



**EDUCATORS' KNOWLEDGE OF TEACHING ISIZULU
WITHIN UGU CLUSTER**

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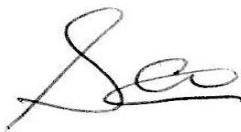
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November 2019

DECLARATION – PLAGIARISM

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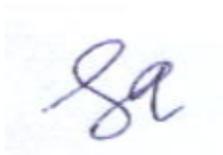
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ABSTRACT

This study presents a qualitative, interpretivist case study of five isiZulu educators from two primary schools in the Umkomaas circuit in the Ugu Cluster, in KwaZulu-Natal. The purpose of this study was to explore educators' knowledge of teaching isiZulu, and the study sought to understand what informs their knowledge. The data was generated by means of semi-structured interviews and a focus group discussion, and purposive and convenience sampling were utilised to select the most accessible isiZulu educators. The Technological Pedagogical Content Knowledge (TPACK) framework was used to guide the exploration of teaching and learning strategies that are used in isiZulu classrooms. The findings of this study revealed various contextual factors that pose challenges for isiZulu educators, especially those who teach in rural schools. Some of these factors are present within the school environment, and some are elements of the broader social environment. The study found that educators' lack of content knowledge and pedagogical knowledge had a negative impact on their teaching and assessment strategies, on their implementation of certain aspects of the isiZulu curriculum, and on their ability to accommodate learners with special needs effectively.

The study recommends that isiZulu educators be provided with regular and ongoing professional development, in order to empower them with the content knowledge that will equip them to teach isiZulu effectively. IsiZulu educators need to understand the importance of developing their learners' oral communication and reading skills, of conducting informal assessments, and of recognising and incorporating their learners' socio-cultural (indigenous) knowledge. It is imperative that isiZulu educators be provided with the knowledge, support and resources necessary for instilling discipline in learners, and for teaching learners with special needs in an inclusive classroom environment. IsiZulu educators need one-on-one support from subject advisors, but in the absence of available subject advisors' educators need to form constructive teaching clusters that meet regularly to share content and pedagogical knowledge and provide support.

ACKNOWLEDGEMENTS

No undertaking of a project as intense as this study is possible without the contribution of many people. It is not possible to single out those who offered support and encouragement during times that seemed to be a “never ending journey”. However, there are individuals without whom this project would not have been completed, and to them goes my special thanks and acknowledgement of their contributions.

My heartfelt gratitude goes to God who gave me strength to put this piece of work together. I couldn't have done this without the support of Nondumiso, Siyamthanda and Mqobi (my adopted children), who gave me so much support and encouragement to proceed with the study even in difficult times.

I can never stop to thank my supervisor, Professor Khoza for giving me the prolific guidelines and timely motivation that made me to write on my own without any interference or manipulation. Your perseverance, support and guidance means a lot, God bless you.

DEDICATION

I dedicate this thesis to my late mother and father, Rose and Luke Mbele.

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LIST OF ACRONYMS AND ABBREVIATIONS

CAPS	Curriculum Assessment Policy Statement
DBE	Department of Basic Education
DoE	Department of Education
FET	Further Education and Training
GET	General Education and Training
ICT	Information and Communication Technology
PCK	Pedagogical Content Knowledge
SA-SAMS	South African School Administration Management System
SMT	School Management Team
StatsSA	Statistics South Africa
TCK	Technological Content Knowledge
TPACK	Technological Pedagogical Content Knowledge
TPK	Technological Pedagogical Knowledge

CHAPTER 1

THE OVERVIEW, CONTEXT AND OBJECTIVES

1.1 INTRODUCTION

South African education has undergone three major curriculum reforms in recent decades: firstly, to remove “racially offensive and outdated content” (Jansen, 1997); secondly, to introduce the policy of continuous assessment; and lastly, to introduce the outcomes-based education (OBE) curriculum, which requires competency-based and performance assessment (Hoadley, 2012). In the past, the South African education system was dominated by apartheid ideology, which promoted imbalances that saw certain race groups receiving various privileges and advantages (Jansen, 1998). This segregation affected the nature and the implementation of different curricula for different race groups, resulting in certain race groups receiving a better education than others. Moreover, indigenous African languages were not recognised, while Western languages (English) were regarded as official languages (Webb, 2013).

This chapter presents an overview of the study, and outlines its rationale, context and background. The objectives of the study and the research questions are presented, and the scope and limitations of the study are described. An outline of the chapters that follow is also presented (the literature review, theoretical framework, research design and methodology, data analysis, and conclusions and recommendations).

1.2 ISIZULU AS A LANGUAGE OF LEARNING AND TEACHING

Developing and enhancing the use and status of indigenous languages in South Africa has proven to be a struggle. During the apartheid era, African languages were not recognised, and were not promoted or developed to international standards. Although 25,3% of South Africans speak isiZulu at home (and 25,1% speak it outside the home), English has a superior status, even though only 8,1% of the population speaks it at home, and 16,6% speak it outside the home (Statistics South Africa [StatsSA], 2018). English is regarded as the official language for conducting business and for delivering education, and is the most widely used formal communication language in South Africa.

In order to reach the level and status of English, its main language competitor in South Africa, isiZulu faces various challenges related to developing its content and vocabulary (particularly its technical content), and its pedagogy (Chirwa, 1995). A great deal of research is necessary to develop primary language skills in isiZulu (reading, writing and speaking). This study therefore aims to explore educators' understanding and knowledge of teaching isiZulu, and aims to provide suggestions and recommendations that could improve the knowledge and status of isiZulu.

1.3 AIM OF THE STUDY

This study aims to explore educators' knowledge of teaching isiZulu in the Ugu Cluster.

1.4 LOCATION OF THE STUDY

The study was conducted at two primary schools in Imfume ward, in the Umkomaas Circuit in the Ugu District of KwaZulu-Natal. Imfume is a rural area populated primarily by black people and a few foreign nationals from African countries. Most people are unemployed and depend on social grants for survival. In order to find employment, people tend to relocate to Durban. Many learners are affected by or infected with HIV/Aids and live in poverty, so their grandparents play a major role in raising them.

1.5 RATIONALE

I have taught isiZulu for almost 11 years, and during that time I have observed that educators have different approaches to teaching isiZulu, and use different methods based on their different knowledge, resources, values and competencies. Some use technology to drive their lessons, and some concentrate on how the content unfolds, while others employ a pedagogy that focuses purely on assessment criteria. These differences suggest that it is important to interrogate educators' knowledge, because knowledge is what seems to drive teaching in different directions. According to Shulman (1986), an educator cannot teach effectively without understanding his or her own knowledge. Furthermore, an

educator's knowledge is very important for developing the skills and values that lead to learners achieving the intended learning outcomes (Smith, 2012). Educators must be highly competent in order to help learners to understand the curriculum (Shulman, 1986). This suggested that there was a need for a study that explores educators' knowledge, in order to help educators to improve their knowledge and skills.

Shulman (1986) divides knowledge into content knowledge, pedagogical knowledge, and curriculum knowledge. Koehler and Mishra (2009) build on Shulman's work, and classify knowledge into technological knowledge, pedagogical knowledge and content knowledge. In short, they call this "technological pedagogical content knowledge" — simply known as TPACK. The TPACK framework suggests that knowledge is accumulated through experiences that involve concepts that are essential for teaching and learning. These concepts include hardware and software (technology in education), as well as ideological-ware (human minds) (Khoza, 2015), indicating that educators' knowledge has a huge impact on learners' performance. If educators are highly competent, and if they have the required knowledge, their learners are likely to learn effectively, especially in the field of isiZulu.

1.6 OBJECTIVES OF THE STUDY

This study seeks to fulfil the following objectives:

1. To explore educators' knowledge of teaching isiZulu in the Ugu Cluster.
2. To determine what informs educators' knowledge of teaching isiZulu in the Ugu Cluster.

1.7 RESEARCH QUESTIONS

The study aims to address the following research questions:

1. What is educators' knowledge of teaching isiZulu in the Ugu Cluster?
2. What informs educators' knowledge of teaching isiZulu in the Ugu Cluster?

1.8 THE SCOPE AND LIMITATIONS OF THE STUDY

This case study is confined to two schools located in the Umkomaas ward of the Ugu district in KwaZulu-Natal, South Africa. Five educators were purposively and conveniently selected, and semi-structured interviews and focus group discussions were conducted to generate data. The results were then analysed using thematic analysis. The findings of this study are therefore based on a small sample group, and on the researcher's subjective analysis, and are confined to a specific context and location. They cannot therefore be considered to be generalisable or transferable.

1.9 LAYOUT OF CHAPTERS

This study was organised according to the following structure:

Chapter One: The overview, context and objectives

This chapter has provided the reader with an overview of the study and has described the motivation and rationale for conducting the study. The context and background of the study have been outlined, through a brief discussion of isiZulu as a language of learning and teaching in South Africa. The research objectives and corresponding research questions have been presented, the scope and limitations of the study described, and the structure of the subsequent chapters outlined.

Chapter Two: Literature review

This chapter discusses knowledge as the most important concept in the study, and reviews the existing local and international literature related to knowledge. It defines three components of knowledge: theoretical knowledge, practical knowledge, and personal knowledge. This chapter also examines what the current South African curriculum states about teaching isiZulu, especially in the GET band. It shows how educators intentions for covering the isiZulu curriculum correspond with their theoretical level of knowledge, how their implementation of the curriculum in the classroom corresponds with their practical knowledge, and how the balance between theoretical and practical knowledge, which creates an educators' identity (known as personal knowledge), corresponds with the achieved curriculum.

Chapter Three: Theoretical framework

This chapter introduces and discusses the TPACK framework, which guides this study. The benefits of using the TPACK framework are discussed, as well as the various challenges involved. The ways in which the TPACK framework can be applied to develop the four main skills (reading, listening, writing and speaking) in the isiZulu curriculum are presented.

Chapter Four: Research design and methodology

This chapter provides a detailed description of the research plan and procedures used to generate the data that addresses the research questions and objectives of the study. The purposive and convenience sampling of educators from Ugu district is described, and the interpretivist paradigm and case study research design are discussed. This chapter also describes the semi-structured interviews and focus group discussion that were conducted to generate data, and the process of thematic analysis used to analyse data. Lastly, the chapter discusses the ethical considerations taken into account in the process of conducting this research, as well as issues of trustworthiness and the limitations of this study.

Chapter Five: Data presentation, analysis and discussion

This chapter presents the data generated from the semi-structured interviews and focus group discussion with educators who teach isiZulu in the General Education and Training (GET) band. The results of the thematic analysis, informed by the literature review, that was used to identify themes in the participants' responses are presented and discussed. These responses are discussed in relation to the research questions, in order to establish a better understanding of the participants' perception of their knowledge.

Chapter Six: Discussion summary, recommendations and conclusion

This chapter summarises the results and findings in relation to the research questions. In addition, it uses these findings to make valuable recommendations informed by the researcher's own knowledge and experience as an educator.

1.11 CONCLUSION

This chapter has presented an overview of the study, and has outlined its rationale, context and background in relation to the historical curriculum reform of isiZulu as an African language in the South African education system. The focus and purpose of the study, the objectives of the study, and the corresponding research questions have been presented, and the scope and limitations of the study have been described. An outline of the chapters that follow has also been presented.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter focused on the background and rationale for this study, the research aim and objectives, the research questions, and the scope and limitations of the study. The aim of this study is to explore educators' knowledge in teaching isiZulu, and this chapter discusses knowledge as the most important concept in the study. Knowledge is categorised into three areas: theoretical knowledge, practical knowledge, and personal knowledge. These areas align with Shulman's (1986) classification of knowledge as either content knowledge, pedagogical knowledge, or curricular knowledge. This chapter also examines what the current South African curriculum states about teaching isiZulu, especially in the GET band, in the context of the intended curriculum, the implemented curriculum and the achieved curriculum (Khoza, 2016a). It shows how educators' intentions for covering the isiZulu curriculum correspond with their theoretical level of knowledge, how their implementation of the curriculum in the classroom corresponds with their practical knowledge, and how the balance between theoretical and practical knowledge, which creates an educators' identity (known as personal knowledge), corresponds with the achieved curriculum.

2.2 EDUCATORS' KNOWLEDGE

Knowledge is a cognitive process that produces actions (Khoza, 2018). According to Bernstein (1971), knowledge can be divided into "school knowledge" and "everyday knowledge". School knowledge is what Khoza (2016b) calls "professional knowledge" or what Shulman (1986) calls "content knowledge". In this study, school knowledge is understood as theoretical knowledge. Everyday knowledge is what Khoza (2015) calls "societal or social knowledge" or what Shulman (1986) calls "curricular knowledge". In this study, everyday knowledge is understood as practical knowledge. In a study conducted on curriculum resources, Khoza (2018) identifies a further category. This category represents a combination of what he calls "professional" (theoretical) and "societal" (practical) knowledge, which produces "personal knowledge". Personal

knowledge combines the strengths of both school knowledge and everyday knowledge to help educators find, know and understand their personal identities in teaching. Shulman (1986) describes such personal knowledge as “pedagogical knowledge”. Educators can use pedagogical knowledge to conduct lessons by implementing a teaching style that is easy to use and that promotes effective teaching and learning. Effective teaching is therefore crafted by incorporating three categories of knowledge: theoretical knowledge, practical knowledge and personal knowledge, as shown in Figure 2.1. These three categories of knowledge are discussed in the following sections.

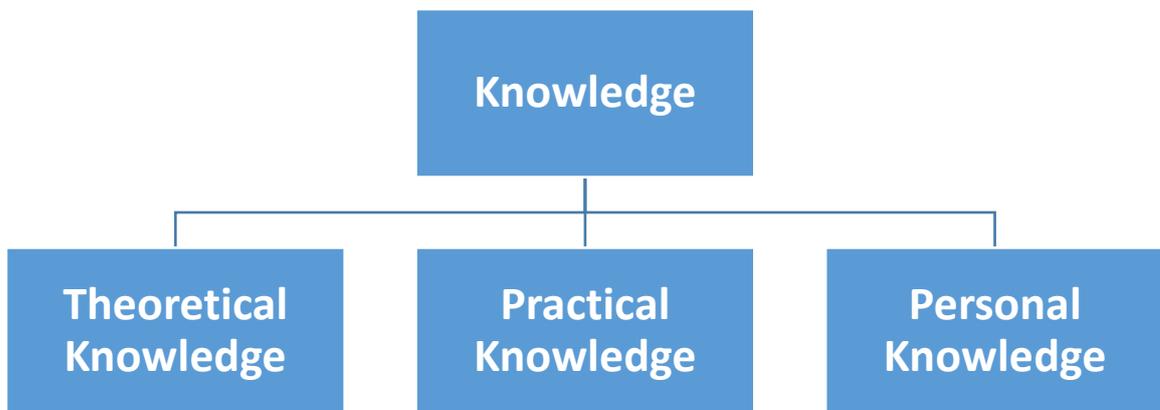


Figure 2.1 The three components of knowledge

2.3 THEORETICAL KNOWLEDGE

Theoretical knowledge is researched, tested and produced in seminars and laboratories (Young, 2013), and involves facts, concepts, theories and principles that are considered to be essential for an educator to teach learners (Ball, Thames & Phelps, 2008). Theoretical knowledge is understood as the teaching “content” or “subject matter”, according to Ball et al. (2008). It comprises a comprehensive, specially designed programme that needs to be taught to learners, known as a “curriculum”. The curriculum should transmit knowledge that can be used practically, especially when it comes to language learning and teaching (Boero, Pedemonte & Robotti, 1997). This knowledge, in

relation to isiZulu language teaching, can be transmitted by teaching literature, creative writing, and language usage.

According to a study of language teaching and evaluation conducted by Jordaan (2011), the South African education system needs to use learners' home languages to enhance learners' knowledge and to overcome problems in understanding the curriculum. The integration of content and language is essential for learners and educators to achieve excellent performance in relation to the subject matter (Jordaan, 2011). Theoretical knowledge is therefore essential to empower learning and teaching in South Africa, in order for the country's education to meet international standards.

Ven and Johnson (2006) and Shinebourne (2011) show that theoretical knowledge is often evaluated according to researchers' experience in a subject, and that evaluation criteria may therefore not be based on fact but rather on the researcher's opinion. These studies suggest that content or subject matter needs to be re-tested over a period of time by different researchers before being considered to be theoretical knowledge (Shinebourne, 2011). These researchers also claim that practical knowledge is better than theoretical knowledge in terms of providing accurate facts, procedures and patterns that may be used to produce content knowledge (Ven & Johnson, 2006). However, this position has been challenged by a recent study conducted by Zimmerman (2017), who argues that theoretical knowledge can be determined by groups of researchers who work separately on establishing facts about certain content areas and share their findings at the end to produce theoretical knowledge. These researchers are known as curriculum designers and their findings are used to create curricula for certain disciplines such as isiZulu (Zimmerman, 2017). Zimmerman's findings align with Bourdieu's three levels of theoretical knowledge, which he describes as the phenomenological level, the objective level and the praxeological level (Bourdieu, 1973), as shown in Figure 2.2.

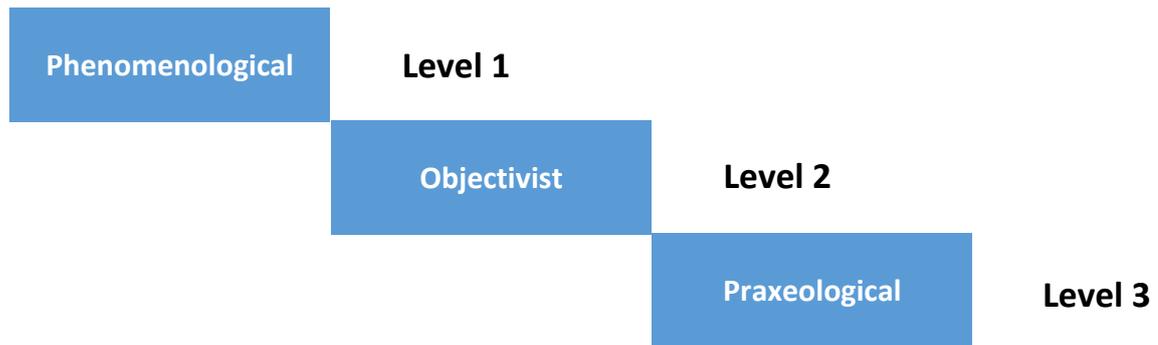


Figure 2.2 The three levels of theoretical knowledge according to Bourdieu (1973)

2.3.1 Phenomenological level

The phenomenological level of theoretical knowledge focuses on a person’s primary experience of the world, and refers to knowledge that is defined by “perceptions of the social world as natural and self-reflective” (Bourdieu, 1973, p. 53). When engaging with the world in this way, people believe and understand the sources of knowledge which constitute everyday (or practical) and school (theoretical) knowledge (Bernstein, 1971). Phenomenological knowledge comes from a personal level and a sub-personal level (Herschbach, 2008). The personal level refers to the subconscious mind processing potential information that builds up knowledge. It is essential for educators to transfer phenomenological knowledge, also known as “tacit” knowledge, to learners. The sub-personal level of phenomenological knowledge refers to social perceptions or what society believes (every day or practical knowledge).

A study conducted by Herschbach (1995) on the implications of viewing technology as knowledge for teaching, suggests that educators have a duty to convert everyday (practical) knowledge into school (theoretical) knowledge in order for learners to establish theoretical knowledge. Boero et al. (1997) emphasise that educators should close the gap between learners’ practical and theoretical knowledge. Converting practical knowledge into theoretical knowledge, and closing the gap between these two types of knowledge, will enable educators, curriculum designers and education departments to provide learners with a curriculum that consists of facts, procedures and cognitive knowledge. However, this obliges educators to teach content in a way that is effective, is scientifically proven, and is able to shape the knowledge of the learners.

2.3.2 Objectivist level

Objectivist knowledge breaks with primary, self-evident phenomenological knowledge by stepping back from it. At this level of knowledge, people begin to analyse the “objective structures of the social world” (Bourdieu, 1973, p. 53) and to understand the different components and systems it is made up. Objectivist knowledge focuses on transforming the unknown into the known through decoding systems and structures (Bourdieu, 1973). Learners start school with inferior knowledge of the body or system of subjects, facts, truths and procedures that formulate their academic world. They come to school required to be filled with knowledge, and this knowledge needs to be organised and mapped. The structured curriculum, or theoretical knowledge, is therefore essential to fill the learners with knowledge in order to take them beyond the unknown (Popper, 1972). According to Gollub, Bertenthal, Labov and Curtis (2002), educators should follow seven basic steps in order to cascade objective knowledge to learners, as shown in Figure 2.3.

It is essential that educators follow these steps when dealing with new learners and when building up the theoretical knowledge of learners (Gollub et al., 2012). In a study on the status of information and communication technology (ICT) skills in South African education, Meyer and Gent (2016) concur that educators need to structure new knowledge around existing knowledge. A learner’s cultural knowledge should be taken into consideration in order to create a positive association and impact in the learner’s subconscious mind when new knowledge is about to be imparted (Meyer & Gent, 2016). This process acknowledges cultural knowledge while also creating a solid platform for the new knowledge to be well understood by the learner. Creating this type of solid foundation for the content or subject leads to life-long learning (Heystek & Terhoven, 2014). If educators do not follow these basic steps, they may fail to create learning processes and patterns that cascade theoretical knowledge effectively.

