the level of performance now is going to decrease. According to Rudwick (2008) it does not mean that all the parents have the same attitude as explained in the case of Kamvelihle's school. In addition (Rudwick et al., 2006) mentioned that some parents are proud of their Zulu-ness and want this to be passed on to their children.

In a study conducted by Ngidi, (2007) , one of the parents mentioned that being of Zulu origin it is proper that children be taught their mother language. Mentioning that if they are taught in any other language, they might forget who they are and begin to sound like English or Afrikaans boys and girls. There is no one could say they have heard little white girls and boys speaking isiZulu, instead of their own language. My study confirms that some isiZulu parents are still thinking that their children's performance will be determined by being taught in English/ Afrikaans rather than their MT. Kamvelihle previously commented that some isiZulu parents were unhappy with the increase in the number of isiZulu teachers in the ex-Model C school.

Qhamkephi: I remember one of the parents during the meeting asking me that "why is my child doing so badly in isiZulu"? I told the parent that your child is not putting an effort and that if her child deserve 40% then I'll give it to her. The parent said that: "Anyway I don't see the use of this isiZulu and where is my child going to use it"? I think the attitude that the parents instill at the learners at home it affects the attitude of learners towards the subject as well. Specifically my English speakers they have this negative attitude.

The parents' choice of their children's FAL had a great influence on the attitude that is shown by them. Qhamkephi had some problems with the negative attitude that was shown by the non-isiZulu speaking parents who did not like their children to be taught isiZulu FAL. In Qhamkephi's school it is compulsory for all the learners to learn isiZulu FAL. The ability of parents to support schooling of their children facilitates or undermines the teaching and learning of subjects (Thuzini, 2011). The participants in my study mentioned that parental support makes a great impact on the performance of the learners. The learner who receives

support from their parents tends to perform very well in isiZulu FAL. The learners that do not receive support from their parents seem to get very low marks in isiZulu FAL (Mbatha, 2010) Omuhle observed that:

The parents who chose isiZulu FAL for their children no matter they are not isiZulu speakers but when they meet me along the corridors they greet me in isiZulu showing their pride of their choice for choosing isiZulu FAL. In terms of helping their children with the homework, they are so good and supportive to me.

Parents appear to involve themselves in their children's homework for three major reasons: they believe that they should be involved; they believe that their involvement will make a positive difference and they perceive invitations to involvement (Hoover-Dempsey & Sandler, 1997). Parental involvement in children's homework appears to influence learner outcomes because it offers modeling, reinforcement and instruction that supports the development of attitudes, knowledge, and behaviours associated with successful school performance (Hoover-Dempsey & Sandler, 1997). With regard to Omuhle's comments on parental support with homework it shows that the parents' involvement had a great impact on the attitude their children showed towards the subject as well as the teacher who teaches that subject.

Omuhle does not experience any negative attitude from the parents. Both isiZulu speakers and non-isiZulu parents are happy that their children are taught isiZulu FAL because they chose it. It means that it is very important for the schools to involve parents in decision making for their children's choice of FAL because parents are responsible for paying the school fees.

The preceding section has dealt with attitudes towards isiZulu as a FAL in ex-model C schools. It first presented the challenge of learners' attitudes towards isiZulu as a FAL and showed that while two participants experienced negative attitudes from learners (especially the non-isiZulu speakers), the third participant had positive experiences with learners. In the case of this third participant, the positive attitude of the learners could be attributed to the pre-learning that takes place before the actual isiZulu lesson is taught.

In pursuit of understanding the challenges faced by teachers of isiZulu as FAL, I present data on assessment, the allocation of time for isiZulu FAL and its challenges from the perspective of the three teachers in my study.

4.3.3 Unrealistic expectations of the assessment criteria

In sharing the challenges that they experience in the teaching of isiZulu as a FAL, the three participants referred to the “unrealistic expectations of the assessment for isiZulu FAL.

According to Kamvelihle:

I encounter problems in the classrooms due to the fact that the DoE as well has got the program of assessment that need to be followed with or without isiZulu FAL books. When it comes to assessment it becomes so frustrating because the marks are allocated in the CAPS document are too much for the learner who can't even write a sentence in isiZulu and is expected to write a composition for thirty marks,]. The learner who cannot write/utter a single word in isiZulu at the same time you must allocate so many marks. It becomes a very difficult problem

Omuhle also confirmed that assessment is also an issue that needs to be addressed in order to make isiZulu FAL teaching and learning easier and enjoyable.

Omuhle: In my school we follow the CAPS document and it is really too much work for the teachers as well as the learners. It can be understandable if the learners are assessed for fifty marks for a term in an additional language but two hundred marks is too much in Grade 4. Learners try so hard to pass all these assessments but I feel like too much pressure is put on them. As much as they like and enjoy isiZulu but the assessments are too much even though they had never complain.

In a study conducted by Moodley (2013, pp. 73-74) she investigates how CAPS is being implemented at a specific primary school in the Umfolozi in KwaZulu -Natal. She found that learners also have to cope with the vast content. Educators state that they struggle to fit in revision of work covered. Furthermore , Moodley (2013) mentioned that it seemed that teachers were spending more time assessing in language than actually teaching. A similar criticism was made of RNCS by (Themane & Mamabolo, 2013).

