

**INTERMEDIATE PHASE ENGLISH TEACHER LEARNING: A CASE STUDY OF TEACHERS
PARTICIPATING IN JIKA IMFUNDO PROJECT**

By

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My school Ntolwane Primary School, all my colleagues, thank you for supporting my dream.

DEDICATION

I dedicate this dissertation to all enthusiastic teachers who work very hard to enlighten the bright future of learners as they strive to success. I further dedicate this work to my grandmother Mam Ntoni Goge who raised me and encouraged me to learn although she is uneducated. I cannot forget my late mother Zodwa Goge who passed away when I was only six months old; she fought for my life until the end of hers.

DECLARATION

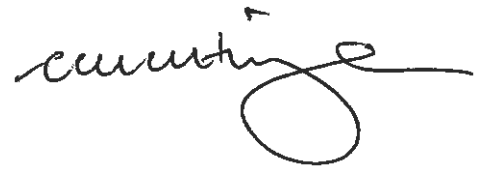
I, Philani Ntuthuko Goge, declare that this is my original work. The borrowed ideas from other scholars were acknowledged referring to references and citations. The dissertation is submitted for the Degree of Masters in Education Studies (Teacher Development Studies) directed to the School of Education, specifically the College of Humanities, at the Pietermaritzburg Campus University of KwaZulu Natal, in South Africa. All work that is presented in this study has not been submitted to any other institutions.

Signed:

Date: 22 May 2019

Supervisor Name: CCN Mthiyane

Supervisor Signature:

A handwritten signature in black ink, appearing to read 'ccn mthiyane', with a large circular flourish at the end.

Date: 22 May 2019

ABBREVIATIONS/ACRONYMS

JI	Jika iMfundo
PD	Professional Development
IP	Intermediate Phase
EFAL	English First Additional Language
ANA	Annual National Assessment
DBE	Department of Basic Education
PILO	Programme to Improve Learning Outcome
HoD	Head of Department (school level)
SACNEQ	South African & Eastern Africa Consortium for Monitoring Education Quality
PIRLS	Progress in International Reading Literacy Study
TIMSS	Trends in International Mathematics and Sciences Study
KZN	KwaZulu-Natal
PCK	Pedagogical Content Knowledge
GPK	General Pedagogical knowledge
SMK	Subject Matter Knowledge

ABSTRACT

This case study consists of five Intermediate Phase (IP) English teachers who are participating in the Jika iMfundo programme. The study explores how teachers have learned English First Additional Language (EFAL) when they participated in professional development activities with the Jika iMfundo programme. The main purpose of this study is to contribute towards teacher professional development (PD) since the literature review has revealed that there are challenges in learning English as a second language for some learners.

This study is guided by the title which says: Intermediate Phase English teacher learning: a case study of teachers participating in Jika iMfundo project.

The study invited five IP English teachers from three different primary schools situated in Kwa-Zulu Natal province, in South Africa. The participants were purposively sampled as they participated in Jika iMfundo since it was started. The case study is guided by an interpretive paradigm using a qualitative approach. The interpretivist allowed me to work thoroughly with each teacher in that particular context during a period of 18 months to understand the nature of teacher learning by following participants.

The data was generated from interviews and data analysis. In order to ensure that the data is clearly understood by the reader it was inductively analysed and reduced to present a systematic description of the five teachers' personal experiences and the pedagogies. This case study produced biographical descriptions that gave background information related to each of the five teachers' contexts. The two conceptual frameworks that were used to analyse the main questions of this study are from Desimone's (2002) effective professional development and Grossman's (1990) types of knowledge. The two main questions are what types of professional development activities do intermediate phase English teachers participate in Jika iMfundo? What knowledge do intermediate phase English teachers develop by participating in the Jika iMfundo programme?

The findings of this study revealed that English teachers lack content and pedagogical content knowledge as newly appointed teachers of EFAL, meaning that some teachers end up avoiding certain sections they should teach. The study also found that although teachers participate in all professional development activities, not all help them to acquire relevant skills and knowledge in order to implement the subject curriculum accordingly

KEY WORDS: Intermediate Phase, teacher learning, teacher knowledge, teaching English as a First Additional Language

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CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Background and context of the study

This study aims to investigate Intermediate Phase English teacher learning. There are many interventions that were implemented to improve English literacy in South African schools since it's the second language of the majority of school learners. However, these interventions did not succeed in developing learners. Jika iMfundo is a new intervention whereby teachers initiate and implement the programme, and should outline different activities they participate in to improve their teaching and learning, especially for English First Additional Language. According to JI it is described as "a programme to improve learning outcomes in KwaZulu-Natal. It is designed and managed by PILO (Programme to Improve Learning Outcomes) and it is funded by the National Education Collaboration Trust" (Jika iMfundo 2015, p.1). JI was launched in September 2014 as it was addressed by stakeholders involving teacher unions. Jika iMfundo PILO was introduced in KwaZulu-Natal by Department of Education in two districts known as Pinetown and King Cetshwayo which accommodate 1200 schools. The purpose of the programme is to promote a new development plan to improve the quality of teaching and learning in schools.

South African schools are experiencing literacy challenges related to English as a First Additional Language. Maswanganye (2010) investigated EFAL teaching methods in reading around South African schools and reported teachers do not have sufficient skills and strategies to enable learners to read. He revealed that teachers are unable to apply relevant approaches that can improve learners reading skills. Similarly, Lawrence (2011) explained that teachers implemented distinct approaches of literacy teaching and used the socio-cultural approach that improves learners' literacy.

An investigation has reported that the majority of South African learners struggle with reading and writing EFAL. The Annual National Assessment (2011) disclosed that many South African learners in grades 3, 6 and 9 are struggling to read and write meaningfully. The Department of Basic Education cited poor results in 2011 of learners who participated in ANA interventions. Therefore, Jika iMfundo is another intervention which aims to improve learning outcomes strictly in EFAL as it focuses on assisting teachers in understanding how do they learn in this program in order to teach learners effectively.

JI aims to improve learning outcomes through improving curriculum coverage. It modifies the behaviours for leadership with the aim of improving learning outcomes by using tools to support management conversations, focused on confirmation and ensuring curriculum coverage of all stages. This includes the

Heads of Departments (HoDs) and teachers, the School Management Team and the district and the schools. This programme attempts to create a collaborative environment between teachers and the Department of Education to ensure a conducive teaching and learning atmosphere. Research on effective professional development outlined the significance of a collaborative and collegial learning atmosphere that assists with development of communities of practice to encourage school transformation above individual classrooms (Darling-Hammond, et al., 1995).

In this regard, there is literature that discuss the acquisition of English First Additional Language. Actually, EFAL acquisition is a complete sub-discipline used in linguistics. In all parts of the world, the requirement to be fluent in a second language is very important in order to obtain meaningful exposure to education, in the field of work. Many interventions in EFAL has been conducted. I have focused on Jika iMfundo since it aims to improve teaching and learning outcomes in English. Provided that all challenges have been stated about EFAL, there are variety interventions that were conducted in order to overcome these challenges. With this in mind, studies were conducted in order to improve acquisition of EFAL. According to Spaul (2013), South Africa has engaged in various methodologies through national and international research with the view to change the status quo towards better education attainments. The 2011 demographics specify that SACMEQ II (2000) and SACMEQ III (2007) in South African Grade Sixes, there was no progress in their literacy performance more than seven year later. Almost 13 African countries participated who can be compared with the attainment levels of South African learners in grade six from different continents. Moreover, the aim of this project was to monitor quality education amongst schools in Africa. On other hand, Prinsloo (2009) states that the Progress in International Reading Literacy (PIRLS) has reported learners' illiteracy in South Africa when contrasted with international countries. The PIRLS was implemented with reading comprehension assessment and observed reading literacy for a period of five-years. The PIRLS literacy objectives as asserted by Howie, Combrinck, Roux, Tshele, Mokoena, & McLeod (2017, p. 6) were:

- To assess how well South African Grade 4 learners read and identify possible associated contextual factors.
- To compare the reading literacy of Grade 4 South African learners and both internationally and on a national level for all 11 languages and nine provinces.

The Grade 4 achievement in English PIRLS Literacy revealed that those learners who wrote an English test and used English as their native language performed better with an average score of 445 which was regarded as higher than learners who spoke English as a second language with an average score of 356.

1.2 Rationale

This study emanates from my interest in teacher learning for English as a First Additional Language in the Intermediate Phase related to the professional development of teachers. I started working in 2011 where I attended different types of professional development interventions. Unfortunately, in spite of the many interventions I attended, my practise in class did not change. Furthermore, the research disclosed that the literacy has not increased, especially for English First Additional Language (EFAL). These resulted in the interventions of PIRLS, ANA and TIMMMS. I have been teaching EFAL for more than 7 years and I have noticed so many problems from my learners, especially in the area of reading and writing. Learners experience difficulties in reading instructions during their assessment tasks, they need support like code switching methods in order to understand. Van Hook (2002) asserts that when a learner fails to read and write to comply with curriculum content, the learner usually performs badly in other subjects too. The schools are situated in deeply rural areas where there is a shortage of resources such as libraries and internet cafes. Some parents are illiterate they cannot help their children with homework which negatively impacts learners' results. In 1994, South Africa introduced policy and curriculum changes to the education system, however, these changes did not serve the goals of schools and some schools were considered dysfunctional because of insufficient resources and unqualified teachers who were expected to teach.

1.3 Focus and purpose of study

The purpose of the study is to explore Intermediate Phase English teacher learning of teachers from the Jika iMfundo programme. The schools are all situated in Nkandla, a rural area under King Cetshwayo District in KwaZulu-Natal Province. The majority of learners who attend these schools reside in the area however; others travel from different areas which are about 5km or more away. Some of these learners are orphans due to parents and guardian who are unemployed and the effect of HIV/AIDS in the community. The provided information confirms that the schools falls under quintile three. The Department of Education (DoE) asserts that quintile three schools are regarded as poor, although among these schools some do have water and electricity. Even the teachers who participated in this study were paid by Rural Incentives. English is the medium of instruction in the Intermediate Phase. English is a First Additional Language (FAL) in the Curriculum and Assessment Policy Statement (CAPS)

1.4 Research questions

The following two questions explore Intermediate Phase English teacher learning: a case study of teachers participating in Jika iMfundo project.

- a.) What types of professional development activities do intermediate Phase English teachers participating in Jika iMfundo engage in?
- b.) What knowledge do Intermediate Phase English teachers develop by participating in Jika iMfundo?

1.5 Brief review of related literature

South Africa has participated in international assessment and national assessment. Among those international tests is the Trends International Mathematics and Science Study (TIMSS), the Progress in International Reading Literacy Study (PIRLS) the Southern African and East African Consortium for Monitoring Education Quality (SACMEQ). Organisations, has considered the methodical evaluation programme which commenced in 2001, 2004 and 2007 per each grade and the sample consisted of 35 000 and 55 000 learners. According to Dempster & Reddyn (2007), the TIMSS sample in 2003 consisted of 8952 learners. Specifically, the SACMEQ focused on the 2007 sample of 9071 South African learners (Spaul, 2011). ANA was introduced in 2010 which included a huge number of learners and teachers (DBE, 2011). The statistics of the 2010 ANA reported 4551 schools.

1.6 Teacher Professional development and teacher learning

Professional development is “any activity that is intended partly or primarily to prepare paid staff members for improved performance in present of future roles in the school district” (Desimone 2009, p, 184). According to Kelly (2006) professional development can consist of workshops or in-service training, which may be conducted inside or outside of school premises.

Kelly (2006) defines teacher learning as the procedure whereby teachers obtain different types of knowledge which consists of various strategies to enrich their skills with the purpose of developing their professional practice. This process is a comprehensive occasion, which is conducted in the form of structured and unstructured settings, in dissimilar events and numerous contexts.

Kelly (2006) affirm that Professional development is not a linear process, which suggests that as soon as teachers participate in workshops, they acquire knowledge, transform their teaching strategies and increase their learners’ performance. Desimone (2009) argues that in order to succeed in teacher learning and professional development, they should participate in seminars, structured workshops and formal education institutions to activate their learning and in-service training. Attention is drawn to teachers who learn informally in their communities sharing or discussing subject content and different types of teaching styles.

Similarly, Mizell (2010) states that the concept of professional development is applied to formal activities which are seminars, conferences or workshops. The collaborative learning of teachers includes their work and tertiary education therefore, it also involves informal processes reading and observing each other. Furthermore, Desimone (2009) affirms that professional development may include a numerous range of opportunities in teacher learning that enable teachers' development and growth. To create these opportunities, the focus should be based the attributes of the activity and include a variety of activities.

Professional development has been facilitated in South Africa with range of workshops provided to teachers to improve their professional practice and learner achievement, which has resulted in a slight improvement (Bertram, 2011). Bertram (2011, p. 4) argues that "one of the reasons for the lack of many professional development initiatives is that they are not clearly focused on developing professional practice, and often appear not to be informed by research on teacher knowledge and teacher learning".

1.7 Methodological approach

1.7.1 A qualitative approach

The study employed a qualitative approach. Creswell (2007) asserts that qualitative research is appropriate for examining and understanding an essential phenomenon. Qualitative approach was used as:

It seeks to explore, describe, and analyse the meaning of individual lived experience: how they perceive it, feel about it, judge it, remember it, make sense of it, and talk about it with others (Patton, 2002, p.104)

A qualitative approach was considered suitable for this study due to in-depth analysis of the data. MacMillan and Schumacher (2006) argue that qualitative research seeks to understand participants' attitudes, views, opinions and movements.

1.7.2 The interpretive paradigm

This study is located within the interpretive paradigm. According to Willis (2007, p.25) "interpretivism usually seeks to understand a particular context, and the core belief of the interpretive paradigm is that reality is socially constructed." In line with Creswell (2003), Yanow & Schwartz-Shea (2011) maintain that interpretivist researchers discover reality by the participant's ideas, referring to their background and experiences. The adoption of an interpretive paradigm is suitable for this study because it allows me to understand the participants' contexts and beliefs by listening to them sharing their background and personal experiences. Mackenzie and Knipe (as cited in Creswell, 2003, p.90) contends, "interpretive is the most

likely to rely on qualitative data collections methods and analysis or a combination of both qualitative and quantitative”.

