



**A case study exploring professional learning of isiZulu
First Additional Language teachers in Quintile five schools**

BY

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DECLARATION

I, Jabulile Thandazile Sweetbirth Madondo, declare that:

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ABSTRACT

IsiZulu is one of the most widely spoken languages in South Africa, particularly in KwaZulu-Natal. All South African learners must learn two of the official languages. In many Quintile five schools, learners study an African language as a first additional language. For example, it will be isiZulu in KwaZulu-Natal and isiXhosa in the Eastern Cape.

This study explored the professional development of isiZulu first additional language teachers in Quintile five schools. The study also examined these teachers' experiences and how they support their students' facing challenges with isiZulu. The participants were six teachers selected from various schools in the Northdale area of Pietermaritzburg, KwaZulu-Natal. Each participant had been a teacher for ten years or more and worked in Quintile five schools. The research methodology employed in the study was qualitative. Semi-structured interviews and focus group interviews were used to collect the data. Data were analysed using themes. The data were examined using Opfer and Pedder's (2011) complexity theory.

This study identified four key themes. The first theme was a lack of training. Teachers argued that they didn't have any university training. Secondly, learners lacked foundational knowledge gained from primary school and a lack of learner interest. The study also found that the shortage of appropriate teaching materials plays a massive role in teacher learning. Finally, the lack of support from school management teams and the Department of Education affects teacher learning in many ways. In light of these findings, this study produced guidelines and recommendations that address the difficulties encountered by first additional language isiZulu teachers and how they can advance their careers in Quintile five schools.

LIST OF ABBREVIATIONS

CAPS – Curriculum and Assessment Policy Statement

DBE – Department of Basic Education

DHET – Department of Higher Education and Training

DoE – Department of Education

FAL – First additional language

HL – Home language

KZN – KwaZulu-Natal

LiEP – Language in Education Policy

LoLT – Language of learning and teaching

NSC – National Senior Certificate

PANSALB – Pan South African Language Board

SMT– School management team

SGB – School governing body

NLPF – National Language Policy Framework

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Chapter one: Background and introduction

1.1 Introduction

This research study explores the professional learning of isiZulu first additional language (FAL) teachers in Quintile five schools. As defined by Evans (2014), professional learning is a process that enhances teachers' abilities and professionalism throughout their careers. This chapter presents background information for the research project, focusing on the professional learning of isiZulu FAL teachers in Quintile five schools. The chapter examines both the problem statement and the background. It then explains the rationale for the study, outlining the study's primary focus and purpose and the critical research questions. Additionally, it briefly presents the theoretical framework and the research methodology.

1.2 Problem statement and background

The first additional language, defined in the CAPS (Curriculum and Assessment Policy Statement) document, refers to a second language taught to learners after their home language (HL) (Department of Education [DoE], 2011). The primary goal of teaching a second language in South Africa is to promote other South African languages that were marginalized during apartheid. IsiZulu FAL is mainly taught in Quintile five schools, as many learners in these schools would have English as their HL.

According to the South African Schools Act, if English is taught as the HL, one of the other South African languages is introduced as the FAL. For example, in KwaZulu-Natal (KZN), isiZulu would be the FAL. To abide by the Act, the Department of Education policies, in conjunction with the CAPS document (DoE, 2011), made it compulsory for every learner to learn at least two languages in schools for the National Senior Certificate (NSC) – one as HL and one as FAL. For this study, I focused on Quintile five schools because they offer isiZulu as the FAL. Most schools in KZN's rural and township areas offer isiZulu HL because most learners are isiZulu HL speakers.

Quintile five schools in South Africa are a class of schools that are regarded as being well-funded and resourced. In the past, the House of Assembly administered these schools, which only catered to white children during apartheid. To bring more significant equity to the distribution of resources amongst schools, the South African government introduced the Quintile system in 1996. It classifies schools according to the poverty level in the surrounding community, with Quintile one being the poorest and Quintile five being the wealthiest, aiming to distribute government resources more equitably. Quintile five schools are often found in more affluent neighbourhoods, giving them better access to facilities and resources (van Dyk & White, 2019). Zoch (2017) explains that wealthy parents who can afford private education but decide to send their children to public schools generally attend these schools. Better possibilities for children in these schools result from improved access to resources and high-quality education.

Bhengu (2015) and Ngubane and Ntombela (2013) highlight that English is still the “dominant” language in South Africa. In all public schools, English is used as the medium of instruction. Most learners will study English as the HL and must choose between isiZulu FAL, Afrikaans FAL, or any other South African official language. Sithole (2015) states that only Quintile five schools offer African languages such as isiZulu FAL. However, he argues that most Quintile five schools prefer to teach Afrikaans as the FAL instead of African languages, such as isiZulu. The main reason is that teachers there have more Afrikaans resources to teach, which have been available for decades, compared to resources for African languages like isiZulu.

IsiZulu FAL teachers face several challenges in Quintile five schools (Bhengu, 2015; Ngubane & Ntombela, 2013). Among these challenges is the inability to teach the subject due to a lack of training. Zikhali (2016) argues that universities in South Africa, need to train teachers to teach both isiZulu FAL and isiZulu HL. When teachers have to teach isiZulu FAL, they face difficulties as they have yet to learn to teach isiZulu as a second language. Additionally, the lack of resources such as textbooks, novels, and dictionaries in Quintile five schools for teaching isiZulu FAL adds to the problem teachers face in the difficulty of teaching non-isiZulu speakers who need more foundation from primary school. The diversity of learners in the classrooms also stands as one of the significant problems. Some classrooms in Quintile five include isiZulu-

speaking learners who choose isiZulu because the school offers English as the HL and, therefore, they have to choose isiZulu FAL. In the same classroom, one finds non-isiZulu speakers with a minimal foundation from primary school and those without a foundation (Bhenguni, 2015; Ngubane & Ntombela, 2013).

However, studies must demonstrate how teachers can overcome these difficulties or how teaching might advance. Therefore, this significant because it investigated how isiZulu FAL teachers at Quintile five schools manage the teaching challenges, how they learn to improve their teaching, and what the Department of Basic Education is doing to help them.

As teaching a second language is very challenging, there is a need for more studies on teaching and acquiring the indigenous languages of South Africa as a second language. Tricomi (1986) created a second language acquisition theory (monitoring hypotheses) based on Krashen's theory to explain why learning a second language is not comparable to learning a first language. Communication at a discourse competence level, or speaking to convey your point, is necessary for learning a second language. The idea goes on to claim that interaction between second language learners and native speakers of that language should take place in authentic situations to facilitate the acquisition process. Additionally, according to Tricomi (1986), Krashen emphasizes the value of following grammar rules and writing in a second language. This can assist the learner when completing assignments and tasks in writing rather than speaking. This hypothesis demonstrates that learning a second language is possible when speaking and writing are taught simultaneously by someone whose mother tongue is the target language.

1.3 Rationale

Teachers' knowledge and skills to teach an HL and a second language differ. This study is driven by my personal experience as a novice teacher in a Quintile five school teaching isiZulu FAL, as I was trained to teach the isiZulu HL at university and not isiZulu as a FAL. The difference between isiZulu HL and isiZulu FAL is in the depth of the curriculum content that must be prepared. Poems, plays, and novels are among the literary genres that isiZulu HL covers. In contrast, isiZulu FAL focuses on everyday

language abilities, including reading, writing, listening, and speaking. Thus, the curriculum requirements that teachers have to teach are very different. For example, the isiZulu HL curriculum requires the learner to have a profound understanding of isiZulu idioms and an excellent foundation of the language, separate from the requirements in isiZulu FAL, where the primary aim is for learners to be able to communicate. The curriculum focuses on essential reading, writing, pronunciation, and other such aspects. The foundation and background requirements are far more significant for HL than for FAL.

One of the biggest obstacles is that most of my learners are non-isiZulu speakers, meaning that they need help understanding isiZulu as a language used to teach because they do not speak it outside my class. This makes teaching them at a high school level very complicated because either they need to remember what they were taught in primary school, or they are learners doing isiZulu for the first time, as they studied Afrikaans (FAL) in primary school. Due to this, I code-switch when teaching certain concepts for my learners to understand (Bhengu, 2015).

In my school, learners with different language competence levels are mixed in one class. All those learners doing isiZulu FAL, regardless of language background knowledge, are in the same class. The drawback in that context is that when I code-switch, the learners who understand isiZulu (as they have isiZulu as their HL) are disadvantaged. Therefore, I find myself teaching one concept twice, in English and isiZulu, which is time-consuming. Due to this, I have to prepare extra lessons after school or on weekends to ensure I complete the curriculum.

More learners are learning African languages like isiZulu (FAL) right now in our developing democracy than during the time of apartheid. In addition to what has been mentioned, the difficulty confronted by teachers working in these schools is that some learners are not interested in learning the subject. Teaching learners who do not speak any isiZulu and do not show interest makes it even more difficult. These teachers must receive ongoing training and development. The school, the Department of Basic Education, or the teachers are responsible for this growth and learning. Examining

how isiZulu FAL teachers in Quintile five schools can advance their expertise is the primary goal of this study.

1.4 Focus and purpose

This research study explored the professional learning of isiZulu FAL teachers in Quintile five schools. It did not aim to compare or contrast teachers' different teaching pedagogies. Instead, it explored how to develop the knowledge and competencies to teach isiZulu as a first additional language. It thus examined how the selected teachers engage in professional learning in the different schools in which they are employed, using a population of six teachers from four schools in the Pietermaritzburg Northdale area.

The objectives of the study are:

- To identify teachers' experiences of teaching isiZulu FAL in Quintile five schools.
- To understand how teachers develop their knowledge and expertise to teach isiZulu FAL.
- To understand what schools and the provincial education department can do to support teacher learning.

1.5 Research questions

How do isiZulu teachers teaching isiZulu FAL in Quintile five schools engage in professional learning to develop their knowledge and expertise to teach isiZulu FAL?

- 1) What are teachers' experiences of teaching isiZulu as the FAL in Quintile five schools?
- 2) How do teachers develop their knowledge and expertise to teach isiZulu FAL?
- 3) How do the school and the education department support teachers' learning?

1.6 Methodology

Research paradigms reflect researchers' views about the world we live in and the world we would like to live in. Villiers and Fouché (2015) divided research paradigms into positivism, interpretivism, and critical postmodernism, three philosophical categories based on these notions and beliefs. The interpretivist paradigm believes that research can access reality through social constructions, including language, consciousness, and shared meanings of learners' supportive learning groups, observing to gather data, and understanding to make meaning of the collected data. In this study, the goal of utilizing an interpretative paradigm is to learn about teachers' experiences and to gain their personal views and experiences of the world. This is consistent with Rehman's (2016) claim that the interpretive paradigm was created to understand better how people interpret the context in which they live and work. This study, as a qualitative case study, fits into the interpretive paradigm.

A case study, according to Yin (2003) supported by Yazan (2015), is any research involving a practical and thorough investigation of a phenomenon that takes place in a real-world setting, using a variety of methods of verification and drawing conclusions from textual or verbal data for a more thorough investigation and an enhanced understanding of the case that is being studied. Yin (2003) further explains that a case study is expected to adapt the concept of a single case. This means that the study must have one particular phenomenon to study. In this study, the single phenomenon is professional learning. Given the definitions, one can define a case study as an empirical investigation studying one case to address the "how" or "why" questions concerning the phenomenon. In my study, I aimed to look at a single case of how isiZulu FAL teachers in Quintile five schools engage in professional learning.

Data in this research study were collected using two data generation methods: semi-structured individual interviews and focus group interviews. Semi-structured interviews are good because they offer more in-depth data than what can be obtained through other data generation methods. It allowed teachers to discuss and voice their opinions in as much detail as they wanted. Focus group interviews were an effective way to uncover the reality and examine complex behaviour and motives. Focus group

interviews were suitable for this study because the participants could listen to and share ideas. Focus groups help participants to learn from other participants' views. Both these data generation methods were used to generate qualitative data. Both methods were adopted because semi-structured interviews allowed the participants to speak their truth and voice their opinions, and the focus group allowed them to listen, share, and learn. Including various interpretations and meanings in data analysis was made possible by using multiple data collection methods and sources, which also increases the trustworthiness of the results (Flick, 2018).

Only those participants who could provide in-depth information regarding the topic under investigation were chosen. The study sample was six educators from four different high schools. The educators had to have at least five years of experience teaching isiZulu FAL, particularly to non-isiZulu speakers.

The study employed a convenience sampling method and a purposive sampling method. The purposive sampling method was utilized to select participants who matched the requirements regarding the knowledge required for the phenomenon. Convenience sampling was used for the researcher's and the participant's convenience, as all participants are from schools in the same area. Thus, it is cheaper and simpler than other sampling methods (Taherdoost, 2016).

1.7 Overview of dissertation

This research study is organized into five chapters as follows:

Chapter one:

This chapter provides the study's background and context. It summarizes the literature consulted and explained this study's purpose, methodology, and justification. It presents the research questions that guide the study and describes details of its research design and methods.

Chapter two:

Chapter two discusses the literature studied to identify what studies have been done on isiZulu teacher learning. The literature discussed in this chapter is also based on

the experiences of isiZulu teachers working in Quintile five schools. It examines the value of mentorship or any other form of support that may be given to teachers to aid in teaching and learning. The chapter also closely examines the laws and regulations established by the government, including in the Constitution, regarding the FAL policies. The literature review also covers other language regulations using scholars from local and international sources. The Curriculum Assessment Policy Statement (CAPS) for FAL and the theoretical framework that guided this study are also discussed.

Chapter three:

The study's research methodology is presented in this chapter. The research design, data collection methods, and research instruments are all described and justified. Furthermore, the way participants were chosen is described. The study's foundational elements of the research paradigm, research method techniques, and trustworthiness are all described. The chapter discusses the study's limitations and ethical issues in its conclusion.

Chapter four:

The chapter presents and discusses the findings. It also analyses and interprets the data and discusses the emerging themes.