The aforementioned points to the fact that Omuhle's concerns as a language teacher regarding the assessment load is a problem that is also experienced by other FAL teachers.

As mentioned above in Moodley (2013), learners also experience challenges with the content and assessment of FAL isiZulu. One of the participants in my study said:

Qhamkephi: I find that certain learners won't study for a test and they won't like to do orals because they think it is not important because it is an Additional Language and where they are going to use isiZulu? And it doesn't benefit them anyway. Specifically English speakers they have this negative attitude. On the other side, I find isiZulu speakers that they take it for granted that they know everything so they think they don't have to study and as a result they don't do well during assessments.

According to Mbatha (2012), the assessment criteria for CAPS on isiZulu FAL is impossible for the learners and there is too much assessment. Some learners only speak or hear isiZulu at school and while they are still struggling to understand it they are expected to be assessed for two hundred marks per term.

According to the D. o. B. Education (2011), assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners. It involves four steps: generating and collecting evidence of achievement; evaluating evidence; recording the findings and using information to understand and thereby assisting the learner's development in order to improve the process of learning and teaching. The following table illustrates the assessment criteria and marks distribution for the teaching of isiZulu FAL in grade 4 in Qhamkephi's school that offer isiZulu as FAL.

Table 4.3.3: Assessment for Term 1 - Grade 4 - 7 (DBE, 2011)

ITHEBULA LOHLELO LOKUHLOLA	
ITHEMU YOKU-1	
IBANGA 4	
UMSEBENZI WOKU-1	%
Ukulalela nokukhuluma ngendaba ukunikeza okwaziyo noma okuyiqiniso	20
Ukufunda kuzwakale umbhalo ulungiselelwe	10
Izakhiwo nezimiso zolimi engqikithini	15
Ukufunda ngokuqondisisa indaba	20
Ukucabanga ngezindaba imibhalo efundwe ngokuzimela	10
Ukubhala isigaba ngalokho okumehlele esebenzisa uhlaka	25
ISAMBA	100
UMSEBENZI WESI-2	%
Ukulalela aphinde anikeze imiyalelo/ ukuhaya inkondlo noma iculo	20
Ukufunda ngokuqondisisa efunda umbhalo wemiyalelo,inkondlo/iculo	30
Izakhiwo zolimi noshintsho engqikithini	20
Ukubhala imiyalelo elula esebenzisa uhlaka inkondlo elula enohlaka	30
ISAMBA	100

The above table (4.3.3) shows the allocation of marks for isiZulu FAL in grade 4 and the unrealistic expectations. Learners are expected to recite a poem, answer the comprehension questions, read aloud, unprepared/prepared reading, write a story and write a book review. The compilation and writing of these assessments leaves many teachers with little time for thorough teaching (Forbes, 2000).

The purpose of this study was to establish the challenges that teachers of isiZulu FAL experience. The teachers in my study referred to the allocation of time to isiZulu FAL in the curriculum as a challenge. The next section presents the data on this challenge.

4.3.4 The allocation of time for isiZulu first additional language

Tiba (2012) defines the allocation time as the amount of time specified for an activity, or it is the amount of time designated to teach content by schools. According to D. o. B. Education

(2011) the instructional time for Grades 4, 5 and 6 is 27, 5 hours. The time allocated to breaks, assemblies and extramural activities is excluded. In addition, in the State of the Nation Address in 2009, South African president Jacob Zuma emphasized the need to safeguard instructional time by encouraging teachers to be present and teaching in classrooms. It was concluded that teachers spend less time on teaching and very little teaching occurred on Fridays in many schools (Tiba, 2012). Furthermore a report by Reddy (2010) which is an analysis of the Khulisa Consortium audit of ordinary schools' data sets and proxy calculations from other studies estimated that between 10% and 12% of educators are not in school throughout the day. Also, between 20 and 24 days of instructional time is lost in a year by each educator. The Department of Basic Education Curriculum Action Plan 2014 (2010b) suggests that more teaching time should be allocated to the lower grades. The teachers at their schools are faced with different challenges when it comes to the allocation time for the First Additional Language.

Qhamkephi mentioned that:

In my school the School Management Team (SMT) is responsible for the drawing of the time tables. I don't understand why isiZulu is given thirty minutes for certain classes i.e. grade 4-6 and grade seven will get an hour. The time is an issue as we have a syllabus that we have to follow and we have the allocation for specific subjects sometimes. What can I do in thirty minutes with the learners? In most cases the teachers don't bring the learners on time in my class that results in my lesson having twenty minutes or so.

Kamvelihle noted that:

Kamvelihle: In my school we do follow the time allocation that is set by the D. o. B. Education (2011) but this time is not enough for the teaching and learning of isiZulu FAL. I find that too much work need to be covered and little time is given.

Omuhle mentioned that:

Omuhle: In my school we find that an hour is not enough for teaching the FAL as a result we have an extra hour after school to introduce the lesson for the following day. That helps a lot especially to the learners who only use the First Additional Language in the classroom environment. This extra hour is not compulsory though but the parents of non-isiZulu learners agreed that their children should attend this extra -class in order to feel confident when the teacher teaches all the learners in class.

