

TITLE PAGE



**EXPLORING TEACHERS' EXPERIENCES OF TEACHING ISIZULU AS A FIRST
ADDITIONAL LANGUAGE IN THREE MULTIRACIAL SCHOOLS IN ISIPINGO**

**This Research Thesis is submitted in Partial fulfillment for a Master's Degree in Education
at the University of KwaZulu-Natal.**

By

Nombuso Rittah Phungula

Student number: 215081621

January 2019

Supervisor: Dr. Samu. Mngomezulu

DEDICATION

I dedicate this dissertation to:

God for giving life to complete this journey

My late husband, Mr Simphiwe Andreas Zenzele Jili who was my role model. He was a hardworking man who inspired me. Thank you for instilling in me the value of education and for encouraging me to believe that one day I will become a successful individual.

I thank my precious daughters, Khaliphile, Nolwazi and Siyamthanda Jili, for their patience and understanding throughout my studies. To my brother Mthandi Welcome Phungula, thank you for believing in me and making sure that I fulfill my dreams of becoming an educator, for making sure that, I had the necessary books I needed for my studies.

DECLARATION

This dissertation is submitted in partial fulfilment of the requirements for the Degree of Masters of Education, in the Curriculum Studies Discipline, University of KwaZulu-Natal, South Africa.

I declare that this dissertation is my own unaided work. All citations, references and borrowed ideas have been duly acknowledged. It is being submitted for the Degree of Masters of Education in the Faculty of Humanities, Curriculum Studies, University of KwaZulu-Natal, South Africa. None of the present work has been submitted previously for any degree or examination in any other University.

NombusoRittahPhungula

215081621

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to all the people who offered me their support during the time when I was working with my project.

Firstly, I would like to thank my wonderful God and Saviour Jesus Christ, for giving me wisdom and strength from conception to the completion of this project. To UKZN School of Education, thank you for offering me an opportunity to do this Master's degree. Special thank you goes to my supervisor, Dr Mngomezulu for her continued support, her patience and dedication in guiding me through the whole process of compiling this report. I would also like to thank the lecturers of Curriculum Studies and the entire staff at research office.

Thanks a lot, to all the participants of this study who gave me their time and committed themselves to the study. You helped make this study possible. Thanks to the principals of the three surrounding schools in Isipingo, including my school, for granting me permission and time to conduct this study. Dr J Sibanda thank you very much for helping me with the editing of my work, I appreciate you.

Special thanks goes to my mother Sbongile Adrina Phungula, my brother Mthandi Welcome Phungula, all my siblings and friends for their continuous motivation, support and effective prayers. Thank you to my in-laws (Jili's family) for your endless love and care during this period.

Thank you to my family, my three daughters Khaliphile, Nolwazi and Siyamthanda Jili. I am doing this for us my lovely girls. I also consider myself exceptionally fortunate to have a neighbouring family, which was dedicated to looking after my daughters since I was spending most of my time in UKZN. Jwara's family, you inspired me to complete this study. I will not forget my neighbouring brother Mabeka Mbambo for ensuring that my daughters are being taken to school

on time and be at home safe. Thank you for your big heart and open hands. Your commitment on daily basis when I asked for assistance inspired me to complete my Masters in Education. Thank you to my prayer collaborates Pastor L Mandindi and his team for their prayers. Lastly, to my precious dog for her loyalty and staying up all night while I was trying to complete my dissertation.

TABLE OF CONTENTS

TITLE PAGE	i
DEDICATION	ii
DECLARATION	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	vi
ABSTRACT	x
CHAPTER ONE	1
ORIENTATION	1
1.1 Introduction	1
1.2 Rationale for the study	1
1.3 Problem Statement	3
1.4 Research Objectives	4
1.5 Questions to be asked	4
1.6 Location of the Study	4
1.7 Literature Review	4
1.7.1 Language policy in South Africa	4
1.7.2 Teaching First Additional Language	5
1.8 Theoretical Framework	6
1.9 Definition of Terms	7
1.9.1 Language Learning	7
1.9.2 Bilingualism	7
1.9.3 First Language (L1)	8
1.9.4 Second Language (L2)	8
1.9.5 Language Policy	8
1.10 The Research Methodology	9
1.11 Significance of the study	10
1.12 Delimitation	10
1.13 Outline of the chapters	10

1.14 Chapter Summary	11
CHAPTER TWO.....	12
LITERATURE REVIEW.....	12
2.1 Introduction.....	12
2.2 Current views.....	12
2.2.1 Challenges in the effective implementation of the language policy.....	13
2.2.2 Teachers Experiences in Teaching Mother Tongue.....	14
2.3 South Africa Language policy journey	17
2.3.1 Teaching First Additional Language	19
2.3.2 Key Debates in Language Teaching.....	20
2.4 Teacher Competencies in teaching a Second Language.....	23
2.5 Theoretical Framework.....	25
2.7 Chapter Summary.....	26
CHAPTER THREE	Error! Bookmark not defined.
RESEARCH METHODOLOGY.....	Error! Bookmark not defined.
3.1 Introduction.....	27
3.2 Research Methodology	27
3.3 Research Design.....	28
3.4 Research Paradigm.....	30
3.5 Research Approach.....	31
3.6 Population and Sampling.....	33
3.6.1 Sampling.....	33
3.7 Methods of Data Generation.....	35
3.7.1 Focus group Interview.....	36
3.7.2 Interview process.....	37
3.8 Data Analysis.....	38
3.9 Validity and Reliability, Rigourand Trustworthiness	38
3.10Ethical Issues.....	39
3.11 Anticipated Problems/Limitations.....	40
3.12 Chapter Summary.....	40

CHAPTER FOUR.....	41
DATA PRESENTATION AND ANALYSIS.....	41
4.1 Introduction.....	41
4.2 Presentation and discussion of themes.....	41
4.3 Application of theoretical Framework in the themes.....	42
4.4 Emerging themes.....	43
4.4.1 Theme 1: Teachers experiences in teaching isiZulu as first additional language.....	43
4.4.1.1 Teachers’ views towards teaching and learning IsiZulu as first additional language.....	43
4.4.2 Teachers’ attitudes towards the teaching of IsiZulu in a multiracial school.....	45
4.4.3 Challenges of teaching of IsiZulu to foundation phase learners.....	47
4.4.4 The Use of Various Teaching Methods.....	48
4.4.5 Learning of pronunciation of IsiZulu words by Second Language Speakers.....	50
4.4.6 Structuring and dealing with Homework for IsiZulu as a First Additional Language.....	51
4.5 Theme 2: Challenges faced by teachers when teaching isiZulu as a First Additional Language.....	53
4.5.1 Dealing with the learners' attitude towards IsiZulu as a first additional language.....	53
4.5.2 Teaching Phonics in Foundation Phase to Intermediate Phase.....	56
4.5.3 Code Switching.....	57
4.5.5 Time allocated to IsiZulu in the school timetable.....	60
4.6.1 Inhibiting Factors.....	62
4.6.1.1 Lack of support from the Department of Education.....	63
4.6.2.1 Lack of teaching resources.....	64
4.6.3. Enabling Factors.....	66
4.6.3.1 Parental involvement.....	66
4.6.3.2 Teachers competence in teaching IsiZulu.....	67
4.7 Summary of Findings.....	69
4.8 Chapter Summary.....	70
CHAPTER FIVE.....	71
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	71
5.1 Introduction.....	71
5.2 The Research Questions.....	71
5.3 Summary of the findings.....	71

5.3.1 Teachers’ experiences in teaching IsiZulu as first additional language.....	72
5.3.2 The factors that influenced teachers experiences of teaching IsiZulu as a first additional language	72
5.4 Conclusion	72
5.5 The study’s contribution to new knowledge	73
5.6 Recommendations	73
5.6.1 Teachers.....	73
5.6.2 School Management Team	73
5.6.3 Parents	73
5.6.4 Policy Makers/Department of Education.....	74
5.7 Need for Further Research.....	74
5.8 Chapter Summary	74
REFERENCES.....	Error! Bookmark not defined.
APPENDIX A: INFORMED CONSENT LETTER	85
APPENDIX B: REQUEST FOR PERMISSION TO CONDUCT RESEARCH	88
APPENDIX C: REQUEST FOR PERMISSION TO CONDUCT RESEARCH.....	91
APPENDIX D: ETHICAL APPROVAL LETTER.....	104
APPENDIX E: REQUEST FOR PERMISSION TO CONDUCT RESEARCH.....	105
APPENDIX F: INTERVIEW SCHEDULE.....	106

ABSTRACT

This is a qualitative study, which purpose is to explore the experiences of teachers in teaching IsiZulu as a First additional language (FAL) in three multi-racial schools in Isipingo. This study was very significant because many years after democracy in South Africa, there seems to be a big gap between the teaching of isiZulu in many schools in Kwazulu-Natal and English Language. This study focused on three schools in Kwazulu-Natal because it is home to predominantly isiZulu speaking people. The study utilised a case study approach and interviews were used to collect data from the teachers individually and as a focus group. The participants were selected by the use of purposeful sampling. The findings from the data responded to the research questions, which were:

1. What are teachers' experiences of teaching isiZulu as a first additional language in three multi-racial schools in Isipingo, Umlazi district?
2. What are the factors that influenced teachers' experiences of teaching isiZulu as a first additional language in three multiracial schools in Isipingo, Umlazi district?