Chapter five:

The data are analysed and synthesized in this chapter to respond to the research questions outlined in the study. It includes a description of the results, a defense of the hypothesis, and recommendations derived from the data analysis. The chapter briefly discusses the research's implications for teacher learning programs in classrooms and schools.

1.8 Conclusion

This chapter's introduction to the study included background information about the research. The study's purpose, rationale, and problem statement were all presented. The chapter also described its goals and the questions it set out to answer. A brief literature review linked to the study was provided with a description of the methodology

adopted, ending with a summary of all the upcoming chapters. The following chapter reviews the literature and the learning theories applied to this study.

Chapter two: Literature review

2.1 Introduction

Political and historical factors drive the complex topic of language in education in South Africa and create various learning opportunities for students and teachers. The language policies in South African education evolved after Nelson Mandela was elected president in 1994 and the apartheid system was overthrown, emphasizing the value of advancing the status and use of indigenous languages. As a result, in Quintile five schools, teachers and learners are introduced to the learning and teaching of a FAL, such as isiZulu FAL (Greenfield, 2010), due to the Department of Education policy that all learners must take a FAL. For example, if the school offers English or Afrikaans as the HL, learners take isiZulu as the FAL. Therefore, South African studies on teaching isiZulu as the FAL in South African schools primarily inform this literature review.

The chapter first presents different language policies that are in place in South African schools, focusing on languages and isiZulu, in particular, as the FAL. The chapter also presents research and findings on isiZulu and Quintile five schools. It examines the CAPS, looking closely at isiZulu FAL. The chapter also focuses on professional learning by reviewing two perspectives (formal and informal) of learning. Additionally, it examines three professional learning principles that can be used as a guide when developing one's expertise. The study's theoretical and conceptual framework is examined in the final section.

2.2 Language policy and the teaching of IsiZulu FAL

The impact of South Africa's language policies on education is covered in this section. To emphasize the role that these documents play in the teaching of languages in South Africa, additional policies will be discussed: the Pan South African Language Board (PANSALB), the National Language Policy Framework (NLPF), the 1997 Language in Education Policy (LiEP), and CAPS (DoE, 2011).

Political and historical factors dominate the complicated language issue in South Africa but also offer teachers and learners various learning opportunities. The former

ministers of education worked to develop policies to create a multilingual environment where all South African languages could be fully developed while ensuring that the current languages of teaching would not be a barrier to success and access to correct the language policies in South Africa after apartheid (Foley & Thompson, 2003).

2.2.1 The Pan South African Language Board

The PANSALB ensures that all official languages are successfully used and promoted. It provides that all South Africans are free from linguistic supremacy, prejudice, and division. The PANSALB views language in South Africa as a resource and a right. The board also believes that using a language for various purposes is the best way for language development because otherwise, a language starts to deteriorate and dies. The nation's other languages would eventually wither if higher-status functions had been limited solely to English and Afrikaans (PANSALB, 1998). According to the PANSALB manifesto, limiting the use of any language is inappropriate in South Africa for social, democratic, and economic reasons, and the idea that individuals who do not speak English well are somehow lacking must be disproved. All South African languages are promoted in a significant way by the PANSALB. This can occur when there are more meaningful and general goals for spreading language use and elevating its standing in South Africa. The use of these languages in education as a method of promoting them is strongly encouraged by PANSALB. This supports the current curriculum promoting all languages by introducing them as a second language in schools.

2.2.2 National Language Policy Framework

The principal policy that emphasizes the importance of improving South Africa's formerly underdeveloped African languages is the NLPF (Ridge, 2004). This framework highlights that South African languages' economic, social, and political usage heavily influences their worth. The NLPF also accepts that a language's status decreases when it loses utility in these contexts. As a result, there is a need to step up efforts in South Africa to develop the previously neglected African languages.

Even though the NLPF emphasizes the necessity of acknowledging all languages, there are several concerns with the framework. One of these, according to Ridge (2004), is that it needs to be founded on a better grasp of the underlying linguistic behaviour of many South Africans. In addition, according to Ridge (2004), there is little understanding of how contextually and historically ingrained people's actual communication practices are, which leads to the mistaken perception of languages as a stable, abstract system. Ridge (2004) states that this lack of comprehension is demonstrated in various ways.

Ridge (2004) addresses the importance of equality with all languages. The NLPF generally advocates for linguistic equality and attributes the linguistic disparity to past colonial dominance. Secondly, it supports "multilingualism". Strategic language decisions and attitudes can be explained by researching multilingualism in people and local communities. This information could help schools make curriculum selections and shed light on issues related to nation-building and identity. Additionally, the NLPF adopts a fuzzy definition of multilingualism and implies that learning other official languages will promote national unity and linguistic diversity (Department of Arts and Culture, 2002).

Finally, Ridge (2004) claims that the NLPF unfortunately ignores the complexity of languages in South Africa, the contexts in which they are used and valued, or the languages considered crucial for learners to learn. I concur with Ridge (2004) that these matters must be addressed if South Africa is to satisfy the needs of a world that is becoming more complicated. To address the language issues that plague the school system and society at large, it is still necessary to examine language and linguistic behaviour in South Africa according to Ridge's (2004) thoughts on equalizing languages, which could be done by adding languages like isiZulu FAL to the curriculum.

2.2.3 The 1997 Language in Education Policy

The 1997 LiEP was developed and published to foster better relations between South Africans and forge a non-racial nation in South Africa (DoE, 1996; Madiba & Mabiletja, 2008). It embraces cultural variety as a valued national asset and is intended to make dialogue possible across barriers of colour, language, and location (DoE, 1996). To

advance the official languages and foster respect for all spoken languages in the nation, it thus seeks to encourage multilingualism among South Africans. The policy also states that learning two or more languages should be standard practice in South Africa (DoE, 2011).

According to Shohamy (2007), the LiEP embodies the rules for promoting the mother tongue and the FAL in the classroom and school settings. These rules cover the preferred language of instruction and time allocation. The policy decentralizes implementation of these rules by requiring the governing body of the school to outline how the school will promote multilingualism through the use of more than one language in learning and teaching, by providing additional languages as full-fledged subjects, or through other strategies approved by the head of the provincial education department (Shepherd, 2006).

It is essential to emphasize that all schools can integrate LiEP into their language policy by ensuring all schools have a FAL. To comply with the Constitution, the Start, Awareness, Support, and Action (SASA), and any other applicable provincial regulations, the governing body in a public school must develop the school's language policy. Therefore, these policies should be implemented to support the introduction of second languages chosen by the school governing body (Mestry & Khumalo, 2012).

A language policy review clarifies that all learners must have one HL and one FAL. The PANSALB ensures that all languages are used and promoted in schools. It works closely with South African policies to encourage all languages. This board aims to ensure that English is not used as a measure of intelligence. Following the department requirements, the NLPF and LiEP policies emphasize that every school must offer an FAL, as this will promote dialogue between different races and embrace foreign cultures. Teaching additional languages in schools will benefit the learners and promote all South African languages.

2.3 What do we already know about Isizulu FAL in Quintile five schools?

Before 1994, all learners in public schools administered by the House of Delegates were classified as 'Indian,' and learners in schools administered by the House of Assembly were classified as 'white.' These schools are now designated as Quintile five schools because of the high socio-economic status of the community in which they are located. Before 1994, learners in these schools had English as their HL and took Afrikaans as their second language. Post-1994, all South African schools are open to all race groups. In some public schools, the FAL offered is isiZulu and not Afrikaans.

Several scholars have conducted studies on teaching isiZulu in Quintile five schools. Different aspects of teaching isiZulu FAL captivated the attention of various scholars. Zikhali (2016) concentrated on the challenges experienced by teachers of isiZulu FAL. Some of these challenges, such as lack of motivation from learners, lack of teacher and learner resources, and lack of support from schools and the Department of Education, were looked at explicitly by considering classes with learners who do not have sufficient grounding in isiZulu. Bhengu (2015) and other academics examined learners' challenges and experiences. These could be isiZulu mother tongue learners (learners who speak isiZulu as a home language) or non-isiZulu speakers (learners who mostly speak English as a home language and who are mostly only exposed to isiZulu in school). Finally, some scholars have focused on specific schools and areas.

The challenges that Zikhali (2016) had in teaching isiZulu FAL to isiZulu mother-tongue learners who had been raised in urban locations and had very little exposure to the language was the inspiration for her study, which was conducted in a high school based in Durban. The number of Black African learners raised in English-speaking households, neighbourhoods, and educational institutions is growing in our developing democracy, which has led to a deterioration in their ability to communicate in their African mother tongue (Makalela, 2015). Her study's primary goal was to uncover the challenges that isiZulu teachers have when teaching black learners with limited exposure to isiZulu.

Key issues were highlighted by Zikhali (2016) in her study, the first of which was a need for more resources. Most schools do not have adequate dictionaries or textbooks

to assist learners with this subject. A frequent problem noted was teachers' lack of training and qualifications. Some educators emphasized that they were chosen for employment only because they were black and had fluent isiZulu skills. According to Zikhali (2016) and her participants, the students' lack of dedication and unfavourable attitudes toward the subject were significant issues.

In a study similar to Zikhali's (2016), Ngema (2022) focused on the experiences of isiZulu FAL teachers in the Isipingo area. This study was significant because, even though South Africa's democracy has been in place for many years, there still appears to be a substantial gap in how English and isiZulu are taught in many Kwazulu-Natal schools. Because English is still the language of instruction in South Africa, most people, even in schools, still see it as more dominant than isiZulu. The fact that the law requires every learner to study a second language further justifies this research, according to the South African constitution and the Bill of Rights.

According to Zikhali's (2016) study, teachers appreciated teaching isiZulu because it helps them feel more authentically African. Teachers also expressed their worries over English's predominance in their schools' multiracial environment. Some participants claimed that the only place isiZulu was utilized was in their classroom. Most interviewees also admitted that code-switching was used in isiZulu teaching. Another issue was that, according to the participants, the time allotted for isiZulu was insufficient. The results indicate that not all schools received assistance from the department, even though it occasionally helped some schools. Sometimes, they claimed there was nothing in the library to assist isiZulu-teaching teachers. Like Zikhali's (2016) study discovered that several schools lacked enough resources or had outdated ones.

Jacqueline (2015) also researched the experiences of the isiZulu teachers in Quintile five schools. His research was conducted in KZN's Pinetown neighbourhood. The challenges that he experienced as an isiZulu FAL teacher at a Quintile five school served as the inspiration for his study. Before that, he conducted another study on advancing as an isiZulu teacher in Quintile five schools. Most of his findings in that study were based on learners; he did not get enough data on teachers. He was, therefore, inspired to concentrate on teachers by looking at the difficulties they faced.

Similar to Zikhali (2016), Jacqueline's (2015) study discovered that many teachers were given isiZulu classes to teach because they could speak the language, regardless of their qualifications. In past studies conducted by other researchers, the scarcity of resources appears to be a significant obstacle, as in all of the research undertaken by Phungula. The Department of Education must address this gap because there are relatively few isiZulu materials available in schools, according to Jacqueline (2015) and Mbatha (2012). O'Connor and Geiger (2009) concurred that teachers need more materials and resources, which was discovered in their study focused on Western Cape language teachers and learners' difficulties.

Other researchers (Bhengu, 2015) have focused on the challenges and experiences of learners of isiZulu FAL in Quintile five schools in addition to the challenges and experiences of teachers. These studies also showed that, despite their race, some students are enthusiastic about studying isiZulu and eager to do so. These scholars discovered that learning is supported when lessons are made fascinating by adding extra charts, books, and other helpful materials, which would be difficult for teachers lacking resources.

Learners do not regard isiZulu as something insignificant but rather as something that might improve them culturally, as they can learn more about their culture and all the different practices. Learners felt that learning isiZulu can deepen their understanding of cultural ceremonies, according to Bhengu (2015) and Caine (2021). However, Caine (2021) found that although non-isiZulu learners needed help with their speaking and listening abilities, they continually looked for solutions. The learners employed various strategies to deal with these challenges, such as asking their helpers, neighbours, and classmates for assistance. This is corroborated by research by Axelsson, Lundqvist, and Sandberg (2019), which finds that reading and writing skills may be improved with additional help from peers or family members.

Studies that I have described here concentrate on teachers' challenges when teaching isiZulu FAL, which can be summarised as follows: the lack of resources, schools not acknowledging isiZulu as significant as other subjects, and the lack of support from the school management team and the Department of Education. The challenges

experienced by learners examined in other research can be summarised as a lack of motivation, as most learners do not understand the language. The lack of resources also affected learners because most said that when they wanted assistance from books and dictionaries, it was very difficult for them to get any. Therefore, this study examines what needs to be done after identifying the challenges and experiences of teachers. The gap in the literature is that isiZulu FAL teachers who teach in Quintile five schools receive very little, if any, professional development to assist them in addressing the obstacles that have been highlighted. Thus, my study focuses on how they engage in the professional development needed to address these difficulties.

2.4 Curriculum and Assessment Policy Statement

The CAPS document is a national curriculum for teachers, clearly stating what is expected and in what timeframe. For every subject, it also provides guidelines and assistance for teachers. It outlines the content learners must learn to understand the purpose of learning all topics, including isiZulu FAL. The Department of Basic Education and Department of Higher Education and Training (2011) advises that learners and teachers know these objectives.

2.4.1 First additional languages in CAPS

The Department of Education introduced the FAL in schools in the CAPS document to support and stress the importance of all languages, ensuring that everything mentioned in the language policies succeeds. The specific goals for learners studying an additional language are listed in the CAPS document, such as empowering South African languages that were previously disadvantaged (DoE, 2011). The document outlines the precise plans for language learning, which are essential for education. The CAPS document clearly explains that its purpose for introducing the FALs is to support them, as they were disadvantaged. However, as isiZulu is one of the most spoken languages in KZN, the department believes everyone living in that province should be able to communicate best in the language.