It seems that Qhamkephi's school is not following the CAPS document yet it is a public school. The CAPS document states clearly the allocation of time per grade and for a specific subject (refer to the table below). Seemingly in Qhamkephi's school they do not follow the time that is allocated by the CAPS document and that worries her greatly because this results in her having less time with her learners. Qhamkephi mentioned that in her school the (SMT) is responsible for the drawing up of the time tables so when they did not allocate time as stated by the CAPS document this affects the planning of the lessons as well as the assessment criteria. According to CAPS the time allocation for FAL is 5 hours per week.

The table (4.3.) below illustrates the allocation of time per subject according to the CAPS document.

According to Tiba (2012), instructional time refers to a portion of classroom time spent teaching learners particular knowledge, concepts, and skills pertaining to school subjects, or the portion of allocated time actually used for instruction. Much of the time appears to be teacher-centred and teachers provide direct instructional activities to learners.

Table 4.3.4: The instructional time in the intermediate phase - grade 4 - 7 (DBE, 2011)

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills	4
Creative Arts	(1,5)
Physical Education	(1)
Personal and Social Well-being	(1,5)
TOTAL	27,5

One of the research questions in my study is: *What are the experiences of grade 4 teachers of isiZulu First Additional Language in ex-Model C schools in KwaZulu-Natal?* In this section

of the chapter I have presented the data related to this research question. The teacher participants have found the learners' attitude and behaviour toward isiZulu FAL, the parents of the learners and the unrealistic expectations of the assessment criteria and the allocation of time for isiZulu FAL to be the challenge. In the next section of the chapter, I will present the data for the second research question of this study, i.e. *why are grade 4 teachers of isiZulu first additional language faced with the challenges that they say they face in ex-model C schools?*

4.4 Challenges of teaching isiZulu as First Additional Language.

The participants had mentioned the two issues that contributed to the challenges they were faced with: the lack of material and resources and the inadequate training to teach learners from diverse linguistic background.

4.4.1 Lack of materials and resources

According to Kamvelihle:

It becomes very difficult for the non-isiZulu speakers because if they don't understand what you are saying there are no books to refer them. As teachers who are teaching isiZulu FAL, we had decided to take the books for isiZulu Home Language (HL) and try to simplify the concepts. But I can't say that is working because even though you may simplify it from the HL and take it to the level of the FAL there are still many things that they can't do. More especially, there are proverbs and there is so much that they need to master before they proceed to reading and writing. So, it is very difficult in a way that I can't even explain. These challenges make it very stressful to teach isiZulu FAL in the mixed racial classes. We had tried the publishers about the isiZulu FAL books even now there are no books that are designed or published for the isiZulu FAL.

Omuhle also agreed that:

Omuhle: We had tried all the publishers but none with the isiZulu FAL books. My school had bought books that are for isiZulu HL that are too simple to be understood by the learners. I try by all means to make the language simple and understandable for every learner.

Qhamkephi confirmed that:

Qhamkephi: The issue of isiZulu FAL books is a big concern because I had raised it in the SMT but they told me they had tried almost all the publishers but they could not find them. I reported to the subject advisors but they did not do anything instead they told me to follow the CAPS document. The DoE supply the workbooks for isiZulu HL and English HL but could not supply the schools with isiZulu FAL workbooks.

The participants had tried all the publishers to find the isiZulu FAL books but they were not available. According to Thuzini (2011) the non-existence of teaching and learning resources can hinder effective teaching and learning processes. The participants from this study all mentioned the unavailability of isiZulu FAL books as a result the teachers have to simplify the Home Language books (HL) to the level of First Additional Language (FAL).

According to Mbatha (2012) the availability of isiZulu resources in the schools are very limited and the DoE needs to rectify this needs deficiency. O'Connor and Geiger (2009) argued that teachers do not feel they have adequate materials and resources. This was found in their study that was based on the challenges facing primary school educators of English Second (or Other) Language learners in the Western Cape.

The second issue that contributed to the challenges that were faced by the participants was the inadequate training to teach learners from diverse linguistic backgrounds.

4.4.2 Training to teach isiZulu first additional language

Qhamkephi mentioned that:

Qhamkephi: I received the training from the group of teachers from the neighbouring schools. All the teachers who teach isiZulu FAL have workshops where they share— ideas on how to teach it and we raised our issues of concerns in order to share the possible solutions. Mostly these teachers have been in a profession for longer than I am so they mentor me and they have attended workshops that were conducted by the DoE. I am under the School Governing Body (SGB) so I don't attend the workshops for the DoE. These workshops are beneficial to me. I had learnt a lot of teaching methods and new things that are interesting to me from the experienced teachers from these workshops.

The teachers need to be trained to teach isiZulu FAL because it involves learners from that are not isiZulu speakers. As a result if the teacher is not being trained on teaching isiZulu FAL, the might experience difficulties during the lesson.

Kamvelihle noted that:

Kamvelihle: I did not receive any training to teach isiZulu FAL but instead I am still using the old method of teaching isiZulu as a HL. There were workshops that were going on; I think it was 2012, when CAPS was implemented then I attended the workshops for isiZulu but it was focusing only on the teaching of isiZulu HL not FAL. So, I did not benefit.

According to the participants in Moodley (2013, p 78) regarding the CAPS training, they mention that:

'The training by the DBE was pathetic. The delivery was poor. The facilitators could not answer questions put to them. They were afraid of being quoted and asked us to follow the policy document religiously. The number of training sessions held was also insufficient.'