Furthermore, these stages have been shown to be an efficient method of progressing learners’ knowledge from the unknown to the known (McGonigal, 2005), and are the basic requirements for transforming day-to-day knowledge into cognitive knowledge. They enable educators to use different teaching styles that promote their vision and objectives, in order to implement the curriculum, as suggested by Khoza (2016b).

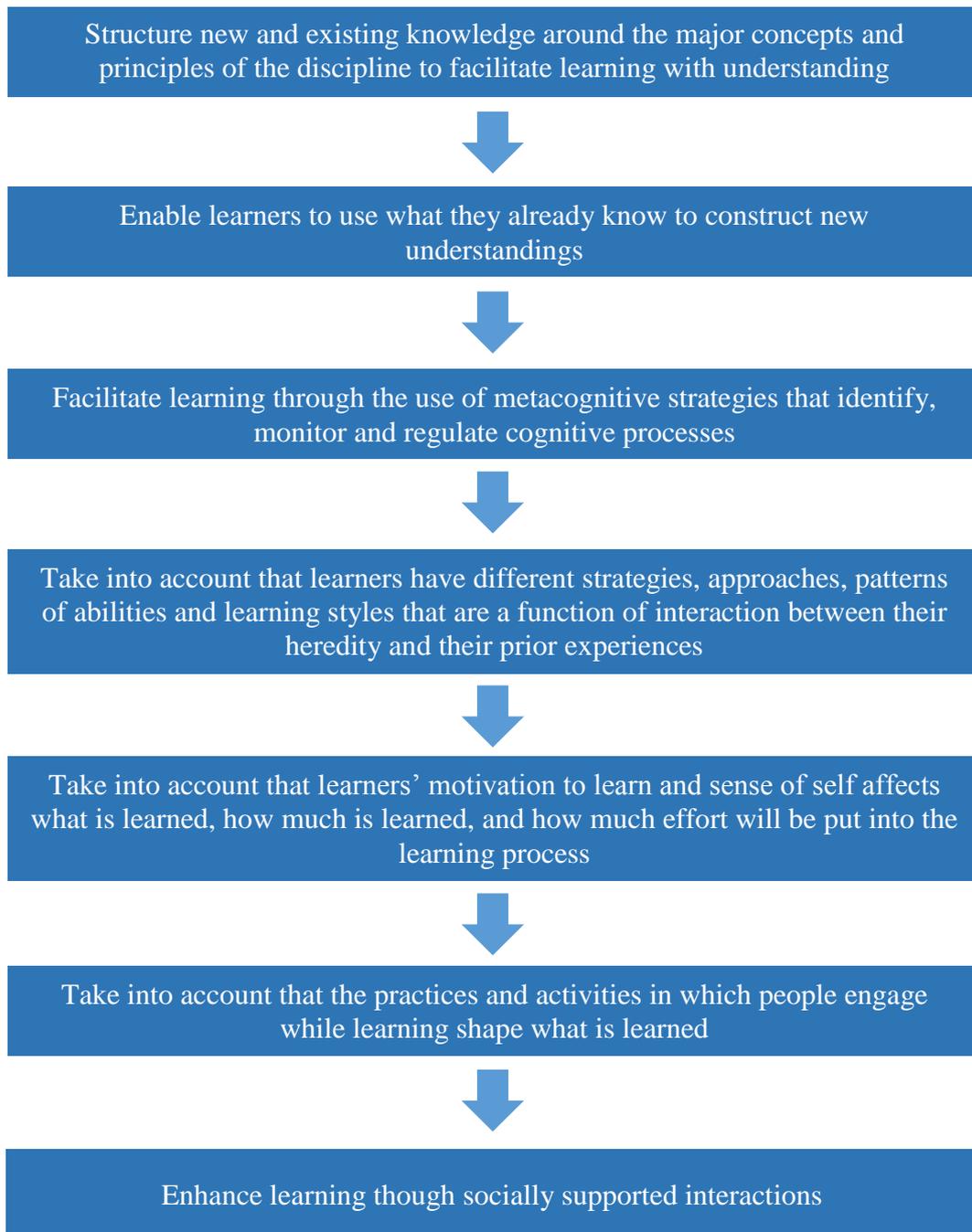


Figure 2.3 The seven steps to achieving objective theoretical knowledge, adapted from Gollub et al.'s Seven Principles of Learning (2002, p. 119)

Although Gollub et al. (2012) encourage educators to follow these steps to achieving objective knowledge, learners may still find it extremely difficult to progress from day-to-day knowledge to cognitive knowledge. A study conducted by Grant and Osanloo (2014) on understanding, selecting and integrating theoretical knowledge, suggests that

educators need to identify areas where learners lack knowledge, and should focus primarily on building learners' knowledge in these areas to enable them to achieve cognitive knowledge (Grant & Osanloo, 2014). This suggests that educators need to be very disciplined and dedicated, especially with learners from junior classes, and should be well trained in theoretical knowledge. By embracing a flexible approach, educators are able to use a variety of teaching styles to enhance teaching and learning while also motivating learners to be more independent (Marx & Delpont, 2017). For instance, in the isiZulu language curriculum learners need to be introduced to language usage and the basic concepts of the language (Nkosi, 2016).

2.3.3 Praxeological level

The praxeological level of theoretical knowledge refers to knowledge that is used to transfer knowledge from educators to learners (Bourdieu, 1973). In other words it refers to the mechanisms of knowledge transfer. There are three such mechanisms: human action, institutions, and coordination (Yu, 1999).

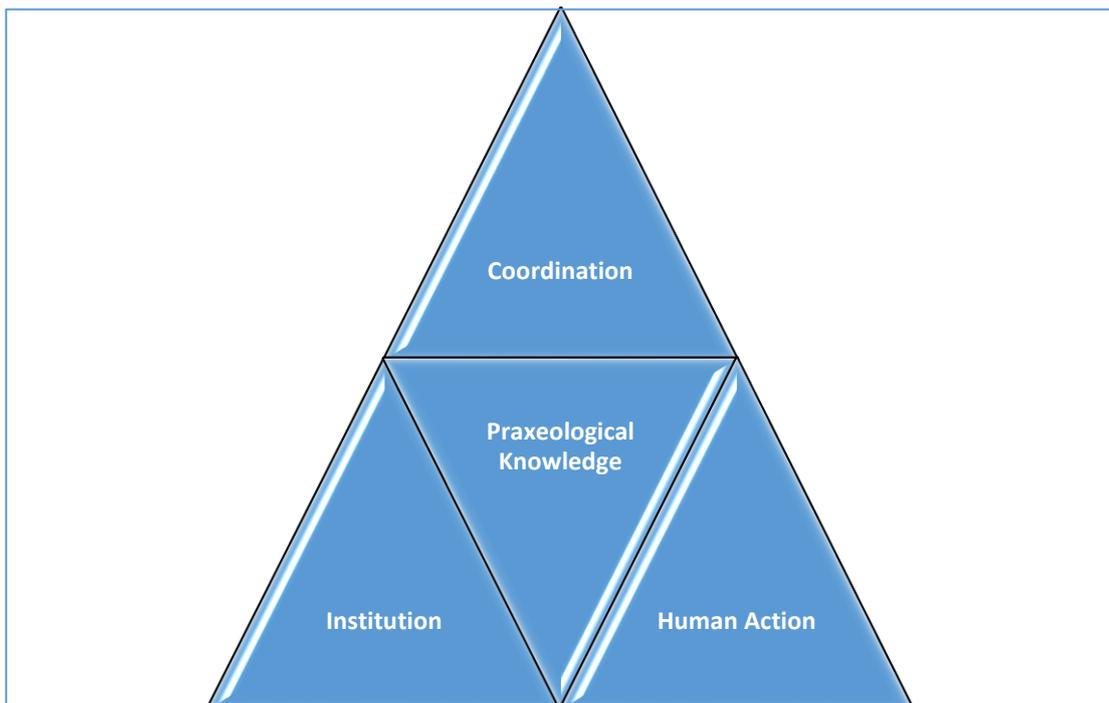


Figure 2.4 The three levels of praxeological knowledge (Bourdieu, 1973)

2.3.3.1 Human action

Human action refers to individuals or humans as a source of knowledge (Yu, 1999). This is what Khoza (2016a, p. 2) terms “ideological-ware”. Educators are a source of knowledge because they have experience and expertise in their field; therefore, they are a living source of theoretical knowledge (Khoza, 2016a). Jansen (1997) describes how South African educators need to possess theoretical knowledge, especially within their discipline, in order to transform the education system to make it more dynamic and to equip learners constructively. If educators do not provide an acceptable standard of knowledge, their learners’ achievement and performance could be affected (Elliott, 1994). Their role in the education system is evaluated in terms of how well they know their subject, how effectively they implement the curriculum, and how accurately they evaluate their learners’ performance. The interaction between learners and educators must promote a sense of cohesiveness that strengthens and maintains the quality of education at all times, and that allows learners to build their theoretical knowledge to a superior level.

2.3.3.2 Institution

In a study on praxeological theory in relation to organisations, which includes a discussion of educators’ responsibilities, Yu (1999) refers to the school environment as an “institution”. In his book, *Schools as organisations*, van der Westhuizen (2013) emphasises that the school environment plays an important role in developing the knowledge of both educators and learners. Although educators undergo tertiary training that equips them to deal with learners, it is the school as an organisation that allows them to build their experience by putting into practice what they have learned in order to gain more cognitive knowledge (van der Westhuizen, 2013). Well-managed institutions are often perceived as the main reason for both educators and learners developing a positive attitude towards gaining theoretical knowledge. It is therefore important that institutions have all the resources necessary for providing and building theoretical knowledge. This simply means that there should be sufficient materials and resources for educators to teach their learners (Chisholm, 2005). Theoretical knowledge can then be transferred to learners in a professional and effective way.

2.3.3.3 Coordination

Coordination refers to the different elements of a complex set of academic activities that need to be in place in order for teaching and learning to take place effectively (Boero et al., 1997). Yourman (1938) shows that coordination is based not only on people, but also on planning for academic activities and events. These academic activities include the departmental policies and procedures that need to be followed for each and every subject in the school curriculum (Yourman, 1938). This corresponds to what Khoza (2016a) refers to as “software” resources. Furthermore, Przyborski and Slunecko (2009) show that coordination reconnects humans and institutions with how they must produce knowledge. It is a guideline for educators on how to evaluate their performance, on teaching strategies, and on assessments of whether they have cascaded knowledge in the proper way to learners (Przyborski & Slunecko, 2009). This suggests that coordination plays an important role as praxeological knowledge that transfers theoretical knowledge. In order for theoretical knowledge to be disseminated to learners, educators need to adopt the Tyler model (2013), which is based on various teaching components: goals, content, methods and activities, and finally evaluation (as shown in Figure 2.5).

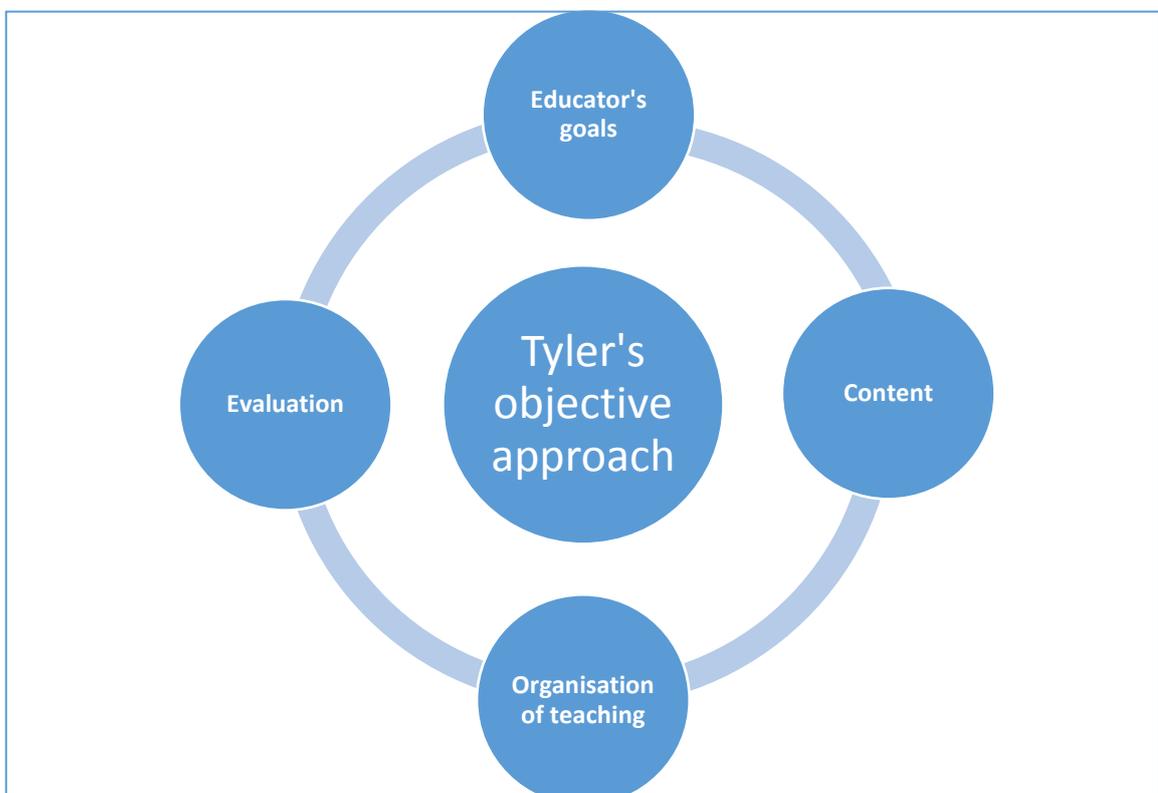


Figure 2.5 Tyler’s objective approach (Tyler, 2013)

2.3.4 Educators' goals in teaching

A goal is defined as a target that one wants to achieve (Nkohla, 2016), and the primary goal or objective of teaching is to equip learners with theoretical knowledge. Goals can be broken down into aims, objectives and evaluations (outcomes) (Jonassen, 1991). An aim focuses on a long-term intention that is based on an educator's standpoint, while an objective focuses on a short-term intention that outlines the specific steps that need to be followed in order to achieve a goal (Nkohla, 2016). Learning outcomes can be defined as what the learners are expected to know in terms of the curriculum (Nkohla, 2016). Khoza (2016b) shows that it is very risky to teach without goals and a vision. An educator must have a vision for each and every lesson and section that he or she is teaching (Khoza, 2016b). It is very important for educators to write down these goals in order to reflect on them at the end of each lesson, according to Umalusi, the South African educational body for quality education.

The South African policy for teaching isiZulu, outlined by the Department of Basic Education (DBE, 2011), states that goals need to appear in each and every educators' plan (DBE, 2011). Furthermore, the main goal that isiZulu educators have is to produce learners that are able to interact professionally and appropriately using this language (Ndimande-Hlongwa, Mazibuko, & Gordon, 2010). The isiZulu curriculum should mainly focus on strengthening the use of isiZulu at home-language level, improving proficiency in and utility of the previously marginalised African language, and promoting social cohesion (DBE, 2011). These goals are therefore used to design the subject, while considering the needs of learners and society (Vermeulen, 2001).

Tyler's objective model encourages educators to begin by identifying what goals need to be addressed (Botha, 2007). In the isiZulu curriculum, these goals need to reflect the needs of learners, of society, and of the subject or discipline itself. According to the DBE (2011), learners need to have theoretical knowledge of isiZulu that includes correct language usage, proper pronunciation of words, and adequate writing skills, including creative writing. Achieving these language goals would enable educators and learners to achieve outstanding results in their assessments (Webb, 2013). Although most learners come from an isiZulu background in Zulu home language classes, there is often still a need for improvement in their language skills in order for them to reach a competent

standard (Botha, 2007). This means that they must be exposed to content and resources that will enable them to learn more about the language.

In addition, achieving the goal of adequate theoretical knowledge is also important for educators who teach isiZulu as an additional language. Learners who take isiZulu as an additional language mostly come from an English-speaking background (Wildsmith-Cromarty, 2013), and have little exposure to isiZulu. Educators who work with them have to work very hard to raise the knowledge of these learners to a competent level (Wildsmith-Cromarty, (2013), and often have to translate most of the content from isiZulu to English, including the language usage and basic Zulu jargon. In order to teach these learners to speak isiZulu fluently, vocabulary needs to be properly explained to avoid misinterpretations and misunderstandings of the language usage. This requires educators to be well trained in inter-language development in order to meet the required standard. Such language development must also include explaining key concepts from both isiZulu and English (Morrow, Jordaan, & Fridjhon, 2005). These key concepts enable the learners to have a basic understanding of essential isiZulu content.

Educators must therefore have clear goals and a vision for their language teaching. In fact, it is extremely risky to attempt to teach theoretical knowledge without goals and a vision for the subject (Khoza, 2016b). Educators who are not aware of what they specifically want to achieve, and who do not make their goals clear, may end up teaching inappropriate content, or using a pedagogy that is not useful and constructive for learners. Setting goals in the implementation of the language curriculum provides a clear direction for what the educator is expected to do (Desai, 2001). Educators who teach isiZulu must therefore have clear, specific and well-communicated goals in order to deliver the content effectively.

2.3.5 IsiZulu content

Content refers to the subject matter that is being taught in a programme, unit or lesson (Nieuwoudt, 2002). In South Africa, content has to be approved by the Department of Basic Education and Training based on the skills and values that the curriculum will transfer to learners in order for them to be considered competent (Nkohla, 2016). This means that in the isiZulu curriculum, the content should consider Zulu culture and should

be developed around the indigenous knowledge and cognitive knowledge of the Zulu nation (Mashiya, 2011). In a study conducted on English and isiZulu in rural schools in KwaZulu-Natal, Mashiya (2011) shows that educators need to possess more content knowledge in isiZulu.

Content knowledge can be knowledge orientated, skill orientated or value orientated (Jacobs, Vakalisa & Gawe, 2016). Knowledge-orientated content focuses on helping learners to gain new information. For example, in isiZulu lessons, when learners learn poetry in the intermediate phase they begin to look for figures of speech, such as similes and personification. This knowledge develops as they advance to higher grades. Skill-orientated content knowledge aims to assist learners in developing new abilities, expanding their creativity, and working independently (Mbatha, 2012). This is very useful in isiZulu lessons when learners write essays. They are able to use their own creativity and experiences of day-to-day knowledge and merge them with cognitive knowledge. Lastly, value-orientated content helps learners to understand and develop good values (Jacobs et al., 2016). Learners learn to be hardworking, honest and loyal. The isiZulu curriculum focuses on values associated with reading and verbal communication.

2.3.6 Organisation of teaching isiZulu

A study by Gamoran, Secada and Marrett (2000) on the organisational context of teaching and learning shows that there are three aspects that need to be considered when organising effective teaching: the school, the educator and the learner.

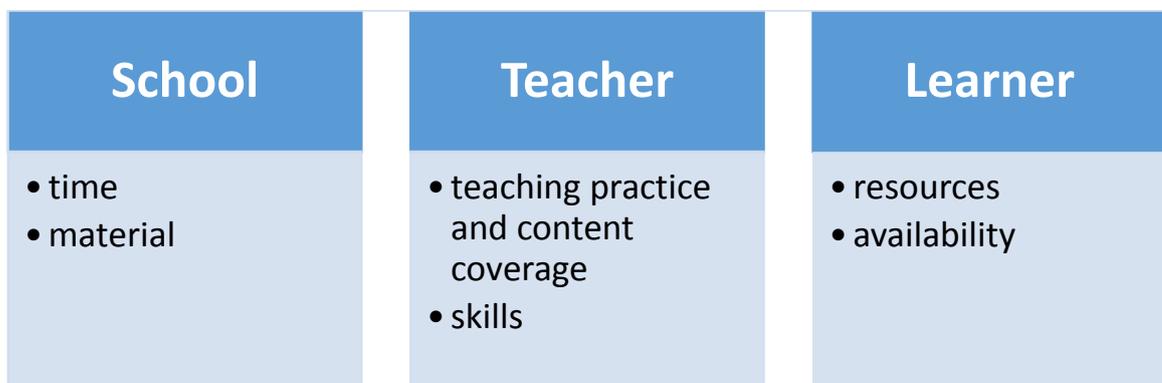


Figure 2.6 The three levels of organisation of teaching resources (Marrett, 2000)

Educators need to have an understanding of what they want to teach, so that they are able to select the most appropriate methods and activities for teaching the knowledge they need to cascade to learners (Jacobs et al., 2016). The appropriate teaching methods make it easy for learners to follow lessons without confusion. In isiZulu there are four main areas that educators need to teach: listening, speaking, reading, writing — all according to the language structure and conventions (DBE, 2011). Each of these areas needs to be taught using different methods. In listening and speaking, for example, educators need to facilitate verbal communication that will interest the learners and encourage them to participate in the lesson. However, each section in the GET curriculum is allocated a certain amount of time, and so educators need to teach the content within that allocated time.