The isiZulu CAPS document explains that every learner must study two languages at every South African school, which includes English as the Language of Learning and

Teaching (LOLT) and a FAL. The school governing board selects the FAL based on the most spoken language in the community where the school is located. In the KZN province, it is commonly isiZulu because most of the population speaks isiZulu. The other standard option in KZN is Afrikaans. Additionally, because the exams at the end of grade twelve are in English, isiZulu is typically taught as a second language.

According to the IsiZulu FAL CAPS document (DoE, 2011), learners can use the additional language to master academic material across the curriculum, especially learners who speak and understand the first additional language better than English. Learners will also develop the language skills required to communicate clearly and responsibly while accounting for audience, purpose, and context. The isiZulu FAL document (DoE, 2011) further clarifies that learning an additional language develops the learner's oral communication, enhances reading and writing skills, and cultivates critical thinking and problem-solving when using the first other language. It also aims to foster intercultural understanding and promote language proficiency and fluency.

The South African census 2022 stated that approximately 22.7% of South Africans say isiZulu is their HL. The curriculum states that in the Foundation Phase, the child with isiZulu as a mother tongue will study it as the HL and language of learning and teaching (LOLT) and English as FAL. However, in grade four, learners are expected to switch to English or Afrikaans as the LOLT because every textbook, workbook, and assessment is only available in English per the language policies and the curriculum. According to Probyn (1998), this is highly unfair because students are expected to achieve the same results as students in Quintile five schools who have been learning English since grade one in schools where English is taught as the HL from grade one.

Ngubane and Ntombela (2013) highlight the need for more foundational learning in isiZulu FAL from primary school. Sithole (2015) states that only Quintile five schools offer isiZulu FAL. He argues that most Quintile five schools prefer to teach Afrikaans instead of other languages because teachers there have more Afrikaans resources than isiZulu. Most schools believe that Afrikaans is more accessible to learn. According to studies by Koch and Burkett (2005) and Sithole (2015), most Quintile five schools still need to value language diversity.

2.4.2 Difference between IsiZulu FAL and IsiZulu HL

The curriculum differences between IsiZulu HL and isiZulu FAL are primarily based on the language competency requirement and the course objectives. isiZulu FAL focuses on literacy abilities such as reading, writing, and listening comprehension. The CAPS document provides activities such as comprehension to help learners with reading and understanding. Its primary aim is to help learners with communication. The assessments, such as reading, writing, and oral presentations, aim to both improve the learner's communication and meet the CAPS requirements and aims (DoE, 2011).

Ngcobo M. (2012) claims that isiZulu FAL is a language subject mostly taught to learners who do not speak isiZulu at home. These learners are taught the fundamentals of the language in the course, including its grammar, vocabulary, sentence structure, and pronunciation. They are expected to learn to communicate successfully orally and in writing in IsiZulu. The CAPS document explains that learning the FALs to meet these basic communication requirements must start as early as grade one for a child in primary school. Moreover, isiZulu FAL seeks to increase learners' respect for the language and knowledge of its cultural significance. It also aims to allow learners to apply it to everyday tasks, such as purchasing goods in a Zulu-speaking neighbourhood.

In contrast, the isiZulu HL focuses on language proficiency, developing literature (reading and understanding), and cultural awareness (M Ngcobo, 2012). According to the CAPS document for isiZulu, HL learners are also expected to have a good foundation from home and to know basic requirements such as the pronunciation of words (DoE, 2011). The CAPS document also provides assessments that learners must complete with the assistance of their parents to build their cultural knowledge. The CAPS document works collaboratively with the language policies about the FALs, promoting isiZulu being taught as a FAL. The document also outlines clearly what must be taught to learners to be able to communicate orally and in writing with others using their FAL. Therefore, if the learner performs better in the FAL, they can get a teacher to explain other subjects.

2.5 Professional learning

One essential component of a teacher's job is professional learning. As defined by Evans (2014), professional learning is a process that enhances teachers' abilities and professionalism throughout their careers. Evans (2014) also suggests that for learning to occur, teachers must recognize its need and be inspired and motivated to advance in their careers.

According to Kelly (2006), a teacher's development involves transitioning from a novice teacher to a specialist (expert). This indicates that the teacher is conscious of developing both their knowledge-in-practice and knowledge-of-practice. Knowledge-of-practice can develop formally and informally. Learning propositional knowledge adopts a fundamental conception of teacher knowledge. Knowing-in-practice (gaining additional knowledge through practice) is dispersed among teachers and pupils, physical artifacts like books and computers, mental artifacts like models and theories, and knowledge learned through practise. It does not reside in any one person.

Sfard (1998) distinguishes between two metaphors for learning: acquisition and participation. Learning as acquisition emphasizes the need for learning, where the learners actively recognize the need to know (acquiring knowledge). This kind of learning entails acquiring knowledge on your own, as an individual, knowledge that will aid you in developing yourself.

Sfard (1998) also acknowledges the significance of others in the learning process, conceding that learning goes beyond the growth of an individual. She calls this learning participation. This phrase illustrates how learning can be viewed as a collaborative process for the benefit of all involved. Participation shifts the emphasis to building relationships with others that teachers can also learn from, in contrast to the acquisition and cognitive approaches that emphasize individual learning. Sfard (1998) argues that teachers need both individual learning and collaborative learning.

In line with learning as participation, several professional learning initiatives have offered necessary proof that learning is more accessible when done as a "community" or even just as a team as opposed to as an individual (Brodie & Chimhande, 2020).

Teachers might accomplish this by reading recent data and debating various teaching and learning strategies. Putnam and Borko (2000) endorse this learning style by claiming it would contribute new and distinctive knowledge to professional learning. The other educators can benefit from the diverse information, skills, and pedagogies each individual (teacher) will contribute. According to Putman and Borko (2000), social learning in this approach has been described by various academics as knowledge of engaging in the discourses and practices of a specific group.

2.5.1 Formal and informal learning

Learning is one of the most critical components of professional growth, and this process does not necessarily occur only in a classroom's structured environment. Instead, teachers can participate in school-developing activities, which can take place in formal or informal settings. Structured training sessions, certification programs, and workshops run by the school or a third party (such as the Department of Basic Education) are all included in formal learning. On the other hand, informal learning can occur unplanned while working and is primarily experiential.

2.5.1.1 Formal learning

An essential part of teacher growth, formal learning directly impacts teacher learning and teacher performance. It entails carefully designed training courses that teachers or professionals administer (Marsick et al., 2017). It is comparable to the conventional educational paradigm via interaction with others, according to Lecat et al. (2019). Formal education is organized and adheres to a set curriculum. It frequently occurs in a training environment, with certifications and testing.

Formal learning encourages acquiring knowledge, skills, and competencies that improve performance and pave the way for professional growth. The effectiveness of formal learning depends on the standard of the trainers provided, how pertinent it is to the teacher's duties, and whether there are opportunities for actual practice in the classroom. Formal learning is crucial for teachers to successfully execute their duties, achieve their professional goals, and take advantage of growth possibilities.

Various workplace training models can be used to develop teachers formally (Kennedy, 2005). The schools can use Kennedy's (2005) continued professional development models to plan formal learning activities. They can use the training model by getting an expert to come and conduct a workshop at school. The training model gives teachers the chance to enhance their abilities so they can show that they are competent. Typically, it is "delivered" to the teachers by an "expert," who sets the agenda while placing the participant in a passive position. The primary aim of this model is to train teachers based on the department's requirements. It overshadows the need for teachers to be proactive in meeting teacher development needs (Kennedy, 2005). Teachers and professional trainers can also use the coaching or mentoring model. This specific model can be applied, since it focuses more on peer coaching in which both the beginner and the experienced teachers support one another. The school may also try the community of practice model. In contrast to the previous models, this model includes more than two participants. It occurs only when the community (school) members identify a need for learning in the neighbourhood of practice; it does not rely on standards and learning resources (Kelly, 2006).

All of these models can be used in formal learning settings like schools. They call for careful time management, yet the learning task and the intended learning outcome are obvious to develop teachers. These models allow the learning activity to occur at schools, but mostly offsite, making them adaptable for learning (Kelly, 2006).

2.5.1.2 Informal learning in the workplace

Learning that is done informally is flexible and unplanned. It happens in the course of routine work tasks, interpersonal contacts, and self-directed learning. Informal learning is acquiring knowledge, abilities, or skills through reflections, professional experiences, or activities. Although it might be hard to identify and quantify, informal learning is crucial for developing teachers' abilities and knowledge. In the literature on teaching and teacher education, professional development is more frequently used than informal learning to describe learning that takes place in the workplace, according to Lecat et al. (2019). Individual informal learning, also known as self-reflection and

work-related improvement of performance and experimentation with new working methods, is another definition of informal learning.

According to Noe et al. (2013), in South Africa, most teachers' learning occurs informally. Informal learning can occur due to regular routines, disruptive incidents, problem-solving duties, or commitments to better practices. They state further that informal workplace learning can go beyond paid work and required activities. Teachers can still learn informally by doing additional reading and watching videos after working hours.

Some authors group informal learning activities according to whether or not they take place with others (Froehlich et al., 2017; Jones et al., 2013; Kwakman, 2003). The authors then distinguish social and individual informal learning as two different everyday learning activities. The terms "social" versus "individual" learning are frequently used to make the difference between the two evident. According to studies looking at informal learning across a range of professions, it was discovered that these behaviours are either self- or other-focused (Lohman, 2006).

Social connections with fellow teachers, department heads, or others can benefit an individual (Kim et al., 2013; Turner et al., 2017). Kim et al. (2013) state that informal social learning behaviours can enhance teachers' performance, especially in knowledge-intensive subjects. Teachers can learn from the experiences of others by obtaining information through discussion and observation (Collin & Brotcorne, 2019). Experts and colleagues, both inside and beyond the school environment, serve as their primary sources of learning (Hoekstra et al., 2009).

There are three categories of informal learning activities identified by Noe et al. (2013): learning from others, learning from non-interpersonal sources (such as books or websites), and learning from oneself. Interacting with peers and department heads to ask for criticism or advice on performance-improvement tactics is a form of informal social learning that incorporates learning from others. Although the teacher may learn from their mentor in this knowledge style, it needs to be more formal because it is unplanned and improperly organized. Searching the internet and reading specialized articles for practical tools and information are examples of learning from non-interpersonal sources. Although the input is from an outside source, there is no social

interaction. The teacher who is learning does so without the assistance of a mentor or a department head. Lastly, learning from oneself is taking the time to reflect on enhancing performance and experimenting with new working methods in individual informal learning.

Bratton (2008) state that informal workplace learning can go beyond compensated employment, set duties, and work hours. Researchers distinguish between on-the-job and off-the-job learning depending on the setting where the learning activity occurs (Clarke, 2016). On-the-job learning allows the employer to “practice learning” using a similar challenge they face at work. Off-the-job learning refers to educational methods where employees are taught more about the latest job advancements. This component is essential for teachers because they work inside and outside the classroom and staff room (Mawhinney, 2002). Examples of outside work include marking homework and setting up lessons. To account for the "elasticity" of workplace learning, Stern and Sommerlad (1999) propose reinterpreting it. They claim that workplace learning can also occur outside the working environment.

2.5.2 Different kinds of professional learning activities

Teachers who want to stay current and relevant must engage in professional learning activities. To improve their knowledge and abilities, people might engage in various professional learning activities (Kwakman, 2003). Some activities may include participating in coaching and mentoring programs, attending workshops, conferences, and seminars, using online learning resources, and performing research (Kelly, 2006). These activities each provide various advantages and chances for people to develop personally.

An innovative way of looking at learning that considers how both learners and teachers learn is a cognitive psychological approach. Practicing teachers must learn new teaching strategies due to this unique perspective on learning. According to this perspective, teachers must gain knowledge and guide their learning. A change in teaching practice always affects pre-existing abilities and beliefs because new knowledge and ideas about teaching, learning, and subject matter must be acquired (Putnam & Borko, 2000). This active and constructive learning is influenced by an individual's existing knowledge and beliefs and is situated in specific contexts. Since

it alters their current knowledge and ideas in several fields, teachers must be encouraged to acquire new knowledge and beliefs.

According to the cognitive perspective, teacher learning does not simply occur through the transmission of knowledge; it also requires the facilitation of learning by creating favourable learning environments in which teachers accept responsibility for their learning (Putnam & Borko, 2000). Even though changing classroom procedures is the ultimate goal of learning, meaningful learning experiences can be had outside the traditional classroom. The most suitable staff development location relies on the precise objectives for teachers' learning, according to Putnam and Borko (2000). They highly advise placing teacher learning in various environments, both within and outside the classroom.

From a teacher's point of view, conventional professional development programs fall short of assisting them in learning how to teach for understanding. Similar to the cognitive psychological approach, traditional professional development emphasizes that teachers must learn new concepts of materials and pedagogy and assume new responsibilities in addition to studying facts-based knowledge. Conventional learning methods focusing on knowledge transmission are doomed to fail (Moore & Shaw, 2000). This perspective suggests that the working context is the most appropriate since new teaching competencies can only be learned via practise (Moore & Shaw, 2000). This perspective sees the functional context as being predominantly tied to the daily teaching job, mainly in classrooms and schools, in contrast to the cognitive approach. It also adopts a larger perspective on the working environment, which, in addition to classrooms and schools, also encompasses a variety of communities, such as networks, school-university partnerships, and cross-school professional communities.

The perspectives emphasize the vitality of teacher learning and that the current reform necessitates a discussion about new professional development strategies. Both views diverge regarding the justifications for situating education outside of the classroom and the function of staff developers in such contexts (Kwakman, 2003). The cognitive psychological perspective favours learning environments outside of classrooms because it believes that the workplace is not as suitable for achieving all learning objectives as professional communities, which serve as a significant source of learning

(learning that occurs at the workplace), whereas the traditional perspective favours learning in the workplace.

The idea that schools must transform into places where teachers learn demonstrates how both perspectives respect the advantages of the workplace. It is also noted that most schools fall short in this area even though schools must offer a wide variety of learning opportunities for their teachers (Moore & Shaw, 2000; Putnam & Borko, 2000).