Kamvelihle felt that the workshops were not beneficial to her as an isiZulu FAL teacher because the subject advisors were focusing on the teaching of isiZulu Home Language (HL).

Omuhle argued that:

The DoE workshops were so beneficial to me. The subject advisors had clearly explained to us on how to teach and assess the learners in isiZulu FAL. When I went back to class I was clear on what is expected of me.

I think it depends on how well the subject advisor, is trained to conduct the workshops. When the subject advisors are clear about the HL and FAL this makes them able to focus on both without biases. O'Connor and Geiger (2009) reveal that in the Western Cape, teachers of FAL find their training inadequate for educating learners from diverse linguistic backgrounds. Furthermore, Mbatha (2012) also mentions that it is a common concern in the literature that teachers of FAL are not well trained to teach a multi-racial population of learners.

As part of the interview process, I enquired from the participants as to what they considered to be possible ways to deal with the challenges which they raised. In the next section I present the data for this.

4.5 Possible ways to deal with challenges

As a possible way to deal with the challenges mentioned in the preceding pages, the participants felt that they should be given more effective professional and moral support from their fellow teachers and school management teams who could be more supportive in the teaching of isiZulu as a FAL.

Kamvelihle mentioned that:

The SMT can show their support by listening to our challenges and address them accordingly: For example by giving the parents the choice of choosing their children's FAL and by not making isiZulu compulsory to all learners. That will create a relaxed atmosphere for teaching and learning isiZulu because all the learners will be happy with isiZulu as their FAL.

It is one of the SMT's duties to make sure that the school becomes a dynamic environment for both learners and teachers to ensure that they need to allow the learners to be taught the FAL any way they like. The School Management Teams (SMT) was put in place to ensure that the school culture is dynamic and supportive of an effective teaching and learning culture (D. o. Education, 2002).

The SMT must ensure that the parents are involved in the making up of school language policy. In addition, the school management team is entrusted with the following responsibilities, tasks and duties, Education (2002) : planning and managing school finances, making decisions, delegating work and co-ordinating work, solving problems, monitoring and evaluating how the plans are working, staff appraisal, keeping records, building and sustaining relationships, providing information, building teams which will produce good results, setting procedures that will help the school to achieve its goals and managing resources, the day-to-day management of the school, the implementation of the school's policies which have been determined by the school governing body and to ensure that the school becomes a dynamic environment for both learners and teachers.

Kamvelihle made her point that if she can receive the full support from the SMT obviously the challenges she is facing would be dealt with accordingly and the teaching and learning of isiZulu FAL will be interesting to all the people involved, i.e. the teacher, the learners as well as the parents. It is the SMT's duty to solve the problems at school and sustain

relationships so they need to make sure that that they involve the parents in their decision of choosing their children's FAL.

Qhamkephi also mentioned that:

The learners from my school depend on the high marks to qualify for the scholarship to private schools in the district. The higher marks must be achieved in all the subjects that appear on their academic reports. So the strong teamwork among the teachers and the SMT could make that possible.

For the learners to achieve high marks or good pass marks they need teachers who work as a team. The teachers need to support one another for the benefit of a child. The teaching method was also raised as the solution that is faced by the teachers.

Kamvelihle mentioned that:

The isiZulu subject advisors had told us (the teachers) during the isiZulu CAPS workshops that we are not allowed to translate Zulu to English during the lesson even though our classes consists of the learners from different background. The isiZulu lesson needs to be taught only by isiZulu

Omuhle also mentioned that:

I do translate some of the words to the learners so that every learner feels involved in a lesson and for every learner to understand what the lesson is all about. As a result every all the learners in my class contribute to the lesson and enjoy every lesson. So code-switching makes my learners to feel more interested in the learning and teaching of isiZulu.

Qhamkephi mentioned that:

As much as I try to do the code-switching during my isiZulu lesson but the learners who are not interested in learning isiZulu as FAL are still showing the negative attitude towards it. They are still complaining that isiZulu is difficult for them.

The participants try to make things simple for learners by explaining and making clarification in the language so that all the learners understand (in this case English is understandable by all the learners). Nilep (2006) and Escamilla (2007) define code-switching as a classroom practice involving the use of more than one language in order to contextualize communication. The participants do the code-switching to make things simple and understandable to them otherwise they will write the wrong answers. Holmarsdottir (2006)

states that the functions of code-switching include making the curriculum accessible to pupils' facilitating classroom management, eliciting pupils' response and promoting interpersonal communication.

In my study Omuhle alluded to the use of code-switching as she finds that it makes the learners have an interest in the language. Omuhle and Qhamkephi indicated that they applied the code-switching strategy. They suggested that if they do code-switching during the lesson this gives clarity on the terms or word that are difficult for non-isiZulu speakers to understand. They also viewed code-switching as a strategy to compensate for diminished language proficiency in the language being learnt, in order to make communication easy and to help learners to understand the lesson taught.

4.6 Conclusion

This chapter focused on the presentation and the analysis of data gathered for the study. Data was gathered through interviews and it includes interpretation of data. The data collected from three participants; all of whom were female were interviewed in their schools. Detailed biographies of the participants were presented.