The age and level of understanding of the learners determine which methods an educator needs to use (Van Deventer & Kruger, 2002). This means, for example, that the methods used by an educator for Grade 4 and Grade 9 learners will differ. Learners in Grade 9 tend to be more comfortable with debate and discussion, and general verbal expression. However, Grade 2 learners tend to enjoy demonstrations and role-play. However, the learners' activities that are used in Grade 2 should be integrated with those that are used in Grade 9. Once an educator understands the level of the learners, it is easy to select the appropriate activities for them. According to Felder (2005), an educator should also determine the level of difficulty of their learners' work according to the learners' mental ability. Very capable learners could be given more difficult activities, while slower learners could be given easier tasks to start with in order to become familiar with the content (Felder, 2005). In isiZulu classes, for example, an educator may start teaching basic language usage before attempting to introduce the learners to difficult content, such as summarising a poem or interpreting a story.

Schools should also have the necessary resources for making learning possible and easily accessible (Gamoran et al., 2000). Adequate resources would allow for educators to use different teaching styles and strategies in order to provide effective teaching, as these teaching styles may include using different materials to promote learning (Davis & Krajcik, 2005). Educators could use textbooks or PowerPoint presentations to enhance their lessons. However, certain resources may require a certain amount of training and familiarity before the educators are confident in using them (Attard & Curry, 2012).

Educators should use different teaching strategies, such as demonstrations, narratives, discussions, and role play (Young, 2013). This would enable learners to be active in the teaching and learning process. Different tasks can be tackled using appropriate methods and activities in order to promote active learning.

2.3.7 Evaluation

Evaluation mainly focuses on how successful teaching activities have been (Jacobs et al., 2016). There are three types of assessments strategies that are used summative assessments, formative assessments and peer assessments (Topping, 2009).

Peer assessment occurs when learners assess each other. The educator plays the role of coach and monitors the learners to establish whether they are doing their tasks properly or not. Peer assessment, according to Topping (2009), encourages learners to construct further knowledge through working together. It promotes constructivist learning, whereby learners construct their own knowledge and let their friends judge them. In isiZulu, learners are able to assess one another during spelling and dictation.

Formative assessment is understood as assessment for learning (Bell & Cowie, 2001). It enables learners and educators to focus on the areas where learners did not do well during testing or in a project. This type of assessment addresses gaps in learners' understanding just before a problem with learning content gets worse. Although sometimes educators do not record informal assessments, such assessments play an important role in developing an effective teaching and learning strategy (Topping, 2009).

Finally, summative assessment is for the purpose of assessing whether learners should progress from one grade to the next (Vandeyar & Killen, 2007). Such assessments reflect whether the educator's main goals have been reached or not. Therefore, educators can use various strategies to conduct summative assessments. In isiZulu, simple tests can be used to assess language skills. For oral assessments, an educator would need to design a rubric that indicates the scores that the learner obtained during the assessment. This would also apply to creative writing and essays. Such rubrics would need to be used to determine the learners' performance.

At Grade 4–6 level, eight or nine formal or summative assessments need to be conducted per term (DBE, 2011). These formal assessments need to be recorded on the school computer system for Ugu district, the SA-SAMS (South African School Administration Management System). This electronic system is a way of keeping secure records.

2.4 PRACTICAL KNOWLEDGE

Practical knowledge refers to educators' knowledge of traditional and modern technologies that can be used to implement the curriculum (Herschbach, 1995). Furthermore, it deals with methods that an educator can use to enhance content knowledge and classroom management. In a study on accessing practical knowledge, Black (2000) identifies three basic levels of practical knowledge: classroom management, teaching methods and teacher's knowledge (illustrated in Figure 2.7).

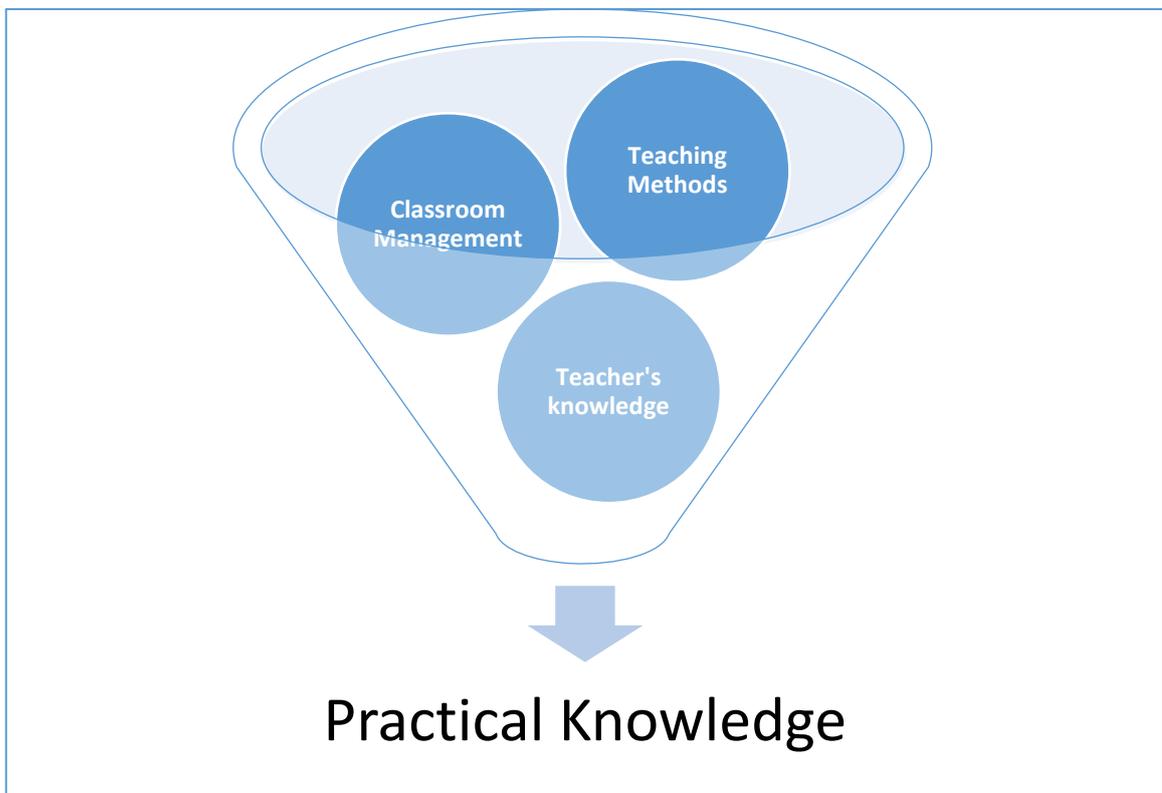


Figure 2.7 The three levels of practical knowledge

Educators' knowledge of instructional routines, classroom management and learners' needs is informed by cognitive knowledge that educators gain through experience in the teaching profession or through formal training (Black, 2000). Although educators' knowledge includes content knowledge, it emphasises the pedagogical approach and resources that educators need to use in the classroom to enhance learning. It deals with resources that are needed for engagement with the subject matter, and involves the textbooks, software and hardware that are essential for implementing the curriculum effectively. This suggests that educators need both knowledge of the curriculum and its subject matter to engage in quality teaching with their learners (Van Driel, Beijaard, & Verloop, 2001). It also suggests that educators need to be knowledgeable of both digital and non-digital resources. When educators are able to use these resources effectively, the quality and the standard of teaching and learning are promoted (Compton, 2004). The benefits are felt not only by educators, but also by learners, who are able to use such resources to construct knowledge (Kihzoza, Zlotnikova, Bada, & Kalegele, 2016).

Practical knowledge encourages effective classroom management, where educators and learners use a variety of resources, and e-classrooms are particularly useful for teaching languages, since using digital devices such as computers and DVDs enables learners to be more constructivist in their learning (McGonigal, 2005). However, Gaotlhobogwe (2012) and du Plessis (2014) point out that there are serious practical challenges that need to be solved in most South African schools. Some rural schools do not have electricity, and as a result do not have the technological resources that are essential for practical knowledge (Gaotlhobogwe, 2012). Many schools that manage to access resources, particularly those in township and rural areas, end up losing them as a result of burglaries and criminal activities that are mostly caused by poverty (du Plessis, 2014). This suggests that educators need to use non-digital resources, such as textbooks, magazines and worksheets. However, specific teaching methods also play an important role in implementing practical knowledge. These methods include group work, cooperative learning, visualization, discussion, a narrative teaching style and e-learning (Black, 2000).

Therefore, the combination of classroom management, educators' knowledge and teaching methods produces practical knowledge, which Shin et al. (2009) refer to as technical knowledge. Effective teaching and learning rely on this technical knowledge,

which is driven by tools that form a platform for content knowledge to be cascaded easily to learners in a productive way. Effective learning cannot take place without using practical knowledge (Black, 2000). IsiZulu educators therefore need to use these resources to transfer knowledge to learners. Digital and non-digital resources are essential in the education process and learner development. Hoadley (2012) recommends that educators use Lawrence Stenhouse's model of curriculum development to inform their teaching and to develop their learners (see Figure 2.8).

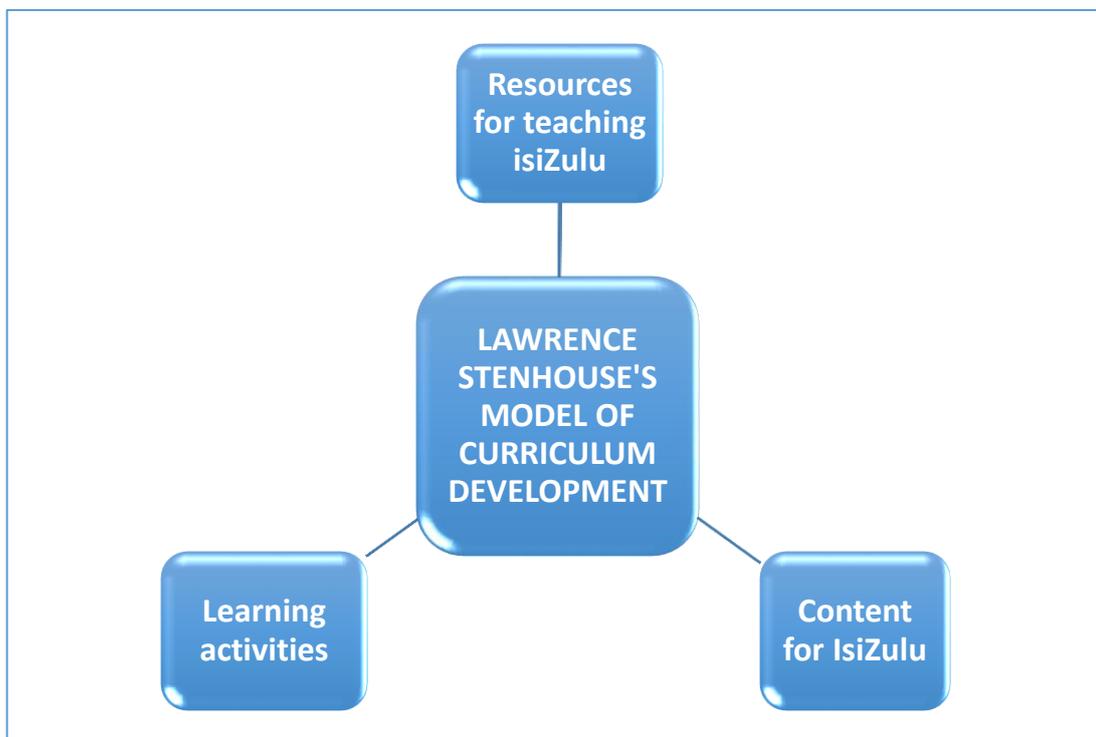


Figure 2.8 Lawrence Stenhouse's model of curriculum development (Hoadley, 2012)

2.4.1 Resources used to teach isiZulu

Resources are the instruments that are used to produce knowledge (Hammer, 2000). Khoza (2015a) regards any person or thing that participates in learning and teaching as a resource, and identifies three types of resources that produce quality education: hardware, software and ideological-ware. Khoza (2015a) explains that hardware refers to the tools or machine objects used in education, while software displays information from the hardware and facilitates interaction. Ideological-ware operates in conjunction with

hardware and software, and refers to education/curriculum approaches/theories or visions (Khoza 2016a, p. 2). Because ideological-ware refers to the knowledge that one possesses about a subject, it is influenced by one's societal and personal vision (Khoza, 2016b).

Learners can use resources to construct knowledge, as suggested by Lawrence Stenhouse's process model of curriculum (Hoadley, 2012). For example, in the isiZulu curriculum, an educator can give learners non-digital resources such as textbooks, magazines and newspapers to read, and from these resources learners can compile their own creative writing and poems. In schools where learners have access to digital devices, educators can set the learners tasks that will involve conducting research using these digital devices. However, learners and educators need to be well trained in typing and in using digital devices correctly and effectively before they can start to conduct research and construct their own knowledge (Herschbach, 1995).

The South African Curriculum Assessment Policy Statement (CAPS) for isiZulu encourages educators to use both digital and non-digital resources (DBE, 2011). In the isiZulu curriculum, educators can use non-digital resources such as charts, which the DBE (2011) recommends should be pasted or displayed on a wall, to enable learners to construct their own knowledge easily (Webb, 2013). Furthermore, each grade has prescribed textbooks that educators can use to explain and illustrate content (Barnett, 2006). These textbooks play a major role in developing learners' listening, reading and writing skills. They also ensure that the educators themselves have an adequate content knowledge of the subject (Morrow et al., 2005). These types of non-digital resources are essential for both learners and educators in the teaching and learning process.

Schools that have digital resources such as televisions, radios, and computers tend to achieve better outcomes, since educators and learners have a variety of resources with which to construct knowledge (Herschbach, 1995). For example, digital resources make it easy for learners to engage with novels, plays and short stories through audio books and dramatisations (Herschbach, 1995). These additional visual and audio resources allow them to gain a better understanding of the content knowledge than if they relied on print resources alone.

Furthermore, a study conducted by Khoza (2016b) on using Moodle as a resource shows that digital resources are effective in promoting quality learning. In order for learners to

become active learners and become independent with their studies, they need digital resources like computers and the Internet (Khoza, 2016a). Digital resources seem to be feasible because learners do not need to purchase textbooks, but can simply download them (Khoza, 2016b). This would be an advantage for isiZulu teaching, because it is necessary that each learner has his or her own books that can be used in class and at home. Finally, digital resources can be lead to learning activities (Hoadley, 2012), as learners and educators can create learning activities that are based on constructivist system, that would enable the learners to gain cognitive knowledge.

2.4.2 Learning activities for isiZulu

Learning activities are collaborative tasks that aim to reshape learners' understanding of their life experiences and learning environment (Bordia, Irmer, & Abusah, 2006). Various studies show that learning activities serve to enhance learning content. According to Jacobs et al. (2016), learning activities need to be appropriate for three main areas in the curriculum: content, learners and educators. Educators need to select learning activities that are in line with the content (Jacobs et al., 2016). Once educators understand the goals that they want to achieve in a lesson, they must select the appropriate learning activities to enhance the content in order to achieve those goals (Tyler, 2013).

Learning activities should be appropriate for the learners (Jacobs et al., 2016), and in order to enhance learning, educators should ensure that the level of the learning activities is appropriate for the learners' level of ability and understanding. Educators should not set learners tasks that are going to be excessively difficult for them to complete (Blythe, Croft, & Strelec, 2002), but should set tasks that involve a progression from easy to difficult activities, and a progression of knowledge and skill. For instance, when an educator wants to teach learners to write a descriptive essay about their favourite toy in isiZulu lessons, it is important for learners to bring a toy to enable them to easily list all the important functions and features of the toy, before progressing to more difficult tasks.

In a study on teaching and learning dynamics, Jacobs et al. (2016) point out that learning activities should also be appropriate for educators' needs. Educators need to consider the available time and resources, as well as the level of knowledge and ability of the learners (Chan, 2004). Educators need to consider how much time learners spend on activities, and if an activity consumes more than the allocated time it must not be part of a lesson.

Furthermore, if a school does not have the appropriate resources to facilitate that activity, then the educator should supplement learning with activities that are possible to implement. For instance, in Grade 6 isiZulu, learners need to write an article about a recent programme that they watched on television. If learners do not have television at home, educators should use other resources, such as newspaper articles.

2.4.3 IsiZulu content

Content is specialised knowledge that educators need to possess about subjects (Ball et al., 2008), and the content of a programme, unit or lesson is the subject matter (Nieuwoudt, 2002). There are three types of content: knowledge-orientated, skill-orientated and value-orientated content (Jacobs et al., 2016), all of which play an important role in developing effective teaching and learning.

Knowledge-oriented learning is mainly focused on helping learners to gain new information. Educators therefore need to use the appropriate resources and pedagogy to introduce new knowledge to learners. For instance, in isiZulu lessons, educators need to use digital support material such as radio and television when they teach novels.

Skill-oriented content helps learners to develop new abilities (Jacobs et al., 2016). This type of content in isiZulu lessons is applied, for example, in essay writing. Educators can teach specific related skills, such as the ability to create mind maps, in order for learners to order their thoughts and consequently structure their writing. Chan (2004) shows that educators need to facilitate practical, skill-oriented experiences for learners through field trips and excursions. IsiZulu educators could, for example, take their learners on excursions that teach them about practical aspects of isiZulu culture and traditions.

Value-oriented content encourages learners to understand and acquire values such as honesty, loyalty and kindness (Carl, 2005). This promotes the principles of the South African Constitution (Act No. 108 of 1996), which stipulates that education has to promote values and democracy. For example, educators in the isiZulu curriculum need to teach learners about the spirit of “Ubuntu”, which translates as “humanity” in English.

2.5 PERSONAL KNOWLEDGE

Personal knowledge is a combination of theoretical and practical knowledge that educators use when they are teaching (Khoza, 2016b). Accordingly, Shulman (1986) defines personal knowledge as “pedagogical knowledge”. Personal knowledge informs the teaching methods and strategies that educators use when they are teaching (Harris, Mishra, & Koehler, 2009). It includes classroom management, which involves interacting with learners to implement the curriculum. Personal knowledge is strongly influenced by an educator’s social background and by their personal professional experiences, which are influenced by the school climate, by the management of the institution, and by the leadership style that the educator has experienced (Gess-Newsome, 1999).

According to Zimmerman (2000), personal knowledge is influenced by three important aspects: the person, their environment and their behaviour.

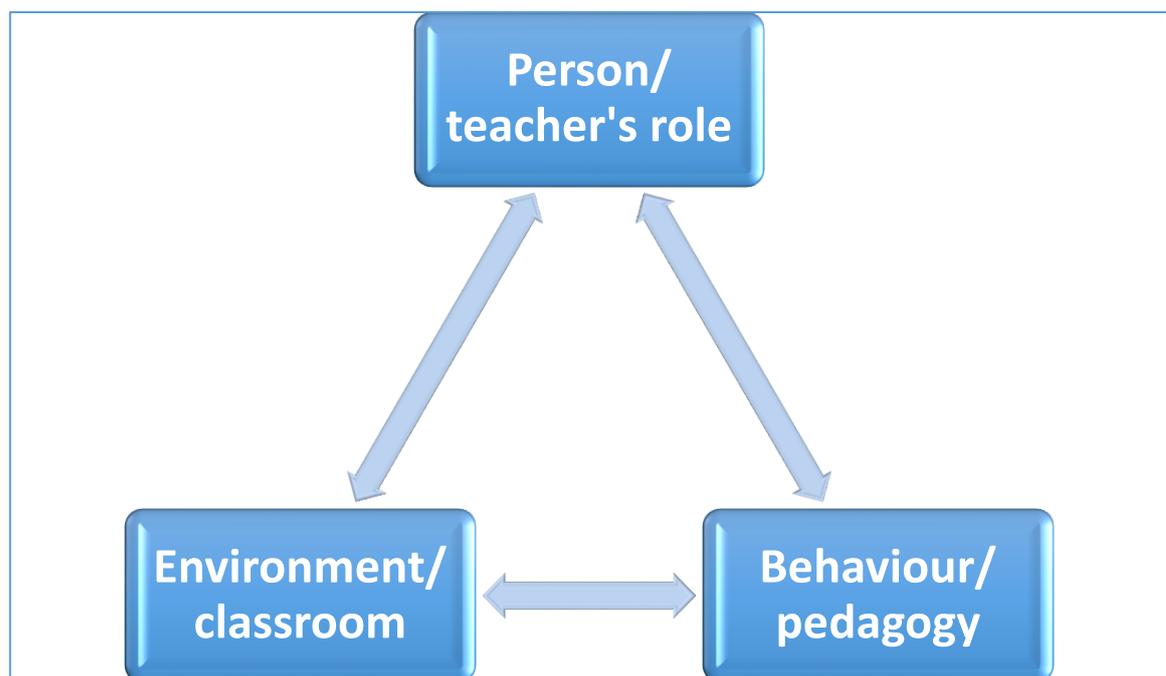


Figure 2.9 The aspects of personal knowledge (Zimmerman, 2000)

2.5.1 Educators' role

The person in Zimmerman's (2000) model refers to the educator, and his or her role in the education system, as an instructor, researcher and facilitator. The educator is the leader in the classroom, who controls not only the learners but also the use of resources, in order to create a positive school climate (Van Deventer & Kruger, 2002). The main goal of an educator is to promote the concepts of Ubuntu (*umuntu ngumuntu ngabantu* — a person is a person through other people) for both the learners and his or her colleagues.