The data analysis process used thematic analysis to captures the teachers' perspectives of teachers on their experiences of teaching IsiZulu as a first additional language in the classroom. The study findings revealed that the general views of the teachers about teaching isiZulu were mostly positive and most of the teachers supported the use of African languages at the three multi-racial schools. However, teachers sometimes experienced challenges with code switching, lack of resources and the absence of support from the Department of Education and other stakeholders such as parents and corporate organisations. The study recommends that there should be adequate support of the full implementations of the language policy by the Department of Education in order to make the use of IsiZulu an important aspect of language teaching in schools across South Africa. The study concludes that IsiZulu should be promoted in schools.

Keywords: IsiZulu, Bilingualism, Teachers, Schools and language policy

CHAPTER ONE

ORIENTATION

1.1 Introduction

This chapter discusses the rationale for the study, the statement of the research problem, the research objectives, the critical research question, definition of terms, the research methodology, significance of the study, organization of the chapters and the chapter summary.

1.2 Rationale for the study

There are many reasons for my interest in the present study, but the main reason stems from my experiences as an isiZulu educator. I have been confronted with controversies surrounding the teaching of isiZulu in the classrooms, taking into consideration the fact that isiZulu is the mother tongue for the majority of the people in Kwazulu-Natal. I do not disregard the use of English as medium of teaching and learning in South African schools. As a language teacher I recognise the fact that language is related to people's culture, hence I wanted to explore the phenomenon in three schools in Isipingo.

Another reason for this study was that the South African constitution and the Bill of Rights stipulate that every learner have a right to be taught in his or her own where possible (Hand, & Wyzanski, (1958). Therefore, this study would be useful to language teachers, specifically isiZulu language teachers, who need to understand their experiences in teaching this language. It could also prove useful to language policy developers who need to take into consideration teachers' needs and concerns when drafting and developing the policy.

Personally, I can see that teachers who teach isiZulu as a first additional language (FAL) are experiencing problem with learners who struggling to read IsiZulu, for instance when doing oral work or engaging in any reading activity (Mhlambi, 2012). According to Kamwangamalu (2016), the inadequate use of indigenous African languages as medium of instruction at primary, secondary and tertiary institutions impedes the intellectualisation of African languages. It is for this reason that Kamwangamalu (2008) believes that if indigenous African languages are catered for and developed; they could have the same recognition as other languages for example Afrikaans and English in the South African context, especially in the schools and universities. Furthermore,

Mmusi (1998) argues that in South Africa, the legacy of the past policies is still being felt within the education system. Mmusi's (1998) argument raises an important issue about the impact of the past policies and how these policies have influenced policy regarding the use of African languages. Mmusi (1998) argues the impacts of the past arrangements where English and Afrikaans delighted in a high status, are yet common in South Africa.

As an isiZulu (FAL) teacher for seven years, conducting a study on teachers' experiences of teaching isiZulu in multiracial schools has been a dream comes true. In conducting this study, it is hoped that it adds to the growing body of knowledge and help the department of education in solving the language question. The findings from this research may be beneficial to the teachers and learners of isiZulu (FAL). Academically, there is a paucity of literature on this phenomenon from a teacher perspectives and this is why it became necessary to explore the experiences of teaching isiZulu as a first additional language in three schools in Isipingo.

As a teacher with various significant experiences in teaching in the South schooling context, I have seen that various learners have limited speaking, reading and writing skills when they leave the primary school in the first language (isiZulu), which is the vital language for the vast majority of educators in my general vicinity. As expressed before, this investigation could prove useful to language policy developers who need to think about learners and teachers' needs and concerns when drafting and building up the Language in Education approach for South Africans educators.

Clandinin and Connelly (2000) investigated teachers' experiences in teaching isiZulu utilizing interpretive worldview, which looks to comprehend the individual and the social encounters of the teachers in connection with learners. The study found that the teachers experienced that learners understood the subject more because many concepts were explained using their first language. This study was motivated by my personal observation of perceived sacrifices of teachers who teach IsiZulu. These teachers are usually one per school in these multi-racial schools.

The present study draws from other scholarly views in order to ascertain the possibility of advancing literature. The gap in literature is that the multiracial nature of the schools in which this study was done. I believe this study is different from other studies I have read because there is no study on this same phenomenon in schools in Isipingo. Other studies focus on teachers'

experiences in teaching indigenous languages in other areas like Durban, Eastern Cape or in Gauteng Province. I have not come across any study that explored teachers' experiences in teaching isiZulu as a first additional language in three schools in Isipingo.

1.3 Problem Statement

The problem of this study is that most learners do not like to be taught in their mother tongue (Steven, 1999, p.23). The South African government is faced with debates on language issues because language is a very sensitive issue in South Africa, whereas little attention is generally paid to the learning needs of learners who have limited language knowledge regarding culture, race, religion, or sexual orientation who are often stigmatised in the multiracial schools.

This calls for the department of education in Kwazulu-Natal to rethink its language policy. Steven (1999) emphasises the point of rethinking when he says as far as education is concerned institutions at schools, colleges and university levels, which previously used English, and Afrikaans media only have had to rethink their policies in terms of the constitution, and post-apartheid economic realities.

Besides, Steven (1999) states that the two significant language activities in such manner are the Pan-South African Language Board (PANSALB) and the Language Plan Task Group (LANGTAG). PANSALB is a changeless body built up as far as the constitution as a proactive specialist for, and guard dog over, phonetic rights. LANGTAG united an expansive scope of language specialists (counting sociolinguists) empowering far-reaching meetings with various networks and divisions, escalated dialogs and some new research. The undertaking gatherings exhibited provides details regarding; language administrations, language value, language as a monetary asset, legacy and gesture based communications, instruction and the situation of African dialects. In the event that their suggestions were implemented, it is accepted that most African dialects would have been advanced in our schools.

In addition, the issue of mother tongue language being the focal point of this research makes it an issue that should be inquired about so as to understand the experiences encounters of educators in the three schools in Isipingo.

1.4 Research Objectives

- To explore teachers experiences of teaching isiZulu as a First Additional Language in three multi-racial schools in Isipingo, Umlazi district?
- To understand what influences teachers' experiences in teaching isiZulu as a first additional language in the three multiracial schools in Isipingo, Umlazi district.

1.5 Questions to be asked

- What are teachers' experiences of teaching isiZulu as a first additional language in three multi-racial schools in Isipingo, Umlazi district?
- What are the factors that influenced teachers' experiences of teaching isiZulu as a first additional language in three multiracial schools in Isipingo, Umlazi district?

1.6 Location of the Study

This research was conducted in three schools in Isipingo area in Durban, KwaZulu-Natal. It is an urban area. The selected schools have learners who study isiZulu as First Additional Language and they were best suited for this kind of research because they were offering isiZulu as a First Additional Language.

1.7 Literature Review

This section provides a brief introduction of the literature that will be reviewed in the chapter two of this study.

