



**LEARNERS' EXPERIENCES OF LEARNING ISIZULU AS FIRST ADDITIONAL
LANGUAGE IN A FORMER MODEL C SCHOOL**

By

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DECLARATION

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Dr. S. Khumalo

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LIST OF ABBREVIATIONS

CAPS - Curriculum and Assessment Policy Statement

CEA - Centre for Evaluation and Assessment

COVID-19 - Coronavirus Disease 2019.

DBE - Department of Basic Education

DoE - Department of Education

FAL - First Additional Language

FL – First Language

HL - Home language

HSSREC -- Humanities and Social Sciences Research Ethics Committee

KZN - KwaZulu-Natal

LiEP - Language-in-Education Policy

LoLT - Language of Learning and Teaching

PanSALB - Pan South African Language Board

PIRL - Progress in International Reading Literacy

SGB - School-Governing Body

UNCRC - United Nations Conventions on the Right of a Child

UNICEF - United Nations International Children’s Emergency Fund

ZPD - Zone of Proximal Development

ABSTRACT

There are official state documents that aim to encourage and safeguard the elevation of local languages in South Africa. These documents comprise of Constitution of the Republic of South Africa of 1996 and the Curriculum and Assessment Policy Statement (Department of Basic Education, 2011). The policy consists of the Language-in-Education Policy (LiEP) of the Department of Basic Education of 1997 that emphasises multilingualism to promote diversity (Abongdia, 2014). Furthermore, the Department of Education (DoE) (2003) indicates that many learners experience challenges in reading when they enter the Intermediate Phase in the South African context. Suwannasit (2019) concurs that globally, second language learners have difficulties in language skills such as listening and speaking, reading and viewing, writing, and presenting. Accordingly, the focus and purpose of this study were to gain a deeper understanding of the phenomenon under exploration.

This study is a qualitative case study situated within the interpretivism paradigm. The purposively selected data sources (Grade 4 learners) comprised six participants to gain an insight into the phenomenon under study. The study used Piaget's cognitive theory and Vygotsky's social constructivism theory as frames to comprehend learners' experiences in learning isiZulu FAL. The Data collection methods used for this study were an open-ended questionnaire and document analysis to avoid physical interaction due to coronavirus disease 2019 (COVID-19). Additionally, the data collected were analysed and interpreted using thematic analysis guided by inductive analysis to make meaning of the data collected. The following objectives guided this research process:

To explore the grade 4 learners' experiences of learning isiZulu FAL in a former Model C school.

To explore why do grade 4 learners experience the learning of isiZulu FAL in the way they do.

To understand approaches employed by grade 4 learners to enhance their learning of isiZulu FAL.

The findings of this study revealed that learners experienced successes and challenges in the learning of isiZulu FAL. Through these findings, few participants viewed individual work as beneficial and, many learners felt comfortable working with their peers in the classroom. The

study's findings further showed that a diverse group with highly proficient and less proficient learners was preferable during the learning of isiZulu FAL. This diverse group, therefore, advanced learners to share ideas and help the less capable learners. The study found that learners ranging from 9 to 10 years old found reading a text with words and pictures more engaging and fun. The findings also revealed that there were limited co-curricular activities that promoted the learning of isiZulu FAL. This study recommends that the school should introduce more co-curricular activities, for example, isiZulu extra-mural activity.

Grobler and Wessels (2020) announce that learners' voices should be heard within the school context. In this instance, there is a call for further research focusing on learners' concerns about the learning of isiZulu FAL. For this, educational stakeholders will provide learners with quality learning opportunities in learning of isiZulu FAL.

Keywords: Learners' experiences, isiZulu First Additional Language, language policy, and, former Model C school.

TABLE OF CONTENTS

DECLARATION.....	ii
ACKNOWLEDGEMENT	iii
LIST OF ABBREVIATIONS	iv
ABSTRACT	v
TABLE OF CONTENTS	vii
LIST OF TABLES	xi
CHAPTER ONE: ORIENTATION AND OVERVIEW OF THE STUDY	1
1.1. Introduction.....	1
1.4 Statement of the problem	3
1.5 Research objectives.....	5
1.6 Critical research questions.....	5
1.7 Significance of the study	5
1.8 Delimitation of the study	6
1.9 Clarification of the key concepts.....	6
1.9.6 Mother tongue.....	8
1.9.8 School governing body (SGB)	8
1.10 Outline of the chapter	9
Chapter Two: Literature Review	9
Chapter Three: Research Design and Methodology.....	9
Chapter Four: Data presentation, analysis, interpretation, and discussion	9
Chapter Five: Data Interpretation, Summary, and Recommendations	9
1.11 Chapter Summary	10
CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK.....	11
2.1 Introduction.....	11
2.2 The Constitution of the Republic of South Africa (1996) in languages.....	11
2.3 Language Policy in the South African Education system	13
2.3.1 The Pan South African Language Board (PanSALB)	13
2.3.2 Language-in-Education Policy of 1997	15
2.4 Curriculum and Assessment Policy Statement (Grade R-12)-IsiZulu First Additional.....	17
2.5 First Additional Language	19
2.5.1 Learners' experiences of learning a FAL	19
2.5.2.2 Learners' experiences of learning a FAL in Poland	21
2.5.3 Developing countries	22

2.5.3.2	Learners' experiences of learning a FAL in South Africa.....	23
2.6	The FAL learner	23
2.6.1	Learner-centred approach	24
2.6.2	Learners' learning styles	24
2.6.3	Learners' learning strategies	25
2.7.1	Constructivism.....	28
2.7.2.1	Assimilation in constructivism	29
2.7.2.2	Accommodation in constructivism.....	30
2.7.3	Vygotsky's theory of social constructivism (1978)	30
2.7.3.1	Zone of Proximal Development (ZPD) in social constructivism theory	31
2.7.3.2	Scaffolding in social constructivism theory	31
2.8.	Implications of constructivism theory to Curriculum and Assessment Policy Statement.....	31
2.9	Chapter Summary	32
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY.....		33
3.1	Introduction.....	33
3.2	Research paradigm	33
3.3	Research Approach.....	34
3.3.1	The rationale for using a qualitative approach	34
3.4	Case study	34
3.4.1	The rationale for using a case study	35
3.5	Location of the study	35
3.6	Sampling	35
3.6.1	Purposive sampling	36
3.6.2	Profiling the isiZulu First Additional Language learners	37
3.6.3	Participants' summaries	38
3.6.4	Concluding comments on the participants' biographical details	39
3.7	Data collection methods.....	40
3.7.1.1	Primary data (First-hand data)	40
3.7.1.2	Pilot study	40
3.7.1.3	Open-ended questionnaire.....	41
3.7.2	Secondary data (Second-hand data)	42
3.7.2.1	Document analysis	42
	The rationale for using multiple data collection methods	43
3.8	Data Analysis	45
3.9	Ensuring Trustworthiness.....	45
3.9.1	Credibility	46

3.9.2 Transferability.....	46
3.9.3 Dependability.....	46
3.9.4 Confirmability.....	47
3.10 Ethical Issues.....	47
3.10.1 Authorisation.....	47
3.10.2 Informed Consent and Assent.....	48
3.10.3 Privacy and confidentiality.....	48
3.11 Limitations of the study.....	48
3.12 Chapter Summary.....	49
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, INTERPRETATION, AND DISCUSSION.....	50
4.1. Introduction.....	50
4.1.1 Emerging Themes.....	50
SECTION 1.....	51
4.1.2 Research question 1: What is grade 4 learners' experiences of learning isiZulu First Additional Language in a former Model C school?.....	51
4.2.1 The importance of learning IsiZulu FAL in grade 4.....	53
4.2.3 Challenges experienced by learners on learning isiZulu FAL.....	56
4.2.4 Overcoming challenges experienced by learners in learning isiZulu FAL.....	57
4.2.5 Research question 2: Why do grade 4 learners experience the learning of isiZulu FAL in the way they do?.....	59
4.3 Theme 2: Reasons for grade 4 learners to experience the learning of isiZulu FAL in the way they do.....	60
4.3.1 Teaching and learning methods used.....	60
4.3.2 A shift from teacher-centred to student-centred and guided reading.....	61
4.3.3 Fun and engaging activities.....	63
SECTION 2.....	64
4.4 Theme 3: Approaches used to enhance the learning of isiZulu FAL.....	65
4.4.1 Co-curricular activities.....	65
4.4.2 Experiences of working with peers during classroom activities.....	67
4.4.3 Views on working independently.....	68
4.5 Chapter Summary.....	70
CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS.....	71
5.1 Introduction.....	71
5.2 Summary of the study.....	71
5.3 Discussion of the key findings.....	72
5.3.1 Research question one.....	72
Grade four learners' experiences of learning isiZulu FAL.....	72
Reasons for grade 4 learners to experience the learning isiZulu FAL in the way they do.....	73

5.3.3 Research question three	73
5.4 Implications	74
5.4.1 Implications for policy	75
5.4.3 Implication for professional practice (for teachers)	75
5.5 Recommendations for further research	76
5.6 Contribution of the study	76
5.7 Chapter Summary	76
References	78
APPENDICES	94
APPENDIX A: PERMISSION TO CONDUCT RESEARCH FROM UKZN	94
APPENDIX B: PERMISSION TO CONDUCT RESEARCH FROM DoE	95
APPENDIX C: GATEKEEPER (SCHOOL PRINCIPAL) PERMISSION LETTER	96
APPENDIX D: INFORMED CONSENT FOR PARENTS/GUARDIANS	99
Consent form for parents/guardian – isiZulu version	102
APPENDIX E: INFORMED ASSENT FOR LEARNERS	104
DECLARATION	105
Assent for learners – isiZulu version	107
APPENDIX F: AN OPEN-ENDED QUESTIONNAIRE FOR GRADE FOUR LEARNERS LEARNING ISIZULU AS FAL	109
APPENDIX F: DOCUMENT ANALYSIS GUIDE	112
APPENDIX G: TABLES OF FIGURES	113
APPENDIX H: EDITING CERTIFICATE	114
APPENDIX I: TURNITIN REPORT	115

LIST OF TABLES

Table 2.1	Language skills and time allocation as adapted from DBE (2011b).
Table3.1.	Participants' biographical details.
Table 3.2	Data collection plan.
Table 4.1	<ol style="list-style-type: none"> 1. The main theme (Grade 4 learners' experiences of learning isiZulu FAL). 2. Sub-themes. 3. Issues raised by participants.
Table 4.2	<ol style="list-style-type: none"> 1. The main theme (Reasons why grade 4 learners experience the learning of isiZulu FAL in the way they do). 2. Sub-themes. 3. Issues raised by participants.
Table 4.3	<ol style="list-style-type: none"> 1. The main theme (Approaches used to enhance the learning of isiZulu FAL). 2. Sub-themes. 3. Issues raised by participants.

CHAPTER ONE: ORIENTATION AND OVERVIEW OF THE STUDY

1.1. Introduction

This chapter presents the background of the study focusing on the learning of isiZulu First Additional Language (FAL). The chapter further provides the motivation and study's rationale and discusses the statement of the problem. It presents the research objectives and the critical research questions for this study. Additionally, it focuses on the significance of the study, its delimitation, and clarification of concepts used.

1.2 Background of the study

In 1994, when South Africa became a democratic country, it opted for a multilingual policy that endorsed the status of all official languages enshrined in section 6 of the Constitution of the Republic of South African (Ngcobo, 2012;). Beukes, 2009; Ngcobo (2012) perceive multilingualism as an instrument for building non-discrimination race, language, and religion. Cenoz and Gorter (2010); Ngcobo (2013) postulate that South Africa can achieve a non-racial nation through a multilingual education system that upholds the value of mother tongue while promoting the learning of additional languages in schools. The appreciation of language diversity in South Africa is evident in the Constitution of the Republic of South Africa of 1996 (Webb, 2013). The Constitution allows official status to nine African languages. The Constitution, therefore, cherishes all African languages such as isiNdebele, Sepedi, Sesotho, siSwati, xiTsonga, Setswana, tshiVenda, isiXhosa, and isiZulu are African languages to appreciate diversity in South Africa. All nine African official languages have equal status to English and Afrikaans in the democratic period (Madiba & Mabiletja, 2008).

Chapter 1 Section 6(2) of the Constitution specifies that government needs to take a stance. It is why the government shall take practical and positive measures to uplift and improve the use of indigenous languages in South African higher education (Mkhize & Balfour, 2017). The Constitution affirms this by stating that "All official languages must enjoy parity of esteem and must be treated equitably" (Abongdia, 2014, p. 63). Language is a vital tool to communicate, express feelings, satisfy needs, construct ideas, and learn (Madonsela, 2015). The importance of language in learning and teaching explains why the Department of Education (2002, p. 4) encourages that "In a multilingual country like South Africa it is important that learners reach high levels of proficiency in at least two languages, and that they can communicate in other

languages.” Indeed, in the school I conducted this research, three languages offered aimed to promote multilingualism. The Language in Education Policy (LiEP) seeks to promote additive bilingualism characterised by ensuring the learning and teaching of a mother tongue before introducing a second language to a learner (Department of Education, 1997).

Furthermore, Machaisa and Mulaudzi; (2019) Ndebele and Zulu (2017) observe that English and Afrikaans have sustained their dominance as the languages of instruction in higher education. English language supremacy is evident in higher education based in KwaZulu-Natal (KZN) because English seemed to enjoy its prestige in many modules (Ndebele & Zulu, 2017). Chivhanga and Chimhenga (2013) suggest that the global dominance of English weakens the status of indigenous languages in the education system. English hegemony is evident in various contexts such as business, parliament, and schools because they use English as a medium of instruction, whereas indigenous languages are used at home only (Chimhenga & Chivhanga, 2013). Ndebele and Zulu (2017) highlight that isiZulu is an indigenous language spoken by many people in KwaZulu-Natal. This explains why this study on learners' experiences with isiZulu is in the province of KZN. The study focused on how and why learners learn isiZulu in the way they do.

According to DoE (1996), the South African Schools Act (SASA), No. 84 of 1996 specifies that a single language can be offered as a language of instruction while learners learn an Additional Language. Additionally, Thornhill and Le Cordeur (2016) suggest that additional language proficiency is highly motivated by a deeper understanding of First Language (FL). This study was set within a former Model C school where English is used as Home Language (HL) while isiZulu and Afrikaans are FALs.

Moreover, the school policy in the school I conducted this research states that learners in the Foundation Phase should learn English as the First Language and isiZulu as FAL. Afrikaans only begins in grade 4 that is the entry of the Intermediate Phase. According to the school policy, grade 4 learners can learn one of the two additional languages while English continues to be the medium of instruction.

1.3 Motivation and rationale of the study

The main reason for this study emanated from my personal and professional perspectives. Five years ago, I had an opportunity to teach isiZulu FAL in grade 3 (Foundation Phase) while

currently teaching isiZulu FAL in grade 5. My experience of teaching isiZulu in Grade 3 was that learners performed very well in this grade whereas, in grade 5 this performance diminished. In light of this, I observed learners' performance in isiZulu, hence, noted a decline in their performance standard by looking at the various skills, for example, listening and speaking, reading and viewing, writing and presenting, language structures, and conventions. From this experience, my observation of a drastic change in learners' performance in learning isiZulu FAL agrees with Sibanda's study (2020) that affirms that learners in grade 5 learning FAL experience challenges with oral reading.

Another reason for conducting this study also stems from learners responding in English during isiZulu lessons. Theoretically, this means learners are more competent in English than isiZulu as this could be due to English enjoying prestige in South Africa (Ndebele, 2014; Rudwick & Parmegiani, 2013). However, the isiZulu language is recognised in KZN because it is an indigenous language spoken by many people in KZN province and nationally (Nkosi, 2014).

As an isiZulu teacher, I embarked on this study anticipated that it would provide data that would add value to the growing body of knowledge in research. I also felt that the results of this study would provide teachers with better insight into learners' experiences of learning FAL. It would also assist my profession in providing a positive contribution to the learning and teaching of isiZulu FAL. Academically, literature is scarce on learners' experiences of learning FAL from a learner's perspective. Therefore, I believed that it was crucial to study the learners' experiences of learning isiZulu FAL.

1.4 Statement of the problem

Department of Education (DBE) (2011) states that learners lack knowledge of FAL on their entry into grade R or grade 1. Maja (2019) contends that the progress to the next grade helps learners understand FAL. Accordingly, language-learning skills improve due to learners' progress from one grade to another (Maja, 2019). Pretorius and Spaul (2016) contend that learners' performance in grade 3 is good, but they tend to drop in academic achievement when they reach grade 4. The reason for this could be the transition from grade 3 to grade 4 (Manditereza, 2020). Chikwiri and Musiyiwa (2017); Manditereza (2020) assert that a transition is from one grade to another or a shift from one phase to another. This transition referred to a change from learning to read and reading to learn (Chikwiri & Musiyiwa, 2017; Manditereza, 2020). Learning to read indicates the importance of telling stories to Foundation Phase learners to develop listening and speaking skills and then start reading afterward. On the

other hand, reading to learn means an ability to understand a written text. However, Chikwiri and Musiyiwa (2017) argue that transition from one grade to the next grade for some children can be a period to develop cognitive skills, while others can convey anxiety and fear.

This study focused on one primary school situated in a suburban area in Durban under Umlazi District and categorised as a former Model C school. Msila (2009) notes that multiracial schools were previously only White schools. I conducted this study in a school characterised by diversity (race, religion, culture and, language) concerning staff and learners.

Vandeyar, Vandeyar, and Elufifisan (2014) in Mahofa, Adendoff, and Kwenda's (2018) study say language serves the purpose of forming the foundation for interaction among learners with different language use and various cultural backgrounds. In the setting of this study, the learners' language of interaction is strongly affected by the language of instruction, which is English. Zungu and Pillay (2014) note that isiZulu use as a vernacular by isiZulu speakers is fading, particularly in urban areas. Gumbi and Ndimande-Hlongwa (2015) contend that the implementation of linguistic policy in KZN remains a problem as it fails to promote African languages. Gumbi (2018) opposes this by asserting that the KZN provincial language policy (KZN Language Policy, 2008) intends to encourage equal rights in all languages spoken in this province. These languages spoken in the province of KZN are isiZulu, English, Afrikaans, and isiXhosa.

Studies conducted in the South African context by Sibanda (2020); Pretorius and Spaull (2016) point out that learners in grade 4 perform poorly in reading and writing skills, both in African Languages, English, and Afrikaans. Internationally, a study conducted in Thailand by Suwannasit (2019) further concurs that second language learners face language skills problems. Given the main findings emerging from the Progress in International Reading Literacy (PIRL) by the Centre for Evaluation and Assessment (CEA) was that grade 4 learners in South Africa were experiencing challenges in reading in all eleven languages (Howie, Van Staden, Tshele, Dowse & Zimmerman, 2012). Howie, Venter and, Van Staden (2008) contend that poor reading performance resulted from inadequate reading resources for indigenous languages and poor teaching practices. Malebese, Tlali and, Mahlomaholo (2019) note that learners' inability to read negatively affects their performance. Reading is a skill that precedes writing and presenting while continuously leading to the improvement of the language structures, and conventions. For instance, the learner listens to the text read by the teacher and responds to the questions asked using listening and speaking skills before they develop reading skills.

I embarked on this study, therefore, to understand learners' experiences of learning isiZulu FAL. The central problem I encountered in teaching isiZulu in grade 5 was that learners found it challenging to master isiZulu language skills. The fundamental problem was how learners learned in isiZulu FAL.

1.5 Research objectives

The following objectives guided the study:

To explore the grade 4 learners' experiences of learning isiZulu FAL in a former Model C school..

To explore why do grade 4 learners experience the learning of isiZulu FAL in the way they do.

To understand approaches used by grade 4 learners to enhance their learning of isiZulu FAL.

1.6 Critical research questions

Consistent with the topic of this study, I intended to respond to the following critical research questions specifically directed and informed by the purpose of this study:

What do grade 4 learners' experiences of learning isiZulu First Additional Language in a former Model C school?

Why do grade 4 learners experience the learning of isiZulu FAL in the way they do?

What approaches do grade 4 learners used to enhance their learning of isiZulu FAL?

1.7 Significance of the study

According to Nicholl (2019), citing the United Nations International Children's Emergency Fund (UNICEF, 2019), children's rights are central to human rights. Likewise, the United Nations Conventions on the Right of a Child (UNCRC, 1989) affirms that children have the right to be heard and understood to have their needs and interest in learning considered to realise their full potential. This study was significant in that it attempted to explore learners' experiences, which allowed them to voice out their successes and challenges in the learning of isiZulu.

This study is significant since it may provide the learners learning isiZulu with expertise to reflect and examine their learning. Learners may develop various learning styles and strategies to enhance their learning. This study is also crucial for teachers teaching isiZulu FAL to underscore their need to focus on individual learners' needs and interests. The study may further inform the language subject advisors on the successes and challenges learners face in learning isiZulu FAL. This study is essential because it may add value to the literature that is in the field of language education.

Furthermore, in Section 29 (2) of the Constitution of the Republic of South Africa of 1996, it is acknowledged that one of the children's rights is to receive primary education in the language of their interest (Web, 2013). Wildsmith-Cromarty and Balfour (2019) further emphasise that the South African Schools Act empowers the School Governing Body (SGB) in a public school to select the Language of Learning and Teaching (LoLT). In the context of this study, the SGB determined English as a medium of instruction since the school was a former Model C school. This study, therefore, may encourage the SGB to implement more co-curricular activities that promote the learning and use of isiZulu FAL.