2.5.1.1 The educator as instructor who provides theoretical knowledge

The educator's main role is to cascade information to learners (Courneya, Pratt & Collins, 2007). This can be done according to five different perspectives: the transmission perspective, the apprenticeship perspective, the developmental perspective, the nurturing perspective and the social reform perspective (Courneya et al., 2007). According to the transmission perspective, an educator provides learners with effective teaching that shows a substantial commitment to the content.

2.5.1.2 The educator as researcher

Networking and clustering play important roles in effective teaching (Singh, Sharma, & Sharma, 2012), as educators work closely with other experienced educators to support each other in relation to the content, pedagogy and technical instruments that may be used to make their work easier and to implement the curriculum more effectively (Jita & Mokhele, 2014). Networks and clusters can also address assessment issues, which constitute a major problem for most educators (Garrison & Ehringhaus, 2007). Formative and summative assessment tasks can be discussed, formulated and analysed. Those educators who lack adequate knowledge can learn useful techniques for implementing assessments effectively in their own classrooms.

2.5.1.3 The educator as facilitator

The educator's role as a facilitator is to provide a democratic classroom where learners are self-motivated (Terpollari, 2016). This classroom must produce learners who have developed self-efficacy in the knowledge they have acquired. A facilitator would direct and lead learners to discover and assess their own knowledge, for it to be more meaningful. They should interact with learners to assist them in completing tasks and understanding the overall vision (Jagtap, 2016). This interaction includes monitoring their assessment tasks, resolving conflicts and encouraging them to reach an acceptable standard and level of competence in their academic work. Furthermore, as facilitators educators must keep up to date on their subject, in this case isiZulu. Up-to-date information enables educators to understand new trends and new information, for example in approaches to writing essays, pronunciation and creative writing.

2.5.2 Environment

It is very important for educators to take into account their learners' various backgrounds when determining the personal knowledge that they employ in the classroom (Mullock, 2006). For example, the presence or absence of technology in a learner's environment can have a significant impact on the success or failure of particular teaching approaches. Learners who are familiar with digital and computer technology can be taught online (Herschbach, 1995), and educators could use networks such as WhatsApp to interact with them. However, some learners do not have access to digital resources, as a result of an environment and background characterised by poverty. In South Africa, most learners who come from rural areas do not perform well with online learning because they lack familiarity with the technology and an adequate background in the required technological skills (Maila & Ross, 2018). They depend on face-to-face teaching, where an educator explains everything to them. Educators therefore need to understand various aspects of their learners' learning environment in order to create a constructive and successful school environment. Important aspects of a learner's environment are grouping, parental involvement, and learner diversity.

2.5.2.1 Grouping

A school's involvement with other stakeholders, such as the community, outside organisations and educator support mechanisms (such as clusters), promotes effective learning in the school, as research shows that schools that network with outside bodies improve their learners' commitment to education and have better access to the necessary basic resources (Van Deventer & Kruger, 2002). This type of involvement with stakeholders is known as an open system (Slegers, 2006). The support of these stakeholders can play an important role in transferring knowledge to learners in order to teach isiZulu effectively,

2.5.2.2 Parental involvement

Parental involvement has a profound influence on the culture of learning and teaching in a school (Zimmerman, 2000). The involvement of parents in the learners' education strengthens the trust between the home and the educator, which leads to a positive attitude towards education that improves school attendance and learning performance (Jita & Ndlalane, 2009). This suggests that if parents are involved, isiZulu educators will be able to give the learners homework, assignments and projects knowing that parents will assist the learners at home. There is also a better chance of educators' work schedules and lesson plans being completed on time if there is less learner absenteeism.

2.5.2.3 Learner diversity

In order for educators to achieve excellent results at the end of the year, they need to understand the types of learners that they have in the classroom (Masino & Niño-Zarazúa, 2016). Research shows that there are four types of learners: visual learners, auditory learners, learners who prefer reading and writing, and kinaesthetic learners (Leite, Svinicki, & Shi, 2010). Educators need to identify their learners' individual learning styles, their strengths, and, most importantly, the areas in which they struggle, in order to provide them with assistance. Understanding and identifying such learner diversity enables educators to use the appropriate pedagogy and resources for ensuring that learners find it easy to understand the curriculum. In relation to teaching isiZulu, it is suggested

that educators use audio-visual resources such as video, television and radio to transfer knowledge to learners if the learners lack reading skills. Educators also need to seek outside assistance and the support of Department of Education (DoE) subject specialists in order to assist learners with special needs (Matters, 2006). This could reduce the stress and pressure that educators experience by providing them with developmental strategies to enhance teaching and learning.

2.5.3 Pedagogy

Educators' behaviour and the strategies they use to teach in the classroom are understood as their pedagogy (Mullock, 2006). Pedagogy is informed by educators' choices in how to use their time, content knowledge, resources and space to facilitate teaching and learning. Educators need to stick to their lesson plans (the allocated time for conducting lessons), which form part of their annual teaching plan (DBE, 2011). Six hours per week is allocated to the intermediate phase isiZulu curriculum, and five hours to the senior phase. The school composite timetable needs to make provision for these hours in order for the educator to follow these time allocations properly. The curriculum content constitutes the most important part of pedagogy (Conole & Oliver, 1998). Educators need to come to lessons well prepared for what they are going to teach and need to be clear on which strategies are going to be used to transfer information to learners. Pedagogy is also determined by the availability of resources and space (Vermeulen, 2001). The available physical space influences the way the educator conducts lessons in the classroom. For isiZulu lessons, especially in primary schools, the classroom should ideally have an open space for learners to move about in while reciting poems, singing Zulu songs and dancing traditional dances, which are the part of curriculum.

2.6 THE NATURE OF THE CURRICULUM

The word "curriculum" is derived from the Latin word *currere*, which basically means "the running of a race" (Pinar, 2006). In South Africa the educational curriculum has changed dramatically since the transition to democracy in 1994. Prior to this the educational system was characterised by apartheid philosophy, which saw learners being

oppressed and neglected, or favoured, according to their race (Chisholm, 2005). The new curriculum, characterised by an outcomes-based education approach, has replaced the old curriculum with the aim of promoting democratic principles. The foundational document on which this new curriculum is based is the 1995 White Paper on Education and Training (DoE, 1995), which emphasises transformation in teaching and learning (Cross, 2002). It outlines the democratic principles that support both educators and learners, and acknowledges that a quality education system requires classroom management, policy documents for each subject, and assessment policies and criteria for learning. The transformation process has envisaged the curriculum dissemination as three phrases: the intended curriculum, the enacted curriculum and the attained curriculum.

2.6.1 Intended curriculum

The intended curriculum is an ideal framework created by curriculum designers that outlines the goals and visions of the curriculum and stipulates the intentions of the curriculum (Khoza, 2016b). The policy document for the isiZulu curriculum in the General Education and Training (GET) band (DoE, 2002) clearly indicates that learners need to master four types of language skills: listening, speaking, reading, writing. The common standards, guidelines and expectations need to be visible to the educators who implement the curriculum (Porter, McMaken, Hwang, & Yang, 2011) in order to enable them to be in line with the vision of the department. Moreover, these standards guide educators on the use of the appropriate pedagogical and technical approaches for teaching the content in the correct manner as prescribed by the DoE.

2.6.2 Enacted curriculum

The enacted curriculum is what Khoza (2016a) calls “a curriculum in action”. It is defined by the interaction between an educator and learners, and is shaped by the instructional materials and the educator’s intended curriculum (Petersen, 2017). The educators’ knowledge of the curriculum plays an important role. They need to have content knowledge about the subjects that they are teaching. In relation to the isiZulu curriculum,

educators need to have a strong isiZulu language background that has been formally shaped by tertiary training (Desai, 2001). Moreover, different pedagogies need to be used to enhance teaching and learning. Skills have to be taught according to prescribed time frames, and assessments have to be administered in prescribed ways, as outlined by the policy document (DBE, 2011). Furthermore, textbooks and other teaching aids must be used in order to implement the curriculum effectively.

2.6.3 Attained curriculum

The attained curriculum is understood as the curriculum that is ultimately achieved (Hoadley & Jansen, 2009). According to Khoza (2016a), it is the layer of the curriculum that measures the achievements of the learners and the input of the educator during the implementation process. The educators' knowledge is measured by their learners' performance and achievements. A lack of knowledge on the part of educators in the implementation of the curriculum could damage learner performance.

2.7 CONCLUSION

Studies on educator knowledge (Ball et al., 2008; Bernstein 1971; Boero et al., 1997; Khoza, 2015, 2016a, 2016b, 2018; Shulman, 1986; Young, 2013) show that educators cannot provide effective teaching if they do not have adequate knowledge about their subjects. This suggests that in order for learners to perform well, educators must have a deep understanding of content (theoretical knowledge), use suitable technical resources (practical knowledge) and develop a pedagogy that will be fruitful to the learners (personal knowledge). This chapter has presented and discussed these three main aspects of educator knowledge, and has discussed the three aspects of the nature of the curriculum (the intended curriculum, the enacted curriculum and the attained curriculum). The following chapter presents the TPACK (technological pedagogical content knowledge) framework, and how it can be used to understand educators' knowledge in more depth.

CHAPTER 3

THEORETICAL FRAMEWORK

3.1 INTRODUCTION

The discussion of educator knowledge and the curriculum in the previous chapter has provided a background for an understanding of the TPACK framework (Mishra & Koehler, 2006), which guides this study. The TPACK framework was originally based on Shulman's (1986) theory of content knowledge, pedagogical knowledge and curricular knowledge. The TPACK framework was developed by Mishra and Koehler (2006), who added technology as an important component of curriculum implementation. This chapter introduces the TPACK framework, describes its components and how it could facilitate effective teaching, and discusses its benefits and limitations. An explanation of how it could be applied to teaching isiZulu follows.

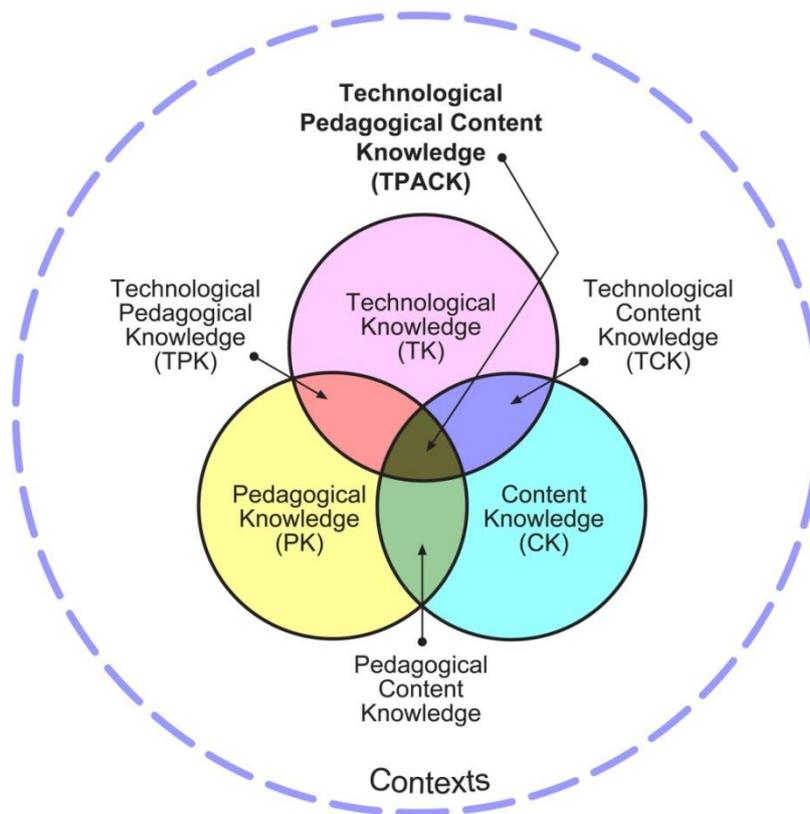


Figure 3.1 The TPACK framework (Mishra & Koehler, 2006)

3.2 TPACK FRAMEWORK

TPACK is a framework for integrating educators' knowledge and technology that enhances teaching and learning in the classroom (Koehler & Mishra, 2009). TPACK has six components: content knowledge, pedagogical knowledge, technological knowledge, pedagogical content knowledge (PCK), technological content knowledge (TCK), and technological pedagogical knowledge (TPK).

3.2.1 Content knowledge

Content knowledge is knowledge that focuses on subject content, and that needs to be explicitly taught to learners (Shin et al., 2009). This knowledge is scientifically proven knowledge about the subject (Compton, 2004). Educators must have sufficient content knowledge to facilitate quality teaching and learning (Mpungose, 2018), and must be well trained in the content that they are going to teach. For the isiZulu curriculum, it is advisable for educators to be competent in language usage and literature, and to have a good understanding of creative writing (Bryant & Rowe, 2008). Furthermore the educators' role is to transfer content knowledge in an integrated way that makes it easy for the learners to understand the content (Gür & Karamete, 2015).

Educators teaching in the isiZulu curriculum must have a sound content knowledge of isiZulu before they are able to teach it effectively. Being a mother-tongue speaker is not enough; educators need formal training in isiZulu to gain a detailed and accurate formal understanding of the language before they teach learners (Reid, 2001). This has a positive impact on learners, who are able to become more competent in formal language usage. In order to gain content knowledge, educators need to network and cluster with one another to improve their skills and knowledge with the latest information about isiZulu (Mphahlele, 2012). They will be able to stay up to date with new vocabulary and terminology, and with the colloquial language that is often used by learners and younger people.

Educators' content knowledge therefore plays an important role in developing the learners so that they meet or exceed the acceptable standards of competency (Bryant & Rowe, 2008). However, their content knowledge may not be effective if they do not have

the correct attitude towards the subject. A positive attitude towards isiZulu is likely to assist educators in developing their skills further, which forms part of pedagogical knowledge, discussed in the following section.

3.2.2 Pedagogical knowledge

Pedagogical knowledge refers to teaching strategies, or the educators' understanding of how to address certain content topics and problems (Mullock, 2006). Pedagogical knowledge involves presenting content in a way that is appropriate for the level of ability of the learners (Gess-Newsome, 1999). Pedagogy is therefore viewed as the approaches, practices and methods that facilitate teaching and learning, and these involve behavioural, constructivist and cognitive aspects (Mpungose, 2018).

Educators need to use different pedagogies for each content section. In the isiZulu curriculum, for example, different pedagogies need to be used to teach oral expression, creative writing and language (Vermeulen, 2001). Using a range of pedagogies can benefit educators, as doing so provides them with a range of opportunities for establishing the extent to which learners understand the curriculum, and for performing assessments. Gür and Karamete (2015) advise that to strengthen teaching and learning by enhancing understanding, the range of pedagogies should include illustrations, demonstrations, analyses and representations. Educators need to use different teaching techniques according to their appropriateness for the lesson and the classroom climate. The classroom environment plays an important role in the educator's selection of which teaching strategies to use, especially in the isiZulu classroom (Mthembu-Funeka, 2009). In order for the chosen pedagogy to promote effective teaching and learning, the educator needs to use different available resources and technologies to enhance the lessons.

Finally, pedagogical knowledge needs to develop learners' ability to work collaboratively with others and to take control of their own learning (Brantley-Dias & Ertmer, 2013). This will lead to a better understanding of the content and learners will develop a sense of self-efficacy in relation to their work.

3.2.3 Technological knowledge

Technological knowledge relates to the resources that educators use when they teach (Arrow, 1969). Shulman (1986) acknowledges that educators who have a sound content knowledge and pedagogical knowledge still need to use the correct teaching resources, as these resources play an important role in developing the learners' thinking ability. Resources that enhance learning include non-digital resources, such as textbooks, chalkboards and worksheets (Salaberry, 2007), as well as digital resources, such as laptops, desktop computers, and audio-visual equipment (Compton, 2004). The primary objective of technological knowledge is to use technologies as a resource to produce and transfer knowledge (Arrow, 1969). Knowledge is produced when learners construct meaning for themselves by using different resources, and knowledge is transferred when educators use resources to enhance teaching and learning (Compton, 2004).

Educators who teach isiZulu can use technological knowledge to transfer information to learners. Both non-digital and digital resources can play an important role as channels of communication. Books, radios, television and computers could be used for developing learners' listening, reading and writing skills in isiZulu. Technological resources also enable children to work independently without depending on an educator (Grimmett & Mackinnon, 1992). However, Compton (2004) cautions that educators need to be well trained in how to use technological resources before they include them in lessons. Furthermore, using different resources expands the pedagogical strategies that educators can use in their classrooms.

3.2.4 Pedagogical content knowledge

Pedagogical content knowledge (PCK) is a blend of content knowledge and pedagogical knowledge, and forms an important part of the TPACK framework (Mishra, Koehler, & Henriksen, 2011). PCK covers essential knowledge content and the specific pedagogies through which it should be taught. According to Mishra et al. (2011), PCK promotes effective ways of teaching certain content. In the isiZulu syllabus, for example, PCK could involve a combination of content knowledge (for example language, poetry, or creative writing) that educators need to teach learners, together with a knowledge of the

appropriate teaching strategies to use to transfer this content. The educator has to combine two types of knowledge to facilitate learning effectively.

PCK results in educators being able to use different pedagogies for specific content, so it allows for a flexible approach towards solving problems (Harris et al., 2009). However, lessons should be planned with a clear idea of which pedagogies could be used to transfer information most effectively and successfully to learners. Furthermore, the learners' level of ability should be taken into consideration when selecting appropriate pedagogies, and they should be monitored to establish whether they are coping or not (Brantley-Dias & Ertmer, 2013). Educators should therefore be able to select a range of pedagogies that are suitable for the learners' abilities. Extension work, homework, field trips and input from outside experts can also enhance the effectiveness of teaching and learning (Baran, Chuang, & Thompson, 2011).

The educator effectively becomes a coach, who monitors whether learners can work independently to gain content knowledge by using technological resources. This suggests that technological content knowledge must also be used to facilitate learners' performance.

3.2.5 Technological content knowledge

Technological content knowledge (TCK) is the understanding of how technology influences content knowledge (Harris et al., 2009). The curricula for most subjects are developed at laboratories and seminars, and are based on careful research (Abbitt, 2011). The use of digital and non-digital resources plays an important role in the development process. Ideological-ware alone is not sufficient; hardware and software, which require equipment (such as microscopes) and digital devices (such as computers), are needed to create effective knowledge (Khoza, 2016a).

For instance, in the isiZulu curriculum, developing a range of listening skills in learners' requires the use of audio devices, such as radios and audio players. This illustrates a link between technology and content, and shows that educators need to use technology to produce content knowledge (Herschbach, 1995). Technological resources do not have to be digital, however. Books and magazine can be used by learners in the creation of poems,

essays, book reviews and prepared speeches, all of which are part of the content of the isiZulu curriculum. But in well-resourced schools, learners can extend their learning by using digital resources.

It is important, however, that educators teach learners to use these resources properly, and in order to do so it is important that educators have adequate technological pedagogical knowledge.

3.2.6 Technological pedagogical knowledge

Technological pedagogical knowledge (TPK) focuses primarily on how teaching and learning is conducted when certain resources are used in the lesson (Shin et al., 2009). The most important aspect of TPK is that it must work flexibly to apply the available tools for specific pedagogies. This includes simple, non-digital tools like classroom charts and chalkboards, as well as digital resources such as digital media that educators use to craft their lessons. The use of modern digital technologies, such as whiteboards, PowerPoint presentations and the Internet, have been shown to have a positive impact on communication and collaboration between learners and educators (Harris et al., 2009). IsiZulu educators can use these channels to encourage learners to read more by providing them with e-books and articles using social network platforms like WhatsApp or Facebook. This could improve learners' commitment to their school work.

3.3 BENEFITS OF USING TPACK

The TPACK framework makes teaching and learning simpler through the use of audio-visual technologies (Mishra et al., 2006). It also promotes inclusive education practices (Marino, Sameshima, & Beecher, 2009). Most educators find making their teaching properly inclusive to be very challenging. However, Marino et al. (2009) show that using different technological resources encourages educators and learners to come up with different perspectives that make teaching and learning easier, simpler and more effective. Learners engage more enthusiastically, which promotes constructivist learning (Attard & Curry, 2012). Learners are able to use technological resources to conduct their own research, thus enhancing their content knowledge and improving their performance

(Attard & Curry, 2012). The content knowledge acquired during constructivist learning leads to more independent learning, thus enabling the educator to be an instructor who monitors the learning process.