1.7.1 Language policy in South Africa

Herbert (2012) takes note of that policies of language and education are characteristically political, however no place more so than in South Africa where language has been firmly bound up in the

arrangement of ethnic and racial division. Black schools fell under a few unique offices. The schools in zones managed by the politically sanctioned racial segregation government were the duty of the Department of Education and Training (DET) and the rest fell under the different 'country' instruction divisions. As from 1979 onwards, the language circumstance in every black school was genuinely uniform: learners were taught in an African language – in principle their 'native language'- the initial four years of tutoring; from that point, in English first extra language (Herbert, 2012). First Additional Language alludes to any language that is being educated as an extra language. This may occur in the multiracial schools where the Additional Language is the home language for some different students, however they are learning the language as First Additional on the grounds that it is Language of Learning and Teaching (LoLT) in the schools where they are learning. Essential training is the most significant dimension of instruction in light of the fact that the nature of auxiliary and tertiary dimensions of instruction is dictated by Primary Education quality (Fakeye, 2012).

The CAPS document (2011) states that English ought to be the Language of Learning and Teaching (LoLT) from Grade 4. This implies learners need built up a sound capability in communicating in English and in tuning in and understanding English in their Foundation Phase of tutoring, to procure the dimension of English competency to succeed later in school and become effective in their vocation. South African Education Company (SAEC) (Khuluma Education, (2012).

1.7.2 Teaching First Additional Language

In spite of the administration's pledge to multilingual training and the advancement of language rights in all circles of state funded schools, the instruction segment does not thoroughly mirror the multilingual idea of South Africa. As indicated by the South African (Act 84 of 1996), “the goal is to give a solid establishment to the assurance and progression of the nation's differing societies and dialects”. More should be possible towards the advancement of fundamentally the African dialects in South African schools. As indicated by the Education Act (1953), “the black learners ought to get native language instructing in lower and higher essential evaluations with change to

English and Afrikaans from that point”. “As far as learning regions (subjects) each of the eleven authority dialects can be taken as 'home language', 'first additional language ' and 'second additional language’,” (Curriculum, 2005). In the nineteenth century in what was then Natal, the evangelists began the composition of isiZulu with the main Zulu interpretation of the Bible created in 1983 (Census, 2011) and ethnologies.

Christian Nationalism proliferated ideas of isolated advancement for every individuals and perfect obligation of the Afrikaner individuals to spread the gospel to the local occupants of South Africa and to go about as Black individuals' guardians (Kamwangamalu, 2008, p. 136). “Regardless of the names for the learning regions, all the time, students take dialects on a 'home language' level while the particular language may just be their second or third language. This is particularly valid in multilingual networks and in previous white schools (alluded to as previous model C schools) that have taken in various African language speaking learners”. As per Nel (2015), the teaching of reading in First Additional Language (FAL) merits more consideration than it presently gets from teachers. In the 2014 version of the Ethnologies, the gathering recorded more than 7,102 dialects over the universe of which 4,655 are yet utilized today. The staying 2,447 dialects are undermined, named being in peril of ceasing to exist with new ages. (Du Plessis, (2013).

This is a serious petulant matter, as most parents need their children to preferably consider English over their own home languages. Potential inferences are to guarantee a fruitful monetary and social future. Most of the parents have a mentality that it is vital for students to understand global languages, for example, English. The parents believe in the idea that the employment market demands learning of English. This means that schools where African languages are utilised as mode of guidance do not have similar assets and ability because of the dominant of English and strategies of the past; schools (once in the past advantaged or impeded) do not have the foundation or even inspiration to oblige more languages”(Du Plessis, 2013).

1.8 Theoretical Framework

Creswell (2017, P.4) “describes a theory as being an interconnected set of variables developed into a hypothesis that identifies the interaction among variables”. A theory is a contention or a

validation that helps explain an observable fact that occurs in the world. The theoretical framework for this study is Vygotsky's, socio-cultural theory. Vygotsky's theory of socio-cultural human learning is centred on the notion that learning is a social process. According to Vygotsky (1978), the main theme of this theory is that society and culture plays an important role in a children's cognitive development. More details are explained in chapter two.

1.9 Definition of Terms

This section will discuss and explain the terms that prominently feature in the study.

1.9.1 Language Learning

Garcia (2009, p.65) explains that, "Language learning is a continuous developmental process that occurs throughout a lifetime and is recursive and circular. In that sense, we are all language learners at certain times, under certain conditions, with certain people." As Klein (2008) opines, a language is first when no other language was obtained previously; else, it is second. In this manner, the primary language that is obtained above all else by a youngster when his/her language cells are vacant is first language (L1); and the language, which is acquired/learnt notwithstanding the L1, is second language (L2). In this research context, the term second language alludes to any language that is found out to be different from the first language.

1.9.2 Bilingualism

Bilingualism has been characterized from alternate points of view throughout the years. Bloomfield (1933, p.56) characterizes bilingualism as "local like control of two dialects." Other researchers have rejected this definition, and rather see bilingualism as the capacity to utilize a moment language at any dimension of ability (Bialystok 2016; Bialystok, McBride-Chang and Luk, 2005). This viewpoint enables analysts to oblige various types of bilingualism, including adjusted, halfway, consecutive, and synchronous bilingualism (Cummins, 2012; Dworin, 2003; Reyes and Costanzo, 2002). Likewise, a few researchers concur that any discourse of bilingualism ought to think about sociocultural, authentic and political settings that impact bilingualism (Muthwii, 2004; Obondo, 2007). In this regard, bilinguals ought not to be seen as two monolinguals in single individual yet exceptional creatures who utilize their dialects in various ways as called

upon by different settings and necessities (Grosjean, 1989). This is the viewpoint that is received in this investigation.

1.9.3 First Language (L1)

First language (L1) alludes to an individual's local language or native language. For the most part, the language a learners gains from birth. In this examination, this idea is utilized reciprocally with the term home language, fundamentally because the South African curricular archives utilize the term home language.

1.9.4 Second Language (L2)

The second language (L2) alludes to a language, which is not primary language however, which might be utilized for certain open capacities in a public. Second language (L2) normally alludes to a language that an individual learns after the main language or first language has been educated. In any case, a few examinations have demonstrated that this relationship might be perplexing, showing a continuum instead of an obvious wonder (Bialystok, 2016, Hornberger, 2010; Hornberger and Skilton-Sylvester, 2000). This continuum is largely affected by various variables, including sociocultural, acquisition, and language use (Jakar, 2017; Mkhize, 2013), bringing about various capability levels among L2 understudies. In this examination, the understudies were procuring isiZulu, their L2, in the school setting, with restricted introduction to normal settings. Besides, given that they had not had much guidance in IsiZulu education in their past schools, they could be seen as eminent bilinguals. Finally, in spite of the fact that the South African educational programs archives utilize the term first extra language to allude to understudies' L2, in this investigation I utilize the term L2 at times.

1.9.5 Language Policy

According to De, kadt (1997) cited in Kallaway et al., (1997) public policy can take a wide range of forms from broad statement of goals to more specific statement of intentions. She further argues that policy can be expressed in speeches, official statements, court decisions, language of teaching and learning, laws and regulations; all of which embody the authority to define goals and priorities.

However, Hult (2015) contends that strategy is basically a social build and may comprise of different components of an unequivocal nature; such as laws and regulations, administrations, business, official languages and so on. The current policy in South Africa seems to be dichotomised into an overt and covert policy. In South Africa, the overt policy is all the eleven languages that are given equal status, and therefore one can say that the constitution of South Africa is neutral regarding language. English is, however, the dominating language in the life of many citizens of South Africa. It is also the primary language mostly used for education, business, sports, media, courts, administration and so on (Mda & Mothatha, 2000).

1.10 The Research Methodology

This study was carried out with teachers who are teaching isiZulu as a FAL at three multi-racial schools in Isipingo. Cohen and Manion (2013) describe the interpretive paradigm, as ‘the central endeavor in the context of the interpretive paradigm is to understand the subjective world of human experience’. The interpretive paradigm helped the researcher to gain a deeper understanding about the experiences of teachers.

