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# CURRICULUM STUDIES

**Teaching IsiZulu First Additional Language to IsiZulu  
mother-tongue Learners in Former Model C High Schools.**

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**TEACHING ISIZULU FIRST ADDITIONAL LANGUAGE TO  
ISIZULU MOTHER-TONGUE LEARNERS IN FORMER  
MODEL C HIGH SCHOOLS**

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Supervisor: Prof. L. Ramranathan

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## DECLARATION

### Student Number:

I declare that **Teaching IsiZulu First Additional Language to IsiZulu Mother Tongue Learners in Former Model C High Schools** is my own work. All the sources that were used or quoted have been indicated and acknowledged by means of complete references in the text and in the list of sources.

This study has not been submitted previously for any degree or examination to any other university..

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**Signature Date**

## ACKNOWLEDGEMENTS

I strongly believe in the Zulu saying “Umntu Ngumuntu Ngabantu” which means that you are what you are because of the other people in your life.

It was a long, curvy journey for me. There were times when I felt like quitting but my friends and family would not let me. My mother and my husband repeatedly told me, “Perseverance is the mother of success”.

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## **ABSTRACT**

isiZulu is one of the dominant languages in South Africa, especially in KwaZulu- Natal. The government of South Africa made a call persuading all former Model C schools to introduce South African indigenous languages in their schools depending on the language that is well spoken in that province. For instance in KwaZulu- Natal it will be isiZulu and in the Eastern Cape it is isiXhosa. This study was conducted in KwaZulu Natal in the Durban North area and two girls' high schools were chosen in this area.

Black isiZulu learners enrolled in former Model C schools with the aim of getting better education. The language of learning and teaching in these schools is English from day care centres to high schools. The majority of these learners come from the Durban North suburbs and some of them were adopted and raised by English speaking parents. The neighboring primary schools that are involved in this study do not offer isiZulu and the learners start isiZulu in Grade 8.

The objective of this study is to explore challenges facing isiZulu first additional language teachers teaching learners isiZulu for the first time in Grade 8 and how they try to motivate and assist t Grade 8 learners if they are struggling in isiZulu. The study also made some recommendations of how teachers can be assisted.

The study used qualitative research methodology and it was analyzed through themes which were categorized into subdivisions. Both participants were from former Model C schools in Durban North. The data was gathered by means of a literature review, document analysis, interviews and observations.

This study revealed that isiZulu first additional teachers in former Model C schools are facing numerous challenges ranging from lack of proper training, suitable teaching material etc. Learners themselves can also be a challenge to teachers if they cannot cope in class which usually results in their negative attitudes towards isiZulu and teachers.

However, this study also resulted in formulating guidelines and recommendations that will assist in meeting the challenges faced by isiZulu first additional language teachers in former Model C schools.

## **Acronyms/ABBREVIATIONS USED**

FAL – First Additional Language

SAL\_ Second Additional Language

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## 1.1 INTRODUCTION

This study explored how “***Teachers teach isiZulu First Additional Language to isiZulu mother-tongue learners who cannot converse or communicate in isiZulu fluently largely because they have grown up in homes where English is their language of communication***”. English still continues to be dominant in our multilingual society (Fishman, 2001) and the language curriculum policy for school education necessitates that learners are taught a minimum of two languages, one being the home language and the other being a first additional language (FAL). (Benson, 2005) argues that what constitutes home language and first additional languages (FAL) becomes a relative concept. Situations are increasingly emerging where English is now becoming the home language of African people, relegating their indigenous language to that of first and subsequent additional language. It is in this context that I locate my study, focusing more specifically on school education.

Language is an issue that has been heightened since the birth of democracy in South Africa. The constitution of South Africa recognizes 11 languages as official languages across its population, yet English and Afrikaans predominate as media of instructions in educational institutions post the foundation phase of schooling. In view of the complexity of language issues in school education, languages have been categorized as either home language, FAL, or second additional languages (SAL), suggesting that learners can take their indigenous language as a home language within their school curriculum. In the case of African learners, most would regard their indigenous language as home language and English as their first additional language. While this may be the norm, there are African families who use English as their home language and their children are brought up in an English speaking home environment, suggesting that English is their home language. There are also other family settings where African children are adopted by White and Indian families, suggesting that these children grow up in English speaking home environment. For these children, English is regarded as their home language. When these children access school education, they are then expected to take a first additional language as part of their school curriculum and invariably the choice of the FAL is isiZulu (especially in KwaZulu-Natal where isiZulu seems to be the predominant African indigenous language). It is on these learners that I focus on this study. That is those African learners who come from English speaking homes and who take isiZulu as a FAL as a school subject. The study, however,



delimits to focus on teachers experience of teaching isiZulu as a FAL to African students in a secondary school.

## **1.2 BACKGROUND OF THE STUDY**

In the context of a multilingual society one might question why language is becoming an issue that concerns the Department of Education, schools and the society at large. The Constitution of South Africa clearly stipulates that all official languages should be used in all spheres of life where it is practicable. In that way the government will also have to ensure that they have control over schools in order to implement their Language policy which is aimed at promoting other indigenous languages like IsiZulu and others in our multilingual society. The reality, however, is that contrary to the constitutional principle of language equity, which states that all official languages must enjoy parity of esteem and must be treated equally; the status quo with regard to languages in this province has remained (The Constitution Of South Africa, 1996), and other indigenous languages like IsiZulu are not given the recognition they deserve in this province. Globally, the governments of many countries give official recognition to only one or some of the languages spoken in that country and this creates an impression that multilingualism is not a common phenomenon (Fishman, 2001).

As it was highlighted above, my main focus in this assignment is teaching isiZulu FAL to IsiZulu mother-tongue learners who cannot even communicate or converse in IsiZulu fluently. One needs to reflect on the background of these learners. They live in a multilingual society and the other main concern here is the preservation of IsiZulu language and other indigenous languages in a multilingual society. There is now tension between language preservation and the language of jobs or international demand (McPake & Scottish, 2002). In other words, in the urban context the focus is on the language of jobs and preservation of languages which is subsequently being minimized. To elaborate on this, economic issues associated with a wealthy life seem to be another competing agenda which is industrialization resulting in higher paying jobs that requires multilingual teaching. This has prompted people to acquire the language that will put food on their tables. Globalization also contributed to this because Black IsiZulu families have now made English their main language (McPake & Scottish, 2002).

According to Lafon (2011), children learn languages naturally by being exposed to them early in a family and social environment. They can master two or more languages easily if they are

introduced with the correct level of intensity and attitude at the primary education level (Lafon, 2011). Currently in primary schools around Durban IsiZulu is not offered in many schools and in some primary schools isiZulu is only taught once a week (one lesson) compared to daily lessons of Afrikaans and English. Govender (2012) also stated that in some former Model C primary schools isiZulu is treated as an extra mural, not as a subject and there is no proper or formal assessment. This explains why IsiZulu teachers might have a problem in High school.

### **1.3 FOCUS AND PURPOSE OF THE STUDY**

Currently in our emerging democracy is the increasing number of Black African learners who have been raised in English medium speaking families and school settings, resulting in the decline of their communication in their home African language. It is this group of learners, who are largely enrolled in ex-Model C schools on which this research is focused. African parents who send their children to multiracial schools want their children to learn English so that they can integrate easily with the communities in which they live (Baker, 1992). Baker calls this integrative motivation which also means wanting to be like members of the dominant group.

The reason why there is focus on multilingualism in primary schools is because when learners are in Grade 8 they have to choose between isiZulu and Afrikaans. According to the evidence from different researchers, some opt for Afrikaans over Isi Zulu as their level of preparedness is much higher in that language. However, the majority of Black learners choose isiZulu because they now feel it is important to learn their mother-tongue (Govender, 2012) . The Grade 8 teachers have difficulty because they cannot speak or write in isiZulu (Govender, 2012) . This can frustrate both teachers and learners because the teacher might end up looking incompetent if they do not produce pleasing results as expected of mother-tongue learners doing isiZulu as a FAL.

The objectives of the study will entail:

- To identify the challenges faced by isiZulu teachers who teach isiZulu as a FAL to Black learners of isiZulu decent but who now have limited exposure and use of isiZulu as their language of communication.
- To understand how these challenges emerged and how teachers and learners are engaging with these challenges.

- To find solutions that would address the identified challenges with a view to promoting teaching and learning.

Drawing from the objectives of the study, the purpose of conducting this study was to explore teachers' experiences of teaching isiZulu as a FAL to learners of isiZulu descent.

**Key questions to be answered:**

1. What challenges do teachers of IsiZulu first additional language face in teaching isiZulu to Black African learners who do not speak isiZulu as their usual medium of communication?
2. What strategies and resources do teachers use to teach isiZulu FAL?
3. How do teachers feel about their teaching and learning experiences?

**1.4 Rationale of the Study**

My interest in the topic stems from my experience of teaching FAL in one of the former Model C high schools in Durban North for the past 14 years. Teaching IsiZulu FAL to mother tongue speakers and non-mother tongue speakers who cannot even communicate in IsiZulu was a great challenge as I could not speak English fluently at that time and I was expected to explain things in English for them or use code-switching if necessary. In other words I could not cope with the demands of teaching a FAL. This study will provide me with an understanding of how other teachers are coping with these demands. In our informal conversations, some teachers from my cluster told me that they were only trained to teach IsiZulu Home Language but now they are teaching IsiZulu FAL, and others were not even trained to teach a language but they were given those posts because it was assumed that if they are Zulu speakers, they can also teach IsiZulu FAL.

The Language Policy is an integral and necessary aspect of the new government's strategy of building a non-racial South Africa. The policy emphasizes the promotion of multilingualism within the framework of additive bilingualism (LIEP, 1997). In my experience of 14 years, being a Grade 8-9 IsiZulu FAL teacher in a former Model C high school I have come into contact with learners who were not exposed to additive bilingualism when growing up, and this has inspired me to conduct my research on this topic. I chose to focus on Grade 8 because our neighboring former Model C primary schools do not offer IsiZulu at all and that means the learners only start IsiZulu in Grade 8 in high schools. In an online article by Prega Govender, it was reported that several primary schools around the Durban area have withdrawn IsiZulu FAL as a subject at

their schools and isiXhosa FAL was also withdrawn in Cape Town Govender (2012). One of those areas is my site where this research is conducted (Durban North Region). My main interest then is to understand how the high school teachers in these areas teach IsiZulu and also how they deal with challenges they face day by day.

As a cluster co-coordinator for IsiZulu FAL in Durban North, I work closely with my Subject Advisor who also encouraged me to take this topic for my study, my research can assist my subject advisor in listening to the voices of the teachers and plan enriching workshops in future based on the challenges discovered, and may be policymakers can also follow up and address such concerns from the teachers .

### **1.5 An Overview of Research Design and Methodology**

This research will use a qualitative methodology guided by interpretive epistemology. Interpretive research strives to understand the meaning people have constructed about their world and their experiences (Merriam, 2002).

In this study, I, as an interpretivist researcher am seeking to make meaning of the teachers subjective experiences of their teaching isiZulu FAL to Black learners who use English as their common language of communication and understand how and why they teach in the ways they do. In attempting to do this, a qualitative approach is deemed most appropriate.

Creswell (1994) cited in (Cohen, Manion, & Morrison, 2011) defines the case study as a single instance of a bounded system, such as a child, clique, a class, a school and community. Yin argues that in case study research, the boundary line between the phenomenon and its context is blurred (Yin, 2011). A case study was deemed more appropriate for my study because as I sought to understand how the contextual realities of the school influence the teaching of isiZulu as a FAL to isiZulu learners.

## **1.6 Outline of the Study**

### **Chapter One:**

This chapter presented a general background to the topic, the purpose; the focus and the rationale of the study.

### **Chapter Two: Literature review**

Having presented an overview of the study in chapter one, chapter two locates this study within the current discourses on teaching language within the school curriculum. This chapter begins with an introduction to the debates on language globally, focusing more specifically with the discourses around home language and additional language acquisitions. The global debates on language teaching are important as they provides a framework to explore current practices of language teaching within the South African school curriculum. The chapter extends to include an exposition of the status of FAL or indigenous languages through the school education curriculum. The status of FAL or indigenous languages in different countries with the aim of illuminating how some countries have managed to promote their indigenous languages is discussed. Literature on multilingualism in South Africa from home to primary schools will also be discussed. The latter part of this chapter will focus on the literature review on the IsiZulu teachers' experiences and learners' attitudes towards IsiZulu as a subject in KwaZulu-Natal. It will also focus on the significance of mentorship or any kind of support that can be provided for the teachers and learners in order to assist in teaching and learning.

### **Chapter Three: Research Design and Methodology:**

Chapter three provides a detailed explanation of the method of inquiry and research methodology that was used. This chapter will also include my role as participant observer, the selection of the site and the participants, research design and implementation as well as data analysis.

### **Chapter Four: Data Analysis and Discussion:**

In this chapter, I have given the description of the school district in which this study took place, the school as it is and the teacher as the participant. This description provided the context within which the data was presented and analyzed. I had to focus primarily on the information that the

teacher shared with me in her initial interviews. The findings are discussed with reference to the related literature in Chapter 2.

## **Chapter Five: Conclusion and Recommendations**

This chapter is an analysis and synthesis of the data in response to the research questions outlined in this project. It includes a summary of the findings, justification of the hypotheses and the recommendations that was based on the analysis of the data. The chapter concludes with briefly noting implications of this research for teacher education programmes and practice in the schools and classrooms.

## **2. Literature Review & Theoretical Framework**

### **2.1 Introduction**

Having presented a background and focus to the study in the previous chapter, I now turn my attention to the literature on language teaching with the purpose of locating my study and the contributions that emerge through the data generated. As this study is exploring the experiences of the teachers who teach FAL in Former Model C Schools, a special emphasis is being placed on teaching isiZulu learners who are not fluent in isiZulu as their mother tongue language. In this instance, isiZulu is being considered as the FAL for this group of learners.

As a point of departure, it is also important to understand the source of the problem that the teachers are facing in isiZulu classes today. Hence the literature that I draw from is largely in the field of teaching isiZulu as a FAL. This focus of literature review will give me a platform to explore the issues around who learners are.

As previously mentioned , this chapter begins with an introduction to the debates on language globally, focusing more specifically with the discourses around home language and additional language acquisition. Through a review of global literature on language issues, a better understanding of how other countries promote their indigenous or FAL in their schools will

emerge. The global debates on language teaching are important as they provide a framework to explore current practices of language teaching within the South African schooling context and the South African school curriculum. This global focus of language teaching will provide a framework to explore the similarities and differences in FAL teaching irrespective of the form of language.

The literature review will also clarify the language situation in South Africa. Some scholars argue that some languages were promoted and made dominant because from early childhood, students were encouraged to interact with people from different backgrounds in schools using a language like English in order to increase job opportunities in their careers (Cook, 2002). Even today English is still linked to prosperity relating to job opportunities and learners are still encouraged to learn this language from home (Cook, 2002). Topics like acquisition as a home or FAL will also be discussed thoroughly. The literature review will also focus on multilingualism and current structures in place to promote multilingualism provincially and nationally. Language in the school curriculum, teaching in a language and teaching of a language will be discussed in depth using literature. Lastly, teachers and learners' challenges in the classroom will also be engaged with from the literature.

## **2.2 Clarification of terms and concepts used in this study.**

### **2.2.1 Former Model C Schools**

To embark on this project, one will have to explain what kinds of schools are referred to as former Model C schools. During the apartheid era, schools were managed according to the different race-based legislative system. For example, the schools that catered for the Indian population were governed by the House of Delegates in the tricameral parliament system, while the schools that were for the White population group was governed by the House of Assembly. Schools governed by the House of Assembly were generally wealthy, with excellent teaching infrastructure and resources. With the imminent demise of the Apartheid system of governance, Model C schools were introduced about 18 months before the end of apartheid. These schools were largely the schools for the White learners and they had excellent teaching facilities and resources, attracted learners from the richer White parents as they were essentially operating as private schools, controlling their own admission policy as well as maintaining their buildings and

properties from the funds that they acquired through school fees, donations and previous capital (Greaves, Hayes, Wilson, Gielniak, & Peterson, 2012). After 1994 these Model C schools either decided to become state schools or independent schools. Those who decided to become state schools were commonly referred to as ex- Model C schools or former Model C schools and those that chose to remain private schools were now referred to as independent schools that are not dependent upon the state for any financial support. Former Model C schools do receive state funding according to the funding formula, but derives much of their revenue through levying school fees in order to maintain their image and infrastructure. These schools are now open to all races and manage their own budgets.