1.7.3 A case study

According to McMillan & Schumacher (2010. p. 24) a case study is defined as “a bounded system, a case, over time, in depth, employing multiple sources of data found in the setting. The case study may be a programme, an event, an activity, or a set of individuals bounded in time and place” (McMillan & Schumacher, 2010. p. 24). The case study consists of six teachers from three different schools who have experience in teaching EFAL at the Intermediate Phase. Teachers selected are those who have attended Jika iMfundo workshops and are working with these interventions in their classrooms. Data collection for the study will use semi-structured interviews and document analysis. Purposive sampling was used to select the six Intermediate Phase EFAL teachers.

1.8 Overview of the dissertation

1.8.1 Chapter One

The chapter presents the focus and purpose of the study. The rationale and background information, and the research questions are identified. A brief review of related literature, the conceptual framework is discussed and the methodological approach is identified. The final section provides the overview of the chapters for this dissertation.

1.8.2 Chapter Two

The chapter outlines the literature review and will provide the importance of Intermediate Phase EFAL teachers and teacher learning in Jika iMfundo programme. International research related to EFAL addresses both national and local issues, especially related to reading and writing. An overview of the different skills required by learners is discussed. The conceptual framework for teacher professional development and teacher knowledge is also discussed. Since the study focuses on teachers, the issues surrounding teacher learning is argued. The chapter gives an overview of the literature that has been conducted by the Department of Education related to EFAL.

1.8.3 Chapter Three

The chapter outlined the methodological approaches adopted in the study. The research question is described in this chapter. The paradigm, research design and methods of data collection are also discussed.

The use of semi-structured interviews as well and document analysis are clearly detailed. The sampling, ethical considerations and the limitations are described as it controls the study.

1.8.4 Chapter Four

This chapter answers the research questions as discussed in Chapter One and Chapter Three of this study. It focuses on the analysis of the data based on the findings which are associated with the EFAL teachers' experiences from the Intermediate Phase who participated in the Jika iMfundo programme.

1.8.5 Chapter Five

The last chapter offers the key finding of the study and focuses on data collation. The overall study will be summarised in line with objectives of the study and further provides a conclusion. Recommendations will also be provided.

1.9 Conclusion

In this chapter, I elaborated on the Jika iMfundo Programme. I offered the background and the rationale for the study and specified the research questions. In the next chapter I will give an overview of the literature related to the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In the previous chapter I gave an overview of the background and the rationale which underpins the study. In this chapter, I will give a review of the literature. The literature review aims to clarify how previous studies that were conducted and the possible findings associated with the current study. The purpose of the study is to explore types of knowledge and professional development activities Intermediate Phase English teachers participate in the Jika iMfundo programme. Therefore, they focus on professional development, the characteristics of effective teacher professional development, the origin of the JI programme, the state of EFAL in South Africa, teacher learning and teacher knowledge. I reviewed the above-mentioned literature because they are related to my study. Finally, I discussed types of knowledge and professional development activities that these teachers engage in, as my conceptual framework.

2.2 The Jika iMfundo programme

Jika iMfundo is an education intervention that has been run as a campaign between 2015 and 2017 in all 1 200 public primary and secondary schools in the two districts of King Cetshwayo and Pinetown in KwaZulu- Natal (Witten, Metcalfe & Makole, 2017, p.20). This intervention was designed to implement the programme of improving learning outcomes known as (PILO). Jika iMfundo targeted to achieve improvement by focusing on the capacity levels in system which involves the schools and districts to ensure the curriculum coverage is monitored.

The purpose of running this programme in schools is to promote a new development plan to improve the quality of teaching and learning in schools. It modifies the behaviours selectively to leadership of improving learning outcomes by ways of using tools to support management conversation, focused on confirmation, ensuring curriculum coverage to all stages. This including the levels of Head of Departments (HoD) and teacher, School Management Team as well as district and the schools. This programme tempting to create a collaboration environment between teachers and Department of Education to ensure conducive of teaching and learning atmosphere. Research on effective professional development outlined the significance of collaborative and collegial learning atmosphere that assist development community of practice afford to encourage school transformation above individual classrooms (Darling-Hammond, et al., 1995.).

2.3 Teacher learning

Kelly (2006) defines teacher learning as the process whereby teachers obtain different types of knowledge, consists of various strategies that enrich their skills and is a goal to develop their professional practice. This process is a comprehensive occasion, which is conducted in a form of structured and unstructured settings, on different events and numerous contexts

2.4 Understanding professional development

Teachers require a variety of opportunities as an ongoing process to develop them and be able to implement the knowledge they gained either from workshops or training to implement in their classrooms. Professional development has been facilitated in South Africa for teachers to improve their professional practice and learner achievement and while the department had spent so much money on these programmes, there was only a slight improvement (Bertram, 2011). Bertram (2011) argues that:

One of the reasons for the lack of many professional development initiatives is that they are not clearly focused on developing professional practice, and often appear not to be informed by research on teacher knowledge and teacher learning (p.4).

In addition, the professional development contains substantial contact hours for conducting professional development activities. (Guskey, 2000)

The professional development content can create variety between attracting teachers' proficiency and solely providing a seminar for teachers to communicate. Usually, applicable professional development encourages active teaching, assessment and observation (Darling-Hammond & McLaughlin, 1995). Informal experiences focus on attending workshops, mentoring and professional meetings, while informal experiences consist of reading professional publications, listening to programmes as well as watching television documentaries which are associated with the field of study (Ganser, 2000).

In many activities, teachers actively participate to improve their work and from certain courses of their careers which is regarded as continuing professional development (CPTD), (Day & Sachs, 2004). Avalos (2011) maintains that professional development can be conducted in different ways, as the other strategy of teacher learning on how they learn in order to use knowledge practical to assist learners ensure improvement. Bertram (2011, p. 4) argues that:

One of the reasons for the lack of many professional development initiatives is that they are not clearly focused on developing professional practice and often appear to not be informed by research on teacher knowledge and teacher learning.

2.4.1 Formal professional development

Formal CPD refers to the participation of teachers in planned activities, e.g. workshops, seminars, panel/group meetings and conferences. It consists of suitable content and the place where they will be attended as evidence (Hill, 2009). Formal CPD consists of the following:

- Completing or participating in a structured activity either as a delegate, speaker, panel member or other participant. This includes but is not limited to conferences, seminars, training courses, workshops, panels and group meetings.
- Participation in staff development training courses/activities is provided by employers.
- Sharing professional knowledge in a formal setting.
- Writing relevant books, articles and papers.
- Lecturing, teaching and addressing meetings on relevant subject matter.
- Being an examiner or being involved in professional or higher education that is related (Plair, 2008, p. 25)

2.4.2 Informal professional development

Informal CPD focuses on activities that are performed specifically by individuals, which involves workplace learning, research and reading. It's not easy to obtain evidence from informal CPD training and workshops because teachers interact as individuals without anyone who is observing them. The examples of informal CPD are presented as follows:

- Using the internet to search for information, it can include reading journals and reviewing books or articles associated with professional reasons.
- Meetings, peer reviews, coaching, mentoring and work shadowing.
- Participating in professional searches for a particular course.
- Magazine readings.
- Relevant publication readings like business journal. Reading, research and working webinars (Plair, 2008).

2.5 Models of continuing professional development

Kennedy (2005) identified a variety of characteristics for CPD models and categorised them. The models are categorised in order to explore a particular knowledge which aims to develop a specific model. He grouped models into nine categories as follows: training, award-bearing, deficit, cascade, standards-based, coaching/monitoring, community of practice, action research and transformational. In these models there are those which best suit my study however, not all of them are discussed. I focus on the following models on my discussion: the training model, the award-bearing model, the cascade model, the coaching/mentoring model and the community of practice model. The intention of using these models is to answer important questions which are based on types of professional development and they allow me to understand exact activities that take place when they participate in the Jika iMfundo programme. After collecting data, the models should be analysed.

2.5.1 The training model

Kennedy (2005) maintains that the training model develops skills whereby teachers are given a chance to develop their skills allowing them to perform competently. Normally, it is conveyed to targeted teachers by a certain expert whose responsibility is to organise the agenda while the participants are kept in a passive role. Furthermore, the training may occur in the institution where the participant actually works however, it can gradually take place off-site although there are criticisms regarding a missing link between the classroom context and the work done by participant. Day (1999, p. 237) identified “one of the principal difficulties as being the failure of such training events to connect with the essential moral purposes that are at the heart of their professionalism”. This kind of model is well known as the traditional form of professional development (Ono & Ferreira, 2010). It was proposed to developing countries such as South Africa. This model it is based on teachers who are invited to attend workshops, courses and seminars. The department of education normally arranges trainings for teachers which is relevant to a particular curriculum area. Trainings have been conducted in the previous introduction of OBE and C2005 in South Africa.

The training model has been a well-known training model in for professional development for a quite some time. It includes teachers who attend that particular event, either sessions that are offered by department of education or experts. That particular expert delivers and organises the relevant agenda for teachers. However, there are disadvantages with this model as the workshop may be conducted for a day or certain number of days. Fullan and Stiegelbauer (1990) also criticises the time wasted when they were offered to run this model as a result of negative outcomes which didn't work at all. Similarly, Bantwini (2009) criticised the training model by focusing on teachers and expecting them to generate new developments in

education for themselves and also managing the progress within teachers. Kennedy (2005) suggested that continuing professional development should not be regarded as an ending, but as a starting point until teachers succeed in the implementation of the new curriculum.

2.5.2 The cascade model

This model focuses on a teacher as an individual who attends a training session and cascades the information back to their colleagues. This type of model is applied when there are insufficient resources. Usually it occurs in places where there are not enough resources. Day (1999) reports on a case study in which the cascade model was employed by a group of teachers as a means of sharing their own learning with colleagues (p. 240). The teachers who attend report what they learn. Solo & Tresman (1990) suggested that among the drawbacks of the cascade model they are transferred by the cascading process and obviously depends on whether they are skills-focused or knowledge-focused, although infrequently based on values. Nieto (2003) argues that education for teachers requires changing questions associated of what and how instead to why.

The disadvantages of this model are that information is not delivered from the top to the bottom successfully (Khulisa 1999; HSRC 2000). Once the information reaches the next level, it has already been watered down or misinterpreted due to the lack of the correct mechanisms to pass down essential information (Ono & Ferreira, 2010, p. 61).

2.5.3 The coaching/mentoring model

The coaching/monitoring includes numerous Continuous Profession Development applications that focused on broad philosophical premises. The model is significant through one-on-one backup CPD. Rhodes & Beneicke, (2002, p. 242) affirm that “both coaching and mentoring share this characteristic, although most attempts to distinguish between the two suggest that coaching is more skills based and mentoring involves an element of counselling and professional friendship.” Smith (2002) states that mentoring provides new teachers and master teachers a chance to learn from one another. This can assist novice teachers to learn effectively to face the day-to-day encounters of teaching. Mentoring starts from activities like coaching, classroom observation, feedback and teaching collaboratively. The coaching relationship can be regarded as collegiate like peer coaching although it’s possible to be described as, “coaching and mentoring can have dramatic effects on teachers that include increased retention, improved attitudes, increased feelings of efficacy and control, and experience using a wider range of instructional strategies” (Smith, 2002, p. 3).

2.5.4 The community of practice model

In the community of practice model there are similarities with the coaching/mentoring model as I mentioned above, the common supportive and challenges. The slight difference between these two models is that the community of practice engages more than two people while the coaching/mentoring model consists of two people practicing face-on-face. Wenger (1998) contends that, once we are regarded as the members of different communities of practice, learning engages three important methods: evolving forms of mutual engagement; understanding and developing repertoires, styles and discourses (p. 95). He suggests that community of practice learning occurs as an outcome of that community and it is relations. and it is not regarded as prepared learning events like courses. This model, unlike other models, brings teachers together to discuss certain aspects related with acquiring skills and knowledge. The main issues that are discussed by teachers involves: pedagogy, subject matters, lesson plans and assessment strategies.

2.6 The state of EFAL in South Africa

FAL is regarded as a language that is not the native language of the majority of learners, but is considered for communication reasons in wide range of communities. Thuzini (2011) suggests that a FAL is the language that is obtained after their first language which is their mother tongue. Learners learn EFAL collaboratively with their home language from foundation phase in South African schools. CAPS presented EFAL in Grade One as new subject in all schools in South Africa (DBE, 2011). According to Singh (2009), teachers are supposed to associate strategies of teaching FAL in way that cater the different learners to ensure they all acquire it in the classroom setting.

2.7 Teacher learning

Kelly (2006, p.514) defines teacher learning as “the process by which teachers move towards expertise”. Kelly (2006) identified two approaches in teacher learning which are the cognitive approach and the socio-cultural approach. Referring to the Jika iMfundo programme, teachers are engaged in different activities with the purpose of learning certain knowledge that should be imparted to learners in order to achieve specific learning goals. Teachers learn by attending activities such as workshops, clusters, departmental meetings, subject meetings and one-on-one meetings which are regarded as professional development. These two approaches are discussed below:

2.7.1 The cognitive approach

Putnam & Borko, (2000) outline the cognitive approach which is regarded as teacher expertise that develops in the individual mind, the strategic way to acquire knowledge while understanding the skills of the context independently. Concerning the issue of this approach in teacher learning, teachers achieve knowledge, skills and understanding which are relocated in some places. Putnam & Borko, (2000) suggest that teachers use the skills and understanding obtained from their classroom contexts. Kelly (2006) argues that based on the cognitivist approach, newly appointed teachers are required to study professional knowledge in order to apply it in practice to become experts. This kind of approach focuses on individuals and does not involve collaboration with other teachers. This approach is considered different from formal strategic planned activities for teacher learning (Kelly, 2006). As teachers attend workshops, the information they gain needs to be implemented in their classrooms. However, scholars in literature outline that what is learnt in single setting is often not applied by learners in to another setting (Kelly, 2006). He stated the cognitive approach is based on knowledge which can be regarded as worthy learning. This type of approach is called knowledge-of-practice. Kelly (2006) concludes by stating that the cognitive approach is inadequate to support teacher learning because the social context of where teachers work as well the viewpoints which are carried by teachers at work are not considered. Referring this approach to the Jika iMfundo programme it is very important because teachers acquire knowledge as individuals which will be then transferred to the learners in classroom. This approach in JI may be obtained by reading the documents from JI which were provided during workshop and utilises those skills in order to meet the target goal for JI.