A qualitative approach was utilized to generate data. Six educators were utilized to gather data by methods for individual interview and focus group. Every one of the candidates who participated in the study were well enlightened about the importance of the study and were informed that their contribution to the study is free. Furthermore, the participants will be treated with respect and their contribution will remain confidential using pseudonyms. Anonymity was guaranteed, and participation in the study was deliberate. In chapter 3, I present these research instruments in more details. I also present how each data collecting technique was implemented to give fruitful results.

1.11 Significance of the study

The study is significant to the promotion of isiZulu as a Language of Learning and Teaching (LoLT). Furthermore, this study is significant because of the implications it might have for the language policy as promulgated by the Department of Education concerning promoting African indigenous languages at independent schools in South Africa. In addition, the importance of this

study is to inform the educational stakeholders to be able to identify factors influencing the experiences of teachers who teach African indigenous languages in South Africa.

1.12 Delimitation

This study, conceptual delimitation is not limited to the concept of teachers' experiences of teaching isiZulu. Other concepts of languages like Language of Learning and Teaching (LoLT), bilingualism and second language that relate to the topic are also explored in order to further enrich the scope of the study. In addition, the geographical delimitation is only limited to the three schools selected for the study in Isipingo.

1.13 Outline of the chapters

Chapter 1 provided the introduction and the background to the study, the problem statement, aims of the study and the research design and methodology.

Chapter 2 was used to review the literature relevant to the study and discusses the theoretical framework, which serves as a guide for this study.

Chapter 3 discusses the research methodology. This includes the design, the paradigm, the sampling technique used and the ethical clearance that was observed.

In Chapter 4, the data results are presented and discussed. This chapter analyses and interprets the data according to the themes that emerge in the study.

Chapter 5 gives the conclusion and the recommendations. This chapter summarises findings from the literature and from the primary data, and the recommendations for further studies.

1.14 Chapter Summary

This chapter presented the research topic and the significance for conducting such a study. The methodological approach that was utilized in conducting this study was also discussed. The next chapter is the literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter examines the body of literature accessible on the Language in Education Policy, and endeavors a scholarly analysis of the present policy in connection to teaching of IsiZulu as a first language. Firstly, it gives knowledge into some key ideas and discussions on teaching IsiZulu as a language in South Africa. Furthermore, it examines the theoretical framework utilized in the study. The following section examines the real topic of language policy.

2.2 Current views on the Language in education policy in South Africa

The present Language in Education Policy communicates that all understudies save the alternative to learn in their favored language as long as the benefits are available. "The Government believes language to be an instrument in the progress of guidance and to affect political, social and money related change in South Africa" (Cook, 2013, p.23). These comments show that language is an important aspect of a people's existence and advancement. This equally implies that the language policy should be implemented in the schools. The present Language in Education Policy focuses in the headway of every expert language that is used for the teaching and learning condition required by learners or used by systems in the country. This shows Multilingualism is settled in the constitution, however with its extensive deciphering, translating and printing suggestions, it is past the compass of South African economy. In addition to that, reality fundamentally, is that schools cannot adequately complete the language approach, an ideal that is in demands because teachers are not efficient and resources remain scarce.

This shows that most language teachers are still not well trained and resources are not enough as well in the schools to make this implementation to become a reality.

Numerous different researchers trust that by utilizing English as the fundamental mechanism of guidance, and by learners acing English, the other authority dialects of South Africa become underestimated and learners start to disregard their primary language. They likewise trust that

English is just made accessible the rich and world class. Maqgwashu (2017) argues that simply the fiscally honored will acknowledge higher paying occupations and will approach English schools closer to home. This is important, as it is believed that this transmits lost custom and culture, which is symbolic of one's essential language.

2.2.1 Challenges in the effective implementation of the language policy

The South African government hurried to perceive the squeezing prerequisite for an informative change; however, they did not consider fundamental factors when rapidly executing new game plans and education policy. The organization did not consider a curriculum for African vernaculars, the openness of local language educators and the adequate resources that were required for the use of the Language in Education Policy. This achieved various troubles rising in the midst of the implementation of the system in schools. This implies that the Department of Education need to execute the utilization native language teaching in schools the nation over. It additionally implies that the assets ought to be set up for the accomplishment of the language strategy. This is so in light of the way that the organization has not made a convincing system for the procedure.

It ought to likewise be noticed that without the best possible assets, there would ceaselessly be absence of assets and qualified educators. The improvement of the indigenous dialects into scholastic instruments for educating and learning cannot be accomplished just through the endeavors of a couple of researchers. I have seen that in the numerous schools that I have had the benefit of educating in, primary language assets are not accessible for teaching and scholarly purposes, and the schools do not have the framework or inspiration to suit more dialects, because of the shameful acts and approaches of the past.

Another challenge to be uncovered is the underdevelopment of the school curriculum. First language curriculum for mother tongues is colossally juvenile (cook, 2008). The educational programs have not been intended to oblige indigenous dialects into branches of knowledge. The curriculum itself has not been created in the diverse dialects for indigenes to get it. In the establishment stage, it is anything but difficult to modify the curriculum so as to train learners in

their primary language, yet as one climbs to the middle of the road and senior stage, the educational programs turns out to be progressively mind boggling with the instructing of arithmetic, science, innovation, life introduction. African language have not been grown scholastically to take into consideration the teaching of the previously mentioned learning regions in the primary language, which is the motivation behind why numerous learners rising up out of the tutoring framework are unfit to write in their native language and can just talk it. The educational programs for African dialects should be returned to and overhauled with the goal for it to be legitimately implemented into the curriculum.

2.2.2 Teachers Experiences in Teaching Mother Tongue

“The 1996 Constitution of the Republic of South Africa perceives each of the eleven official languages as equivalent”. “The South African Schools Act (SASA), 84 of 1996 states that learners in the foundation stage ought to be taught in their first language (native language)”. Learners are introduced to a second language in the intermediate phase, which is from grade 4. “Nonetheless, oral English is learned from grade R to grade 1, and the point is to assemble a solid oral language establishment or base” (DBE, 2011). This means that teachers need to guarantee that they are capable of basic communication in English, which they can comprehend in important settings. “It is contended that exercises, for example, tuning in to the teacher to read stories bolsters learners’ education. At that point, in grade, 2 and 3 learners start figuring out how to read and write in English. In grade 4, educators begin utilizing the second language, for instance English, as the Language of Learning and Teaching (LoLT). Along these lines, learners need to achieve a high state of fitness in English before the finish of Grade 3. This methodology is alluded to as added substance bilingual instruction” (DBE, 2011). These decisions by the department might work against the learners because they will have to master the new language that they are introduced to.

“Regardless, in included substance bilingualism, the truth of the matter is for students to initially get language acknowledgment and access the scholarly informational modules in the fundamental language, and when they can get to heading in English, the home language course is abstained from, and students are educated only in English” (Cummins, 2009, p.13). In any case, this infers neglecting the manner in language of teaching and learning is taught.

My view as a teacher from various extensive stretches of understanding is that in light of the way that the idea of teaching in the preferred language is problematic, thus, learners disregard to pro examining and creating aptitudes in the fundamental language. Teaching ends up inconvenient. "Further, it has in addition been recorded that different English second language educators in South African schools have obliged English limit and have no adequate skills in second language teaching techniques" (Fleisch, 2016, p. 379-383; Theron-Sanchez, 2014). This demonstrates the fact that learners could end up without the mastery of the two languages.

Nel (2015) argues that the South African teaching framework is coming up short for different second language students who are encountering problem due to the present usage of the language policy. A large portion of the learners in this country are challenged to master insightful and capacitated in a language despite everything they can't totally verify, setting them at a high risk of making teaching and learning problematic. Fleisch (2016, p. 379-383) incorporates a further estimation in stating that rural and township learners experience issues with IsiZulu first language learning and teaching in light of the way that they are not learning in a useful language setting. They scarcely ever hear or speak IsiZulu in their very own kind of frameworks. Moreover, Fleisch (2016) highlighted the fact that teachers are educating them with limited IsiZulu capacity.