2.5.3 Professional learning principles

Kwakman (2003) identifies three essential principles for professional teacher development. A primary learning principle in organizational development and school improvement theory, is learning as engagement in activities, where one participates in learning activities. Integrating work and learning processes is emphasized as a prerequisite for progress and development at both the individual and organizational levels (Moore & Shaw, 2000). The understanding that learning is personal and social leads to developing a second learning principle, which is underpinned by the socio-cultural learning theory (Kelly, 2006). It results in an increasing desire for greater collaboration to encourage teacher learning. The third learning principle, related to the purpose of teacher learning, states that knowledge is essential for teachers to advance their careers. Teachers' learning is thus closely linked to professional goals, requiring them to improve their teaching practices continuously (Moore & Shaw, 2000). Professional development can be defined as the process by which teachers acquire new knowledge, skills, and values that will improve the service they provide to students.

Finally, these three learning principles assist us in developing a definition of workplace learning. By combining the previous two principles, we can conclude that involvement in individual and group activities can be considered learning at the workplace. The third learning principle emphasizes that these activities must aid teachers in their professional growth, further limiting the variety of individual and group activities that teachers may engage in. It exhorts teachers to make activities into activities for professional learning. Cognitive learning is associated with formal learning activities like courses and workshops, which generally do not occur in the workplace. These

activities can take place as learning and engagement with teachers from other schools. The activities generally occur in a hall with an expectation to lead and develop the teachers. The model guides the effectiveness of cognitive learning, the expected use during the activity, and their expertise. The situated/socio-cultural perspective is associated with informal, collaborative activities, which are often workplace-based. An expectation is not required, and the learning can occur at anytime and anywhere.

2.6 Theoretical and conceptual framework

Multiple existing studies imply that professional development is a linear process, according to Opfer and Pedder (2011). These studies explain professional development as a linear process or one that happens in stages. They describe the linear process at locations where the teacher participates in a professional development activity to alter and advance their beliefs and knowledge. The training model, the cascade model mentioned earlier outlined by Kennedy (2005), is typically used to carry out professional development activities. The secondary stage is that the teacher will adapt to the training and be inspired to alter classroom practices. Finally, it is assumed that the teaching outcomes will be achieved due to this process. Simply put, the general belief with the linear approach is that what is learned will be used after the professional development activity, which will change the teaching and improve learner results. However, much research indicates that professional development only happens in various ways.

In contrast to the linear view of teacher learning, Opfer and Pedder (2011) contend that teacher learning should be viewed as a complex system. They identify three overlapping sub-systems of professional learning, namely the teacher, the school context, and teachers' professional development activity, all influencing the teacher learning process (Opfer & Pedder, 2011). In the following section, I explain each sub-system in more detail.

2.6.2 The teacher

A teacher is a person who has a unique identity that is shaped by their experiences and the constant motion of their life (Noonan, 2018). The teacher is seen as an entity for progression in the ongoing learning process, and as the teacher develops,

knowledge can be transformed and increased. The teacher's identity, views, and experiences may evolve through time, which is essential in teacher practice and professional learning. Their prior knowledge influences their' current understanding and content-based knowledge. In other words, what the teacher already knows significantly impacts what they learn to grow professionally and how that affects them, as the main priority for teacher learning should be the growth and development of the teacher. According to Opfer and Pedder (2011), there is a connection between the knower and alternative elements of the learning system in complexity theory. They clarify that the knower cannot exist without the knowledge; these two works together. This sub-system will support the first and second essential questions about my research by examining the experience and knowledge of the teachers and incorporating the third subsystem, the learning activity.

2.6.3 The school context

The school that a teacher works in might help or hinder their ability to learn. When school collaboration is low, there may be little teacher learning (Day & Sachs, 2004). The school environment has a significant impact on teachers' knowledge. For instance, teacher learning and growth are hampered if the school management team forbids teachers from taking part in communities of practice or simply attending any workshops. The school's beliefs, norms, and practices toward education are called its school culture (Opfer & Pedder, 2011). It demonstrates that the school management team supports teachers' growth when school culture permits teachers to attend workshops. Every school should provide a platform where teachers can engage in learning and growth to advance their general pedagogical knowledge and pedagogical content expertise. Regarding my third research question, my study examines schools and their role in supporting the participants' teacher learning.

2.6.4 Professional development activity

The third sub-system that influences professional learning is the learning activity. There are various forms of professional development activities, such as attending workshops, studying further, and participating in communities of practice. Activities can be utilized to acquire pedagogical skills, subject-matter expertise, various teaching strategies, and more. Therefore, one must select the best suited activity according to

needs and use the most suitable model. Opfer and Pedder (2011) explain Desimone and Garet's (2015) five characteristics of teacher-professional learning. The first is that the teacher should be engaged in active learning. They must observe, learn, take part in activities, receive feedback, and be able to put what they have learned into practice. Second, teachers must participate in a subject-based activity that meets their needs. This might be curriculum, pedagogical knowledge, and so forth. Thirdly, policies, values, and teachers' ongoing professional development must be consistent. Time is the fourth crucial component. The activities should last at least 20 hours. Collaboration within the activity is also required and must be acceptable in terms of time and intensity because excessive cooperation might be counterproductive, according to Opfer and Pedder (2011).

I have used the complexity theory by Opfer and Pedder (2011) in my study, as it examines crucial elements of teacher learning. This theory also served as a guide for my research questions, and it is compatible with both my techniques of data collection and the methodology. I also analysed my data using the theory as a lens. When conducting the study, the three sub-systems guided towards the topics or aspects that I needed to examine in the data, for example, focusing on the teacher as an individual, looking at the impact the learning activities have on teacher learning and the role played by the school in supporting teacher learning.

2.7 Conclusion

To know what other authors have written on teacher learning and all the related issues, I have analysed many pieces of literature in this chapter. The literature on Quintile five schools was presented in the first part of this chapter, followed by publications and educational policies specific to South Africa that focused on Quintile five schools. I also offered literature on professional learning by examining two perspectives and three principles. I gained a greater understanding of the context of my research. I connected with the many approaches used by academics for studying teacher learning by reviewing South African and international literature. The theoretical and conceptual framework of complexity theory by Opfer and Pedder (2011) which was adopted in this chapter, was presented as the chapter's conclusion.

Chapter three: Research design and methodology

3.1 Introduction

A research design is a general strategy for solving a research problem. The research design provides the overall structure the researcher must follow, the data the researcher collects, and the data analysis the researcher conducts (Leedy & Ormrod, 2015). Research methodology refers to how a research problem is systematically solved through a systematic process that the researcher adopts to answer research questions (Creswell, 2014). This study aimed to explore the professional learning of IsiZulu FAL teachers in Quintile five schools. This chapter describes the research design and methodology. It focuses on the research paradigm and research approach, and describes the sampling procedure, data collection instruments, and data analysis. The chapter further presents a brief discussion on trustworthiness, lastly discussing how I adhered to ethical issues, the study's limitations, my positionality, and the conclusion.

3.2 Research paradigm

Research paradigms often mirror our perceptions of the worlds we envision and the ones we currently inhabit. Moore and Shaw (2000) separated research paradigms into three philosophical categories based on these ideas and precepts: positivism, interpretivism, and critical postmodernism. The paradigm that will most effectively direct a logical study design and offer the most pertinent answers to the researcher's research questions is theirs to select. Only a limited number of research questions can be answered by any worldview with universal acceptance (Chilisa et al., 2017). Research paradigms associated with the social field include positivist, pragmatic, interpretivist, and critical paradigms. I have chosen to use the interpretivist paradigm for this research.

Creswell (2014) argues that interpretivists believe that there is no one right path or particular way to knowledge. There are neither 'correct' nor 'incorrect' hypotheses in the interpretivist approach. Instead, the paradigm should be supported by evidence demonstrating how intriguing they are to researchers and those involved in the study. Interpretivists derive their interpretation from the context by carefully analysing the

relevant occurrences. Through social constructions like language, consciousness, and shared meanings of learners' supportive learning groups, observation to acquire data, and understanding to interpret the collected data, the interpretivist paradigm can access reality as experienced by the participants (Moore & Shaw, 2000).

The goal of utilizing an interpretative paradigm in this study is to explore the professional learning of isiZulu FAL teachers in Quintile five schools, to gain their personal views of the world. This is consistent with Leedy and Ormrod's (2015) claim that the interpretive paradigm was created to understand better how people interpret the context in which they live and work. This study, which is a qualitative case study, fits into the interpretive paradigm because it aims to understand the experiences of isiZulu FAL teachers.

3.3 Research approach (Qualitative approach)

The exploratory nature of this study called for a qualitative approach. According to Jackson, Drummond, and Camara (2007), the qualitative approach is a type of inquiry that focuses on why and how questions to understand human behaviour thoroughly. A qualitative approach enables the researcher to understand the participants' behaviour (Bourke, 2014). I adopted a qualitative technique to investigate the professional learning of isiZulu FAL teachers in Quintile five schools, choosing this approach to understand better how these teachers learn through conducting semi-structured interviews and focus groups. According to Jackson et al. (2007), a qualitative approach depends on textual data to provide rich data. Because it was the most appropriate method for this topic to gather sufficient and rich data in the form of words, I utilized individual and focus group interviews as methods to gain a deeper grasp of the topic of interest.

Kakulu (2014) argues that a researcher's values easily influence qualitative data. To prevent bias, I returned the study's interviews to the participants (teachers) in the form of transcribed data so they could confirm if the results matched their responses. I tried to avoid imposing my viewpoints as a scholar in this way.

3.4 Research design: a case study

A case study, according to Yin (2014) supported by Stake (2010), is any research involving a practical and thorough investigation of a phenomenon that takes place in a real-world setting, using a variety of methods of verification and drawing conclusions from textual or verbal data for a more thorough investigation and an enhanced understanding of the case that is being studied. He further explains that a case study is expected to adapt the concept of a single case. This means that the study must have one particular phenomenon to study. This study's single phenomenon is the professional learning of isiZulu FAL teachers. Given the definitions, one can define a case study as an empirical investigation studying one case to address the “how” or “why” questions concerning the phenomenon. In my study, I aim to examine a single phenomenon: how isiZulu FAL teachers in Quintile's five schools engage in professional learning.

3.4.1 Characteristics of case study

Case studies are in-depth analyses of a specific case and its surroundings. It could be a student or a group of students in a classroom (Gering, 2016). One particular group or organization is chosen for a case study. Bertram and Christiansen (2014) claim that this group is extensively researched and typically investigated in their natural environment. According to Gering (2016), a case study is an in-depth examination of a single case to illuminate a larger group of cases or a community. According to Cohen et al. (2018), case studies primarily concentrate on a single case's complexity, dynamics, and circumstances.

Understanding that case studies are studies of a specific phenomenon that have been chosen to explore is crucial for a better understanding of case studies (Creswell, 2014). In support, Yin (2014) describes a case study as any research that entails a practical and in-depth examination of a phenomenon that takes place in a real-world setting using a variety of methods of verification and drawing conclusions from textual or verbal data for a thorough investigation and a better understanding of the case that is being studied.

Case studies have essential and distinctive features. A case study's ongoing nature is one of its essential characteristics (Yin, 2014). Case studies can be used in both qualitative and quantitative methodologies, according to Creswell (2014). For this study, I only focused on the qualitative characteristics of a case study because I did not utilize a quantitative approach. Case studies also focus on a specific case at a time with a particular number of participants, making them more thorough and able to identify distinctive characteristics missed by larger-scale investigations.

According to Baxter and Jack (2015), case studies are crucial for researchers examining complicated phenomena in their contexts. This is another property of case studies. When the goal of the study is to address the "why" and "how" issues, according to Baxter and Jack (2015), a case study should be considered as an appropriate choice. In a case study, it is also critical to remember that participants' behaviour should not be influenced. If a researcher wants to cover contextual circumstances that they believe are important to the phenomenon they are studying, then using a case study as a research method should also be considered. Case studies are sometimes utilized if the distinctions between the phenomenon and the context need to be clarified (Baxter & Jack, 2015). In this study, the phenomenon and the context are evident, as the study focuses on the professional learning of teachers in Quintile five schools, and the participants were Quintile five teachers.

According to Yin (2003), the researcher can employ qualitative analysis if the method used is unstructured interviews and observations. Documents can benefit from content analysis. According to Cohen et al. (2018), analytic generalisation of data is preferred above statistical generalisation. This implies that an established theory can help researchers better comprehend other related examples, phenomena, or circumstances (Yin, 2003). When analysing data from case studies, a researcher can look for themes (interpretatively), patterns in discourse (structurally), or participant perceptions (reflective). Because a qualitative technique is utilised in case studies, it significantly depends on the investigator's abilities to rigorously analyse the data obtained rather than reporting on biased perceptions. Instead of conventional data presentation techniques like literature reviews, case studies prefer providing outcomes through chronological or biographical descriptions of cases.

Baxter and Jack (2015), supported by Yin (2014), identify three types of case studies: explanatory, exploratory, or descriptive. Explanatory case studies are the kind that are used to address questions about putative causal relationships in real-world interventions that are too complex for survey or experimental approaches. When an intervention is being evaluated, but there is no single, obvious set of results, the exploratory type is employed to investigate the situation. The descriptive case study, however, recounts phenomena or interventions and the actual environment in which they took place. Because it sought to explore teachers' professional learning, this study fits the description of an exploratory case study. It sought to explore several issues before examining how educators might learn personally and professionally. It also sought to determine what the various parties involved in teacher learning were doing to support these isiZulu Quintile five teachers.

Additionally, Baxter and Jack (2015) distinguish between single, comprehensive, and multiple case studies. Case studies can also be classified as intrinsic, instrumental, or collective (Baxter & Jack, 2015). Intrinsic case studies are carried out to comprehend a particular instance in an issue (Yin, 2003). Instrumental case studies seek to investigate a specific situation to understand a theory (Cohen et al., 2018). Similar in character to individual case studies, collective case studies are a collection of investigations conducted to obtain a more thorough understanding (Yin, 2003). This study is identified with the instrumental case study because it aims to investigate the professional learning of isiZulu teachers in Quintile five schools.