The TPACK framework encourages an online learning environment (Doering, Veletsianos, Scharber, & Miller, 2009). Educators and learners can make use of networks where programs such as Moodle are used to provide content and instructions, and to facilitate teaching and learning (Mpungose, 2018). This will eventually reduce face-to-face teaching contact time and enable flexible online teaching and learning (O'Bannon & Thomas, 2014). Educators can easily interact with their learners by using smart phones to exchange messages, or by using Skype for more immediate and personal communication. Moreover, using the TPACK framework encourages educators to move from a pedagogy based on traditional teaching strategies to one based on more dynamic and flexible strategies (Archambault, Wetzel, Foulger, & Kim Williams, 2010). These dynamic strategies also encourage educators to move from relying on traditional resources and teaching aids, such as books and chalkboards, to embracing modern digital resources, such as computers and audio-visual resources, which form part of an e-classroom (Pintrich & de Groot, 1990). Using the TPACK framework will therefore upgrade the standard of teaching and learning in the isiZulu curriculum.

In addition, TPACK improves the ICT skills of educators and learners (Brantley-Dias & Ertmer, 2013). Educators in South Africa are required to use the South African School Administration Management System (SA-SAMS), which is the computer system used by the DoE to capture marks and assessments, and to keep records (DBE, 2011). The TPACK framework equips educators to reach the standard of ICT competence required by the DoE.

3.4 LIMITATIONS AND CHALLENGES OF USING TPACK

Even though studies show that using the TPACK framework enhances teaching and learning, there are certain limitations and challenges involved with using the framework. The most significant challenges and limitations occur where there is a lack of resources, and where there is a lack of user knowledge and training.

Doering et al. (2009) point out that online learning environments are impossible to use if educators and learners do not have the required hardware or Internet connectivity, and Conole and Oliver (1998) show that a lack of resources in schools is the main reason for educators not implementing the TPACK framework. Educators and learners need to have devices like computers and smartphones, and need to be connected to the Internet before online learning can take place. Educators who teach in disadvantaged schools that lack digital resources may find it difficult or impossible to use the TPACK framework in their classrooms (Kihoza et al., 2016). Implementing the TPACK framework in their teaching is even more difficult when educators face the problem of overcrowded classrooms (Kihoza et al., 2016). Schools in many African countries lack basic resources such as electricity, making it impossible for educators and learners to use electronic devices like computers, television and radios as teaching aids (Kihoza et al., 2016). In these circumstances educators have no choice but to use chalkboards and textbooks, and to conduct their lessons using more traditional methods.

Both educators and learners also need to be proficient in using technology before online learning can be implemented (Benson & Ward, 2013). Educators' lack of training in using digital technologies and resources therefore has a negative impact on using the TPACK framework (Doering et al., 2009), as those educators who lack such formal training are resistant to the idea of implementing TPACK. Doering et al. (2009) find that they prefer to continue using the traditional system because they feel that incorporating modern digital technology is too challenging. As a result, their learners do not get exposed to digital media, which can lead to problems at a later stage as they proceed with their education (Attard & Curry, 2012).

It can be argued, therefore, that the TPACK framework is discriminatory in certain contexts (Baran et al., 2011), as only educators and learners who have sufficient resources are able to employ it. It can also be argued that the TPACK framework is a limited system of teaching that is not possible for everyone to use. Finally, educators' perceptions and opinions on using mobile phones in the classroom can create confusion about using the TPACK system (O'Bannon & Thomas, 2014). Some educators still believe that learners should not use mobile phones in the classroom, as they can lose focus or use their phones in a negative or disruptive way.

3.5 APPLICATION OF TPACK IN THE ISIZULU CURRICULUM

The TPACK framework can be very useful for teaching isiZulu and for improving learners' standard of competency and performance. As shown in Figure 3.3, there are four major types of skills that isiZulu learners need to master: listening, reading, writing, and language usage (DBE, 2011).

3.5.1 Teaching listening skills

One of the main skills that educators need to teach learners is listening skills (DBE, 2011). Listening skills aim to develop learners' creativity, their ability to speak isiZulu properly, and their knowledge of isiZulu (Desai, 2001). Listening skills are developed through listening to stories (Vermeulen, 2001). The TPACK system can play an important role in teaching listening skills, because it encourages learners to use audio-visual technological resources, such as radios and audio players (Herschbach, 1995). These technological devices enhance learners' listening skills by encouraging a deeper level of engagement on the part of learners in isiZulu lessons (Wildsmith-Cromarty, 2013). Mashiya (2011) argues that fluency in speaking isiZulu requires learners to be exposed to proper isiZulu language and dialogue (Mashiya, 2011). Therefore, using audio-visual resources within the TPACK framework could improve learners' speaking ability so that they reach a competent level of proficiency.

3.5.2 Teaching reading skills

Reading skills in isiZulu are conducted in the similar way like listening skills. Learners has to read with understanding of what the text is about. (DBE, 2011). The main aim is to equip learners with the skills to read independently and to be able to spell words correctly (DBE, 2011). Learners need to be exposed to different types of text, such as articles, novels, short stories and poetry. The educators' main responsibility in teaching reading skills and assessing reading skills is to make sure that learners know the meaning of each word, and that they can spell these words correctly (Motsheka, 2011). However, using technologies such as computer programs that teach spelling could enhance learners' abilities (Herschbach, 1995). Learners can even learn to read independently without an

educator's supervision. Reading programs such as Japtraplees, Help2Read and Shine Literacy have been shown to improve learners' reading ability (Rule & Land, 2017). Rule and Land (2017) show that using smartphone-based reading programs improves learners' reading ability by 67%. This suggests that if educators encourage learners to use these programs, their learners' reading ability could increase. The use of technological resources like computers therefore improves learners' sense of self-efficacy and motivates them (Zimmerman, 2000). Therefore, televisions, laptops, tablets and smartphones could be used as a substitute for textbooks in order to improve learners' commitment to reading.

3.5.3 Teaching creative writing

At GET level in the isiZulu curriculum, learners are encouraged to develop their creative writing abilities in order to achieve the competency that is needed at FET (Further Education and Training) level (DBE, 2011). This involves writing poems, articles, agendas, minutes, essays, posters, adverts and menus. All of these types of writing are called "*imibhalo yobuciko*" (DBE, 2011). Educators have to use different pedagogies to teach these sections in order for the learners to have a broad understand and to be able to write independently (Reid, 2001). Different technological resources are used to teach creative writing (Salaberry, 2007). For instance, when educators teach learners how to write minutes, the learners need to listen to a recording of a meeting and take down the minutes. For this type of task, it is essential that technology be used in order for the educators to teach creative writing correctly. Furthermore, the topics for the descriptive and narrative essays that learners are required to write are often based on social issues that are illustrated on the news or on television programmes that learners watch every day (Reid, 2001). It is therefore necessary for schools to have audio players, radios, computers and visual devices to assist in developing learners' writing ability.

3.5.4 Teaching language usage and conventions

Examples of proper Zulu language usage normally come mostly from novels, creative writing and verbal communication (DBE, 2011). Educators demonstrate language usage

as they teach plays and novels, for example. Although there are prescribed textbooks that assist educators, they rely on the policy document as a guide to which language content they need to teach (DBE, 2011). Therefore, content knowledge that is the part of the TPACK framework plays an important role in teaching language usage and conventions correctly. The educator needs to have a sound theoretical knowledge of isiZulu (Mashiya, 2011) in order for effective teaching and learning in the isiZulu curriculum to be achieved.

3.6 CONCLUSION

This chapter introduced the TPACK framework, described its components and how it could facilitate effective teaching, and discussed its benefits and limitations. It was shown that the TPACK framework might play an important role in teaching isiZulu. The use of modern technology which are software and hardware could enhance the teaching methods that teachers can use to improve their pedagogy. Studies on teaching language conducted in Jamaica and Saudi Arabia by Alresheed, Raiker and Carmichael (2017) and MacKinnon and Soutar (2015) show that using TPACK to teach language improves learners' ability. Mackinnon and Soutar (2015) observe that using a digital dictionary for sign language improves the communication skills of even learners who are visually impaired. They encourage the use of digital technologies rather than paper-based technologies, observing that learners show greater enthusiasm for digital technologies. This suggests that educators need to upgrade their skills and teaching resources in order to keep pace with the changing technological environment, and that they increasingly need to focus on digital technology and e-classrooms (Brantley-Dias & Ertmer, 2013). Moreover, Alresheed, Raiker and Carmichael (2017) describe how TPACK is used to teach the indigenous language Urdu in Saudi Arabia, showing that TPACK does not only apply to English-language teaching. All languages can use the TPACK framework as a platform for teaching and learning. This suggests that isiZulu educators could benefit by using TPACK as a framework for teaching isiZulu.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The previous chapter introduced the TPACK framework, discussed its benefits and limitations, and showed how it could be fruitfully applied to the isiZulu curriculum. This chapter provides a detailed description of the research design and methodologies that were used to achieve the research objectives:

- To explore educators' knowledge of teaching isiZulu in the Ugu Cluster.
- To explore what informs educators' knowledge of teaching isiZulu in the Ugu Cluster.

The chapter describes the interpretivist research paradigm, the case study research design, the sampling (purposive and convenient), the data generation methods (semi-structured interviews and a focus group discussion), the trustworthiness of the study (in terms of its credibility, dependability, transferability, and conformability), the thematic analysis used to analyse the data, the ethical considerations that the study took into account, and the limitations of the study.

4.2 RESEARCH PARADIGM

Fundamental ways of knowing arise from paradigms, since all scientific research is done within a paradigm (Maree, 2013). A paradigm is a shared worldview that represents the beliefs and values of a discipline, and that guides a researcher on how to solve problems (Chilisa & Kawulich, 2001). As a result, different scholars will share a similar understanding of a particular paradigm. According to Guba (1994), each research paradigm has its own ontological and epistemological assumptions that influence its methodology. Ontology is the study of the nature of reality that is concerned with the question "What is there that can be known?" or "What is the nature of reality?" It focuses on what we believe about the nature of reality. Epistemology refers to the theory of knowledge and asks, "What is the nature of the relationship between the knower (inquirer) and the known or knowable?" (Guba, 1994).

There are three paradigms that guide education research: the positivist paradigm, the interpretivist paradigm, and the critical paradigm (Maree, 2013). These paradigms are used in both quantitative and qualitative research. Quantitative research focuses primarily on investigations and observations in the natural science fields (such as biology and chemistry), which involve measuring quantifiable phenomena to draw conclusions. Qualitative research, on the other hand, focuses on understanding why things are the way they are in the social world (McMillan & Schumacher, 2010). Furthermore, qualitative research seeks to understand the participants' experiences. This study adopted a qualitative approach, the key goal of which is to explore and understand the central phenomena (Creswell, 2008). The primary objective of this research is to explore educators' knowledge in isiZulu.

Qualitative research is regarded as interpretivist when it seeks to describe, decode and translate the social world (Kruger, 2013). The interpretivist perspective on qualitative research assumes that human life can only be understood from within. It allows us to understand how people interpret and interact with their social environment (Maree, 2013). An interpretivist perspective enables the researcher to understand the participants' interpretations of the social world without focusing on external reality. In this study the researcher recognised the experience of the participants and wanted to understand why the participants teach isiZulu in the way that they do. Their experience was used to unpack the ontology. Furthermore, the interpretivist perspective can be used to understand human behaviour that is affected by knowledge of the social world (Maree (2013). This perspective was very useful for answering the research question that seeks to explore what influences educators to teach isiZulu in the way that they do. These answers determine whether educators are following the professional route, the social route, or are discovering their own way, as was found in Khoza's (2016a) study on managers' use of Moodle.

The interpretivist paradigm was relevant for this study that explored educators' different assumptions, beliefs and attitudes (Maree, 2013), and the frustrations and successes that they experienced. The participants in this study were encouraged to address the challenges that they encounter in implementing the isiZulu curriculum. The interpretivist paradigm allowed the researcher to understand the participants' views from their perspective, according to how they understand their social reality in relation to implementing the CAPS isiZulu curriculum in their classrooms in the Ugu Cluster.

4.3 RESEARCH DESIGN

A qualitative case study investigates a social phenomenon within its real-life context, and uses multiple sources to provide research evidence that produces knowledge (Maree, 2013). For qualitative case studies, various data collection methods can be used, such as surveys, interviews, observations, and even physical artefacts. This allows a researcher to conduct a study by using the resources that are appropriate for data collection from participants within that particular research context (Yin, 2009). A case study strives to understand the uniqueness of the case, and findings from the cases may apply to other cases and contexts (Maree, 2013). A case study research design was deemed suitable for this study, which aimed to obtain a deep understanding of educators' knowledge of teaching isiZulu.

Although a case study research design has various strengths, it is also sometimes criticised for not clearly indicating how evidence should be analysed (Yin, 2009). The method of analysis for a case study must be considered carefully, so that the results may be assessed in order to produce conclusions that are as objective as possible, rather than simply interpretive. In order to avoid this limitation, results and data should be analysed according to the theoretical propositions that guide the study. Case studies can also be criticised sometimes for not answering the research questions completely, due to a limited research context; however, they do allow for the further expansion of the research, and for the creation of hypotheses on the research subject (Maree, 2013). A case study design can therefore allow researchers to expand their exploration of a subject.

Case studies explore the participants' real-life situations (Christiansen, Bertram & Land, 2010), and through them a researcher has the opportunity to understand their worldview. The participants "real-life" knowledge and experience is revealed as their own truth about the situation (Christiansen et al., 2010). Case studies are therefore able to capture many potential solutions that come from the participants' insider experiences and perspectives on the situation. These possible solutions allow the researcher to present recommendations based on the research objectives and questions.

For this study, the researcher chose to conduct semi-structured interviews and to hold focus-group discussions with the participants, in a manner that encouraged the participants to question their own perceptions while responding freely to questions.

4.4 POPULATION AND SAMPLING

The research population refers to the potential group of people that a researcher is interested in including in the study (McMillan & Schumacher, 2010). For this study, the population was educators in the intermediate and senior phases at two primary schools in the Umkomaas circuit in the Ugu Cluster. The learners from these two schools come from a densely populated area with a high unemployment rate, where many families live in poverty and are affected by HIV/Aids. The majority of the educators in these schools live in the nearby townships. I chose to explore their knowledge of teaching isiZulu because these primary schools have performed badly, according to the DoE.

4.4.1 Purposive sampling

Purposive sampling is used for specific situations where the researcher aims to achieve a specific purpose (Christiansen et al., 2010). For this study, purposive sampling allowed the researcher to focus only on the knowledge of educators' who teach isiZulu in the GET band. All five educators sampled worked for the DoE at schools in the Ugu Cluster in the Umkomaas circuit. A purposive sampling strategy takes into account the time and resources available to the researcher, as well as the research objectives (Maree, 2013). The researcher chose educators whose schools had similar resources and were in the same quintile in terms of department classification, so that the data would not be affected by variations in the availability of resources. Furthermore, the educators who were sampled had similar tertiary qualifications, taught in the same band, and were from the same race group, as outlined in Table 4.1.

Table 4.1 The participants' profiles

Participants	School	Teaching Subjects	Grade	Qualification	Gender	Race
P1	S1	IsiZulu + Natural Science	6	M + 4	Male	African
P2	S1	IsiZulu + Life Skills	4	M + 4	Female	African
P3	S2	IsiZulu	5 & 6	M + 4	Male	African
P4	S2	IsiZulu	6 & 7	M + 4	Female	African
P5	S1	IsiZulu Technology	7	M + 4	Female	African

4.4.2 Convenience sampling

Convenience sampling involves selecting participants that are easily accessible to the researcher to conduct the study (McMillan & Schumacher, 2010). This improves the practicality and feasibility of the study as selecting participants becomes less time consuming. It is therefore possible for the researcher to spend more quality time with the participants. Convenience sampling is recommended for studies that are informed by an interpretivist paradigm (Christiansen et al., 2010), as this one was. For this study I selected participants from nearby schools who had enough time and enough flexibility in their schedules to participate. However, for the study to obtain rich data I had to select educators who had not had exactly the same experiences (McMillan & Schumacher, 2010), and so educators with similar qualifications but different levels of teaching experience were selected. These educators participated voluntarily and the purpose of the study was explained clearly to them.

4.5 DATA GENERATION METHODS

It is important that a researcher uses appropriate methods that are in line with the research style or approach, to generate data (Christiansen et al., 2010). Since this study aimed to

explore educators' knowledge on teaching isiZulu, semi-structured interviews and focus-group discussions were used to generate data.

4.5.1 Semi-structured interviews

Semi-structured interviews are frequently used in qualitative studies (Maree, 2013). They allow participants to answer a structured set of questions linked to the phenomenon being explored. During a formal interview session these questions are asked by the researcher, who is able to probe the participants' responses for further information or clarification (McMillan & Schumacher, 2010). Maree (2013) cautions that it is possible for participants to avoid answering questions properly, or to focus on topics that are not related to the study. Therefore, it is very important for the researcher to manage the interview session in a professional manner, with the aim of obtaining data. For this study, interviews were conducted over the course of a week, and the researcher attempted to cover all topics with the respondents.

The researcher used a mobile phone with a digital voice recorder to record the one-on-one, semi-structured interviews, each of which took about one hour to complete. The interviews consisted of open-ended questions. The open-ended questions allowed the participants to be flexible in their responses, and allowed the researcher to probe deeply for information from the participants. The questions asked were as follows:

1. What are your goals in teaching isiZulu?
2. What content are you teaching in isiZulu?
3. Do you use indigenous knowledge to enhance your content knowledge?
4. How do you assess learners?
5. Which activities are you using in the classroom?
6. What resources are you using to enhance your teaching?
7. What pedagogic strategies are you using to enhance the quality of teaching?
8. What is your role as an isiZulu educator?
9. How do you deal with the challenges of implementing the curriculum?
10. How do your learners perform in isiZulu?

The process of interaction bridged the gap between the researcher and the participants, which encouraged the participants to provide more clarity on their understanding of the phenomenon (educators' knowledge of teaching isiZulu). The researcher was able to note the non-verbal communication that took place (such as the participants' body language and eye contact), which led to a deeper understanding. However, the process of interviewing participants can produce emotional responses, which the researcher had to guard against in order to retain objectivity.

Although some of the participants' responses were quite general, they revealed that their personal experiences while they were learners informed their teaching strategies. This worked to the researcher's advantage because it helped to address the second research objective: "To determine what informs educators' knowledge of teaching isiZulu in the Ugu Cluster".

The researcher encountered one specific challenge in relation to the semi-structured interviews. The participants were interviewed in their home language (isiZulu), but the questions were in English, so the researcher had to translate and sometimes code switch to provide sufficient clarity to gain data. For instance, "knowledge" in this study refers to the combination of content knowledge, pedagogical knowledge and technical knowledge (Shulman, 1986); however, in Zulu "knowledge" translates as "wisdom". Therefore, the researcher had to explain carefully to the participants what was meant by knowledge, in order to provide them with the correct perspective. Nevertheless, language did not create any barriers to obtaining data.

4.5.2 Focus group discussion

After the individual, semi-structured interviews, a focus group discussion was held to obtain more data from the participants. Focus group interviews are based on the assumption that group interaction produces a range of responses, which is essential for obtaining rich data (Maree, 2013). A focus group encourages full participation and interaction from members, and involves discussion, clarification and active debate on issues that relate to addressing the central research questions. Therefore, a researcher needs to facilitate the focus group in a way that promotes interaction and discussion on

the part of participants, and the researcher needs to analyse the resulting data through a clear understanding of what happened in the group (McMillan & Schumacher, 2010).

In this study the focus group was scheduled for an hour, and all five participants met at a central place, which was the researcher's house. The main reason for selecting this venue was because the focus group was conducted during the school holidays, and the participants needed a quiet place where there would not be any disturbances. As with the interviews, the focus group discussion was recorded using a mobile phone with a digital voice recorder. The relaxed environment encouraged the participants to discuss their opinions and experiences in relation to the questions quite openly, and they were able to be flexible in their thinking and incorporate different feedback from the other participants. An interesting discussion emerged on their different understandings of isiZulu jargon and slang, which was relevant to the study and provided rich data for the researcher. The interaction between the participants produced some disagreement on certain issues, which created different perspectives and provided deeper insight into how educators view knowledge, and how their experiences influence teaching and learning.

Maree (2013) cautions that a limitation of focus groups is that participants may not focus on the central issue or answer the main questions. The researcher addressed that possible limitation by following up carefully on answers to more open-ended questions in order to ensure that the main questions were answered and that data was obtained. This enabled the researcher to identify themes in the data analysis phase of the research, and important points that needed to be included in the findings and recommendations.

4.6 DATA ANALYSIS

Data analysis is the process of data processing analysis and reporting that takes place after data have been collected (Creswell, 2008). It involves organising the data, reviewing the data, coding the data to identify commonalities among the participants' responses, identifying themes from the coded data, and interpreting the data (Creswell, 2008). The data analysis therefore provides a mechanism for the researcher to present his or her understanding of the data.

In this study, thematic analysis was performed on the data. Thematic analysis is the process of identifying themes that are present within the qualitative data (Maguire & Delahunt, 2017). The five steps of thematic analysis suggested by Maguire and Delahunt (2017) are shown in Figure 4.1 below.