Various components of social collaboration from worldwide relations to imply associations, are borne, engaged and empowered through language. Language not simply hails where we begin from, what we maintain and to whom we have a spot, yet moreover works deliberately and purposely to contribute our individual, sexual introduction or ethnic foundation, to favor our adventure through social requests' structure, and to movement to others what we need and how we hope to achieve it. Through history, people have settled on a choice about others-that is purposefully or unwittingly assessed their place in human culture subject to their ethnic language, their mother tongue, to make sure their own choice of individual words. I believe this can be included in the part of rethinking the Language policy to accommodate the use of bilingualism amongst learners so that these learners do not abandon IsiZulu but can do isiZulu as additional language in order to fit socially, politically and economically in KwaZulu-Natal province.

The thought is to see that learners do not lose their first language however; it ought to be their individual decision. As Tong and Steven (1999, p.197) says that the people who unyieldingly surrender their language always lost sentiment of ethnic character, a destruction by a first or

metropolitan power (with going with vibe of average quality) and an annoying definition from one's ancestors. This additionally involves the loss of oral narratives, drones, legends, and religion, specialised vocabulary, just as of conventions, traditions, and endorses conduct. All old society breakdowns and regularly the new dialect cannot fill the vacuum that outcomes, prompting lost ages scanning for new personality, for 'something of significant worth.

Ellis (1994, p.223) gives us more pieces of information about native language support in the instructive setting while expressing that Alamin and Ahmed (2013) cited that native language upkeep can take two structures. In the more fragile structure, learners are given classes in their first language, coordinated at creating formal language abilities, including full proficiency. In the more grounded structure, children retaught through the mode of their first language. For the most part, primary language supports programs depend on enhancement hypothesis as per which elevated amounts of bilingualism are viewed as psychological and social favorable position. These appear differently in relation to the deficiency hypothesis that sees bilingualism as a weight and as liable to result in subjective disservices. Research emphatically recommends that added substance bilingualism (the objective of first language support) give phonetic, perceptual, and scholarly points of interest (see Swain and Cummins 1979 for a survey). This confirms the known held notion that a bilingual child is more intelligent than a child who speak only one language.

There is additionally proof that first language support setting, especially that of the solid kind, results in significant instructive victories (Alamin and Ahmed, 2013). It is portrayed by positive hierarchical variables (for instance, suitable social substance in showing materials), positive emotional components (for instance, low tension, high inward inspiration, and fearlessness in the students), and achievement in growing full control of the main extra (L1) and an abnormal state of capability in second extra language (L2). Primary language upkeep offers help for L2 learning in two principle ways. To begin with, guaranteeing that L2 is an extra as opposed to a substitution language results in students building up a positive self-personality. As Spolsky (1986, p.188) notes, learning a L2 is personally tied up with one's identity and being compelled to become familiar with a L2 as a swap for the L1 is an 'immediate strike on character.' Mother tongue upkeep at that point

is bound to result in the inspirational dispositions required for effective L2 advancement. Second way includes a thought of Cummins' reliance rule (Cummins, 2017). The idea of reliance is a significant one since it proposes that the advancement of full L1 capability gives, not just subjective and social points of interest specialist on primary language use, yet additionally benefits the securing of L2 capability.

2.3 South Africa Language policy journey

“Historically in South Africa linguistic diversity and its significance concerning the training framework was barely seen”. “This pattern is apparent from first control of South Africa by the Dutch in 1652, through the time of British principle, the Union of South Africa, and amid the politically-sanctioned racial segregation routine” (DoE, 2010, p.6). The appearance of democratic system in 1994 denoted a noteworthy change with the Constitution of 1996 accommodating multilingualism in the nation (Department of Arts and Culture, 2003). In the new democratic South Africa, the affirmation of language varieties was viewed as a significant procedure for change. This alluded to the fact that the new government needed to change the already minimization of African languages in schools.

The Constitution of the Republic of South Africa (RSA) (Act 105 of 1996 (a) sees eleven official language, as equal. “These languages are isiZulu, English, isiNdebele, Afrikaans, isiXhosa, Sepedi (Sesotho deal boa), Sesotho, Setswana, Tshivenda, Xitsonga and siSwati” “McNiff (2010, p.11). In any case, McNiff (2010, p.12) argues that the above affirmation of practically identical status of the majority of the eleven languages is in truth a political explanation, as English is in conviction the noticeable language of teaching and correspondence over the racial lines.

The South African School Act (SASA) 84 of presented the language in education policy (LIEP) to the degree region 3(4) m of the National Education Policy Act, 1996 (Act 27 of 1996). The LIEP stresses multilingualism as an augmentation of social great combination and an essential piece of structure in a non-racial Southern Africa. The main principle is to hold the children’s home language in teaching and learning, and to urge children to learn additional language for learning and teaching (DoE, 2003). In such manner, the Department of Education's position is that of an extra substance approach which incorporates the option of additional languages while keeping up

a learner's key language. "Both the central language (fundamental language) and the new dialects being verified and learned are given equivalent status" (D'Amant, 2012, p. 53-60). Further, Van Der Walt and Klapwijk (2015, p. 293-318) advance included substance multilingualism through the going with procedure use.

In this manner, enhancing the LIEP, are the Norms and Standards with respect to Language Policy passed on likewise as region 6(1) of the South African Schools Act (SASA), 1996. The target of these Norms and Standards is to advance, accomplish and build up the association language objectives in the instructing district in consistence with the Constitution. The key measures are the security, movement, satisfaction and augmentation of the overall public's language rights and procedures for correspondence in setting up; the help of national and comprehensive correspondence through progress of bilingualism or multilingualism through constable and astonishing parts; considering, the distinction in the carelessness of generally disturbed vernaculars. The SASA of 1996 allows the School Governing Body (SGB) the advantage to choose the language of learning and educating (LoLT) for their children.

Lemmer and Manyike (2012, p. 16-35) "point out that Norms and Standards for language plan have good intentions in that they attempt to address the issues achieved by the past language approaches in South African history". In any case, it has been recorded in moves that paying little attention to the development of multi-lingualism and flexibility for vernaculars and social cohesion are not too dreadful plan in South Africa ,becuase most guardians need to send their children to schools where English is the official language (Nel and Tlale 2014). Ornan (2008) acknowledges that a sensible language chain of events has put English at the top as the favored language of Learning and Teaching (LoLT) in teaching in the school setting. The formation of this means that English as a language of economy has diverse negative impact on other African language including IsiZulu.

However, in order to address the above concerns, the department of education (2002) through the Revised Standard Curriculum Statement that the learners in the (Grades 1 to 3) be taught in their first language and that one additional language as a subject be taught in Grade I. This is according to the perspective on Cummings (2014, p. 12) "that learners ought to learn through their home

language for the base of three years” (Cummings 2014, p. 12). In South Africa, in the intermediate phase, that is grade 4 to grade 6, the learners change to English. This deduces the vehicle of bearing rises above from neighborhood language to a minute language (English in most of schools) with the craving that learners have achieved a high state of language capacity in the home language before the culmination of appraisal 3 (DoE, 2011).

Different researchers, for example, Cummins and Persad (2014) and Fleisch (2016) argues that the change from home language to a minute language in grade 4 is too early. Van Staden and Bosker (2014) comparably argues that in light of the present language frameworks, most of learners face inconveniences in passing assessments and prepared aptitudes (for instance, writing and spelling). This has transformed into a terrible need if this is not managed well. It may lead to a possible negative future of IsiZulu as a language of in the schools.

2.3.1 Teaching First Additional Language

Notwithstanding the government obligation regarding multilingual education and the progression of language rights in all circles of government-funded schools, does not altogether reflect the multilingual thought of South Africa. Agreeing with the South African (Act 84 of 1996), the objective is to give a strong foundation to the protection and progress of the country's different social orders and languages. More should be conceivable towards the headway of generally the African languages in South African schools. According to the Education Act (2012), the black students should be taught in their home language in lower and higher fundamental assessments with advancement to English and Afrikaans starting there. To the extent learning area (subjects), every one of the eleven official languages can be taken as a 'home language', 'first additional language' and 'second additional language', (Curriculum, 2005).