The principal design for this study was a qualitative case study since it is best suited to gaining knowledge of the experiences of isiZulu FAL teachers in Quintile five schools from the participants' perspective (Creswell, 2014). I was interested in the participants' growth and learning, and the qualitative information I would gather utilizing a case study would help me comprehend their perspectives. Because it emphasizes the social construction of reality, the close connections between the researcher and the subject of the study, and the situational restrictions that guide inquiry, I preferred gathering qualitative data (Denzin et al., 2014). The qualitative case study approach was appropriate for this study because it enables the development of findings through teachers' stories that cannot be quantified through

statistical or other methods (Corbin & Strauss, 2008).

3.5 Advantages and limitations of a case study approach

According to Yin (2003), one of the major strengths of a case study is that it typically examines contemporary phenomena in human society. As a result, case studies are influential in reality. Gering (2016) states that case study findings are simple to comprehend for most people, including non-academics. This is because case study results are written text, particularly in language the intended reader will understand. Yin (2003) further mentions that the benefit of case studies is that they allow researchers to examine an uncommon phenomenon. In Yin's (2003) opinion, this distinguishes a case study from other phenomena. According to McLeod (2019), case studies are beneficial because they provide a thorough and in-depth phenomenon analysis. Additionally, case studies are flexible because the researcher can choose a topic and establish its parameters based on the scope of the research issue (Darke et al., 1998). A single researcher can complete a case study; no research team is necessary. Case studies can use various data generation techniques, which adds to their significance. Moreover, they can identify characteristics that would have been missed in bigger-size data collecting, such as surveys. A minimum natural basis for generalisation can be presented through case studies when they synchronise with the researcher's personal experience, according to Yin (2003), who claims that they are thus attention-grabbing. McLeod (2019) mentions that the benefit of case studies is that they offer in-depth qualitative data and also inform researchers about future work (McLeod, 2019).

Case studies do have some disadvantages, and because they may be selective, biased and personal they are not readily open to cross-checking. Case studies are usually prone to problems requiring observers to be narrower in their approach. For example, when participants are observed, they may act differently because they know they are being followed. The bias of the researcher might also hinder and compromise the study (Cohen et al., 2018).

Additionally, a few concerns are related to the viability of case study research. The amount of data is one of the significant disadvantages of using case study research, according to Yin (2003). Yin (2003) contends that researchers should ensure their data is practical and can be analysed appropriately. However, sufficient and abundant data is needed to prevent the research process from stalling. Furthermore, numerous research investigations are threatened by the fact that case study results cannot be generalized and that there are no comparable dimensions within the study.

3.6 Sampling strategy

Purposeful sampling is called judgment sampling, in which specific locations, participants, or events are chosen on purpose to provide crucial information that cannot be learned from other options (Rogers et al., 2008). This type of sampling is when the researcher feels that certain participants should be included in the sample. The researcher thus selects individuals based on their characteristics (Taherdoost, 2016; Tongco, 2007), and identifies people knowledgeable about the phenomenon of interest (Tongco, 2007). This study used purposive sampling because of my knowledge of which schools teach isiZulu FAL, where most students are non-isiZulu HL speakers, and I therefore picked the appropriate schools to study.

Convenience sampling involves choosing individuals who are frequently and quickly accessible. It is an often-used method because it is less expensive and simpler than other methods (Farrokhi et al., 2012). Many research difficulties can be solved with convenience sampling, such as the lowest cost, most convenient, and least time-consuming. Selection bias, unrepresentative samples, and unreliable descriptive or exploratory research are not encouraged. This study used convenience sampling, and the schools I selected are close to my school, making meetings convenient for both me and the participants.

In this study, I had six participants: six teachers from three different high schools. I recruited two teachers per school who had at least five years of experience teaching isiZulu FAL, particularly to non-isiZulu speakers. I conducted focus groups and individual semi-structured interviews with them. They were approached based on my knowledge of schools that offer isiZulu FAL.

3.7 Methods of data generation

A qualitative study, grounded in empirical field methods, means the researcher can go to the field to gather data. Semi-structured and focus group interviews are the instruments that were used to collect the data in this study.

3.7.1 Interviews

Interviews are planned discussions in which the researcher lists questions they would like the participants to respond to (Lumsden & Winter, 2014). There are different types of interviews. The most common ones in education research are structured interviews where the researcher uses an interview schedule, a collection of questions in a planned order (Flick, 2018). In an unstructured interview, the participants can respond as they like once the interviewer poses the question. The most typical style of interview is a semi-structured interview in which the interviewer can offer follow-up questions that expand on the participants' answers after asking each participant identical fundamental questions. I employed semi-structured interviews in my study because they allowed participants to discuss their experiences freely and for probing, which yields more data (Flick, 2018).

Semi-structured interviews are good because they offer more in-depth data than what can be obtained through other data generation methods. Using probing as a critical tactic can result in more information. Additionally, semi-structured interviews enable the interviewer to appear knowledgeable and prepared (Horton et al., 2004). According to De Vos et al. (2005), semi-structured interviews can take much time because of the time needed to conduct, record, and analyse the interviews. Since a small sample is frequently used, the results of semi-structured interviews cannot be generalised.

3.7.2 Focus groups

According to Creswell et al. (2010), a focus group interview is one held with a small group of people about a specific issue. The interviewer often asks a small, homogenous sample of participants to reflect on their questions. I organised one focus

group of all six participants in my study. The discussion aimed to unpack the interview questions, answer them, and get detailed information on how these teachers learn. I brought a poem to the focus group, and the teachers discussed various approaches to presenting it. This poem aimed to produce insights on how teachers may share knowledge. Teachers could exchange ideas throughout the discussion, which helped them develop professionally. Following their meeting on the poetry, the teachers exchanged insights on what they had learned from one another and how they may improve in light of the debate.

According to Creswell et al. (2010), participants hear each other's comments in focus group interviews. They might add to their initial responses as they listen to what the other participants say. De Vos et al. (2005) describes focus group interviews as an effective way to uncover the reality and examine complex behaviour and motives. According to De Vos et al. (2005), when participants communicate, they frequently try to understand one another because they are willing to listen without interrupting. In this study, participants were willing to listen to each other to understand.

According to Kitzinger (1995), one of the strengths of focus group interviews is that they give participants a chance to participate in a group discussion. Focus group discussions allow members to elaborate or clarify their comments as other participants raise issues that may catch their attention. A group interview has further benefits in that various subjects and topics relating to the study may be submitted by participants, which may provide the researcher with new insights into the study. However, focus group interviews are ineffective for discussing sensitive subjects. Expressing their true feelings about specific sensitive issues can occasionally be difficult. Another limitation is that only one or two dominating participants in the focus group conversation may likely impact the focus group interview. This may lead to highly biased results.

Focus group interviews offer the benefit of giving participants a chance to participate in a group discussion and many other benefits mentioned earlier (Kitzinger, 1995). I used both methods because it allowed me to get more data and make it more valid. Interviews provided insight into how individuals think they can learn. I obtained information from the focus group based on a more practical task that was completed. I also learned how teachers may benefit from one another's knowledge by exchanging

it. The participants exchanged their various professional development and learning methodologies after the discussion. This enabled me to provide more information about the professional learning of Quintile five isiZulu FAL teachers.

3.8 Ethical issues

When gathering data for a qualitative study, the researcher must interact closely with the participants, accessing their world of values, beliefs, frailties, and struggles. According to Creswell et al. (2010), necessary measures should be taken to abide by stringent ethical standards to protect participants' confidentiality, anonymity, and rights. According to Roberts (2015) conducting a study ethically is a moral requirement, describing ethics as a set of moral precepts that a person or group proposes, becoming widely accepted, providing guidelines and expectations for behaviour in certain situations, that is, the best possible behaviour towards study participants and responders, fellow researchers, research assistants, and students. The confidentiality and anonymity of the participants can be maintained by defining the ethical norms to be followed.

The participants signed informed consent letters that stated the goal of my research project, the data collection tools, and the length of participation. The informed consent letters also included information on voluntary participation, anonymity, confidentiality, and withdrawal (Siebert, 2012). I asked permission from the University of KwaZulu-Natal's ethics committee and also asked the Department of Education for authorization to conduct research in schools. To preserve anonymity and protect participant identities, the names of schools and participants are pseudonyms. To maintain confidentiality, no one other than the supervisor will have access to the information submitted by participants. Participants in the study must remain anonymous (Siebert, 2012).

3.9 Data analysis

Working with data, arranging it, dividing it into manageable units, coding it, synthesizing it, and looking for patterns are all parts of qualitative data analysis, (Robinson et al., 1999). Thus, according to Siu and Zentner (2021), the goal of

analysing qualitative data is to identify discourse patterns, concepts, themes, and meanings. The qualitative researcher focuses on the entire data set before attempting to dissect and reassemble it more insightfully. After the interviews with the participants, then transcribing the transcripts, I emailed them so that participants could confirm the accuracy of the data. The participants were allowed to change or expand the discussion during the interviews. I then analysed the data acquired using the three sub-systems from the conceptual framework (Complexity theory). To achieve this, I read the transcriptions numerous times while underlining and utilizing in-text notes to separate the issues and experiences that came up repeatedly and often among the participants. The results were then categorized into the three sub-systems. The three important research questions of the study were addressed using these topics.

3.10 Trustworthiness

Ward and Delamont (2020) identify several essential elements of trustworthiness: credibility, conformity, and dependability. Trustworthiness is regarded as a fit between what the researcher records as data and what occurs in the natural setting that is being researched (Cohen et al., 2018). Roberts (2015) says that to maintain credibility, researchers must constantly double-check that they are capturing the phenomenon under consideration. Ward and Delamont (2020) advise scholars to use acceptable and accepted research methods. I used member checking to increase credibility and trustworthiness. Therefore, participants reviewed the findings and interpretations to see if their opinions were fairly represented (Creswell, 2007). All interview transcripts and the conclusions will be given to the participants again so they can review them and judge their veracity and accuracy. Participants can withdraw information and amend their responses to safeguard their interests.

3.11 Positionality

Positionality is the practice of a researcher stating their position concerning the study, suggesting that it may impact some components of the study, such as the data gathered or how it is interpreted. A researcher's positionality as an "insider" must be clearly expressed by examining "others" (participants) who are similar to oneself. To research and write about participants' lived experiences from an insider's perspective,

a researcher (an insider researcher) needs to be aware of themselves as a deliberate actor (Moore, 2012).

Because I teach in a isiZulu Quintile five school and deal with the difficulties mentioned in this study, I have a unique position in the study, which makes me an insider to the research. I first made my identity known to everyone involved in my study, including the gatekeepers, my supervisor, and my participants, to ensure that my position did not alter my findings. Since I have little teaching experience and my participants would have more, it would be unlikely for their experiences to be identical to mine and for any possibility of bias. We ensured that the data in the transcripts were accurate, under the direction of my supervisor, who reviewed the participants' responses.

According to Bourke (2014), there are many strengths to being an insider researcher. Some of these advantages are a nuanced perspective for observation, interpretation, and representation, equity with participants, and rapid legitimacy in the industry. Moreover, the researcher already has a solid foundation in the subject matter, and lastly, the researcher understands the individuals' linguistic, cognitive, emotional, sensory, and psychological principles. However, there are drawbacks, such as extensive impression management to maintain rapport and identity, selective reporting, difficulties in spotting patterns because of familiarity with the community, and bias in participant selection.

3.12 Conclusion

The study aimed to explore the professional learning of isiZulu FAL teachers in Quintile five schools. This chapter reflected on the research design and methodology to get data for this study. It focused on the research paradigm and research approach. Then, it describes the sampling procedure, data collection instruments, and data analysis. The chapter presented a brief discussion on trustworthiness before lastly discussing how ethical issues were adhered to, the limitations of the study, and researcher positionality.

Chapter four: Data presentation and analysis

4.1 Introduction

The data analysis is provided in this chapter in which I explain, categorize, and analyze the data gathered by organizing codes into themes. According to Cohen et al. (2018), data analysis is making sense of data regarding the participants' definition of the situation. This chapter presents data gathered from six teachers in the Northdale circuit in Pietermaritzburg, South Africa. These teachers are from Quintile five schools where isiZulu is taught as a FAL.

As seen in Chapter three, Cohen et al. (2018) describe how qualitative researchers code data and then synthesize the codes into themes to analyze it. I outline the themes in this chapter, which were derived from patterns seen in the raw data that were then synthesized into themes. The participants were assigned pseudonyms to protect their privacy.

I provide data from focus groups and individual semi-structured interviews. The interviews were conducted in two phases. One-on-one interviews were held for the first and focus groups for the second phase.

4.2 Biographical information of all the participants

Name	Qualifications	Major subjects	Number of years teaching isiZulu FAL	Own choice to teach isiZulu FAL?
1. Participant 1	Bachelor of Arts	isiZulu HL	13 years	No, the school only offers isiZulu FAL
2. Participant 2	Bachelor of Arts (isiZulu communication) PGCE majoring in languages.	isiZulu communication isiZulu HL	25 years	No, allocated by school
3. Participant 3	Diploma in education Bachelor of Arts	isiZulu HL and history	20 years	No, allocated by school

4. Participant 4	B.Ed Intermediate and senior phases	Natural science and technology	10 years	No, allocated by school
5. Participant 5	Bachelor of Arts	English and isiZulu conversational and isiZulu HL	16 Years	No, allocated by school
6. Participant 6	B.Ed	isiZulu HL	11 years	No, allocated by school

Table 1: Biographical information

4.3 Themes from the inductive analysis

The following four themes emerged during data analysis: The first theme is participants not trained to teach isiZulu FAL, the second is teachers' experiences of teaching isiZulu FAL, the third is learner knowledge, and the last theme is professional support of isiZulu FAL teachers.