The data generated three main themes. The first theme: challenges experienced when teaching isiZulu First Additional Language in ex- Model schools, and teachers highlighted that learners in Grade 4 are showing a different attitude towards isiZulu First Additional Language. It also mentions that some learners' behaviour during the isiZulu lesson is disturbing. The second theme: the causes of these challenges which are materials or resources which are not available for the isiZulu FAL. The issue of material and resources paralyses the assessment that needs to take place. The learners should read a story and be assessed on how they are reading whereas there are no readers available. The teachers need to simplify the isiZulu Home Language books to be on the level of the FAL. The main challenge experienced by participants here was that even if they simplify the books to accommodate the level of the learners there are still learners who do not understand. The lack of training for the teachers and workshops are not benefiting teachers of isiZulu FAL. Training/workshops; the participants felt that they are facing so many challenges because they were not trained to teach the learners from different racial groups. They also felt that the DoE is not

accommodating the isiZulu FAL teachers in their workshops though they provide the policy documents for the FAL.

The third theme is solutions implemented by teachers to minimise and overcome the challenges which are basically support from the parents, the Department of Education as well as from the other teachers. The participants felt that with the support from all the stakeholders, their work will be more easy and enjoyable. At the moment they are experiencing these challenges because of the lack of support. Then lastly the teaching method, the participants noted that translating some isiZulu words into English make things simple for learners. As a result teachers who do not do code- switching during their lesson, make learners feel left out and who consequently disturb the class.

CHAPTER 5

FINDINGS AND RECOMMENDATIONS

5.1 Introduction

After analysis of the findings, the following conclusions are made:

Firstly, it was clear that learners' attitude and behaviour had a tremendous role in the teaching of isiZulu First Additional Language in ex-Model C schools. The participants in my study also revealed that the parental influence had a great impact on the teaching of isiZulu as FAL. As a result the learners who have parents with a negative attitude towards the learning and teaching of isiZulu were also showing signs of being negative towards isiZulu FAL and vice versa. The two participants who experienced the negative attitude and behaviour that was disturbing during the lessons were from the school where parents were not given a choice in choosing their children's FAL. Sithole (2013) mentions that there are still a number of challenges pertaining to the use of African languages in South Africa. For such a learner and perhaps many others as well, there are no good reasons for using and learning African languages in South African schools. This shows that there is still more work to be done to emphasise the importance of isiZulu as FAL learners.

One participant from my study made it clear that where the learners were given an opportunity to choose their first additional language, the challenges experienced by the teachers were minimal. When the school language policy does not give parents the right to choose the FAL for their children, this creates challenges for the teachers that might disturb the teaching and learning of the FAL.

Secondly, the non-availability of textbooks for isiZulu FAL from the publishers and the non-delivery of workbooks for isiZulu FAL by the DoE was also an issue of concern according to the participants in my study. Mashiya (2010) highlights that the lack of material such as FAL textbooks, pamphlets, DVD's and CD's makes it difficult for the teachers to teach isiZulu in ex-Model C schools. The participants indicated that the DoE was not showing much interest in the learning and teaching of isiZulu FAL. Since the isiZulu FAL teachers are guided by the Curriculum and Assessment Policy Statements (CAPS) they need to have the books. The participants made the criticism that the textbooks are designed for isiZulu Home Language and not for isiZulu FAL, leaving teachers to rely on their own ability to simplify the language from Home Language (HL) to First Additional Language (FAL). This creates many

challenges in meeting the assessment criteria that are needed by CAPS because the teachers are not trained to simplify the HL books to be on the level of FAL.

Thirdly, the issue of unrealistic expectations of the assessment criteria was raised by the participants. The participants in my study still think that the DoE is setting their assessment standard very high for the isiZulu FAL because their classes consist of non-isiZulu speakers. The non-isiZulu speakers find it hard to write the assessments like compositions (essay) and whereas the CAPS is expecting the learners to be assessed for thirty marks in each term for the writing of composition. In a study conducted by Moodley (2013, p. 73-74) where she investigates how CAPS is being implemented at a specific primary school in the Umfolozi in KwaZulu -Natal, one of the teachers responded as follow:

'The language teachers are the ones that are having a problem because we have too many assessments. The same aspect is assessed twice in a term.'

Another teacher from the Moodley study (2013, p.75) added that:

'I can't perform the way I want to because I have to complete the set content.' 'The content is too much per term. I had to rush through it so that testing could be done at the end of the term.'

The Moodley (2013, p 75) study also found that learners also have to cope with the vast content. Educators state that they struggle to fit in revision of work covered.

As cited by Moodley (2013), it seemed that teachers were spending more time assessing in language than actually teaching. A similar criticism was made of RNCS by Themane and Mamabolo (2011, p.8). According to Mbatha (2012) the assessment criteria for CAPS on isiZulu FAL is impossible for the learners and there is too much assessment that is expected. Considering that some learners only speak or hear isiZulu at school and while they are still struggling to understand it, it seems unrealistic that they are expected to be assessed for two hundred marks per term.

Fourthly, one of the participants in my study raised an issue that in her school the School Management Team (SMT) allocates time differently for isiZulu FAL. According to the CAPS, isiZulu FAL need to be taught for an hour a day but in her school only grade 7 is taught for an hour and all other grades are taught for thirty minutes daily. At the end of the term all the grades need to be assessed according to CAPS but the time is not allocated

accordingly which results in the teacher being over loaded with the work and some of it not being completed.

Lastly, inadequate training for isiZulu FAL teachers was also mentioned as a challenging factor. The participants in the study felt that they were not well trained to teach isiZulu FAL as their training was for isiZulu Home Language.