### **2.2.2 Mother Tongue**

One also needs to clarify the meaning of the term “mother tongue” as in my study the focus is on the IsiZulu speakers who cannot converse fluently in their mother tongue. In the new Curriculum and Assessment Policy Statement (Education, 2011), home language is defined as the language learners acquire first. Home language is also described as a language most often spoken at home but it does not mean that it is that person’s mother tongue (Bangeni & Kapp, 2007). Home language level also provides for language proficiency that reflects the mastery of interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum (Education, 2011). As previously mentioned, home language can also be the language that is spoken at home but that does not necessarily mean the person’s mother tongue, since some families all over the world have a choice to abandon their mother tongue and switch to the mainstream language for the sake of their own and their children’s economic and social well-being (Hill, 1983). Since isiZulu is both home and FAL to the learners and the participants of this study, the terms “mother tongue and home language” are used interchangeably.

Home language is often referred to as the mother tongue and is a family’s ways of speaking. According to Baldwin, the mother tongue is essential for communicating with parents and grandparents therefore considered important in communicating cultural values, family and ethnic



pride. Hence mother tongue language is more than just a conversational language. This is relevant to this study because at later stage I will also be focusing on the role played by parents when raising their children and the language they use to communicate with them while growing up. It is argued by scholars that if that did not happen at home or in lower grades, teachers in high school will be expected to assist learners by making them recognize and honor their home language ways of speaking (Balfour, 2008) .

### **2.2.3 Mother tongue or Home Language Acquisition**

Mother tongue is also supposed to be the language that a person acquires in childhood and which normally has become his or her natural instrument of thought and communication (UNESCO as cited in Kwamwangamalu, 2000. p, 240). UNESCO also argues that mother-tongue does not have to be the language passed down by parents or the language parent's use, nor need it be the language a child first learns to speak, since special circumstances may cause him/her to abandon this language more or less completely at an early age (Unesco, 2011). Hence the focus of this study is on the IsiZulu mother-tongue teachers teaching isiZulu mother tongue learners who cannot communicate in IsiZulu fluently; the literature based on other countries might assist one to understand the experiences of these teachers in advance.

In other countries the mother- tongue speaker definition is partially similar to the one of a “native speaker” as it also described as the first language that human beings learns to speak first Davies (1993) also argues that you cannot be called a native speaker of the language if you didn't learn it in childhood which differs a little bit from mother tongue because in this study some mother tongue learners did not learn IsiZulu in their childhood due to some circumstances that will be discussed later, but the assumption from teachers is that they are black, they have Zulu surnames so they are mother-tongue speakers who can speak the language (Buthelezi, 2015).The following paragraphs will also briefly discuss how mother tongue is acquired from parents.

Scholars in developmental psychology, linguistics and early childhood education agree that young children's ability to acquire their home language or of learning languages and their emerging reading and writing skills are affected by their social environments and the language they are exposed to at childhood, and usually it will be the language and socialization practices

of their caregivers (Pesco & Crago, 2008). In my area of study some Zulu learners started in English nursery schools or day care centres before they could speak their mother tongue which is IsiZulu (7months to 18 months old). Their first words were in English because they were spending more time with their English care givers. Children who started out as monolingual usually begins to acquire a second language late in their childhood through other interactions outside the home (Unesco, 2011).

#### **2.2.4 First Additional Language**

There is a concern from the scholars that the population without home or mother tongue literacy has been overlooked in second language acquisition research literature and this includes young and older children (Tarone & Bigelow, 2005). However, in this section I will discuss what scholars are generally saying about additional languages not necessarily isiZulu as FAL.

FAL is the language that learners learn formally or informally after they have acquired their mother tongue (Monyai, 2010). According to Monyai in South Africa the FAL is the same as the second language and it can also be learned unconsciously if the child socializes more often with mother tongue speakers of that language or they can learn it consciously in a classroom. For the purpose of this study, “Any reference to home, first additional and second additional languages should be understood to refer to the level of proficiency and not the language as a mother tongue or non-mother tongue” (Education, 2011, p. 19) . The term used in this study is “first additional language” to refer to IsiZulu speaking learners’ level of proficiency in IsiZulu.

#### **2.5 Additional Language Acquisition**

Scholars worldwide agree that most children, despite their learning difficulties, have the capacity to learn more than one language (Genesee, 2002). Cummins (2005) also agree with Genesee as he states that some educators, parents and policy makers can sometimes make the mistake of thinking that when a child is encouraged to learn additional languages, their first language acquisition will suffer. He believes that a child can begin to acquire more than one language in their early years if the support of the mother tongue development is continued. With that in mind I am reminded of the White English boy who speaks both English and IsiZulu fluently as he was raised by the child minder (my relative) after his mother passed away at the age three. The example above agrees with Cummins (2005) when he states that mother tongue or home

language supports second language development. McLaughlin (1984) agrees with Cummins when he states that some children are raised into home environments in which they are exposed to more than one language and they begin to acquire two primary languages simultaneously.

It is also imperative to look at the nature of language learning situation, the effects of age and the importance of social interactions in order to understand how a child can acquire two languages simultaneously. In this boy's case, the mother tongue (English) was continued by the father and he learned FAL from the child minder. It is also recommended by some scholars that the focus of language teaching should be more on communication rather than rote rule learning (DeKeyser, 2005). This also proves that children acquire language through socialization (Celce-Murcia, 1991) . Children identifies deeply with their mother tongue and with their family's way of speaking. Teachers are supposed to assist students by recognizing and honouring their home languages and ways of speaking.

Learners tends to have a negative attitude towards their mother tongue because of that stigma attached to it. The schools can assist in promoting a language that was nurtured at home by parents and communities.

## **2.6 Discourses around preservation of Mother Tongue Languages and First Additional Language in a Global Context**

One may ask why do we care about what is happening to the languages in the world? Each language has its own beauty and the world would be a less interesting place if only we had few languages (Krauss, 1996). Krauss also states that languages also contain traditional wisdom and made an example with medicinal plants that can cure or prevent diseases like cancer and the name will be in the language of the scientists who develop it. He emphasizes that the death of any language diminishes our ability to think in various ways. Language is not only a tool for communication and knowledge but also a fundamental attribute of cultural identity and empowerment, both for the individual and the group. Respect for the languages of people belonging to different linguistic communities therefore is essential, which applies both to majority and minority groups as well as indigenous people (Unicef).

In this study it is imperative to begin by looking at the debate of international scholars around the issue of home languages and additional languages. It is also crucial that the kind of literary work

that will be consulted in this study is able to illustrate how English has emerged as a dominant language, and this has affected FAL, learners as well as the status of other minority languages in the local and global state. UNESCO put emphasis on the importance of all languages because of the fact that all those languages need to be given recognition and status as they are also part of peoples heritage in the world (Unicef). In this study the main focus is on IsiZulu FAL teachers' experiences of teaching IsiZulu learners who are more fluent in English than IsiZulu which is supposed to be their home language or mother tongue. With that in mind, one needs to reflect using literature on how English has attained its hegemonic status globally and also look at this impact on isiZulu as an additional language on the teachers .

Robert Phillipson who is a professor of English in Copenhagen, Denmark discusses how and why English became dominant. He also explores the spread of English from a historical viewpoint and how it was used as an instrument of foreign policy by major English speaking countries. He tackles the problems like marginalization of other minority languages in the world and argues that Western counties used English to suppress the people of the former colonies (Phillipson, 2007). Phillipson also highlighted in his book that the World Bank also contributed in belittling other languages as trade has been conducted in the languages of the former colonial masters in the post-colonial era. Even today the marginalization of other additional languages is done in the name of globalization and free trade which has negative impact on preserving other additional or minority languages because the majority of democratic and undemocratic governments in the world use English when they conduct their business or trade (Phillipson, 2007).

Other scholars like Dezalay and Madsen (2012) also agree with Phillipson's argument. Madsen also argues that the United States of America is using its power to ensure that if the world has to progress in global development, it has to do so according to the terms and conditions that suits America. America will ensure again that this global development or trade is done through English usage (Dezalay & Madsen, 2012). Globalization also serves as a password while in reality it is an excuse by major powers such as the United States, to extend the entire world economic and cultural model that favors these bigger powers most (Bourdieu, 2001). Although there might be challenges, it is also possible to have global trade conducted in different local or

global languages but the super powers use their powers to promote the dominance of English in global trade which will result in parents and schools ignoring other home languages and promote this language of trade and job opportunities (Vandeyar & Killen, 2006).

According to Romaine (2000) a language can be threatened if it lacks strong political status or usage. Language will die if it is not promoted by those in power and mother tongue speakers by using it in public and at school. According to Romaine, one of the reasons why most languages will die in the future is because they are not officially recognised or they are only restricted to local communities and home functions.

Each language reflects a unique world view and culture complex mirroring the manner in which a speech community has resolved its problems dealing with the world, and has formulated its thinking, its system of philosophy and understanding of the world around it (Wurm, 2001). Wurm also asserts that each language is the means of expression of the intangible cultural heritage of people and it remains a reflection of this culture which underlies it, which decays and crumbles, often under the impact of an intrusive, powerful, usually metropolitan different culture. However, with the disappearance of language, an irreplaceable unit in our knowledge and understanding of human thought and worldview is lost forever. In other words, any language lost is a great loss to the human race. Skutnabb-Kangas (2002) also states that people in the world have to preserve their mother tongue languages by addressing these issues now before it is too late. The teachers on which the study focuses are expected to play a vital role in promoting IsiZulu in order to preserve IsiZulu learners' mother tongue in former Model C schools.

Ricento (2005) also argues that the choice of which language to use seems to have favored certain linguistic communities at the expense of others. He elaborates by explaining that the minority communities struggle to elevate the status of minority languages because of an agreement reached by European sociolinguists that major European languages, such as English and French, should receive preferential treatment when conducting formal business and that other languages should serve other functions (Ricento & Wiley, 2002). Statements such as this reinforce the fact that language policies made by the major countries of the world always affect language teachers, children and communities. The future of the people depends on the mutual respect that is shown to other cultures and languages (Sam & Berry, 2010). (Alidou et al., 2006) believes that mother tongue education shows cultural recognition and facilitates good

understanding of the subject matter .Cummins (2000) also agrees with the above argument when he states that the use of the child's home language in education is beneficial to the child's academic growth because it is the very lifeblood of human self-awareness, the carrier of identity, the safe respiratory of a vast array of affective and cognitive templates making up the total web of personality

## **2.7. African Languages**

African languages like isiZulu and other minority languages in the world, have received less recognition in schools and other spheres of life. Some scholars believes that these languages have been marginalized mainly because people do not recognize them as languages of upward mobility, and job interviews are never conducted in languages like IsiZulu even if the person is applying for a job in that language department for example, IsiZulu teachers (Mutasa, 2006).

According to Makanda (2009) the marginalization of African home languages started long time ago in History but is still happening now. He states that this problem starts at primary school level, to university and also continues into the media and literature. Makanda (2009) also made an example that in some African countries when the children were caught conversing in their mother tongues on the school premises they were punished in a way that is regarded as physical abuse (corporal punishment). Makanda also uses Mozambique as an example of an African country that decided not to teach children in their mother tongues but opted for Portuguese which was taken as the country's official language and the language of teaching and learning in schools, through the policy assimilation process (Makanda, 2009).

Zimbabwe which is a neighboring country of South Africa also has having challenges with the issue of language policy (Makanda, 2009). The study by Makanda demonstrates the unwillingness of the Zimbabwean government to pass the language policy that will elevate African languages as languages of teaching and learning. Makanda also agree with , Mutasa's argument that Zimbabwe lacks a clear language policy that promotes their mother tongue in education (Makanda, 2009). Most of the schools in Zimbabwe chose English instead of the Zimbabwean languages like Shona because of the Zimbabwean Education Act that uses the word "may" giving them a choice of choosing their language of teaching (Makanda, 2009). According to Ndhlovu (2009) the Zimbabwean Education Act allows for mother tongues to be used as

languages of teaching and learning in schools but this is just in theory, the policy has not been implemented yet and the children are still taught in English (Ndhlovu, 2009).

## **2.8 Home Language and the First Additional Language Situation in South African Context**

The promotion of indigenous or African Languages is highlighted in Chapter 1, where there is a discussion of Section 6 of the Constitution of the Republic of South Africa, 1996 (Act 108 Of 1996). The section clarifies the status of indigenous languages including isiZulu in South Africa. The Constitution also recognizes the use of the languages and it also tries to take practical and positive measures to promote the indigenous languages in South Africa. Some clauses in the constitution embrace diversity and it is viewed as a resource rather than a challenge (Section 6). The study is about the challenges facing isiZulu teachers with isiZulu being one of the three languages that are dominant in KwaZulu-Natal, so Section 6 of the Constitution is very relevant to the study because it is about promoting languages in schools. Firstly, one needs to consider South African History regarding languages and try to understand why teachers are facing challenges of teaching IsiZulu in Former Model C High Schools.

In order to appreciate the current language policy the history of languages in South Africa need to be understood. Several language policies were introduced in South Africa since the Dutch settled in the Cape (Makoni & Pennycook, 2005). The British took over the Cape in 1814 and after that the language policy was anglicised (Mogashoa, 2013). The English replaced Dutch but both languages became official languages after the Union of South Africa in 1910 and Afrikaans was introduced instead of Dutch after 1925. Previously language has been what Telleffson calls “one arena for struggle” as social groups exercised their power through their control of language policy in South Africa (Telleffson, 1991). The decision that are made relating to language are political and they are also linked to a particular social, economic and political context (Kamwangamalu, 2004). Kwamwangamalu also states that the decisions about language policy always lead to benefits for some and loss of privilege, status and rights for others.

When the National Party took over in 1948 Afrikaans was imposed on all schools that catered for all Blacks, Whites, Indians and Coloured's schools. Both English and Afrikaans were official languages although English was more powerful. In 1976 the Black Africans saw Afrikaans as the language of the oppressors as they were forced to use it as language of learning and teaching (Benjamin, 1994). Subsequently the 1976 Soweto student uprising took place which made English the only language of teaching and learning (Furniss & Fardon, 1994) which explains why English is still dominant today.

In theory, the democratically elected government of South Africa embraces diversity as it adopted a multilingual language policy that caters for the diverse needs of the people of South Africa (Mogashoa, 2013) . All the eleven languages are granted equal status and isiZulu is one of those languages. Practically, English has continued to dominate as the language of teaching and learning. The English-dominated education system seems to have produced an elite bilingual group whose cultural identity is constructed through it's successful investment in an English – medium education and a mastery of the English language (Lin, Vance, Pericak-Vance, & Martin, 2007). One can clearly see that the teachers are faced with the challenge of removing the stigma attached to an African home language by the colonial policies that promoted other languages like Afrikaans and English that were used as languages of teaching and learning (Madiba & Mabiletja, 2008).

For indigenous languages to become competitive vis a vis English or Afrikaans- medium education, they must be cleansed of the stigma of inferiority which they have been carrying for decades (Kamwangamalu, 2004). It is therefore imperative that IsiZulu be cleansed of the stigma of inferiority, firstly by IsiZulu speakers' parents and their children. This cleansing can only be achieved if the IsiZulu speaking elite affirm IsiZulu by using it in private and public platforms. The most important teachers of mother tongue are parents and immediate family who have boundless patience and enthusiasm with a child's efforts to learn the language (Folse, 2004). Therefore, the learners are then expected to learn from their parents before they even start school.



Lack of motivation and the stigma attached to South African home languages led to negative attitudes towards IsiZulu by both non mother tongue speakers and mother tongue speakers (Furniss & Fardon, 1994). Though the negative attitudes will always exist in some people, there is transformation as people are now accepting South African home languages although the progress of towards positive attitudes is hindered by the government policies which have not clearly defined ways of implementing South African languages (Lewis & Naidoo, 2004). Subsequently teachers suffer frustrations in schools as they are expected to teach additional languages, which is the reason why Lewis and Naidoo (2004) views it as a mismatch between the emerging language policy on the one hand and the actual language practice on the other which is part of the process of transformation in this country but the implementation is still a challenge.