1.8 Delimitation of the study

The study's location was one primary school based in the Umlazi district in KZN, South Africa. This research has a small sample size that consists of six participants implying that the findings cannot be generalised. However, the aim was to outline, describe and, analyse the Grade 4 learners' experiences to gain more insight into the phenomenon explored.

1.9 Clarification of the key concepts

This study regularly referred to the succeeding terms to clarify them to avoid misinterpretations.

1.9.1 First Additional Language

The First Additional Language refers to a language that the learner learns after the home language. Nel and Theron (2008) suggest that learners must master their mother tongue to learn a second language. According to the Department of Education (DoE) (2002), the curriculum aims to support learners who use the FAL as the language of learning and teaching to develop their language proficiency. For this study, I used FAL interchangeably with the second language.

1.9.2 Former Model C School

According to Christie and McKinney (2017), former Model C schools are those schools that were mainly for White learners under the apartheid government. Makoe (2014) explains that these schools only aimed to attract learners from the White racial group and functioned as private schools during the apartheid system. This implies that these schools were in control of their admission policy and the building facilities of the school. It is evident that with the advent of democracy, the former Model C schools changed their admission policies to accommodate learners from various racial groups (Christie and McKinney, 2017). In the context of this study, this would mean that the school enrolls learners from different backgrounds. In this case, coming from diverse backgrounds refer to learners with language diversity, cultures, and religions.

1.9.3 Language Policy

Language policy is a principle of the government's decisions in power to determine language use in education as well as in society (Erling, Adinolfi & Hultgren, 2017). The policies utilised to support the learning of isiZulu FAL are decisions made by the democratic government of South Africa (Msila, 2009). In the setting of this study, it would mean a policy that the multiracial school may use to comply with the language policy.

1.9.4 Language in Education Policy

Erling et al. (2017) understand LiEP of 1997 as the carrying out of language policy decisions in specific contexts of schools and universities concerning home languages, foreign, and second languages. Erling et al. (2017) postulate that to promote multilingualism at a national or school level, the stakeholders from education must formulate LiEP. The purpose of LiEP is to embrace the diversity that promotes multilingualism in society (DoE, 1997). For this study, the LiEP encourages the school to promote equality in language use.

1.9.5 Learning experiences

Ning and Downing (2011) explain the learning experience as student interaction with the learning and teaching environment. Donyei (2019) further highlights that the learning experience in learning a second language is the perceived value of a learner's engagement with several aspects of language learning. For this study, learning experiences mean the strategy learners use to learn that influences the learning of isiZulu FAL.

1.9.6 Mother tongue

The mother tongue specifies the language that the individual is most familiar with and proficient at conversing in (Erling et al., 2017). Mashiya (2010, p. 94) defines mother tongue as "the language that the child knows better when they first come to the school environment." In this study, the concepts underlying mother tongue and home language used substitutable as they have the same meaning (Denizer, 2017). Home Language is the language spoken in the child's environment, specifically at home and in the community. The DBE (2011) stipulates that a home language is a language that the learner best understands first entry into the school environment.

1.9.7 Multilingualism

According to Okal (2014); Cenoz and Gorter (2010), Lam (2019), multilingualism refers to more than one language proficiency. Mitchel (2013) further expresses that a multilingual learner is a learner whose everyday lived reality needs an understanding of more than one language. Gabrys-Barker and Otwinowska (2012) posit that a multilingual learner is more than simply two monolinguals. Several languages characterise a multilingual learner. Multilingualism, therefore, may be achieved by solely varying the languages offered in schools (Domilescu & Lungoci, 2019). In the context of this study, learners are from various backgrounds related to race and language use. For instance, a learner might have Kiswahili as a mother tongue while learning English and isiZulu. Therefore, a multilingual classroom is an environment that represents linguistic and cultural diversity.

1.9.8 School governing body (SGB)

As viewed by Mncube (2008), the school's governance is a political activity responsible for the availability and allocation of resources in the school. This structure continues to involve educational professionals to give views on the functioning of the school. The SGB in primary schools consists of parents, teachers, non-teaching staff, and the principal (Xaba, 2011). Their role is to ensure that the school is conducive to learning and teaching while ensuring quality education for learners and formulating school policies (Mncube, 2009). This suggests that the functioning of the entire school is the duty of the SGB.

1.10 Outline of the chapter

This is how the dissertation is structured:

Chapter One: Overview of the study

This chapter presented the orientation and background of the study. It further provided the motivation and rationale, the problem statement, research objectives, and the critical questions of this research. Additionally, it focused on the significance of the study, delimitation, and clarification of concepts used for this study.

Chapter Two: Literature Review

This chapter provided a detailed discussion of the literature reviewed to determine possible gaps in the literature on the learner's experiences of learning FAL. Moreover, the literature covered the information from developed (abroad countries) and developing countries (local countries). The chapter also looked closely into the Constitution as a set of rules and laws laid by the government. The literature reviewed further includes language policies using scholars from local and internationally. Chapter two also outlined Curriculum Assessment Policy Statement (CAPS) for FAL and the two theoretical frameworks that underpinned this study.

Chapter Three: Research Design and Methodology

Chapter three explained the research paradigm, research approach, and research design. It further reflects the sampling technique used and data gathering methods used to collect data for this study. The last discussion addressed the issue of trustworthiness, ethical issues, and the limitations of the research.

Chapter Four: Data presentation, analysis, interpretation, and discussion

Chapter four presented and discussed the findings. It also analyses, interprets the data, and discusses the emerging themes.

Chapter Five: Data Interpretation, Summary, and Recommendations

This chapter focused on the data interpretation, the summary of the findings, implications for policy, school, and practice. The recommendations were summarised to suggest further research.

1.11 Chapter Summary

The chapter introduced the study by explaining the background of this research. It presented the motivation and rationale for undertaking this study, and the problem statement. Furthermore, the study outlined the research objectives and the research questions that guided this study. The chapter also gave the significance of the study, delimitation, and clarification of concepts used for this study. The next chapter will focus on reviewing the literature and learning theories used for this study.

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

The previous chapter discussed the introduction to the study by clarifying the problem statement, objectives and, critical research questions. This chapter examines literature based on the Constitution of South Africa, the Pan South African Language Board (PanSALB), and the current language policy in South Africa. The review included CAPS that is the current curriculum in South Africa. This chapter also concentrates on local and international scholarly readings related to the learning of FAL and second language learning to find the gap allied to this study. The section further presents the two theoretical frameworks that underpin this study. Piaget's theory and Vygotsky's theory of learning are both embedded in constructivism theory. The relevant scholarly readings are from the field of language learning.

2.2 The Constitution of the Republic of South Africa (1996) in languages

The Constitution is a supreme law that sets out the rights and duties of South African citizens. Section 29(2) of the Constitution states that everyone has a right to receive education in a language of their choice at a public institution where it can be practical (Constitution of the Republic of South Africa, 1996). Wildsmith-Cromarty and Balfour (2019) further emphasise that the SASA, No. 84 of 1996 gives the right to the SGB to select the language of learning in a public school. The school governing body (SGB) draws a school policy and determines the medium of instruction. Mncwango (2012) accedes with SASA to state that each school has the right to decide the language policy for the school, based on the language used in the community.

Furthermore, as stated earlier, the Constitution of the Republic of South Africa upholds the equal status of eleven languages; Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa, and isiZulu (Beukes, 2009; Posel & Zeller, 2016). According to Beukes (2009), the Constitution recognises that all eleven official languages reflect diversity in South Africa. Webb (2013, p. 179) agrees to this by quoting a statement on a new Language Policy for General and Further Education that includes the following comment:

“Our Constitution...recognises cultural diversity as a valuable national asset, and tasks the government...to promote multilingualism, the development of the official languages, and respect for all languages used in the country.”

Moreover, the vital role of the Constitution in South Africa is to transform language learning in schools and encourage multilingualism in South Africa. Hence, Constitution and the SASSA jointly recognise the rights of learners to get equal and fair education in South Africa (Wildsmith-Cromarty & Balfour, 2019).

It is worth noting that multilingualism uses and values more than one language (Hornberger & Vaish, 2009). In this case, multilingualism means that an individual can speak more than one language. Amfo and Anderson (2019) opine that the African continent is characterised by diversity because of various languages spoken by different people. Therefore, the South African Constitution encourages transformation, equality, and justice in language use. This research study focused on grade 4 learners' experiences of learning isiZulu FAL learning in a setting that is rich in diversity.

A study conducted by Groff (2017) in India shows that Article 350 of India's Constitution ensures the rights of all people to communicate by using a language they best comprehend to address the imbalances in language use. According to Article 350A of the Constitution of India, the state working with the local authorities aim to provide adequate facilities to utilise home language at an early age (Bhattacharya, 2017; Groff, 2017; Mohanty, 2006). This attempt aimed to promote multilingualism in India. In this context, communication, interaction and, socialising with a large population of the country intend to embrace multilingualism (Devi, 2017; Iyer & Ramachandran, 2019; Mohanty, 2010). However, prestigious status recognition of English in India is evident in various public schools while the educational system ignores 41 official languages (Mohanty, 2019). Groff (2017) indicates that English is the language of colonialism in India that is the reason it has hegemony. The Constitution intended to safeguard the rights of all languages in a country (Republic of South Africa, 1996). According to Webb (2013), language policies support the Constitution of the Republic of South Africa to accelerate diversity and strengthen multilingualism.

2.3 Language Policy in the South African Education system

It was significant to reflect on the Constitution of South Africa and language policy that influence language use in the South African education system. This unit presents a language board such as the PanSALB. It further outlines Language in Education Policy (DoE, 1997). Gorter and, Cenoz (2017) define language policy as a tool that influences the structure, function, use, and acquisition of language. Evans (2007) argues that language policy is a set of principles reflecting on broader societal principles and attitudes. The purpose of language policy in schools is to balance the use of languages in education is to improve multilingualism in schools that will enable learners to communicate effectively (Huegh, 2015).

Ndimande -Hlongwane, and Ndebele (2017) interpret that language policy seeks to embrace language diversity. However, the language policy fails to promote multilingualism due to English supremacy in the education system, business sector, and parliament (John, 2017). Language policy is a crucial tool that shapes the learning and teaching of language. The policy also aims to enhance the learning and teaching of more than one language. Additionally, the South African Language policy aim to promote and protects individuals' language right and means of communicating in education (Nldimande – Hlongwane & Ndebele, 2017). In this sense, the language policy seeks to free an individual or society from language discrimination. This suggests that the policy should embrace diversity by respecting one's own culture and language. Language policy, therefore, plays a crucial role in the learning of FAL, and it promotes multilingualism in the country.

2.3.1 The Pan South African Language Board (PanSALB)

“In terms of Section 4 of the Act, PanSALB is an independent organ of state subject only to the Constitution and its founding legislation, and it must perform its duties without fear, favour, or prejudice. All state organs are encouraged to cooperate with PanSALB and may not interfere with its functioning in the execution of its mandate” (PanSALB, 2019, p. 15).

The democracy led to the development of PanSALB to ensure that no language is superior to others (Madonsela, 2012). Part of the mission for the PanSALB is to embrace multilingualism by promoting respect for and recognising all official languages in South Africa. Respecting other languages brings uniformity between previously marginalised languages and those commonly used in South Africa to maintain equal status to all languages. According to PanSALB (2019) in the annual report, South African citizens should be free from all types of

language discrimination, supremacy and, division. In light of this, McNelly (2015) suggests that language offers the freedom stated in the Constitution and its related policies.

McNelly (2015) refers to a language as a country's linguistic resource that enables people to exercise the appropriate linguistic choices for their well-being and national development. McNelly (2015) further distinguishes language as a problem and as a resource. Language policy that promotes monolingual is a problem that encourages a single language as divergent from language as a resource (McNelly, 2015). Language as a resource intends to sustain diversity and multilingualism in the school context and extends to society. This implies that language as a resource encourages the use of multiple languages.

Ndimande-Hlongwa and Ndebele (2017) further add that language is a resource tool for human interaction and economic connections, thus, is a community asset. Language as a resource tends to be advantageous to society in terms of economic development. McNelly (2015) noted linguistic diversity improves the economy because language is an expression of interaction.

The PanSALB statement followed by the DBE from 2014 states that a South African language should be compulsory for all learners in primary education (Webb, 2013). It is important to note that South Africa consists of nine provinces with various languages used. Language diversity is evident in South Africa as Census Statistics South Africa (2011) presented diverse languages with their percentage used in each province. In this instance, isiXhosa had 78.8% speakers in the Eastern Cape and, Afrikaans had 10.6%. In Gauteng isiZulu 19.8% whereas English was 13.3%. In Free State, Sesotho was 64.2% while Afrikaans had 12.7% and, in KwaZulu-Natal, isiZulu was 77.8% while English was 13.2%. In Limpopo Sesotho was 52.9%, Tshivenda had 16.7% In Mpumalanga siSwati was 27.7% and isiZulu had 24.1%, in Northern Cape Afrikaans 68% while Setswana was 33.1%, in North West Setswana was 63.4% and Afrikaans is 9%. In the Western Cape Province, Afrikaans was 55.3%, isiXhosa was 24.7% and, English was 19.3% (South African statistics, 2011). In the Western Cape, the two dominant spoken languages were incorporated (English 55.7% and isiXhosa 24.7% to make 80%) and the reason for this was to focus on FL and FAL. According to the above linguistic demographics, it is clear that South Africa is a linguistically multifaceted country. The table below shows FL, FAL, and its percentage in each province in South Africa.

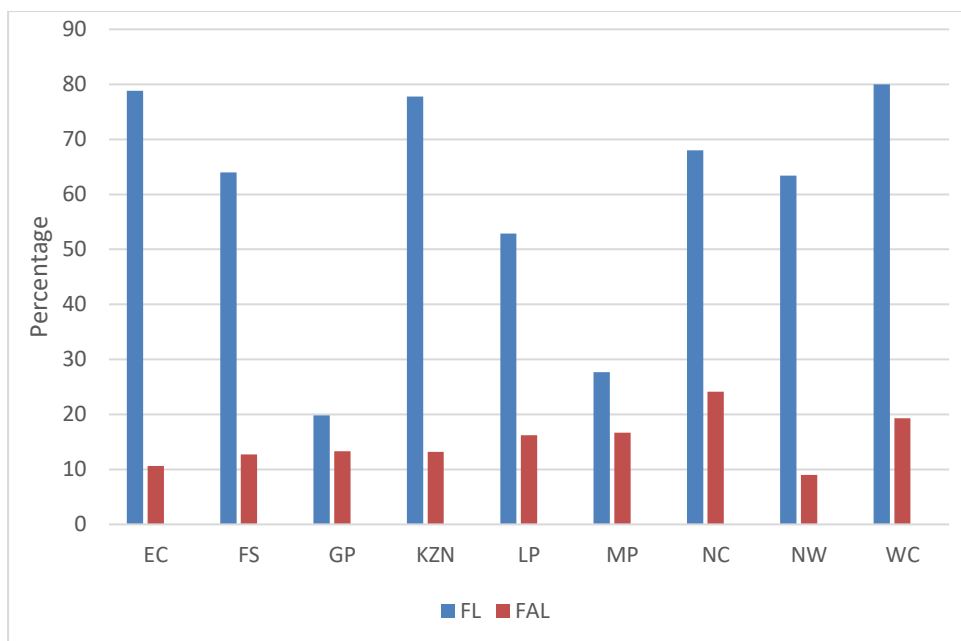


Figure 2.1 presents predominant South African languages by province adapted from Census (Statistical South Africa, 2011).

By drawing from the figure above, it showed that each province in South Africa has a dominant language (FL) and FAL to accommodate all members of a society living in that specific province. The above demographic language presentations, intended to draw attention to PanSALB. This means that PanSALB allows language diversity in South Africa, which permits people to make their own language choice. The location for this study is the province of KZN where Statistical South Africa (2011) indicates that there were two languages represented, such as isiZulu and English.

The research study conducted by Turner (2010) in KZN reports that former Model C schools offer English as a medium of instruction. This reason allows parents and their children to choose between isiZulu and Afrikaans FAL (Turner, 2010). Sookrajh and Joshua (2009) suggest that one way to understand the Constitution of South Africa is the adoption of the LiEP to recognise cultural diversity as a national resource that promotes all eleven official languages.

2.3.2 Language-in-Education Policy of 1997

The Language in Education Policy implemented on 14 July 1997 is a state document aimed to redress inequality in language use (Madiba & Mabiletja, 2008; DoE, 1997). According to Madiba and Mabiletja (2008), the Constitution of South Africa in Section 29, Act 108 of 1996 informs the LiEP. Additionally, LiEP is a significant part of the democratic nation's plan in promoting a non-racial country (DoE, 1997). The central features of the LiEP are flexibility,

freedom of choice, justice, and feasibility (Stein, 2017). LiEP aims to embrace these features to support the learning and teaching of languages as subjects.

The purpose of this policy is to recognise cultural diversity and promote multiple languages in education. It aims to enhance all official languages and respect for languages used nationally (Madonsela, 2012). According to DoE (1997), the LiEP aims to enable interaction in all racial groups while creating an environment that respects all languages other than encouraging one's own. It is a crucial government strategy for building a non-racial nation in a democratic South Africa (Huegh, 2015; Madonsela, 2012; Pluddeman, 2015). By drawing from the literature, it is evident that the LiEP promotes the learning of two or more languages in South Africa.

Shohamy (2007) contends that LiEP as an approach represents the rules used to promote mother tongue, the foreign and second language in the context of the school and classroom. These rules probably include the language of choice taught in the school and time allocation (Shepherd, 2018). According to the DoE (1997, p.2) within its LiEP, the following is the envisaged condition in South African schools:

- *The language of learning and teaching should be among the official languages of South Africa.*
- *All learners should learn at least one official language in grade 1 and 2 as subjects (DoE, 1997).*
- *Starting from grade 3 onwards, a learner needs to learn the home language with a single additional approved language as a subject.*
- *Pupils should be taught in their mother tongue for the first three years of schooling.*
- *All language subjects must receive equitable time and resource allocation.*

The LiEP is significant in building a better unified South Africa by recognising cultural differences and multilingualism. Thus, a single language should be taught as a language of instruction and the other one as FAL to comply with the policy (DoE, 1997; Pluddemann, 2015).

The above policy procedures correlate with the school language policy practiced in the school I conducted this research. I stated that a choice of Additional Language commences in grade 4. In the Foundation Phase, English as an FL and isiZulu as a FAL are both compulsory.

However, this study focuses on the Intermediate Phase in grade 4 and concentrates on learners' experiences in learning isiZulu FAL.

Additionally, it is crucial to highlight the way the school incorporated LiEP into the school language policy. The SGB in a public school needs to draw the school language policy guided and complied with the Constitution, the SASA including any related provincial laws (Mestry, 2017). This research study was conducted in a public school positioned as a former Model C school.

2.4 Curriculum and Assessment Policy Statement (Grade R-12)-IsiZulu First Additional

The CAPS is a guideline for teachers. However, it contains the aims that need to be attained by learners and for them to comprehend the intention of learning FAL. The DBE (2011) suggests that they should understand these aims beforehand. According to DBE (2011, p. 5), learning FAL enables learners to:

- *Obtain the learning skills required to communicate appropriately with the audience and the context.*
- *Use their Additional Language for academic learning across the curriculum*
- *Listen, speak, read and write the language with confidence and delight.*
- *Express and substantiate orally and with writing using their ideas and thoughts positively to become self-determined and critical thinkers.*
- *Practice their Additional Language and their thoughts to understand themselves and the environment around them.*
- *Utilise their Additional Language to expand their knowledge in a wide range of other contexts.*

It is stated in CAPS for isiZulu FAL that the grade 4 learners ought to learn all language skills (DBE, 2011). Maja (2019) suggests that learners in grade 4 to 6 should use listening and speaking skills to interact and negotiate meaning through sustainable conversation and oral presentations. The research conducted by Feng and Webb (2019) shows that reading is an effective method for second language learners to gain experience and master language skills. The DBE (2011) in CAPS depicts writing as a fundamental tool for communication that allows learners to create and communicate thoughts logically. Language Structures and Conventions are the guidelines that rule the usage of punctuation marks, capitalisation, letters, sounds, words, sentences, paragraphs, and written work (DBE, 2011).

Additionally, numerous scholars such as Darancik (2018); Fairjones (2018); Sadiku (2015); Zano and Phatudi (2019) emphasise that language skills play a significant role in any language learning. These language skills should be learned and taught separately. However, language structures and conventions are within other language skills (Maruma & Molotja, 2018). According to DBE (2011), the allocated time for FAL should be ten hours per two-week cycle in the Intermediate Phase. The ten hours are broken down and apportioned to the four language skills, with language structures and conventions integrated with other language skills (DBE, 2011). The table below shows the four language skills and the time allocated for each skill. The four language skills enhance a better understanding of language in learning. The table below presents four skills and time allocation.