4.3.1 Teachers were not trained to teach isiZulu FAL

It was clear that the participants had yet to be explicitly trained to teach isiZulu FAL. Regarding their training, Participant One responded as follows:

I specialized in isiZulu. I was trained to teach the isiZulu HL. Training is needed for the FAL.

Participant Two, in the semi-structured interview, said,

It was isiZulu HL. I do not remember clearly, but the way I was assessed was isiZulu HL.

Participant Four said,

I need to be trained to teach isiZulu FAL or HL. My majors are natural science and technology, but because I am black and speak the language, my school assumed I could teach it.

Most participants acknowledged receiving isiZulu HL training at university but also stated that they needed more training to teach isiZulu FAL. This claim validates the

earlier-cited research indicating that isiZulu is only taught as HL and not as FAL at most South African universities. In the focus group, the teachers also concurred that isiZulu FAL was never a choice for university study as they did not have isiZulu FAL courses. Only a few teachers could recall being equipped to teach isiZulu FAL. In this study, every participant acknowledged that they needed to learn how to teach isiZulu FAL since it did not exist during their training or they were not qualified to teach it.

When the participants were asked why they chose to teach isiZulu FAL, almost all mentioned that it was their only option. The schools where the teachers teach offer isiZulu FAL and Afrikaans FAL only. Therefore, they had no choice. Another participant explained that the school management team does not see a need for isiZulu teachers to be equipped to teach isiZulu FAL. They believe teachers will manage isiZulu FAL if they can speak isiZulu fluently and they have training for isiZulu HL.

Participant Four added a slightly different answer by saying:

Am I wrong if I say I needed a job and money? Yes, my school only offered isiZulu FAL, and my specialization was not isiZulu FAL, but I needed the job, so I took it.

4.3.2 Learners' knowledge of isiZulu

Many teachers noted that the learners needed sufficient language knowledge, which they should have developed by studying isiZulu FAL at primary school. Before entering high school, learners should be able to understand and respond to various textual materials, including written, visual, and audio content, according to the Department of Basic Education (2011). Additionally, according to the isiZulu FAL CAPS document, students should be able to express themselves accurately both in writing and orally. The curriculum for grades four through six is expected to include developing vocabulary and grammar skills. These abilities are essential because they enable students to comprehend and construct increasingly complex sentences (Department of Basic Education, 2011). All the teachers emphasized the importance of the knowledge learners needed to learn in primary schools to proceed to high school. The learners in their class had very different levels of knowledge and competence in isiZulu.

Participant Five, in the semi-structured interview, said,

Not all black learners were isiZulu-speaking learners. Some were Xhosa, some were foreign nationals, and some were Sotho's. I also had Zulu-speaking learners. Still, their Zulu was very poor because they lived in suburban areas and attended multi-racial schools where the community spoke English. I also had learners from squatter camps; the Zulu they spoke at home was not the same Zulu that is taught in schools. Some of that Zulu was slang, Zulu. This led me to diversity, where I had to look at each child's needs and understand them.

As time revolved, the school phased out Afrikaans, indirectly making it compulsory for all learners to take isiZulu. Now, we have a lot of other race learners in our classes. The challenge here is that these learners need a foundation. They need background information from home or something solid from primary school.

When the subject of background knowledge from school was discussed in the semi-structured interviews and focus groups, every teacher expressed dissatisfaction with the learners' knowledge. The teachers concurred that learners do not arrive at high school with the necessary foundational knowledge required by the CAPS document.

Participant One stated,

Mmmm, the first thing is that they come to high school with no foundation at all. I am sorry to put it this way. The primary school teachers are not doing justice to the learners. When they come to school, we expect them to at least know how to write a paragraph or a complete simple sentence like "Ikhaya lami ngiyalithanda" (I love my home). However, we find that the grade eight learners lack foundation. At the grade eight level, we need to start them from scratch, where we teach them verbs and sentence structuring.

Participant Two, in her interview, added,

The most challenging part is that I teach learners who need help understanding the language. They have very little or no foundation whatsoever.

Participant One added,

There is a big gap between high school and primary school.

Participants mentioned that most of the learners in their classes were non-IsiZulu speakers, this then resulted in multi-racial classes. Therefore, one of the main challenges was that most learners needed help understanding the language used to teach. However, the situation was more demanding, as some learners speak isiZulu as their HL.

Participant Five, in the focus group, said,

My biggest challenge is having mixed 'baggage' in my class. I have Indian learners who have no understanding at all. I have foreign learners who need help understanding isiZulu or English.

Participant Two attested,

The most challenging part is that I teach learners who need help understanding the language. They need more foundation of understanding. My biggest challenge is that learners do not understand, which means I have to teach in English for them to know what I am saying. That is also a problem because I have learners who understand isiZulu. Having mixed races is also tricky because I must try to accommodate everyone.

When the teachers were asked about learner involvement and classroom participation in the focus group, they all agreed that it is difficult for some learners because they sometimes understand the discussion, but responding in isiZulu is the problem.

Participant Two explained:

It is unfortunate when we have discussions in class because there are things we cannot discuss in English. Things that are far more interesting when we talk about them in isiZulu. During those discussions, I see learners who try to understand and want to respond, but they cannot.

In the semi-structured interview, Participant Three said,

You see, you get lazy learners; I have learners who constantly ask questions and need help understanding isiZulu but want to be part of class discussions. I try to fill them in in English, but sometimes I also get mixed in discussion with those who understand, and they end up lost and bored in class, especially when we do literature.

Teachers made it apparent that while some learners want to participate constantly, they also require assistance with English at all times, which can be difficult.

4.3.3 Teachers' experiences of teaching isiZulu FAL

Participants responded differently when the teachers were asked about their experiences teaching IsiZulu in the various classes. They all highlighted multiple experiences, but the key common factors that played a role in the overall experience for everyone were code-switching, everyday resources, and the importance of time management.

4.3.3.1 Code-switching

Using two languages in a single sentence or statement is known as code-switching. Helping someone who needs to understand the most commonly used language is the goal of code-switching. Code-switching is essential because it enables teachers and students to have meaningful class discussions that guarantee efficient learning and communication.

Regarding code-switching as a teaching strategy, Participant Five said,

Because they need to gain an understanding of the language or background. This forced me to code-switch when I was teaching. It is a strategy that helps many learners but strains me as a teacher. I usually just came to class and taught, but now I have to thoroughly prepare because I have to know what everything is called in English.

Participant Four added:

We had to implement code-switching from English to isiZulu, forcing us to prepare for lessons, which we needed to use because I had never taught English before. I do not mind doing it because it is for the benefit of the learners. However, it makes me feel

like a child in school when I have to learn all the English because my English is not good.

4.3.3.2 Resources

One major issue highlighted by teachers in schools is the lack of resources. Resources they spoke of were learner and teacher textbooks and study guides. This lack of resources hinders the development of learners' language skills and their ability to engage with isiZulu FAL coursework. As a result, isiZulu FAL learners are disadvantaged and face barriers in their language learning journey.

About resources, Participant Three said,

In my previous school, I used to have everything. I am talking about teacher resources and textbooks for the learners. When I came here, they had nothing. I had to ask teachers from the previous school to share and borrow some books. I had to get everything from scratch. I found they needed to take isiZulu seriously in my current school because they had more Afrikaans learners than isiZulu. I asked the school to buy some textbooks for me as well.

Participant Five added:

I get it from the library and the internet. The learners like to use Google Translate, and I was not too fond of it because it is a direct translation. The learners write a whole essay in English; they put it on Google Translate, which translates for them. The challenge is that it sometimes has vulgar language, and the direct translation needs to be corrected. For example, if one Googles the idiom “lafa elihle kakhulu”, you will get the incorrect meaning.

4.3.3.3 Time management

The amount of time allotted to a subject greatly influences how that subject is taught and learned. In response to inquiries regarding the organisation of the schedule and time management in the classroom, Participant Six said,

Because they do not understand the work as they do not understand the language, the work I could complete in a one-day lesson now takes two to three lessons. It takes much of my time; the schools do not give us extra time or lessons. We are expected to complete everything in the limited time.

Participant Five said,

Also, I spend much time decoding words, which takes up much of my teaching time. I use a lot of my teaching time doing primary school work. It is very challenging for me to complete the syllabus in the given time. Sometimes, I call my learners on weekends, especially my grade twelve learners.

Most teachers needed assistance speaking English because they had spent many years teaching isiZulu to isiZulu-speaking learners, and English was never an essential factor. The problem was brought up in the semi-structured interviews and the focus group.

Participant Two said,

My English could be better. Because I went to black schools and I have always taught the subject isiZulu, I have never had someone teach me how to speak English fluently. Therefore, even when I want to help my learners by translating, I fail because I need to learn how to say something in English.

Participant Three also added:

English is not my home language; as much as I love to translate for them, sometimes I need to learn the subject in English. My problem is that my English could be better.

Sometimes, I say things that I later realize need to be corrected or are different from what I meant.

4.3.4 Support for isiZulu FAL teachers

The teachers noted that they got varying levels of support from the Department of Education, their school, and their colleagues. One of the problems with the departmental workshops was that only one teacher per school can attend. A second challenge was that the district needed a subject advisor for isiZulu FAL.

The Department of Basic Education gives workshops. If you attend the workshop yourself, then it can be beneficial. However, my school has about five teachers who teach isiZulu. The school does not send all of us; they only send one teacher, who must come back and communicate the message with the rest of the teachers. (Participant Four)

Participant Six said,

We do not have a supervisor; the Department of Education gives us handouts with some information we can use when we go to workshops. They gave us the subject advisor from HL to come and help us because we need one for FAL. She gives us advice and some guidelines. However, these guidelines were tricky to implement because the teacher's teaching HL and we face different challenges. The department needs specific workshops for isiZulu FAL conducted by someone with experience. They will mainly concentrate on isiZulu HL; they tend to neglect us isiZulu FAL teachers most of the time.

All teachers agreed that the department offers workshops. However, it was highlighted that the schools in this area do not have a subject advisor strictly for isiZulu FAL. When these workshops occur, a subject advisor from isiZulu HL is asked to assist. Secondly, in most schools, the principals only allow one teacher to attend the workshop. The teacher who attends the workshop is expected to inform the other teachers following the cascade model. Most teachers complained that this model only works partially because teachers must remember what was said in the workshops. The teachers were asked what the school does to support them in these challenges. Participant One said,

The school offers no support because the HOD [head of department] and principal need to understand the language.

Similarly, Participant Four stated,

The school only offers the documents that I mentioned earlier. Apart from that, there is nothing else because they need to understand our challenges fully. We cannot even have our HOD come into the class to observe and see the obstacles because he needs help understanding the language.

Participant Three said,

Unfortunately, my HOD is not my race then, meaning she needs my help understanding isiZulu. Still, she helped by advising me to go to the library to get information and ask teachers from the other nearby schools. She also gets extra notes and worksheets from other schools and gives me to see what I can use. The principal helped me by buying all the textbooks I needed. They buy it for me and the learners.

From participants' responses, it is clear that in these schools, the enormous challenge regarding school support is that the school management is a majority of non-IsiZulu speakers, which makes it very difficult for them to assist.

To find out how teachers can support and learn from each other, the teachers were given a poem titled "Sezibuya inhlazane" (*It is that time of the morning to milk cows*) in a focus group to discuss how they would teach the grade eleven poem and what challenges they foresaw their learners having. In the focus group, teachers shared how they would teach this poem:

Sezibuya Inhlazane

1. Sezibuy'inhlazane
2. Sekugqigqwa namagula
3. Sekusikhathi sikleza.

4. Kusesibayeni solwazi
5. Kusengwa amahinikazi
6. Kusengwa izigqala.

7. Kuyaphithizela ubuyaluyalu
8. Ayagcwala amathunga kuyathululwa
9. Kwabanye ziwakhahlel' egcwele.

10. Kusesibayeni solwazi
11. Sengathi ngumbondo neminjonjo
12. Bazozuza selithambama.

13. Asegcwalisile bayakikizela
14. Sebeyeke imiyeko yokunqoba
15. Imiyeko bayithole sebeqedile.

16. Izehluleki seziyabanyonkoloza
17. Zibabeka izici bengenazo
18. Kuthiwa bayazidla!

19. Sebezizuzele izaqheqhe
20. Abasayikwephula muntu!
21. Yisinkwa sabo!

22. Nani enisashay' umphehlu
23. Yalelani nabanye abantu
24. Ngamaqhinga okusenga le nkomazi

The poem, taken literally, describes the early morning hours when the boys of the house are supposed to go to the kraal and milk the cows. The poet draws attention to various things that the boys will encounter. As an illustration, "amahinikazi" denotes cows that produce a lot of milk, whereas "isiqhala" denotes cows that produce less milk, which the boys will have to deal with. The poem also tells us that after the milk is ready, it should be refrigerated to turn into maas, or what he calls "izaqheqhe", or maas with a lot of milk. Everyone in the house will rejoice (imiyeko yokunqoba) and enjoy the maas once ready. The poet concludes by telling the boys to find out which cow produces the most milk so that the others can also come and get some.

The poem's figurative meaning is that learners head to school to study at the beginning of the year. Teachers in the school (kraal) will teach both the slower learners (iziqhala) and the more intelligent students (amahinikazi). After receiving education, learners should go home, finish their homework, and pursue independent study to pass the exam (maas) at the end of the school year. Everyone at home will celebrate when they receive their certificates (imiyeko yokunqoba) at the end of the year. Finally, the poet states that for the other learners to succeed, the hardworking ones must impart intelligent study techniques to the others.

This poem can be challenging, especially for learners unfamiliar with isiZulu. Using words like izaqheqhe, amahinikazi, and ukukleza for the first additional learners can be quite complex. Additionally, it could be hard work for students to connect and comprehend the poem's double meaning. This poem touches on both interpretations in each stanza. To make the connection, one must pay great attention to both meanings. I selected this poem because I was interested in seeing and understanding how other teachers break down demanding topics for their learners. I also wanted them to learn various approaches to teaching the same subject.