Lack of motivation can also lead to linguistic “Shyness” (Krashen, 2000). Krashen identifies a phenomenon that he calls linguistic “shyness” where mother tongue speakers of a particular heritage language are criticized for their efforts of using the language and they become shy about using it in public (Krashen, 2000). In this case Zulu learners spend more time with English speakers who are their neighbors and school mates and sometimes they are criticized or discouraged to use their mother-tongue in other classes, but only allowed to try it in their Zulu classes (Ntshangase, 2014).

According to Pillay (2007), speakers of an indigenous language in South Africa abandoned their mother-tongue because of the perception it is not the target language of power, upward social mobility, employment and improved quality of life. Blade Nzimande in his speech also highlighted that many children from middle class families are taught and converse in English in their homes with the aim of preparing them for the curriculum that is delivered in English in our former Model C schools (Nzimande, 2011). The parents know that in the longer term fluency in English is a greater advantage to opportunities in higher education and later in the world of work.

One Sunday newspaper reported that one of the leading academic professors in South Africa, Professor Jansen (2002) also slammed the decision taken by the Department of Education to drop one additional language in primary school saying that it was a “silly trade off”. He said that some of the strongest economies in the world are multilingual, so the learners should also do both. He also felt very strongly about the fact that in some ex Model C schools the children are

not learning IsiZulu in the KwaZulu Natal province where the majority speaks Zulu (Jansen, 2002). In the Ministerial Committee's report to the Minister of Education, the Minister at that time was called to look at the challenges facing higher education to ensure the simultaneous development of a multilingual environment in which all South African Languages are developed to their full capacity while ensuring that the existing languages of instruction do not serve as a barrier to access and success (Foley, 2004). The Department of Education has a policy that is trying to promote languages in place but the problem is implementation as teachers are facing challenges. This study looks at those challenges hampering the progress of the implementation of additional languages like isiZulu.

Stein and Mamabolo (2005) in his research also highlighted that the learners whose mother tongue is isiNdebele are not interested in learning their language. The educational system also does not show interest or support the idea of teaching and learning in isiNdebele (Stein & Mamabolo, 2005). Stein and Mamabolo also found that most of the isiNdebele mother tongue teachers were not properly trained to teach the language as they were not given the choice of isiNdebele as a subject at any teachers training college or university. This is one example that might be a challenge for teachers if they were not trained properly to teach that language and also evidence that African home languages were ignored (Stein & Mamabolo, 2005).

This study is not against English but is about trying to understand how English contributes to experiences of the Zulu teachers in former Model C schools. It is of vital importance that South African learners learn to speak English, but the ability to speak English does not necessarily mean that one has to abandon one's mother tongue (Ntshangase, 2014). De Klerk also agree with the statement when he states that people should rather retain their mother tongue because South Africa will benefit if all South Africans were language practitioners who are not only bilingual, but multilingual (De Klerk, 2002) . The Zulu mother tongue speakers must try to be multilingual by speaking both English and IsiZulu fluently. De Klerk also appeals to the South African younger generation to take pride in learning their home languages because that will redress the language imbalances of the past (De Klerk, 2002).

## **2.9 Multilingualism in South Africa**

South Africa is a multilingual country and the meaning of multilingual in this case means that many languages are used in various contexts and for different purposes (Reagan, 2008).

### **Additive Multilingualism**

The source of the problem that the isiZulu FAL teachers are facing stems from the learner's home and schooling background where additive multilingualism is not promoted. Additive multilingualism is defined as the process that promotes the maintenance of home language to mother tongue speakers while providing access to and the effective acquisition of additional languages" (Ball, 2010, p. 84) . According to the National Curriculum Statements for Grade R-9, additive multilingualism means that learners must learn additional languages whilst simultaneously maintaining and developing their home languages. My study is focusing on the Former Model C Schools High Schools where this additive multilingualism is the other way round as IsiZulu learners acquire or master what is suppose to be their FAL (English) first instead of isiZulu because of their background.

Education is seen as an important means through which South Africa's multilingualism can be developed (Murray, 2002). According to De Klerk as cited in Heugh (1995) , bilingual children may think more creatively and possess greater communication sensitivity than monolingual peers, reinforcing the central role of languages in a culturally diverse society. While the policy context and research suggests a progressive stance in building a unified society, the process to achieving this in educational settings, like schools, is a challenging process. This study hopes to contribute to the discourses on language teaching, highlighting the challenges of teaching additional languages to learners.

The new policy demonstrates the efforts by the government towards redressing the past imbalances of the South African policies regarding to language. The concern is that this policy is

not implemented in our neighbouring former Model C primary schools and that is why high school teachers are experiencing problems in Grade 8 classes from different schools. Past language policies were characterized by the domination of languages that belonged to the people in power (Mmusi, 1998). According to the paper that was commissioned by the UNESCO Education Sector (Unesco, 2011) titled *Enhancing Learning Of Children From Diverse Language Background*, it is stated that mother tongue –based bilingual or multilingual education for children should start in early childhood (García, 2011). That is still relevant to my study because it is the root of the problem on which my study is based.

Cummins (2000) also add that early bilingualism can also develop certain types of cognitive flexibility and linguistic awareness earlier and better than their monolingual peers (Cummins, 2000). Hence languages policies that have been developed, especially within the South African schooling context, are in direct response to such findings relating to multilingual engagements over the length of schooling. If children are forced to switch abruptly too soon from learning in their mother tongue to schooling in their second language, their first language maybe lost (Unesco, 2011). In this paper it also stated that for the learners to retain their mother tongue, if the medium of instruction is not their first language they should at least continue to interact with their families and community in their first language on increasingly complex topics that goes beyond the basics or household matters (Unesco, 2011).

## **2.10. LANGUAGE IN SCHOOL CURRICULUM**

South Africa has eleven official languages and this created logistical difficulty which, together with widespread preference for education in English resulted in the Revised National Curriculum Statements of 2002's language policy only being partially implemented (O'Connor & Geiger, 2009). This language policy uses an additive approach to multilingualism, whereby the first language is kept and used as a basis for the learning of another language (Shohamy, 2006) . This is relevant to the study because the Zulu teachers are using the same language regarded as first language in Former Model C Schools to teach IsiZulu (Ntshangase, 2014). Ntshangase in his study argues that the partial implementation of the language policy regarding the school curriculum and implementation contributed to the challenges that large numbers of teachers and learners are facing now in Former Model C high school classes.

Studies show that the mother tongue is fragile and easily lost in the early years of school if it was not fully developed or if it was phased out too soon. The problem is that the children do not continue to acquire competency in that language (Unesco, 2011). Maintaining mother tongue or first language abilities and enhancing them through the development of literacy and academic language skills in first language results in better academic outcomes (Palmer, Shackelford, Miller, & Leclere, 2006).

## **2.11. TEACHERS' CHALLENGES**

### **2.11.1 Shortage of adequately trained teachers**

Ngidi (2007) in her study stated that the shortage of qualified teachers means that teachers might find themselves teaching subjects that they were not trained to teach and that will impact negatively on those teachers because they might feel incompetent about their knowledge and the ability to teach these subjects. Ntshangase (2014) agrees with Ngidi in his study when he states that most of IsiZulu FAL teachers in former Model C schools were not trained to teach isiZulu FAL but they found themselves teaching isiZulu because they are Zulu speakers and the school could not find an isiZulu FAL teacher at the time (Ntshangase, 2014).

Teaching a language to learners who cannot even communicate fluently in that language can be really challenging, especially to those who were not trained or not properly trained to teach that language (Murray, 2002). According to Murray, the most crucial area of teacher development that is neglected is the training of teachers to teach African Languages. Teachers are better at teaching home languages to first language speakers than to teach as additional languages to second and third language speakers (Murray, 2002). The same thing happens in Former Model C schools where teachers are not rigorously trained to teach IsiZulu FAL or IsiZulu Second Additional (SAL) to non-language speakers. Most of them tend to teach IsiZulu the way they were taught which is now another level not suitable for the learners they teach (Ntshangase, 2014). (Ebbels et al., 2012) in his article also stated that there is a mistaken conception that the person who speaks the language is also able to teach it. Most of the IsiZulu teachers in former Model C schools did not get adequate training to teach IsiZulu as an additional language competently (Ebbels et al., 2012). The next section will be about isiZulu teachers' expectations and assumptions FAL black isiZulu learners or speakers in their Zulu classrooms.

### 2.11.2 Teachers Assumptions

IsiZulu teachers in former Model C schools sometimes make a mistake of accepting a teaching job even though they are not qualified to teach isiZulu because of the assumption that all the Black IsiZulu learners can speak isiZulu (Ntshangase, 2014). Snell (2002) in his study also argues that communication breakdown occurs when the teachers simply assume that they are aware of the learners' language challenges before they even begin teaching them. It is felt among scholars that FAL teachers teaching learners that language for the first time in high school should empathize with them if they are not fluent in their mother tongue by imagining how difficult it will be for them to learn English or IsiZulu FAL at high school level (NKOSI, 2008). Another assumption is that the learners understand their mother tongue more than any other language and this will always enhance their acquisition of knowledge and skills (NDAMASE, 2005). Mthembu (2009) in her study also states that the curriculum is also designed in a way that assumes that learners understand and can speak their mother tongue. Mthembu also examined the language levels as they are designed in the new curriculum as home language, FAL and SAL to emphasize the point that former Model C schools offer isiZulu as FAL or SAL as they use English as their home language (Mthembu, 2009).

As mentioned above, another assumption is for some schools to assume that anybody who has learn a language can teach the language regardless of whether or not they know anything and about teaching and learning a specialized language (Kamwangamalu, 2004). These assumptions may cause what Allwright and Bailey (1991) calls "Language classroom anxiety". Language classroom anxiety can be caused by the learners' competitiveness when he/she sees him/herself as less proficient than the object of comparison (Allwright & Bailey, 1991). Learners can feel anxious when the task given to them is complex like presenting an oral ( a prepared speech) or any tasks related to creative writing because their vocabulary in that language is very limited and they worry about not obtaining good marks (Scovel, 1978). Monyai (2010) also agrees, stating that if the learners are not fluent in the language, they will always worry and be nervous about everything that is in their language package, like speaking, reading or writing. Anxious learners always avoid embarrassment, humiliation and criticism (Monyai, 2010). Anxiety might make these learners passive learners in class, avoiding humiliation (Allwright & Bailey, 1991). The

teacher might not be able to understand their situation in order to assist because of the assumption that all black Zulu learners can speak isiZulu fluently (NDAMASE, 2005). IsiZulu teachers should try to identify those anxious learners and empathize with them by imagining how it would be like for them to learn first additional language for the first time in Grade 8 (Ntshangase, 2014). This leads to a discussion on language barriers as it might be one of the teachers challenges as they seem to use the English language more often in order to ensure that the learners gain something in their lessons (Mthembu, 2009).

### **2.11.3 Language Barrier**

Tiba (2012) conducted a study in Nigeria about the challenges facing English FAL teachers stated that FAL teachers and learners face almost the same challenges like language barrier or communication difficulties from different countries. It was also highlighted that sometimes teachers use learners who are fluent or competent in the English language as interpreters or translators in the classroom (Tiba, 2012). The teachers face the challenge of communicating with their learners because of the language barrier. Communication difficulties are also highlighted by most scholars in their studies as one of the main problems faced by FAL teachers. Ntshangase (2014) also argues that the teachers sometimes teach IsiZulu FAL in English in order to ensure that effective teaching is taking place in the classroom (code switching). They also use few learners who are good in IsiZulu to interpret or translate things like literature (short story/ novel/ poem) to other learners in groups because they do not have enough vocabulary as teachers to do it effectively (Ntshangase, 2014). The majority of the Zulu teachers were not exposed to multiracial environments or accents during their schooling years and the teachers themselves were ill-trained and unqualified to teach in English (Bangenji & Kapp, 2007). Linguists and the general public seem to have different views on code switching.

### **2.11.4 Code switching**

Code switching is very important because it allows learners and teachers to engage in meaningful discussions in class, which will ensure effective communication in the classroom. Moodley (2007) also emphasize that code switching is a natural phenomenon that happens spontaneously among English-isiZulu bilingual educators and learners and it can enhance learners' vocabulary. Code switching maybe time consuming but with proper guidance it can be effective (Moodley,

2007). (Probyn, 2009) as cited by Tiba (2012) found that where a history teacher noted that although code switching is effective, it was also time consuming and conflicted with his obligation to complete the syllabus. du Plessis (2014) argue that code switching may lead to a better understanding of the subject matter and prevent communication breakdown between teachers and learners as some teachers have an inadequate vocabulary.

An inadequate vocabulary are not only a challenge to the teachers but it can also prevent learners from expressing themselves clearly in class and which is affecting communication between teachers and learners, leading to a teacher- centered approach rather than a learner- centered approach (Ibrahim, 2010). Gilakjani and Ahmadi (2011) agrees with Ibrahim as it was indicated in his study that FAL learners have limited English proficiency and that it is hard for the teachers to actively engage with them in class. The other challenge for teachers might be the fact that there are learners who are overconfident of their knowledge of the language while others are battling to improve their proficiency in that language (Mathew, 2012). Therefore, the challenge facing teachers is to accommodate these different levels of learners in one classroom. Different level of learners makes it difficult for the teachers to teach FAL since required formative assessments need to be administered to find out each student's level of knowledge.

The other challenge from what was mentioned above is that teachers are expected to provide extra attention like having extra lessons for learners who have difficulty understanding the language in order to make them feel comfortable in class and also to give them equal chances (O'Connor & Geiger, 2009). It was also argued that providing individual attention to learners may also reduce instructional time as learners have different language levels. In the next part of this study mentorship will be discussed because teachers require mentorship or guidance in order to face challenges like this one above.

#### **2.11.5 Lack of mentorship**

Scholars agree that the first years of teaching must be treated as the learning curve or a phase in learning to teach and surround new teachers with professional culture that supports teacher learning (Feiman-Nemser, 2003). With this in mind, one may question the availability of mentors for isiZulu FAL teachers in former Model C schools. Stein and Mamabolo (2005) agrees with the statement above in his study where it highlighted that after lacking proper training for teaching



FAL in universities, teachers are also thrown into the deep end when they are employed to teach in former Model C schools where they face the challenge of starting a subject or a language department that did not exist before. Historically, schools were not equipped to support the learning of new teachers in the school (Sarason, Sarason, & Pierce, 1990). Teachers feel isolated in their individual classrooms and they may feel reluctant to share problems or ask for help because they might feel incompetent as they believe that they are expected to figure things out on their own as good teachers (Little, 2003). Johnson and Kardos (2002) also stated that new teachers long for opportunities to learn more from their colleagues. They want to be sure of the curriculum by discussing the implementation stage and also to get ideas about how to address specific students' needs (Johnson & Kardos, 2002). New teachers need more than emotional support, they also need to learn how to create safe classroom environments for their learners and also how to engage all students in worthwhile learning (Johnson & Kardos, 2002). Feiman-Nemser (2003) also believes that mentorship should be taken seriously in teaching is also taken seriously as the learning profession. Teachers can stay in the profession and they can also reach their full potential if their learning needs are met by mentors. In the next section the literature will focus on the lack of teaching resources in IsiZulu FAL teaching as the progress of implementing the curriculum can thereby be hampered.

#### **2.11.6 Lack of Teaching Resources or Updated Teaching Tools in the Classroom**

Another critical area which is a challenge to IsiZulu FAL teachers is the development of suitable resources like readers, textbooks and study guides. The majority of the teachers use IsiZulu home language books and select chapters that are suitable for isiZulu FAL (Mthembu, 2009). Street (2005) in his study also indicated that IsiNdebele teachers were facing the same problem of insufficient teaching resources, which hampers the progress of implementing the curriculum. African languages like IsiZulu do not only face the shortage of resource materials, but it also lacks the scientific and technical terminology as well as the vocabulary required by a modern society (Street, 2005). This will also include the use of technology in classroom, which is also a challenge to the teachers.

Researchers focus more on the relationship between technology and the learner and between technology and the content and little is known about how teachers interact with technology (Desai, Hart, & Richards, 2008). According to Zhao, Lei, and Conway (2006) the teachers are

the “gate keepers” of technology who have the powers to determine if it enters the classroom or not, and they also affect how it is used in the classroom. In former Model C schools most of the teachers use things like tablets, smart boards etc. when teaching but it might be a different case when the learners go to their Zulu classes (Ntshangase, 2014). Internet –based education is more popular now and teachers need to adjust to the changes and take different approaches requiring different teaching abilities (Zhao et al., 2006).