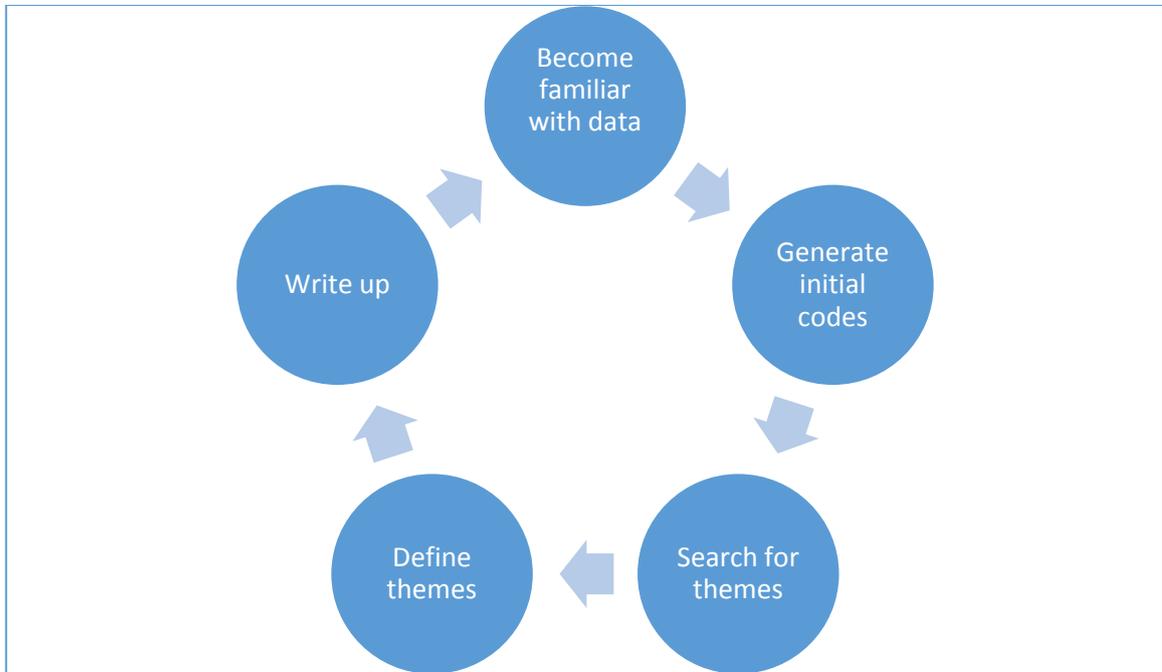


Figure 4.1 The five steps of thematic analysis according to Maguire and Delahunt (2017)

Following these steps made it easier for the researcher to organise the data and to identify the themes that emerged during the interviews and focus group discussion. The researcher was able to make connections between information that emerged during the one-on-one interviews and information that emerged during the focus group discussion. By following the steps recommended by Maguire and Delahunt (2017), the researcher was able to identify patterns in the rich data, and managed to establish an in-depth understanding of the participants' responses, which were obtained in isiZulu.

In the process of coding the data (reading the transcribed data line by line) (Maree, 2013), deductive analysis guided by the theoretical framework (Christiansen et al., 2010) enabled the researcher to interpret the data, draw conclusions, present the findings and make recommendations.

4.7 ETHICAL CONSIDERATIONS

Ethics in academic research relate to beliefs about the right or wrong, proper or improper, and good or bad ways that a researcher can conduct a study (McMillan & Schumacher, 2010). Therefore, ethical principles need to be considered before research begins. Research ethics involve being open and transparent about the subject matter and purpose of the research, protecting participants from harm, maintaining the participants' anonymity and confidentiality, and obtaining formal consent from the participants and institutions involved with the study (McMillan & Schumacher, 2010).

The researcher obtained formal permission to proceed with the study at the two schools in Umkomaas in the Ugu District from the Head of the KwaZulu-Natal DoE (see Appendix B). Ethical approval to proceed with the study was also obtained from the University of KwaZulu-Natal's Ethics Committee (see Appendix A). The researcher explained the nature of the research clearly to each participant in the study, and they were informed that participation was voluntary. Each participant signed a consent form that clearly stated the purpose of the study and what was expected from them (see Appendices C and D), and that included the details and timing of the interviews and focus group. Participants were assured that their anonymity, privacy and confidentiality would be protected, and it was made clear that they were free to withdraw from study at any time. The participants were assigned pseudonyms to ensure their anonymity. The principals of the two schools and the circuit manager were informed of the study, and were aware that the educators would be participating.

4.8 TRUSTWORTHINESS

Trustworthiness is important in qualitative research. It focuses on assessing the data analysis, findings and conclusions (Maree, 2013). Trustworthiness deals with the level of confidence that other researchers could have in the study, and the key aspects of trustworthiness are integrity, transferability and confirmability (Guba, 1994).

Integrity is the truthfulness and reality of the information. In this study data was generated using two methods: a focus group discussion and one-on-one, semi-structured interviews. The researcher did not change the participants' responses when recording and coding

them. The data was recorded to ensure its accuracy and credibility, and all data was carefully stored and archived to ensure that it was kept secure and confidential (Matters, 2006).

Transferability refers to extent to which the findings of one study can be generalised to another (Creswell, 2008). In other words, it refers to whether researchers conducting similar research in a similar context with similar methodologies could expect to derive similar results. The data analysis was guided by the literature review and the TPACK theoretical framework, which allows other researchers to assess the quality of the data and the interpretation. Furthermore, direct quotations were used to allow other researchers to assess the raw data, to ensure dependability.

4.9 LIMITATIONS AND PROBLEMS

There are no studies without limitations (Marshall & Rossman, 2016), as they are an inevitable part of research. However, limitations can be overcome through proper planning (Atieno, 2009). This study also had limitations. Some of the participants were replaced because they have a close relationship with the interviewer, as the results their friendship affected the quality of producing valuable data. Therefore, new planning was established which created a delayed in study. The interviews and focus group were conducted in isiZulu, which all participants were comfortable with, allowing the researcher to obtain rich data. The use of digital technology (a mobile phone voice recording function) provided an easy, efficient and accurate way of recording data.

4.10 CONCLUSION

This chapter has outlined the research design and methodologies used to generate findings that address the primary research aim, which was to explore educators' knowledge of teaching isiZulu in the Ugu Cluster. The interpretivist research paradigm, the case study research approach, and the sampling strategy were discussed, as well as the data generation methods, the trustworthiness of the study, the thematic analysis used to analyse the data, the ethical considerations that the study took into account, and the limitations of the study. The following chapter presents, analyses and discusses the research findings,

which are structured according to the themes that emerged. These findings pave the way for the recommendations in Chapter Six that conclude this study.

CHAPTER 5

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

5.1 INTRODUCTION

The previous chapter described the research design and methodology that informed how this study was conducted. This chapter presents the data from this case study involving intermediate and senior phase isiZulu educators in two schools in the Ugu Cluster. The data was generated through semi-structured, one-on-one interviews and a focus group discussion. The interviews and discussion took place in isiZulu, and were recorded, transcribed, and translated into English. This sometimes required the researcher to code-switch, as discussed in section 4.5.1. The literature review was used as a general frame of reference to inform the process of thematic analysis and coding, which involved both deductive and inductive approaches, as described in section 4.6. The data from the semi-structured interviews and focus group was ultimately categorised into nine themes (Maree, 2013) that shed light on specific aspects of educators' knowledge on teaching isiZulu in the Ugu Cluster. Each theme, in turn, can be broken down into three main points, as shown in Table 5.1.

Table 5.1 The nine main themes for data analysis

Themes	Categories
1. Teaching strategies used to teach isiZulu (pedagogy)	Memory and recall for teaching and learning
	Introducing the content
	Assessing the information from learners
2. Teaching resources	Subject policy
	Textbook
	Tracker
3. Involvement in extramural activities and community	Participation in traditional activities
	DoE cultural activities
	Excursions
4. IsiZulu content	Comprehension
	Grammar
	Creative writing
5. Formal and informal assessment	Orals
	Tests
	Essays
6. Training and development	Subject advisor assistance
	Toyota Teach Programme
	Use of television programmes (learning channels)
7. Educators' role	Pressure from the SMT
	Discipline
	Pastoral role towards learners
8. Educators' goals	Aims
	Objectives
	Evaluation
9. Dealing with learners with barriers	Overcrowded classroom
	Reading and writing challenges
	Communication apprehension

5.2 THEME 1: TEACHING STRATEGIES USED TO TEACH ISIZULU (PEDAGOGY)

The findings that emerged from the data indicated the various teaching strategies or pedagogies that the participants used when teaching isiZulu. The following extracts were responses to the question: *What pedagogic strategies are you using to enhance the quality of isiZulu teaching?*

P2 simply said the following:

I follow the system that was workshopped with us by our former subject advisor. I first give the learners textbooks and worksheets so they can guess what the lesson is all about. I will then give them like five to ten minutes to have a look at the text, and asked them about their prior knowledge about that particular aspect, for instance if you are teaching them how to write a letter. I then introduce as many fruitful details as possible about the content to enhance their knowledge. This includes the rules, procedures and important information that is supposed to be in the letter. Then after they get a grasp of the content, I ask them question to monitor whether they have understood in the end.

However, P1 uses a different teaching strategy. He said:

I first introduce the content to the learners. During the introduction of the content I cover important aspects of writing the letter, like rules and important information, such as writing the salutation, etc. Once I'm satisfied that the learners have a better understanding, I then give them an activity to maybe write a letter. The outcomes of that activity will determine whether learners need extra lessons or whether they have gained enough knowledge. Sometimes after introducing the content I create a space for asking questions. Therefore, learners will not have a problem when they do write their own letters.

P5 supported the above statement by saying the following:

Before I even introduce the content I ask my learners what we did the day before. Once they have responded to the questions, I introduce the new subject matter before giving them resources, so that they can grasp the most important aspects. Then I give them books and worksheets to enhance the lesson.

The findings show that these educators are primarily influenced by Stenhouse's model of curriculum development and Tyler's objective approach (Hoadley, 2012). Stenhouse's model states that in order for educators to transfer knowledge to learners, they must use resources to introduce the lesson so that learners are stimulated and encouraged to construct knowledge. Knowledge-orientated learning, which focuses primarily on helping learners to gain new information and to process existing information, is based on the availability of resources. Tyler's objective approach clearly encourages educators to introduce the major concepts and principles of the discipline first before teaching new content or revising prior knowledge (Gollub et al., 2012). This enables learners to gain a sound understanding of the content. It also teaches learners skills that are essential for independent learning (Ball et al., 2008). The above extracts indicate that while some participants tend to focus heavily on theoretical knowledge (such as P2 and P5), others implement practical exercises (such as P1, who encourages her learners to engage in practical applications of the knowledge, such as writing letters).

In addition to these findings, P3 stated:

The isiZulu policy document has certain procedures that guide the teachers on how to introduce content to the learners. Each and every topic or content of isiZulu, according to the policy document, requires the teacher to cascade four skills to learners, which are talking, reading, writing and language usage. As a result, when I introduce a certain topic to learners, for instance writing a letter, I first discuss the letter. This gives me an opportunity to check their understanding about the content. They list the things that are supposed to be in the letter, and I also add things if necessary. Then I hand a written letter to them so they can read and be exposed to an example of the letter. Then they write their own letter using the correct language, which is part of practising language skills.

This above account shows that P3 chooses to combine both practical and theoretical knowledge in his teaching. He follows Gollub et al.'s (2012) advice to acknowledge and make use of learners' social backgrounds and prior knowledge (obtained during oral discussion) to create cognitive knowledge that can be transferred effectively to learners. This process is known as praxeological knowledge, according to Bourdieu (1973), and involves the learners' day-to-day, practical knowledge being transformed into academic,

theoretical knowledge. These learners master isiZulu because the knowledge which they acquire at home is also acknowledged at school.

Giving the learners textbooks and worksheets enhances teaching and learning by promoting coordination. Coordination refers to the different elements of a complex set of academic activities that need to be in place in order for teaching and learning to take place effectively (Boero et al., 1997). Przyborski and Slunecko (2009) explain that coordination reconnects humans and institutions with how they must produce knowledge (Przyborski & Slunecko, 2009). The participants identify the areas in which their learners need special attention. Learners who do not have enough background in isiZulu from an early age may be assisted if the educator assesses their oral and written text to see if they understand content knowledge (Nomlomo & Sosibo, 2016). The findings show that these educators use the knowledge that was orally presented to them during workshops. The DoE did not provide them with written documents that stipulate exactly how they need to disseminate the curriculum. As a result, they are using their own discretion in cascading knowledge to learners.

5.3 THEME 2: EDUCATORS' RESOURCES

The participants were asked, “*What resources are you using to enhance your teaching?*” The findings reveal that they use three mechanisms in order to deliver the curriculum effectively. They use the subject policy document as the guideline for their teaching strategy, they use textbooks to focus the content of their lessons, and they use the curriculum tracker to monitor the pace of their curriculum coverage.

P1 indicated that at the beginning of the year, during the orientation workshops for isiZulu educators, they were provided with two important documents: the subject policy document and the curriculum tracker. He stated that:

The policy gives us guidelines on the content that we have to teach, the tasks that we need to complete per term, and how much time we need to spend on each section. This helped me a lot because now I know what to do, when and how to do the tasks.

P3 emphasised that using isiZulu textbooks provided him with a clear direction for isiZulu teaching, and also assisted him with addressing curriculum challenges:

The textbooks either focus on language usage or reading. When my lesson is based on reading, I used the textbook with short stories, folktales and mini-novels. The learners find it very interesting. However, when the lesson is based on teaching content, like adverts or articles, I use the content-based textbooks. These textbooks come with a teachers' guide that has answers for all the activities that are in the learners' book. Furthermore, there are electronic versions in the form of DVDs that are also available, although these DVDs are for the teachers' guides only. This enables me to do proper planning and look for textbooks that will enhance my teaching.

P2 focused on the curriculum tracker that is provided for isiZulu educators in the Ugu district at the beginning of each year, and which assists educators in identifying and structuring the content that they have to teach each week. This curriculum tracker is intended to assist the educators in monitoring the pace of their curriculum coverage and assessing whether they are on the correct track or not. P2 stated: *"I normally use the tracker as a guideline to monitor what I have taught and what I'm supposed to teach. I also indicate the start date of each task and the date of completion, which makes it easy to monitor the curriculum coverage for the term."* P2 pointed out that using the tracker gives her enough time for revision with her learners before they write tests: *"Because I have time for revising the work that I have done with my students, this improves their performance and they achieve excellent results at the end of the year."*

The above accounts indicate that these educators use non-digital (print) and digital resources to enhance their teaching strategies. The non-digital resources are print resources, such as textbooks, hard copies of the policy document, and the curriculum tracker, while the digital resources they use are electronic versions of these (CD's and DVD's). These resources enable them to teach isiZulu effectively, because the policy document assists them in structuring and planning their lessons to ensure content coverage, and the textbooks support and enhance specific content. These educators combine theoretical knowledge and practical knowledge in a way that enhances their professionalism and produces quality education. Using the subject policy and textbooks suggests that they are following the proper procedures to cascade information to learners.

Planning their work, and monitoring not only their learners' performance but also their time management, constitutes theoretical knowledge (Young, 2013), and enables these educators to deliver the sort of quality education that is prescribed by the DoE. It shows that their learners are being equipped with knowledge to the level of the national standard according to the isiZulu policy that is used by all South African schools.

Moreover, using the subject policy document enables the participants to come up with pedagogical strategies that are appropriate for the content. This is in line with Mullock's (2006) observation that practical knowledge (pedagogy) requires educators to use appropriate methods in order for teaching to be effective. This enhances the teaching and learning process, and unpacks the curriculum easily for both educators and learners. Furthermore, textbooks contain tasks and activities that play an important role in transferring skills and knowledge to learners. The policy document for isiZulu clearly states that time needs to be taken into consideration when tasks are designed for isiZulu (DBE, 2011). This enables the educators to complete the syllabus on time, and gives learners enough time for revising and revisiting their work before they undergo formative assessments.

The use of the curriculum tracker as a guideline and monitoring tool that ensures the appropriate pace of learning shows that the participants are teaching in a professional way. Educators who monitor their pace and performance tend to teach in a way that accommodates all types of learners, in order for all learners to have a good understanding of the curriculum (Courneya et al., 2007). Although there was no evidence that the participants were using similar tasks to enhance the content, they were at least guided by the same curriculum document and framework, and followed a similar pace and used similar pedagogies to teach content. This suggests that, if the educators who participated in the study are broadly representative of the educators in the Ugu Cluster, then learners in this cluster are likely to be at a similar level, regardless of which school they come from in the cluster. The findings also show that through the cluster, these educators are able to support each other when they encounter challenges with the curriculum (Jita & Ndlalane, 2009). Therefore, these findings reveal that the participants' knowledge of teaching and content is based on theoretical knowledge that is supported by proper resources that are provided by the DoE.

5.4 THEME 3: INVOLVEMENT IN SCHOOL EXTRAMURAL ACTIVITIES AND PARTICIPATING IN COMMUNITY TRADITIONAL ACTIVITIES

The findings reveal that the participants understood the importance of recognising and incorporating societal or everyday knowledge (cultural and traditional activities) in order for their learners to overcome the negative perception and stereotype that isiZulu is less important than English. The participants related that one of the challenges they face is that learners are often encouraged to use English, which creates problems and confusion. P2 stated:

My principal often mentions in staff meetings that we should encourage our learners to speak English, even during break time. He said that this will eventually improve their academic performance. As a result, learners have a negative attitude toward isiZulu and see it as an inferior subject.

Furthermore, P5 related the following:

My learners told me that they do not like to use isiZulu anymore. They are on social media networks like Facebook, Instagram and Twitter, where they type, post and comment in English so their global friends will be on the same page with them. As a result, they are doing so badly in class that they don't understand simple isiZulu words. They use slang and jargon that is totally unacceptable. When they write creative writing like poems and essays they use too many foreign words, which is a sign of a lack of knowledge and interest in their own language.

As a follow-up to these responses, the researcher asked the participants about the strategies they use to overcome these challenges, and how they change the learners' negative attitude toward isiZulu. P1 responded as follows:

In order for the learners to be inspired to use the language and embrace their identity, they need to know their roots. As a result, when the school plans school trips and excursions, it prefers to visit heritage sites like Phezulu, where learners will get more knowledge about isiZulu and their language background. As a result, our learners are doing very well in the cultural activities that are organised by the department. They dance "ingoma" which is a Zulu dance, not with a motive to win but rather with the aim of showing their ethnicity and the importance of

retaining the Zulu culture. This also improves their self-esteem when they acknowledge being proud of being Zulu.

These findings show that in order for the learners to perform well in isiZulu, they need to have a background knowledge of the culture and history associated with the language (Ngcobo, 2013). This encourages them to be more creative, for instance when they write poetry and essays. Being able to link historical knowledge and day-to-day knowledge involves a recognition of indigenous knowledge (Mkhize & Ndimande-Hlongwa, 2014). This enables learners to possess the most essential content knowledge, which is values-orientated knowledge (Carl, 2005). Values-oriented knowledge can produce a high degree of self-confidence and self-efficacy when learners are proud of their identity and embrace their language. Promoting such values-orientated knowledge and cultural pride may lead to an elevation of the status of isiZulu, which would encourage an enthusiasm in young people to speak, write and read isiZulu. Such a situation would resonate with the Zulu proverb, “*aziphindele amasisweni*”, which means “let us do it how it was done in the past” (Ndimande-Hlongwa & Ndebele, 2017).

Furthermore, these findings suggest that when learners are involved in community cultural activities, they reach a level of phenomenological knowledge (Herschbach, 2008). Phenomenological knowledge encourages learners to integrate everyday knowledge with theoretical knowledge (Boero et al., 1997), and educators can use what the learners have learned from society to craft the content for isiZulu lessons. This recognition of the learners’ everyday knowledge encourages learners to be more constructivist in their learning, and to understand and value their own contribution in creating cognitive knowledge. This can have a positive influence on their writing and expression, as well as their overall language skills, as they would not feel any cultural inferiority or that it is a waste to dedicate their study time and energy to isiZulu. Learners could learn to reject the perception that isiZulu is less important than other subjects. It is clear that the knowledge that both educators and learners possess is also acquired from and nurtured by society.

5.5 THEME 4: ISIZULU CONTENT

The findings revealed that when educators teach content, they tend to be focused on only three aspects: grammar, comprehension and creative writing. When I asked the participants “*What content are you teaching in isiZulu?*” P1 stated the following:

I teach my learners the structure of language, like verbs, nouns, combination of sentences and tenses. Our learners have difficulties with grammar. Although most of the grammar comes from comprehension passages, I make sure that at least four times a week they have activities that focus on upskilling them in grammar.

P2 reinforced this emphasis on grammar and written work:

The content that I’m teaching in Grade 7 must be in-line with Grade 8 and 9. As a result, the major focus is to develop learners’ writing skills, which involve grammar and creative writing, so that learners won’t have problems when they reach the FET band. Textbooks contain all the content that I need to teach.