5.2 Implications and recommendations

The above findings suggest that the teaching challenges that are facing the grade 4 teachers of isiZulu FAL have to be prioritized by all the stakeholders in order to minimise the isiZulu FAL challenges in ex-Model C schools. This study has wide ranging implications for exModel C schools that are not transparent in making language policy and those that are transparent in making school language policy.

5.3 Implications for policy

The schools need to revisit their language policy as it has shown that the teachers who are faced by the challenges in teaching isiZulu FAL are the schools who are transparent in making the decision of choosing the FAL of the learners. All the parents are entitled to have a choice in choosing the FAL of their children. It has been shown in this study that where the parents had chosen the FAL of their children, the teachers, parents and learners are together irrespective of the non- availability of text books for isiZulu FAL.

The Department of Education also need to re-look at their resource provisioning policy as it is clear that those schools that provide isiZulu FAL are not supplied with the workbooks. These schools need to be prioritised by the DoE. The non-availability of textbooks for isiZulu FAL and also the non- delivery of workbooks for isiZulu FAL by the DoE had forced the teachers to simplify the isiZulu HL to be on the level of isiZulu FAL. The schools that can afford to buy the books for isiZulu buy them and then the teachers try to use them on the level of FAL in order to make them understandable to all the learners. The unavailability of isiZulu FAL books from the publishers is crucial for provision of quality education in South Africa ex-Model C schools.

5.4 Implications for practice

The Department of Education needs to take seriously the issue of continuous professional development on the teaching of isiZulu FAL in Primary Schools. This professional development should provide teachers with a deeper understanding of the teaching and assessment of isiZulu FAL in ex-Model C schools.

Teachers need to be involved in the drawing up of the time table as well as the allocation of time for their subjects. This means that they need to consider the CAPS document in the time allocation for their subjects. The training of teachers to teach isiZulu FAL in ex-Model C schools also has an important role on how the teacher teaches the subject and how the learners feel about the subject. The more the teacher knows what to do in class the more she becomes confident and is willing to teach that particular subject which leads to good results from the learners and the parents become happy and supportive of their children. According to O'Connor and Geiger (2009), in the South African context educators need training in bilingualism, second language acquisition and learning in a second language. A study conducted by O'Connor and Geiger (2009) revealed that in the Western Cape, teachers of FAL find their training inadequate for educating learners from diverse linguistic backgrounds. The workshops play a fundamental role in the teaching of isiZulu FAL because they equip the teachers with the knowledge of the subjects. In my study two teachers did attend the workshops that were organized by the Department of Education and one of them found the workshop to be beneficial and the other participant felt that the workshop had no benefit for her.

5.5 Learners' attitude towards isiZulu first additional language

In the issue of learners' attitude and behaviour one of the participants from my study has mentioned that the language policy in her school allows the parents to have a choice in choosing their children's FAL. As a result in her school she did not experience any challenges on the attitude and behaviour of the learners during the isiZulu lesson. This seems to be working because all the learners in her class are willing and eager to learn. To enable the learners to participate more during the lesson her school together with the parents had agreed to make pre-teaching classes (afternoon classes) where the non-isiZulu speakers are taught the lesson for the following day. During this pre-learning class the learners feel confident to ask questions because all of them are non-isiZulu speakers so they are not

ashamed that they are not fluent in a language. As a result during the normal isiZulu FAL class the learners are aware of the teacher's expectations and they are clear of the whole lesson. The learners' confidence during the lesson makes the atmosphere in the class more relaxed for everyone and more conducive to learning.

The other two participants mentioned that in their schools isiZulu is compulsory for all the learners to be the FAL and as a result they experience some negative attitude and behaviour that makes teaching and learning of isiZulu FAL to be disrupted.

A Zulu learner in the Zungu & Pillay (2010, p. 110) study stated that:

“Learning isiZulu will not give a highly paid job because these days you need to speak English if you want a highly paid job”,

While a non-Zulu learner indicated that:

“It is a language that can only be used in South Africa. It has no value outside the borders of our country”

Attitudes towards a language can be favourable or unfavourable as indicated by Sithole 2012, p.25) in her study conducted in Phalaborwa, in Limpopo province (The use and analysis of African Languages in the former Model-C schools). In an interview by the Sunday Times 22 July 2009, another young female student said:

We don't find our mother tongue that important.

You don't make overseas calls in your mother tongue,

You don't use it in everyday life; it is not useful, as cited by Sithole (2013).

The learners do not consider isiZulu to be a language of prestige, because they feel the language is inadequate in the modern world. The teachers of isiZulu FAL are still having much to do to make the learners understand the importance of learning it so as to deal with the negativity towards it. According to Zungu & Pillay et al. 2010, 58% of non-isiZulu learners show no desire to learn isiZulu. These learners have probably not studied the language before, and therefore adopt negative attitudes towards it. Conversely it is encouraging to note that a significant percentage of these learners (42%) want to learn isiZulu. These learners are probably aware of the merits of learning isiZulu in a multilingual society.

The non-availability of textbooks for isiZulu FAL and also the non-delivery of workbooks for isiZulu FAL by the DoE had forced teachers to simplify the isiZulu HL to be on the level of isiZulu FAL. The schools that can afford to buy the books for isiZulu buy them and then

the teachers try to use them on the level of FAL in order to make them understandable to all the learners.