2.7.2 The socio-cultural approach

The socio-cultural approach verifies that teachers need skills, knowledge and understanding about the workplace and then the learning is located in workplace (Kelly, 2006). This approach does not consist of individual learning but teachers collaborate. In this approach, teacher learning occurs in a community of practice when teachers are engaged in learning through community activities (Lave & Wenger, 1991). This approach is called knowledge-in-practice it does not reside inside the individual but spreads to teachers, learners and artefacts (Kelly, 2006). However, Kelly (2006) argues that the socio-cultural approach related to teacher learning is that teacher expertise is connected with the context where it is practised and learning occurs in a community of practice, therefore teachers study a variety of methods of knowing, also thought that explain the school situation.

Situated learning occurs in a variety of contexts and teachers learn as individuals or collaborate in a team (Bertram, 2011). She argues that teachers commit both learning a certain set of skills, and knowledge by becoming proficient within social a setting. Furthermore, she asserts that practical knowledge is frequently

obtained informally by observing other teachers while they teach and assisting other teachers by managing classrooms appropriately. Putman & Borko (2000) asserts that cognition is observed socially whereby people interact with the environment with what is supposed to be learnt and acquire methods on how learning will commence.

Desimone (2009) affirms that teacher learning occurs in a zone of teaching; it might take place in professional development contexts such as workshops or courses, teachers' classrooms or in the setting of school communities. Kelly (2006) argues that in the socio-cultural approach, context is fundamental to teacher learning. In the light of this approach teachers learn well in the workshop when they collaborate with others by sharing personal experiences. For my study, this approach will encourage teachers to share their common ideas about English using the JI programme to ensure that its goals are achieved. In order to discuss issues about English in Jika iMfundo, teachers may use different professional development activities which can be clusters, subject meetings and workshops since it promotes a community in practice.

2.8 Teacher knowledge

Focusing on teacher knowledge it has a great impact on what teachers teach in their classroom, it also influences what learners learn. Verloop, Van Driel and Meijer (2001, p. 445) define teacher knowledge as "the total knowledge that a teacher has at his or her disposal in a particular moment." This clarifies that teacher knowledge reinforces teachers' efforts which may purposefully come up with a resolution to apply the acquired knowledge of the teaching process.

Knight (2002) describes practical knowledge as learning to apply that knowledge in the classroom. These are common strategies of understanding knowledge that have been distributed as a way of knowing "how" and "what" which involves curriculum philosophy (Schwab 1987). Furthermore, practical knowledge is regarded as context-specific knowledge whereby it's difficult to clear understand formally as it conducted more informally by participating in the community activities (Wilson & Demetriou, 2007). They suggest that propositional knowledge is acquired through formal learning while practical knowledge is acquired through informal learning. Stuart, Akyeampong and Croft (2009) maintain that propositional knowledge is commonly public and regularly printed, regarded as records about truths, theories, principles, and research findings. Similarly, Kelly (2006) applies different terms to elaborate these similar concepts. Moreover, he refers to propositional knowledge as the 'knowledge-of-practice' which is understood as knowledge linked to professional activities.

Bertram (2011) asserts that practical knowledge is gradually acquired informally by observing fellow colleagues while they teach, being assisted by other colleagues by using the techniques to control classrooms successfully or by identifying relevant resources which can be used to teach particular concepts.

Kelly (2006) suggests that teachers adopt in both knowledge-of-practice and knowledge-in-practice when they teach in their classrooms. In order to develop professional knowledge teachers should draw from propositional knowledge and practical knowledge (Eraut, 2000; Morrow, 2007). Bertram (2011.p.14) maintains that “when a teacher has a strong network of deep conceptual disciplinary knowledge, he/she should be easily able to access new knowledge on his/her own through reading books, teacher journals, textbooks or websites.” However, Stuart, Akyeampong and Croft (2009) assert that to record practical knowledge is not easy but it’s primarily obtained by personal experience.

2.9 Conceptual frameworks

This study has used Desimone, (2002) (effective professional development) and Grossman (1990) (types of knowledge) as the conceptual frameworks which address critical questions which are 1.) What types of professional development activities do intermediate phase English teachers participate in Jika iMfundo? 2.) What knowledge do intermediate phase English teachers develop by engaging in Jika iMfundo? Desimone (2002) justifies seven core features which are considered as effective professional development namely: content focus, active learning, coherence, duration and collective participating. The aim is to concentrate on the features of professional development activities that guide teacher learning, not just on the types or organisational parts of activities that teachers engaged in. He affirms that to evaluate the effectiveness of professional development programmes or what kind of activity teachers are involved in, we must measure mutual features as they are revealed by the research and are associated to the consequences which we focus on them.

In this study, intermediate phase English teacher learning in the JI project was explored through learning activities that they participated in which is regarded as professional development. This consists of their participation in different activities that should help to understand how they learn, where they learn and what types of professional development, they learnt so that they can use the knowledge they learnt from JI successfully in their EFAL. This should be described in detail by focusing on core features which are discussed below.

2.9.1 Conceptual framework 1: Core features of effective professional development

I draw on Desimone, (2009) to identify the core features of effective professional development activities. The aim of using these core features is to answer the first critical question about the types of professional development. Furthermore, these concepts are considered guidelines of effective professional development as I am looking at different types of professional development activities where teachers are participating in JI. Desimone (2009) identified seven core features of effective professional development. These are content

focus, active learning, coherence, duration and collaborative participation. These core features should determine whether JI is effective once the data collection on professional development is conducted.

2.9.1.1 Content focus

The content focus, focusing on efficacy of professional development activities which is based on variety types of knowledge, skills, as well as teaching practice. Desimone, (2009) asserts that the activities differ based on relative highlights that they provide to the subject matter whereby teachers are supposed to teach and teaching strategies are expected to be issued. Usually, activities are planned mostly in order to improve teachers' knowledge of a subject matter while others are generated to improve general pedagogy such as lesson planning, classroom management, team method and others are planned to expand what Shulman (1987) calls pedagogical content knowledge. Moreover, other activities concentrate on assisting teachers who are able to use specific curriculum materials such as science kits, new textbooks or curriculum replacement units' and recommended teaching methods like student questioning methods. Furthermore, activities differ in the objectives for students learning and what they really emphasise. In addition, some activities support teachers to improve student performance through basic skills such as; just an example to recall facts, understanding the strategic skills for long division and sorting linear questions.

2.9.1.2 Active learning

This core feature of professional development regards the chances delivered through the professional development of teacher activity as it leads to being actively involved in reasonable discussion, arrange and practice (Lieberman, 1996). According to Carey and Frechtling (1997) the opportunity for active learning can occur in multiple ways, involving the opportunity for observing target teachers and evaluating their teaching; to arrange new curriculum materials and new teaching strategies that should be used within a classroom setting; to check student work in specific topics that have been completed and to conduct discussions and involve particular written work. Furthermore, the one element from active learning is to evaluate expert teachers by observing how they teach in their classrooms then feedback is given to them.

However, these type of opportunities address many issues that involve giving feedback in the form of videotaped lessons, class visits to observe lessons, engaging leaders in activities, coaches and mentors who observe class teachers and discuss target goals to be met for lessons, the tasks that are undertaken, and the strategies of teaching and student learning. Finally, one-on-one meeting is conducted where teachers are given an opportunity to state whether they have been provided with mentoring or coaching within their classroom as it considered part of their professional development to ensure whether the teacher was guided by a leader and feedback was given.

2.9.1.3 Coherence

Desimone (2009, p.69) describes coherence as “what teachers learn in any professional development activity should be consistent with other professional development, with their knowledge and beliefs, and with school, district, and state reforms and policies”. Professional development for teachers is regularly criticised concerning separation from each other as it’s specified that individual activities don’t produce a coherent programme of development and teacher learning. They state that professional development activities can develop teacher’s knowledge and skills once they have created coherent aspects of a broader group of opportunities that are arranged for teachers and learners.

2.9.1.4 Duration

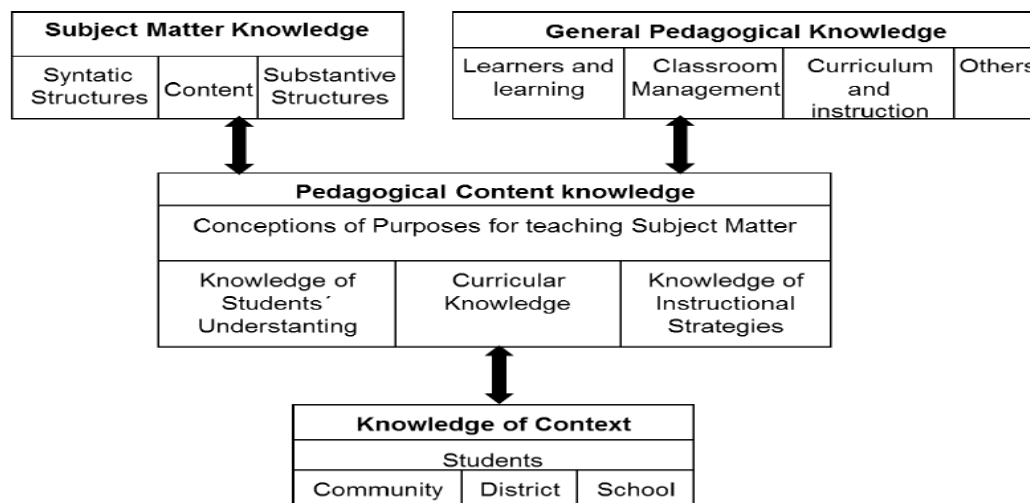
According to Desimone (2009) effective professional development activities are recommended to be conducted over a semester and it should contain 20 hours of allocated contact time. Furthermore, professional development activity duration is considered in two ways. Firstly, expanded activities are more likely to provide opportunities for in-depth conversations of content and student issues. Secondly, activities that are over a long period of time should allow teachers to participate in new practices which will take place in their classrooms and they will receive feedback on their teaching.

2.9.1.5 Collective participation

Desimone (2009) explains that collective participation is a group of teachers who come from a similar grade, school or subject who aim to participate in professional development activities, in order to create effective learning within that community. Garet et al. (2011) suggest that teachers who work collaboratively have a better opportunity of sharing and discussing the concepts, skills and challenges they come across during their professional development experiences. They maintain that teachers who come from similar schools, departments or grades are able to discuss similar curriculum materials and assessment requirements. Teachers work cooperatively whereby they share the same learners and can easily identify the needs of learners through other classes and in other class levels.

2.10 Conceptual framework 2: Teacher knowledge

Grossman (1990) adapted Shulman’s (1987) seven types of knowledge and used four domains of knowledge known as “the cornerstones of the emerging work on professional knowledge for teaching” (Grossman, 1990, p.5). Grossman’s (1990) domains of teacher knowledge are general pedagogical knowledge, subject matter knowledge, pedagogical knowledge and knowledge of context. I used these domains to answer my second critical question which is about the types of teacher knowledge. The domains are considered important guidelines which help to understand the knowledge that teachers obtain when they attend the JI programme. The domains are as follows with their discussion:



(Grossman 1990, p.20)

Figure 1 Model of Teacher Knowledge

2.10.1 General pedagogical knowledge

General pedagogical knowledge is a central component of teacher knowledge. According to Shulman (1987, p.8), general pedagogical knowledge involves “broad principles and strategies of classroom management and organisation knowledge that appear to transcend subject matter”, as well as knowledge about learners and learning, assessment, and educational contexts and purposes. Similarly, Grossman and Richert (1988) state that “GPK includes knowledge of theory of learning and general principal principles of instruction, an understanding of various philosophies of education, general knowledge about learners, and knowledge of the principles and techniques of classroom management “(p.54).

2.10.2 Subject matter knowledge

Grossman (1990, p, 7) describes subject matter knowledge as “knowledge of a subject area as well as knowledge of the substantive and syntactic structures of the discipline”. This kind of knowledge is based on subjects that are taught and enhances the quality the content of what is taught to learners to ensure knowledge they acquire. Usually subject matter knowledge is determined by the content whereby teachers are trained in a specific area and once the results are manifested positively it’s clearly indicative that the teacher has acquired enough knowledge of that particular subject. Shulman & Grossman (1987) suggest that teachers’ knowledge contains content that is supposed to be delivered so that it positively influences what and how it is delivered.

This consists of how much organisational knowledge there is within teachers' minds. Understanding content knowledge requires a focus on the facts and the domain concepts. This shows that it is significant for teachers to understand important concepts according to their disciplines, unlike just consuming a massive collection of facts pertaining to the subject. This has to do with understanding significant concepts and how they are organised that allows teachers to apply their subject knowledge based to their teaching. Kennedy (1991) states that having a specialisation in a particular subject doesn't guarantee disciplinary knowledge, since the findings of a study in US revealed that teachers who majored in a particular subject were unable to compare their knowledge with other teachers to describe important concepts in their field.

2.10.3 Pedagogical content knowledge (PCK)

This consists of content knowledge that moves knowledge of subject matter in a form of teaching. Shulman (1987, p.127) explained it as "the blending of content and pedagogy into an understanding of how particular topics, problems or issues are organised and represented for instruction". It also involves an understanding what actually influences the learning of a specific topic as being easy or hard: the concepts or preconceptions of various students from different backgrounds bring into their learning that are usually taught lessons and topics. Furthermore, he perceived PCK as how teachers change or reconceptualise content knowledge in order to be understood by specific learners in the classroom.

Turner-Bissett's (1999) work on Shulman's model suggests that in reality, all kinds of teacher knowledge such as content knowledge and pedagogical knowledge are considered as a collection in large sets known as PCK. On other hand, Hashweh (2008) suggests that PCK should be observed as the gathering of teacher pedagogical buildings. It is clearly understood that PCK is viewed as contested concept and there is no specified clarity on what it actually means. However, on behalf of teachers, there was a common agreement which specified that teachers acquire extremely deep knowledge in their specialisations. Teachers require subject knowledge to change, and pedagogical and curriculum knowledge within their subject area. Teachers require understanding of how learners gain knowledge of a certain subject and how the context that they are teaching influences the teaching and learning in that particular subject.

2.10.4 Knowledge of context

Morine-Dersheimer and Kent (1999) state that general pedagogical knowledge is thought of as a compound set, which involves knowledge of classroom organisation and supervision, diverse teaching methods, assessment methods and considering discourse and classroom communication. Grossman (1990) states that pedagogical knowledge has been specifically based on research in teaching and involves the structure of general knowledge, such as beliefs and skills associated with teaching while it also focuses on knowledge associated with learning and learners.