Table 2.1 - language skills and time allocation as adapted from DBE (2011b)

Language skill (English FAL)	Language skill (isiZulu FAL)	Time allocation
Listening and Speaking	Ukulalela nokukhuluma	2
Reading and Viewing	Ukufunda nokubukela	5
Writing and Presenting	Ukubhala nokwethula	2
Language Structures and Conventions.	Izakhiwo zolimi nokusetshenziswa kwazo.	1

The four language skills and time allocation are essential components of learning FAL (Jansen van Vuuren, 2018).

In summary, I reflected on the Constitution of the Republic of South Africa, the SASA No. 84 of 1996, PanSALB, and language policy because they all intended to promote the linguistic rights of all South Africans (Republic of South Africa, 1996; Sookrajh & Joshua, 2009). Therefore, it was necessary to discuss the Constitution, language board, language policy, and the current curriculum since all are significant for this study.

2.5 First Additional Language

According to Matthews and Van Wyk (2016), the isiZulu language is dominant in KZN where 78% of the provinces' population speaks it. This dominance explains why the researcher explored the grade 4 learners' experiences in learning isiZulu FAL in the setting where isiZulu is a dominant language.

The DBE (2011) defines FAL as a language that is not a home language, however, learned in addition to one's mother tongue. FAL, therefore, can be used for interpersonal communication skills (Haneda and Wells, 2008). Thornhill and Le Cordeur (2016) allude that the purpose of FAL is to develop language proficiency to use language efficiently during formal and informal conversations. Formal conversation means an interaction that takes place among learners or a teacher during learning and teaching. Contrarily, acquiring skills in FAL for social interaction in society refers to an informal flow of communication with someone. The grade 4 learners have learned isiZulu FAL from the Foundation Phase as a compulsory learning subject and, the assumption is that they would have acquired the basic skills. The purpose of learning isiZulu FAL in grade 4 is to strengthen their listening and speaking and reading and writing skills (DBE, 2011).

2.5.1 Learners' experiences of learning a FAL

The focus of this study is on learners' experiences in learning isiZulu FAL. Mahofa, Adendorff and, Kwenda (2018) describe that "An experience is the knowledge or abilities over a certain time." Ning and Downing, (2011) assert that the learning experiences are the students' interaction with the teaching and learning environment.

Learners' experiences of learning isiZulu FAL is the phenomenon explored and guided with the three research questions of this study set out as follows:

What are grade 4 learners' experiences of learning isiZulu FAL in a former Model C school?

Why do Grade four learners experience the learning of isiZulu FAL in the way they do?

What approaches do grade 4 learners employ to enhance their learning of isiZulu FAL?

The literature reviewed highlights the significance of learners' experiences in learning FAL. These experiences assist learners to participate actively. Booysse and Chetty (2016) point out

that a learner's experience is essential for knowledge construction. It enables learners to generate new ideas through the teachers' support and guidance. In this way, learners become active participants and collaborate effectively with others during learning and teaching. Taking note of the above, learners' involvement in learning and teaching helps learners to learn new concepts. In a learner-centred classroom, learners learn from their peers as they share ideas.

Learners' experiences need attention as they may hinder learning (Booyse & Chetty, 2016). Interaction and various learning styles are vital for learners to understand the basics of language learning (Gajo & Berthoud, 2018). This research aimed to gain a better understanding of how learners learned isiZulu FAL. The purpose of exploring the learners' experiences in learning isiZulu FAL further extended to gain more insight into why learners learn in the way they do.

2.5.2 International countries/Developed countries

The developed countries targeted for this chapter are England, which forms part of the United Kingdom (UK), and, Poland located in Central Europe. The demographic information for the 2014 national statistics indicated that England is a diverse country in terms of language (Leung, 2016). Many learners were learning English as an Additional Language (EAL) in primary and secondary school. In line with UK government policy, EAL aims to promote learners' provision speedy language acquisition (Leung, 2016). This government policy encourages multilingualism that allows people to interact freely due to various languages known by an individual. Likewise, Poland is a multilingual country because its curriculum embraces all languages used in this country (Otwinowska & Angelis, 2014).

2.5.2.1 Learners' experiences of learning a FAL in England

Bowers and Bowers (2017) conducted a study in England secondary schools on learners' experiences in learning a second language. The learners utilised memory to remember phrases and words as they found it challenging to recall the words to master the spelling (Bowers & Bowers 2017). Drawing on the above exploration, Coyle (2013) accords that to overcome the learning difficulties experienced by learners, teachers, therefore, need to describe pictures to help visual learners remember words. In a research study by Bower (2019), learners indicated that teachers allowed them to use a dictionary when they experience challenges in learning FAL. Learners' experiences in learning FAL help them to use a variety of strategies in learning a language. For example, learners mentioned the use of pictures as an effective strategy for learning vocabulary. For instance, the use of flashcards provides visuals that require learners

to remember the words. Once they recall the word, they should be ready to write it down using a dictionary.

Furthermore, if the FAL learners misunderstand the meaning of a word or the whole sentence, they may use a dictionary for interpretation. The monolingual dictionary uses one language and, the bilingual one consists of two languages (Ali, 2012). In the South African context where learners are learning isiZulu FAL, a bilingual dictionary in English translated into isiZulu is necessary. In learners' views, the purpose of using a bilingual dictionary is to improve vocabulary as a communication strategy (Alhatmi, 2019). Through all this, learners require guidance and support from the teacher as well as from peers. Glaser, Kupetz, and You (2019) regard communication between a skilled person and the learners as the key to improving learners' performance.

2.5.2.2 Learners' experiences of learning a FAL in Poland

The literature reviewed indicates that in Poland, multilingualism is part of the school curriculum to embrace all languages (Otwinowska, 2014). Enever (2007) asserts that languages taught in Poland are as follows:

- The Polish language is an official language used in all spheres in Poland though English is a language of instruction in school (Czura & Paaja, 2013).
- This hegemony of English seemed to be an international issue as it continues to gain power in other countries.
- Additional languages offered by public schools consist of German, Spanish, French, and Italian. Learners are entitled to learn single or two foreign languages (Enever, 2007)

For this study, the literature presented learners' perspectives on the learning of a second in Poland. In a research study conducted by Ellis (2013), learners articulated the benefits of working in groups as flexible learning and teaching language strategy as they learned more from their peers. However, learners pointed out that they felt pressured in the presence of a teacher, which made it even challenging to communicate (Ellis, 2013). The above statement indicates that during group work, learners share ideas freely without fear of making mistakes. The purpose of group work in language learning and teaching is to ensure language development through social interaction (Poupore, 2016). Interaction plays a crucial part during group work that strengthens language usage and loosens anxiety in language learning.

According to Santos, Gorter, and Cenoz (2017), language anxiety is the feeling of pressure and nervousness related to learning second language skills. Kaweera, Yawiloeng, and Tachom (2019) divulge that pairing and group work are strategies to overcome anxiety in learning a second language.

Learners further expressed that working in pairs was an advantage in learning an Additional Language because learners assisted each other (Ellis, 2013). Pairing learners should be in a manner that will help the underperforming learner in language learning. It means pairing a learner with a highly proficient learner to advance the less proficient one is beneficial. Logically, the advanced learner assists the underperforming learner to improve the performance standard language skills. Moskal (2016) captured the voices of learners learning a second language to value the significance of working with another learner to make learning meaningful. The learner who appeared to understand the FAL translates for the less proficient learner. I refer to the learning of FAL since the study intends to explore the learning of isiZulu FAL in the province of KZN in South African.

2.5.3 Developing countries

This part focuses on drawing literature constructed on learners' experiences of learning FAL in precisely three African developing countries. According to Amfo and Anderson (2019), Africa is a multilingual continent with many different languages. These developing countries are Ghana, Tanzania and, South Africa.

2.5.3.1 Learners' experiences of learning a FAL in Ghana and Tanzania

Language in Education Policy in Ghana intends to address language diversity to ensure that learners are competent in a minimum of one indigenous language with English (Ansah & Agyeman, 2015). Ghana has been termed as multilingual since this country has multiple languages used by its population (Yevudey & Agbozo, 2019).

A study conducted by Ngwaru and Opoku-Amankwa (2010) affirms the necessity for a positive environment that promotes interaction to learn FAL effectively. A classroom setting that is conducive to the learning of FAL intends to provide learning opportunities to develop language skills (Agor, 2014). However, learners revealed the challenges they faced in the classroom during learning and teaching, for example, lack of clarity and the teachers' inability to encourage learners to use various learning strategies (Opoku-Amankwa, 2009). In a focus

group conducted by Opoku-Amankwa (2009) learners experienced anxiety when the communication is inactive in the classroom. Amfo and Anderson (2019) perceive Africa as a continent that is rich in language diversity.

In the Tanzanian schools, the Language Policy in Education recognises Kiswahili as the medium of instruction in all pre-primary and primary public schools (Wamalwa, Adika, Keyogo & Mtwana, 2013). Language policy implementation acknowledges cultural diversity and treats all languages equally in Tanzania (Wamalwa et al., 2013).

2.5.3.2 Learners' experiences of learning a FAL in South Africa

South Africa is a diverse linguistic country that consists of a policy that aims to promote multilingualism (Moller & Roux, 2017). For this study, learners held different experiences on the learning of isiZulu FAL because they come from various backgrounds. Zungu and Pillay (2010) express that learning isiZulu is significant as it promotes multilingualism, especially in education and social purposes. In this instance, the learning of isiZulu FAL assists individual learners to interact effectively at school and in society.

Learners perceived learning of isiZulu FAL as a challenge (Cook, 2016; Zungu & Pillay, 2010). Zungu and Pillay (2010) further contend that learners whose mother tongue is not isiZulu find it challenging to acquire all isiZulu FAL skills. Therefore, pairing these learners may provide an opportunity to improve the learning of FAL. Learners whose isiZulu is their mother tongue and those it is not are learning isiZulu FAL in a setting for this study. Learning isiZulu FAL assists learners whose mother tongue is isiZulu to be more proficient in this language.

Malebese (2017) notes that, through peer learning, learners who misapprehend the individual learning task can acquire new language skills. Accordingly, peer learning enriches learners with language skills. Cummins (2014) posits that learners' active participation in learning should play a crucial role in the classroom to enhance language learning.

2.6 The FAL learner

This research study explored learners' experiences in learning isiZulu FAL so it involved isiZulu FAL learners. The focus was on what a learner brings in the classroom to contribute to the learning and teaching of FAL. Numerous researchers have conducted studies on factors influencing FAL learners, learner-centred approach, and learners' preference in learning style (Olifant, Cekiso & Rautenbach, 2019; Chua & Azlan, 2019; Ulsan, 2017; Kormos & Prefontaine, 2017). The next part presents learner-centred approach used in learning FAL.

2.6.1 Learner-centred approach

CAPS is a curriculum that promotes a learner-centred approach (DBE, 2011). Muniandy and Shuib (2016) clarify that globally, teachers' role is shifting from a teacher-centred approach to learner-centred approach. In this approach, the teachers' role is to facilitate learning through scaffolding. Bremner (2019) defines learner-centred approach as a learning and teaching approach in which learners are not passive receivers of knowledge. Learners, therefore, are active participants in their learning process to promote learners' understanding of FAL (Brinkmann, 2019; Roos & Nicholas, 2019). Accordingly, this is allied with constructivism theory, which comprises cognitive and social constructivism. Regarding this theory, learners take a stance for the activity at hand by becoming active participants.

Learners have more control of what and how they learn (Brinkmann, 2019). In the research study conducted in Algeria by Badjadi (2020), the implementation of a learner-centred method in the second language classroom is likely to contribute to the improvement of FAL. Learners engage in learning by taking responsibility for the activities and prior knowledge to develop learning experiences. Hasan, Gushendra, and Yonantha (2018) agree that learners make connections while reading to understand the text. For instance, learners picture the story and draw from their experiences during reading a text (Hasan et al., 2018). This assists learners to gain a deeper understanding of a text they read.

2.6.2 Learners' learning styles

Learners' successes and failures signify an individual difference in abilities (Baleghizadeh & Shayeghi, 2014). Bakri, Rahman, Jabu and, Jassruddin (2019) express that learning styles are mostly the factors that affect learners' performance. Thornhill and Le Cordeur (2016) contend that teachers need to help learners develop various learners' learning styles to produce better outcomes. Learners' learning styles ought to improve learners' satisfaction and achievement (Svarcovaa & Jelinkov, 2016). Accordingly, learners approach language using different sets of skills that assist in understanding a particular activity.

Tian and Lynch (2018) define learning style as how a learner acquires, keeps, and absorbs information. Sahragard, Khajavi, and Abbasian (2016) commend that learning styles assist learners in dealing with the difficulties they encounter in their learning. In explanation, learners who apply divergent learning styles seem to be active participants in their learning (Sahragard et al., 2016; Balci, 2017). The isiZulu FAL learning and teaching environment promotes a

meaningful learning environment atmosphere that encourages the use of various learning styles to meet the interests and needs of learners. A learner's learning style is an outcome of a distinct preference, socio-cultural background, as well as educational experiences (Thornhill, 2014). Therefore, learning should involve interaction while considering individual capabilities.

The study conducted in Indonesia by Bakri et al. (2019) that adopting different learning styles affects the learners' learning attainments. Psaltou-Joycey and Kantaridou (2009) argue that effective diverse learning styles can shape learners' confidence in learning a language and assist other learners. According to Wong and Nunam (2011), learners have preferences are presented below to indicate learners' willingness to learn FAL:

- *Communicative learners enjoy learning by watching, talking to friends using English, watching television, using English out of class, and using new words.*
- *Critical learners like to learn grammar, read English books and newspapers, find their errors, and tackle problems assigned to them by a teacher.*
- *Authority-oriented learners like clarity from a teacher, prefer to have a textbook, take notes of everything, learn grammar and new words by seeing them.*
- *Concrete learners like to play games, prefer visuals, films, use cassettes, talk in pairs, and practice English outside the class (Wong and Nunam 2011).*

For instance, concrete learners prefer illustrations to support the text to make the passage more engaging and fun (Zhao, Schnotz & Wagner, 2020). It was imperative to adapt the teaching methods to match learners' preferred learning styles that provide numerous learning opportunities for an individual learner (Svarcovaa & Jelinkov, 2016). Teaching should use various teaching strategies that allow pupils to select their preferred learning styles to promote learner independence in the learning process. Wong and Nunam (2011) confirm that when learners are aware of their learning styles, they adjust their learning strategies to suit the diverse learning task in the classroom context. Thus, isiZulu FAL learners should recognise their learning styles and match them with their learning strategies to learn isiZulu FAL successfully.

2.6.3 Learners' learning strategies

Language learning strategies are explained by Sahragard et al. (2016) as specific actions performed by learners to enhance their learning. Kirsch (2012) notes that learners are flexible in developing learning strategies by participating in socially facilitated activities with the assistance of more knowledgeable people. Adult and peer support accelerate language learning. Coyle (2007) advises that it is better to focus on a learning environment that encourages adult

assistance. In this instance, learning should be interactive and pleasant to accommodate all learners in the classroom (Some-Guiebre, 2020). Some-Guiebre (2020) further adds that classroom interaction fosters communication skills for learners. This learning environment promotes the learner-centred approach by using teachers' scaffolds to encourage and improve learners' strategy use (Kirsch, 2012).

The development of a learner strategy is relevant to a specific type of learning context in which learners are in for learning purposes (Huang, 2018; Gunning & Oxford, 2014). Concerning this study, the development of learner strategy goes along with learner-centred approach as promoted by the DoE. It enables effective language learning because learning and teaching are taking place within a setting that is conducive to the learning of language. Through the development of a learning strategy, learners and teachers create a positive learning context to regulate the achievement of a learner (Jones, 2016). This suggests that a teacher needs to promote learning opportunities for learners that improve learning strategies relevant to language skills.

Teachers and peers (more advance) assist the underperforming learners to enhance the learning of language skills. These learners gradually improve in language learning until they reach a stage where they can perform tasks independently. Additionally, these learners also perform individual activities during learning and teaching to foster independence (Lee, 2011). Naeimi and Foo (2015) mention direct and indirect learning tactics. Direct strategies outlined below presented by Naeimi and Foo (2015, p.143):

- *Learners use memory strategies to remember and retrieve information words of similar purpose to produce and comprehend newly learned vocabulary.*
- *Pupils utilise learning strategies to understand and produce the second language, for example, skimming in reading comprehension assists learners to comprehend the text. Learners can comprehend isiZulu FAL by taking notes, taking books from the library for reading for enjoyment. Learners should be encouraged to write a diary and learn spelling to promote proficiency in learning FAL (Oxford, 2018).*
- *Compensative strategies use language regardless of the inadequate language resources in assisting learners to utilise clues for guessing and leading to further understanding.*

These learning strategies are categorised as direct strategies, primarily focusing on the mental processing of the language. Indirect strategies mainly concentrate on learners' way of thinking.

Moreover, "The indirect learning strategies are used to plan the task and to evaluate learning" (Magogwe & Oliver, 2007, p. 339). The indirect strategies presented by Shi (2017, p. 27); Naeimi and Foo (2015, p. 143) below reflected:

- *Metacognitive strategies help learners to monitor and control their learning in a manner that will assist them to manage the learning process easier. The learners set goals and recognise the purpose of a language task as the centre of the learning process.*
- *Social strategies contain how the language learner engages and learns with others in the classroom setting, and the targeted language in this research study is isiZulu FAL. For example, during the learning and teaching process, learners cooperate and ask questions for accuracy to improve language proficiency.*
- *Affective strategies enhance the learner's emotional needs meaning that these strategies enhance the learners' confidence in learning FAL in the setting of FAL. For instance, a language learner may appreciate his/her excellent performance in isiZulu as FAL (Magogwe & Oliver, 2007).*

The study conducted by Magogwe and Oliver (2007) revealed that FAL learners aged 9 to 10 in primary school tended to use social learning strategies followed by metacognitive strategies. Inversely, Gunning and Oxford (2014) express that the learning of FAL in secondary school involves metacognitive strategy followed by the cognitive strategy. This signifies that as learners gain more knowledge, they also take responsibility for the task provided during learning and teaching.

The social strategy means that learners engage and learn with others in a social setting while they acknowledge their progress in learning FAL. The age of learners agrees with the learning strategies utilised in learning the language in Grade 4. According to Magogwe and Oliver (2007), these learners are probably 9 and 10 years old prefer to work with others. The following section will present and discuss the learning theories used as a frame for this study.

2.7 Theoretical framework

This chapter presents a theory that serves as a lens for this study. Constructivism comprises two schools of thought namely, Piaget's cognitive constructivism and Vygotsky's social constructivism theory (Sarita, 2017). The two constructivist theories are appropriate for this study since they are learning theories (Bada and Olusegum, 2015). The cognitive theory that

reflects the work of Piaget (1973) underpinned this study. It also focused on the second school of thought introduced by Vygotsky (1978) focuses on social constructivism theory. Piaget's (1973) idea of cognitive constructivism focuses on how learners develop cognitively. Piaget's cognitive theory is characterised by individual interaction with the environment. Vygotsky's (1978) theory of social constructivism focuses on how learners use learning experiences to participate actively in a classroom activity. Hence, cognitive and social constructivism are theories of learning that promote learner-centred approach where learners become active participants in their learning.

A theory is a set of interconnected thoughts constructed on a coherent view of events, behaviour, and collaborations to analyse and interpret data collected from primary resources (Du Plessis & Marais, 2015). A framework provides a structure within which the interactions between variables of a phenomenon are defined (Kivunja, 2018). According to Kivunja (2018), a theoretical framework is a comprehensive statement of thoughts responsible guide and supporting the research study. Bertram and Christiansen (2014) contend that the theoretical framework needs to link with the research purpose and the research questions of this study. However, theories are never being complete in the way they include all that can be known and understood about the topic under study (Cohen, Manion & Morrison, 2009). Therefore, considering that all theories have drawbacks, I have chosen two constructivism theories of learning best applicable to this study. The selected learning theories best suit this study that explored learners' experiences of learning isiZulu. It is vital to comprehend constructivism.

2.7.1 Constructivism

Sarita (2017) explains constructivism theory as a theory that is built on how people learn. Sarita (2017, p. 183) further notes that a constructivism theory is a fundamental idea by stating that, "Human learning is constructed for learners to build new knowledge upon the foundation of previous knowledge." The constructivism theory assumes that learning is a result of experiences. Ampadu and Danso (2018) point out that constructivism view that learning as an active process. This indicates that learners are actively involved in knowledge construction, and learning is learner-centred. It is for the case in learning isiZulu FAL, the use of skimming in reading, asking questions, and answering during a lesson enhances learners' understanding of this language (Naeimi & Foo, 2015, Magen-Nagar and Steinberger 2017). A brief discussion of two schools of thought is below to guide and support this study.

2.7.2 Piaget's theory of cognitive constructivism (1973)

Cognitive theory is a theory that originated from the work of Jean Piaget (1973). Piaget believes that individual learners construct knowledge cognitively by using their environment. Knowledge construction is highly motivated by an individual's prior knowledge (Ndlovu, 2013). According to Piaget (1973), learners enter the classroom with some information they already know. In this theory, learners become active participants in learning, implying that a teacher is a facilitator (Ozturk, 2016; Yilmaz, 2011). Aljohani (2017) explains active learning as an activity that learners perform to construct information and comprehend the current task. For instance, during learning isiZulu FAL, learners search for the meanings of words in the dictionary to enhance knowledge. Learners, therefore, are knowledge constructors but not passive receivers of information.