According to Mestry, Pillay, and Schmidt (2012) , the success of languages in becoming a full-fledged technological language depends on the efforts of the language speakers and their government. In his study he used Afrikaans as an example that with resources and determination any language can be developed to the highest possible standards. It is only after the National Party had assumed power that Afrikaans was recognized and promoted (Mestry et al., 2012). The Afrikaans language was promoted because it received enormous support from the Afrikaners and that emphasizes the fact that South African language learners are likely to fail their languages if teachers do not receive support and participation from their respective communities and parents (Mestry et al., 2012). The next section will attempt to ascertain whether Zulu learners are positive about IsiZulu and also try to find out from where those attitudes stem.

#### **2.11.7. Learners’ Attitudes towards IsiZulu**

Among other issues that might contribute in teachers’ challenges and the successful implementation of isiZulu is the attitude of the Zulu learners’ themselves (Mestry et al., 2012) . An African language seems to be perceived as unimportant to some African language speaking learners and students in the wider international field where languages like English are dominant (Kaplan & Norton, 2004).

Ngcobo (2014) in his study that focuses on the status of isiZulu in Phoenix high schools, investigated the attitudes of isiZulu learners. At that time, his study show that the Zulu learners and non-Zulu learners were keen on taking isiZulu but the schools were not ready to introduce isiZulu as they did not have qualified Zulu teachers in their schools. On the other hand, the study conducted in former Model C schools by Alborough (2004) in the Durban area reveals that IsiZulu is not treated like other languages and this also contributes to learners’ negative attitudes towards isiZulu. IsiZulu is not implemented according to the language policy and there is a little

evidence of code switching (Alborough, 2004). They also indicated that in some former Model C schools isiZulu is discouraged in the classroom. (Ngcobo, 2014) in his study also discussed the teachers' attitudes, towards isiZulu where he highlighted that some teachers are passionate about the use and the teaching of IsiZulu in class, and equally a number of teachers still believe in English usage or code-switching in the classroom. In Ngcobo's study (2014) it is highlighted that people are more interested in the language that is dominant in the broader political and economical context. According to Ngcobo (2014) the learners will be positive towards the learning of isiZulu if the school and the teachers in the school display similar attitudes.

## **2.12 THEORETICAL FRAMEWORK**

In trying to seek a deeper understanding of the daily experiences of teachers and learners the broader socio-political context of education must be considered. It is clear that no single explanation is sufficient to explain why some students succeed in school and others fail as school is a combination of personal, cultural, familial, interactive, political, rational and societal issues (Nieto, 2007). This section will review the various theories that are relevant to the issues that might contribute in isiZulu teachers' experiences in former Model C school starting with briefly discussing Phillipson's theory that gives background to the dominance of English which might have led to isiZulu parents and learners choosing to focus more on learning English than learning their mother tongue isiZulu. The teachers are facing learners who are in English schools and are learning isiZulu for the first time in Grade 8 (high school). The main focus of this section is on Shulmans's Pedagogical Content Knowledge which emphasizes professional development and teacher preparation to ensure teaching quality.

### **2.12.1Linguistic Imperialism**

Robert Phillipson found denunciation of linguistic imperialism that dated back to Nazi critiques of the British Counsel and to Soviet analyses of English as the language of world capitalism and world domination. Phillipson defines English linguistic imperialism as the dominance asserted and retained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages (Phillipson, 1996). Phillipson's theory critiques

the historic spread of English as an international language and that language's continued dominance, particularly in postcolonial settings such as South Africa, India etc. A central theme of Phillipson's theory is the complex hegemonic processes which, he asserts, continues to sustain the pre-eminence of English in the world today. Phillipson's also discusses key tenets of English applied linguistics' and English language –teaching methodology.

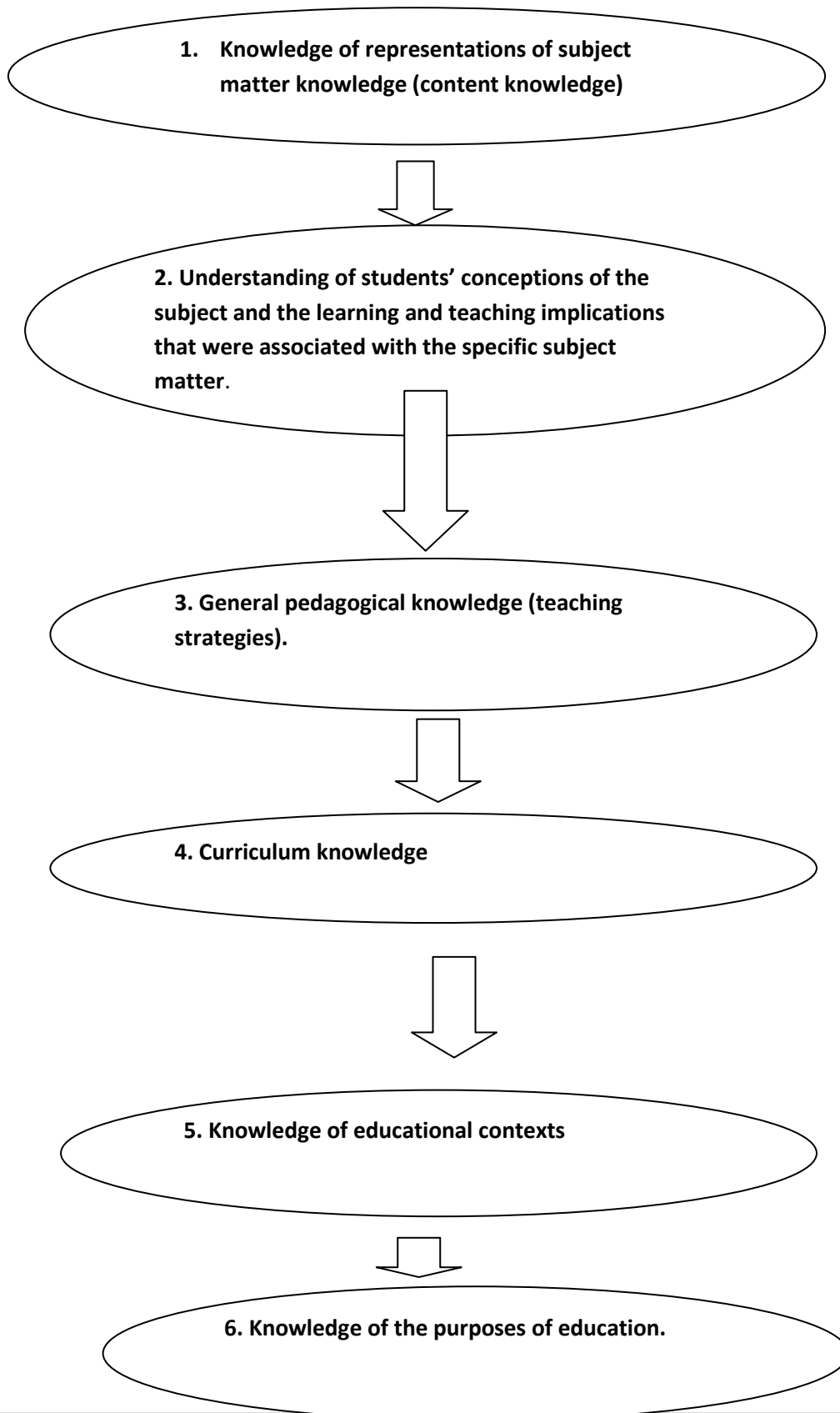
This is relevant to this study because the isiZulu teachers are now in the environment where English is dominant. The study is aimed at finding out how teachers survive in this environment.

### **2.12. 2 Pedagogical Content knowledge (PCK)**

Shulman (1986a) who is an educational psychologist and a professor emeritus at Stanford Graduate School of Education argues that the emphases on teachers ' subject knowledge and pedagogy were being treated as mutually exclusive (Shulman, 1986a). He strongly believes that the two should be combined. To elaborate on this one will have to define pedagogical and content knowledge according to Schulman. Pedagogical knowledge is how teaching is acquired through education coursework and personal experiences while content knowledge means a form of practical knowledge that can be useful in guiding teachers' actions in highly contextualized classroom settings (Shulman, 1986a). Shulman (1986a) also argues that developing general pedagogical skills was insufficient for preparing content teachers as was education that emphasized only content knowledge. The key to distinguish the knowledge base of teaching rested at the integration of content and pedagogy (Shulman, 1986a). Pedagogical content knowledge is also viewed as teachers' interpretation and transformations of subject-matter knowledge in when facilitating student learning in the classroom (Shulman, 1986a).

Six key elements of pedagogical content knowledge were proposed by Gudmundsdottir and Shulman (1987).

## **SIX KEY ELEMENTS OF PEDAGOGICAL CONTENT KNOWLEDGE**



This theory contributes to this literature review because the purpose of the study is also to look at teachers' challenges and how their teaching was acquired. The key elements above include curriculum knowledge, teaching strategies and understanding learners' conceptions of the subject which is crucial in this study because the researcher will focus more on isiZulu teachers' readiness to teach isiZulu FAL and the implementation of the current curriculum (CAPS) regarding teaching FAL. Teachers' assumptions were highlighted in this section and this study will try to investigate if teachers understand their learners' conceptions and their background of isiZulu as a subject.

Practical knowledge involves knowledge of how to structure and represent academic content for direct teaching to students, knowledge of the common conceptions, misconceptions and difficulties that learners face when learning particular content. Lastly, it also entails the knowledge of the specific teaching methods that can be used to address learners' learning needs in the classroom (Shulman, 1986a).

## **Conclusion**

In this chapter, the relevant definitions of "Mother tongue" and "Former Model C schools" were discussed using relevant literature. Further discussions of FAL's status globally and nationally was clarified in order to give better understanding of what is happening in other countries with similar situations. The theories like Pedagogical Content knowledge (PCK), Additive Multilingualism and Code switching were discussed relating it to the challenges faced by the Zulu teachers and Zulu learners in former model C schools. History of languages in education also shed light on giving the root of the challenges that are faced by Zulu teachers today and why Zulu learners cannot converse in their mother tongue fluently. In the next chapter the methods of data used in this study will be discussed further.

## CHAPTER 3

### 3.1 RESEARCH METHODOLOGY

Chapter two (literature review) laid the foundation for this chapter where the researcher presents the paradigm, research approach, research design and research methods. Methodologies used in this chapter help to give more understanding of what isiZulu FAL teachers experience in former Model C schools. Qualitative research designs such as interviews and observation were utilised to gather data for the development of this study. The chapter also discusses and describes the characteristics of the participating schools and the teachers involved.

A paradigm is defined as a worldview, and a set of principles that guides action, a general orientation about the world (Creswell, 2012). Interpretive paradigm was used in this study as it was more relevant because it concerns itself with individual cases (Cohen, Manion, & Morrison, 2002). According to (Cohen et al., 2002), interpretive research strives to understand the meaning people have constructed about their world and their experiences. It is also relevant to my study because I am trying to understand the experiences isiZulu FAL teachers in former Model C schools when trying to teach isiZulu FAL to learners who cannot communicate in IsiZulu fluently. Therefore, in attempting to do this research, a qualitative approach was deemed most appropriate. This approach also facilitated the achievement of the main objectives of this study.

### 3.2 Qualitative approach

As previously mentioned, the study used a qualitative research methodology which is basically described as the research that focuses on how individuals and groups view and understand the world and also construct meaning out of their experiences (Johnstone, 2000). Johnstone (2000), also indicated that qualitative research also involves an in-depth understanding of human beings, and the reasons that govern human behavior. In this study, this approach was used to collect, analyze and interpret data by observing what people did, taking down notes during the process and interviewing participants.

Other scholars like Barbour (2013) indicated that qualitative research methodology assist us in understanding illogical behaviors. It helps to understand the explanation of why things are the way they are and why people act that way. According to McMillan and Schumacher (2014), qualitative research is interactive, face to face research that requires more time to systematically

observe, interview and record processes as they occur naturally. The findings in this study provided me as a researcher with the information on why isiZulu FAL teachers in former Model C schools in Durban North were facing the challenges when teaching the learners who cannot express themselves in isiZulu. This approach also helped in observing teachers' methods when teaching. However, this approach also has its strengths and limitations. Qualitative data can be easily influenced or manipulated by the researchers' values as the limitation for this approach, which is the cause for concern due to its subjectivity and complexity (Barbour, 2013). In this study, the researcher interprets the teaching styles and learning.

This research is in the form of a case study. Creswell (1994) cited in (Cohen et al., 2011) defines the case study as a single instance of a bounded system, such as a child, clique, a class, a school or community. Yin (2011) argues that the boundary line between the phenomenon and its context is blurred in a case study research. Case study can be defined as an empirical inquiry that investigates a contemporary phenomenon within its real life context, when the boundaries between phenomenon and context are not clearly evident and that is when multiple sources of evidence are used (Yin, 2011). The case study is grounded on the basic philosophical assumption that human behavior, thoughts and feelings are also determined by their context, and how people behave, feel and think can only be understood if one familiarize themselves with their world and their role in it (Gillham, 2000). According to Yin (1994), there are three main types of case studies. There is an explanatory case study, descriptive case study and exploratory case study. This research is a descriptive and explanatory case study because the purpose is to describe the context and to answer the question of how teachers teach IsiZulu FAL to isiZulu learners who cannot speak isiZulu fluently. This case study also provides explanations of why teachers teach the way they do and why they experience teaching, the way they do.

### **3.3 Why choosing case study design?**

Case studies can be utilized effectively when the researcher wants to understand the complex social phenomena like classrooms interaction within a real life context. They are also good in answering the questions like "How" and "why". Two schools were chosen in this study and the researcher started with interviews that were followed by observations in Grade 8 classes from both schools.



As it was previously mentioned, two Former-Model C schools were chosen from Durban North region (as my sites for the case study) and it was not the researchers choice to have two girls only school. The design intended to include a range of school types, but access to these sites were a problem. Permission to conduct the study in identified schools proved to be a very difficult resulting in the researcher making a decision to include schools that provided access to conduct research. This was a technical decision and a limitation to the study. However, as no comparative analysis was intended and extrapolation was not intended, the site selection limitation did not compromise the study in any way. The intention was to interview two teachers from girls' schools, two teachers from boys' school and another two from co-education schools. The Zulu teachers were more than willing to participate in this study but the problem was the gate keeper's note as their principals did not give them permission to participate in this study. Teachers were identified as suitable representative of novice and experienced teachers, those who have taught isiZulu as a home language and first additional language and those who isiZulu as FAL only. Despite all the challenges, the researcher managed to get permission from two former Model c schools (girls' schools) in Durban North that are named school A and School B.

The research is specific to the context of the schools in the study and the experiences of and narratives of the two teacher participants. The teachers, therefore, formed the case study. The description of the schools was needed in order to provide a description of the contexts in which these teachers taught. Two teacher participants were selected, one from each school. The two participants were the only teachers in their respective schools to teach isiZulu as a FAL.

### **3.4 Description of school A**

School A which was chosen for this study is located in the Durban North suburb of Durban. This is the fifth isiZulu female teacher since they have introduced isiZulu in this school as the previous Zulu teachers before her only stayed for few months or a year and resigned. She is the only isiZulu teacher, teaching from Grade 8 to 12 as there is only one class per grade in this girls' school. The school enrolment is 850 but the number of isiZulu learners in Grade 8 is 30. Other classes are demonstrated below.

<b>SCHOOL A Grade</b>	<b>Number of isiZulu learners per grade- 2015</b>
Grade 8	30
Grade 9	26
Grade 10	28
Grade 11	23
Grade 12	20

The teacher is also a Zulu speaker from a Zulu background. She qualified in the 1980's as an isiZulu home language teacher and she has taught in three different schools in rural areas and townships. The Grade 8 isiZulu class was chosen as it was their first year of learning isiZulu in high school. The class was very mixed as they are 12 Zulu speakers, 3 Zulu girls who were adopted by White South Africans in childhood, 6 Xhosa speakers, 3 Sotho speakers, 1 learner from Malawi, 3 Nigerians and 2 Zimbabweans.