2.11 Conclusion

In this chapter, I have presented the literature review associated with the presented study. This was explored by English intermediate teachers who participated in the Jika iMfundo programme. The chapter provided professional development which includes the models and characteristics of quality teacher professional development, origin of the Jika iMfundo programme, the state of EFAL in South Africa, teacher learning and teacher knowledge. The chapter concluded by discussing the conceptual framework related to two aspects of professional development and teacher knowledge. The next chapter will focus on the methodology.

CHAPTER THREE

RESEARCH DESIGN METHODOLOGY

3.1 Introduction

The previous chapter outlined in detail the literature review and the conceptual frameworks of the study. This chapter illustrates the research design together with the methodology.

The study seeks to answer the following research questions:

1. What types of professional development activities do intermediate phase English teachers participate in as part of the Jika iMfundo programme?
2. What knowledge do intermediate English teachers develop through engaging in Jika iMfundo?

3.2 Research paradigm

According to Wagner et al. (2012, p.51), everyone has his/her own view of what constitutes truth and knowledge. Selecting a suitable paradigm is usually a challenge, especially for newly appointed teachers. Mackenzie and Knipe (2006) identify several theoretical paradigms such as the interpretive, constructivist, positivist, pragmatist and critical paradigms. This study employs the interpretive paradigm. The selected paradigm aims to understand personal experiences among teachers when they attend numerous professional development activities for Jika iMfundo EFAL. Mertens (2005) explains that the paradigm is used when the researcher aims to understand a particular phenomenon being investigated by exploring participants' views. The interpretive paradigm generates the clarity of a phenomenon through the participant's eyes, specifically in social contexts and expands on the sequential processes throughout the data collection (Mertens, 2007).

The interpretive paradigm is used to understand the participant's experiences as they occurred in a particular environment (Guba and Lincoln, 1989). Mackenzie and Knipe (as cited in Creswell, 2003, p.90) contends "interpretive is likely to rely on qualitative data collections methods and analysis or a combination of both qualitative and quantitative". Therefore, the acquisition of an interpretive paradigm will create chances for teachers to convey or express their personal feelings and opinions focusing on context. As the researcher adopts this paradigm, it will obtain an understanding of teacher learning and their personal experiences from English professional development activities they attempt to engage in the JI participation programme. Cohen, Manion and Morrison, (2011) consider that within the interpretive paradigm, observation is conducted for individuals and reviews their personal views, attitudes and behaviour. The interpretive

paradigm involves different techniques to collect and generate data. Henning (2004) asserts that the interpretive paradigm is commonly suitable for probing daily experiences.

3.3 Research approach

This study uses a qualitative approach, which explored the types of professional development activities and types of knowledge of English Intermediate Phase teachers participating in the Jika iMfundo programme. According to Smith (2003), qualitative research is verbally reported data and a written report of the participants' perceptions and clarifications towards the phenomenon. This type of approach engages very few participants. The researcher is responsible to collect data that ensures its trustworthiness and credibility (Creswell, 2007). The qualitative approach was suitable to collect the data and analyse and interpret it.

To employ a qualitative schedule, the researcher was guided by the following characteristics: Qualitative research is regarded as the illustrative explanation based on the phenomenon that is being investigated (Smith, 2003). The researcher believes the qualitative approach guarantees that the phenomenon will be expanded its context (Baxter and Jack, 2008; Golafshani, 2003). Through this research I had an opportunity to collect data from interviews with the participants concerning how they engage in professional development activities and types of knowledge they acquire from JI as EFAL teachers. Creswell (2012) discovered vital characteristics of the qualitative approach are to define the aim and research questions through ordinary and expansive strategies to encompass the participants' experiences in order to decrease number of participants from where data is to be collected, to verify that participants' ideas are gained, the problem is explored and the phenomenon is clearly understood. Thus, to understand the implementation of activities during professional development sessions, the above-mentioned principles were followed in order to ensure that the study succeeds.

3.4 Research design

3.4.1 A case study

A case study is normally employed in qualitative research as a way of collecting data. The interpretive paradigm usually supports case studies, whereby the researcher views the situation or event from the participants' perspectives (Cohen, Manion & Morrison, 2011). However, there are a variety of methods for outlining a case study. This approach can be used to explore an incident or event within its context (Yin, 2003). On other hand (Cohen et al., 2011, p.289) defines a case study as "a specific instance that is frequently designed to illustrate a more general principle".

This study addresses the selected group of English Intermediate Phase teachers. Yin (2003) suggests that the case study can have multiple participants and needs many sources as evidence. Using numerous resources allows the researchers to overlook a variety of qualities and multiple interest variables of the phenomenon, therefore it explores it well. In this study, semi-structured interviews and documents analysis were used to collect data.

This study explored how English teachers participate in *Jika iMfundo* activities which are types of professional development and knowledge that they learnt during the training programme. This was conducted to obtain a stronger understanding of the teacher's perspectives. Qualitative data is fundamental through the use of a case study since it's based on understanding the case on its own (Gomm, Hammeesly & Foster, 2000). The interviews were used to collect data from the participants.

In-depth interviews with the teachers in this study were conducted concerning their schools, which are regarded as intimate contexts. The data was collected using different strategies to understand the intention of the study by targeting the relevant participants. The important points mentioned above approve the case study as a suitable research design to be utilised in this study.

Simons (2009, p.21) provides a meaningful description of case study research as: It's an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, programme or system in a 'real life context'. It is research-based, includes a variety of different methods and it is evidence-led. Its purpose is to generate in-depth understanding of a specific topic, generate knowledge and to inform policy development, professional practice or practice or community action.

3.4.2 Case study design

There were specific reasons I chose case study design for this research study. I concur with Creswell (2007) who describes that the case study offers a full investigation of a single example and distributes variation of real people in real circumstances. It engages the matter of single or multiple cases through a bounded system, with the objective of developing a comprehensive understanding of a case. However, other case studies make a report with complex dynamics and the provision of in-depth illustrations in a variety of different school context.

This study adopted a case study approach in order to explore the type of professional development activities occur in *Jika iMfundo* program. According, Yin (2003) identified three types of case studies namely; descriptive, explanatory and exploratory case studies. Yin (2003) maintains that exploratory case studies

examines the incidence whereby the interfere is evaluated and it is normally used as a study pilot, the descriptive case study provide a brief explanation of the phenomenon that is being investigated and the explanatory case studies describes more about the reality of the phenomenon.

3.5 Research setting

This study was conducted in three primary school in the Nkandla Circuit. These primary schools are located in a deeply rural area whereby learners travel a long distance to get reach of the school. The majority of parents are unemployed and they depend on social grants to survive. All schools are considered as no fee school and they provide nutrition for learners. Teachers who serve in these schools are offered rural incentives. Most of the people who reside in the community surrounding these schools are illiterate although a few of them are semi-literate and others are regarded as professionals in different government departments.

3.6 Research sampling

This study employed a purposive sampling. Cohen et al. (2011) asserts that purposive sampling involves selecting participants with in-depth knowledge regarding the study that is being explored. Intermediate Phase English teachers were selected because they had experience in professional development activities as they attended JI programme. The sampling of this study comprises of six teachers from different schools. The main aim of selection was required by the research topic of the study. Firstly, the investigation required a deep understanding of how Intermediate Phase English teachers participate and learn in professional development activities in the JI programme and the types of knowledge that they acquire. The English teachers were all selected from the Intermediate Phase because they teach the same subject and also participate in JI programme. Teachers were also selected because they are qualified in teaching English at the three schools which are regarded as the sample of the study. The performance of the selected participants was also considered.

Purposive sampling was utilised in selecting teachers (participants). Researchers use purposive sampling to, “hand-pick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characterises being sought” (Cohen, Manion & Morrison, 2009, p. 156). Participants were selected according to their ability in to answer two critical research questions. The inclusion criteria used for selecting teachers are as followed: a) all teachers who have the relevant qualifications to teach EFAL in the Intermediate Phase; b) teachers from the Nkandla Circuit and have experience in different professional development activities for example, attending workshops in Jika iMfundo.

The participants involved in this study are teachers who teach English in intermediate phase. I ensured the teachers anonymity by using pseudonyms instead of their real names. Informed consent forms were given to participants to sign. A consultation with the school principals was conducted to inform them of the purpose of the study and consent forms were also signed and returned to me. I scheduled dates with them which allocated a time and venue to conduct interviews. Creswell (2012, p. 159) defines validity as the “degree in which all the evidence points to the intended interpretation”. I analysed the data from the five participants’ understanding of professional development activities. Below is the data generation plan including the research questions how and who the data was collected from and how it was analysed.

3.6.1 Data generation plan

Research questions	How data will be collected?	Who the data will be collected from?	Where data will be collected?	Data Analysis
1. What types of professional development activities do Intermediate Phase English teachers participating in Jika iMfundo engage in?	Semi-structured interviews and document analysis.	Data will be collected from six EFAL Intermediate Phase teachers.	Teachers will be interviewed in their schools. Document will be analysed at school.	Interviews and document analyses will be conducted between April and June.
2. What knowledge do Intermediate Phase English teachers develop through engaging in Jika iMfundo	Semi-structured interviews and document analysis.	Data will be collected from six EFAL Intermediate Phase teachers.	Teachers will be interviewed in their schools. Document will be analysed at school.	Interviews and document analyses will be conducted between April and June.

3.7. Data collection methods

This study employed semi-structure interview too generate data from participant. Before the interviews began, participants were provided with interview schedules which helped them to understand the type of questions that would be asked before responding to the questions. As the participants provided data, I analysed it in order to obtain the findings from the study. The finding helped to validate the research questions and the tools that were utilized in this study of six participants invited, only five managed to participate in this study as one decided to withdraw due to illness. Semi-structured interviews were utilised to answer the two research questions of this study. The selected tools were appropriate for researcher in order to collect qualitative data.

3.7.1 Semi-structured interviews

Considering the interviews and data collection tools that were utilised, Maree (2007, p. 87) describes interviews as “a two-way conversation in which an interviewer asks the participants questions to collect data and to learn about ideas, beliefs, views, opinions and behaviours of participants”. The aim of an interview is to provide rich data, which will help the researcher to recognise the ways in which the participants compare knowledge and understand social reality. This is achieved by probing the participant (Maree, 2007).

There are different types of interviews. For this study, semi-interviews were the common were utilised. Interviews enable a researcher to probe the participant for the explanation (Cohen et al., 2011). The importance of probing helps to improve the purpose of the interview. Semi-structured interviews are arranged for and completed at particular given time (DiCicco-Bloom and Crabtree, 2006). The pre-arranged open-ended questions are asked and established in advance (Curtis et al. 2014) with opportunities for further probing.

Considering this study, I formulated the interview schedule which consisted of open-ended questions which could probe the participants if an explanation was required. The participants were informed about the research study as well as the arrangements for scheduling the interviews.

The greatest strength of semi-structured enables the interviewer to have a face-to-face meeting with the interviewee, which allows the interviewer to probe by encouraging the interviewee in to provide rich data for the study. Semi-structured interviews promote a relaxed atmosphere between the interviewer and interviewee in order to collect data successfully (Mertens, 2005). However, the semi-structured interviews have limitations since they are time consuming, costly and can leave out fundamental information. Biased

responses can also be provided by a participant. Qualitative data cannot be generalised to the population (Cohen et al., 2011).

3.7.2 Strength and limitations of interviews

Christensen (2014) outlines several strengths of interviews such as 1.) The researcher is available together with a respondent and the researcher can clarify the question if it's not clear to the respondent. 2.) The researcher is able to probe in order to get more information if the participant does not provide enough information. 3.) It is easier for a respondent to talk with an interviewer than writing down long answers in a questionnaire. 4.) A researcher is likely to collect more detailed information and rich data which is recorded on a tape than using a questionnaire. 5.) Interviews use a small number of people to provide in-depth information. Christensen (2010) maintains that interviewing is not an easy exercise when collecting data and it is considered a social and interpersonal encounter. The researcher needs to take into account his or her position which may influence the participant to provide sustainable information for the positive outcome for the study.

3.8 Data analysis

According to McMillan & Schumacher (2001), data analysis is a systematic way of organising data into categories and patterns to make sense of it. Qualitative researchers analyse data which were obtained from particular data, as it guides them in terms of categories and patterns that formulated within the common themes and endings. On other hand "analysis means a close or systematic study or the separation of a whole into its part, for the purpose of the study" (Bertram & Christiansen, 2014, p.115). Maree (2007) discusses that data analysis is administered to understand participants and how they make sense on that particular phenomenon.

Thematic data analysis was used for the semi-structured interviews which I recorded and then transcribed. I identified common phrases as well as the coding. I categorised the coded concepts in order to identify the themes. I have used the study's conceptual frameworks to identify my themes. For example, question one identified the professional development activities that teachers participated in and question two enabled me to verify the types of knowledge that teachers acquired when attending JI activities.

3.9 Ethical issues

Ethical clearance was provided by the registrar of the University and gate keeper's permission was obtained from the school principals regarding the place where it was conducted. There is very important ethical consideration that should be maintained in order to use semi-structured interviews and document analysis

since regarded as data collection strategies. There are certain terms and conditions that need to be followed when attempting to collect data. It is required that a researcher acquire ethical clearance which is issued by an ethics committee with the particular institution where the study occurs (Cohen et al., 2011; Maree, 2007). I applied and was granted ethical clearance by the University of KwaZulu Natal. DBE issued gatekeeper's permission that enabled me to facilitate the research at the schools. As proof, they were shown to the school management team regarding access issues.

The informed consent form is the very important which the researcher needs to obtain from the participants to participate in the research study (DiCicco-Bloom & Crabtree, 2006; Maree, 2007; Curtis et al., 2014; Cohen et al., 2011). An informed consent letter was written to explain the purpose of the study. It was clearly explained in the letter the participants are free to withdraw from the study at any time. Participants were requested to sign the consent forms.

Maree (2007) explains that the ethical issue of anonymity must always protect participants. Pseudonyms were utilised for the participants and schools. Anything that could identify the participants was changed to hide their real identities.

This approach of changing names is not for protecting participants only but it's very important when conducting research (Brinkmann & Kvale, 2015; Maree, 2007), as it requires the researcher to be sympathetic concerning the issues that may be sensitive that the participants (Maree, 2007).