According to Aljohani (2017), the activities performed in the classroom could advance the learner's existing knowledge and develop understanding. Kholiq (2020) states that learners construct new knowledge using their experiences to make sense of meanings. In other words, learners restructure their knowledge to create the meaning of what is learned. Kholiq (2020) further affirms that the learner's ability to reconstruct and adapt to the new information is allied with Piaget's cognitive development that focuses on the age and child's stage.

For this study, learners aged between 9 to 10 years old participated. These learners were in the concrete operational in Piaget's developmental stages (Hansfingl, Benke & Zhang, 2019). Eccles (1999) argues that the stage of logical reasoning improves as the child grows and moves through developmental stages. This suggests that mental development is the outcome of an attempt to understand the vocabulary that ultimately assists learners. Mental support helps pupils to rebuild knowledge based on individual experiences. In this case, learners adjust to new situations to understand the environment (Bormanaki & Khoshhal, (2017). Through this modification, the two processes of assimilation and accommodation emerge. The below part presents a brief explanation of the two concepts mentioned.

2.7.2.1 Assimilation in constructivism

For Bormanaki and Khoshhal (2017), assimilation refers to the new knowledge absorption using the existing one. Learners learn by fitting in the new knowledge with prior knowledge. In a study conducted in Thailand by Kitikanan (2020), where learners acquired sound (phonics) in English as a second language by integrating it with the home language phonics (Thai language). The process of assimilation assists learners fit in the new information into their

minds to enable individual learning. Therefore, assimilation is the use of a current strategy to provide meaning to learners' experiences. Learners experienced assimilation during reading when fusing flashcards to master phonics.

2.7.2.2 Accommodation in constructivism

Accommodation is the ability of a learner to adjust the existing ways of viewing ideas in response to a new environment (Bormanaki & Khoshhal, 2017). Bormanaki and Khoshhal (2017) posit that restructuring the existing concepts to integrate new learning is known as accommodation. The findings of the research conducted abroad in the university context by Sato and Hodge (2009) reports that a student accommodates himself/herself to a second language by concentrating on speaking, reading, and writing skills. In this way, an individual alternates ideas to interact with the learning environment to adapt to a new language (Crossland, 2016). Regarding this, learners learning FAL adjust language learning by practicing language skills to grasp the new language.

2.7.3 Vygotsky's theory of social constructivism (1978)

Vygotsky (1929) developed this theory with an idea that learning is a social experience instead of an individual involvement (Kivunja, 2014). Vygotsky (1929) believes that the development of an individual's thoughts, language and cognitive process result from social interaction within a specified culture. Kivunja (2014) further adds that Vygotsky's philosophy on learning is a social experience that influences interaction among people in the social environment. Concerning this study, the social environment is a school where learning is taking place. In the classroom, learners interact with knowledgeable people to acquire information and remain active participants in learning. Tylen, Weed, Wallentin, Roepstorff, and Frith (2010) view language as a tool that facilitates social interaction. In this study, isiZulu FAL is understood as an instrument for social interaction. However, the learning and teaching process is learner-centred since learners take a stance in their learning.

Learning a language allows learners to take part in interaction with the teacher and a capable peer. Learning support materials and language knowledge is significant for interaction interacting with people (Vygotsky, 1978). Simamora and Saragih (2019) define learning support materials as tools used by teachers and learners to enhance learning. Hence, using learning support materials such as flashcards and dictionaries may assist in explaining the meaning of vocabulary in language learning (Burrows, 2019). Once learners work cooperatively with others or adults, they learn concepts and construct more ideas that they may

not individually create (Ozturk, 2016). Basoglu and Akdemir (2010); Bruton (2017) argue that the first point at this first phase is to allow interaction to be active in the classroom using flashcards, video, and big books. Vygotsky (1979) further contends that learners require support and guidance from teachers. Vygotsky's Zone of Proximal Development (ZPD) elaborates this further.

2.7.3.1 Zone of Proximal Development (ZPD) in social constructivism theory

ZPD is the distance between what a learner can perform without assistance and what a learner can only accomplish with the help of a teacher and the more capable peers (Daneshfar & Moharam, 2018; Lantolf, Thorne & Poehner, 2015; Siyepu, 2013). The study conducted by Kalina and Powel (2009) defines ZPD as the learning space where learning occurs while a knowledgeable person assists the child to grasp a concept. The assistance offered by the skilled person or the abler learner allows the learner to develop skills (Kalina & Powel, 2009). Susanti, Widiati, and Cahyono (2020) concur with Vygotsky's perspective to state that the more competent learners scaffold less competent ones to facilitate their progress. The support and guidance provided by a more knowledgeable person are known as scaffolding.

2.7.3.2 Scaffolding in social constructivism theory

In the context of this study, I used the concept of "scaffolding" to illustrate the importance of cooperative interaction in the classroom. For Malik (2017), scaffolding represents the supportive interactions between the more skilled person and a child. It allows the child to perform the activity provided beyond individual learners' abilities. Hanjani (2019) suggests that adult or peer assistance is crucial to match the learner's needs. Scaffolding is repeatedly offered to a language learner to allow mistakes until the learner gains knowledge of the activity on hand. It is evident in the learning of isiZulu FAL where the DoE offers learners an opportunity to learn the four language skills through scaffolding to allow language development (Ahmadi Safa & Rozati, 2017). For this study, scaffolding a learner intended to guide the inquiry on the way isiZulu FAL, learners assisted by knowledgeable adults and peers (Waite, 2019).

2.8. Implications of constructivism theory to Curriculum and Assessment Policy Statement

This unit presents the CAPS for IsiZulu FAL, grade 4-6 (IsiZulu Ulimi Lokuqala Lokwengeza). CAPS is an existing curriculum in South Africa that aims to promote learner-centred approach. This official document guides teachers while it contains aims for learners intended to equip and strengthen language learning in grade 4. One of the National Curriculum Statement Grades

R-12 standards encourages active learning rather than rote learning (DBE, 2011). For learners to become active participants in learning, they should be actively participating in activities on hand. CAPS states the role of a teacher as a facilitator to support and monitor learners (Pillay, 2020).

2.9 Chapter Summary

This chapter discussed literature that is appropriate for the phenomenon explored. Chapter two further concluded with a brief discussion of the theoretical framework that served as a lens to direct and support this study. The next chapter will present the research design and methodology applied to carry out this study.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

. The previous chapter deliberated literature locally and abroad to explore learners' experiences of learning isiZulu FAL. The chapter also reflected on two learning theoretical frameworks that underpin this study. These two theories were learning theories that focus on learners' cognitive development and their interaction in a social environment. This chapter reflects on the research design and methodology. It also focuses on the research paradigm and research approach. It describes the location of the study, sampling procedure, data collection instruments, and data analysis. The chapter further presents a brief discussion on the trustworthiness guarantee. Lastly, it discusses how I adhered to ethical issues, the limitations of the study, and the conclusion.

3.2 Research paradigm

Gaus (2017) and Khan (2014) define a research paradigm as a series of assumptions related to how things shared reality of understanding and function. It focuses on the interpretation of interaction and the social significance that people assign during interaction (Hesse-Biber & Leavy, 2010). The purpose of an "interpretive paradigm is to gain a deeper understanding of how people make sense of the setting in which they live" (Bertram & Christiansen, 2014, p. 26). The central part of an interpretive paradigm is to comprehend a phenomenon of interest through its meaning (Cohen, Manion & Morrison, 2011). The interpretive paradigm attempts to understand and ascertain people's experiences (McChesney & Aldridge, 2019). In this study, learners' experiences reflect their learning of isiZulu FAL in the classroom. This took place despite using an open-ended questionnaire and document analysis due to coronavirus disease 2019 (COVID-19).

Cohen et al. (2011) affirm that the interpretivism paradigm relies on social opinion because of the belief that is a pivot of knowledge construction. It is highly dependent on gaining meanings that people attach to their actions through interacting with their environment. For this study, I aimed to interpret learners' experiences based on their responses. In this sense, the interpretivism paradigm was a way of understanding learners' perceptions of learning isiZulu FAL. This study used multiple methods to access various views of participants. The use of an open-ended questionnaire and document analysis aimed was intended to explore how and why the participants constructed meaning in the learning of isiZulu FAL. Even though an open-

ended questionnaire had similar questions for all participants, it generated different views from data sources. The data collected from the participants' experiences are rich and subjective (Alase, 2016; Thanh & Thanh, 2015). The researcher opted for an interpretive paradigm to comprehend and interpret participant views instead of generalising and predicting effects. In other words, the information generated was in the form of words to enhance the richness of data (Creswell, 2014). This is allied with the qualitative approach that allows the researcher to generate thick linguistic data from the data sources (Sousa, 2014).

3.3 Research Approach

A qualitative approach is appropriate for the exploratory nature of this study. Jackson, Drummond, and Camara (2007) define the qualitative approach as a method of inquiry that aims to gather an in-depth understanding of human behaviour as it explores why and how questions. Moreover, a qualitative approach is a methodology that provides the researcher to comprehend the illogical behaviour of the participants (Barbour, Siko, and Simuel-Everage (2013). I chose a qualitative approach to explore the learners' experiences of learning isiZulu FAL.

3.3.1 The rationale for using a qualitative approach

I used a qualitative approach to attain a better insight into learners' experiences in learning isiZulu FAL through an open-ended questionnaire and document analysis. Jackson et al. (2007) accord that a qualitative approach relies on data in the form of words to produce rich data. For this study, to attain a deeper understanding of the topic of interest, I used an open-ended questionnaire supplemented by document analysis to collect rich data in the form of words. I piloted the open-ended questionnaire and translated the questions from English to isiZulu to enhance the consistency and accuracy of data in this study.

According to Kakulu (2014), a researcher's values can easily manipulate qualitative data. Thus, to avoid bias, I sent the findings of this research, in the form of an annotated leaflet, back to learners through their parents' email addresses so that they could confirm if these findings represented their answers. In this way, I aimed to avoid imposing my views as a researcher. Moreover, a qualitative approach is applicable when the researcher uses a case study design (Yin, 2013).

3.4 Case study

Creswell and Poth (2016) assert that qualitative research involves various research designs used by the researchers. These research designs consist of grounded theory, ethnography, case study,

phenomenology, and narrative research design (Creswell & Poth, 2016). The goal of the research design is to provide comprehensive and elaborative information that allows flexibility of the study to offer the readers to assess the study (Savacool, Axsen & Sorrell, 2018). However, the research design I employed for this research was a case study with the premise that it has the strength to provide rich data (Creswell, 2014). Hancock and Algozzine (2017) define a case study as a design that allows a description of the purpose of the study. A case study is a research design that allows for a deeper understanding of a phenomenon by focusing on why and how questions (Yin, 2013). Hence, I opted for a case study to understand how and why learners learn isiZulu in the way they do.

3.4.1 The rationale for using a case study

In this study, I applied a case study to explore the grade 4 learners' experiences in learning isiZulu FAL. The case study allowed me to collect data that is descriptive (Bertram and Christiansen, 2014). This study, thus, is an exploratory case study since the data captured was representative of the participants' words. I adopted a case study design to understand the dynamics of a specific situation (Creswell & Poth, 2016; Carcary, 2009). The following section will outline the location of the study.

3.5 Location of the study

The description of the school is required to contextualised the setting in which these participants learned isiZulu FAL. This research is set in one former Model C school situated in the province of KZN in Durban under the Umlazi district. The school is in a suburban area, under quantile five and, a self-funded school, which positions it as a well-resourced school. Additionally, a former Model C school is a fee-paying school that receives a portion of funds from the Department of Education (Dass & Rinquest, 2017). Furthermore, the school attracts learners from the local suburbs and various townships located in the South and North of Durban. The learner population is 1200, and they come from different racial groups. There are 38 teachers (Departmental and SGB teachers) and 15 teacher assistants from various racial groups, reflecting South African demographics. The school offers English as a language of instruction in the Foundation Phase and isiZulu FAL.

3.6 Sampling

Walliman (2017) defines sampling as a process of selecting participants for a study out of a large population to serve as a data source. Sampling is representative of a population that is suitable for research (Sharma, 2017). Sharma (2017) contends that to execute sampling factors

such as the study's objective, the accuracy of the findings desired, and the nature of the population need consideration. Additionally, Ishak, Bakar, and Yazid (2014) and Taherdoost (2016) classify sampling into two forms such probability and non-probability. Probability sampling focuses on a large population and equal chances to select a sample and, non-probability centres on a few individuals of the population (Acharya, Prakash, Saxena & Nigan, 2013; Creswell & Poth, 2016). Since this study used a qualitative approach, I used non-probability sampling.

Some of the learners refused to participate in this research while others had mixed feelings about partaking in this research. During the selection of participants, the twelve learners agreed to participate and, twelve consent and assent letters (with English and isiZulu version) were emailed to their parents/guardians. It is crucial to recognise that email distribution yields a low return rate (Dornyei & Taguchi, 2009). Regarding this study, six signed consent and assent forms were emailed after two weeks, though two participants returned (via email) their signed consent and assent forms later than the submission date.

The parents/guardians of interested participants responded by emailing the signed consent and assent letters directly to the researcher's email address. Accordingly, I informed the school principal, parents/guardians about the research procedure. Thus, after obtaining the approval to conduct this study, the sampling process took place with the help of the isiZulu Head of Department (HOD). The reason for including the HOD was that she is the manager of the Intermediate Phase and, I adhered to COVID9-19 safety regulations

3.6.1 Purposive sampling

Taheroos (2016) explains the purposive or judgment sampling technique as a strategy in which a researcher deliberately selects the sample based on certain characteristics that the participants have. This allows participants to become effective sources of data (Taherdoos, 2016). Ishan et al. (2014) point out that the researcher uses judgment in selecting cases with a specific purpose in mind. Maxwell and Chile (2014) postulate that purposive sampling is an appropriate method for qualitative research since it refers to selecting participants according to specific features to meet the purpose of the study

I purposively selected six participants in grade 4, the commencement grade of the Intermediate Phase. Furthermore, the selected participants had similar characteristics and, they were the key informants. Therefore, the learners chosen were all in a former Model C school and learning isiZulu FAL. I selected this sample purposively to attain the objectives of this study. I also

chose this sample to respond to the research questions that were the central point of revealing the truth concerning the learning of isiZulu FAL.

Table 3.1 reflects the demographic characteristics of participants. I used document analysis to collect learners' biographical information (Examination of learners' files). Pseudonyms (Ayanda, Belinda, Bonga, Cindy, Lolo, and Menzi) were false names given to participants to maintain ethical issues. The six participants selected in one school were diverse concerning gender and language as a mother tongue.

3.6.2 Profiling the isiZulu First Additional Language learners

Table 3.1 displays the six participants. The profile of each participant indicates pseudonym, gender, age, mother tongue/home language, race, and residential area.

Table 3.1. Participants' biographical details

Learner participant Pseudonym	Gender	Age (Years)	Mother tongue/ Home Language	Race	Residential area
Ayanda	Female	9	isiZulu	Black	Suburban area in Durban.
Belinda	Female	10	Kiswahili	Black	Suburban area in Durban.
Bonga	Male	9	IsiZulu	Black	Township located South of Durban.
Cindy	Female	10	English	Black	Suburban area in Durban.
Lolo	Female	10	IsiXhosa	Black	Township in South of Durban
Menzi	Male	10	IsiZulu	Black	Suburban area in North of Durban.

3.6.3 Participants' summaries

The summary aims to introduce each participant represented in Table 3.1. The purpose of presenting the learners' background was to outline each participant's profile that may influence the learning of isiZulu FAL. This part originated from the information gleaned from the learner's file that was analysed. The summary, therefore, contains the learners' information profiled in the table above.

Ayanda

Ayanda is an African girl whose home language is isiZulu. She was 9 years old at the time of this study. It is evident from the questionnaire data that Ayanda is a young girl who values her mother tongue. According to the documents analysed, Ayanda lived in the suburban area around Durban near the school with her parents. She seemed to struggle in writing isiZulu as she struggled with spelling. She wrote English accurately, yet, it was evident in what she answered when she responded to the questionnaire. Ayanda managed to use both languages in her responses to express her experiences of learning isiZulu as FAL.

Belinda

Belinda is an African girl as indicated in open-ended questionnaire responses. She was 10 years old during the duration of this study, and her mother tongue is Kiswahili. She comprehended a bit of isiZulu as she indicated in her responses. From the document analysed (learner's file), Belinda lived in a suburb near Durban with her parents. She revealed in her response that her cousin visits and assists her with isiZulu after school. She wrote English very well while responding to the questionnaire. However, Belinda struggled with isiZulu and preferred to work with others during isiZulu lessons. According to her statements when she responded to the questionnaire, her aim for learning isiZulu is to communicate with her friends effectively.

Bonga

Bonga is an African boy who was 9 years old at the time of this study. From the document analysed, his mother tongue is isiZulu. However, he responded in English as shown in his responses to the questionnaire. He lived in a township situated in the South of Durban with his parents.

Cindy

According to the documents analysed, Cindy is an African girl aged 10 years old at the duration of this study. Evident from the learner's file was that she lived in a suburb in the neighbourhood of the school with her parents. Her home language is English and she was learning isiZulu Additional Language. She mentioned in the questionnaire that she was very keen to learn isiZulu because she wants to teach her parents. Cindy wrote English very well while slightly understanding isiZulu as I observed in her activity book during document analysis.

Lolo

Lolo is an African girl who was 10 years old at the time of this study. According to her responses, the languages spoken at home are isiXhosa, Sesotho, and isiZulu. She stated in the questionnaire that she reads and writes many stories to improve in isiZulu. Evident from the learner's file was that her home language is isiXhosa. According to Lolo's file, she lived in a township near Durban with her parents. She stated in the questionnaire that they are a multilingual family because they speak multiple languages. According to Lolo, these languages are isiXhosa, English, and isiZulu, and a bit of Sesotho.

Menzi

Menzi is an African aged 10 at the time of this study, who appeared to value the learning of isiZulu FAL. His home language is isiZulu, and he lived in a suburb located in the North of Durban with his parents as indicated in his file. In an open-ended questionnaire, Menzi responded in English but he did not answer some of the questions well. Nonetheless, he seemed to be proficient in English and found it challenging to write in isiZulu as evident from the activity book examined during document analysis.

3.6.4 Concluding comments on the participants' biographical details

The participants selected were in grade 4 and learning isiZulu FAL. They were also from the same school and learning isiZulu FAL in a former Model C school. The background information of these participants showed that they come from townships and urban ecologies. The majority of these participants struggled to write isiZulu, and only Ayanda managed to respond in isiZulu. Ayanda's isiZulu activity book indicated that she was performing better in isiZulu while the language of instruction in the school is English. It was evident from the open-ended questionnaire that many learners appeared to comprehend English as a language of learning and teaching more than isiZulu as FAL.

3.7 Data collection methods

Aguinis, Hill, and Baile (2019) describe data collection as the process of gathering information or evidence in a systematic way to find answers to the research problem. Aguinis et al. (2019) further add that to collect data could be from primary and secondary sources using different data collection methods. These two data-gathering instruments generally rely on the nature of the research. For this study, I opted for primary and secondary sources as the data collection methods aimed to gain insight into learners' experiences in learning isiZulu FAL.

3.7.1.1 Primary data (First-hand data)

Primary data refers to first-hand data collected by the researcher from authentic sources (Jashari, 2016). Hug and McNeill (2008) point out that collected data usually uses various data collection methods like questionnaires, observations, and interviews. In this study, the primary data gathered was through an open-ended questionnaire to comprehend the phenomenon explored.

3.7.1.2 Pilot study

A pilot study is small feasibility research that intends to address issues on the quality and efficiency of the research study (Totemeyer, Kirchner & Alexander, 2014). The primary purpose of a pilot study is to reveal the unanticipated obstacles that may hinder the feasibility of the primary research study. Xerri (2017) affirms that a researcher can address such problems beforehand by conducting a pilot study. In this study, I employed an open-ended questionnaire to explore the grade 4 learners' experiences of learning isiZulu FAL. Therefore, I piloted the open-ended questionnaire on grade 4 learners who did not partake in this study. The purpose was to address the misunderstanding and any problems that might arise in administering an open-ended questionnaire. It is vital to understand that correcting mistakes need immediate attention, namely, rectifying errors before the data collection process. Secomb and Smith (2011) noted that peers could provide information related to the usefulness of the intended instrument to enhance rigor.

I used English for these open-ended questionnaires and then translated them into isiZulu, the most commonly spoken language by the learners. In this way, I aimed to eliminate misunderstandings in the questions asked. The use of two languages made it easier for participants to answer in a language of choice. Piloting an open-ended questionnaire allowed me to make changes such as simplifying words used and rearranging sentences in a way that was appropriate for the grade 4 learners. Xerrie (2017) confirms that piloting helps researchers

to improve the credibility, reliability, and confirmability of a research instrument. Through piloting the open-ended questionnaire assisted participants to respond accurately. Piloting the questionnaire also enhanced consistency throughout this study.