The above responses from the participants show some confusion about isiZulu content. The participants believe that teaching content should be based on written work, and that teaching should therefore focus on grammar, creative writing and comprehension. The isiZulu policy document defines content as a combination of written work and oral work that learners need to learn (DBE, 2011). Educators also need to teach learners to read with understanding. This includes learning the proper pronunciation of words, and understanding the meaning of words in order to be able to use that information to respond verbally and in writing when they are asked questions (Pretorius & Maphoko, 2007). Therefore, the researcher asked the participants a follow-up question: “*How often do your learners read, and when do you teach them the techniques of reading?*” P4 answered as follows:

At intermediate phase we do not teach learners to read and write. However, we are focused on nurturing their knowledge about isiZulu. Our content covers written work most of the time. If the learners did not learn how to read in the junior phase, it is impossible to learn that at this level. Therefore, we classify those learners as learners with special needs. However, those who are competent in

reading get time to read the passage especially during assessments and during lessons.

This response suggests that educators believe that reading skills are only learned at the junior phase level. However, according to the DBE (2011), reading and speaking skills form part of the curriculum content. Educators need to teach learners different reading techniques, such as reading aloud, skimming, scanning, intensive reading and extensive reading (Mhlongo, Khuzwayo, & Duma, 2014), and strengthening learners' reading and speaking skills eventually improves their writing skills (Makalela, 2015). When learners cannot read, they encounter a range of problems, including with their writing (Makalela, 2015). The same broad issue applies to learners' oral expression skills. Learners need to master different types of spoken communication in isiZulu, which should include speaking to inform, speaking to persuade and speaking to entertain (Mgqwashu, 2014). Learners who are not able to master speaking skills tend to underperform in isiZulu.

The participants' responses also suggest that they are teaching isiZulu content based on what is practical in terms of their teaching environment, rather than on theoretical procedures. The participants seem to be using their own discretion to identify what is important to teach and what is not. These practical choices are influenced by the school climate (van der Westhuizen, 2013). The participants use what is known as an open structure of teaching (van der Westhuizen, 2013), where educators do not follow the subject policy but rather the system that works for them. What tends to happen in this situation is that their learners pass isiZulu in the short term by achieving strategic short-term objectives; however, once these learners progress to higher grades, they often experience serious difficulties because they lack the required level of reading and oral communication skills.

Furthermore, if educators teach learners properly, the learners become independent learners. According to Nieuwoudt (2000), learners perform well when they are able to learn on their own. This suggests that if learners know how to read, they will not rely on their parents, their educators, or other support people (such as peers or tutors) to help them with basic isiZulu. They will be able to construct their own knowledge from the books and resources that are available. Therefore, these findings show that the participants have a misunderstanding of content, which they view as comprehension,

grammar and creative writing only. They do not cover all aspects of the content that is supposed to be taught, and reading and oral communication skills suffer in particular.

5.6 THEME 5: FORMAL AND INFORMAL ASSESSMENT

Assessment plays an important role in teaching and learning isiZulu, in order to test the learners' acquired knowledge about the language. It also allows educators to evaluate their teaching strategies and pedagogies, in order to determine whether they are effective or not (Khuzwayo, 2018). When the participants were asked, "*How do you assess learners?*" they responded in the following manner.

P5 stated:

According to the policy documents we are given all the assessment tasks that we need. Although I conduct oral assessments informally, I make sure that I do the written work according to the policy. I first give my students a test that comprises a comprehension passage and a language structure section. In the following week I also give the learners an activity for creative writing, like essays, agendas, a letter or designing a poster.

P3 supported the above statement by stating:

I normally conduct assessments at the end of each and every term. The policy document states that the last two weeks of the term must be used for assessment purposes. I'm overloaded. I end up using holidays to mark learner scripts and record the marks. Then our school issues report to learners when school opens the following term. But in the last term we have to work hard to get everything ready before the school closes.

Their responses suggested that they were only considering formal assessments, as they focused on recording learners' marks that would be used for learners' term reports. The researcher therefore followed up by asking the participants whether they conduct informal assessments, and the participants responded that they did not. P4 explained:

CAPS does not accommodate speed tests anymore. In the past we used to have weekly tests that were written on Fridays. In those days it was easy to monitor my learners' performance before they write an examination. Even with creative writing we used to have the first draft and final draft that was used for recording marks, but it is impossible to do that anymore, simply because we have nine formal tasks that we need to record each and every term in Grade 6. Furthermore, now when we mark the learners' work we have to use the rubric and marking codes, and that takes a lot of time and energy. Therefore, I conduct formal assessments only.

Assessment plays an important role in developing learners' academic abilities, skills and knowledge (Hoadley, 2012), and educators are therefore required to constantly assess their learners to monitor improvements, shortfalls, and challenges that the learners are experiencing in the curriculum. There are two types of evaluation strategies that educators can use: formative and summative assessments (Topping, 2009). Formative assessments are assessments for learning, and provide feedback to educators and learners that enables learners to make improvements in the academic areas that need further attention (Vandeyar & Killen, 2007). In the isiZulu curriculum, formative assessments play an important role in transferring the appropriate skills and content knowledge to learners. Learners who receive ongoing monitoring and assessment of their progress are able to achieve constant progress and improvement, and are able to reach the required levels of competence in their work. This has been shown in studies conducted by Jordaan (2011) and Shinebourne (2011), who show that in order for learners to improve their performance, educators need to measure learners' knowledge frequently and use a range of assessment strategies, such as tests, assignments and projects, to measure their progress and capacitate them accordingly. Although the policy document does not indicate how many informal assessment tasks should be conducted in the isiZulu curriculum, it does indicate that informal assessments should take place. The participants in this study do not, therefore, fully adhere to the theoretical guidelines for assessing their learners.

In addition, the findings show that the participants do not conduct oral assessments of their learners' skills. This suggests that they are possibly fraudulently awarding their learners marks for reading, which contravenes the education policy (DBE, 2011) and deprives the learners of the opportunity to measure and improve their reading skills. This

lack of focus on reading and oral communication skills will create serious problems for their learners when they reach the senior grades. This also indicates that these educators are not properly supervised and monitored by their superiors. One of the roles of departmental heads and principals is to monitor educators' work, and such monitoring includes oversight of the proper implementation of assessments (Bush, Joubert, Kiggundu, & Rooyen, 2010). As a result, these educators and their managers are taking serious risks by fraudulently allocating learners marks. The educators who participated in this study produce excellent results, but they are clearly not conducting proper assessments. Furthermore, they focus purely on incomplete summative assessments that are used for assessing whether learners progress to the next grade.

Formal assessments falls into the area of theoretical knowledge, because there are specific procedures and steps that educators need to consider when conducting them (Wride, 2017). Therefore, when educators do not implement formal assessments correctly, it shows that they do not have the necessary theoretical knowledge for conducting assessments. Informal assessments also involve practical knowledge, as they require educators to have the practical pedagogical skills to develop teaching strategies and switch teaching strategies in response to learners' challenges, in order to improve learners' performance (Black, 2000). Educators who do not conduct informal assessments do not create room for improvement in their teaching or in their learners' learning. Their learners are at risk of not performing to the required standard because their assessments are subjectively determined by educators rather than theoretically compliant. The observed ignorance, or ignoring, of policy on the part of the participants indicates that these educators conduct their assessments subjectively.

5.7 THEME 6: TRAINING AND DEVELOPMENT

The study participants were asked who assists them with professional development and training for implementing the isiZulu curriculum effectively. There was a clear difference in responses from the participants from school one, and the participants from school two. P3 (school two) answered:

Since I did not study isiZulu at tertiary level, I rely on the subject advisor and departmental workshops. I use the teaching strategies and materials that were

recommended by her. This system is working for me, although now we are so unlucky because she has left. However, the lead teachers and clustering with other teachers breaks the ice when I encounter some challenges.

P4 (school two) stated:

Our school is on the Toyota Teach Programme. This programme is provided by Toyota Motor Industries to assist nearby schools with resources and capacitate educators. The programme consists of former teachers and lecturers who are specialists in different subjects. Although they are not from the Department of Education, they are very knowledgeable about isiZulu. They have helped me with planning, assessment and resources that I can use in my class. This training improves the quality of teaching and I use different strategies to tackle the challenges, especially with literature.

The participants from school two therefore receive a decent amount of support in terms of training and development, and are being equipped to implement the curriculum. The fact that the participants from school two participate in the Toyota Teach Programme shows that they are willing to gain more knowledge in isiZulu in order to produce quality results. Educators need to receive training from formal and informal bodies in order to overcome the challenges associated with implementing the curriculum (Courneya et al., 2007). Although involvement with outside educational bodies, such as the Toyota Teach Programme, is important, it must not replace the knowledge and skills that are provided by the DoE to educators (Harvey, Mason, & Ward, 1995). This “official” knowledge was more difficult for P3 to gain, as he had not received formal training in isiZulu while at college or university. P3 therefore needed more support from the subject advisor and from isiZulu specialists in order to overcome this lack of what Khoza (2016) calls ideological training.

P3 (school two) also mentioned the benefits of using technology to inform his professional knowledge, and to supplement his lack of ideological training:

The use of media programmes from learning channels also assists me to gain knowledge. Although these programmes don't spend too much time on isiZulu language, there are certain slots that are aimed at capacitating isiZulu educators.

I benefit a lot because they address some of the challenges that I face in my classes.

This finding suggests that using digital technology can assist educators in gaining professional knowledge. This is supported by Khoza's (2016a) study on whether curriculum managers' reflections can produce new strategies through Moodle visions and resources. Educators use radio, television and computer hardware and software to develop their knowledge and teaching strategies.

However, the participants from school one revealed a different story. P2 (school one) revealed that the participants from her school had last received any departmental support in 2017, because they no longer have an isiZulu subject advisor:

It is not easy for us, as we don't have outside assistance to deal with some of the challenging issues in isiZulu. Since our subject advisor left in 2017, the department has sent us different lead teachers who come with different strategies. Furthermore, these lead teachers only provide support in cluster meetings. They do not have time for the one-on-one support that I really need. As a result, I have relied on copying other teachers' assessment tasks and using them in my school. However, if there was a subject advisor available, I would be able to gain the skills to set my own examination papers.

P2's statements show that educators at school one need support and ongoing skills training, because the curriculum is constantly changing (Hoadley & Jansen, 2009). Training cannot be effective if training sessions are only held at the beginning of the year during subject orientation workshops (Hiebert, Gallimore & Stigler, 2002). Frequent school visits, ongoing monitoring of educator and learner improvement, and monthly support and evaluation are essential for facilitating professional and personal growth in educators (Hiebert et al., 2002). Therefore, although these findings indicate that these educators are willing to grow, the absence of a subject advisor and lack of formal training can only have a negative impact on their skills and performance as educators. However, even cluster sessions can cause confusion when the lead educators change and they have different levels of experience (Jita & Mokhele, 2014). These findings suggest that the educators from school one need staff development in the form of support from subject advisors and clusters, and media resources, to implement the curriculum competently.

Eraut (2000) observes that training plays a very significant role in developing professional knowledge and in ensuring that educators teach to a competent standard (Eraut, 2002). This is regarded as theoretical knowledge, because it enables the educators to identify and use the proper tools and strategies to enhance their teaching. Educators who are supported and who receive ongoing training become experts in their fields (Eraut, 2000). Development should take place constantly and be monitored by mentors until educators reach the required standard of competency (Van Driel et al., 2001). Both training and development are therefore essential elements for an educator to facilitate quality teaching and learning. In order to reach the competent standard of performance in isiZulu, educators need to be well trained in theoretical knowledge that comprises facts, knowledge and skills.

5.8 THEME 7: EDUCATORS' ROLE AS INSTRUCTORS AND FACILITATORS

The findings show that educators play multiple roles, some of which are unrelated to their roles as teachers, but which they have to play anyway to try to facilitate teaching. When I asked the participants “*What is your role as an isiZulu educator?*” this is how they responded:

P3 said:

My job description clearly states that I have to teach and conduct extramural activities like sport, but lately I have had to become a security officer. Our learners are not disciplined at all. They fight, they do not respect us, and are engaged in illegal activities, sometimes in the toilet. It is very painful because they are too young to behave like animals. As a result, during the morning devotion we spend a lot of time trying to motivate them to become better citizens.

P1 supported these observations by stating the following:

You even have to supervise them during lunch breaks. In our school there is a tendency for senior learners to fight over food that is provided by the nutrition programme. Let alone bullying each other and disrespecting the teachers, especially those who just joined the profession. You have to spend a few minutes in the classroom controlling them before you can start a lesson.

These findings show that educators are exhausted and demotivated by learners who misbehave. They have to spend too much time controlling and dealing with their learners' behaviour rather than teaching them. This wastes valuable teaching time and create a negative attitude amongst educators that can lead to poor performance (Pecheone & Whittaker, 2016). During the group discussion, the issue of dealing with discipline in school was raised, and the educators stated that they feel that the DoE does not give them enough support. As a result, sometimes they are too tired to control the learners. Research shows that educators with sufficient maturity and life experience should provide pastoral care to learners (Zimmerman, 2000), and should involve the learners' parents in order to instil discipline in learners and create functional classroom dynamics and relationships.

P5 also mentioned that administrative duties can interfere with teaching:

Although I'm a dedicated teacher, who prioritises teaching and learning, lately I have been acting as the departmental head. The administration and running the institution take a lot of time. As a result, my role as a teacher has shifted. I'm more focused on being the team leader of my staff. Therefore, sometimes I have to skip and miss classes, which has had a negative impact on my learners' performance.

Although the main role of the school management team (SMT) is to manage the curriculum, teaching still needs to be taken into consideration, and proper planning should ensure that SMT members do not have to miss teaching time (Dimba, 2001). SMT members should always be present in the classroom and should not use administrative tasks as an excuse to neglect their teaching. As pointed out by P5, educators who are members of the SMT can easily lose their identity as educators and see themselves as managers only. Therefore, proper planning should take place to allow educators involved in school administration to accommodate all the tasks that need to be performed.

It is clear that for the participants, their primary role as educators is often challenged and intruded upon by having other roles imposed on them. These multiple demands detract from learning, and need to be managed and addressed before learning can take place. This ultimately robs educators of valuable teaching time.

5.9 THEME 8: DEALING WITH LEARNERS WITH SPECIAL NEEDS

During the discussion group, the participants raised the critical issue of dealing with learners with special needs in the classroom. I asked them how these learners made their teaching challenging. P2 responded by stating:

Although these learners have a right to education, it is so challenging to teach them. They can't read or write; however, they are excellent at making a noise. When I complain, my principal always says that at least they are gaining knowledge and skills which they can present orally. But he does not acknowledge that they are disturbing other learners. I don't know why the Department of Education keeps these learners in mainstream schools instead of taking them to special schools.

P5 added:

In my class I have learners with communication apprehension. They do not want to participate in class activities and they have low self-esteem. Although some of them can write, they are too shy to conduct oral activities. As a result I just ignore them and work with normal learners because I don't have time for people who need psychiatric assistance. After all, I'm just a teacher.

P3 also mentioned that one of the challenges that he experiences is dealing with learners who have communication apprehension. P3 stated:

These learners do not want to participate in class activities. They fear that they are going to say something that would make other children laugh. As a result, they keep quiet and sleep during the lesson.

The findings revealed that educators were not adequately trained to deal with learners with special needs. However, the DoE legally requires schools to enrol and teach them, especially basic reading and writing skills (DBE, 2011). IsiZulu educators play an important role in assist these learners to gain skills in reading and writing, because for the majority of them isiZulu is their home language (Naiken, 2016). If they can gain a sound theoretical knowledge of isiZulu, there is a good chance of integrating this knowledge with other subjects, by using their better language skills to understanding the content of other subjects. This idea is supported by P4, who stated the following:

In our school if there are slow learners during assessments, even with ANA (Annual National Assessments), we encourage them to translate English into isiZulu before they attempt to answer the questions. Sometimes even the teacher has to translate everything from an examination paper into isiZulu, because they do not even understand the questions.

This shows that isiZulu plays an important role in addressing the challenges that learners with special needs experience in the classroom. However, it creates a huge responsibility for isiZulu educators as well.

The findings show that although these educators want to teach isiZulu effectively, their training does not enable them to cater for learners with special needs. However, the DoE requires educators to teach these learners (DBE, 2011). As a result, educators are becoming frustrated and overloaded, and are unable to teach effectively. This shows that their teaching is to a large extent influenced by personal knowledge.

5.10 THEME 9: EDUCATOR' GOALS

The educators were asked, “*What are your goals in teaching isiZulu?*” Their responses indicated a combination of long-term and short-term goals, many of which were personal. P1 said:

Although I was not comfortable teaching isiZulu at first, I have developed a passion for the language. My main goal is not just to produce good results for my learners, but to take an initiative in preserving the isiZulu language.

The follow-up question asked how language could be preserved, and P1 elaborated as follows:

If we teach the younger generation to be proud of their identity and recognise isiZulu not just as an indigenous language but as a communication language that could even be used for trade purposes, then the negative stigma that isiZulu is inferior to Western languages could change. Therefore, I teach my learners to carry that pride with them.

P3 supported the above response, and stated:

In this democratic country it is time for the government to change the system. Our learners deserve to be taught in their own language (their mother tongue). This could help them to understand other subjects better and be able to do well in their examinations.

These findings show that these educators have personal motives for teaching isiZulu. Their primary aim is to train learners to appreciate, use and communicate in their language even after they have left school. This is what Nkohla (2016) regards as a long-term goal. It shows that they teach with a vision to change the environment and the education system that still oppresses learners by using a foreign language as the medium of instruction. This is in line with Tyler's objective approach, where educators goals play an important role in teaching content and evaluating theoretical knowledge (Hoadley, 2012).

Although the other educators also expressed personal goals in their teaching of isiZulu, P5 emphasised that the most important people in her teaching were the learners. She said:

I always tell my learners that once they leave high school it is very difficult to be accepted at tertiary institutions. They work with the points system whereby good points can get you a placement. Therefore, they need to learn from now to get good results in isiZulu, to boost their overall performance at Grade 12 level.

This suggests that P5 has a long-term performance goal for her learners, and is training her learners to overcome future challenges and achieve a high standard of performance at matric level. She is focusing on what her learners are going to need for their future studies, and puts more pressure on them while they are in the junior classes so they do not suffer in the long run. These findings show that these educators are motivated by theoretical knowledge because they have a long-term vision for their learners. They do not want to risk teaching without a vision (Khoza, 2016b). This is in line with Botha's (2007) assertion that educators need to cater for their learners' needs.

P2's response to the question was: "As long as my learners pass at the end of the year, that is what matters. I always work hard and am dedicated to my teaching in order to produce quality results." Her response shows that she has a short-term objective, which is to produce quality results at the end of the year (Nkohla, 2016).

5.11 CONCLUSION

This chapter has presented, analysed and discussed the data from the semi-structured interviews and focus group. The findings were analysed using thematic analysis, and nine themes were identified that shed light on specific aspects of educators' knowledge on teaching isiZulu in the Ugu Cluster. The following chapter summarises these findings, and presents six overall recommendations to conclude the study.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This study aimed to explore educators' knowledge of teaching isiZulu at two schools in the Ugu Cluster. The intention was to understand what influences their teaching and to identify what their motives are for teaching isiZulu. The study aimed to answer the following research questions:

- What is educators' knowledge of teaching isiZulu in the Ugu Cluster?
- What informs educators' knowledge of teaching isiZulu in the Ugu Cluster?

The purpose of this chapter is to summarise the main findings that were presented in the previous chapter, which presented, analysed and discussed the data. This chapter aims to present an overall interpretation of the findings, which are categorised into themes, and to conclude by making specific recommendations to improve educators' knowledge of teaching isiZulu in the Ugu Cluster.

6.2 SUMMARY OF THE FINDINGS

6.2.1 Teaching strategies used to teach isiZulu (pedagogy)

The findings showed that the participants use a range of teaching strategies, and that they are primarily influenced by Stenhouse's model of curriculum development and Tyler's objective approach. In their responses to the question, "*What pedagogic strategies are you using to enhance the quality of isiZulu teaching?*", it was shown that the participants focus heavily on theoretical knowledge, and use a range of pedagogies to deliver content knowledge to learners. However, their teaching strategies vary according to their knowledge and experience. This can cause some confusion and have a negative impact on their teaching, as the lack of a consistent approach leads them to stray at times from the DoE policy document. They do not cover some aspects of the curriculum with their learners, such as orals, speaking skills and reading skills.

6.2.2 Teaching resources

The data revealed that the participants used three main resources to inform their teaching content and strategies: the isiZulu subject policy document (as a guideline for their teaching strategy), textbooks (to focus their teaching strategy), and the curriculum tracker (to monitor the pace of their curriculum coverage). The participants therefore used a combination of non-digital (print versions of the policy document, textbooks, and curriculum tracker) and digital (electronic versions) resources (software and hardware) as their major resources. This correlates with what Khoza (2016a) refers to as hardware (textbooks, policy documents and curriculum trackers) and software (electronic versions of document and digital textbooks). The data revealed that the subject advisor for isiZulu, who is an example of what Khoza (2016a) calls “ideological-ware”, had had a great influence on the participants’ teaching strategies. However, because the subject advisor had left the education system in 2017, the participants felt that they do not get enough ideological support. The responses showed that the participants felt that the lead educators in their cluster do not give them enough support. As a result, these educators experience uncertainty and difficulties in facilitating teaching and learning.