3.10 Trustworthiness

Trustworthiness is considered significant to qualitative research similar to case study. Rule and John (2011, p.107) assert that trustworthiness encourages "scholarly transparency and professional development". Qualitative research, emphasises that trustworthiness is required to be addressed thoroughly (Christian *et al.* 2014). The study adhered to transferability, credibility, confirmability and dependability. Transferability is based on the findings being transferred to other form of research; confirmability; "addresses concerns about the researcher's influences and biases on the study" (Rule & John, 2011, p.107). Credibility is the confirmation in the conclusion that the researcher utilised data collection and dependability is where the public trust the researcher able to deliver the research (Maree, 2007). To make it trustworthy I used the data collected from the participants in a form of interviews and document analysis. Detailed information about the participants and the schools was protected in order to ensure that the findings of the study can simply be transferred to a similar context or not. Shenton (2004) maintains that once the reader is persuaded of the study's description, they able to associate the findings with their personal context.

Guba and Lincoln (as cited in Long & Johnson, 2000, p. 5) suggest prolonged involvement concerns building trust and defeats the challenges shown by perverse constructions and misinformation from the respondents. The main intention in this study was to gain the trust of the participants throughout the process of the study and provide an explanation regarding what is expected from the participants. In this study, I acknowledged the research design and the data collection instruments provided my truthful appraisal of utilising a case study as I have outlined the limitation of the study below. Shenton (2004) mentions that the research must validate the findings and the data collected is not derived from their personal perspective.

3.11 Limitation of the study

The study used a very limited qualitative case study; therefore, the findings are unable to be generalised. The main intention of using case study methodology was not based on generalising the findings but was focused on understanding teacher learning experiences when they participated in the JI programme. I adopted a qualitative approach as it is suitable for describing experiences about real world situations.

3.12 Conclusion

This chapter discussed the qualitative methodological approach and the interpretive research paradigm. I described the ontology and epistemology underpinning the qualitative approach and interpretive research paradigm. I then outlined case study research and data collection methods. The strengths and limitations of the qualitative methodological approach and case study research design are also outlined.

CHAPTER FOUR

DATA PRESENTATION OF FINDINGS

4.1 Introduction

In the previous chapter, I discussed the methodology and research design utilised to explore Intermediate Phase English teacher learning: A case study of teachers participating in Jika iMfundo project. The data generated from this chapter through semi-structured interviews includes each participant's interviews and the presentation of the document analysis that was used. The chapter discusses literature and the conceptual framework that was used in the study to contextualize the data. The data discussion and presentation employed to thematic analysis which attempted to provide answer to the study's questions. Firstly, this chapter presents the biographical profiles of the five intermediate phase English teachers. Secondly, the types of professional development activities and knowledge teachers learnt in the Jika iMfundo project are discussed.

4.2 Research questions

Two critical questions were discussed in Chapter One and are again given below.

1. What types of professional development activities do Intermediate Phase English teachers participate in the Jika iMfundo programme?
2. What knowledge do Intermediate Phase English teachers develop by engaging in Jika iMfundo?

4.3 Profile of participants

Five participants participated in the study. The teachers were selected from three schools with two teachers from school A, two teachers from school B and one teacher from school C. This section provides biographical information concerning the participants as they contributed towards their personal experiences of teacher learning and knowledge acquired during the JI programme. The participants are categorized as follows:

Table 1.1

Pseudonym	Nonhle	Sebeh	Sboh	Mumsy	Bongi
Qualification(s)	Dip. Ed	B Ed	Dip. Ed	ACE	B Ed
Specialisation (subject)	English	English	English	English	English
Years in teaching	10 years	10 years	28 years	16 years	22 years
Teaching experience in teaching English	10	10	28	16	16
School location (rural or urban)	Rural	Rural	Rural	Rural	Rural
English class enrolment	46	36	50	34	42

4.3.1 Nonhle

Nonhle is a female teacher who is in the 30-39 age group and is not married. She has a Bachelor's Degree in Correctional Services, as well as a National Professional Diploma (NPD). She specialises in teaching English First Additional Language (EFAL) and Geography. She had 10 years of teaching experience and her school is situated in a deeply rural area.

4.3.2 Sebeh

Sebeh is a female teacher who is in the 30-39 age group and is not married. She held Bachelor of Education (B Ed) obtained in year 2007. She specialises in the teaching of English and Social Sciences. She had been teaching for 10 years of experiences. The school is situated in deep rural area.

4.3.3 Sboh

Sboh is a male teacher who is in the 40-49 age group and he is married. He obtained a National Professional Diploma in Education (NPD) in 1996. He specialises in teaching English and Natural Sciences. He had 28 years of teaching experience. He is currently teaching English in Grade 6 and is the deputy principal of his school. The school is located in deeply rural area.

4.3.4 Mumsy

Mumsy is a female teacher who is in the 40-49 age group and she is married. She graduated with a Professional Diploma in year 2006 and an Advanced Certificate in Education National (ACE) in 2008. She specialises in English and Life Orientation. She had 16 teaching years' experience in the field. The school is in deep rural area where she teaches.

4.3.5 Bongi

Bongi is a female teacher who is in the 40-49 age group and she is not married. She completed a Bachelor of Education in year 2001. She specialises in English and Social Sciences. She had 22 teaching years' experience in the field. The school is allocated in a deep rural area.

The findings presented below emerged from the interviews and document analysis, which I conducted with the five Intermediate Phase English teachers who participated in my study. The findings are presented in response to the research questions of my study.

4.4 Research Question 1: What types of professional development activities do Intermediate Phase English teachers participate in in the Jika iMfundo project?

This section presents the findings on professional development activities that Intermediate Phase English teachers participated in in the Jika iMfundo programme. The participants responded concerning their personal experiences of different types of professional development activities that they learnt in Jika iMfundo. The document analysis was reviewed in order to relate their responses to the documents provided. The participants engaged in workshops and training, cluster, subject and one-on-one meetings and class visits. They are discussed as follows:

4.4.1 Workshops and training

The participants shared experiences about external workshops and they responded to answer on what activities teachers participate in as part of the Jika iMfundo programme. The following responses are based on offsite workshop experiences of participants as they attended the Jika iMfundo programme. The workshops were related to Jika iMfundo EFAL teachers who were trained on how to use documents like trackers when preparing their daily lesson plans. The workshops were conducted by officials from the department of education at a district level. All Intermediate Phase English teachers were invited as a cluster to attend JI workshops that address them with relevant procedures to be followed when involving the curriculum in teaching settings. The participants shared the experiences they had during the workshops

and training sessions and more discussions were outlined about activities they did when they attended offsite workshops. Five teachers stated that they applied what they learnt from the Jika iMfundo project in their classroom settings, therefore the workshops are normally conducted outside the school where they learn how to facilitate and teach using JI in EFAL activities.

These workshops are conducted once at the beginning of the term. Teachers who are selected to attend the workshops are those who currently teach English in the Intermediate Phase. Sometimes, teachers are invited with their HoD's to equip them with different tools to be used in monitoring teachers work. These types of workshops aim to empower teachers with knowledge that will help them to teach learners effectively to obtain JI outcomes for English. Usually the aim of JI workshops is to demonstrate how it works, especially the use of trackers and linking them to the CAPS curriculum. The workshops offer the same knowledge as the previous workshops however, some teachers have been reshuffled and they are new to teaching English so they need to understand how to teach using Jika iMfundo practices. The facilitators provide them with different documents which include trackers and Participant Workbooks with activities such as comprehensions, dialogues and variety of texts they may refer to during an English lesson. The workshop commences at 8:30 am and runs until 14h30 pm which adds up to 6 and a half hours' day.

Nonhle, explained about activities that occur in the Jika iMfundo workshops. She stated that JI workshops are conducted at the beginning of the term, take place outside the school when teachers are invited to attend in order to gain particular skills for teaching English. The teachers who normally invited on these workshops are those who belong to that particular ward and who teach English. I analysed documents I requesting which contains subject aspects like trackers.

Nonhle explained:

The Jika iMfundo workshops are conducted offsite from the school, its purpose is to develop teachers with knowledge that they are required to implement in classrooms since Jika iMfundo is regarded as the intervention which aims to improve teaching and learning process in English subject. These workshops focus on content knowledge, trackers and lesson preparations. We learnt how to do tracking by indicating dates on the completed lessons and reflection help to show the progress of teaching and learning as well. We pay more attention on the subject content which involves the policy documents, methods of using tracker in order to plan a lesson effectively. The facilitators help us with different activities that we can teach learners using JI supporting material known as Participants' Workbook for Teaching and Learning Grammar.

Sebeh discussed:

In most cases workshops occurs offsite the institution where teachers teach. We were engage in different forms of activities which are normally facilitated by the district officials. We learn how to write correct lesson plans using trackers, textbooks and CAPS document. We also look at different genres and practice variety strategies as groups to teach which is the subject content. The subject advisors dwell on subject content throughout the whole process and that help us to be clearer about curriculum coverage. We also learnt about how to use a tracker on daily basis by indicating with dates all completed lessons and how to do reflections, when to reflect.

Mumsey emphasised:

Jika iMfundo workshops normally takes place outside the school. The purpose of this workshops focuses on the English subject that we are currently teaching it enriches us with enough knowledge and skills which help to implement lessons successfully. The facilitators or supervisors brief us with all curriculum needs that should be implemented in English subject. The main focus is on the subject content like different genres that are supposed to be accomplished by us. Examples: poems, writing process and reading strategies. We learnt different strategies of teaching and using supporting documents like: trackers, lesson plans and other different pamphlets. They taught us how to reflect after completing a lesson of that particular week.

Sboh explained:

The Jika iMfundo workshops and training sessions usually occurred once a term and during winter holidays whereby we spent almost a week. Normally it takes one day from 9h00 to 15h00 this also involves group presentations. The activities that were given to us are always practiced in a form of groups.

The teachers mentioned that a number of activities took place during the workshops. For example, some workshops focused on the content knowledge. Mumsey stated that, “the main focus is on the content knowledge like different genres that are supposed to be accomplished by us for examples: poems, writing process and reading strategies”. Nonhle also shared a common experience about content knowledge, “the facilitators helped us with different activities that we can teach learners using JI supporting material known as Participants’ Workbook for Teaching and Learning Grammar”. Sebeh also discussed the content knowledge they have learnt during workshops sessions as she stated that:

The subject advisor’s dwell on subject content throughout the whole process and that help us to be clearer about curriculum coverage especially on how to teach PCK like poem and grammar.

The teachers concurred with what they learnt about using trackers which involved indicating when a lesson is completed and a reflection towards the end of the lessons. Teachers also learnt about preparing a lesson using different documents which are: policy documents, textbooks and trackers. Nonhle shared what she learnt about trackers and reflection:

We learnt how to do tracking by indicating dates on the completed lessons and reflection help to show the progress of teaching and learning as well. We pay more attention on the subject content which involves the policy documents, methods of using tracker in order to plan a lesson effectively.

Similarly, Sebeh mentioned trackers and reflection activities, “We also learnt about how to use a tracker on daily bases by indicating with dates all completed lessons and how to do reflections, when to reflect”. Mumsy also mentioned things that they learnt about trackers:

We learnt different strategies of teaching and using supporting documents like trackers, lesson plans and other different pamphlets. They taught us how to reflect after completing a lesson of that particular week.

The teachers mentioned common activities that they learnt from Jika iMfundo which are content knowledge and the use of trackers and lesson plans.

4.4.2 Clusters meetings

Cluster meetings are another form of professional development whereby teachers from a particular area or ward meet together to discuss about issues related to the subject that they teach. Teachers attend clusters in order to discuss the English that they teach and share experiences gained from the Jika iMfundo programme. Clusters also help those teachers who might be new to teaching English. Teachers bring along all Jika iMfundo documents during workshops meetings to ensure everyone is on track. The participants were from different clusters that they attend to discuss Jika iMfundo. The Department of Basic Education introduced clusters and its aim was to promote collaborative teacher learning (Ndlovu, 2016). These clusters consist of teachers from the same ward as they collaborate to discuss issues arising from teaching English. Teachers help one another concerning the areas of Jika iMfundo where some colleagues struggle with how to deliver a lesson to learners. These professional development activities enable teachers to plan together the important aspects of the subject. JI provides formal assessment exemplars that help teachers to set paper at the correct cognitive levels. As teachers collaborate, all JI documents are reviewed to ensure that knowledge is obtained. Assessment normally occurs when teachers meet and discuss the challenges or issues that arise during the teaching and learning process. All participants were interviewed about the attending cluster meetings and they shared their personal experiences regarding these activities.

In this section I will present the activities that occurred during cluster meetings. Below participants shared what they experienced during the cluster meetings, Jika iMfundo and helping each other.

Sboh explained:

Once we have collaborated then the issues that raised are discussed and the solutions are provided. We plan together and set assessment that will be written by all learners in ward. We also discuss about moderation on how is it important in order to ensure that learners obtain the valid results. As we are primary teachers, we encourage teachers to moderate in their schools as subject heads. We used documents like textbooks, CAPS document and trackers to work throughout the subject content. Jika iMfundo is the part of this process because English subject is conduct through Jika iMfundo program. When we're preparing to assess learners, we visit JI documents which help us to understand the strategies of setting a paper from participants' handbook.

The above-mentioned participant emphasised that teachers come together to set papers, discussing the whole process of assessment activities as well as the importance of moderation. Sboh said, "We plan together and set assessment that will be written by all learners in ward".

To develop all these activities, they review Jika iMfundo documents which may help them to be aligned with the curriculum while setting papers. However, they don't moderate like high schools but they develop each other's moderation skills so that they can practice in their schools. Jika iMfundo will then help HoD's by providing the relevant tools to monitor teachers work pre and post moderations. The participants outlined the documents that they use in order to complete assessment successfully. This means that teachers should ensure that their work is in line with the provided intervention as HoD's will be using the tools provided by JI to avoid ambiguity during monitoring processes. I then checked the CAPS document to see whether they met all the cognitive levels they learnt from the clusters. This document helped me understand the whole process of assessment in English.

Bongi explained:

The clusters are conducted once a term as the coordinator invite all ward English teachers to attend the meeting. These clusters trying to adopt from Jika iMfundo invention whether teachers able to apply what they have learn from the workshops. Most of activities that conducted aligned with the JI. The intention of this clusters is to develop teachers and maintain the uniformity among the whole schools relocated in the area following provided strategies of teaching from JI by covering trackers and well lesson preparations. One teacher leads the team of teachers with discussion regarding the issues on the agenda. Mostly we discuss about curriculum in terms of implementing in a form of JI

and set papers that needs to be written. We do lesson plans as a group using all required documents like: tracker, policy document and textbook to ensure that all of us are clearly understood about utilizing JI program. We then look at the previous question papers and have a discussion on them by referring on the Jika iMfundo exemplars provided from the tracker and discuss how to reflect appropriately. We do remedial on that areas with the mistake especially the levels or standard of the paper. Moderation is also emphasized to teachers although it happens within the school setting.