### **3.5 Description of school B**

One female teacher was interviewed in school B which is also a girl's school located in Durban North. The enrolment in this school is 752 and the number of learners in their Grade 8 class is 24. The learners are also mixed in school: 14 Zulu speakers, 4 Xhosa speakers, 2 Sotho speakers, 2 English speakers and 2 girls from Ghana. The school B teacher was previously an English FAL teacher in rural areas before and she was also promoted to be a principal in a township school when she was 49 years old. She resigned at 53 and she was appointed at this school at the age of 55. A table showing numbers of isiZulu learners per grade is demonstrated below:

<b>SCHOOL B Grade</b>	<b>Number of isiZulu learners per grade-2015</b>
Grade 8	24
Grade 9	22
Grade 10	20
Grade 11	26
Grade 12	23

### 3.6 TEACHERS

Teachers from both schools were female and they were employed because they were both isiZulu speakers. The researcher observed that both teachers did not qualify to teach isiZulu FAL as their major subjects because it was not available when they were both studying at tertiary level. In school A the teacher was previously a qualified IsiZulu home language teacher in a township high school and in school B the teacher was a previously qualified English and Afrikaans FAL teacher in a rural area high school before she was promoted to be a principal in a township school. They were both over 50 years old and they were not trained to teach isiZulu FAL as it was not their area of specialization. Their qualifications are listed in the table below.

**Table showing details of the participant’s qualifications and the total number of years teaching IsiZulu FAL.**

<b><u>School Observed</u></b>	<b>Qualifications and Major Subjects</b>	<b>Year of qualification</b>	<b>Experience as a Teacher (Total number of years)</b>	<b>Total Number Of Years Teaching IsiZulu Fal</b>	<b>Age Range</b>
<b>School A-Teacher A</b>	SCE – IsiZulu Home Language & History  BED- Honours	1980  1990's	31 years	10 years	50-59
<b>School B-Teacher -B</b>	Primary Teachers Certificate (PTC)  SCE – English & Biology	1974  1990's	40 years	07	59-65

## **3.7 Research Designs**

As this is a qualitative study, it was also grounded in empirical field methods which meant the researcher had to go to the field to gather data. In the next session the data collection designs are presented.

### **3.7.1 Interviews**

Data was produced through an iterative process over several interviews per participant. Interviews were semi-structured in nature. Initial interviews were conducted to gain a relationship of trust and openness with participants (Fontana & Frey, 1994). Conducting an interview is a more natural form of interacting with people than questionnaires. The two female teachers who were interviewed both started their teaching from previously disadvantaged schools in rural areas and one in the township school. The semi-structured interviews were aimed at encouraging teachers to talk about their experiences in former Model C schools or challenges they face when teaching isiZulu FAL learners who cannot converse fluently in IsiZulu in the Durban North area. It is imperative to note that both teacher participants were interviewed about their experiences using IsiZulu as a medium of instruction to make them feel more comfortable.

Semi- structured interviews were utilized in order to get a clear picture of participants' perceptions and beliefs about the crucial issues that were discussed (Greeff, 2005). The interviews were based on open ended questions, covering the following themes:

- ❖ Teachers challenges in IsiZulu classes and the focus was on Grade 8 because they are doing IsiZulu for the first time in high school.
- ❖ Language used for teaching in order to make sure that the learners are involved in your lessons (Code Switching)
- ❖ Learners' challenges from a teacher's perspective and their feelings about learning in isiZulu and how they resist the language.
- ❖ Promotion of isiZulu by teachers in former Model c schools.

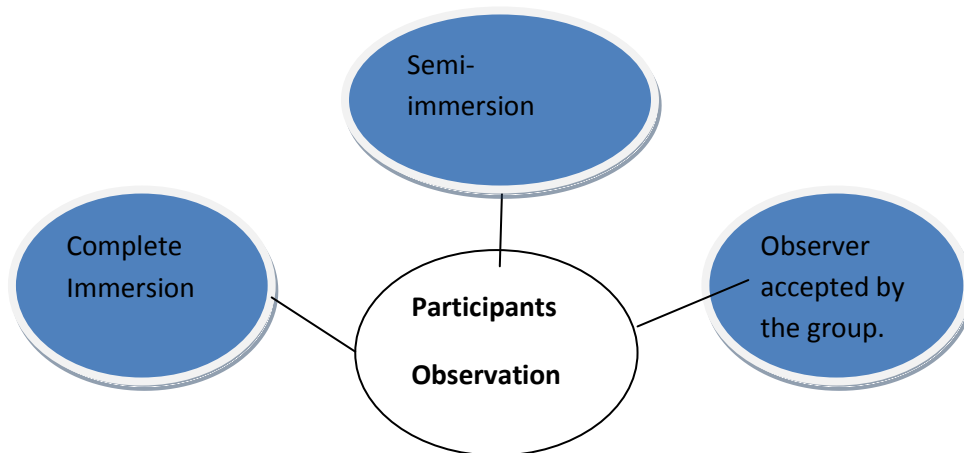
Interviews were conducted on a one-on-one basis in order to assure the participants confidentiality. With the interviewees' permission, a tape recorder was used to record our interview and the participants were also given copies of the recordings. The advantage of recording is that if the research misses something in the interview it can always be reviewed later

using the tape recorder. Another advantage of interviews is that questions can be explained and they also have that capacity for correcting misunderstandings by participants (Sarantakos, 2012). In this study the researcher interviewed a 63-year-old female in school B who required more clarification on some questions before responding.

On the other hand, interviews also have limitations. They are expensive as you go to different schools and they are also time-consuming. Another challenge for this study was to get the most convenient interview times or appointments with the participants as they always have extra – murals activities after school in their schools. Kumar, Roberts, Rothnie, Du Fresne, and Walton (2009) argues that the experience of the interviewer can also affect the quality of data. In this study, the experience of the researcher might have influenced these interviews when probing interviewees. The researcher can easily miss some important information during this process and one always realizes this when listening to the tapes afterwards. The other limitation of not doing video recordings is that body language or non-verbal communication when listening to the tape afterwards are not available to the researcher.

### **3.7.2 Classroom Observation**

Observation is a very distinctive qualitative technique of gathering data because the researcher is given an opportunity to observe phenomena as they occur naturally (McMillan & Schumacher, 2014). Grade 8 IsiZulu lessons were observed by the researcher. The researcher observed what the isiZulu teacher and learners were doing in the process of learning and teaching. According to Cohen et al. (2002), the researcher can have first-hand information on what is really taking place in the classroom. The researcher also needs to become part of the world of the people under investigation so that he or she can get to know them and gain their trust (Bogdan & Biklen, 2006). According to Wisker (2006) there are three types of participant observation.



- ❖ Complete immersion is where the observer is actively involved or totally immersed in all the activities taking place.
- ❖ Semi- immersion, not everyone is aware they are being observed but some group members will know that the researcher is an observer.
- ❖ Lastly, the researcher may be accepted by the group as an observer, but does not have to be a group member to be accepted.

As the researcher of this study I have been teaching isiZulu FAL and SAL in one of the former Model C schools for the last fifteen years and it was my first job where I started the isiZulu department in the school. So in this case the researcher was accepted as an observer and did not have to be a group member as she is known as the cluster co-coordinator of isiZulu FAL in this area. This research study has given the researcher as a teacher and coordinator an opportunity to observe the behavior of isiZulu learners in different former Model C schools and to examine similarities and differences from these schools and the researcher's school. As the researcher is also trusted by the subject advisor as a cluster coordinator to assist teachers in the area, this observation can also help the researcher to compile a programme that can help teachers with the challenges they face in the classroom when teaching isiZulu.

Classroom observations were conducted over a period of two days per school. The purpose of observation was to obtain information within a classroom context that involves teacher-learner interactions. These observations were also used as points of engagement during the interview sessions with teachers to gain deeper insights into the challenges faced in teaching and learning.

In both schools the researcher was given permission to observe IsiZulu lessons by the principal and the Zulu teacher. The researcher observed the language used by the teacher when teaching and how the learners responded to the lesson. The main objective was to listen to the learners communicating with the teacher in IsiZulu and how they used the language when learning was taking place. The observation process assisted the researcher in observing some challenges that the teachers were facing in the classroom. The data was collected while teaching and learning was taking place in its natural setting (Cohen et al., 2011).

### **3.7.3 FIELD NOTES**

The researcher also had to keep field notes to record everything that was happening during the period of data collection for this study. The field notes included observations that were used in the study during one-on-one interviews with the participants which occurred in their domains or classrooms after the lessons. According to Lincoln and Egon (1985), it is also imperative to record feelings and thoughts in your field notes during the period of collecting data. Field notes can also assist the researcher to gain insight into participants' views that cannot be expressed verbally during the interview. (Mosia, 2011) also highlighted that field notes also constitutes the descriptions of the what, who, where and how of the research context. Data will be presented in an integrated way.

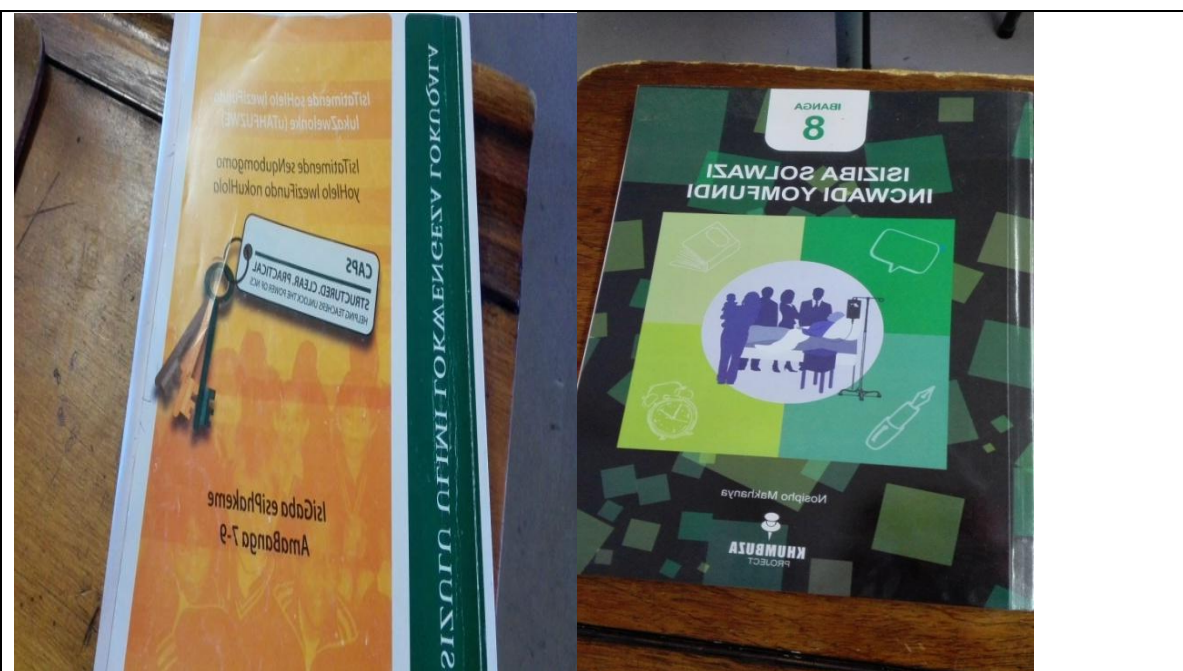
### **3.7.4 Document Analysis**

The documents such as CAPS which is the current policy document used by teachers as guidelines, will be analyzed in order to observe if it was useful or relevant to isiZulu teachers or not. The other documents analyzed were the Grade 8 textbook that goes with a reader (Izixazululo Zethu, published in 2013 to go with the new curriculum document) and noun classification wall chart used by Teacher A when teaching nouns and subject concords. The table below will give a clear description of the documents.

<b>Documents</b>	<b>Description</b>	<b>The importance of this document in the study</b>
CAPS curriculum policy	A new curriculum document that assist the teachers with the guidelines on what to teach, how to teach and assess first additional language (FAL)	This document assisted the researcher in trying to find out if the teacher can follow this document when teaching learner's who cannot speak isiZulu fluently in Grade 8
Izixazululo Textbook and reading book (Grade 8)	These textbooks are compiled by isiZulu home language teachers or authors for isiZulu FAL learners. They assist teachers when teaching language/grammar and creative writing. They are set according to the CAPS document, covering all requirements for the new curriculum.	The researcher assess if these books are suitable for the level of the learners in former model c schools while observing lessons. It assisted in understanding why teachers had to compile their own notes or booklets for their learners in addition to the textbooks.
Izixazululo Reading Book (Literature) for Grade 8	This book covers three different genres: Short stories, folklores and poetry.	The researcher was interested in this book in school B when the teacher had to translate the short story from the first word to the last one to ensure that all the learners understand the story and the words or language in the story.
Teacher's assessment program.	This is the document that is linked to the CAPS/ new curriculum document, specifying all assessment tasks for the year. It is divided into terms(term 1-4)	This document assisted the researcher in understanding the pressure that teachers had when trying to meet those deadlines from the assessment program. Term is a challenge because some of the learners they teach have no background in isiZulu as a subject or language. They have to start from the basics.



Pictures for different documents below:



*Picture of the CAPS document.*

*Isiziba Solwazi Text Book*

The summary of the data collection process including research questions, data collection tools, participants and the purpose is given below.

### 3.8 Data Collection Schedule Table

Research Questions	Data Collection Tools	Participants	Purpose
<ul style="list-style-type: none"> <li>What challenges do isiZulu FAL teachers face in teaching isiZulu to Black African learners who do not speak isiZulu as their usual medium of communication?</li> </ul>	Observation Schedule Interviews Field notes	Teachers	This question gave me an insight into the impact of challenges that are faced by isiZulu teachers in the classroom. T

<ul style="list-style-type: none"> <li>• What implications do these challenges have on teaching and learning of isiZulu first additional language?</li> </ul>	Interview Observation schedules	Teachers	
<ul style="list-style-type: none"> <li>• How do these teachers and learners feel about their teaching and learning experiences?</li> </ul>	Observation Schedule Interviews	Teachers	
<ul style="list-style-type: none"> <li>• What can be done to support teachers and learners to manage the identified challenges?</li> </ul>	Interviews Policy Document Field Notes	Teachers	This question assisted the researcher in attempting to address challenges as the subject coordinator in the area.

**3.9 VALIDITY & RELIABILITY**

To understand the meaning of validity and reliability, one needs to present various definitions of the two terms given by many qualitative researchers from different perspectives. Validity is an important key to effective research and one needs to ensure that every piece of research is valid in order to be regarded as something worthwhile (Cohen et al., 2011). Validity is also described as the degree to which a research study measures what it intends to measure (Abbas & Asghar, 2010). According to Asghar it determines whether the research truly measures that which it was intended to measure on how truthful the research results are. Researchers generally determine

validity by asking questions and look for answers in the research of others.(Abbas & Asghar, 2010). As a qualitative researcher myself, I should be concerned about validity and reliability while designing this study. This study used interviews, observations and document analysis to look for answers. Teachers from two different schools were interviewed and observed after getting permission from schools and the research office. These methods are used often in qualitative research as they contribute towards ensuring validity of the study. The data was generated during interviews and the participants were also given a chance to read the transcripts to ensure that it was a true reflection of what was discussed during interviews.

Reliability on the other hand is defined as the consistency of results when the experiment is replicated under the same conditions and is very different to validity. In other words, a study can be reliable without being valid or vice versa. However, as a researcher you need both if you want an authentic study (psucd8,2001). To ensure reliability in my study, the transcripts will be returned to the participants as the member check to verify and adjust responses if necessary.

### **3.10 ETHICS AND BIAS**

It is very important for a researcher to be aware of ethical concerns in education and the foundations on which they are built (Cohen et al., 2011). In my study, ethics were maintained through the full disclosure to participants about the research focus purpose and data process. Permission to conduct research was only granted by the principals and teachers from the two schools instead of the six that the researcher wanted to be part of case study. Participants were also alerted about their rights to withdraw anytime and anonymity will be assured. According to Schumacher and McMillan (2006) , it is important to obtain consent from participants and also to ensure that their anonymity and privacy were preserved and respected. In order to avoid the potential of influencing data, the interview was piloted in advance. It is important to acknowledge that the researchers' own understandings, perceptions and theoretical biases can also have an impact on the research (Nijholt, Tan, Allison, del R Milan, & Graimann, 2008). With this in mind it is important to acknowledge that my own understandings, perceptions and theoretical biases might have an impact or influence my research.