3.7.1.3 Open-ended questionnaire

Popping (2015) and Singh (2017) describe an open-ended questionnaire as a data collection instrument that comprises unstructured questions. It is worth noting that there were no suggested answers for the participants, and this allowed them to answer questions in their own words (Popping, 2015). Goggin, Radial, and Daniels (2018) contend that an open-ended questionnaire intends to allow participants to address their feelings and opinions about the phenomenon under inquiry. In this study, the participants responded to these open-ended questions in the way they wished to answer. For example, one participant wrote most of the responses in isiZulu as the translation of questions was in isiZulu. The open-ended questionnaire further allowed a researcher to collect data based on participants' feelings and their thoughts. All participants had a similar open-ended questionnaire, carefully designed to consider the objectives and the research questions formulated to suit the research. For an open-ended questionnaire, I had to consider the learners' developmental age as I purposively selected the grade 4 learners ranging between 9 and 10 years old.

I felt that an open-ended questionnaire was a flexible data collection technique as it allowed me not to interact with the participants. Creswell (2014) asserts that interaction and open-ended questions are the elements of a qualitative study but COVID-19 restricted interaction. In this study, it was vital to avoid interaction with the participants to comply with the COVID-19 set measures to ensure the safety of the participants. For this reason, I used emailing distribution strategy to send open-ended questionnaire forms to parents/guardians of six selected participants. I requested their email addresses through telephone calls before the recruitment process took place. During the telephone call, I informed the parents/guardians about emailing distribution strategy. For this study, I used open-ended questionnaires to gain a deeper understanding and to avoid interacting with participants. The email distribution strategy, therefore, was utilised to follow the COVID-19 protocols of avoiding physical contact.

I opted for an open-ended questionnaire because this data collection instrument saves time and is not expensive as it is easy to reach people at once (Merrie, 2017). I emailed twelve consent

forms and assent forms to learners' parents/guardians then the return rate dropped to six. Therefore, I emailed the six open-ended questionnaire forms that had similar questions to all participants on the same day. The participants had an opportunity to reflect on their views individually on the learning of isiZulu FAL. Thus, to answer the open-ended questionnaire forms, the participants were given a month. In the third week, I telephonically called the parents/guardians of selected participants to remind them about the due date for the open questionnaire forms. The strategy used to these return these forms was quite challenging since few participants returned their consent and assent forms later than the due date. Fortunately, I managed to select six participants even though one participant provided less information, and the two participants returned the open-ended questionnaire forms one week later.

3.7.2 Secondary data (Second-hand data)

The secondary data represents the information already collected for a different purpose and placed together using books, newspaper articles, periodicals, newspapers, the internet, and encyclopedias (Hug & McNeill, 2008; Johnston, 2017). This data obtained was from inquiries made by others. For this study, sources included learners' workbooks and their files. Moreover, the Department of Education and the school principal granted permission to conduct this study. I collected second-hand data as document analysis to supplement the primary data (open-ended questionnaires).

3.7.2.1 Document analysis

Bowen (2009) explains document analysis as a data collection method in which the researcher interprets the official documents to express issues and meaning related to the topic explored. Karppinen and Moe (2012, p. 7) view a document as “Any symbolic representation that can be recorded or retrieved for analysis.” Karppinen and Moe (2012) further contend that documents are assumed as uncertain since the objective sources possibly reveal the interest of their related individuals. Mncube (2008) agrees that document analysis supplements other data collection instruments to improve rigor.

Document analysis is a data collection instrument used to establish issues on learners' experiences in learning isiZulu FAL in this study. Allahmagani (2015) postulates that the learners' files must be kept in a secured location as the school records. TheThe research conducted by Mncube (2008) reveals that reviewing participants' documents requires permission in advance. I met these criteria as the Humanities, and Social Sciences Research Ethics Committee (HSSREC) has approved and granted ethical clearance to start collecting

data. The duration for document analysis was two weeks before the school closed for the fourth term.

Amanchukwu and Ololube (2015) define school records as official files containing essential information kept and preserved in the school office for usage and retrieval when required. According to Amanchukwu and Ololube (2015), the learner's files contain their basic information like their parent's details, the learners' birth certificate, and copies of performance reports, health reports, and transfer cards. However, I captured the information that was relevant to the participants' biographical details.

Analysing learners' workbooks allowed me to capture the interests of learners and their interpretations without being subjective or assuming what they were trying to write. The learners' workbooks contained written evidence that saved my time, as the information was readily available. Creswell (2009) asserts that certain documents may be incomplete while others may not be accurate. For this study, I gathered data from the available work as one participant had term four work only, which was also incomplete. I formulated a research guide for document analysis to assess learners' activity books and files. I used four quality control criteria for handling documentary sources as advised by Scott (1990, p. 6), namely, authenticity, credibility, representativeness, and meaning. Ahmed (2010) clarifies these criteria as follows:

- Authenticity: Refers to the truthfulness of the background, genuine evidence of the study.
- Credibility: It mentions the objectivity and the subjectivity related to the rigor of a source whether the source is free from error or distortion.
- Representation: It refers to whether the analysed documents are representative of the entire related documents with the phenomenon under study.
- Meaning: Refers to whether the evidence is clear and understandable.

The rationale for using multiple data collection methods

In this study, an open-ended questionnaire was used as the primary source of data. In this study, I opted for triangulation to strengthen data accuracy. The data collected from the participants were checked and confirmed to maintain accuracy throughout the study. Fusch, Fusch, and Ness (2018) suggest that triangulation is a method used in qualitative research to practically check and judge the credibility of the data gathered from the participants. Qualitative researchers use multiple data generation methods since they aim for triangulation to evaluate

the authenticity of the research study (Fusch et al., 2018). Table 3.2 illustrates the data generation plan for this study.

Table 3.2 Data collection plan

What are the research questions?	What are grade 4 learners' experiences of learning isiZulu First Additional Language in a former Model C school?	Why do grade 4 learners experience the learning of isiZulu FAL in the way they do?	What are the approaches do grade 4 learners employ to enhance the learning of isiZulu?
Why does this plan fit the data collection	To explore the grade 4 learners' experiences of learning isiZulu FAL in a multiracial school.	To explore why the grade 4 learners experience the learning of isiZulu FAL in the way they do.	To understand the approaches grade 4 learners use to enhance the learning of isiZulu.
What were the research strategies?	Open-ended questionnaire and document analysis.		
Who were the sources of data?	Six learners in grade 4 learning isiZulu FAL in a former Model C school.		
Where was the data collected?	Data collection took place in one former Model C school situated in a province of KwaZulu-Natal in Durban under the Umlazi District, South Africa.		
How long was the data collected?	<ol style="list-style-type: none"> 1. The open-ended questionnaire took about one month. 2. The document analysis took about two weeks. 		

Why does this plan fit data collection?	<ol style="list-style-type: none"> 1. The open-ended questionnaire intended to gain an in-depth understanding of the Grade 4 learners' experiences in learning isiZulu FAL. 2. Document analysis aimed to gain an understanding of learners' backgrounds and their performance in isiZulu.
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3.8 Data analysis

The data generated from an open-ended questionnaire and document analysis were analysed using thematic analysis. Hilal and Alabri (2013) postulate that qualitative studies mostly use thematic analysis to analyse data. This research is a qualitative case study that consists of a small sample size thematic analysis, therefore, was an appropriate form of analysis. For this study, inductive analysis guided thematic analysis to make sense of the data collected. Explicitly, as outlined by Braun and Clark (2006), this study followed the six steps of thematic analysis. Braun and Clark (2006) define thematic analysis as a process of coding that entails six phases. These include familiarisation with the data, creating first codes, formulating themes among the codes, reviewing themes, naming themes, and lastly producing the final report (Braun & Clark, 2006). During the data analysis, I read what learners repeatedly wrote because I wanted to be assure of their responses without interrupting them. After reading their answers from an open-ended questionnaire several times, I highlighted a group of words then rearranged them into codes of connotations. These connotations were in line with other words to form categories and themes. Reviewing, interpreting, and naming themes that corresponded with the critical research questions began before the final phase where I produced the report (Braun and Clark, 2006; Khan, 2014; Kiger & Varpio, 2020).

3.9 Ensuring Trustworthiness

Nowell, Norris, White, and Moules (2017) postulate that trustworthiness is when a researcher persuades the readers of a study that its findings are worthy of attention. In qualitative research, confirmation of trustworthiness makes sure that the study correlated with its purpose (Nowell et al., 2017). Credibility, transferability, dependability, and confirmability are the four criteria applied in research to ensure trustworthiness. (Shenton, 2004; Xerrie, 2018). These criteria function throughout this research. The aim was to gather and analyse trustworthy data. Thus, to guarantee this researcher used two data collection methods such as open-ended questionnaires supplemented by document analysis. An open-ended questionnaire was

translated from English to isiZulu and piloted to ensure rigor for this study. Following are the trustworthiness criteria as discussed and justified below.

3.9.1 Credibility

Anney (2014) delineates credibility as an assurance supported by the exactness of the findings. Anney (2014) further adds that the researcher should check how compatible the findings are with the participants' viewpoints. Concerning this study, member checking aimed to strengthen credibility. Member checking refers to the researcher's tactic to return the findings to participants for data accuracy (Kornbluh, 2015). The participants had to approve the findings taken back to them. These findings of this research were in the form of an annotated leaflet, a piece of written information supplemented by pictures. Thomas (2017) posits that member checking improves the credibility of qualitative research. The adopted member checking, therefore, maintained accurateness and credibility in this study. Moreover, I opted for triangulation to enhance the credibility of the study. I used an open-ended questionnaire and document analysis for triangulation purposes. The use of debriefing assists the researcher in heightening the credibility of the research study (Anney, 2014). Progressions throughout the research process were with the aid of the research project supervisor who provided feedback concerning this study.

3.9.2 Transferability

The concept of transferability in qualitative research refers to the findings applying to another context (Daniel, 2019; Ghafouri & Ofoghi, 2016). Anney (2014) indicates that the use of thick descriptions of data is a way of ensuring transferability. Transferability is the description of the setting and provides a detailed interpretation of findings with sufficient evidence presented in the form of quotes and literature (Garside, 2014). Daniel (2019); Anney (2014) further emphasise that transferability requires an in-depth description of the setting of the study explored, sample features, sampling method, participants, and their experiences. A detailed description of two data collection methods was applicable to ensure transferability in this study. I provided thick descriptions by using direct quotes from the participants during data analysis.

3.9.3 Dependability

Anney (2014) explains dependability as the consistency of the findings over time if used in different contexts. Kalu and Bwalya (2017) add that a researcher can ensure how dependable the study is by giving a reader adequate information required to ascertain the consistency of

the study. For this study, the researcher provided a comprehensive explanation of the overall research process to ensure dependability.

3.9.4 Confirmability

Kalu and Bwalya (2017) define confirmability as the ability of the researcher to be neutral in data analysis and data interpretation. Confirmability refers to the tactics used to reassure that the study's results are free from bias (Rose & Johnson, 2020). I remained neutral to ensure that my beliefs and assumptions had no impact on this study. Moreover, I stayed unbiased by providing feedback to participants in the form of a leaflet to confirm the accuracy of the data. I also used triangulation by utilising two data gathering methods, transcribing data, and checking themes to make sure that they were coherent and consistent.

3.10 Ethical Issues

Kalu and Bwalya (2017) explain ethical issues in conducting research, as the moral principles of behaviour that a researcher needs to adhere to. Ethical issues in conducting research indicate that a researcher acknowledges the rights of participants (Kyritsi, 2019; Graham, Powel & Taylor, 2015). Notably, the ethical issues in conducting a study emphasised human respect and dignity from researchers.

It is significant to apply ethical issues in a research study that involves human beings as ethics can offer vital guidance and the protection of participants (Graham et al., 2015). Kalu and Bwalya (2017) suggest that the researcher's responsibility is to safeguard participants by adhering to ethical principles. This includes assurance of confidentiality and anonymity, preventing participants from harm, ensuring that authorisation to conduct a study, informed consent, and beneficence (Bertram & Christiansen, 2014).

3.10.1 Authorisation

Hennink, Hutter, and Bailey (2011) note that requesting permission in research is an essential part of a research study. Ethical principles during data collection involve gaining the agreement of gatekeepers to provide access to a research site (Creswell, 2009). Henning et al. (2011) define gatekeepers as people who are informants about the community members. For this study, I emailed an application for permission to conduct to the KwaZulu-Natal Department of Education provincial head office with the name of the school selected and granted the permission afterward. I then asked permission from the principal of the chosen school and

presented a letter to her that explained all the procedures that I needed to follow. The school principal permitted and offered permission to conduct this research in the school.

Additionally, I further drafted the research proposal with my supervisor's guidance to ensure that I adhered to the ethical principles. I submitted the proposal to the HSSREC for ethical clearance and the ethical certificate granted to carry out this study. Subsequently, I contacted the parents of six purposively selected learner participants telephonically. The intention was to request permission for their children to participate in this study before emailing the consent and assent letters.

3.10.2 Informed Consent and Assent

The participants of this study were children aged 9 to 10 years old for this; the consent forms to parents/guardians were required. Hopkins (2008) emphasises that researching with children requires parental consent. Accordingly, to adhere to ethical issues, I informed the parents/guardians and the learner participants about the participants' role in this study.

The researcher for this study informed the participants that there was no penalty for withdrawal that is why they had a right to participate or not to participate.

3.10.3 Privacy and confidentiality

I maintained ethical principles for this research to assure the six participants in this study were safe. Additionally, I made sure that open-ended questionnaire responses were anonymous to avoid participants' rights violations to maintain privacy. I also created a password for a device I used for this research to prevent easy access. In addition, I will ensure the deletion of the data collected after five years. In this study, there was no financial involvement, the child's involvement was purely for academic purposes, and the findings achieved would contribute to the learning of the isiZulu FAL.

3.11 Limitations of the study

The limitation of this study was its nature as a qualitative case study within an interpretive paradigm. It involved only six purposively selected participants in one former Model C school that represented a small sample. Miles (2015) contends that the findings of a qualitative research study avoid generalisation because of its small sample size that is not a representation of the wider population. The purpose of the study was not to take a broad view of the population but to gain a deeper understanding of the learners' experiences of learning FAL. The main limitation of this study was an emailing distribution strategy of open-ended questionnaire forms

that was quite challenging since two learners took time to submit these forms. I contacted the parents/guardians of the participants before the due date to avoid any delays.

3.12 Chapter Summary

The chapter discussed and justified the research paradigm, research approach, research design, sampling method, and data generation methods. I also explained trustworthiness in qualitative research and its criteria to follow. I concluded by presenting ethical issues I adhered to and the limitations of this study. The next chapter will present data, analysis, interpretation, and discussion to present the findings of this study.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, INTERPRETATION, AND DISCUSSION

4.1. Introduction

The previous section deliberated on the research design and methodology applied for this study. The chapter presents data analysis derived from the participants' responses. For this reason, I define, classify and arrange the data according to emerging themes to interpret the data gathered from the participants. These participants were the grade 4 learners learning isiZulu FAL in a FORMER Model C school.

Data analysis aimed to make sense of data concerning participants' experiences based on the phenomenon explored (Creswell & Poth, 2016; Cohen, Manion & Morrison, 2007). Cohen et al. (2011) postulate that organising a data analysis by research questions allows patterns, relationships, comparisons, and experiences across data forms. In chapter three, I highlighted that the open-ended questionnaire and document analysis intended to form triangulation. I used two data collection methods to eliminate bias for this study. I used quotes from the participants' written responses expressed in English and isiZulu verbatim to avoid interference with the raw data. The purpose of using raw data was to enhance rigor. The data presented in this chapter is a response to research questions that were as follows:

What are grade 4 learners' experiences of learning isiZulu First Additional Language in a former Model C school?

Why do grade 4 learners experience the learning of isiZulu FAL in the way they do?

What approaches do grade 4 learners employ to enhance their learning of isiZulu FAL?

The themes that emerged from the data gathered from the open-ended questionnaire and document analysis used as headings in this chapter. The three main themes that arose from the data collected had to follow the sequence of the critical research questions as presented above.

4.1 1 Emerging Themes

Three themes that emerged from the data collected through an open-ended questionnaire and document analysis are consistent with the research questions. The emerging themes generated

were also to present, analyse, and interpret the data collected. The emerging themes were divided into three units to make sense of the data collected. Section 1 explores the grade 4 learners' experiences of learning isiZulu FAL in a former Model C school. The unit also explores the reasons for grade 4 learners to experience the learning of isiZulu FAL in the way they do. Section 2 discussed the third theme; the approaches used to enhance the learning of isiZulu FAL. The sub-themes also stemmed from the open-ended questionnaire and, they correlate with the main themes that originated from the three research questions. During the presentation, analysis, interpretation, and discussion of data, I used verbatim quotes to capture the participants' responses to enhance dependability throughout the study.

SECTION 1

Section 1 explores the grade 4 learners' experiences of learning isiZulu FAL in a multiracial school. The two main themes that emerged from the data collected aim to answer the relevant research questions exhibited beneath. Each critical research question correlates with its primary theme. The main themes, in turn, allied with the subthemes derived from the open-ended questionnaire. The purpose of the emerging main themes and their corresponding subthemes is to present, analyse, interpret and discuss the raw data collected from an open-ended questionnaire supplemented by document analysis. Table 4.2 below sums up the first primary theme allied with the first research question. It also presents the subtheme, participants' responses, and the issues raised by the participants.

4.1.2 Research question 1: What is grade 4 learners' experiences of learning isiZulu First Additional Language in a former Model C school?

Table 4.1 Theme 1: Grade 4 learners' experiences of learning isiZulu FAL.

Main theme	Sub-theme	Issues raised
Grade 4 learners' experiences of learning isiZulu FAL	Importance of learning isiZulu FAL in grade 4.	The participants expressed their love and value for isiZulu as a native language and willingness to acquire more knowledge and to learn isiZulu.
	Reasons for learning isiZulu FAL.	Participants indicated that their motives in learning isiZulu FAL

		emanated from the love to speak isiZulu fluently and with enthusiasm.
	The challenges experienced by learners on learning isiZulu FAL	Included the fear of making mistakes during orals, inability to work independently due to a lack of understanding of the language.
	How to overcome challenges experienced by learners on learning isiZulu FAL	Participants, for example, mentioned the tactics used by learners to support the learning of isiZulu FAL by getting assistance from family members, teachers, and peers.

The responses emanated from the open-ended questionnaire pointed to particular learners' experiences in learning isiZulu FAL in grade 4. I used thematic analysis to analyse an open-ended questionnaire guided by inductive data analysis. For data analysis, I followed six stages of thematic analysis. The thematic analysis process began with thoroughly reading and re-reading the raw data to get familiar with the data gathered (Braun & Clark, 2006). I embarked on this research to gain an in-depth understanding of data and began initial coding. From these codes, I formulated the themes.

The revision, clarification, and naming of the themes then proceeded to the final phase of generating the report (Braun and Clark, 2006). I used the interpretivism paradigm to comprehend learners' experiences in terms of words, not quantitative measures (McChesney & Aldridge, 2019; Creswell, 2014). This qualitative case study intended to generate a thick description of the data collected (Creswell, 2014). I used thematic analysis to reduce, convert as well as reveal the meaning of the data generated. The part beneath presents, analyses, interprets, and discusses the raw data collected from the participants. For this study, I used the main themes that emerged from the collected data and their relevant subthemes that corresponded with the questionnaire.

4.2 Theme 1: Grade 4 learners' experiences of learning isiZulu FAL

The literature and learning theories (Cognitive and social constructivism theories) supported the primary theme to maintain consistency in this study. The subthemes that stem from the main themes correspond with each participant's responses.

4.2.1 The importance of learning isiZulu FAL in grade 4

This sub-theme originated the first question of the open-ended questionnaire. It also matches with the primary theme stated above. The first item of the questionnaire is as follows:

In your own opinion, what is the importance of learning isiZulu First Additional Language at school?

The grade 4 learners learning isiZulu FAL had a range of responses on the importance of learning isiZulu FAL in grade 4. Ayanda reported that:

“Ngifuna ukuthi ngikwazi ukhukhuluma ulimu lukama nobaba abangizalay futhi ngoba Isizulu ulimu lami lokhu qala.” (I want to be able to speak isiZulu as my mother, and my father's language who gave birth to me. IsiZulu is also my mother tongue).

The above response indicates that the participant was struggling with isiZulu spelling. For this reason, the participant could not differentiate between ulimi (language) and ulimu (tongue).

Lolo also responded by mentioning that:

“Is that it is my home language and I want to learn more about zulu.”

From a different perspective, Belinda added that:

“It because I don't know much of isiZulu. So I want to learn more about it.”

Responses indicated that learning isiZulu FAL in grade 4 is of value to participants. It was evident judging from learners' responses on their experiences on the importance of learning isiZulu FAL. According to participants' responses, their love and value for isiZulu led to a willingness to learn more of isiZulu FAL to comprehend it. Ndebele (2014) contends that language is not merely a strategy to facilitate communication but is an example of people's beliefs and values. Data from the first two participants' responses indicated that the love for

learning isiZulu stemmed from isiZulu being an indigenous language. The third response concentrated on a lack of understanding language that resulted in learning isiZulu FAL.

The participants' love for isiZulu was viewed from the document analysed (workbooks) and aimed to supplement an open-ended questionnaire. The learner participants seemed to value the learning of isiZulu. It was evident in their workbooks as they performed activities with determination. A study conducted by Wallace and Jefferson (2015) shows that the students' workbook aimed to exercise and develop thinking skills. It was noticeable from documents examined during the document analysis. The classroom activities shown below aimed to supplement the data gathered during an open-ended questionnaire.