Mumsy emphasised:

We discuss about assessment issues which includes the set of papers aiming to correct the mistake that we did previously for setting papers that did not meet learners needs or standard by referring on the Jika iMfundo question paper exemplars. We also look at the moderation strategies because some of teachers are Departmental Heads, some of them are Subject Heads they perform all duties like: monitoring teachers work as referring to criteria given by Jika iMfundo to HoD's as a monitoring tool to check work. We even discuss about challenges that occurs in classrooms for examples learners who are hardly to grasp English since it's their second language more activities to develop learner are taken from Jika iMfundo toolkits. Teachers shared on their personal experience on how they overcome those challenges. It also helps even the newly appointed teachers to understand more about their procedure of Jika iMfundo project.

This participant agreed with Bongi that they collaborate and discuss about the previous question papers, as well as moderation using Jika iMfundo Participant's Workbook and trackers to support their setting of paper. Sboh revealed that clusters also promote the Jika iMfundo programme, "Jika iMfundo is the part of this process because English subject is conduct through Jika iMfundo program. When we're preparing to assess learners, we visit JI documents". According to Bongi, "These clusters trying to adopt from Jika iMfundo invention whether teachers able to apply what they have learn from the workshops. Most of activities that conducted aligned with the JI". Mumsy shared a similar experience about clusters by stating:

We also look at the moderation strategies because some of teachers are Departmental Heads, some of them are Subject Heads they perform all duties like: monitoring teachers work as referring to criteria given by Jika iMfundo to HoD's as a monitoring tool to check work.

However, they don't moderate during cluster meetings but they learn how to moderate. As some teachers are regarded as departmental and subject HOD's it helps them to gain more knowledge in terms of moderating. Those who are responsible to moderate use JI tools to moderate.

4.4.3 Subject meetings

Subject meetings are where teachers come together to discuss issues related to the subject, they all teach and the same schools with the aim of developing one another. Five teachers confirmed that they attended subject meetings in their schools and some of their experiences were similar. The teachers mentioned that subject meetings are another way of facilitating the Jika iMfundo programme. Since Intermediate English teachers use the activities from the JI programme, they collaborate to discuss issues which involve tracking documents, lesson plans and curriculum coverage. The main intention of subject meetings is for teachers to share what they learnt from the JI workshops because sometimes each teacher represents an entire phase related to that particular subject and then the information is cascaded to their colleagues.

The HOD is also a part of this meeting because they are required to monitor the teaching and learning process. Important discussions include teaching and learning grammar, when teachers refer to their workbook activities that can assist them with teaching English successfully. It also emphasises the time allocated per week regarding four language skills that are known as listening and speaking, reading, writing and language structure and conventions. Teachers also discuss issues about learners who can hardly construct sentences in English and a handout was provided by Jika iMfundo regarding the 'basic grammatical knowledge' that can be used to assist learners who are struggling.

In most cases the HOD organises this meeting and delegates to those teachers who will be conducting the feedbacks that were obtained from the workshop. The benefits of subject meetings allow teachers to teach the curriculum with uniformity that enables them to understand exactly what is happening in grades 4, 5 and 6 in English. In this regard, teachers shared personal experiences about their schools' subject meetings. Their experiences were quite different as was the way meetings were conducted.

Mumsey explained the process of subject meetings, the importance of and the aim of conducting them. She clearly stated that the HOD's monitor the whole process as she stated below. The HoD's intention is to evaluate the standard of teaching and learning, and therefore support is provided to those teachers who experience difficulties with Jika iMfundo and offer teachers solutions.

Mumsey explained:

There are specific activities we do, especially the planning of work such as planning together the assessment, looking at the cognitive levels that will ensure the standard of a paper referring on Jika iMfundo assessment tools like exemplars. The other thing is we discuss about the challenges that we come across with when we teach English subject in terms of following Jika iMfundo documents, then some of the colleagues come out with solutions that help others. We look at the curriculum policies to

ensure that they're aligned with Jika iMfundo. JI emphasizes teachers to cover curriculum as it helps to produce good results. The submission dates for pre-moderation and post moderation are scheduled. The HoD emphasis about covering all required work like lesson plans, trackers, reflecting and submitting every Wednesday.

The above participants shared similar experiences about activities that occurred during Jika iMfundo workshops. The quote above raises issues about assessment, curriculum policies, curriculum coverage, lesson planning and challenges. The first participants (Mumsy) raised the following issues:

The other thing we discussed about the challenges that we come across with when we teach English subject, then some of the colleagues came out with the solutions. We look at the curriculum policies as well. Emphasise teachers about curriculum coverage as it helps to produce good results.

Sboh explained:

Usually the meetings are held within the school premises and it's led by the subject head. The main points that we discuss about are the challenges that we face as English teachers when we are teaching since its second language to our learners regarding the use of Jika iMfundo because some of them are still confused. Teachers are identifying all problems that are experienced by learners in order to come out with the solution. In most cases, grammar is regarded as an issue to all teachers when learners are requested to write or present. Those who can able to assist from the meeting are all given an opportunity to share their personal experience on how do they overcome those challenges. It enables us to deal with challenges that hinders teaching and learning. We also learnt about lesson plans, using curriculum policies and assessing learners. They emphasise the curriculum coverage going through using a tracker.

The second participant (Sboh) also raised issues concerning Jika iMfundo workshop activities that took place which are challenges during teaching and the learning process, curriculum policies, assessment and curriculum coverage. He stated:

Teachers identifying all problems that are experienced by learners in order to come out with the solution. In most cases, grammar is regarded as an issue to all teachers when learners are requested to write or present.

These are points that teachers learnt from Jika iMfundo workshops for EFAL to ensure that the programme is implemented in their classrooms. Workshops are regarded as a setting where professional development activities enable teachers to learn variety activities which are based on the English curriculum.

Nonhle explained:

The thing that I have noticed about subject meetings in Jika iMfundo program it helps teachers to understand what the teacher has done from the previous grade because we meet and discuss about work. It maintains the coherence of work because we work hand on hand as we are teachers. The planning is also done together by teachers who teach English subject and the CAPS Policy document is always visited to do any transformation if possible. We double check the time allocation of periods for English subject in order to assist those new teachers, by discussing about four English skills which are known as: reading, writing, listening and speaking. We also look at the areas where some teachers identified them as problems when they are teaching and provide methods to overcome.

The third participant (Nonhle) raised common issues just like the above-mentioned participants, Mumsy and Sboh. She also mentioned planning, “The planning is also done together by teachers who teach English subject and the CAPS Policy document is always visited to do any transformation if possible”. She spoke about curriculum, especially the time allocated for English as a subject and the skills that were discussed during their meeting:

We double check the time allocation of periods for English subject in order to assist those new teachers, by discussing about four English skills which are known as reading, writing, listening and speaking.

The challenges during teaching and learning sessions and how to overcome them were also discussed, “*We also look at the areas where some teachers identified them as problems when they are teaching and provide methods to overcome*”.

4.4.4 Class visits

Another activity mentioned by participants was class visits. Class visits are an important part of the Jika iMfundo programme. Once teachers are trained from the workshops, they are expected to practice what they have learnt in their classroom settings. HOD’s are supposed to do a follow up by visiting teachers to see whether they have implemented English according to Jika iMfundo’s guidelines. During this visit, the HOD must bring along the tool that was given by JI to check areas that are covered and recommend improvements if necessary, to teachers. Class visits therefore help teachers to see where to improve by referring to the feedback that was given by the HOD during the lesson observation.

The aim of the class visits is to ensure that the curriculum has been covered according to the Jika iMfundo guidelines. It also indicates whether teachers understand Jika iMfundo in while they teach in their

classrooms. Class visits promote Jika iMfundo in the classroom by ensuring the teachers are always prepared to teach. The HOD can identify those areas which are not covered and encourage a teacher to work on it during the class visit. Teachers may learn important aspects that need attention to rectify those gaps which were identified by the HOD. The teachers were interviewed and asked to share their personal experiences of class visits as they are regarded as professional development activities offered by the Jika iMfundo programme, especially in English. The teachers mentioned different ideas about the class visits below. Mumsy responded:

Mmm...the classroom visits enable the HoD's to understand the CAPS and Jika iMfundo during the teaching and learning process. It enables teachers to understand how far with the introduced program JI throughout the given feedback by an HOD. Improvement plan is conducted to ensure that all gaps are covered in English using JI tools with an intension of covering curriculum. The meeting for class visits was arranged which was conducted by the HOD using all supporting tools which were provided with JI. Feedbacks were provided after the class visits with the areas that seems too weaker than what is expected.

Mumsy mentioned points that take place during class visits which includes: the HOD monitoring tool.

Sboh explained:

Class visits mmm...The HoD plan dates for teachers to ensure that we all aware of the day for a visit. The HoD facilitate the whole process for monitoring while the teacher delivers the matter. The HOD uses the Jika iMfundo monitoring tool to assess teacher's performance This is the form of tracing whether the teachers manage to deliver lesson appropriately according to what is expected as the CAPS document outlines the effective of teaching and learning process and Jika iMfundo. The HoD then report back to me about the finds either positive or negative, once there is a gaps identified obviously the development will be offered immediately. It's HoD responsibility to identify the areas where the teacher need support after class visit and the professional development obviously required to be arranged.

Buhle responded:

The class visits are conducted by HoD's with an intension to provide development to teachers if they lack on their work. The H-Od's are provided with monitoring tools which for management that they use to evaluate teachers during the class visit evaluation. This tool contains...this tool enables an HoD to see whether there is a progress on Jika iMfundo intervention. During the class visit the HoD come with me in class and observe the whole process during teaching and learning

session. Therefore, the HoD record specific areas that supposed to be transformed. Some of things that is evaluated is the learner's participation in class to see whether Jika iMfundo methods are helpful in class.

Sboh and Buhle concur that classroom visits are provided to support teachers during the process of learning and teaching. It also assists the School Management Team (SMT) to monitor work accordingly and they are able to identify gaps which need to be fulfilled throughout the process of curriculum coverage and the progression of learners after acquiring relevant knowledge. Jika iMfundo invited HOD's to training and were given the tools to assist them during class visits. These tools clearly outline the specific things they should check during the development of a teacher. The HOD uses the tools to give feedback to teachers.

4.4.5 One-on-one meetings

One-on-one meetings occur between two people with the intention of developing each other based on curriculum issues. With the Jika iMfundo programme, after the HOD's have done class visits they arrange one-on-one meetings with teachers to discuss any issues that were identified during the teacher evaluation. The HOD's used the Jika iMfundo monitoring tool for management where the teacher's performance during the teaching and learning process was rated and recorded. The HOD then discusses areas that need improvement with each teacher. If the HOD is unable to help a teacher, he/she may ask a staff member who specialises in EFAL to assist a teacher who is experiencing problems. However, a teacher may sit down with the English subject head to discuss the assessment setting of a paper to ensure that all levels that required are covered. Once a subject head notices that there are some mistakes it's obvious that the teacher will be requested to correct the mistakes before the paper is written.

The participants shared their personal experiences with one-on-one meetings.

Mumsy explained:

We had one-on-one meeting with my HOD. It was based on submission of files; therefore, he requested a meeting for two of to discuss the feedback that was provided. The main things that he focused on was the tracker and lesson discussion. The HOD identified areas that needs improvement and he also indicated the recommended areas where I suppose to continue with them successfully. The other thing that was important he spoke about was the set of paper for English whereby more emphasis was strengthen on cognitive level and the Jika iMfundo exemplars were provided to adopt same setting style with mine. I have gained a lot on one-on-one meeting because its allowed me with an enough time to ask some questions and able to discuss with Jika iMfundo documents that we are using during the meeting.

Bongi emphasis:

I have observed one-on-one meeting interaction its helps to voice out direct any challenges that you encounter as teacher during teaching and learning process. I helped an HOD to trace my teaching pace by referring to a tracker when checking my work, it allows the HOD to comment and arrange the meeting for professional development. I have been engaged several times in one-on-one meeting since I also regarded it as another form of professional development activity which aims to support teachers because ideas are shared confidential. Jika iMfundo have made it easier for us during the one-on-one meeting because the tools that were used to evaluate the progress are from Jika iMfundo project. We spoke about the use of tracker where to do corrections, lesson plan development and checking Jika iMfundo English exam example papers to see how to set all cognitive levels perfectly. Sometimes subject advisor visited at my school and requested to bring the file with trackers I also regard that as one-on-one meeting because recommendation was provided and somethings that I suppose to change.

Likewise, Mumsy and Bongi shared common ideas about one-on-one meetings whereby they meet their HOD's to discuss issues that were raised after the evaluation of their work or class visits. Their common ideas related to the submission of files, trackers and class visits and verbal feedback. In this regard, teachers are developed through monitoring their work by using Jika iMfundo management tools and the HOD provides a suitable recommendation to the teacher. Another common aspect was the assessment discussion because it's quite clear that some teachers find it hard to set papers at the correct cognitive levels. The tracker was used to identify some example question papers to see how Jika iMfundo recommends setting a paper. They had similar ideas that one-on-one meetings focus on two people; a teacher with any professional assigned to monitor their work such as a subject head, a departmental head, principal, deputy principal or subject advisors. The specific aim of this interaction is to develop teachers with who teach that particular subject. It enables them to learn in different ways when their work is monitored and they are supported.

4.5 What knowledge do Intermediate Phase English teachers develop through engaging in Jika iMfundo?

This section presents findings from the participants on the types of knowledge English teachers engaged in in the Jika iMfundo programme. Grossman (1990) maintains that the types of knowledge fundamentally consist of content knowledge, general pedagogical knowledge, context knowledge and pedagogical content knowledge. The participants identified three types of knowledge from Grossman (1990) as important requirements towards their learning in order to teach English effectively. Five participants agreed that they learnt content knowledge related to how they teach English. Out of five participants, three of them reported

that they learnt the strategies on how to teach using content knowledge to their learners. Grossman (1990) claims this is pedagogical content knowledge. Furthermore, two participants mentioned that they have engaged in learning diverse skills, assessment strategies and teaching methods as it assists them during their teaching. According to Grossman (2009), this type of knowledge is regarded as the general pedagogical knowledge. Teachers mentioned that content knowledge was gained when they read textbooks. Teachers stated that general pedagogical knowledge acquired, frequently produces policy documents and clustering with experienced English teachers. The other method of learning participants engaged in, was the observation of other colleagues which resulted in developing pedagogical content knowledge.