To deal with the unrealistic expectations of the assessment criteria the participants tried to make assessment as simple as possible. When the teachers assess the language they make the learners have the answers to choose from. The answers will be written and the learners' task was to choose the appropriate answers from those that were given.

Other schools are taking the initiative of creating a user group where all the isiZulu FAL teachers from the neighbouring schools meet at certain times to share their ideas and plan together.

5.6 Further study

Conducting this study was an eye-opener for me as it provided me with a deeper understanding of issues around the teaching of isiZulu First Additional Language in ex-Model C schools. One of the limitations was the fact that it was a small scale study focusing on isiZulu. Based on the data collected, I wish to propose the following area for future research:

A study: Exploring the experiences of Afrikaans First Additional Language teachers in ex-Model C schools. This will assist in making comparisons to see if there are differences in terms of practices adopted by the DoE as well as SGB and SMT's as well as the parents in these schools.

5.7 Lessons to be learnt from study

Conducting this study has helped me grow and have a deeper understanding regarding experiences of isiZulu FAL teachers in ex-Model schools. This learning happened through interviews that I had to do when collecting the data. This was coupled with reading extensively on the subject. I find myself having a much clearer understanding of what teaching indigenous language in ex-Model C schools involves as well as current well-researched work on how to deal with the challenges of teaching an indigenous language in a multi-cultural environment. These lessons will benefit me in my teaching career.

5.8 Conclusion

IsiZulu is the most widely spoken language in South Africa, but particularly in KwaZulu - Natal. To make it more valuable, it is important for it to be learnt by the learners even in the ex-Model C schools.

It is noticeable from the experiences of the participants in this study that learners with limited isiZulu proficiency are at an immediate disadvantage during the isiZulu FAL lesson. This is so because of their limited control over the language of learning and teaching that often causes them to have serious distortion in understanding, hampering their ability to learn and resulting in underachievement and misbehaving during the lesson. As one of the teachers had mentioned that the subject advisors had told them not to translate isiZulu but to teach it as it is. As a result the teachers are faced with the challenges of not being given support by the parents especially non -isiZulu speakers. It is still to be confirmed by research whether the negative attitude from the learners is as a result of some of the ways of releasing the frustration that they face for not being able to achieve good results due to not understanding isiZulu FAL. The parents need to choose their children's FAL in order to avoid the unnecessary conflict between the teachers of the isiZulu FAL and the parents.

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APPENDICES

APPENDIX A.....Ethical clearance certificate

APPENDIX B.....Informed consent letter for principals

APPENDIX C..... Informed consent letter for participants

APPENDIX D.....Interview questions

APPENDIX E.....Letter from the Department of Education

APPENDIX F.....Editors certificate

APPENDIX A: ETHICAL CLEARANCE CERTIFICATE



08 October 2014

Mrs Thulobona Gugulisi Jacqueline Shawe (213570559)
School of Education
Edgewood Campus

Protocol reference number: HSS/0648/014M

Project title: The challenges facing Grade 4 teachers of isiZulu First Additional Language in ex-Model C schools in the Pinetown district in KwaZulu-Natal

Dear Mrs Shawe,

Full Approval – Expedited Application

In response to your application dated 25 August 2014, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 3 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours Faithfully

Dr Sheema Singh (Chair)

/ms

Cc Supervisor: Dr Laksh R Maharajh
Cc Academic Leader Research: Professor I. Merojele
Cc School Administrator: Mr Thoba Mthembu

Humanities & Social Sciences Research Ethics Committee
Dr Sheema Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X14001, Durban 4000

Telephone: +27 (0) 31 260 0067/05204667 Fax: +27 (0) 31 260 4009 Email: ethics@ukzn.ac.za / ethics@ukzn.ac.za / ethics@ukzn.ac.za

Website: ukzn.ac.za

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APPENDIX B: INFORMED CONSENT LETTER FOR PRINCIPALS

University of KwaZulu-Natal
Edgewood Campus
P/Box X03
Ashwood
3605
12 March 2014

Dear Principal

Re: Permission to Conduct a Research Project in your School

I would like to request for permission to conduct a research at your institution. I would like to apologize in advance for any inconvenience I might cause on my side. Hopefully the research will not disturb the smooth running of the school.

The research intends to address the following: The challenges facing grade 4 teachers of isiZulu First Additional Language in ex-Model C schools in the Pinetown District in Kwa-Zulu Natal.

My plan is to interview the teachers in your school who are teaching grade 4 isiZulu as a First Additional Language. This piece of research is part of my Master's Degree studies.

I would like to assure you that information gathered will be treated with utmost confidentiality. I am bound by ethical standard of conducting research not to reveal any information gathered, furthermore the dignity, privacy and interest of the participants will be respected.

For more information you can contact my supervisor Dr. Lokesh R. Maharajh on 031 260 3422 or at maharajhr@ukzn.ac.za.

Thanking you in advance

If you agree to offer me this permission please indicates that you are informed about the study by providing your signature below.

I understand the purpose of the study and hereby give consent to participate.

Name.....

Signature.....

Date.....