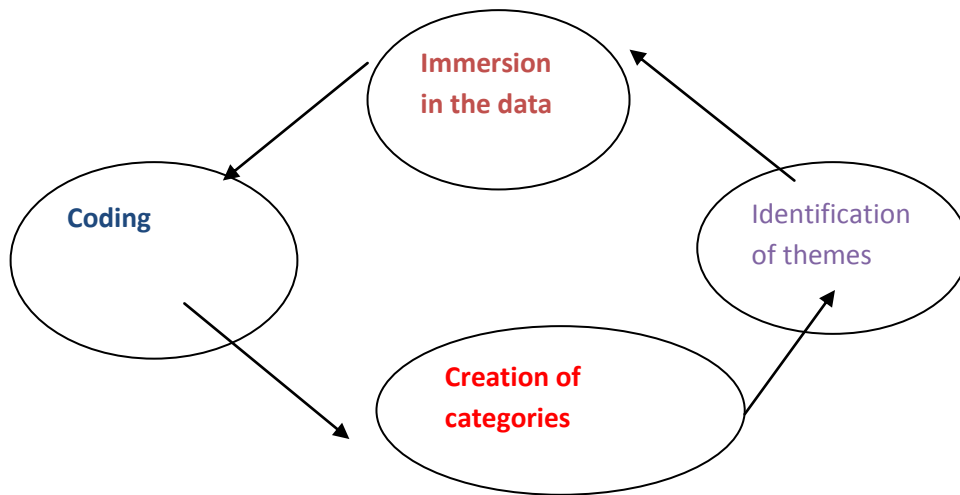
### **3.11 LIMITATIONS**

The weakness of qualitative research is that it is not an appropriate means for arriving at statistical descriptions of large populations. The research can give you important insights but those individuals selected for interviews are representing thousands of other people in the same situation who might have different opinions or views about the same topic (Wallien et al., 2009). It is important to acknowledge that the researchers' own understandings, perceptions and theoretical biases can also have an impact on the research (Nijholt et al., 2008). The researcher in this case is teaching the same subject in the same area and she is also a cluster coordinator of the subject for the same schools in the area. The main concern is that the participant might have done everything according to the book in order to impress the cluster coordinator and that will not be a true reflection of what is really happening in the classroom. One good example is that participants might respond positively during interviews, telling what she thinks the researcher wants to hear. The evidence will be during observations in the classroom. Although the process was explained to them beforehand, the participants still feel uncomfortable in their lessons and they try to impress which is why it is important to gain their trust before the process.

### **3.12 DATA ANALYSIS TECHNIQUE**

As previously highlighted, this is a qualitative study but simple quantitative elements like tables are also used in this study to present crucial information in the study. Smith et al. (2004) argues that all research will always involve some numerical data that could usefully be quantified to assist the researcher in answering questions. It was imperative to use quantitative data in this study but it does not change the fact that it is qualitative data.

Thematic analysis was used when analysing data in this study. According to Braun and Clarke (2006) thematic analysis is a qualitative analytic method for identifying, analyzing and reporting patterns with data. It organizes and describes your data set in detail, and also interprets various aspects of the research topic (Braun & Clarke, 2006). Green et al. (2007) also argued that thematic analysis involves four steps listed below:



In this study the researcher was actively involved in the data during observations, document analysis and interviews. Each interview was recorded and transcribed. Interviews were time-consuming as one participant was interviewed twice and your listening skills as a researcher must be good to avoid problems when transcribing their responses. The researcher also had another challenging task of translating their responses as both participants preferred to be interviewed in isiZulu.

The next task was related to coding as the researcher had to organise and examine information from interviews. Descriptive labels were used to segments of transcripts and categories were created from the codes based on the participant’s responses. The next step was the comparison of the codes for duplication which led to creating categories which assisted with the analysis and interpretation of data. The themes that were influenced by the research questions were also identified through this process. The themes assisted the researcher in understanding the challenges that are faced by isiZulu teachers when teaching isiZulu learners who are not fluent in isiZulu in former Model C schools. This is discussed extensively in Chapter four.

### 3.13 CONCLUSION

The main focus of this chapter was on the methodology utilised to develop the study. The qualitative research approach which the study utilised was discussed and described in detail as well as the philosophical assumptions that were used in this study. The chapter also highlights the fact that this study was grounded in the interpretivist paradigm, which considers reality as subjectively constituted.

## **CHAPTER FOUR**

### **4.1 INTRODUCTION**

The purpose of this study is to explore the challenges facing isiZulu FAL teachers in former Model C schools of the Durban North area. In the previous chapter I outlined the research design that produced the data for the study.

In this chapter, I present and discuss data that was generated through lesson observations, individual semi-structured interviews and document analysis. There were two stages of interviews. The first one was conducted before classroom observations and the second one was conducted after observations. The documents such as CAPS (teacher's guideline), learners' workbooks, textbooks, reading books (Izixazululo Zethu Books) and a noun classification chart were analysed. The discussion of the teachers' responses includes quotations from the interview data and some references to the relevant literature review in order to support the findings of this study. To ensure confidentiality of the participants, letters A & B were used to identify the teacher participants and the schools where they teach. This means the first school will be called "school A" and the teacher will be called "teacher A", the other school will be called "school B" and "teacher B"

I will start by providing an overview of how classroom observations were conducted although I was not permitted to take photos or video tape while teaching was taking place. I will also try to describe each classroom setting and my impression of teachers as I observed their teaching. Secondly I will present themes that emerged from data collected.

### **4.2 Classroom Observation in school A**

Classroom observation took place after our first interview in school A from October to November 2015 and I was only permitted to attend two sessions. The teacher agreed to create a schedule for my visits to her classroom and I had to ensure that it was during her grade 8 isiZulu. We both had to find lessons where I was also free in my school to go and observe lessons. I took a day off so that I could have more time to observe and engage with learners and have more informal conversations with the teacher in the classroom. This gave me an opportunity to get a real sense of the climate of the class and the school. During the process I managed to visit the school five times but was only permitted to have two observations by the school principal. I tried

to note all the details while observing in both schools as I was not allowed to video tape. My field notes were utilised when interviewing both participants after observations.

I will use thematic discourse analysis and content analysis to analyse data. Content analysis is an analytic technique that can be used to mine the texts leading to specific findings (Krippendorff, 2004). In this study the texts consisted of interview transcripts, observation notes and document analysis. Content analysis can also include thematic analysis through coding, comparing as well as in drawing theoretical conclusions from the text (Stake, 2013). Discourse analysis involved the process of mining the data to identify analytics that could be read in context. The contexts being the school, the teacher, the learners and the subject (which is isiZulu FAL). By reading the texts (interview transcripts and observation field notes) within the identified contexts, nuanced meanings emerged that gave richness to the analysis of the data.

### **SCHOOL A- TEACHER A's CLASSROOM**

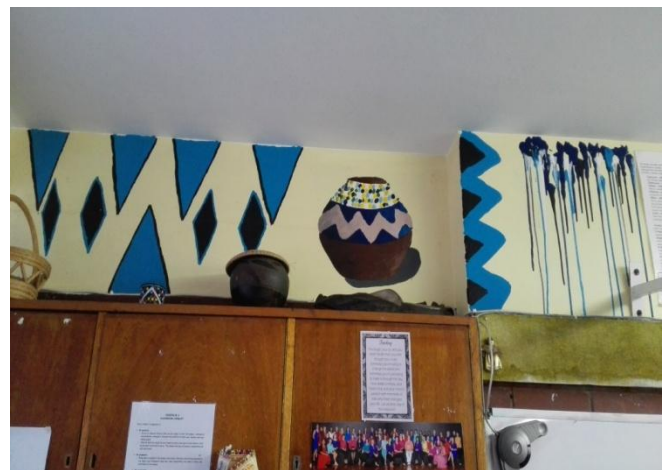
Teacher A's classroom was neat and well organized with some isiZulu charts on the walls and some decorations demonstrating the Zulu culture. I also observed that the teacher had a computer, smart board and a projector in her classroom but it was not used during the process of observation. I will elaborate on this when discussing teachers' challenges.

**Pictures below are showing some items in the Zulu classroom (Teacher A)**

**Picture showing data projector in the classroom**



**Some painted decorations on the wall**



## SCHOOL B- TEACHER B's CLASSROOM

Teacher B also permitted me as a researcher to come and observe her lesson in a very welcoming classroom with paintings portraying isiZulu culture and the kingdom of the Zulu nation. She also had wall charts demonstrating all the isiZulu letters, focusing more on click sounds. She also had posters with isiZulu and English translation. The rules of the isiZulu classroom were also presented nicely on the poster using both languages. Unfortunately, in school B, I was not permitted to take photos. The next section will focus on the summary of themes generated from this data.

### 4.3 THEMES

Theme	Categories	Sub- Category
1	Lack of teacher's adequate training	1. Lack of training 2. Lack of mentorship in their first years of teaching isiZulu
2	Language in the classroom	1. Language barrier 2. Code- switching
3	Learners' attitudes	1. Learners' attitudes towards isiZulu. 2. Dealing with learners' frustrations.
4	Lack of adequate teaching resources	1. Lack of updated teaching material 2. Technology in the classroom

#### Theme 1: Lack of teacher's adequate training

##### 4.3.1 LACK OF TRAINING IN TERTIARY INSTITUTIONS

One of the themes that emerged from the interviews was the lack of proper training and qualifications to teach isiZulu FAL. In Shulman (1986b) theory it was highlighted that if language teachers lack rigorous and accurate training or preparation it might result to poor performance of the learners and frustrations from the teachers. Mmusi (1998) also argues that without proper training of teachers in teaching FAL or SAL, the country will continue to disadvantage the majority of our population as it is happening already



In this study both participants admitted that they had limited knowledge on how to teach isiZulu FAL because they were not qualified to teach isiZulu FAL and it did not exist during their years of training. I realised that they were not confident enough when trying to explain the difference between isiZulu home language and isiZulu FAL. Teacher A was trained to teach isiZulu home language and teacher B was trained to teach English FAL. For instance, when I asked Teacher A if she thinks that her qualification prepared her enough to teach isiZulu FAL, she said:

*No, it did not and there was nothing like that at our training college. I took isiZulu home language as one of my major subject and what we have here is total different from that. I've been teaching isiZulu home language for more than 15 years and it was so hard for me to adjust to isiZulu first additional.*

**When Teacher B was asked the same question she responded by saying:**

*I trained at Appelsbosch College in the 1970's and there was nothing called isiZulu FAL during that time. I took English first additional language as my major subject and I've been teaching for more than 20 years before I became a principal. After resigning as a principal, I went for this job interview in former model C thinking that if I can teach English FAL, I can also teach IsiZulu FAL. The school principal also asked me if I can teach isiZulu FAL without training and she was impressed when I answered that question and I was employed. It was a different story in the classroom than what I thought.*

The responses above clarify the fact that both teachers were not trained to teach isiZulu FAL as it was not available during the times of apartheid. They were both trained to teach other subjects and they were employed to teach isiZulu FAL because they are both isiZulu speakers and it was assumed that they can also teach isiZulu using their background knowledge of isiZulu and the skills they learned when training to teach isiZulu home language (teacher A) and English FAL (teacher B). Teacher A had isiZulu home language and it was hard for her teach adjust and teach on the level of her learners.

Ntshangase (2014), in his study stated that most of isiZulu FAL teachers in former Model C schools were not trained to teach isiZulu FAL but they found themselves teaching isiZulu because they are Zulu speakers and these schools were desperate to get isiZulu teachers at that

time. According to Murray (2002), teacher training is the most crucial area of teacher development that is neglected. Interviewing the two teachers' one realised that teaching a language to the Black isiZulu learners who cannot write, read or speak isiZulu fluently was really challenging to both participants. Murray (2002) also agrees with that when he argues that teaching learners who are non-language speakers or learners who cannot communicate fluently in that language is difficult if you are not trained or not properly trained to teach that language. Teacher A assumed that it would be easier to adjust to FAL level as a teacher who was only trained to teach isiZulu home language. She also assumed that as the majority of the class was Black isiZulu speakers they should be able to learn isiZulu FAL faster. During our interview with teacher A, I asked her about her expectations when she started teaching isiZulu FAL in former Model C schools? She responded:

*“To be honest with you I thought that I will be fine because the majority were isiZulu speakers when I saw isiZulu surnames on my isiZulu class list. I assumed that even if they didn't learn isiZulu at primary school but they'll be able to understand and speak isiZulu in class. To my surprise, the same group of black isiZulu speakers looked lost when I was teaching in isiZulu and they kept on asking me to repeat things in English or asked me to speak slowly”*

After this response teacher A then realised that her assumptions were wrong and that it was not the same as teaching home language to isiZulu learners. Teachers are better in teaching home languages to first language speakers than teaching FAL to second or third language speakers (Murray, 2002).

Teacher B was asked the same question and she responded:

*“I was warned about my learners who were not fluent in isiZulu but I didn't know it was that bad. In my lesson I felt like I was lost in another planet and my learners also looked lost, staring at me, not responding to anything I was saying. I realized that they were different from isiZulu Home language learners I taught before”*

Most of the teachers tend to teach isiZulu the way they were taught which is not suitable for the learners they teach (Ntshangase, 2014). Teacher B as it previously mentioned was only trained to teach English FAL and she also thought she can do the job because FAL are all based on the

same language policies. According to her she was not aware of the learner's backgrounds. Both participants were asked if they know their learners' backgrounds in isiZulu?

Teacher A responded:

*Hey I must say I was surprised to hear that they had no background in isiZulu from primary school. Our feeding schools don't offer isiZulu FAL and when I questioned this I was told by one of the primary school teachers that the department language policy allowed them to choose one first additional language and they chose Afrikaans after the survey involving parents. This was a shock to me because it meant that I have to start from the basics covering primary school syllabus.*

Teacher B was asked the same question and she responded:

*First of all, I expected them to be able to speak isiZulu because the majority was isiZulu speakers. I was not aware that I had to start with conversational Zulu so that they can learn to communicate in isiZulu. I was worried about this because there were curriculum requirements for the Grade 8's to be fulfilled when it comes to assessment and these learners were learning isiZulu for the first time in Grade 8. I real didn't know where to start with them at first because I was not even trained to teach isiZulu on different levels.*

This transcript above confirm that primary schools did not offer isiZulu FAL, so it was clear that the learners were doing isiZulu for the first time in Grade 8. She was an English FAL high school teacher and the learners she taught previously were taught English in primary schools, so this was challenging to her because she did not study isiZulu and its methodology and yet she is expected to teach it at high school level, starting from the basics that were supposed to be covered at primary school level. This problem she experienced in her first year in a former Model C school which emphasises the fact that proper training and retraining of teachers can help teachers concern in teaching the languages using relevant methodologies. Teachers' responses to this question convinced the researcher to conclude that one of the challenges is the lack of proper training for teachers. Shulman (1986b) also emphasises proper training of teachers and that teachers must also understand their learners' backgrounds and challenges they face in that particular subject.

In the next section the focus will be on the other part of training which is referred to as mentorship.

#### **4.3.2 Theme 2: Lack of Mentorship**

As previously mentioned, most of the schools including former Model C schools were not prepared enough to offer mentorship in isiZulu to new teachers in the schools (Sarason, 1990), when they first introduced the language in their schools. During interviews I asked both teachers the following question: How was your first year of teaching isiZulu FAL in former Model C schools?