This demonstrates that regardless of the names for the learning areas, all the time learners take language on a 'home language' level while the specific language may simply be their second or third language. This is especially substantial in multilingual systems and in past white schools (ex-model C schools) that have taken in different African language speaking learners. As demonstrated by Nel, Engelbrecht, Nel and Tlale (2014), the teaching of First Additional Language (FAL)

justifies more thought than it right presently gets from teachers. In the 2014 variant of the *Ethnologies*, the social occasion recorded in excess of 7,102 vernaculars over the universe of which 4,655 are up 'til now used today. The remaining 2,447 vernaculars are undermined, designated in risk of stopping to exist with new ages by staff journalists, September (2013).

This is a huge confrontational issue, as guardians and gatekeepers need their children to speak in English than in their very own home language. Possible purposes behind this situation are to ensure viable budgetary and social future gatekeepers may think it fundamental for learners to know an all-inclusive language, for instance, English. Guardians may believe that the movement promotes demands data of English, which cannot be done at discretionary and tertiary levels in African vernaculars. Schools where African languages are used, as component of direction most likely would not have comparable resources and ability because of the disgraceful demonstrations and methodologies of the past; schools. Presumably would not have the establishment or even motivation to oblige more languages (Cavalier, Du Plessis, and Teck, 2003). As demonstrated by Ngibe (2013), in research made on teachers' recurring pattern experiences concerning implementation of national teaching projects enunciation, one educator referenced that reliable change in curriculum adds to poor use of the curriculum.

2.3.2 Key Debates in Language Teaching

There is a growing debate about the teaching, which is focused around whether teaching ought to be done in one's home language or second language. To discuss this issue, Fernberg (2012) states that main contemplations and learning limits ought to be taught in an individual's home language before an additional language can be introduced. Cummins (2012) makes this moment that he conveys that learner's information and aptitudes exchange transversely over vernaculars from the basic language that they have inherited from their homes to the language that is taught in schools. Furthermore, he imparts that teaching in the L2 language negatively influences the learners' capability to plan as it undermines communication among learners and their peers.

Fleisch (2016) contends that moving from fundamental language bearing in investigating, making and numeracy in the basic two or three significant lots of coaching, to a major language (L2) in Grade 4, where the learner is relied on to be skilful in analysing over the educational ventures, is hazardous. In his study, it was relevant that grade 4 learners had an obliged vocabulary of around 500 words and could inspect just clear 3 to 7 word sentences in the present state. Fleisch brings that up in the United States of America, it is surveyed that it can take four to eight years to master satisfactorily capable in English as a major language to accomplish the capacity to investigate or to pass on one of a kind insight. In Canada, it is to that; it takes four to seven years to build up the point of confinement in a minute language to make entire arrangement accomplishment at school (Feinberg, 2013). Nel (2015) approves that what adds to the unpredictability in South Africa is that Grade 4 is a basic period in learners' direction, as in learners need to conform to extra learning/portions of data and experienced teachers for the differing learning areas.

Furthermore, a key issue in the discussion on the teaching and learning of a major language is identified with the fundamental language as an arrangement of bearing in the basic couple of critical level of teaching. Clark (2009) clarifies that in a perfect world, all learners ought to be taught through the arrangement of their home language at any rate to the finish of Grade 6 or ideally more. "In different exceptional conditions, learners experience issues in getting to informational ventures content in view of their obliged second language limit" (Lemmer 2012, p. 83-96; Prada, 2015, p. 117-122). This undeniably explained the alarming conditions that South African learner's has ended up in whereby the need for them to learn in their home language.

As demonstrated by Heugh (2014), the language used as the language of instruction in Africa return to commonplace events. Teaching in the local language is still denied. Regardless of the way that Africa has shed expansionism, critical change in accepting is imperative to save the posterity of Africa from the heaviness of boondocks vernaculars (Rudhumbu, 2016). In this affiliation, Alidou (2015, pp. 671-678) " moreover of the supposition that to propel learning in Africa, the usage of local language or the use of an African language ordinary for the children upon the school area and in the underlying couple of years is an essential technique fundamental". Fleisch (2016) out that short of what one South African learner conveys in English as their first language. Regardless, he argues that various learners in South African Schools are not taught

through the vehicle of their first language and their English limits are consistently not satisfactorily especially made to help insightful achievement at school or even at tertiary institution. A study conducted by Fleisch “showed that the greater part of educators in his model believed that learning is improved if learners are taught through the method of their home language” (De Wet, 2014, p. 119-131). This highlighted the focus point of this study.

Drawing on his exploration, Rudhumbu (2016) clarifies that in classrooms in African settings, where learners are not educated in their primary language, when in doubt just the educator talks. There is restricted connection between the teachers and learners. Further, as indicated by Alidou (2015), educators largely utilise conventional educating and learning procedures, for example, the redundancy and to memorise rhymes. In such a specific circumstance, sound learning cannot occur (Kgosana, 2006). This is a clear contrast of what is happening in the typical language classrooms.

The issue of the quality proficiency learning in South Africa has overwhelmed debate as of late. In a research led by the Unit for the Development of Language Abilities at the University of Pretoria, it was found that 2000 out of 6000 first year college understudies had a language capacity that was on the dimension of an evaluation 7 learners or even lower. A few learners additionally had ineffectively created perusing and composing abilities. Naledi Pandor, the previous Minister of Education, contended that English as a language of learning is turned out to be a hindrance for some learners in the nation (Pandor (2008). Pandor (2008) expressed that for some learners, English as the mechanism of guidance remains a second or even third language, and this is a genuine concern. In this way, the language issue is fore grounded in instruction banter in South Africa.

Studies have appeared in a well-working educational system, language teachers requires just three fundamental contributions for progress: knowledgeable, all around prepared teachers; cutting edge course book and satisfactory school offices, for example, stationery, classrooms and well equipped loaded libraries; and educators who have a decent comprehension of language teaching. Of the three, methodical expert advancement of language educators is by a wide margin the most significant.

2.4 Teacher Competencies in teaching a Second Language

Studies have shown numerous educators themselves do not have capability in the IsiZulu language, and this could represent a boundary to compelling educating. Pretorius (2014, pp. 51-76) alludes to the "conundrum of the grade school proficient" - alluding explicitly to the educators of education who are themselves incompetent and do not read because of a solid oral culture. As an educator with numerous long periods of involvement in the South African educational setting, I have noticed that numerous educators have limited teaching background, particularly about educating in the first language, isiZulu, which is the home language for most of students in my area. Henceforth, my enthusiasm for this exploration was to analyse the teachers' experiences in an out of a multiracial school.

As demonstrated by Nel (2015), Theron and Wandl-Vogt (2014, p. 1-9), "overcrowded classrooms, English second language teachers with confined English capacity, insufficient (ESL) educators, and lacking ESL support materials and undertakings make obstacles to L2 verifying". This just however, few of the components that neutralize the teaching of IsiZulu as second language in the multi-racial schools.

Hugo (2017, pp. 115-128) points out that the language of learning and educating can be an issue frequently making a hindrance learning. Gas (2006) discusses contribution as an obstruction to realizing, that is, "the language to which the student is uncovered, either orally or outwardly" that is, and the language that encompasses learners in a L2 space. With respect to this study, the certainties may affirm that educators are accountable for a lacking commitment due to their very own restricted IsiZulu capacity. Transference from one speaker's use of language can be a difficult factor in the learning of the second language, where teachers' own second language understanding is not at a commendable manner when using isiZulu as the LoLT. This will represent an issue to learners who are at the early stage of learning.

The requirement for sound proficient improvement of educators has been brought up in the writing. Researchers have distinguished truly necessary territories for expert advancement including building information of second language acquisition; Strategies on the best way to create and choose proper material for language exercises in a hypothetical educated manner. Developing

organizations in teaching including different teachers with whom they can share experiences, question, consider and survey their instructing and their convictions and qualities about second language learning (Bucholtz and Hall, 2016, p. 173-197; Nel, 2015; Du Plessis and Naude, 2013; Ngidi and Qwabe, 2013; Carl, 2005). This confirms that there is need to research this phenomenon as it become necessary. Convictions concerning the idea of proficiency will have an effect on education guidance in the L2classrooms (O Hara and Pritchard, 2008). This also shows how important this research will add value to the way the learners are taught IsiZulu second language in the schools.

Du Plessis and Low (2013) disclose that how much educator's team up with different experts has been found to influence teachers' perspective all alone limit as IsiZulu educators.