Yours faithfully

Thulebona G. J. Shawe

APPENDIX C: INFORMED CONSENT LETTER FOR PARTICIPANT

University of KwaZulu-Natal
Edgewood Campus
P/Box X03
Ashwood
3605
12 March 2014

Dear Participant

INFORMED CONSENT LETTER

My name is Thulebona Gugulini Jacqueline Shawe. I am doing Masters in Education (Curriculum Studies) at University of KwaZulu-Natal, Edgewood campus in South Africa. I am interested in learning in about the challenges facing the grade 4 teachers of isiZulu First Additional Language in ex- Model C schools in the Pinetown district in KwaZulu-Natal. I am choosing your school as one of my case studies to gather the information. I am interested in asking you some questions.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split depending on your preference.
- Any information given by you cannot be used against you and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.

- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

	willing	Not willing
Audio equipment		
Photographic equipment		
Video equipment		

For more information you can contact my supervisor Dr Lokesh Ramnath Maharajh who is located at the Discipline of Education Studies, Edgewood campus of the University of KwaZulu-Natal. Contact details: maharajhr@ukzn.ac.za. Phone number: 013 260 3422.

You may also contact the Research Office through:

P. Mohun

HSSREC Research Office

Tel: 031 260 4557 email:mohunp@ukzn.ac.za

Thank you for contribution to this research.

DECLARATION

I..... (Full names of participants) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

.....

Yours sincerely

Thulebona G.J. Shawe

APPENDIX D: INTERVIEW QUESTIONS

SECTION A

INTERVIEW SCHEDULE FOR TEACHERS

TITLE OF THE STUDY: THE CHALLENGES FACING GRADE 4 TEACHERS OF ISIZULU FIRST ADDITIONAL

LANGUAGE IN EX- MODEL C SCHOOLS IN PINETOWN DISTRICT IN KWAZULU NATAL

The purpose of the interview is to understand what these challenges are and what the possible reasons are for these challenges to occur.

SECTION A

A.BIOGRAPHICAL DETAILS

1. Age group :

0 -19	20- 29	30-39	40 -49	50-59	60-69	70+
1	2	3	4	5	6	7

2. Gender

MALE	FEMALE
1	2

3. Marital status :

SINGLE	MARRIED	DIVORCED	WIDOWED
1	2	3	4

4. Education :

4.1	Matriculation	
4.2	Diploma (Specify)	
4.3	Undergraduate (Specify)	
4.4	Postgraduate (Specify)	
4.5	Other (Specify)	

5. Number of years teaching :

0-9	10-19	20-29	30 -39	54+
1	2	3	4	5

SECTION B	
1. Why did you choose to teach isiZulu First Additional Language (FAL)?	

2. How long have you been teaching isiZulu as FAL?	
3. Where did you study to become an isiZulu teacher and what are your qualifications in isiZulu?	
4. How many schools have you taught isiZulu FAL in?	
5. Do you enjoy teaching isiZulu FAL? If given a, choice would you teach another subject?	

SECTION C	
1. What methods do you use to teach isiZulu FAL? Is it learner centred approach or teacher centred approach?	
2. Did you receive any special training to teach isiZulu FAL?	
3. Where did you get this training to teach isiZulu?	
4. Do you attend workshops on isiZulu FAL teaching? If you do, how often? Who organises the workshop? Do you benefit from	

the workshop?	
---------------	--

SECTION D	
1. Tell me about the role of the learner in isiZulu FAL class.	
2. What is the attitude of your learners towards isiZulu as FAL?	
3. What is their behaviour towards isiZulu as FAL in the classroom?	
4. Besides what you have already told me, are there any specific challenges that you experience in teaching isiZulu as FAL	

APPENDIX E: LETTER FROM THE DEPARTMENT OF EDUCATION



Mrs TGI Shweu
31 Wainihonse Vale
New Germany
Pinetown
3216

Dear Mrs Shweu:

PERMISSION TO CONDUCT RESEARCH IN THE KZN DE INSTITUTIONS

Your application to conduct research entitled: **"THE CHALLENGES FACING GRADE 4 TEACHERS OF ISIZULU FIRST ADDITIONAL LANGUAGE IN EX-MODEL C SCHOOLS IN THE PINETOWN DISTRICT IN KWAZULU-NATAL"**, in the KwaZulu Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 October 2014 to 30 November 2015.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the institution, please contact Ms. Connie Kehlogile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag 90137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education (Pinetown District).

Kloof Senior Primary School
New Germany Primary School
Pinetown Secondary School

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 03 October 2014

KWAZULU-NATAL DEPARTMENT OF EDUCATION

PO BOX 287, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa
PHYSICAL: 247 Burger Street, Andrew Lewinsohn Hall, Pietermaritzburg, 3201 - Tel: 031 312 1004
EMAIL ADDRESS: eshweu@education.kwa-zulu-natal.gov.za CALL CENTER: 0860 600 561
WEBSITE: www.ednet.kwa-zulu-natal.gov.za

APPENDIX F: EDITORS CERTIFICATE

Angela Bryan & Associates

6 La Vigna
Plantations
47 Shongweni Road
Hillcrest

Date: 11 June 2015

To whom it may concern

This is to certify that the Masters Thesis : The experiences of teachers in ex-model C schools in the Pinetown region in the teaching of isiZulu as First Additional Language written by Thule Shawe has been edited by me for language.

Please contact me should you require any further information.

Kind Regards

Angela Bryan

angelakirbybryan@gmail.com

0832983312