4.5.1 Knowledge of the subject content

This type of knowledge is associated with concepts, philosophies or realities concerning the subject (Grossman 1990). All participants reported that they acquired knowledge of the subject content while they were learning to teach English. Furthermore, they confirmed that they were engaged in informal learning when reading textbooks, CAPS documents and trackers to acquire content knowledge. Sboh claims that he usually receives procedural methods that he should follow to teach learners when he attends professional learning activities as they are prepared quarterly and he mentioned some of activities such as class visits, one-on-one meetings and subject meetings. He explains:

Mmm...I have attended variety of activities which enriched me with relevant knowledge acquired from Jika iMfundo program. This involves class visits that encouraged me to be well prepared on the daily bases teaching because the HoD required all Jika iMfundo documents to be updated for example English trackers. Another activity is the subject meetings helped me a lot when we meet as English teachers in our school discussing about Jika iMfundo tools that we are using and share common ideas together about strategies of teaching that lead us to success. Again, the clusters also encouraged myself about teaching practice to ensure that I'm in line with Jika iMfundo trackers since all ward teachers meet and demonstrate what they do with in their classroom using Jika iMfundo this involve preparing a lesson like Jika iMfundo.

All participants stated they are well-educated about content knowledge that they have acquired which will enable them to teach English in informal settings. He emphasised:

The subject advisors presented different examples that help us to understand the teaching and learning style when practicing Jika iMfundo in our classrooms through English subject. We went through all important activities during workshops and present them while other colleagues observing. This includes the importance of using CAPS document, curriculum coverage and tracking methods.

Nonhle stated she had acquired content knowledge that helps to teach learners reading and writing. She wrote:

I learnt so many things that are helpful in English like curriculum knowledge for the subject, four English skills namely: listening, speaking, reading and writing. As a new teacher, I able to understand the content and all policy in this subject. The tracker helped me to understand how GPK for those four skills when teaching them. Jika iMfundo gave me an opportunity to learn more about English subject.

Unlike Sboh and Nonhle, Mumy stated that she learnt so much about content knowledge as they provided experienced teachers who had been teaching English quite some times in the Intermediate Phase to brief them on the topic.

The most important thing is to discuss topic. It might happen that some topics that I have to teach are confusing in English subject like figures of speech. I then consulted other teachers who are more experienced to that particular subject. The subject advisor encouraged us to have clusters from Jika iMfundo workshops whereby we share the knowledge that we have about the subject.

Sebeh mentioned that before she teaches in class, she confirms that the preparation for the lesson is done by her. She ensures that all relevant information is learnt from content knowledge which involves books, CAPS documents and trackers.

Since I attended workshops, I have developed Pedagogical content knowledge in order to compare that one which may explain easier the content knowledge that supposed to be transmitted to learners. This is how our facilitators do during workshop sessions then it's advisable to us to use different sources to acquire sufficient content knowledge. Even when we attend the subject meetings we discuss about the use of books as there are recommended by Jika iMfundo.

Among the participants from this study, they all had acquired content knowledge in the form of learning opportunities which were arranged for them. However, the informal planned learning opportunities were only achieved by half of the participants. Informal planned learning opportunities refer to teachers who can learn on their own without anyone who is regarded as their facilitator and they do it informally since not all of the participants attended all the workshops and professional development activities. These forms of professional learning activities occurred quarterly every year. Therefore, most of participants depend on informal planned learning to acquire English content knowledge. The study found that the following professional development activities occurred during Juka iMfundo programs namely; workshops, cluster meetings, subject meetings, class visits and one-one meetings.

4.5.2 Pedagogical Content Knowledge

In order to ensure that subject content is accessible to learners, four participants specified that they are obligated to acquire instructional strategies and deliver certain topics to be taught. Grossman (1990) defines PCK as the collaboration of subject content and outlined the variety of learners with their different interest and abilities. The teaching methods that the participants learnt during Jika iMfundo training sessions are enriched during the continuation of teaching to develop pedagogical content knowledge on their own. Mumsy stated:

Attending some sort of workshops and trainings regarding English subjects, those facilitators enlightened my mind with different methods that I can using in teaching my learners. Some of these methods can't be learnt in school setting, some of them are developed during the learning process by yourself while teaching learners, by saying that these kind of methods help a lot. I sometimes apply in different ways or combine it all together by so doing that it's possible to develop other kinds of methods.

Grossman (1990) disagreed that experienced teachers have variety methods of teaching effectively meaning it doesn't matter how long a teacher has been teaching but it depends on how do you teach, using different teaching methods. Some teachers are known as novice teachers but they do very well on their work and some have many years of experience but they can't produce good results from their learners. Sneha only has 4 years teaching experience but she manages to create sufficient time in order to learn variety of teaching methods. However, Goge (2005) argues that experienced teachers can use illustrations, explanations and give examples when the subject content is taught. Referring to what the scholars have said it's quite clear that teachers have completed a variety of activities that embraced their PCK through the use of all relevant Jika iMfundo documents. This is not about how long the teacher has been teaching but it depends on participating in different activities to acquire knowledge.

In order to maintain that all learners are fully involved in the lessons, Grossman (1990, p.9) informs us that the examples are used for "representing for teaching particular topics". The techniques that he uses are experiments, examples or activities that are considered to be pedagogic content knowledge.

Sboh describes:

You have to ensure that all learners are fully involved in lesson, I use different examples to draw their attention like providing resources: charts, flash cards, some real objects and expression of words. As it was emphasis in all Jika iMfundo professional Development activities. It is very important to teach learners using real objects which sometimes are indicated from the charts and their workbooks to be used.

However, Nonhle confirmed there were no problems with subject content that should be taught to learners because the Jika iMfundo documents which are trackers are easy to follow. He contends that the problem is to teach subject content to learners. However, she indicated that when he did experience a problem, there was an experienced HoD from the Intermediate Phase who used to help him and officials from the department of education during one-on-one meetings helped her with teaching different subject content successfully. She explains:

Mmm...yes, I really received help from my HoD and subject advisor. They able to strengthen myself with variety methods that I can use to present English lessons and more clarity was provided during Jika iMfundo workshops through one-on-one meeting. Even some activities that took place within the school which promotes Jika iMfundo project like clusters also contributed a lot because there is enough time to discuss with the colleagues about the use of English trackers and able to see whether you are on tracker with learners. Tracking was an issue to me but late it was understood when colleagues explained on how it works.

Grossman (1990) claims that instructional strategies formulate pedagogical knowledge which are regarded as preliminary types of knowledge in teaching. The reason that Nonhle sought help from her HOD and Subject Advisor is because there are experienced with instructional strategies.

The above three participants shared that teaching strategies were acquired as well as the presentations that were delivered to them during the Jika iMfundo programme which assisted them in teaching. The officials that conducted workshops applied many examples to ensure that the content knowledge was understood.

4.5.3 General pedagogical knowledge (GPK)

Grossman (1990) defines GPK as features on how learners engage in their learning in the classroom concerning the provision of curriculum, instructional strategies and ways of managing the classroom. Grossman (2009) confirms that general pedagogical knowledge involves, knowledge of general principles of instruction, knowledge and skills associated to managing classroom, knowledge and beliefs regarding methods of learning by learners and knowledge and belief concerning the objective and aims of education. All five participants confirmed that they acquired this type of knowledge. Sneh and Sboh mentioned ways of acquiring knowledge of general instruction. Nonhle, Mumsy and Sebeh reported the strategies obtained for how they learnt the knowledge and skills associated with the classroom management.

This type of knowledge was considered a general teaching method as the teachers from the Jika iMfundo programme assisted them. Sboh explained the methods she learnt to use for general teaching strategies during English lessons.

During the Jika iMfundo workshops sessions, the facilitators taught us on how to engage learners to participate while the lesson is progress. This was all about questioning learners in order to give them an opportunity to respond. For example, when I present the new themes or topics, I gained knowledge of commencing from prior knowledge to unknown as well. Referring to English in Jika iMfundo trackers consist of each topic a day. It's advisable to ensure that learners are fully involved in a lesson that will be achieved by asking them questions and they respond.

Mumsy explained about the importance of preparing lessons and writing reflections they learnt from the Jika iMfundo programme:

I was encouraged as a teacher; I am expected to attend class with well-prepared lesson plans. It supported me to be confident with my lesson for the day. The facilitators explained to us on how to prepare a lesson plan using relevant documents like textbooks, Caps documents and trackers. It was emphasised that reflections should be done after completing that particular theme.

This is confirmed by Grossman (1990) who states that the purpose of lesson preparation allows teachers to organise all aspects that are needed to understand what to teach with different methods. The teachers should demonstrate a clear understanding with the subject knowledge which will enable his or her teaching methods become successful.

Mumsy replied:

I have learnt that it's essential to go in class well prepared with lesson plan in order to maintain confidence during teaching and learning process. I have used all supporting document provided by Jika iMfundo from the workshop and skills I have gained from other activities. I used tracker to prepare lesson plan since it's helped me to meet the target by indicating completion dates of lesson on the tracker. This enable myself to cover the curriculum as Jika iMfundo strengthening to promote learning outcomes. The reflection reminds me about the areas that were not clear during teaching and learning process.

I asked Sboh if he had learnt something from the HoD and he responded:

I have learnt when marking scripts, no need to depend from the memorandum since the subject knowledge helps to understand whatever is required. Actually, the memorandum doesn't contain all expected answer but the teacher uses the knowledge his/ her has about the subject teaching. All gained knowledge was promoted by Jika iMfundo participant handbook that helped me with clearly understanding of exemplars question papers. During the preparation of a question paper, I adopted their style which made it easier for me to master the whole working during marking sessions.

Sebeh also emphasised how important it is to acquire content knowledge in terms of assessing during marking learners work.

Mumsy and Sboh reported the ways they have developed knowledge and skills are associated with classroom management. Therefore, this is considered another form that goes under general pedagogical knowledge (Grossman, 1990). Both these participants have been teaching EFAL for only few years. Since they are newly appointed teachers, learner discipline is still a problem for them. As I asked Sboh on how the general teaching methods have assisted during teaching and learning environment after attending Jika iMfundo. He responded:

Mmm...my thought when it's involves methods, the classroom management included obviously. In workshop we learnt to ensure that classroom atmosphere is conducive that enables learners to interact with the teacher successfully. This helped me in terms of managing all different behaviours among my learners as the results of improving learning style without any barriers.

Mumsy reported that she learnt classroom management techniques when she observed her colleagues in classroom. She explained:

During IQMS visits, I was selected as Development Support Group. I then observed one of my colleagues applying different methods to maintain classroom discipline. Learners set in groups, there are grounded rules that regulates the whole class, those who are experiencing learning problems were provided with front seats with an aim to offer them with special attention, time management was done. This was an English teacher who utilized Jika iMfundo documents lightened curriculum English books and I then adopted her teaching style to see the lesson plan as it was in order with tracker. While she teaches learners were participating because of successful planning which involves tracking every day.

The above-mentioned participants specified different methods that they learnt in acquiring general pedagogical knowledge. They indicated how they applied general pedagogical knowledge in their classroom after attending different types of professional development workshops. Some teachers observed their peers to acquire this knowledge such as class visits and IQMS visits. However, others reported the significance of the subject knowledge whenever they are marking work for learners rather than depending on the memorandum. They also stated that others developed skills which are associated with classroom management techniques and general teaching methods that they acquired during Jika iMfundo activities.

4.6 Conclusion

This chapter aimed to present, discuss and analyse the study's findings. The relevant findings were then identified from the data and linked to the research questions in order to establish how English teachers learn in Jika iMfundo programmes. The interviews and documents were used to collect data. Evidence towards the findings of this study was generated from interview transcripts and analysing the documents that they used. The findings manifested that some of participants use their knowledge of instructional strategies and all the participants suggested that subject knowledge is very important in English in order to teach effectively. Regarding the two critical questions which were the main reasons to conduct this study, they included the types of professional development teachers engaged in Jika iMfundo and the types of knowledge that teachers gained after participating in the Jika iMfundo programme. All participants have agreed that they participate in different types of professional development activities which include class visits, subject meetings, clusters meetings and one-on-one meetings where teachers have learnt different skills in teaching English using Jika iMfundo. Again, there are different types of knowledge that teachers developed by using Jika iMfundo documents since they learnt a variety of principles which include content knowledge, PCK and GPK that helped them understand what exactly they are expected to do and transfer this knowledge to learners.

CHAPTER FIVE

DISCUSSION, RECOMMENDATION AND CONCLUSION

5.1 Introduction

The aim of this study was to explore Intermediate Phase English teachers learning experiences from the Jika iMfundo programme. The main focus of this study was based on how they teach English when participating in Jika iMfundo programme. In the previous chapter, I described the findings that emerged from the data in the form of semi-structured interviews and document analysis. In this chapter, I discuss the key findings, provide recommendations and the conclusion of the study.

5.2 The overview of the study

Chapter One presented the focus and purpose of the study. The rationale, background information, as well as research questions are identified. A brief review of related literature and the conceptual framework is discussed. The methodological approach is identified. The final section provides the overview of the dissertation for all chapters.

Chapter Two presented the literature review which involved South African and international studies used by different scholars that were relevant this study and I provided the importance of the Intermediate Phase EFAL teacher learning in Jika iMfundo programme. Both national and international research findings related to EFAL addressed issues, especially in reading and writing issues. I gave an overview of the policy ‘CAPS document’ on different skills acquired by learners. This involved the conceptual framework which was adopted from teacher professional development activities and the types of knowledge. Since the study focused on teachers, teacher learning was the main focus. The chapter gave an overview of the research that has been conducted by the Department of Education concerning EFAL.

Chapter Three presented the methodological approach adopted in the study. The presentation of the research design was also described in this chapter. A discussion of the paradigm and research design are also discussed in the study. The methods of data collection were detailed and an explanation of what was included was discussed. The use of semi-structured interviews and document analysis were clearly discussed in detail. Additionally, the sampling, ethical considerations and the limitations were presented.

Chapter Four presented answers to the research questions as discussed in Chapter One and Chapter Three of this study. It focused on the analysis of the data collection by conducting interviews and using documents. This data consisted of the findings that are associated with teachers’ experiences of teaching EFAL in the

Intermediate Phase by participating in Jika iMfundo programme. It further discussed collaborative teaching in the literature as it was reviewed in Chapter Two.