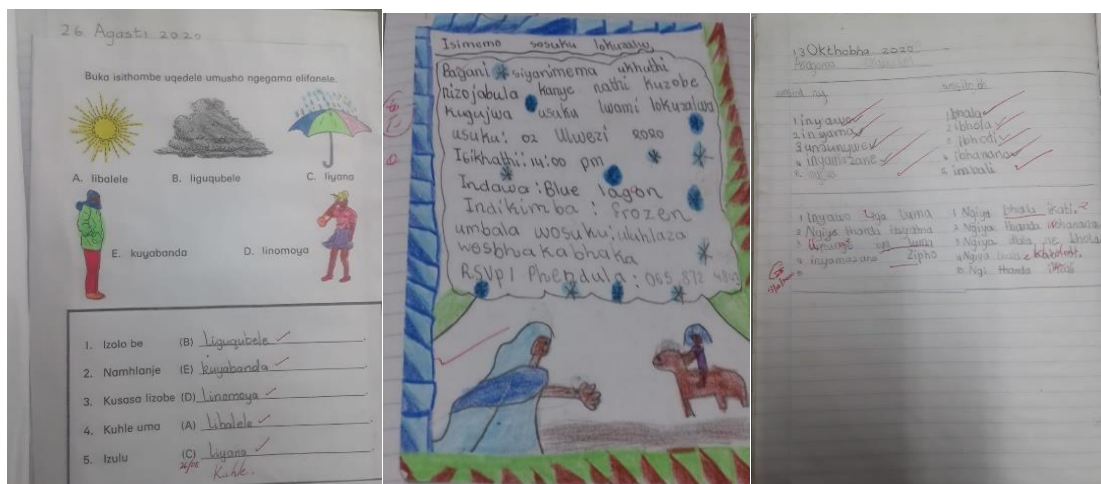


Figure 4.1: A sample of learners' work

The above figures illustrate the grade 4 learners' work extracted from learners' workbooks. The activities were reviewed and captured from the learners' workbooks during document analysis. The open-ended questionnaire and document analysis generated similar findings to increase the study's trustworthiness.

All these participants showed a strong desire to learn isiZulu FAL to gain more insight. The participants were probably aware of the benefits of learning isiZulu in a multilingual South Africa. For instance, multilingualism enhances communication skills by allowing a person to communicate with many people from diverse backgrounds (Okal, 2014). The benefits mentioned by Okal (2014) also include an ability to appreciate the local language that is the case for this study where isiZulu is a predominant local language in KZN.

4.2.2 Reasons for learning isiZulu FAL

The rationale for learning isiZulu FAL is a subtheme that stemmed from the second item of the open-ended questionnaire. The aim is to understand the motives for learning isiZulu FAL. This subtheme is related to the primary theme stated in this section and aligned with the item of the open-ended questionnaire stated below:

What encouraged you to learn isiZulu FAL in grade 4?

Participants' responses indicated various reasons for learning isiZulu FAL. The participants' reasons for learning isiZulu FAL were the love to speak isiZulu fluently.

Cindy mentioned the reasons for learning isiZulu FAL by saying that:

"What encouraged me to choose isiZulu was that I have always wanted to take isiZulu as FAL because I have always been interested in isiZulu."

Similarly, Lolo specified that:

"I choose zulu because it inspired me."

While Bonga further commented that:

"Because I choose it for my best to speak isiZulu."

Based on the statements above, the participants' reasons for learning isiZulu in grade 4 gleaned from the positive attitude and great expectations. Ahmed and Dakhiel (2019) define attitude as a view that learners adopt about learning a language. It also determines how far they can accept or reject learning and their judgment on the importance of the subject in everyday life. The definition reveals that attitude can be positive or negative (accept or reject). The participants' responses on the reasons for learning isiZulu emanated from inspiration and willingness to become fluent in isiZulu symbolises that the participants are passionate about learning isiZulu.

The learners' positive attitude was evident in the document analysed (learners' workbooks). The hard work and respect for a task on hand by participants are presented above in figure 4.1.

Participants appeared to be conscious of their reasons for learning isiZulu FAL. This is in line with a study conducted in Spain by Munoz (2014) that confirmed that learners aged 9 to 10 years are aware of their learning process. Additionally, considering that these learners were minors, their learning of learning isiZulu FAL could have been guided by more by their parents. The below subtheme summarises the grade 4 learners' challenges of learning in isiZulu FAL.

4.2.3 Challenges experienced by learners on learning isiZulu FAL

This subtheme sums up the challenges encountered by the grade 4 learners learning isiZulu. The seventh open-ended question relates to the second main theme to gain more insight into learners' experiences in learning isiZulu FAL. Below is the seventh item:

If there are any challenges you meet in the learning of isiZulu, in what way do you overcome those challenges?

The data gathered from the participants revealed that learners are experiencing challenges in learning isiZulu FAL. The participants commented on these challenges.

Ayanda responded that:

"Orals are very had (hard) for me to do in Zulu but my mom assist me so I can understand everything."

Likewise, Bonga indicated that:

"I am not good at orals so I overcome my fears by breathing and by accoranging (encouraging) myself."

In contrast, Belinda seems to be challenged by the individual task as she reported that:

"I really feel sad because I don't really understand zulu that much."

The above responses illustrate that, although the participants could articulate the importance of learning isiZulu FAL. The fear of making mistakes during orals and the inability to work independently due to a lack of comprehension of the language emanated from challenges experienced by participants. The participants perceived themselves as inadequate in performing orals. This is congruent with a study conducted in Turkey by Darancik (2018) that

affirms that learners views speaking lessons in a second language as vital in improving their listening and speaking skills. In the study, Darancik (2018) further emphasises that it is significant to speak a language before other skills (reading and writing) because these skills may improve later. However, the participants perceived developing listening and speaking skills as the most important reason for learning a language.

The participants in this study recognised their weaknesses in learning isiZulu FAL and, they showed readiness to overcome these challenges by seeking assistance from family members and being optimistic. These learners were learning isiZulu FAL since their language of instruction was English. English is a language that is used primarily at school for learning and teaching and communication purposes. For this reason, the anxiety of making errors arose from an inability to speak isiZulu proficiently though the first two participants (Ayanda and Bonga) mentioned that it is their home language. The third participant (Belinda) experienced anxiety when performing tasks individually because she is not proficient in isiZulu. According to the learner biography presented in table 3.1, this participant is a non-isiZulu speaker. This explains why she lacks an understanding of isiZulu. It is evident because the activities performed were written in isiZulu and English instead of using isiZulu only. In this instance, the isiZulu teacher reminded Belinda that it was an isiZulu lesson and she must write in isiZulu instead of English. The above statement is in line with the findings of a study conducted by Yassin and Razak (2018) that revealed that learners with less proficient language skills experienced frustration and anxiety because they lacked language skills to express themselves. This causes a lack of comprehension of the content (Yassin & Razak, 2018). The participants, therefore, find it challenging to master orals (listening and speaking in the South African context) and writing skills, and they were willing to overcome the challenges encountered in learning isiZulu FAL in a multiracial school.

4.2.4 Overcoming challenges experienced by learners in learning isiZulu FAL

This subtheme emanated from the seventh item of the questionnaire focusing on how to overcome the difficulties faced by the grade 4 learners on learning isiZulu FAL. This question reads as follows:

If there are any challenges you meet in the learning of isiZulu, in what way do you overcome them?

The researcher repeated this question to indicate the information relevant to the subtheme. Regarding this subtheme, the participants stated that they used a variety of strategies to overcome these challenges. When asked to state ways to overcome challenges met in learning isiZulu FAL, Cindy responded that:

“In the challenges I meet in the learning of isiZulu, I ask my parents to assist me in my spelling.”

Menzi further noted that:

“Read a zulu book for 30 mins aloud with someone telling me how to read isiZulu.”

In emphasis, Lolo added that:

“I practice and my dad and granny help me and teach me. Read me a story about zulu.”

In the above responses, the fear of making mistakes in spelling and reading aloud is allayed by someone's assistance through frequent reading. The participants indicated the strategies they used to support the learning of isiZulu FAL, for example, family members assisting. The second response showed that the participant was motivated to read while someone guided her. The same was true of the third participant who exhibited initiative by practicing reading with the knowledgeable person providing support. These participants confirmed that family members assist them in learning isiZulu FAL. The participants' responses correspond with Moskal's (2016) that states that it is vital to encourage learners to learn a language and socialise to acquire new concepts. Vygotsky (1978) also asserts that a knowledgeable person plays a crucial part in the learners' language improvement.

Furthermore, adult guidance and peer' assistance enable children to learn new concepts that they would not grasp on their own (Nkosi, 2020; Ozturk, 2016). It suggests that assisting a learner in learning FAL yielded better results. Reflecting on the responses above, all three participants expressed the issue of family members as influential in their learning of isiZulu FAL. Family members taking a role in learners' learners learning FAL signifies the importance of support from a more knowledgeable person when learning a FAL.

The data on the importance of learning isiZulu FAL in grade 4, reasons for learning isiZulu, challenges experienced by learners in learning isiZulu, and how to overcome these challenges

presented and discussed above. It was also evident from the participants' responses that there was a need to acquire an Additional Language and maintain identity with language. Additionally, support and guidance from family members allowed a successful learning process of the FAL. This leads to the second primary theme. The main theme presented in table 4.2 originated from the second research question.

4.2.5 Research question 2: Why do grade 4 learners experience the learning of isiZulu FAL in the way they do?

Table 4.2 Theme 2: Reasons for grade 4 learners to experience the learning of isiZulu FAL in the way they do.

Main theme	Sub-theme	Issues raised (Summary)
Reasons for grade 4 learners to experience the learning of isiZulu FAL in the way they do.	Teaching and learning methods used	The participants indicated their enjoyment in reading stories that have illustrations. Distinguishable, other participants liked speaking, reading, and writing skills although experiencing challenges.
	A shift from teacher-centred to student-centred and guided reading	The participants commented that group work was encouraged by weekly mixing learners who are highly proficient in isiZulu and low proficient ones. The other participants view guided reading as an instrument to enhance participation in the classroom.
	Fun and engaging activities	The participants mentioned the activities that they enjoyed during the learning and teaching of isiZulu FAL. Activities mentioned by participants included reading and writing a lot to improve isiZulu as well as orals.

4.3 Theme 2: Reasons for grade 4 learners to experience the learning of isiZulu FAL in the way they do.

The main theme emanated from the second research question. The questions asked corresponded with the learners' developmental age since the participants of this study were 9 to 10 years of age. I used document analysis that involved the learners' workbooks to supplement the open-ended questionnaire. This main theme had three subthemes. These subthemes were mapping interesting parts about the learning of isiZulu FAL in grade 4, a classroom atmosphere that encourages all learners to participate, and the most enjoyable activities during the learning and teaching process. In beneath are subthemes.

4.3.1 Teaching and learning methods used

This subtheme is in line with the main theme discussed above and it was the third question of an open-ended questionnaire represented as follows:

What do you find interesting about the learning of isiZulu FAL?

This question formed a subtheme that illuminates learners' interests in learning isiZulu FAL. Subsequently, this theme also intends to present, analyse, interpret and discuss the data gathered from the sources of data (Grade 4 learners learning isiZulu FAL). When asked what learners find interesting about the learning of isiZulu, they commented on this aspect. Menzi reported that:

"It is nice to read isiZulu worksheet that has pictures"

Likewise, Cindy responded that:

"What I find it interesting in learning isiZulu is reading the stories and looking at the beautiful drawings in a book"

Lolo experienced challenges in isiZulu, but found speaking and reading skills interesting, concerning this Lolo answered that:

"I like reading and speaking of Zulu it is abet (a bit) hard but I learn everyday and I like to learn, read and write it a lot to improve my zulu."

In contrast, Bonga mentioned that:

“I like working together as class mates.”

Participants expressed their interest in learning of isiZulu FAL in grade 4. Reflecting on the participants' responses, numerous learners showed interest in reading while one participant stated the joy of group work. Menzi and Cindy expressed their interest in reading stories that go along with pictures. Reflecting on Menzi and Cindy's comments, both pupils are auditory and visual learners. Wong and Nunam (2011) note that concrete learners prefer text that comes with pictures. All participants were between 9 and 10 years old, in line with Piaget's cognitive developmental stage known as the concrete operational stage (Hansfstringl et al., 2019). Lolo shared views on language skills of interest that appeared to be significant to her.

Participants' perceptions on the learning of isiZulu FAL were crucial as they noted that speaking and reading isiZulu was challenging. However, constant reading and writing a lot could improve these skills. Bonga's emphasis was still on group work showing the joy of working with his peers. Participants enjoyed group work as it allowed them to engage collaboratively in learning (Some-Guiebre, 2020). This correlates with Vygotsky's theory of social constructivism that views social interaction as a central part of learning (Kivunja, 2014). Participants had slightly different experiences related to their interesting part on learning of isiZulu in grade 4.

4.3.2 A shift from teacher-centred to student-centred and guided reading

This subtheme is in line with the main theme discussed in this section and reflects the eighth question of the open-ended questionnaire. This subtheme is in line with the main theme discussed above and, the question was as follows:

How does the classroom atmosphere encourage all learners to participate during teaching and learning?

This question intended to formulate a subtheme stated above aimed to achieve the second objective of this study. (*To explore why the grade 4 learners experience the learning of isiZulu FAL in the way they do*). For this, I aimed to attain an in-depth understanding of learning isiZulu FAL in grade 4, precisely in a former Model C school. I collected data from the grade 4 learners

from one former Model C school to attain the objectives of this study. Their statements were as follows:

Belinda commented that:

“We can be with the Zulu speakers and after 2 days we swap with other groups.”

Cindy also reported that:

“When we are put in a group we are mixed with isiZulu speakers and non-isiZulu speakers so that the non-isiZulu speakers can learn more about isiZulu.”

Bonga had a different perspective on this aspect and he responded that:

By reading worksheet after ma 'm.”

In light of the above responses by Belinda and Cindy, classroom interaction is learner-centred. Participants mentioned that during isiZulu FAL lessons, they formed groups that represented diversity in terms of language. Reflecting on Cindy's response, it is noticeable that she understood the significance of group work through indicated that during the isiZulu lessons non-isiZulu speakers could learn more from high proficient learners. Though both Belinda and Cindy remarked on the value of group work, Cindy's view (the second participant) was congruent with Alfares' (2017) one who suggests that group work can create a positive atmosphere that assists learners to advance their language skills. Cindy perceived mixed group work as a benefit for low-proficient learners. This resonates with the study conducted by Long and Porter (1985) in Ndimande-Hlongwa, Balfour, Mkhize, Engelbrecht, (2010); Farid (2017) on pairing learners, which indicated that pairing of mixed proficiency learners benefited both high and less proficient learners in language learning.

Bonga posited that reading after the teacher could also create a positive environment. In light of this response, the participants believed that shared reading in the classroom created an atmosphere conducive to learning and teaching isiZulu FAL. Honchell and Schulz's' (2012) concur that in shared reading, the teacher orients the pupil to help him/her understand a topic. The two responses showed that the participants were familiar with the reading worksheet. Therefore, the worksheets reviewed in the learners' workbooks aimed to support the data collected from the open-ended questionnaire. Group work and shared reading both aimed to foster interaction in the classroom (Alfares, 2017; Honchell & Schulz, 2012).

4.3.3 Fun and engaging activities

This subtheme was from the fourth open-ended question and sought to understand the reasons for grade 4 learners' experiences of learning isiZulu FAL. The subtheme corresponded with the main theme derived from the first research question. The fourth question was:

What activities do you most enjoy during the teaching and learning process of isiZulu?

When the participants asked about the most enjoyable activities during isiZulu FAL lesson, Menzi responded:

“Read as a whole class. Writing lot of stories.”

Cindy answered that:

“The activity I most enjoy during the teaching and learning process if isiZulu is reading as a whole class.”

Bonga had a different viewpoint on this issue as he reported that:

“I like learning punctuation, making sentences.”

From the above quotes, it is noticeable that reading with the whole class was dominant in participants' responses. The first participant (Menzi) typically enjoyed reading as the whole class and writing stories while the second participant had a similar response though it only related to reading as a whole class. Reflecting on the literature reviewed in chapter two, this participant uses the cognitive strategy and social strategy in learning isiZulu (Ampadu, Danso & 2018). However, reading as a whole class seemed to be more enjoyable for many participants. The participants understood the benefits of reading strategies revealed by Monobe, Bintz, and McTeer (2017) to assist second language learners to feel comfortable and keen to partake in reading activities with others.

According to Monobe et al. (2017), learners' willingness to participate in reading activities help to develop confidence and motivation for reading because they feel enthusiastic about opportunities for social interaction. This agrees with the participants' responses as many participants stated that they enjoy reading as a whole class. In support of this, Lee (2012)

emphasises that a whole class reading activity encourages learners to be active participants during language learning.

Bonga had a different viewpoint concerning the most enjoyable activities in learning isiZulu FAL compared to other participants' perspectives. He expressed a love for learning punctuation and sentence construction which are parts of language structure (DBE, 2011). Bonga's response on this aspect corresponds with the document analysed in this participant's activity book focusing on language structure. Bonga's workbook indicated a few grammatical errors in language structures and conversions that reveal that he enjoys it. According to DBE (2011), language structures and conventions are the principles that regulate the usage of punctuation marks, sounds, spelling, sentence construction, and paragraphs in oral and written activities. Hence, the participant was able to classify things that enhance classroom interaction. He also remarked the most enjoyable language activity in learning isiZulu FAL. Table 4.3 summarises the third main theme that arose from the third research question and its relevant subthemes.

SECTION 2

This section discusses the main issues related to the learning approaches used to learn and enhance isiZulu as FAL in grade 4. It also analyses and interprets the sub-themes that originated from the questionnaire, for instance, co-curricular activities at school that promote the learning of isiZulu as FAL.

4.3.4 Research question 3: What are the approaches do grade 4 learners employ to enhance their learning of isiZulu FAL

Table 4.3: Theme 3: Approaches used to enhance the learning of isiZulu FAL

Main theme	Sub-theme	Issues raised (Summary)
Approaches used to enhance the learning of isiZulu FAL.	Co-curricular activities	The participants remarked that there were current co-curricular activities to promote the learning of IsiZulu FAL in the school.
	Experiences of working with peers	The participants remarked that paired activities have benefits that include

	during classroom activities.	sharing ideas, ideas produced constructively, and value others.
	Views on working independently.	While some participants indicated that collaborative activities were beneficial, it was also clear that some learners found working independently more helpful as they benefited from it.

The above responses were in line with the theme that arose from the third critical research question. The main theme was the approaches used to enhance the learning of isiZulu FAL. The theme underpinned the three subthemes that were useful to present, analyse, and interpret the raw data gathered from the participants. The three subthemes are arranged into three parts in this unit. These subthemes are co-curricular activities at school that promote the learning of isiZulu, experiences of working with peers in the classroom, and views on working independently. The item of the open-ended questionnaire and the main theme correspond with each subtheme. The subthemes are clarified underneath.

4.4 Theme 3: Approaches used to enhance the learning of isiZulu FAL

It was evident from the learners' responses that a former Model C school offers co-curricular activities to enhance the learning of isiZulu. Learners' preferences relating to strategies used to improve the learning of isiZulu FAL were diverse across the participants. Concerning this, to tackle the task on hand using group work was preferred by some learners while others prefer to perform task independently. Based on participants' responses, there were also co-curricular activities that enhanced the learning of isiZulu at school. The views of participants are discussed below under each subheading to answer the third research question.

4.4. 1 Co-curricular activities

The views related to co-curricular activities that existed in school to enhance the learning of isiZulu FAL emanated from the ninth question of the questionnaire. It is related to the main theme and discussed in this section. The question that supports the subtheme outlined below:

Are there any co-curricular activities at your school that promote the learning of isiZulu FAL?

The data collected revealed that in the school, an attempt to improve the learning of FAL is limited to co-curricular activities as indicated by several participants who came up with similar views. Concerning the co-curricular activities designed to promote the learning of isiZulu FAL, Ayanda responded that:

“During Haritage (Heritage) days or extra-mural we do Zulu dance or wear clouthes (clothes) that belong from our culture.”

In clarification, Cindy responded that:

“During heritage month we are allowed to wear our traditional clothes. there is also an extra-mural for the Zulu dance.”

In support, Menzi further added that:

“In art we do the Zulu dance.”

In the statements above, the participants articulate their understanding of the strategies designed in the school to promote learning of isiZulu FAL. These included heritage celebrations, extra-mural and creative art. Responses from the participants were similar, with a slight difference as indicated above. In light of the above responses, the participants knew what represented and fostered isiZulu FAL in the school setting. For instance, the participants understood that during Heritage Day they performed Zulu dance and wore Zulu attire. Participants' responses also indicated that isiZulu dance is part of co-curricular activities. The responses exhibited that the participants were aware that language is integrated with Life Skills. These learners were in grade 4 but they manage to articulate that they perform Zulu dance in art. By drawing from the participants' responses, it was evident that the co-curricular activities that harness multilingualism were implemented although the participants repeatedly mention the same thing.

The above statement is allied with the report made by Cenoz & Gorter (2010) that affirms that multilingual education aims to improve language diversity at schools. In this way, notices and posters displayed in the school promote the learning of a language. Cenoz and Gorter (2010) refer to multilingual education as schools and co-curricular activities that aim to foster language proficiency in all languages taught in the school. For a school to promote learning of isiZulu

FAL, the school management team needed to consider the issue of additional co-curricular activities to foster language proficiency of isiZulu in the school environment.