2.5 Teachers Views of Teaching IsiZulu

The participants in my study are teachers in multicultural and multilingual schools. They teach learners whose home languages range from English, isiZulu and other local and international languages such as Tshona, seSotho, isiXhosa etc. Researchers like Mncwango (2009) suggest that because of the multilingual nature of South African schools, it is important that monolingual English teachers learn an African language like isiZulu. Teaching the language most spoken by learners will equip the teacher who teaches it to acquire better skills and strategies in handling multilingual classes. According to (Okekeis, van Wyk, & Phasha) if the teachers borrow some words from the other languages present in the classroom (in this case it might be from English or Afrikaans), learners could more easily make associations between these concepts in their mother tongue and the language of instruction. In doing so, more learners will participate in classroom discussions and ask questions where necessary. Mncwango (2009) also suggested that teachers should ensure that their teaching approaches are culturally sensitive and where possible, they should use examples from the isiZulu language and culture to highlight key concepts in their subjects. The learners who are not native speakers of isiZulu will get to know understand more about the isiZulu culture. This would endorse the use of indigenous knowledge systems in education (Zungu & Pillay, 2010). According to Ngcobo (2013), isiZulu teachers tend to mix isiZulu with English during the isiZulu FAL lesson, as result learners are not eager to learn more vocabulary for isiZulu. Furthermore, Zungu and Pillay (2010) hold that the isiZulu FAL teachers

need to use different teaching methods during the lesson in order to make the lesson more interesting. 10 Their lessons must be more learner centered than teacher-centered which may encourage the learners to be willing and eager to learn isiZulu FAL. Alexander (2002) and Cook (2013) support the idea that songs and poems are an exceptional technique for drilling vocabulary, grammar structures, pronunciation and new sounds. They also state that teachers need to give learners enough time to sing the FAL songs, and give them short and simple FAL poems to recite. These may include newly introduced vocabulary and sentence structures as learners enjoy songs and poems. These songs must accommodate the lesson's needs and could be sung at various school functions (Cook, 2013) Sithole (2013) also suggests that dialogue is an effective strategy for practising the rhythm of a new language. However, the dialogue should be interesting and it must be useful, represent practical situations, and be relevant to the theme. The language must be acceptable, simple and meaningful. Lastly, the learners should be able to hear and imitate the exchanges that occur in dialogue and use these in constructing their own sentences (Sithole, 2013).

2.6 Theoretical Framework

Creswell (2017) depicts a theory just like an interconnected arrangement of factors formed into a hypothesis that recognise the collaboration among factors. A theory may seem, by all accounts, to be a conflict or an approval that clarifies a recognisable actuality that happens on the world. Chomsky's (2012) theory of language acquisition device (LAD) is basic in this study in investigating the experiences of educators towards the teaching of isiZulu as First Additional Language in multiracial schools in Isipingo. The theoretical structure that I have utilized is Lev Vygotsky's, socio-social theory. This theory was important because it will help to understand how the IsiZulu second language was taught in these schools.

Vygotsky's theory of socio-social human learning is fixated on the idea that learning is a social procedure. As indicated by Vygotsky (1978), the primary subject of this theory is that society and culture assumes a crucial job a child's intellectual advancement. This happens right off the bat in collaboration with others and from that, point happens through the people's psychological structure. Muniandy (2010) states that the socio-social theory is supported by the accompanying standards:

- "The sociocultural theory does not concentrate on the tyke just like a person; rather it decipheres the kid similar to a production of social connections.
- Emphasis is set on relational collaboration as opposed to on the child as a person.
- The social world encourages the tyke intellectual improvement (child's subjective advancement happens as society designs and shapes the child's reasoning).
- People's reasoning just as the choices that they make vary significantly in light of the fact that distinctive social orders pressure diverse things.
- Children develop their knowledge. Knowledge is not exchanged inactively, however is by and by built.
- The learning is interceded. Psychological advancement is certifiably not an immediate consequence of action, yet it is circuitous; other individuals must communicate with the student, utilize mediatory apparatuses to encourage the learning procedure, and afterward-intellectual improvement may happen.
- Language assumes a focal job in mental advancement. The most huge socio social instrument is language, as it is utilized to train apparatus use and is indispensable during the time spent creating higher mental capacities.
- Learning shows up twice. First on the social dimension, and later, on the individual dimension; first between individuals (interpsychology), and after that inside the kid (intrapyschology).
- Development cannot be isolated from its social setting. The setting required for learning is that where the students can interface with one another and utilize the new apparatuses. This implies the learning condition must be bona fide, that is, it must contain the kind of individuals who might utilize these sorts of apparatuses, for example, ideas, language, images in a characteristic manner" (Unhandy, 2010).

The decision of this theory is fundamentally connected to the enthusiasm for how society and culture decides how and what we ought to realize, and how this influences the decisions we make and the encounters towards how and what we realize. This is because each culture and every public

have diverse convictions and belief systems. My investigation wishes to comprehend the teachers' encounters of educating IsiZulu as first extra language in a multiracial school in Isipingo, and why they feel that way. Vygotsky's hypothesis will support this examination regarding deciding if society and culture, guardians assume a job in empowering educators encounters towards learning in the primary language medium. The theory is therefore empahsising that both educators, schools and policy makers should encourage the use of indigenou language in schools rather that to discourage it as recommended in this study.

2.7 Chapter Summary

This chapter has discussed the literature that is pertinent to this study. It has also discussed the theoretical framework that guides the study. The next chapter will discuss the research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter dealt with the literature review, and this chapter deals with the methodology, which is made up of the research design, research, research approach and the ethical issues.

3.2 Research Methodology

Barrot (2014, pp. 278-293) “characterizes research design as the glue that holds the research project together” (p. 1). Research is carried out according to feelings and beliefs of how the world should be studied and understood (Denzin, 2014, pp. 1122-1127). Research in the quantitative and qualitative paradigms present a challenge on which method would be appropriate for the research study. These two paradigms provide different ways of thinking in research (Holliday,

2012). Historically, quantitative research was the preferred method due to emphasis on quantification in science. There is much focus either on falsifying or verifying some hypothesis (Lincoln & Guba, 2013). However, less quantifiable areas of study such as social science, which rely on other contextual variables, cannot be fulfilled by the quantitative research method (Lincoln & Guba, 2013; Holliday, 2012). The qualitative approach therefore, redresses this imbalance by gathering the contextual information of the study (Lincoln & Guba, 2013). In quantitative research, the researcher reports on established procedures, whilst the qualitative researcher must justify how the strategy adequately fits the research setting (Holliday, 2012).

As indicated by Creswell (2017), methodology alludes to the research process. It is a specific procedure for producing and analysing data (Noorderhaven, 2005, p.103). The technique received by the examination is subjective and includes inductive thinking. This implies the procedure of information examination is rises, moving from the base up, moulded by the researcher's encounters producing, and breaking down information (Creswell, 2017). Subjective analysts commonly produce information through investigation of archives, observation, and interviews. A major advantage of utilizing the subjective methodology in this investigation is that it will encourage communication between the scientist and the members through interviews, focus groups and interest perception (Creswell, 2017; Somekh and Lewin, 2005).

3.3 Research Design

The technique utilized for this investigation was a case study. The case is to comprehend the teachers' experiences of educating IsiZulu in three multi-racial schools in Isipingo. A case study was important for this examination since it is a top to bottom examination of genuine circumstance with genuine individuals (Rule and John, 2015). Analysts in various orders have utilized the contextual investigation inquire about strategy to answer the why and how questions (Maree, 2007). In this study, the researcher needed to comprehend the experiences of educators teaching IsiZulu in three multi-racial schools in Isipingo.

“A case study investigation includes a very close, top to bottom, and complete examination of a subject (the case), just as its related logical conditions” (Boehner 2012, p.155-164). Contextual investigations can likewise be delivered by following a formal research technique. The subsequent

assortment of contextual investigation had a noticeable spot in numerous followers and special callings, taking from brain research, human studies, human science and political theory.