Participant Four explained,

She would start the lesson the day before by asking her learners to go home and get an understanding of the poem; she said this would save time during the lesson. During the lesson, she will explain the poem stanza by stanza and start them off by doing small, accessible activities to make them want to participate. The idea is that they do

not get bored in the lesson because the poem is “difficult.” Once the poem is taught entirely, she will give an activity.

Participant One said,

She will start by reading the poem with the learners about three times. After that, she will let them identify new words in the poem to develop their vocab. She will also have pictures to show the learners what the poem talks about. While showing pictures, she will explain the poem per stanza, emphasizing the idioms.

Participant Two said,

She will start by explaining the title first. She believes it will give the learners a clear idea of the poem. She said using words in the poem would challenge the non-isiZulu speakers and all her learners. Additionally, she will explain the poem line by line using pictures and a vocab list that she will keep on the side of the board. She emphasized that because her English could be better, she must prepare long before this lesson because the words are tricky. At the end of the lesson, she will give the learners homework based on the poem.

At the end of the focus group, all the teachers emphasized how helpful the session was. Hearing different ways of approaching the same lesson (poem) helped them to look at different teaching strategies. The teachers highlighted that these sessions are needed because they can learn much from them. Participant Five even suggested that, as the teachers are from the same area, they do not have to wait for the department to arrange workshops; they could have informal seminars to learn from each other.

4.4 Conclusion

The presentation and analysis of the data collected for the study were the main topics of this chapter. The data generated four main themes. The first theme is the need for teachers to be trained to teach isiZulu FAL. Teachers highlighted that they were equipped to teach the isiZulu HL at university, but there was never a course for isiZulu

FAL. Teachers also mentioned that in their schools, the school management teams needed to understand that teaching isiZulu FAL took much work since they were only equipped for HL.

The second theme is learner knowledge. All teachers were unhappy with the knowledge that the learners come with to high school. The impact of the different kinds of expertise needed is that learners come from different backgrounds with different knowledge or none. The isiZulu that some speak at home is different from what is expected of their language knowledge. Some learners are not isiZulu speakers, so they come without any knowledge, as if they have yet to study the language in primary school. Regarding knowledge they are expected to know from primary schools, the teachers agreed that the learners come to high school with very little or none. They find themselves having to teach primary school work because when learners come to schools, they do not have the expected knowledge.

The third theme is teachers' experiences when teaching isiZulu FAL. reflecting on their experience, the teachers mentioned that they encounter many challenges, such as the need for code-switching, the lack of resources, and time management. Most schools need more resources for the subject. Managing time is a significant problem because they have to code-switch when teaching, which takes much time. Code-switching alone is demanding because teachers have to use English as an alternative language, which not all are familiar with or comfortable with.

The fourth theme is support for isiZulu FAL teachers. This theme examined support from colleagues, the school, and the department. It was discovered that the teachers help each other within some schools, which is beneficial. It is difficult for the school management teams to help in these schools because most HODs and the principals are non-isiZulu speakers. They also need to understand the challenges that the teachers are facing. In some schools, the school management team did try to support the teachers by purchasing textbooks that the teachers required. However, the Department of Basic Education needs to do more. They offer workshops, which do not help much because the subject advisor who conducts these workshops is from IsiZulu HL and does not understand the demands of isiZulu FAL. Additionally, some schools only send a few teachers to the workshops. The principals expect only one to attend and then cascade the information to the others. The disadvantage is that what is

learned can be lost. The one teacher who attended the workshop might not remember everything that was discussed.

Chapter five: Discussion and conclusion

5.1 Introduction

This chapter uses the findings reported in Chapter four to address the research questions of the study based on the professional learning of isiZulu FAL teachers. Conclusions are made based on the analysis of the participants' data. Focus groups and semi-structured interviews were used to collect the data. Six carefully chosen participants were interviewed from schools in the Northdale area that offer isiZulu FAL. Four of the participants in the interviews also participated in the focus group. The three research questions of the study are addressed in this chapter using the data generated, and some references to pertinent literature are included to bolster the arguments stated. The chapter will then connect the data and the study's theoretical framework. The chapter concludes with recommendations based on these findings.

The questions that the study sought to answer are as follows:

- 1) What are teachers' experiences teaching isiZulu's FAL in Quintile five schools?
- 2) How do teachers develop their knowledge and expertise to teach isiZulu FAL?
- 3) How do the school and the education department support teacher's learning?

Opfer and Pedder (2011) assert that it is critical to consider teacher education as a complex system. Three overlapping professional learning sub-systems, the teacher, the school setting, and teachers' professional development activities, have an impact on the teacher learning process, according to Opfer and Pedder (2011). I draw on these sub-systems as I answer the research questions.

5.2 Summary and discussion of the research questions

5.2.1 What are teachers' experiences of teaching isiZulu FAL in Quintile five schools?

As was mentioned in the previous chapter, there were significant differences in the experiences of isiZulu teachers in Quintile five schools. Both positive and negative

experiences were found in the analysis of the experiences. Positively, some teachers reported having learners in their classes who were highly motivated, committed, and eager to learn, which inspired them to teach. It inspired them to work harder to provide their learners with the best lessons possible.

The challenge of teaching learners who do not speak isiZulu is a drawback. The challenges included a lack of necessary mentorship, training, or credentials, language barriers that interfere with code-switching, a shortage of appropriate teaching materials (some teachers relied on online resources and isiZulu dictionaries), a lack of interest on the part of a few learners, and attitudes of the learners.

I also wanted to learn about the training the teachers received to become isiZulu FAL teachers. The argument put forth by Shohamy (2007) emphasizes that inadequate training or preparation for language teachers can lead to subpar student performance and teacher displeasure. Mmusi (1998) further contends that the nation will continue to disadvantage the bulk of its population, as it currently does, if teachers still need to be adequately trained in teaching FAL.

This study's interviews revealed that most teachers worked as isiZulu FAL teachers because they were qualified to teach HL isiZulu and were fluent speakers. This was similar to the finding of Zikhali (2016), that teachers were teaching IsiZulu FAL because they spoke IsiZulu fluently. The schools are desperate for teachers, so they disregarded that these teachers were unqualified to teach isiZulu FAL. Teachers themselves believed that teaching isiZulu learners would be simple, mainly when teaching them isiZulu as the FAL. The school management teams assumed that anyone who speaks isiZulu and is qualified to teach isiZulu HL could teach isiZulu FAL. The primary subjects or areas of specialization in those teachers' qualifications is not a concern for school management teams.

Opfer and Pedder (2011) emphasise that what a teacher already knows significantly impacts what they learn to grow professionally and how that affects them personally. The IsiZulu FAL teachers in this study need to be more knowledgeable about teaching the IsiZulu subject because they were not formally prepared to teach it. According to the study, teachers did try to develop themselves professionally by using libraries and the internet to expand their knowledge.

According to Mkhize and Bhengu (2015), there is inadequate teacher training, a lack of subject matter experts, and suitable programs. Additionally, Buthelezi states that for a curriculum to be successful, teachers must possess the creativity to create lesson plans tailored to their students' needs and requirements. However, because they lack the necessary training and expertise, it would be difficult for teachers in these schools to create language booklets and supplemental learning programs that are appropriate for the learners they teach. This makes it difficult for them to provide learners with additional appropriate teaching materials.

More resources are needed when teaching isiZulu FAL. There is more significant development in other subjects and languages and greater use of technology. This class differs from others because there is not enough material to teach isiZulu FAL. According to Zikhali (2016), unlike English language resources, materials for teaching African languages are not as easily accessible and current.

The results also showed that teaching learners who cannot communicate fluently in isiZulu leads to code-switching, which encourages using other languages, such as English, in isiZulu classrooms. As was mentioned in Chapter four, an additional obstacle is that teachers need a more extensive vocabulary to implement code-switching. However, Ngcobo S. (2012) argues that there are more English resources that teachers can use to guide them when code-switching.

Moodley (2007) highlights that code-switching is a spontaneous phenomenon that occurs naturally between teachers and learners who are bilingual in English and isiZulu, and the fact that it can help learners expand their vocabulary. According to du Plessis (2021), code-switching may improve comprehension of the topic and prevent a breakdown in teacher-student communication because some teachers also lack a sufficient vocabulary.

5.2.2 How do teachers develop their knowledge and expertise to teach isiZulu FAL?

Given all the challenges that teachers encounter when teaching isiZulu FAL, it is critical that they continuously advance their level of expertise. Evans (2014) emphasises that a teacher's work requires ongoing expertise development.

Throughout their careers, this process improves teachers' skills and professionalism. Evans (2014) adds that for development to occur, teachers must be inspired and motivated to grow in their profession and recognise the need for it.

In Chapter four, teachers discussed a range of techniques or strategies to advance their areas of expertise, like reading books, using past exam papers from the department, and asking each other in school whenever they need help. Previous research by other researchers, such as Mbatha (2012) and Phungula (2019), indicates that a significant hindrance to teacher development is the need for more resources, specifically updated ones that can help them identify areas that require development. According to Phungula (2019) and Mbatha (2012), the Department of Education needs to close this gap because there are few isiZulu resources available in schools. O'Connor and Geiger (2009) back them up when they say that teachers require more resources and instruments. As an alternative, in this study teachers said they use the internet for material. They download past exam papers as a guide when teaching and setting exam papers.

Teachers state that they further enhance their expertise by exchanging ideas and knowledge with one another through informal workplace learning. Most teachers agree that sharing worksheets and test questions is beneficial. They also engage in informal coaching and mentoring to support one another (Kennedy, 2005). Teachers can benefit from individual informal learning through reading books and searching the internet (Noe et al., 2013).

The teachers clarified that they convene in the Department of Education-hosted workshops on formal learning at the start of every academic term (Noe et al., 2013). A professional administrator is in charge of these workshops, which are formally organised (Marsick et al., 2017). The training model is employed in their execution (Kennedy, 2005). These workshops aim to moderate test results and files for teachers and students. According to teachers, this time could potentially strengthen team dynamics and foster the exchange of strategies to overcome difficulties. However, the time allotted is never sufficient.

Professional development can take many different forms. Some examples include going to workshops, continuing education, and becoming involved in communities of practice. Professional development activities can be used to gain subject-matter expertise, pedagogical skills, different teaching strategies, and more. One must use the model that works best and choose the activity that best meets the current need. Teachers in this study only mentioned the workshops the Department of Education offers as a formal professional development activity. They clarified that the goal is really to ensure that all assessments are being completed. Developing their knowledge was an independent activity; they were not dependent on the department to expand their knowledge. In light of the difficulties and experiences faced by teachers, these workshops could be more helpful. By the time the study was over, it was evident that these teachers yearned for a gathering spot to get together and exchange ideas. Our focus group was well received and appreciated by the teachers, who also mentioned its benefits. Teachers who participated emphasised after the focus group; how beneficial the discussion was. They expressed that they had gained much knowledge from one another and hoped these conversations would occur more frequently.

5.2.3 How do the school and the education department support teacher's learning?

Opfer and Pedder (2011) argue that the school significantly influences teacher learning. A teacher's work environment may either support or impede their learning ability. Teacher learning may be minimal when there is little collaboration between the school and teacher learning (Day & Sachs, 2004). If the school management team prohibits teachers from participating in communities of practice or attending any workshops, it will hinder their learning and development. According to Opfer and Pedder (2011), every school should offer a space for educators to grow professionally and expand their general pedagogical knowledge and pedagogical content expertise.

Considering all of the experiences the teachers shared during the interviews, it is notable that they discussed strategies to increase their knowledge and skills. They agreed that the Department of Education and the school management must take action to assist them. Moreover, most teachers concurred that the school management

team does little to assist and support them. This appears to be the case, because the schools these participants attended were in urban settings with predominantly non-isiZulu members on the school management teams. As a result, the teachers' challenges stemmed from the need for management to understand what is required to teach isiZulu FAL. The only support identified was that one of the teachers stated that the school's only support option was to buy the textbooks she needed. Apart from that one teacher, the other teachers noted that the school does nothing to support them, not offering or organising any development workshops or classes. One of the teachers even argued that attending department workshops is an issue of difficulty.

The Department of Education offers workshops to teachers in the study area, according to the findings of this study. It mandates that teachers attend these workshops, so all schools must send teachers. Nonetheless, most of the study's teachers reported that only one subject teacher was permitted to participate at any one time because the department had yet to make attendance mandatory for all teachers. This school action impeded the remaining excluded teachers' ability to learn. A few teachers mentioned the risk that workshop participants would need to remember some of the content covered. The teachers were in agreement when they said that it might be beneficial if all teachers were permitted to attend. Teachers stated that besides these workshops, the schools do not provide any other platform to exchange experiences. However, some said that the school management team provided support in addition to the workshops by obtaining extra workbooks and textbooks from other schools and the Internet.

As mentioned previously, the teachers concurred that the workshops the Department of Education holds at the beginning of each academic term, aim mainly to verify that learners' and teachers' files reflect correctly completed assessments. Teachers are also expected to discuss their challenges with a subject advisor on these occasions. The drawbacks of these workshops are numerous, the primary one being that the department sends a subject advisor from isiZulu HL to these workshops but there is a lack of a subject advisor for isiZulu FAL. The teachers also said that the subject advisor failed to understand their problems and offered no assistance or solutions. A second issue raised is that in these workshops the advisors do not care about the teachers' challenges; their main concern is whether the assessments are completed correctly.

When the subject advisor finishes checking files, the teachers can take up any problematic subjects and issues in the classroom, but only if they have the time. Consequently, the teachers explained that these workshops should be more effective in addressing the challenges of isiZulu FAL teachers.