4.4.2 Experiences of working with peers during classroom activities

This subtheme stemmed from the sixth item of the questionnaire and was congruent with the main theme that emerged from the third research question. This aimed to provide an insight on the approaches used to enhance the learning of isiZulu FAL. The sixth question stated that:

What is your experience of working with your peers during classroom activities?

The documents analysed indicated learners' performance during classroom activities. The participants shared their experiences of working with peers during classroom activities. This was reflected in the following statements as Menzi commented:

"It is nice to work in pairs we make great ideas by working in pairs."

Cindy also responded that:

"My experience with working with my peers has been amazing because there are many ideas to choose from."

Lolo further added that:

"I feel good about it because we can learn more about each other and that we learn more about zulu together."

Ayanda responded that:

"Kulungile ngoba imcabango yethu ingahambisana kahle kodwa ngiya jabula uma into ngiyenza ngedwa." (That is good because we can incorporate our ideas very well however, I like to work on my own).

In the views of the participants, working in pairs was enjoyable and preferable. Menzi, Cindy, and Lolo emphasised that working in pairs was a language learning strategy that allowed them to share ideas and generate more thoughts. Lolo showed a willingness to understand one another that referred to as an ability to consider other learners' points of view during learning. Moskal (2016); Ozturk (2016) echoed that once learners perform activities collaboratively with their peers, they gain ideas and new concepts that might not be acquired when working individually.

The participant's responses were in line with Kim's (2020) study that highlighted learners get to know one another when they work in pairs. Kim (2020) further suggests that working in pairs improves learners' readiness to engage in learning. Participants' responses correlated with Lui Huang and Xu (2018) on that, activities based on peer support may overcome undesirable emotional barriers, for example, anxiety. However, other participants appeared to be excited about working with peers. Ayanda responded that she enjoyed individual activities. Concerning individual activities, Lee (2011) notes that learners who prefer to work alone may develop greater independence in their learning than working with others. A study conducted by Lui Huang and Xu (2018) reveals that learners who prefer individual tasks may fear making mistakes while working with others.

4.4.3 Views on working independently

The main theme aimed to shape this subtheme (approaches used to enhance the learning of isiZulu FAL) derived from the fifth item of the questionnaire as stated below:

How is your experience of working independently in the classroom?

The responses from the participants were quite different concerning working independently. On this aspect, numerous responses indicated feelings of joy in working independently. For example, Ayanda reported that:

“Lokho into engithokhozelayo khakhulu ngoba ngiza nemicabango yami ngedwa.”
(I like it because I come up with my own ideas).

This indicates that Ayanda was highly confident about working alone during classroom activities.

Menzi further reinforced that:

“I feel happy to not share my ideas with no one.”

Cindy seemed to echo the above statement by affirming that:

“My experience of working independently in the classroom has been good because it teaches me not to always asking someone for help.”

Inversely, Lolo answered that:

“I feel quit nervous because I don’t speak zulu a lot.”

In the same way, Belinda commented that:

“I feel unhappy because I don’t really know zulu that much so I need someone to help me.”

In summary, the participants revealed their experiences related to the activities performed individually. The participants' opinions varied, as others seemed to feel relaxed when performing individual activities while others felt uncomfortable with performing tasks on their own. Drawing from the above statements, most participants appeared to enjoy independent activities, as they perceived this as an opportunity to construct their ideas and avoid sharing them. Similarly, Cindy viewed working independently as a chance to not rely upon others for assistance as it taught someone independence. The participants seemed to like independent work, as this was evident in their responses. Ayanda remarked that working alone allowed her to construct her ideas, and Cindy felt that individual activities allowed independence while Bonga was not willing to share his ideas with other learners.

Participants showed that they were interested in individual activities. This attitude towards working independently also correlates with Kaweera et al.'s (2019) study that outlines the feelings of learners based on independent activity that they perceived these activities as helpful. For this study, the views of participants accorded by Kaweera et al. (2019) who assert that the highly proficient language learners tend to have a positive attitude towards an individual activity. Learner confidence in working alone indicated the result of high proficiency in isiZulu FAL. As illustrated in the last two extracts, it is clear that few participants opposed individual work in the classroom. Lolo and Belinda shared similar sentiments related to working independently. According to these participants' statements, working alone caused anxiety for them. For instance, the participants specified that they felt anxious and unhappy when they performed individual activities. Lolo noted that she was less proficient in speaking isiZulu while Belinda mentioned that she needed assistance from someone due to a lack of understanding of isiZulu. Their statements called for interaction in learning FAL is echoed by Magogwe and Oliver (2007) to remark that learners in primary school likely use social learning tactics in learning a language. Some-Guiebre (2020) further emphasises that language learning should be interactive and enjoyable to learn.

The participants' views in this study are related to the benefits of tackling activities cooperatively as outlined by Kiera et al. (2019) to gain support from their peers. They understood the advantages of working with other learners to enhance the learning of isiZulu FAL. Hence, the last two participants appeared to enjoy engaging and learning isiZulu with other learners while Ayanda, Cindy, and Bonga preferred individual work. It was observed in learners' workbooks that participants who like to work independently perform activities very well. By drawing on learners' workbooks analysed, it was noticeable that highly proficient language learners follow instructions easier than the less proficient language learners do. According to the learners' workbooks, one of the participants showed her frustration by responding in English instead of IsiZulu during independent writing activities. Individual work assists learners to gain independence as the first two participants indicated. However, most participants seemed to appreciate working with other learners whereas few participants like to work alone. The data gathered through an open-ended questionnaire and examination of documents aimed to increase rigor through triangulation (Fusch et al., 2018).

4.5 Chapter Summary

This chapter presented, analysed, interpreted, and discussed the findings to answer the research questions. The data gathered through an open-ended questionnaire and document analysis aimed to understand the phenomenon under study. This data was analysed using thematic analysis following an inductive approach. Furthermore, I used verbatim quotes to retain the participants' viewpoints. The findings discussed primarily focused on the literature review and two learning theories to enhance the trustworthiness of this study. The last chapter presents the summary of the entire research study, conclusion, and implication for policy, school and practice, and future study based on the results of this study.

CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

The preceding chapter presented the analysis, interpretation, and discussion of data. This led to the summary of the results from each theme that arose from the data generated. Chapter five concludes, provides implications for policy, school and, practice. It makes recommendations and suggestions for further research.

5.2 Summary of the study

The study aimed to explore learners' experiences in learning isiZulu FAL in one former Model C school. The various readings reviewed to comprehend learners' experiences of learning isiZulu FAL.

The first chapter introduced the study by examining the background of the study. It presented the location, problem statement, motivation and rationale, and the definition of terms. The study intended to answer three critical research questions that guided the entire research. The objectives of the study stated as:

To explore the grade 4 learners' experiences of learning isiZulu FAL in a former Model C school.

To explore why do grade 4 learners experience the learning of isiZulu FAL in the way they do.

To understand approaches employed by grade 4 learners to enhance the learning of isiZulu FAL.

This qualitative case study aimed to comprehend learners' experiences of learning isiZulu FAL.

Chapter two reflected on literature that focused on learners' experiences of learning isiZulu FAL. The readings included a discussion on the Constitution of the Republic of South Africa and the related language policies. The literature also discussed various concepts related to the learning of FAL. Lastly, it deliberated on two theoretical frameworks that served as the lens for this study.

Chapter three outlined the research design and methodology. The chapter further discussed the qualitative approach within the interpretivism paradigm, and a case study is used as a design. The participants were learners learning isiZulu FAL in a former Model C school. For this study, I opted for purposive sampling to select the participants, and the data generation methods were the open-ended questionnaire and document analysis. The two data collection instruments led to triangulation to enhance trustworthiness. The last part of chapter three reflected on ethical matters and the limitation of the study.

Chapter four reflected on data presentation, analysis, interpretation, and discussion of data collected. The data presented in chapter four was generated from the learners learning isiZulu FAL. The chapter further presented thematic analysis guided by the inductive approach to present, analyse, interpret, and discuss data.

5.3 Discussion of the key findings

The main findings of this research are discussed below according to three research questions and the themes arising from the data analysed.

5.3.1 Research question one

What are grade 4 learners' experiences of learning isiZulu First Additional Language in a former Model C school?

Grade four learners' experiences of learning isiZulu FAL

The six participants expressed their successes and challenges in the learning of isiZulu FAL. The data collected indicated learners' willingness to learn isiZulu because they pointed out that they sought assistance from a more knowledgeable person to improve their language skills. The Findings revealed that the highly proficient learners like individual work. However, the findings further revealed that less proficient learners in isiZulu experienced challenges in listening and speaking skills but constantly sought ways to overcome these challenges.

Munoz (2014) asserts out that learners in primary school are aware of their learning process. The participants seemed to be conscious of their experiences of learning isiZulu FAL. It is evident because the participants stated the challenges they experience in performing orals. The learners used various ways to overcome these challenges, for example, seeking help from family members and an abler peer. The above statement agreed with the study conducted by Axelsson, Lundqvist, and Sandberg (2020) which affirms that the extra support from family members or abler peers can improve reading and writing. All six participants valued the

learning of isiZulu FAL and they came up with different reasons. These reasons emanated from an isiZulu being their native language, being inspired by isiZulu, and comprehending isiZulu FAL. It is for this reason that learners appeared to appreciate the learning of isiZulu FAL. Low proficient learners expressed the frustration they experienced with individual activities and indicated that they prefer group work.

5.3.2 Research question two

Why do grade 4 learners experience the learning of isiZulu FAL in the way they do?

Reasons for grade 4 learners to experience the learning isiZulu FAL in the way they do

The data collected through an open-ended questionnaire and document analysis found that the participants were interested in reading and writing though they practice these skills for language developmental purposes. These findings echoed Axelson et al.'s (2020) study that affirms that reading and writing a lot with the help of skilled people facilitate language development. Alrouji (2020) notes that practicing writing also advances writing skills. The literature showed that shared reading is crucial as Honchell and Schulz (2012) assert that it assists the learner to foresee the topic. This implies that shared reading helps the learner visualise the theme of the text read.

Furthermore, the participants stated that they preferred to read a written text with illustrations. It means that learners in this age group (9 to 10 years old) learn better with written text accompanied with pictures. Additionally, from the participants' views, it was found that group work enhances an atmosphere that encourages all learners to become active. The findings revealed that a diverse group lessens anxiety. These findings also exhibited that group work helps learners to share diverse perspectives.

5.3.3 Research question three

What approaches do grade 4 learners employed to enhance their learning of isiZulu FAL?

Learning approaches used to enhance isiZulu FAL in grade 4

The findings exhibited that co-curricular activity implemented in a multiracial school aimed to promote the learning of isiZulu FAL. The participants' responses presented that Heritage Day

(wore cultural attire), extra-mural (sing and dance), and creative art in Life Skills (dance and wore cultural attire) were the co-curricular activities aimed at promoting the learning of isiZulu FAL in the school. Cenoz and Gorter (2010) suggest that the use of different languages can improve multilingual education. For instance, displaying posters and announcements can enhance multilingualism at school. Participants' responses revealed that co-curricular activities performed at school are limited. Therefore, this suggests that the school needs to formulate more co-curricular activities to improve the learning of isiZulu.

Concerning the learners' learning styles and strategies, the findings indicated that learners' learning preferences were diverse because learners perceived individual tasks in the classroom as desirable while others felt uncomfortable with them. Nisa (2015) affirms that activities based on pair work and group help the students communicate and improve language use. These participants felt comfortable interacting with their peers as Magogwe and Oliver (2007) postulate that learners in primary school use social strategy in learning a language. Regarding this, the participants were able to justify their choices of learning styles and learning strategies. Learners' responses showed that working alone allowed independence in the classroom, whereas working with peers permitted sharing of ideas among learners. Constructive learning helps learners for cognitive development as they share ideas. The findings revealed that group and pair work improve learners' performance standards. It means that facilitating constructive learning within the classroom is crucial because it reduces frustration and anxiety.

Constructivism theories place learner as an individual active person in the process of thinking, learning, and understanding. This learning theory expects learners to construct concepts and demands that interaction with the environment facilitates knowledge development. Thus, it focuses on learners to understand and develop knowledge. Piaget's cognitive development and Vygotsky's social constructivism are learning theories derived from the constructivism theory. It is, therefore, reasonable to conclude that group work and performing activities in pairs allows creativity and critical thinking.

5.4 Implications

The above findings suggested that learners experienced the learning of isiZulu FAL in a multiracial school differently. This was evident in their responses as they stated different challenges in learning isiZulu FAL. Moreover, learners had divergent learning strategies concerning the learning of isiZulu FAL. This research presents the implications for a multiracial school to improve the quality of education for all learners.

5.4.1 Implications for policy

The attempt of the Constitution, PanSALB, and LiEP is to uphold equal status of all languages in South Africa (Republic of South Africa, 1996; DoE, 1997). The findings of this study regarding co-curricular activities to promote isiZulu FAL were limited. By reflecting on these findings, adequate attention is ineffective in enhancing isiZulu as one of the eleven languages in South Africa. The policy implication is for the DoE to organise more workshops on language policies for school principals to ensure that all languages in the school context are equally treated. Lastly, the DoE should ensure that these policies are brought out in policy documents for the school not to destabilise the development of linguistic justice.

5.4.2 Implications for school practice

The implication for practice would be that a multiracial school should be sensitive towards issues related to co-curricular activities used to promote multilingualism in the school environment. In the context of this study, the SGB needs to introduce more co-curricular activities aiming to promote the learning of FAL in the school. This will be significant for reinforcing the value of isiZulu as well as promoting FAL. This research indicated that the co-curricular activities performed at school are Heritage Day (once a year) while the other co-curricular activity was creative arts. This showed limited co-curricular activities aimed at enhancing the learning of isiZulu FAL. The implication for the study will be for more co-curricular activities in a former Model C school to heighten multilingualism. In addition, there is a need to provide co-curricular activity for learning isiZulu instead of isiZulu dance only.

5.4.3 Implication for professional practice (for teachers)

This study found that learners experienced frustration when working alone due to a lack of understanding of isiZulu. Concerning this, the implication for teachers is that they should be able to identify language-learning aspects that can motivate and encourage low-proficient learners. The assistance, therefore, may reduce learners' frustration and help them cope when working independently. Similarly, teachers should prepare language lessons carefully and find ways to support learners struggling in language learning to meet their needs and interests. This study implies that teachers need to adjust teaching strategies to accommodate different learning approaches. For teachers to improve the teaching of isiZulu FAL and meet the needs and interests of learners successfully, they should attend departmental workshops to find more ways to accommodate learners learning isiZulu FAL effectively.

5.5 Recommendations for further research

Furthermore, studies exploring learners' experiences in learning isiZulu FAL in the school context are rare, especially locally and this is evident in the literature reviewed in chapter two. Most studies explore teachers' experiences in teaching. Thus, further research on learners' experiences on learning of isiZulu FAL is required for learners' voices to be heard by the educational stakeholders. The findings revealed that learners experience frustration and anxiety during individual activities. This indicates that learners need guidance and support during isiZulu lessons. Therefore, this study recommends that teachers should encourage collaborative learning to enhance interaction.

5.6 Contribution of the study

This study has a significant contribution to the field of isiZulu FAL in a way that it provides a better understanding of grade 4 learners' experiences in learning a second language. The findings of this research indicated the significance of learning isiZulu that ranged from the love and value for isiZulu that emanated from isiZulu being a native language and learners' willingness to understand this language. Readiness to learn isiZulu was due to a lack of understanding of isiZulu by learners. Learners voiced out their challenges on the learning of isiZulu FAL and, they managed to mention strategies used to overcome these obstacles. The findings could be beneficial to learners in enabling them to comprehend the variety of learning approaches used in learning FAL. The positive viewpoints gathered from data sources will also motivate learners in another context to learn isiZulu FAL with confidence. Mitchell, K. (2013) argues that teaching multilingual learners requires more than discrete practical. It means that teachers need to understand learners' backgrounds and holistically assist them. Conducting this study has been my way of learning as a teacher teaching isiZulu FAL in grade 5 in A FORMER Model C school. I sought to understand learners' experiences in the field of isiZulu. This research also contributes to teachers teaching isiZulu FAL in that it will assist them to use appropriate approaches to reach out to learners when they struggle in learning FAL.

5.7 Chapter Summary

The chapter presented the central insights from the grade four learners' experiences of learning isiZulu FAL. Learners learn isiZulu FAL to gain an in-depth understanding. Reading, writing frequently, and getting assistance from a more knowledgeable person found assisting participants in language learning. This research further showed that learners ranging from 9 to 10 years found words and pictures more interesting than just a text without images. The

findings exhibited that shared reading is a preferable reading strategy aimed to comprehend the entire text.

Furthermore, the findings of this study found that learners' learning preferences in learning language were different, as others perceive group work as a more useful learning strategy while other learners prefer individual tasks. The literature reviewed in chapter four is coherent with the findings of this study. I also found that learners who are highly proficient in language prefer to work alone whereas the less proficient pupils wish to work with others. The lack of understanding of isiZulu by some learners causes frustration during the learning and teaching of isiZulu. In this regard, a further study focusing on other grades (Foundation Phase, Intermediate Phase, and Senior Phase) should be conducted to view if learners in these grades are in a similar situation. Education stakeholders need to be cognisant of the obstacles that the learners may face in the learning of isiZulu FAL. They should provide intensive support to alleviate anxiety to learners learning isiZulu FAL

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APPENDICES

APPENDIX A: PERMISSION TO CONDUCT RESEARCH FROM UKZN



10 November 2020

Ms Thethiswa Vicky Caine (217076312)
School Of Education
Edgewood Campus

Dear Ms Caine,

Protocol reference number: HSSREC/00002051/2020

Project title: Learners experiences of learning isiZulu First Additional Language in a former Model C school

Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 09 October 2020 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** on the following condition:

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.

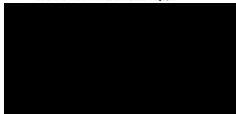
This approval is valid until 10 November 2021.

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.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

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

Yours sincerely,



Professor Dipane Hlalele (Chair)

/dd

Humanities and Social Sciences Research Ethics Committee

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 8350/4557/3587 Email: hssrec@ukzn.ac.za Website: <http://research.ukzn.ac.za/Research-Ethics>

Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

INSPIRING GREATNESS

APPENDIX B: PERMISSION TO CONDUCT RESEARCH FROM DoE



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:2/4/8/4140

Ms TV Caine
443 Amen Street
NEWLANDS WEST
4037

Dear Ms Caine

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"LEARNERS' EXPERIENCES OF LEARNING ISIZULU FIRST ADDITIONAL LANGUAGE IN A FORMER MODEL C SCHOOL"**, 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 22 June 2020 to 01 July 2022.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UMLAZI DISTRICT

Dr. EV Nzama
Head of Department: Education
Date: 25 June 2020

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APPENDIX C: GATEKEEPER (SCHOOL PRINCIPAL) PERMISSION LETTER

Education Faculty
College of Humanities,
University of KwaZulu-Natal
Edgewood Campus
03 June 2020

The Principal

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Thethiswa Vicky Caine, studying towards Master of Education (Curriculum Studies) in the Faculty of Humanities at the University of KwaZulu-Natal, Edgewood campus, student number 217076312. I kindly request permission to conduct a research study titled **‘Learners’ experiences of learning isiZulu First Additional Language in a former Model C school’**. This study aims to explore how learners experience the learning of isiZulu First Additional Language, and why they learn it in the way they do.

In generating data for this study, I will use open-ended questionnaires to explore the learners’ experiences of learning isiZulu First Additional Language. The questionnaire consists of open-ended questions. The estimated time for the return of the questionnaires will be four weeks after receipt. They will be returned by parents via my email address to avoid interaction. Document analysis will be used to supplement the data that will not be obtained through questionnaires and I will view learner's workbooks after school. I also request to analyse learners’ files

Additionally, 16 learners will be recruited. The parents/guardians of 16 selected participants will be contacted telephonically before emailing consent and assent letters. This means that there will be 16 assent and 16 consent letters (both have the isiZulu version) to be emailed and read, signed by parents/guardians. Learners can write their names instead of signing. The aim of selecting 16 learners will be to avoid a limited number of participants. This study intends to use a sample of six participants; therefore, the first six to respond will participate in this study.

Concerning this study, learners have a right to either participate or not participate. They will not be penalised for withdrawing. All questionnaire responses will be anonymous, and the information collected will not be traced back to an individual learner. The data collected will be stored in a locked cupboard in the supervisor's office and it will be only my supervisor and I who will have access to this data. After five years, transcripts and other data will be shredded. The child's involvement in the study will be purely for academic purposes and there will be no financial benefits involved. However, learners will gain insight into the learning of First Additional Language.

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

Your positive response to this request will be highly appreciated.

Yours faithfully

Thethiswa Vicky Caine

In the event of any problems or concerns/questions, you may contact the researcher at **0786664526, email-cainevicky2@gmail.com**

My supervisor's contact details:

Supervisor: Dr. Samukelisiwe Khumalo: (031) 260 3017

Email: khumalos13@ukzn.ac.za

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.