*Response from Teacher A: “Mhuu... I felt like I was thrown in the deep end expected to find my way out. It was a new environment; teachers of other races were nice to me but the problem was in the classroom. I was not sure of the content of the subject I had to teach. I doubted my decision of taking this job”.*

*Teacher B responded to the same question: “I was so isolated in my classroom because of my inferiority complex and not feeling comfortable with interacting with my colleagues who were English and Afrikaans speakers. The main problem was that I had to face the reality of starting the isiZulu department from scratch. There was no one to ask or share ideas with. Other language teachers offered help but couldn’t do more than explaining the first additional language policy and assessment guidelines to be followed”*

Little (2003) argues that teachers who are new in the school feel isolated in their classrooms and they may not feel comfortable to share their problems or ask for assistance because that might be viewed as incompetent as they are expected to figure things out on their own as good teachers. Stein and Mamabolo (2005) also agrees with the statement above when he stated that teachers lack proper training at the universities or teaching colleges, they then feel like they are thrown into the deep end when they are employed to teach in former Model C schools where they face the challenge of starting a department that did not previously exist. This was confirmed in the findings when Teacher A was asked if she had any kind of mentorship when she started teaching isiZulu FAL, as she responded:

*“Yooo-Lutho (nothing), No one could help me when I started here. I was the first isiZulu teacher in the school and my HOD was more than willing to help but she was an English Home language teacher who couldn’t speak isiZulu. She only gave me some policy documents to follow when working on my work schedule and assessment tasks. As time went on I met my cluster coordinator and I had to network with other isiZulu teachers in my cluster and ask for help. I remember that some days I was so frustrated in such a way that I ended up calling in sick because I was not prepared for my classes, didn’t know what to teach”*

Lack of mentorship and frustration was also mentioned by Teacher B when asked the same question. She responded:

*“It was the most difficult time for me. It was a new environment for me and my classes were mixed (isiZulu speakers and non-Zulu speakers). I was aware that whatever I knew about teaching first additional language and about discipline in the classroom will never work here. I real needed someone to guide me and maybe give me a chance to observe another isiZulu teacher in action in the classroom. My HOD tried her best but she was a white English lady teaching English Home language. She couldn’t help me with isiZulu. To be honest I felt like quitting my job because of frustration but I knew it will be hard for me to get another job at my age. So I had to face that challenge”.*

The responses above emphasise the fact that mentorship is very important when starting in a new school, even if it is not your first teaching job. While they were responding I also realised that even the teachers who were trying to network in the area were also still in the learning process of teaching isiZulu FAL. They want to be sure of the curriculum by discussing the implementation stage and also to get ideas about how to address specific students’ needs. Both teachers also needed emotional support as they were both frustrated and Teacher A ended up missing some school days because of stress. It also emerged from the above transcript above that the thought of quitting was considered because of this experience.

### **Theme 3: Strategies used by Teachers in the Classroom**

### 4.3.1 Language Strategy

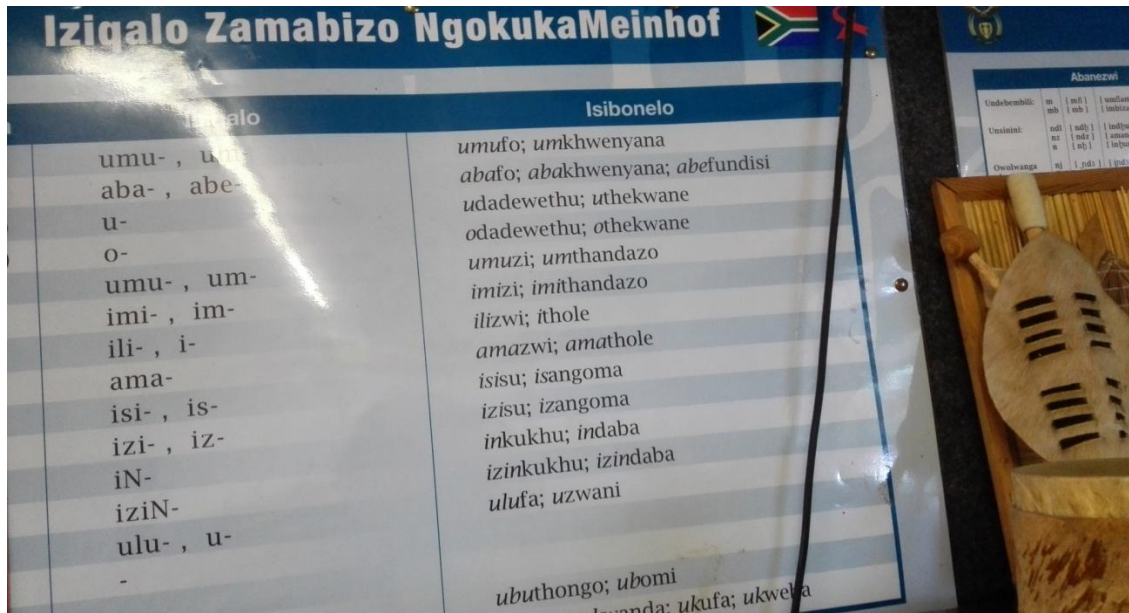
From the observations it was discovered that both teachers had to occasionally use English when teaching isiZulu because of the communication breakdown in the classroom. Teacher A tried to impress the researcher by giving the impression that her learners have improved in isiZulu but as time went on some learners were frustrated because they did not understand what the teacher was teaching. The teacher was teaching sentence construction and subject concords using the noun classification chart below. She asked them to give simple sentences they know and they gave the following sentences:

“Ugogo upheka ithanga”

“Umama usika ikhekhe”

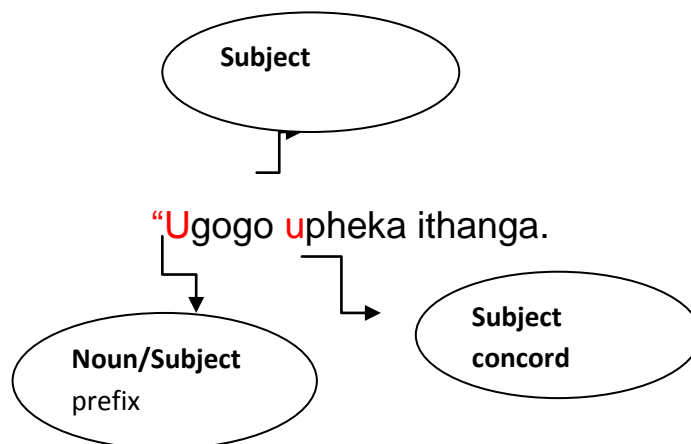
After those two examples she started to explain in English. After that observation I asked Teacher A why she started her lesson in isiZulu and changed to English within few minutes?

*She responded: “Eyi... I started with what they already know and when starting something new I had to start in English because they will be lost if I carry on in isiZulu. My main objective for this lesson was for them to understand sentence construction and that helps with their creative writing and language so I must be sure that they understand this”.*



**Picture of noun classification chart**

She used some examples of sentences given by the learners to explain what is demonstrated below. For instance, the sentence they gave was:



This lesson was presented in English but using proper Zulu words for subjects and subjects' concords and when Teacher B was also asked what language she uses when teaching in the classroom and why she was using that language , She responded:

*“Eyi. When I started I tried to teach in isiZulu language but I could see that my learners were lost and it felt like they were thrown into the deep end so I had to teach in English because they were all on different levels. One group in the classroom had no background of isiZulu as they were black isiZulu learners adopted and raised by white or Indian English speaking families. I also have Zimbabweans, Nigerians etc. in my classroom. Some isiZulu learners can speak isiZulu but they cannot write it and they sometimes get bored when I teach in English. That is the challenge for me, so when I teach I use both languages (Code switching)”.*

After observation, Teacher B was asked the same question as she presented a lesson on a short story. She presented her lesson by reading and translating a short story to her learners. After the lesson she gave them questions to answer in groups and in those groups I could see that she mixed Zulu speakers and non-Zulu speakers.

*“Hayi kunzima kakhulu, it is real hard to teach literature because I have to teach in English and sometimes I will not have enough vocabulary to translate all the difficult words in this short story. Sometimes I use those who are good in isiZulu and in English to translate for others in groups. They also get amused by my accent and they think it’s funny, that can be very disruptive sometimes and that’s where disciplinary problems start”*

#### **4.3.2 Code Switching**

As previously mentioned, code switching is imperative because it allows learners and teachers to engage in meaningful discussions in class, which will ensure effective communication and learning in the classroom. Moodley (2007) also emphasise that code switching is a natural phenomenon that happens spontaneously among English-isiZulu bilingual educators and learners and the fact that it can enhance learners’ vocabulary. Code switching maybe time consuming but with proper guidance it can be very effective (Moodley, 2007). du Plessis (2014) argue that code switching may lead to a better understanding of the subject matter and prevent communication breakdown between teachers and learners as some teachers also have an inadequate vocabulary. The participants’ responses suggest an agreement with these scholars. When the participants were asked if they think that code switching is the most effective strategy to teach their learners, Teacher A responded:



*“No we had to apply different methods depending on the lesson to ensure that my learners understand what I’m trying to teach. As time went on I learned to use music and computer games in my lessons. Code switching takes time but we always have to do it.”*

Teacher B was asked the same question and she responded:

*“Code switching cannot be avoided although it takes time. As I was teaching that short story I started with the vocabulary list and I always ask them to repeat new Zulu words after me in order to learn correct pronunciation. I must also say that it takes time; sometimes I make them work in groups where I will mix those few who are fluent in isiZulu and those who are battling to help each other with translations but I still have to code switch when explaining characters, setting etc. Instead of taking about 2-3 hours in a short story I take about five hours”*

Tiba (2012) also stated that sometimes teachers use learners who are fluent or competent in the language as interpreters and translators in the classroom. The learners could help with translations but in my observation in school I realised that some isiZulu learners did not have enough vocabulary to translate as was mentioned in Chapter 2 that there is still a problem with the development of isiZulu words, Code switching is time consuming and difficult for some teachers and it was also previously mentioned that teachers were not trained to teach isiZulu in English or at different levels. Nsibandé and Modiba (2009) also stated that translation produces poor quality of education because it takes time to teach other important aspects in the language.

#### **4.3.4 Theme 4: Learners’ Attitudes**

This study also found that learners’ attitudes can also create problems for the teachers in the classroom. According to Baker (1992), people who have positive attitudes towards the language are also likely to acquire it. During interviews it was also mentioned that some learners’ negative attitudes can also hamper their progress in learning isiZulu.

Both teachers were asked about learners’ negative attitudes and where they come from:

Teacher A responded:

*“I think the root of this problem is the parents’ attitude towards isiZulu and they don’t promote isiZulu at home because they think it’s not important in their children’s careers. They don’t even help their children with isiZulu homework”*

Kerfoot (2009) also agree with Teacher A when he stated that some people believe that indigenous languages like isiZulu in Africa lack the market value as they cannot be used as languages of trade globally.

Teacher B responded:

*“The stigma attached to isiZulu in our communities, parents at home and the government contributes to the learners’ attitudes towards isiZulu because they are not doing enough to promote isiZulu. Some of the parents just force their children to do isiZulu because they are embarrassed that their children cannot communicate with other family members”.*

Although some learners’ attitudes contribute to teachers’ challenges, there are still learners who have positive attitudes towards isiZulu. Mestry et al. (2012) also stated in his study that the majority of non-Zulu speakers and Zulu speakers (learners) always display a positive attitude towards learning isiZulu in former Model C schools around the Durban area, that includes Indian and coloured schools. In this study, teachers who were interviewed came up with a different view. They both agreed that some isiZulu learners are very positive and they are keen to learn. However, they also have a problem with learners who were forced by their parents to take isiZulu and they are very negative towards isiZulu. Both teachers were asked about the feelings or attitudes of the learners towards isiZulu and how they try to change their attitudes if negative?

Teacher A responded:

*Eyi- It is a challenge. Bahlukene amaqembu amathathu. Abanye abasifuni baphoqwa abazali ngoba sebenamanhloni ukuthi izingane zabo azikwazi nhlobo ukukhuluma isiZulu kanti abanye basuke bephoqwa yisimo sokuthi bayafeyila ka-Afrikaans bese bephushelwa abazali esiZulwini. Iqembu lokugcina yileli elikhetha isiZulu ngoba lisithanda okwangempela futhi lizimisele nokusifunda. (They are divided into three groups. One group was forced by their parents to take isiZulu because they were ashamed that their children cannot express themselves in their mother*

*tongue. Other group takes isiZulu because they are failing Afrikaans and their parents will force them into isiZulu classes. The learners mentioned above are a challenge because they don't want to be in my Zulu class and they are not interested. The last group chose isiZulu because they real want to learn their mother tongue and they feel bad that they cannot speak their language fluently.)*

The challenges mentioned above were also eye witnessed during observation as the researcher could see that some learners were not interested but they were trying to cooperate because they were aware that there was a visitor in the room. The same challenge was observed in school B and when teacher B was asked the same question, she responded:

*As it is I have disciplinary problems with the learners who undermine isiZulu but forced by their parents to do it. They always disrupt my lessons questioning the importance of isiZulu in their career because they are planning to move overseas when they finish school. They are always negative but I always try to motivate them by explaining why it's important to learn isiZulu and by introducing fun activities in my lessons like role plays, film study etc. They are isiZulu learners and non-Zulu learners who are very keen to learn and they love isiZulu. I've got some ex-pupils who are now studying medicine in universities and they are now coming back to me for extra tuitions, telling me they wish they took isiZulu seriously when they started it in Grade 8.*

In Ngcobo (2014) it is highlighted that people are more interested in the language that is dominant in the broader political and economical context. During the interviews both teachers also highlighted that even some parents at home had no interest in isiZulu as they were not even helping their children with isiZulu homework.

*Teacher B also highlighted that one Grade 8 learner was so excited when she obtained a B symbol for the first time in her June examination but when she told her mother, she couldn't hide the disappointment that she thought it was another subject not isiZulu as she didn't care much about isiZulu. The parent in this case was more interested in a dominant language as she even mentioned to her child that isiZulu will not take her anywhere.*

After that the teachers were asked how they deal with learners' negative attitudes and frustrations in the classroom, teacher A responded:

Teacher A responded:

*“It is really hard because they end up disrupting my lessons and disturbing those who are keen to learn. I always try my best to motivate them by introducing things they that will draw their attention like playing educational games “Bingo” and “hang man” when teaching them spelling. I also do things like film studies to help them understand how we analyse setting, characters etc. and they can apply that knowledge to literature as well. As time goes on they adjust and change their attitudes, hey but it is real difficult because those games takes time and there is a lot to cover.”*

Teacher B also responded like Teacher A:

*“As a teacher, you real need to be patient with them otherwise you’ll quit within two months. I always try to motivate them by explaining the importance of knowing your identity and your language. I always make my lessons more fun by making them work in groups for role plays and other games or orals. One day I invited one of the famous people they know who also happens to be one of my ex-students to come and motivate them in class. The same ex-student assisted me when organizing our first isiZulu evening in the school, which was also meant to promote isiZulu.”*

#### **4.3.5 Lack of adequate teaching resources**

Another theme that emerged from the interviews was the lack of relevant textbooks and other updated teaching materials that can stimulate the minds of the learners. The picture below shows an isiZulu textbook which is also used by home language learners but the teacher chose this one because she believed that it was better than other home language books.



***IsiZulu Home Language Grade 8 textbook used by the teacher***

Both participants mentioned the limitations when it comes to books as there are very few books suitable for isiZulu FAL. They always buy different home language books and select sections that are relevant to their learners. Yule (2014) also agrees with this when he stated that home language level is better because it is easier to get relevant resources like textbooks, readers etc. On the other hand, it is difficult to promote multilingualism without the development of proper resources. Both teachers also mentioned that this creates a problem and more work for them as they have to compile workbooks or notes suitable for their learners. When I went to the library of school A I also realised that the library was well equipped but lacking isiZulu books. They only had one shelf for the isiZulu language. It was obvious when conducting the research that the isiZulu department was also lacking reading material which is also important for the learners to practice reading isiZulu on their own as reading is also part of oral assessment.

Teacher A confirmed: *“We don’t have enough material suitable for our learners, so we use “Bona Magazines” and other local Zulu newspapers like “Isolezwe and Ilanga to encourage the learners to practice tasks like reading aloud, reading comprehension etc.”*



Teacher A was also asked if they have suitable resources to teach isiZulu and she responded:

*“Heyi- Yes, we do have books but they are not real suitable for our learners because they are home language books. Sometimes I use Grade 6 and 7 home language books because our learners are not on Grade 8 level when it comes to isiZulu. The other alternative is to compile my own notes or booklets for each and every term and I also write my own comprehension tests that will be suitable for my learners. I have to work hard to make sure that my learners have suitable learning material. I also use magazines and newspapers for setting my tests and examination papers. My learners also enjoy reading magazines for fun and for oral marks in the classroom”.*

Teacher B also responded to the same question by saying:

*“I have books but out of 50 books I only have two that I can use for my learners in class. Fortunately, my cluster coordinator gave me some copies of workbooks that she compiled herself for her first additional learners and they were so helpful. For reading assessment, I rely on newspapers and magazines but you always have to give them more time for practice and to be patient. I always order those easy primary school readers for them because the Grade 8 ones are difficult for them”.*

It was clear that both teachers had the challenge of compiling their own resources to add on to what they were using in class and that exercise required creativity and hard work from the teacher as it was time consuming as they had a syllabus to finish. The teacher was also asked about the equipments to assist with learning like smart boards, projector, radio, television etc which was available in their classrooms.