Chapter Five presented the key findings of the study. It focused on data collation and drew certain conclusions. The entire study was briefly discussed and summarised with the aim of drawing a conclusion. Recommendations are also provided.

5.3 Summary of findings

This section will discuss the conclusion that answers the critical questions as there are stated in Chapter One as follows:

- a.) What types of professional development activities do Intermediate Phase English teachers participating in Jika iMfundo engage in?
- b.) What knowledge do Intermediate Phase English teachers develop through engaging in Jika iMfundo?

5.4 Critical question one: What types of professional development activities do intermediate Phase English teachers participating in Jika iMfundo engage in?

The purpose of this first section is to answer question one which addresses the professional development activities of teacher learning in Jika iMfundo programme. According to Guskey (2003, p.47) “differences in the communities of school administrations, teachers, and students uniquely affect professional development processes and can strongly influence the characteristics that contributes to professional development’s effectiveness”. However, the data revealed that teachers were engaged in all professional development activities which are important activities. The interviews and document analysis outlined different activities the teachers participated in Jika iMfundo project which is based on English First Additional Language (EFAL). Four participants concurred that the main activity that was common was workshops. The teachers attended Jika iMfundo regularly which helped them to understand what tasks are required to be implemented in English during the teaching and learning process. All teachers concurred that workshops continually facilitate the Jika iMfundo programme, especially in English. The tool that supported them during the workshops was the workbooks that helped them to master the different activities in teaching and learning grammar in English.

Teachers emphasized that workshops played a vital role in teaching content in their classrooms and they outlined that trackers were the most effective tool that helped them to develop the curriculum successfully. The purpose of a tracker is to motivate teaching and learning in order to ensure curriculum coverage and to improve learning outcomes. They stated that it also encourages teachers that have attended workshops

before. The knowledge that they gained from the workshop is shared with their colleagues to practice teaching uniformity.

However, the other forms of activities that teachers engaged in were one-on-one meetings, clusters and subject meetings that were conducted within the schools. There were no officials from the department of education who arranged for these activities to ensure that they are done properly. Teachers said that it depends on co-ordinating schedules for these activities. Referring to what they have said, it's quite obvious that these activities may not support areas of professional development because there is no one who does a follow up compared to workshops where all teachers are called together and discuss important issues related to teaching English.

5.4.1 Recommendations

The department of education should look after all the professional development activities when they are implemented in schools. The best way to ensure all activities are done accurately are for SMT's and relevant stake holders like a Development Team (DT) to be given workshop sessions that will help them to understand what they should do in professional development activities. The DoE must also arrange dates when particular activities should be achieved and monitor the process regularly in order to motivate teachers to cover these activities in given time.

5.5 Critical question two: What knowledge do Intermediate Phase English teachers develop through engaging in Jika iMfundo?

The purpose of this first section is to answer question two which addresses the types knowledge that teachers engage in when participating in Jika iMfundo program. Teachers mentioned that they have been engaged in different types of knowledge which are regarded as another way of developing the subject needs. Shulman (1986) described the concept of pedagogical content knowledge (PCK) which refers to how teachers facilitate during learning. These types of knowledge were categorized as follows: content knowledge (CK), pedagogical knowledge (PK) and pedagogical content knowledge (CPK). All participants reported that they developed knowledge of the subject content during their sessions on how to teach English. They mentioned that Subject Matter Knowledge is the most they acquired during professional development activities that helped them to apply the curriculum accordingly in classroom. However, teachers have mastered all types of knowledge while they were learning, although each type of knowledge cannot be identified during the learning environment but it automatically appears.

The teachers mentioned that the types of knowledge they used by engaging in different activities during the Jika iMfundo programme helped them with variety skills to understand the different genres in English.

They outlined the documents they use like trackers and participant planners for preparing daily lesson plans successfully assisted them in developing the needs of their learners. Content knowledge is required among teachers to ensure the subject is understood well before subject matter knowledge is acquired. However, the time that is allocated for teachers to attend to a variety of activities is considered inadequate.

5.5.1 Recommendations

In order to ensure that the activities are implemented to cover the curriculum, the Department of Education should organise more training with adequate professional development activities that will enhance teaching and learning processes. Each activity should be linked to the aims that need to be achieved.

5.6 Conclusion

This study used a qualitative case study situated in the interpretive paradigm. Its aim was to explore Intermediate Phase teacher learning participation in the Jika iMfundo programme. Data were collected through semi-structured interviews. The intention of this chapter is to summarise all presented discussions from this chapter

The findings of the study indicated that English teachers lack content and pedagogical content knowledge as newly appointed teachers of EFAL, meaning that some teachers end up avoiding certain sections they should teach. The study found that although teachers participate in all professional development activities, not all help them to acquire relevant skills and knowledge in order to implement the subject curriculum accordingly. Specified activities such as clusters are not operated by department officials to ensure they have been presented and implemented correctly and at a given time. The workshops were specified as a powerful strategy that equips teachers with knowledge although they are insufficient for teacher learning purposes. Jika iMfundo provided resources like trackers which were recommended by teachers in doing lesson preparations and they also stated that the pace is too fast for some learners with different learning styles. The final findings revealed that teachers attend all the trainings or activities for professional development which has positive outcomes for Jika iMfundo in improving learning outcomes among learners.

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Appendix 1: Gate keeper permission letter

Social Sciences, College of Humanities
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Pietermaritzburg Campus

GATE KEEPER PERMISSION LETTER

Dear Principal

My name is Philani Ntuthuko Goge, a Master of Education (M. ED) student at the University of KwaZulu-Natal (Pietermaritzburg Campus). This serve as part of my degree requirements, I am obligated to conduct research. I am therefore kindly requesting permission to conduct this research at your school. The title of my study is: **Intermediate Phase English teacher learning: a case study of teachers participating in Jika iMfundo project.**

The purpose of the study is to explore intermediate phase teacher learning: a case study of teachers participating in Jika iMfundo project. The participants will be interviewed roughly 45 minutes to an hour during their spare times that is suitable for them. The interviews tools that will be involved: audio-recorded, to supplement the data from interviews data analysis will be piloted.

The information that will be established by participants will be shared with my supervisor and will be considered as vital confidentiality. The pseudonyms will be taken into consideration in order to protect both school and the participants. The participation and withdrawal of participants are voluntary.

You are welcome to contact my supervisor should you have any queries.

Supervisor: Dr NNC Mthiyane

Tel: 033 2606131

E-mail: MthiyaneN@ukzn.ac.za

UKZN Mr P. Mohun

HSSREC Research Office Ethics

Tel: 031 2604557

E-mail: mohunp@ukzn.ac.za or hssrec@ukzn.ac.za

Researcher

Mr PN Goge

Cell: 076 4307 545

E-mail: lekogoge@gmail.com

I look forward to your favourable response and thank you in advance for your time and consideration.

Yours honestly

Philani Ntuthuko Goge

Principal signature.....

Appendix 2: Informed consent letter

Social Sciences, College of Humanities
University of KwaZulu-Natal
Pietermaritzburg Campus

INFORMED CONSENT LETTER

The Participants

My name is Philani Ntuthuko Goge, a Master of Education (M. ED) student at the University of KwaZulu-Natal (Pietermaritzburg Campus). This serve as part of my degree requirements, I am obligated to conduct research. I therefore kindly request your permission to conduct this research to you as part of my participants to be interviewed in this project. The main focus is based on teachers who are currently teaching EFAL in intermediate phase as they practice Jika iMfundo Project. The title of my study is:

Intermediate Phase English teacher learning: a case study of teachers participating in Jika iMfundo project.

The purpose of the study is to explore intermediate phase teacher learning: a case study of teachers participating in Jika iMfundo project. You are requested to be interviewed roughly 45 minutes to an hour during your spare time that is suitable for you. The interviews tools that will be involved: audio-recorded, to supplement the data from interviews data analysis will be piloted.

The information that will be established by you will be shared with my supervisor and will be considered as vital confidentiality. The pseudonyms will be taken into consideration in order to protect you and your school. The participation and withdrawal of participants are voluntary.

You are welcome to contact my supervisor, or UKZN Research Office or the Researcher should you have any queries.

I hereby provide consent to the following data collection activities (please tick):

CRITERIA	YES	NO
Interview		
Audio recording of interviews		

Supervisor

Tel: 033 2606131

E-mail: MthiyaneN@ukzn.ac.za UKZN Mr P. Mohan

HSSREC Research Office Ethics

Tel: 031 2604557

E-mail: mohunp@ukzn.ac.za or hssrec@ukzn.ac.za

Researcher

Mr PN Goge

Cell: 076 4307 545

E-mail: lekogoge@gmail.com

Thank you for participating in this study

DECLARATION OF CONSENT

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

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

SIGNATURE OF PARTICIPANT

.....

DATE

.....

Appendix 3: Permission to conduct research from DoE



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:2/4/8/1423

Mr PN Goge
PO Box 34
Kranskop
3268

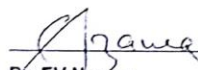
Dear Mr Goge

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"INTERMEDIATE PHASE ENGLISH TEACHER LEARNING: A CASE STUDY OF TEACHERS PARTICIPATING IN JIKA IMFUNDO PROJECT"**, 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 11 January 2018 to 30 June 2020.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Ntolwane Primary School
Manqondo Primary School
Halambu Primary School


Dr. EV Nzama
Head of Department: Education
Date: 15 January 2018

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa
Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201
Tel.: +27 33 392 1063 • Fax.: +27 033 392 1203 • Email: Phindile.Duma@kzndoe.gov.za • Web: www.kzndoe.gov.za
Facebook: KZNDOE • Twitter: @DOE_KZN • Instagram: kzn_education • Youtube: kzndoe

Championing Quality Education - Creating and Securing a Brighter Future

Appendix 4: Ethical clearance from UKZN



14 February 2018

Mr Philani Ntuthuko Goge 217075582
School of Education
Edgewood Campus

Dear Mr Goge

Protocol reference number: HSS/0076/018M

Project title: Intermediate Phase English teacher learning: A case study of teachers participating in Jika iMfundo project.

Full Approval – Expedited Application

In response to your application received 18 January 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

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

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

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

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

Yours faithfully

Dr Shamila Naidoo (Deputy Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

cc Supervisor: Dr NCC Mthiyane
cc Academic Leader Research: Dr SB Khoza
cc. School Administrator: Ms Tyzer Khumalo

Humanities & Social Sciences Research Ethics Committee
Professor Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4809 Email: kimbap@ukzn.ac.za / snymaima@ukzn.ac.za / mohunop@ukzn.ac.za

Website: www.ukzn.ac.za

1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE

Edgewood Howard College Medical School Pietermaritzburg Westville

Appendix 5: Interview schedule for teachers

INTERVIEW SCHEDULE FOR TEACHERS

TITLE OF THE STUDY: INTERMEDIATE PHASE ENGLISH TEACHER LEARNING: A CASE STUDY OF TEACHERS PARTICIPATING IN JIKA IMFUNDO.

SECTION A

BIOGRAPHICAL INFORMATION

1. Age group:

0-19

20-29

30-39

40-49

50-60

2. Gender

Male

Female

3. Marital status

Single

Married

Divorced

Widowed

4. Academic level

4.1 Diploma (specify)

4.3 Undergraduate (specify)

4.4 Postgraduate

4.5 Other (specify)

5. Please write down the subjects you passed in your matric (grade 12).

6. Provide your teaching specialization subjects

7. How many years have you been?

Teaching

Teaching at this school

Teaching English

Teaching English at this school

8. What subjects are you teaching currently?

Subjects

Grade

English

Social Sciences

SECTION B

1. Why did you choose to teach English?
2. Who decides what teachers teach in your school?
3. How are the decisions made?
4. Do you enjoy teaching English? If given a chance or choice to teach another subject, which one would you choose?

QUESTIONS ADDRESSING KEY RESEARCH QUESTIONS 1

WHAT TYPES OF PROFESSIONAL DEVELOPMENT ACTIVITIES DO INTERMEDIATE PHASE ENGLISH TEACHERS PARTICIPATE IN JIKA IMFUNDO PROJECT?

1. Please tell me about your involvement in Jika iMfundo
 - When did your school first get involved?
 - When did you get involved?
 - How did you get involved?

- How many workshops have you attended?
- Please explain on the duration of workshop, how are they structured?
- Please explain about the activities that takes place in Jika iMfundo workshop?
- Do you receive any documents from Jika iMfundo project? If so, what are those documents and how to facilitator?
- How many teachers actually attend the workshops?
- How do you implement what you have learnt in JI in your school? Do you hold meeting/workshops in your school?
- How many workshops or meetings have you attended and what do these workshops deal with?
- Do you plan together as subject (English) teachers? If so, do you engage yourself in reflective discussions?
- In your opinion, “teacher reflection part” is useful? Please explain.
- Have you ever had a one on-one conversation with your HOD? What was the main idea of the conversation?
- What the relationship is between what you do in JI workshop and CAPS training workshop?
- Do the facilitators or subject advisors do the follow up on the work done in JI workshop? If so, do they give support and guidance in your work?
- As an English teacher in the IP or as clusters do you help each other or do you meet to discuss about English teaching, if you do what actually happens in your meetings?
- To what extent has the Jika iMfundo development activities shapes and organized your teaching of the English?

Appendix 6: Turnitin report



Appendix 7: Editing letter



24th of May 2019

To whom it may concern

EDITING OF DISSERTATION FOR MR PHILANI GOGÉ

I have a master's degree in Social Science, Research Psychology and TEFL qualification from UKZN. I also have an undergraduate and honour's degree Bachelor of Arts in Health Sciences and Social Services from UNISA.

I have 15 years of teaching experience and have been editing academic theses for students from UKZN, UNISA, the University of Fort Hare, and DUT for the past seven years. I have further done editing, transcribing and other research work for private individuals and businesses.

I hereby confirm that I have edited Philani Gogé's dissertation titled **"INTERMEDIATE PHASE ENGLISH TEACHER LEARNING: A CASE STUDY OF TEACHERS PARTICIPATING IN JIKA IMFUNDQ PROJECT"** for submission of his master's degree in Education at UKZN. Corrections were made in respect of grammar, tenses, spelling and language usage using track changes in MS Word 2010. Once corrections have been attended to, the dissertation should be correct.

PLEASE NOTE: Should the student add content to their dissertation after my editing and suggested corrections, I cannot guarantee their work is correct in respect of grammar, tenses, spelling and language usage.

Yours sincerely

Terry Shuttleworth (TEFL, UKZN, MSocSc, Res Psych, UKZN).