Dear Sir/Madam

PERMISSION TO CONDUCT RESEARCH AT SCHOOL

This letter serves to confirm that Miss. T.V Caine has been granted permission to conduct a research study entitled: **Learners’ experiences of learning isiZulu First Additional Language in a former Model C school** and I consent to the school and Grade four learners participating in this research project. The conditions of approval to conduct research are as follows:

1. The researcher will make all the arrangements concerning the research.
2. The researcher must ensure that educators and learning programs will not be disturbed.
3. Learners, educators, and the school are not identifiable in any way from the result of the research.
4. A copy of this letter is submitted to your Departmental Head (immediate supervisor).
5. The school principal, educators, and learners are not obliged to partake or assist you in your investigation, however, written consent will be obtained from both the parents and learners. I do not doubt that her findings and recommendations will benefit our learners.

_____	_____	___/___/___
Principal’s name	Principal Signature	Date

SCHOOL STAMP

APPENDIX D: INFORMED CONSENT FOR PARENTS/GUARDIANS

Education Faculty
College of Humanities,
University of KwaZulu-Natal
Edgewood Campus
23 July 2020

Dear Parent/Guardian

INFORMED CONSENT LETTER

My name is Thethiswa Vicky Caine, studying towards Master of Education (Curriculum Studies) in the faculty of Humanities at the University of KwaZulu-Natal, Edgewood campus, student number 217076312. I kindly request your child to participate in a research project titled **‘Learners’ experiences of learning isiZulu First Additional Language in a former Model C school’**. This study aims to explore how learners experience the learning of isiZulu First Additional Language and why they learn it in the way they do.

In generating data for this study, I will use open-ended questionnaires to explore the learner’s experiences of learning isiZulu First Additional Language. These questionnaires consist of open-ended questions to respond to. The estimated time to return them will be four weeks and I request you to kindly submit them on behalf of your child via my email address. Document analysis will be used to supplement the data that will not be obtained through questionnaires and I will view learner's workbooks after school and analyse their files.

Concerning this study, learners have a right to either participate or not participate, they will not be penalised for withdrawing. All questionnaire responses will be anonymous, and the information collected will not be traced back to an individual learner. Moreover, the data collected will be stored in a locked cupboard in the supervisor’s office and easy access to this information will be prohibited by the use of a password. After five years the data will be shredded. The child’s involvement in the study will be purely for academic purposes and there

will be no financial benefits involved, however, learners will gain insight into the learning of First Additional Language.

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

Thank you

Yours faithfully

Thethiswa Vicky Caine

In the event of any problems or concerns/questions, you may contact the researcher at **0786664526, email-cainevicky2@gmail.com**

My supervisor's contact details:

Supervisor: Dr. Samukelisiwe Khumalo: (031) 260 3017

Email: khumalos13@ukzn.ac.za

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.

If you allow your child to take part in this project, please complete, sign and return the declaration form below back to the school (as mentioned above it will be emailed directly to the researcher's email address).

DECLARATION OF CONSENT

I _____ (Full names of a parent/guardian) hereby confirm that I have been informed about the study entitled '**Learners' experiences of learning isiZulu First Additional Language in a former Model C school**' by Thethiswa Vicky Caine.

I understand the purpose of this research project and hereby consent my child to participate therein. I understand the research process and what will be required of my child. I further consent for my child to take part voluntarily and that my child is free to withdraw at any time of the study. I also permit my child to voluntarily respond to open-ended questionnaires and his/her workbooks to be used as a source of data. I comprehend that my child's identity will not be disclosed instead pseudonyms will be used to protect the identity of my child.

If I have any further questions or concerns related to the study, I understand that I may contact the researcher at **0786664526, email-cainevicky2@gmail.com**

In the event of any questions or concerns about my child's rights or concerns about the aspects of the study or the researcher, then I may contact:

Humanities and Social Sciences Research Ethics Administrator
Research office, Westville Campus
Govan Mbeki Building
Durban
4000
KwaZulu-Natal, South Africa
Email: HSSREC@ukzn.ac.za

I hereby give consent for my child to participate in this study **YES/NO** (*please tick YES or NO*).

Parent's/Guardians' signature

____/____/____

Date

Consent form for parents/guardian – isiZulu version

Ngiyakubingelela Mzali

Igama lami nginguThethiswa Vicky Caine, umfundi owenza iMaster yezifundo zocwaningo kwiNyuvesi yaKwaZulu-Natali phansi kwekhampasi yase-Edgewood. Ngicela imvume yokuthi ingane yakho ibambe iqhaza kulolucwaningo. Ucwaningo lolu lubheka abahlangana nakho abafundi uma befunda ulimi lwesiZulu esongeziwe kwisikole esiyiModeli C. Izinhloso zalolucwaningo ukuhlola uvo lwabafundi ngokufunda nokufundiswa kolimi lwesiZulu lokuqala olwengeziwe.

Qaphela lokhu okulandelayo okuqondene nalolucwaningo:

- Abafundi banelungelo lokuzibandakanya noma bangazibandakanyi kulolucwaningo futhi ngeke bajeziswe ngokuhoxa kwabo.
- Uma mzali uvuma, ngokuhamba kwesikhathi uphinde ushintshe umqondo, wamkelekile ukuhoxisa imvume yakho.
- Ulwazi olwethulwe izingane luzosetshenziswa kuphela kulolucwaningo, ngeke adalulwe amagama abafundi.
- Ulwazi lwalolucwaningo luzogcinwa iminyaka emihlanu kwindawo ephephile.
- Akukho ukukhokhelwa kulolucwaningo kodwa uma ufisa ukuthola ikhophi yalolucwaningo wamukelekile ukulithola.

Uma uyivumela ingane yakho ukuthi ibambe iqhaza kulolucwaningo, ngicela ugcwalise, usayine bese ubuyisela leliphapha lemvume kumcwaningi.

Ukunikezela ngemvume

Mina _____ (Amagama aphelele omzali) ngiyayiqonda inhloso yalolucwaningo futhi ngiyavuma ukuthi ingane yami ibambe iqhaza.

Ngyayiqonda inqubo yocwaningo nokudingeka enganeni yami ngalokho ngiyavuma ngokuzithandela ukuthi ingane yami YEBO/CHA

Isayina yomzali

Usuku

Nganoma yiluphi ulwazi oluphathelene nalolu cwaningo ungaxhumana nalaba abalandelayo:

Imininingwane yomcwaningi

Education Faculty

College of Humanities, Curriculum Studies

University of KwaZulu-Natal

Edgewood Campus

Mobile - 0786664526

Email: cainevicky2@gmail.com

Umsizi womcwaningi

Dr. S Khumalo

Lecturer at the of Education

College of Humanities, Curriculum Studies

University of KwaZulu-Natal

Edgewood Campus

Tel:

Ozithobileyo

Thethiswa Vicky Caine

APPENDIX E: INFORMED ASSENT FOR LEARNERS



Hello, Grade 4, my name is Thethiswa Vicky Caine and I am researching **“Learners’ experiences of learning isiZulu First Additional Language in a Former Model C school”** with you in Grade 4. I would like you to take part in my study. For this study, I will ask you to answer questions related to the topic. These questions will be about the importance of learning isiZulu First Additional Language and the things that make you enjoy learning this subject. These questions will also be based on the way you learn isiZulu as a First Additional Language and the learning styles. For me to get this information, I will look at the reading materials that you use to enhance the learning of isiZulu. I will also view your workbooks to explore your experiences of learning isiZulu in Grade 4.

Please take note of:

- Your name and what you say will be kept a secret from other people. The false name will be used to hide your name.
- If you do not want to take part in this study, you can refuse and nothing will happen to you.
- You may stop participating in the study at any time you wish to.
- Your being part of the study is for educational purposes only, there will be no financial gain for participation.
- The research results will be discussed with you in the form of writing which will briefly explain the benefits in understanding the learner’s experiences of learning isiZulu as a First Additional Language.



Thanking you in advance

Miss. Thethiswa Vicky Caine

DECLARATION

I _____ (Name and surname of a learner) would voluntarily like to take part in this study. I understand that I am free to change my mind at any time in the duration of this study.

I am happy or unhappy to be part of this study.

I hereby give assent	Please tick (✓) YES or NO in the box provided below.	
To take part in this study	YES 	
Not to take part in this study	NO 	

The printed name of a learner

_____/_____/_____

Date

I confirm that I have explained the study to the participant to the level compatible with their understanding and that a participant has assented to participate in the study.

Signature of a researcher

_____/_____/_____

Date

I can be contacted at: 0786664526 or email: cainevicky2@gmail.com

My supervisor's contact details:

Supervisor: Dr. Samukelisiwe Khumalo: (031) 260 3017

Email: khumalos13@ukzn.ac.za

You may also contact the research office at:

Humanities and Social Sciences Research Ethics Administrator

Research office, Westville Campus

Govan Mbeki Building

Durban

4000

KwaZulu-Natal, South Africa

Email: HSSREC@ukzn.ac.za

Assent for learners – isiZulu version



Ngiyakubingelela mfundi webanga lesine

Igama lami nginguThethiswa Vicky Caine, ngifunda iMaster of Education (Curriculum Studies) ngaphansi kwesigaba seSintu eNyuvesi iKwaZulu Natal esikhungweni iEdgewood. Ngenza ucwaningo ngesipiliyoni sabantwana abafunda isiZulu njengoLimi Lokuqala Lokwengeza esikoleni okwakungezabamhlophe. Ngicela ukuba ubeyingxenye yalesisifundo kodwa ukuzibandakanya kwakho kuyokuba ngokuzithandela kwakho.

Uma uvuma ukuzibandakanya kulesisifundo, ngizokubuza imibuzo ngemvume yakho kanye neyabazali noma abagadi bakho. Imibuzo izoba mayelana nokubaluleka kokufunda isiZulu njengoLimi Lokuqala Lokwengeza kanye nezinto ezikwenza ukuthokozele ukufunda lesisifundo. Lemibuzo izohlenganisa nendlela ofunda ngayo kanye namasu asetshenziswayo esikoleni ukukuheha ukuba uthande ukufunda isiZulu njengoLimi Lokuqala Olwengeziwe. Izohlenganisa ukubhekwa kwamabhuku omsebenzi wabafundi kanti konke lokhu kuzokusiza ekutheni ubuyekeze indlela ofunda ngayo isiZulu. Lemibuzo izokusiza ekutheni ikukhuthaze ukuze uthande ukufunda isiZulu njengoLimi Lokuqala Lokwengeza.

Uvumelekile ukubuza noma yimiphi imibuzo ngalolucwaningo. Uma uzizwa ungasathandi ukuqhubeka nokuzibandakanya kulolucwaningo, ungakhululeka ungazise futhi ngeke ubeseningeni ngalokho. Igama lakho ngeke libhalwe kwifomu yemibuzo nakulona ucwaningo, kodwa kuyosetshenziswa amagama mbumbulu ngezizathu zokuqinisekisa imfihlo ngawe

Ngiyabonga kakhulu



Miss Thethiswa Vicky Caine

Umbhalo wokugunyaza imvume

Mina _____ (Igama nesibongo somfundi) ngiyavuma ngokungaphoqiwe ukuba yingxeny eyalolucwaningo. Nginyaqonda futhi ukuthi ngivumelekile ukushintsha umqondo ngokuzimbandakanya noma inini lusaqhubeka lolucwaningo.

Nginika imvume yokuba yingxeny eyalolucwaningo.

Ngicela ukhetha uYEBO noma uCHA ngokufaka uphawu (✓) kwithebula elilandelayo

Ngiyavuma/angivumi	Faka uphawu (✓) kuYEBO noma CHA	
Ukubayingxeny eyalolucwaningo	YEBO 	
Angizukubayingxeny eyalolucwaningo	CHA 	

Igama lomfundi ngokugcwele

_____/_____/_____
Usuku

Nginyaqinisekisa ukuthi ngichazile ngendlela ezwakalayo kumfundi mayelana nalolucwaningo futhi naye umfundi unginikezile imvume yokuba yingxeny eyalolucwaningo.

Isiginesha yomcwaningi

_____/_____/_____
Usuku

APPENDIX F: AN OPEN-ENDED QUESTIONNAIRE FOR GRADE FOUR LEARNERS LEARNING ISIZULU AS FAL

Open-ended questionnaire for learners based on the teaching and learning of isiZulu as FAL and below each English question presents a translated version of isiZulu. Please answer the following questions and feel free to include additional information that you think may be useful for this study.

1. In your own opinion, what is the importance of learning isiZulu as a First Additional Language at school?

Kuwena njengomfundi, kubaluleke ngani ukufunda ulimi lwesiZulu?

2. What encouraged you to learn isiZulu FAL in grade 4?

Chaza ukuthi yini ekwenza ukuthokozele ukufunda isiZulu ngengoLimi Lokuqala Lokwengeza kwibanga lesine?

3. What do you find interesting about the learning of isiZulu? (Briefly explain your answer).

Yini oyithakaselayo ngokufunda isiZulu njengoLimi Lokuqala Lokwengeza? Chaza.

4. What activities do you most enjoy during the teaching and learning process of isiZulu? (Briefly explain your answer).

Yiluphi uhlobo lomsebenzi ojabulela ukulwenza egumbini lokufundela, uma ufunda isiZulu? (Nikeza incazelo).

5. How is your experience of working independently in the classroom?

Chaza kafushane ukuthi uzizwa unjani uma uzenzela umsebenzi egumbini lokufunda ungasizwa nguthisha noma abanye abafundi?

6. What is your experience of working with your peers during classroom activities?

Chaza ukuthi kunjani ukusebenza nabanye uma nenza umsebenzi egumbini lokufunda?

7. If there are any challenges you meet in the learning of isiZulu, in what way do you overcome those challenges?

Uma zikhona izinkinga ohlangabezana nazo uma ufunda isiZulu njengoLimi Lokuqala Lokwengeza, wenza kanjani ukuzixazulula?

8. How does the classroom atmosphere encourage all learners to participate during teaching and learning?

Chaza ukuthi igumbi lokufundela liyakukhuthaza yini njengomfundi ukuba ukuthokozele ukufunda isiZulu?

-
-
9. Are there any extracurricular activities at your school that promote the learning of isiZulu as FAL? (Briefly explain).

Chaza kabanzi ukuthi zikhona yini izinhlelo ezihlelwe isikole ezigqogquzelela ukufundwa kwesiZulu njengoLimi Lokuqala lokwengeza?

APPENDIX F: DOCUMENT ANALYSIS GUIDE

Research Guide for Document Analysis

Part 1: Information

DATE OF DOCUMENTS ANALYSIS: 16 TO 30 NOVEMBER 2020

GRADE: 4

Part 2: Main predetermined analysed aspects

Assessment of documents will be based on four criteria (authenticity, credibility, representativeness and meaning) as formulated by Scott (1990, p. 6).

Availability of related documents	Authenticity	Credibility	Representability	Meaning
Learner's workbooks				
Learner's files				
Other (Specify): 1.				
2.				

APPENDIX G: TABLES OF FIGURES

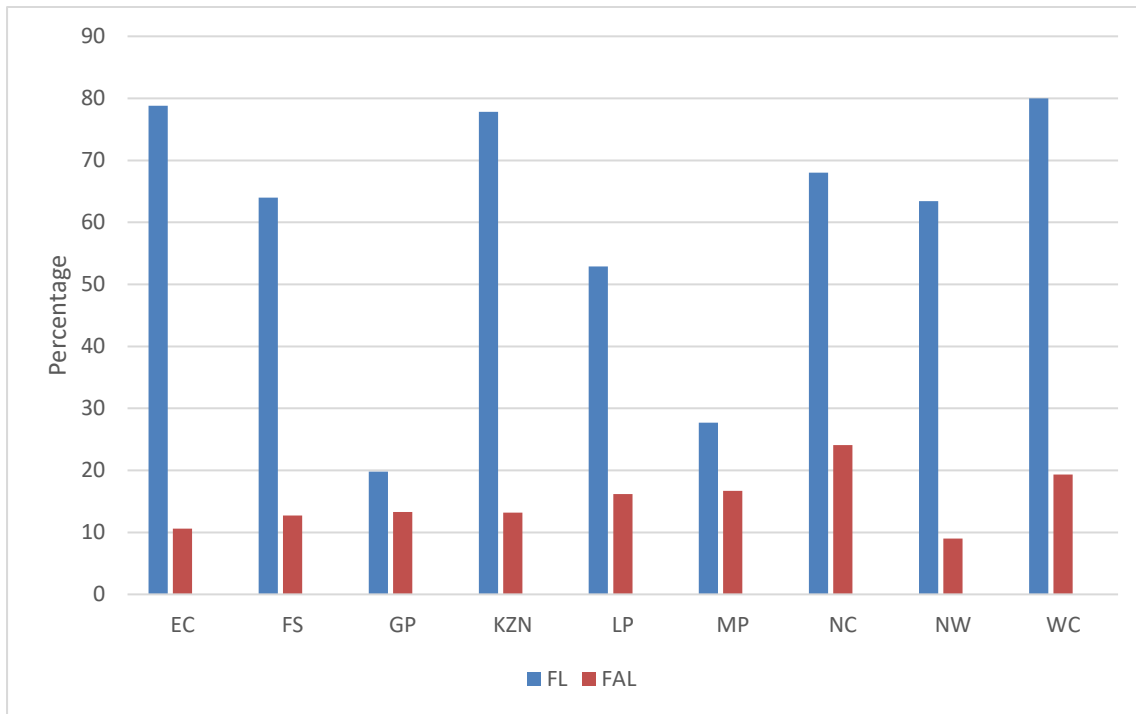


Figure 2.1 represents predominant South African languages by province adapted from Census Statistics (2011)

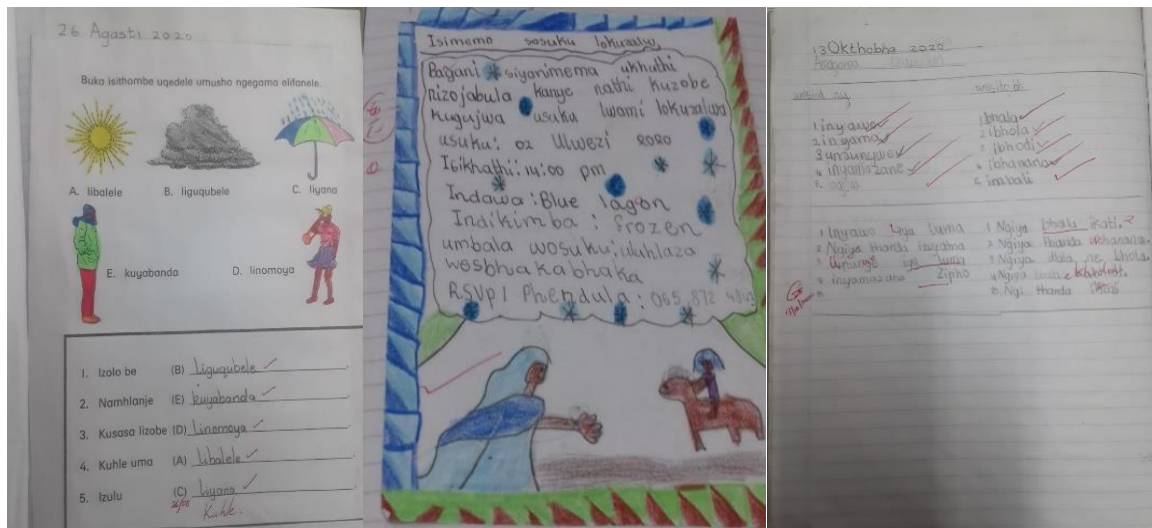


Figure 4.1: A sample of learner's work

APPENDIX H: EDITING CERTIFICATE



Dr Jabulani Sibanda
Senior Lecturer: English Education
School of Education
Tel: (053) 491-0142
Email: Jabulani.Sibanda@spu.ac.za
Alternate e-mail: jabusbrd@gmail.com
Website: www.spu.ac.za
Cell: 0845282087

Date: 01.06.2021

RE: CERTIFICATE OF LANGUAGE EDITING

To whom it may concern

I hereby confirm that I have proof read and edited the following DISSERTATION using Windows 'Tracking' System to reflect my comments and suggested corrections for the author(s) to action:

Learners' Experiences of Learning IsiZulu as First Additional Language in a Former Model C School

Reference

- Author(s): Thethiswa Vicky Caine
- Student Number: 217076312
- Affiliation: University of KwaZulu-Natal

Although the greatest care was taken in the editing of this document, the final responsibility for the product rests with the author(s).

Sincerely

01.06 2021

SIGNATURE

This certificate confirms the language editing I have done in my personal capacity and not on behalf of SPU

APPENDIX I: TURNITIN REPORT

LEARNERS' EXPERIENCES OF LEARNING ISIZULU AS FIRST ADDITIONAL LANGUAGE IN A FORMER MODEL C SCHOOL

ORIGINALITY REPORT

6%	6%	3%	%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	hdl.handle.net Internet Source	1%
2	researchspace.ukzn.ac.za Internet Source	1%
3	ir-library.ku.ac.ke Internet Source	1%
4	uir.unisa.ac.za Internet Source	<1%
5	"Encyclopedia of Language and Education", Springer Science and Business Media LLC, 2008 Publication	<1%
6	www.scribd.com Internet Source	<1%
7	citeseerx.ist.psu.edu Internet Source	<1%
8	www.dsj.co.za Internet Source	<1%