#### **4.3.6 Technology in the classroom**

In school A during observation I realised that there was a computer connected to the projector and a smart board with a pen to use when writing on the smart board. I noticed that the teacher did not utilise those resources and I asked her afterwards if she uses technology in classroom. She responded by saying:

*“To be honest we were all trained as a staff when this equipment was introduced but I still don’t feel comfortable using it class because my learners know better than me when it comes to technology. They are advanced in such a way that when I try and fail they always offer to come and help and they enjoy helping me but today is different because we have a visitor (she started laughing when referring to me as a visitor), so I didn’t want to embarrass myself. I try to use power points in my lessons lesson now but the smart board is still a challenge”*

In school B they also have the same resources as in school A but the teacher was still using the same method of writing things on the board when explaining things which I think was time consuming and I also noticed that all learners came with their own devices called tablets and it was clear that they were using them in their previous English lesson.

Teacher B was asked the same question and she said:

*“I have all these things here but I still don’t know how to use them. Sometimes the learners ask me why they don’t use tablets in my class and I always tell them that we don’t have activities suitable for isiZulu in those tablets. The truth is that I feel bad that all the other teachers use tablets when teaching but I I can’t because I still don’t know how to use them. I cannot even do my mark sheets or set my tests in my computer. I always rely on our school secretary who offered to help me. This is a challenge to me and I’ve been trying for years to practice but there is no improvement. I only use my computer for film studies”.*

Looking at the responses above one realises that a teaching career is really challenging now, it’s not like before. During interviews both teachers highlighted that as older teachers they had no training on how to use technology in their lessons. In the Durban North area most of the former Model C schools were now “Bring your Own Device” school where learners are allowed to bring their devices to use in class for learning. In other subject they were used effectively but Zulu teachers mentioned that they had disciplinary issues because the learners claimed to use their devices for taking down notes or researching something while they were doing their own things.

After the responses above, it is clear that African languages lack the scientific and technical terminology as well as vocabulary required by our modern society (Stein & Mamabolo, 2005). Stein and Mamabolo (2005) also highlighted that isiNdebele teachers were also experiencing the same problem of lacking suitable teaching resources for their learners which hampers the progress of implementing the curriculum. Both participants also mentioned that they are willing to learn but they do not think there is enough technology in their Zulu lessons. MaKinster, Barab, Harwood, and Andersen (2006) also stated that researchers don't focus on how the teachers interact with technology but they are more interested on the relationship between technology and the learner and between technology and the content. The schools that are involved in my study are also similar, although they try to train teachers to use technology but they only train them once and there is no follow up to check the progress or to check if this is implemented in class. As previously mentioned, teachers are like the gatekeepers of technology who have the powers to determine if it enters the classroom or not and they also affect how it is implemented in the classroom (Zhao et al., 2006). This was evident in both schools because the learners were so excited about new developments in technology and the way it was utilised in other lessons but in Zulu lessons they were not allowed to explore it further because their teachers were not confident enough to use technology in the classroom.

#### **4.5. CONCLUSION**

This chapter presented and analysed findings based on the four themes that were generated from the data. The chapter focused on the following themes: Lack of teachers' adequate training, language in the classroom, learner's attitudes and lack of adequate training. From this section it was clear that the isiZulu teachers are still faced with challenges in former Model C schools and they do not feel comfortable discussing their challenges and that explains the problems the researcher experienced when trying to get permission from other former Model C schools to conduct research. The main challenge is the lack of training and mentorship because these teachers were not trained to teach isiZulu first additional language and they also do not have enough support from their head of departments and subject advisors.



## CHAPTER 5

**5.1 Introduction** The main aim of this study was to identify the challenges faced by isiZulu teachers teaching isiZulu first additional language to Black learners of isiZulu descent in former Model C schools in the Durban North area and also to understand how those challenges emerged. It was also imperative to understand how teachers and learners engage with these challenges. This chapter reflects on the major issues that came from the isiZulu teachers from the chosen schools that gave the researcher permission to conduct this study.

The literature review was also conducted to give the background to the research and to find answers to the key questions that were stated earlier. Interviews with the isiZulu teachers were conducted in order to get first-hand information and avoid assumptions about the challenges they face. This section will present the questions together with the findings in order to demonstrate how each research question was tackled in this study. This chapter will conclude by highlighting some recommendations based on the findings

### 5.2 Findings

The findings were based on the four questions that this study was meant to answer about the challenges faced by teachers in former Model C high schools (in Grade 8 classes). Grade 8 was chosen because these learners did not do isiZulu in primary schools and this was their first year of doing isiZulu. The research questions are addressed below as follows:

- **Research Question 1: What challenges do teachers of isiZulu first additional language face in teaching isiZulu to Black African learners who do not speak isiZulu as their usual medium of communication?**

It was highlighted in the previous chapter that the challenges that teachers face in teaching learners who do not speak isiZulu fluently in former Model C schools range from a lack of required training or qualification and mentorship, language barriers that affects code switching, lack of suitable teaching resources as most of the teachers rely on isiZulu home language textbooks an isiZulu magazines and newspapers, lack of interest from the learners, and learners' attitudes.

During interviews it was highlighted in this study that most of the teachers were employed as isiZulu teachers in former Model C schools because they were isiZulu speakers and they were qualified to teach isiZulu home language. The fact that they were not qualified to teach isiZulu FAL was ignored because they were desperate for teachers. The assumption was that any isiZulu speaker can teach isiZulu FAL and teachers themselves assumed that it would be easy to teach isiZulu learners, especially when teaching them isiZulu as the FAL. The employers were not concerned about the major subjects or areas of specialisation in those teachers' qualifications. Christopher (2008) also stated that teachers are not trained adequately and there is a shortage of qualified teachers and that the system is characterised by the inadequacy of teachers and lack of subject specialists and adequate programmes. Buthelezi (2008) argues that a successful curriculum requires teachers that have the required skills to be creative and also develop their own learning programmes that will meet their learners' requirements or needs. Both teachers admitted that they were battling to design their own learning programmes and language booklets suitable for their learners because in their previous teaching jobs they were used to ready-made planning. This led to the challenge of lacking proper teaching resources for their learners.

Limited resources seem to be a problem in the teaching of isiZulu. Other languages and other subjects are well developed and technology is utilized more often. The isiZulu class is different from other classes because there is a lack of updated material to teach isiZulu. Bamgboṣe (2000) argues that materials for teaching African languages are not updated and readily available like English ones. Findings also indicated that teaching learner's who cannot communicate in isiZulu fluently results into code switching which promotes other languages like English in the isiZulu classroom. Code switching leads to more English resources (Ferguson, 2009). Another challenge is that teachers might not have enough vocabulary to code switch as it was highlighted in Chapter 4

## **Research Question 2: What strategies and resources do teachers use to teach isiZulu FAL in former Model C schools?**

The findings indicated that isiZulu FAL teachers in former Model C high schools are still facing numerous challenges and these challenges have their implications on the learning and teaching of isiZulu.

Lesson observations in both schools provided the researcher with an opportunity to observe teachers in action in the classrooms and to observe the actual methodologies employed by teachers when teaching in the classroom. As it was mentioned in question four, it was noted that the teachers used code switching and more often when teaching in order to ensure that all learners are actively involved in the lesson. They also used repetition more in their lessons in order to be assured that the learners do not forget the words and they pronounce the Zulu words correctly. One may question if these methods used in learning languages can assist the learners' fluency in isiZulu. The previous RNCS policy (2003) emphasized that the main goal of additional language teaching is for the learners to achieve communicative competence.

Teacher A also highlighted that the main focus when teaching isiZulu FAL should be on teaching learners to converse or communicate effectively in isiZulu because they cannot speak their language fluently, but when observing her lesson in class that goal was not demonstrated in the lesson. Instead the focus was on teaching grammatical rules (language) and preparing the learners for the November examinations. The challenges faced by teachers when teaching isiZulu led to frustrations from teachers and learners. It was highlighted in Chapter 4 that some learners were not that bad in isiZulu and their code switching and repetition was boring them in the classroom which was a challenge to the teacher because they had to accommodate different levels of learners in one classroom. On the other hand, the learners who were battling in isiZulu were also frustrated by the language lesson on "noun classification and sentence construction in isiZulu". The challenge for the teacher was to research more creative ways of teaching that language lesson in order to motivate and engage the learners who were struggling and those who were not interested in her lesson. This was also confirmed when the researcher analysed learners' books and portfolios. In the language books and creative writing tasks they were too many grammatical errors like subject

concord, spelling, punctuation and poor sentence construction etc.

- **Research Question 3: How do these teachers and learners feel about their teaching and learning experiences?**

In Chapter 4 it was also mentioned that some learners' negative attitudes can also hamper their progress in learning isiZulu. Both teachers highlighted that some learners have negative attitudes towards isiZulu and they tend to be easily distracted in the classroom. They end up disrespecting teachers because of frustration. Teachers also have the challenge of discipline in the classroom and they both agreed that some learners are very keen to learn isiZulu as they feel embarrassed that they cannot speak their mother tongue properly.

**Research Question 4: What can be done to support teachers and learners to manage the identified challenges?**

### **5.3 Recommendations**

Based on the findings of this study, the following recommendations are made:

1. Teachers need to be trained properly to ensure that quality teaching takes place in the classroom and that ongoing workshops or seminars are conducted by people like subject advisors according to the new curriculum.
2. Principals of former Model C schools must ensure that they employ people who are qualified to teach isiZulu FAL.
3. Experienced cluster coordinators must work with subject advisors to support isiZulu FAL teachers or the department should employ more isiZulu FAL subject advisors who will always avail themselves if teachers need assistance.
4. The Department of Education must encourage experienced isiZulu FAL teachers and other capable writers to write books suitable for isiZulu FAL learners.
5. isiZulu teachers must learn to network with other teachers from neighbouring schools to

ensure mentorship and growth in the subject.

6. IsiZulu learners' parents must support teachers by helping their children at home with isiZulu.

7. The Department of Education must make sure that isiZulu FAL is offered in Durban North primary schools.

8. The isiZulu syllabus for isiZulu FAL learners should focus more on communication skills.

9. The Department of Education also needs to introduce strategies that will assist teachers in promoting isiZulu FAL and also try to change some learners and parent's negative attitudes towards isiZulu FAL.

#### **5.4 Conclusion**

This study has explored the challenges faced by IsiZulu FAL teachers in former Model C schools in the Durban North area. The review of literature on the challenges facing isiZulu FAL teachers was presented. This was meant to give background information that will help in the understanding of how these challenges emerged. This was done through the use of interviews and observations in relevant schools. The findings demonstrated that teachers are facing challenges in former Model C high schools because they were not trained to teach learners who cannot speak isiZulu fluently. Teachers also highlighted that not all learners are negative towards isiZulu, some of them value their mother tongue and they are very keen to learn isiZulu FAL.

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APPENDIX A- on the next page

APPENDIX A

Flat 12 Sheraton  
531 Smith Street  
Durban Central  
4001  
08-09-2014

To the: Chair: HSSREC Offices

UKZN Research Offices

Private Bag x54001

Durban

4000

Dear Dr. Shenuka

### **Background Explanation to my Response for Ethical Clearance Application**

I am a second year student studying Masters Degree in Curriculum Studies (Course work) at UKZN – Edgewood Campus. I am currently doing my study on the Teaching of IsiZulu First Additional Language to isiZulu Mother Tongue Learners that cannot communicate in isiZulu fluently in Former Model C High schools. The purpose of this letter is to give a clear background for my response that was emailed to your offices last week.

The main focus of my study is on Zulu First Additional Teachers and their experiences of teaching isiZulu to Zulu speakers who cannot communicate fluently in IsiZulu in Former Model C Schools. I wrote about ten letters to the Principals around Durban North area and other schools around Durban and they did not respond to my request for the permission to use their teachers in my research. The teachers were more than willing to participate in my interviews because they real want to share their experiences with me (as a teacher of the same subject) and other teachers from other schools.

I only have one school and with my supervisors help, I decided to focus on that one school and I made the teacher sign the declaration without options of choosing to be recorded or not because I wanted someone who is really willing to participate in my study. I explained everything to the teacher and she is willing to participate. The principal was not comfortable with putting all her details in my Gate keeper permission but she gave me permission to conduct my study in her school.

I believe that this research will be of value to the educator, me as a Cluster Coordinator for the subject in the area and also to the schools and our Subject Advisor.

Thank you in advance for your co-operation.

Yours Faithfully

T.Y. Zikhali

Contact Details: Cell-082777 20 39, Home-031- 304 35 65

You may also contact my Supervisor of Studies

Name: Prof. L. Ramrathan

Email: [ramrathanp@ukzn.ac.za](mailto:ramrathanp@ukzn.ac.za)

Contact Numbers: 0826749829 or 031 260 8065

Flat 12 Sheraton

531 Smith Street

Durban Central

4001

26-11-2014

The Head of Research

Dr.

Department of Education and Culture

Dear Sir / Madam

#### **Permission to Conduct Research at Former Model C Schools**

I am a second year student studying Masters Degree in Curriculum Studies (Course work) at UKZN – Edgewood Campus. My student number is 200269 616 and My Supervisor is Professor L. Ramrathan. I am currently doing my study on the Teaching of IsiZulu First Additional Language in Grade 8 Former Model C High schools around Durban North area. As a Zulu First Additional Language teacher myself in one of the High Schools in this area, my focus is on the experiences of the teachers teaching IsiZulu Fal to the Zulu learners who cannot communicate in Zulu.

The purpose of this letter is to request your permission to conduct my research in one of the schools in this area . In support of my application I undertake the following:

- That data will be collected via interviews, class observations which will be completed by the chosen participants.
- That all information gathered will be strictly for the purpose of my study and it will remain confidential.
- The completion of the interviews will not interfere with the school time or work in these schools.

I look forward to working with the teachers at these schools and their assistance will be acknowledged.

I believe that this research will be of value to the educator, me as a Cluster Coordinator for the subject in that area and also to the schools and our Subject Advisor.

Thank you in advance for your co-operation.

Yours Faithfully

T.Y. Zikhali

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531 Smith Street



Durban Central

4001

14-04-2014

To the: Principal

Address

Dear Sir / Madam

### **Request for Your School Participation in My Research**

I am second year student studying Masters Degree in Curriculum Studies (Course work) at UKZN – Edgewood Compass. I am currently doing my study on the Teaching of IsiZulu First Additional Language in Grade 8 Former Model C High schools around your area. As a Zulu First Additional Language teacher myself in one of the High Schools in this area, my focus is on the experiences of the teachers teaching IsiZulu Fal to the Zulu learners who cannot communicate in Zulu.

The purpose of this letter is to request your permission to use your school as one of schools that will be involved in my studies. I would like your Zulu grade 8 teachers to be one of the participants in the interviews that I will be conducting as part of my studies. This might also include some class observation if permitted by the teacher concern and your school management team. The questionnaire is also with your permission to be completed by your Grade 8 Zulu teacher.

I would also to assure that any information given to the study will be treated confidentially and the name of the school or area will be anonymous in my study.

I believe that this research will be of value to the educator, me as a Cluster Coordinator for the subject in that area and also to the schools and our Subject Advisor.

Thank you in advance for your co-operation.

Yours Faithfully

T.Y. Zikhali

Contact Details: Cell-082777 20 39, Home-031- 304 35 65, Work : 031 560 0350

### **APPENDIX C**

# **QUESTIONS FOR INTERVIEWS**

1. Where did you study or train for teaching?
2. Did you take IsiZulu first additional language as you one of your major subjects when studying or training?
3. If yes, why did you take IsiZulu Fal as your major subject?
4. Do you think your training or qualifications prepared you enough to teach IsiZulu fal?
5. Is this your first teaching experience? If not please explain.
6. When you started in your school, did you get some mentoring or support system as a new teacher?
7. Can you think of any high or low moments in your teaching?
8. What are your feelings about the African Zulu learners who cannot speak the language?
9. How do the learners feel about learning IsiZulu? Give some examples of how they resist the language if there are any.
10. What do you do to try and change their attitudes towards IsiZulu, and how do you do it?
- 11,. How do you assist those learners with the language problem?
12. What was the most difficult moment you had to deal with in class?
13. What is your general feeling about teaching isiZulu to these learners and how do you promote isiZulu in your school?