An additional issue raised by teachers is their feeling that the Department of Education and the school should be in charge of organizing development workshops. They stressed that they would have access to a location that can house the teachers and an abundance of all the necessary resources. Teachers reported that in the focus group they had gained much knowledge from one another in discussing how to teach a poem. Teachers stated that study groups such as these, where they could talk about challenging topics and difficulties in the classroom, would be beneficial if the department could set them up. They asserted they are only able to meet of their own accord during the week due to back-to-back classes. As principals of schools are also not desirous of all teachers attending department workshops, the participants consequently assumed that the principals would not approve if they organised their own workshops without departmental approval.

5.3 Recommendations.

According to research by Van der Walt (2019), ongoing professional development is crucial for language teachers to enhance their skills and knowledge. The Department of Education in South Africa should support isiZulu FAL teachers by providing professional development opportunities (workshops). The department should organize workshops and seminars focusing on pedagogical strategies for teaching isiZulu as FAL. Additionally, the department can collaborate with universities and other educational institutions to offer full-time courses for isiZulu FAL because it is an official subject in the curriculum. The universities should offer part-time or online courses for teachers already teaching in schools. This would empower isiZulu FAL teachers with the tools to deliver effective teaching and improve learner outcomes.

To support and enhance the teaching of isiZulu FAL, mentorship programs should be established within schools where experienced isiZulu FAL teachers can guide and support new teachers. The schools should create a platform for knowledge transfer, ensuring that valuable teaching strategies and techniques are passed on to new

teachers. Additionally, mentors can provide emotional support and encouragement, reducing the feelings of isolation and stress experienced by new teachers (Sithole, 2015). Through regular meetings and feedback sessions, mentors can provide targeted guidance tailored to recent teachers' specific needs and challenges, improving their professional growth and confidence (Brodie & Chimhande, 2020).

A last recommendation is that regular meetings and forums in the form of communities of practice should be encouraged to promote collaboration and networking among isiZulu FAL teachers. These platforms would allow teachers to share their experiences, exchange ideas, and seek advice from peers. Cooperation and networking have been found to positively affect teachers' professional development and student outcomes (Sloan, 2019). By coming together in regular meetings and forums, isiZulu FAL teachers can collectively work towards improving teaching methods, developing adequate resources, and addressing common challenges faced in the classroom.

5.4 Limitations

When collecting data, there a variety of limitations that a researcher can face. According to Yin (2014) when collecting data using a case study, there a number of limitations because the demands on the case study writer are far greater than those adopting other research strategies. Those demands play a huge role in the study.

When I was conducting this study some of the limitations I had was teachers' limited time. On the matter of time, getting the teachers together for the focus group was a huge challenge. Due to the fact that I could not get all of them at the same time, I believe that I could have got more data if everyone made it to the group.

5.5 Conclusion

One of the most commonly spoken languages in South Africa is isiZulu, especially in KwaZulu-Natal. In Quintile five schools in the Northdale neighbourhood of Pietermaritzburg, this study examined the professional development of IsiZulu FAL teachers. A literature review was given regarding the professional development of

isiZulu FAL teachers. This was intended as background information to aid in understanding the potential for learning and development among teachers. A focus group and semi-structured interviews with the participating teachers were used in the study. The findings showed that teachers deal with difficulties because they were trained to teach isiZulu HL and other subjects rather than isiZulu FAL. Additionally, teachers emphasised that schools need to place a high priority on their professional development. The study found that teachers can benefit greatly from each other's knowledge and grow and learn when working together.

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APPENDIX A: Semi-structured interview.

Semi-structured Interview Schedule

A) What are teachers' experiences of teaching isiZulu as the first additional language in quintile five schools?

1. Where and when did you do your teaching qualification?
2. What subject did you specialize in? Did you train to teach isiZulu FAL?
3. How long have you been teaching isiZulu FAL?
4. Why did you choose to teach isiZulu First Additional Language (FAL)? (or was this subject allocated to you?)
5. How many schools have you taught isiZulu FAL in?
 - A. What were some of the differences between the schools?
6. What is the status of isiZulu FAL in your school?
7. Tell me about your experiences teaching isiZulu as a First Additional Language (Probe: are there challenges? The motivation of learners? Resources?)
8. What do you enjoy about teaching isiZulu FAL? Explain.
9. Given an opportunity to teach the isiZulu home language, why would you prefer to prepare it?

How do teachers teaching isiZulu FAL develop their expertise as isiZulu FAL teachers?

1. What do you find the most challenging about teaching isiZulu FAL?
2. What do you do to overcome these challenges? (probe: do you speak to colleagues, HOD, do you ask your subject advisor, do you look online, where do you find resources?)
3. What are the main differences between teaching isiZulu FAL and isiZulu HL? (Probe: do teachers need different expertise/ knowledge to teach HL or FAL?)
4. What training or support are isiZulu FAL teachers offered:
 - a) By your school? (for example, do you have an HOD or experienced teacher to support you?)
 - b) By the DBE/ district subject advisor offer for isiZulu FAL teachers?
5. Are the workshops or training that you attend helpful? Explain.

APPENDIX B: Focus group interview

6. What can the Department of Education do to develop and support isiZulu FAL teachers?

RQ 3: How can isiZulu FAL teachers learn from each other's teaching experiences?

Focus group questions:

(Create some ground rules for the FG. E.g.

Make it clear that it's about learning from each other, not judging each other.

Take turns for everyone to speak; listen to everyone with respect)

1. What are some of the challenges that you face as an isiZulu FAL teacher?
2. What makes one enjoy or not enjoy teaching isiZulu FAL?
3. Here is a poem that we all have to teach
 - a) What do you think your learners would struggle with when reading this poem?
 - b) How would you go about teaching it?
4. What have you learned from this discussion today? (Anything in particular that you knew).
5. After the discussion, what would you do differently that you've learned from the other teachers?

APPENDIX C: Consent Letter



School of Education,
College of Humanities,
University of KwaZulu-Natal,
Date

Dear teacher

INFORMED CONSENT LETTER

My name is Jabulile Thandazile Madondo. I am a Master's student from the School of Education, College of Humanities, University of KwaZulu-Natal. I am conducting research titled **"A case study exploring professional learning of isiZulu First Additional Language teachers in Quintile 5 schools."** The reason for this study is to look at how teachers teaching isiZulu as the first additional language in quintile 5 schools can learn and develop professionally.

The aim of this study is to explore the professional learning of teachers teaching isiZulu First additional language in quintile 5 schools.

The objectives of the research are as follows:

1. To explore challenges faced by isiZulu first additional language teachers in quintile 5 schools.
2. To explore how isiZulu first additional language teachers can develop by learning professionally.

You are invited to participate in the study because you are an isiZulu teacher, teaching isiZulu's first additional language in a quintile 5 school, and you have been teaching for more than 5 years. To gather the information, I am requesting that you to participate in an individual interview. I will also ask you to participate in a group interview, each of 25-30 minutes duration. During the focus group, I will give each person a learner activity that we

will discuss. The aim of this activity will be to look at how the different group members may use different pedagogical styles for the same activity.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number_____).

Please note that:

- Your participation is voluntary. If you do not participate you **will not be penalized** in any way.
- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The focus group and individual interviews (1 of each) will last for about 25-30 minutes and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be in the form of interview transcripts, completed interviews will be stored in secure storage and destroyed by shredding after 5 years. Digitally recorded data will be deleted after five years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- Your involvement is purely for academic purposes only, and there are **no financial** benefits involved. However, it is expected that you will gain insight into developing and learning on how teachers deal with some challenges of teaching isiZulu first additional language.

Yours faithfully
Miss J.T Madondo

.....
My contact details are as follows:
Email: [REDACTED]
Cell phone: [REDACTED]

I

My supervisor is Prof. Carol Bertram, from the School of Education, College of Humanities,
Pietermaritzburg Campus, University of KwaZulu-Natal

My supervisor's contact details are:

Email: BertramC@ukzn.ac.za

Phone number: 033 260 5349

You may also contact the Research Office at:

University of KwaZulu-Natal

Humanities and Social Sciences Research Ethics

Govan Mbeki Centre

Tel +27312604557

Email: HSSREC@ukzn.ac.za

Thank you for reading this document about this research.

DECLARATION OF CONSENT

I (Full names of participants) hereby confirm that I have been informed about the study entitled "A case study exploring professional learning of isiZulu First Additional Language teachers in quintile 5 schools." By Jabulile Thandazile Madondo.

I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand the purpose and procedures of the study (add these again if appropriate).

I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without negative consequences.

I voluntarily give permission for the interviews to be audio-recorded.

My identity will not be disclosed, and pseudonyms will be used to protect my identity.

If I have any further questions/concerns or queries related to the study, I understand that I may contact the researcher at [REDACTED]

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researcher, then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000 KwaZulu-Natal, SOUTH AFRICA

Email: HSSREC@ukzn.ac.za

Additional consent, where applicable

- I am willing to be part of the focus group interview and the individual interviews. YES/NO
- I give permission for the interviews to be audio-recorded YES/NO


.....
Name of Participant

.....
Signature of Participant

.....
Date

I

APPENDIX D: KZN DOE Permission.

 **KWAZULU-NATAL PROVINCE**
EDUCATION
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201
Tel. 033 392 1063 Email: Phindile.duma@kzndoe.gov.za

Enquiries: Phindile Duma Ref.:2/4/8/46

Miss JT Madondo
[REDACTED]
[REDACTED]
PIETERMARITZBURG
3201

Dear Miss Madondo

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "A CASE STUDY EXPLORING PROFESSIONAL LEARNING OF ISIZULU FIRST ADDITIONAL LANGUAGE TEACHERS IN QUINTILE 5 SCHOOLS", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

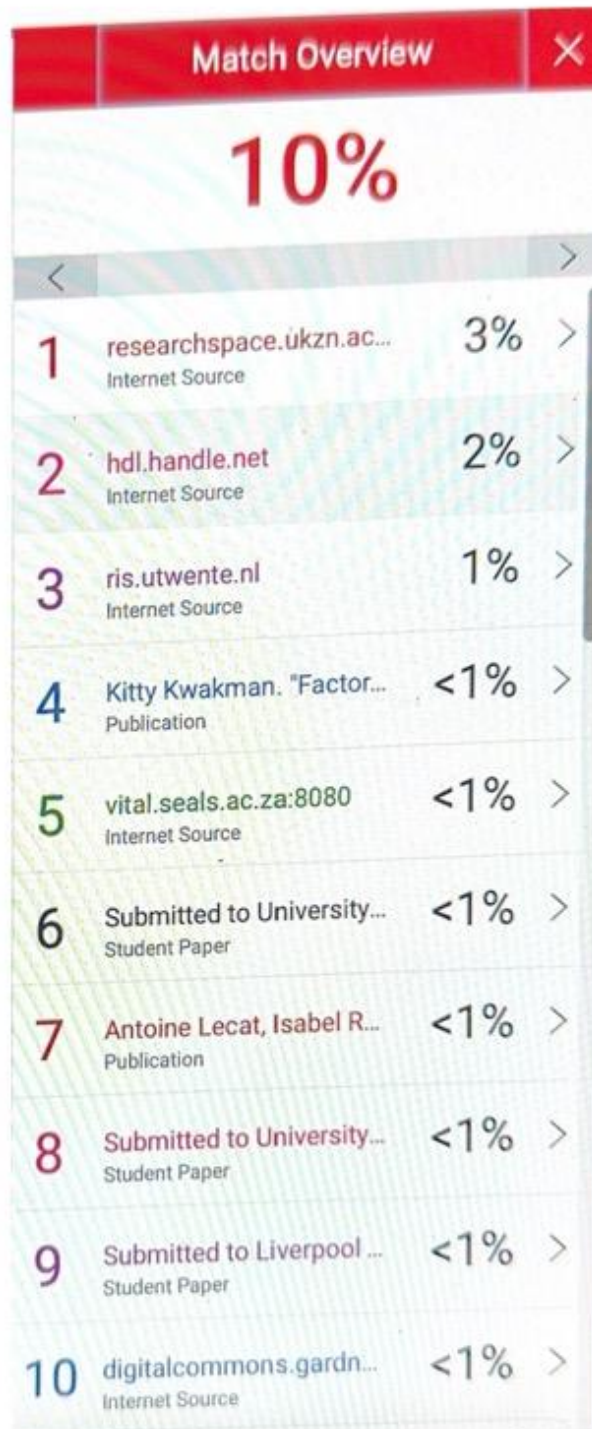
1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions 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 31 March 2023 to 31 March 2026.
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 above.
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.

UMGUNGUNDLOVU DISTRICT

[REDACTED]
Mr GN Ngcobo
Head of Department: Education
Date: 04 April 2023

GROWING KWAZULU-NATAL TOGETHER

APPENDIX E: Turnitin



The screenshot displays the Turnitin Match Overview interface. At the top, a red header bar contains the text "Match Overview" and a close button (X). Below the header, a large red "10%" indicates the overall similarity score. A list of 10 sources is shown, each with a rank number, the source name, the source type, and the percentage of similarity. The sources are listed in descending order of similarity percentage.

Rank	Source Name	Source Type	Similarity Percentage
1	researchspace.ukzn.ac...	Internet Source	3%
2	hdl.handle.net	Internet Source	2%
3	ris.utwente.nl	Internet Source	1%
4	Kitty Kwakman. "Factor..."	Publication	<1%
5	vital.seals.ac.za:8080	Internet Source	<1%
6	Submitted to University...	Student Paper	<1%
7	Antoine Lecat, Isabel R...	Publication	<1%
8	Submitted to University...	Student Paper	<1%
9	Submitted to Liverpool ...	Student Paper	<1%
10	digitalcommons.gardn...	Internet Source	<1%

APPENDIX F: UKZN EC



18 May 2023

Jabulile Thandazile Sweetbirth Madondo (214511853)
School Of Education
Pietermaritzburg Campus

Dear JTS Madondo,

Protocol reference number: HSSREC/00005466/2023

Project title: A case study exploring professional learning of isiZulu First Additional Language teachers in quintile 5 schools.

Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 31 March 2023 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) 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.

This approval is valid until 18 May 2024.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

HSSREC is registered with the South African National Health Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair)

/dd