6.2.3 Involvement in extramural activities and community activities

The findings revealed that the participants understood the importance of recognising and incorporating societal or everyday knowledge (cultural and traditional activities) in order for their learners to overcome the negative perception and stereotype that isiZulu is less important than English, and in order for their learners to have a better understanding of Zulu history and how the language was constructed. The findings also supported Ngcobo’s (2013) observation that incorporating indigenous knowledge to provide learners with background knowledge of the culture and history associated with isiZulu helps the learners to perform well, and encourages them to be more creative, for instance when they write poetry and essays. It also helps learners to understand proverbs and interpret poetry, which is often challenging for them (Sibisi, 2001). Linking historical knowledge and day-to-day knowledge, and recognising indigenous knowledge, enabled the learners to produce values-orientated knowledge (Carl, 2005), which can encourage learners to develop self-confidence in their language and culture, and self-efficacy in their

language learning. When learners integrate theoretical knowledge with cultural knowledge, they reach a level of phenomenological knowledge (Boero et al., 1997), which enables them to be more constructivist in their learning. Building a sense of cultural confidence, and integrating cultural knowledge into IsiZulu language teaching, can therefore have a positive influence on learners' writing and expression, as well as their overall language skills.

6.2.4 IsiZulu content

The findings revealed that the participants focus heavily on teaching written work (grammar, comprehension and creative writing). However, the isiZulu policy document stipulates that a combination of written and oral skills should be taught, as well as important reading skills and techniques, and promotes oral communication skills as an important part of the isiZulu curriculum. It was clear that the participants teach isiZulu content based on what is practical in terms of their teaching environment, rather than on theoretical guidelines, and that they use their own discretion to identify what is important to teach and what is not, which van der Westhuizen (2013) refers to as an open structure of teaching. Their learners are therefore missing out on key aspects of theoretical knowledge that involve speaking and communication in proper isiZulu, and reading skills. A lack of reading skills, in particular, can create a range of problems for learners, including with their writing (Makalela, 2015), and can prevent them from becoming independent, constructivist learners. The data also showed that learners sometimes experience difficulties with linking the way isiZulu is spoken at home with the language they learn at school. This shows a different societal knowledge of isiZulu from the content that is taught at school.

6.2.5 Formal and informal assessments

The findings showed that the participants do not fully adhere to the theoretical guidelines for assessing their learners, because they only conduct formal assessments of theoretical content in order to assess learners' progression (Topping, 2009), and do not conduct informal assessments. Informal assessments are critical, however, for ensuring the

productive academic development of learners, as they enable educators to identify the areas in which learners are lacking, in order to provide them with assistance. Black (2000) shows that learners who are assessed formally and informally achieve better results in their studies. Using only formal assessments can therefore deprive learners of the opportunity to gain knowledge by addressing their weak areas.

The findings also show that the participants do not conduct oral assessments of their learners' skills, and suggest that they are possibly fraudulently awarding their learners marks for reading, which contravenes education policy (DBE, 2011) and deprives the learners of the opportunity to measure and improve their reading skills. This lack of focus on reading and oral communication skills can cause serious problems for their learners when they reach the senior grades. This finding also indicates that these educators are not being properly supervised and monitored by their superiors (their departmental heads and principals), whose task it is to monitor educators' work and oversee the proper implementation of assessments (Bush, Joubert, Kiggundu, & Rooyen, 2010). These educators and their managers are therefore taking serious risks by fraudulently allocating learners marks. The educators who participated in this study produce excellent results, but they are clearly not conducting proper assessments.

6.2.6 Training and development

There was a clear difference in responses from the participants from school one, and the participants from school two. The participants from school two receive good support in terms of training and development (from the subject advisor, departmental workshops and cluster meetings), and feel that they are being equipped to implement the curriculum. However, school two also participates in the Toyota Teach Programme, so these participants are fortunate enough to receive training from formal and informal bodies in order to overcome the challenges associated with implementing the curriculum (Courneya et al., 2007). School two also has access to digital resources, which one participant used to address gaps in his formal knowledge. The participants from school two showed a willingness to engage with the resources available to them in order to gain more knowledge in isiZulu and produce quality results.

However, the participants from school one revealed a different story. Participants from this school no longer receive any departmental support, because they no longer have an isiZulu subject advisor. The lead teachers, who can only provide support at cluster meetings, often provide confusing and contradictory information. The participants from this school were aware of their skills deficits, and admitted to copying assessment tasks rather than setting their own. They expressed a need for one-on-one support, in order to build the skills they needed to implement the curriculum effectively. The absence of training and development support has a negative impact on their performance as educators, and these participants clearly need ongoing staff development training and support from subject advisors and clusters, and digital resources, to implement the curriculum competently.

6.2.7 Educators' role

The findings showed that the participants play multiple roles, some of which are unrelated to their roles as teachers, but which they have to play anyway to try to facilitate teaching. They spend too much time controlling and dealing with their learners' behaviour rather than teaching them, which wastes valuable teaching time, creates a negative attitude on the part of the educators, and leads to poor performance. The participants stated that they feel that the DoE does not give them enough support to adequately equip them to deal with discipline issues. Theoretical knowledge is negatively affected here by the teaching environment, and by the social environment that produces the poor discipline of the learners. Administrative duties, particularly those associated with SMT's, can also interfere with teaching, and the participants' primary role as educators is often challenged and intruded upon by having other roles imposed on them. These multiple demands detract from learning, and need to be managed and addressed before learning can take place, to stop them being robbed of valuable teaching time. In this case, theoretical knowledge is being negatively affected by the administrative demands of the school environment.

6.2.8 Educators' goals

Their responses indicated a combination of long-term and short-term goals, many of which were personal. The short-term objective of the participants was to produce quality results at the end of the year, while their long-term performance objectives were to train learners to appreciate, use and communicate in their language even after they have left school. The findings showed that the participants had a long-term vision for their learners (Khoza, 2016b), and were motivated by transferring theoretical knowledge that will be useful to their learners in the future (Bernstein, 1971). Moreover, the participants also wanted to preserve isiZulu as a language by teaching their learners proper Zulu that does not include slang and jargon.

6.2.9 Dealing with learners with barriers

The findings revealed that educators were not adequately trained to deal with learners with special needs. However, the DoE legally requires schools to enrol and teach all learners, regardless of their abilities (DBE, 2011). There is pressure on isiZulu educators, in particular, to teach special needs learners how to read and write, because for the majority of them isiZulu is their home language (Naiken, 2016). Although the participants want to teach isiZulu effectively, their training does not enable them to cater for learners with special needs. As a result, educators are becoming frustrated and overloaded, and are unable to implement the curriculum effectively for all learners.

6.3 SUGGESTIONS FOR FURTHER RESEARCH

Further research needs to be conducted especially on how educators implement and assess the isiZulu curriculum in relation to oral communication skills, reading skills and listening skills. The isiZulu educators in this study expressed confusion on how to teach basic reading, communication and listening skills, which are the part of the curriculum.

6.4 RESPONDING TO THE CRITICAL QUESTIONS

6.4.1 What is educators' knowledge of teaching isiZulu in the Ugu Cluster?

The data revealed that educators in the Ugu Cluster use a range of teaching strategies to deliver content knowledge to learners, but that these strategies vary according to their knowledge and experience. This can cause confusion and have a negative impact on their teaching, as the lack of a consistent approach leads them to stray at times from the DoE policy document. Educators in the Ugu Cluster also focus on content knowledge in their teaching of isiZulu. Educators who lack content knowledge therefore experience difficulties in effectively transferring information to their learners, and do not manage to complete the curriculum and implement it effectively for all learners, often having to neglect learners with special needs. Certain types of content are also prioritised by these educators (written work that focuses on grammar, comprehension and creative writing), while other important types of content are neglected (such as oral communication skills and reading skills and techniques). The participants also do not fully adhere to the theoretical guidelines for assessing their learners, because they only conduct formal assessments of theoretical content, and do not conduct informal assessments.

For these educators, professional development is essential, but it is not always available to them. Regular and effective in-house training sessions, workshops and clustering are possible solutions to assist educators to gain enough knowledge about content and pedagogical strategies. Support of this nature could reduce educators' confusion, improve their performance, and equip them to implement the curriculum fully and effectively, so that all curriculum content is covered in a way that is productive for all learners. Educators who teach isiZulu therefore need regular, focused professional development and training.

6.4.2 What informs educators' knowledge of teaching isiZulu in the Ugu Cluster?

The data revealed that the participants used the isiZulu subject policy document, textbooks, and the curriculum tracker to inform their teaching content and strategies. These resources represent a combination of "hardware" (print resources) and "software" (electronic versions) (Khoza, 2016a). The participants considered subject advisors to be indispensable resources. They are an example of what Khoza (2016a) calls "ideological-

ware”, and, when they were available, had a great influence on the participants’ teaching strategies. The subject advisor in the Ugu Cluster left the education system in 2017, and has not been replaced; in addition, participants felt that the lead educators in the cluster did not provide regular, clear or consistent support. The participants therefore indicated clearly that they did not have sufficient “ideological” support to facilitate teaching and learning effectively. This often resulted in them using their everyday knowledge, rather than specific theoretical or pedagogical knowledge, to inform their teaching, and they did not follow one consistent pedagogical approach.

The findings revealed that the participants understood the importance of recognising and incorporating societal or everyday knowledge (cultural and traditional activities) in order for their learners to overcome the negative perception that isiZulu is less important than English, and in order for their learners to have a better understanding of Zulu history and how the language was constructed. This indigenous knowledge was often gained during school excursions and cultural activities. The findings supported Ngcobo’s (2013) observation that incorporating indigenous knowledge provides learners with background knowledge of the culture and history associated with isiZulu, and helps learners to perform well by encouraging them to be more creative, and helping them to understand proverbs and interpret poetry.

6.5 RECOMMENDATIONS

6.5.1 Recommendation 1: Fostering oral communication and reading skills

The policy document for isiZulu clearly states that learners need to be taught listening and oral communication skills. These skills train and prepare learners for future careers where they will be required to negotiate, do presentations, deliver speeches, and so on. Therefore, it is very important for learners to acquire oral communication skills, so that they will not experience difficulties with these tasks in future. The study therefore recommends that isiZulu educators focus on assisting learners to develop adequate oral communication and reading skills, and that they adhere to the policy document recommendation that educators spend at least two hours a week on oral communication skills and reading tasks (DBE, 2011). Furthermore, learners’ skills in these areas need to be properly assessed, both formally and informally, so that they can receive feedback on

which aspects need to be improved. Educators also benefit from this feedback process, because identifying problem areas helps them to identify different strategies for teaching oral communication and reading, in order to address the learners' problem areas.

6.5.2 Recommendation 2: Conducting informal assessments

Research suggests that learners who are assessed informally as well as formally achieve better results than if they are only assessed formally. Informal assessments serve as an indication for learners of how they will handle their formal assessments, and whether they are likely to meet the required level of achievement to progress further. They are also an indication for educators of potential areas of difficulty for their learners, as individuals and as a group, and educators can use this information to implement different strategies to address these areas of difficulty and enhance learning and teaching. A properly constructive process of informal assessment that responds to learners' needs also encourages learners to take the initiative to identify their areas of difficulty work for themselves, and to ask for further assistance. In other words, learners become more confident and comfortable with a constructivist approach to their learning, and are likely to seek help more often and apply themselves more positively and energetically to making improvements. Educators who do not conduct informal assessments are therefore putting their learners' learning capacity and academic success at risk. The study therefore recommends that isiZulu educators conduct constructive informal assessments to empower the learners and themselves. In addition, while the educators monitor their learners' performance through informal tasks, they can also improve their teaching strategies.

6.5.3 Recommendation 3: Using the appropriate marking rubrics to guide the assessment of oral communication and creative writing

During the group discussion the participants showed that they did not know how to allocate marks for learners when assessing oral communication and creative writing in isiZulu. To solve this problem, the study recommends the use of appropriate marking rubrics to guide isiZulu educators, by means of which the educators could assess specific details of the skills, knowledge and competency that are covered during assessments of oral communication and creative writing in isiZulu. An appropriate marking rubric for an oral presentation could include, for example, specific allocations for a learner's voice

projection, isiZulu language usage, lively expression, and responses to questions. Each item would be allocated a certain number of marks that could be awarded based on the educator's assessment. Using the appropriate marking rubrics could make it easier for educators to assess oral communication and creative writing appropriately, and could assist both educators and learners to understand and identify areas that need improvement.

6.5.4 Recommendation 4: Controlling discipline

The participants found it difficult to manage disruptive and undisciplined learners in their classrooms. This problem is not specifically confined to isiZulu classrooms, but is a more general and pervasive one. The study recommends that school management teams work together with parents to instil respect and discipline in learners. Such collaborations could improve the culture of learning in South African schools, and could encourage learners to value their education, and the necessary processes of teaching and learning. This would reduce the stress and pressure that educators experience as a result of classroom disruptions and lack of discipline, and would improve their motivation and the general effectiveness of their teaching. Government bodies such as the South African Police Service, the Department of Health, and the Department of Social Development could also play a role in improving focus and discipline in schools by conducting programmes aimed at improving the morals, attitudes and behaviour of young people. Issues such as drug abuse, rape, bullying and gender issues could be tackled effectively. It is possible that once learners understand acceptable societal norms, and know their responsibilities as well as their rights, they will begin to act more responsibly and take the initiative in focusing on their education.

6.5.5 Recommendation 5: Clustering for educators at ward or circuit level

In the absence of available isiZulu subject advisors, clustering plays an important role in the professional development of isiZulu educators. This study recommends that isiZulu educators form constructive and productive clusters, and that these clusters have regular meetings and workshops. Cluster coordinators could invite isiZulu specialists to teach and advise the educators on issues related to pedagogy, content knowledge and the

curriculum. These workshops need to provide isiZulu educators with teaching materials that they could use in their classrooms, in order for them to achieve a common standard and common approach to implementing the curriculum. Lead educators could also have a positive impact on the content knowledge and pedagogy of isiZulu educators, especially those who are teaching isiZulu for the first time.

6.5.6 Recommendation 6: Train and equip educators to teach learners with special needs

Learners with academic challenges and special needs require specially trained educators who understand their disabilities and how to teach them effectively. The study recommends that since all learners with special needs are required by law to be included in mainstream classrooms, all educators need to be provided with specific training on how to accommodate and include them effectively. This recommendation is not specific to isiZulu educators, but is a general one. Such training would need to cover specialised and specific content knowledge, specialised and specific pedagogical approaches, and specialised and specific advice on how to implement the curriculum effectively for all learners. Such training would benefit both the learners and the educators. All learners would be accommodated and included, and educators would be able to help them to discover their talents and would learn additional important skills that would enable them to nurture the knowledge that these learners already possess.

6.6 FINAL CONCLUSION

The above recommendations could improve educators' knowledge of teaching isiZulu; however, there is a need for further research in certain areas. Pedagogical approaches to teaching isiZulu, in particular the teaching and assessment of oral communication and reading, need to be researched further, and additional research also needs to be conducted on how to improve educators' theoretical knowledge of isiZulu. This could not only assist the learners' to improve their performance but will also improve the educators' knowledge. Once educators are competent in isiZulu, they will be able to provide more effective teaching that will improve the performance of learners and the overall quality of education.

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APPENDIX A: ETHICAL CLEARANCE



UNIVERSITY OF IN KWAZULU•NATAL
INYUVESI

CHAPTER 7 YAKWAZULU.NATALI

12 October 2018

Mr Siyakudumisa Abednigo Mbele 9904528
School of Education
Edgewood Campus

Dear Mr Mbele

Protocol Reference Number : HSS/1260/018M

Project title: Educator's knowledge of teaching isiZulu within Ugu cluster

Full Approval —

Expedited Application In response to your application received 15 August 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted FULL APPROVAL.

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

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

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

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

Yours faithfully

.....
Dr Rosemary Sibanda (Deputy Chair)
Humanities & Social Sciences Research Ethics Committee

APPENDIX B: PERMISSION FROM THE KZN DEPARTMENT OF EDUCATION



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:2/4/8/1565

Mr SA Mbele
Box 275
Winkelspruit
4145

Dear Mr Mbele

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "EDUCATORS' KNOWLEDGE OF TEACHING ISIZULU WITHIN UGU CLUSTER", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 July 2018 to 01 October 2020.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

(PLEASE SEE LIST OF SCHOOLS ATTACHED)

Dr. EV Nzama
Head of Department: Education
Date: 04 July 2018

KWAZULU-NATAL DEPARTMENT OF EDUCATION
Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa
Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201
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Facebook: KZNDOE... Twitter: @DBE_KZN... Instagram: kzn_education... Youtube: kzndoe

...Championing Quality Education - Creating and Securing a Brighter Future

APPENDIX C: INFORMED CONSENT LETTER

Mbele S.A. (Mr)
Box 275
Winklespruit
4145
10 June 2018

Dear Participant (educator)

Informed Consent Letter

I'm Siyakudumisa Abednigo Mbele, a candidate studying for Masters of Education in Curriculum Studies at University of KwaZulu-Natal, Edgewood Campus in Pinetown South Africa. I'm conducting a study to explore educators' knowledge of teaching isiZulu at Ugu Cluster. I have observed that teachers are not aware on issues of knowledge which is divided into content, pedagogy and technical. Therefore I kindly requesting you to participate in the study based on your experience and expertise in isiZulu.

Please note that:

- Your confidentiality is guaranteed as your contributions will not be attributed to you in person, but reported only as population member option
- The interview, document analysis and focus discussion may last for about one hour.
- Any information given cannot be used against the school, and the collected data will ONLY be used for purposes of this research
- There will be not limit on any benefit that you may receive as part of participation in this research project
- Data will be stored in secure storage and destroyed after five years
- You have a choice to participate, not participate or even withdraw participating at this research at any time, without any penalties.
- Your real names will be not be used, but colures such as yellow, blue and green will be used.
- The school and educators' involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you agree to be interviewed please indicate by ticking whether you are willing or not willing to be recorded by the following equipment.

Equipment	Willing	Not willing
Tape recorder		
Photographic (camera)		
Video tape		

I can be contacted at:

Cell: 061 676 3265

Email: dumiso@webmail.co.za

My supervisor is Professor S B Khoza who is located at the School of Education, UKZN-Edgewood Campus. His contact details are:

Contact No: (031) 260 7595

Email. Khozas@ukzn.ac.za

Thank you for your contribution to this research.

APPENDIX D: INFORMED CONSENT FORM

Declaration

I _____ (full names of the participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participate in the research project.

I understand that I'm free to withdraw from the project at any time without any penalties.

Signature of participant

Date

APPENDIX E: SCHEDULE: SEMI-STRUCTURED INTERVIEWS

Semi-structured interview questions

Individual interviews

Full name: _____

This interview is for you to discuss your reflections on your experiences. This will require you to tell a story about your journey as an isiZulu educator. Please present your reflections in relation to the following curriculum concepts:

1. What are your goals in teaching isiZulu?
2. What content are you teaching in isiZulu?
3. Do you use indigenous knowledge to enhance your content knowledge?
4. How do you assess learners?
5. Which activities are you using in the classroom?
6. What resources are you using to enhance your teaching?
7. What pedagogic strategies are you using to enhance the quality of teaching?
8. What is your role as an isiZulu educator?
9. How do you deal with the challenges of implementing the curriculum?
10. How do your learners perform in isiZulu?

APPENDIX F: TURNITIN REPORT

The screenshot displays the Turnitin Feedback Studio interface. The main document area shows the following text:

1
Chapter 1
The overview, context and objectives

1.1. Introduction
South African education has undergone various reforms in curriculum approaches, which are competence and performance curriculum (Hoadley, 2012). In the past the education system in South Africa was controlled by the apartheid system that promoted the imbalances where certain race received certain privileges over the other according to Jansen (1998). This segregation affected the curriculum dissemination where certain race received the better education than other. Moreover indigenous African languages were not given the recognition, while Western languages like English were regarded as official language (Webb, 2013).

The Match Overview panel on the right shows a total match percentage of 8%. The matches are listed as follows:

Match Number	Source	Match Percentage
1	Submitted to University... Student Paper	2%
2	uir.unisa.ac.za Internet Source	<1%
3	repository.up.ac.za Internet Source	<1%
4	core.ac.uk Internet Source	<1%
5	Submitted to Grand Ca... Student Paper	<1%
6	Submitted to University... Student Paper	<1%
7	Submitted to Staffords... Student Paper	<1%

Page: 1 of 88 | Word Count: 27848 | Text-only Report | High Resolution On | 11:00 PM 2019/09/26

APPENDIX G: LANGUAGE EDITOR'S CERTIFICATE



P.O. Box 100715
Scottsville
3209
17 October, 2019

To whom it may concern,

I have edited the following thesis for language errors, and in the process have checked the referencing and layout:

Title: *Educators' knowledge of teaching isiZulu within Ugu cluster.*

Author: Siyakudumisa Abednigo Mbele

Degree: Master of Education

Institution: University of KwaZulu-Natal

Student number: 9904528

Supervisor: Professor S. B. Khoza

Please feel free to contact me should you have any queries.

Kind regards,



Debbie Turrell
totalnightowl@gmail.com