Yin (2013) clarifies that a case study can investigate a phenomenon (the "case") in its genuine setting". A case study can look at a case after some time inside and out utilizing different wellsprings of information (Macmillan and Schumacher, 2014). Maree (2007) accentuates that contextual investigations offer a multi-viewpoint examination in light of the fact that the scientist thinks about one voice and point of view in circumstances as well as the perspectives on other important individuals and the collaboration between them. A case could be an individual, a gathering of individuals or an occasion and the accentuation is not on technique yet rather on subjects or articles. That is the reason "there is every now and again a reverberation between contextual investigations and interpretive philosophies" (Cohen et.al, 2013). As per Rule and John (2015), a contextual analysis can likewise be characterized as a methodical and top to bottom examination of a specific example to pick up information. With the end goal of this study, information was acquired from investigating students reactions to oral appraisals Case studies are useful but there are confines such as the fact that, the findings cannot be generalised to other cases, that there are no comparative dimensions within the study, and that the bias of the researcher may compromise the study. The lack of generalisability, which is the first limitation, will not be a matter of concern for this study, and bias in qualitative research cannot be completely removed in a research process (Goodson, 2014). However, none of the above highlighted limitations will therefore, hold back the intended research.

Case studies are used in the interpretive paradigm in order to determine and understand "what it is like to be in a particular situation" (Burns, 2009). Case studies enable the researcher to develop abounding data, and allow for a deeper understanding by focusing on the 'how' and 'why'. They also look at multi-perspectives instead of a single perspective. This in turn provides in depth understanding of teachers' experiences and feelings towards teaching in a language that was considered inferior.

3.4 Research Paradigm

As indicated by Opie (2004:18), a paradigm is "an essential arrangement of convictions that aides an exploration activity." However, analysts can utilize numerous ideal models, for example, the positivist, interpretivist and basic relying upon how one view the world (Lincon and Guba, 2013, Cohen, Manon and Morrison, 2009; Blanche and Durrham, 2009). The positivist worldview is generally connected with quantitative research as this worldview accepts that reality exists out there, represented by a lot of standards which can be examined in a target way while the phenomenological ideal models are subjective and literary in nature (Guba, 2010). What's more, subjective specialists for the most part utilize the intepretivist and basic ideal models.

Dash (2017, p.7-18) defines a paradigm as "A coordinated bunch of substantive ideas, factors and issues appended with comparing methodological methodologies and apparatuses. Ideal models are examples of convictions and practices that manage request inside an order by giving focal points, edges and procedures through which examination is cultivated "(Weaver &Oslon 2006, p. 459-469).

Creswell (2017) explains that the interpretivist paradigm endeavors to understand the individual's experiences in a particular context and situation. Interpretivist researchers start by getting to know the individual in order to understand how the individual interprets the world around them, and how they interpret their issues and situation. Cohen, Manion and Morrison (2013, pp. 203-240) state that the interpretivist paradigm deals largely with social constructs and therefore, it is important for researchers to understand their participants internally as opposed to externally. This will allow the researcher to understand how the participant constructs their social understanding.

The study is situated inside the interpretive worldview. The interpretive worldview became out of the way of thinking of Edmund Husserl's phenomenology and Wilhelm Dilthey's and other German savants' investigation of interpretive comprehension called hermeneutics (Mertens, 2014). The interpretive ways in dealing with research mean to comprehend the "universe of human science" (Cohen, Manion and Morrison 1994), proposing, "the truth is socially built" (Mertens, 2014). The interpretive researcher will in general depend upon the "member's perspective on the circumstance being considered" all through the examination procedure (Creswell and Clark, 2017). Maree (2008) states that a definitive investigation of interpretive research is to offer a viewpoint of a circumstance and to dissect the circumstance under examination to give knowledge into the

manner by which a specific gathering of individuals understands their circumstance or the wonders they experience. I utilized interpretive worldview on the grounds that I comprehended the emotional encounters of those being contemplated, how they think and believe and how they act/re-act in their routine settings.

This study utilized the interpretive research worldview as it included considering the characteristic world (Bertram, Christiansen and Land 2014). Interpretivists note that one can never comprehend why individuals do what they do, and why a specific foundation exists and works with a specific goal in mind without examining how the individuals who are included decipher and understand their reality. Therefore, working with the interpretive paradigm assisted me to develop a greater understanding of the experiences of teachers teaching IsiZulu medium in three multi-racial schools in Isipingo.

This study used the interpretivist paradigm because it sought the understanding of human actions i.e. teachers' experiences. In other words, the reason for conducting a research study is to understand and describe meaningful social actions. Bertram' Christiansen and Land (2014) describe interpretive paradigm as how people make sense of their worlds and their own actions. I therefore, explored the experiences of teachers teaching IsiZulu in three multi-racial schools in Isipingousing this paradigm.

Interpretivism is related with qualitative research. Interpretative methodologies depend extraordinarily on naturalistic techniques, for example meetings, perceptions and investigation of existing writings. These techniques guarantee a sufficient discourse between the scientists and those with whom they connect to cooperatively build an important reality. I utilized meetings to gather information from my members. Mostly, implications rise up out of the exploration procedure. Interpretive worldview features the significance of the researcher's very own subjectivity during the time spent in understanding.

Interpretive paradigm, however, has its own limitations, like the fact that truth is multiple since reality is subjective and socially constructed. This is why in this study I ran my interviews more than once, to check for consistency of results from my participants to achieve trustworthiness of the study.

3.5 The Research Approach

This is an illustrative case study because it is a primarily descriptive study. They typically utilize one or two instances of an event to show the existing situation. Illustrative case studies serve primarily to make the unfamiliar familiar and to give readers a common language about the topic in question. This investigation used the qualitative case study approach of research. A qualitative case study approach is general perspective about leading qualitative research. According to Thorne (2016); Cutcliffe and McKenna (1999, p 374-380), a subjective research centers on "portraying, deciphering and understanding" the importance individuals join to their reality, how they feel and consider conditions and circumstances. Interpretive request goes well with a story research structure as it looks to comprehend the individual and the social encounters of the teachers in association with students (Clandinin and Connelly, 2000). Qualitative research design, according to Creswell (2017), is used to collect rich, explanatory data within a specific context or situation with the aim of using the information to generate an understanding of the study at hand. The qualitative research design works well in correlation with the interpretivist paradigm.

The qualitative approach to deal with research tries to investigate everything about an issue or a case. It uncovers the nature of whatever is being inquired about (Nieuwenhuis, 2007). In this investigation, the subjective methodology was utilized to create rich and inside and out information about the encounters of educators instructing IsiZulu in three multi-racial schools in Isipingo.

Maxwell (2006, p. 28-31) proposes that qualitative research ought to contain down to earth objectives which can be acknowledged, produce explicit results, and address an issue whose scholarly objective is to comprehend or clarify certain ideas or issues. He further separates them as pursues: down to earth objectives go for producing results and speculations, which are legitimate and can be comprehended by the members just as the readers. They go for directing developmental assessment to improve practice. They go for participating in shared activity look into with various gatherings. The scholarly objective goes for understanding the significance given to circumstances or issues by members. It additionally goes for understanding the particular setting in which members get themselves. Moreover, educated objectives likewise go for recognizing sudden occasions, wonders and circumstances; and produce speculations that spread these zones.

Scholarly objectives additionally go for understanding the procedures that add to activities, circumstances and occasions. They go for creating straightforward clarifications for circumstances.

O'Neill (2014) opines that the qualitative approach to deal with research gives a stage to pick up experiences through the uncovering of importance by expanding appreciation. Cohen, et al. (2013) contend that the subjective methodology for the most part supports interviews, record investigations and contextual investigation look into where there is a great deal of content and the information produced is as words. Henning, Van Rensburg, and Smit (2004, pp. 19-22) agree with this, call attention to that in the subjective methodology, the analyst goes for comprehension and clarifying, utilizing contentions, the proof built from information and writing. A few reasons educated my decision regarding subjective system for this examination. Right off the bat, Gillham (2000) affirms that to see any wonder from the members' points of view, the subjective approach is generally solid. Sociology analysts, for example, Shaw and Gould (2001) assert that utilizing strategies, such as, interviews and participants perceptions increase the effectiveness of social work research and practice (Saltelli, Chan, & Scott, 2000). Concentrates by Hill and Tisdall (2014), Christensen and James (2000), and Heptinstall (2000, p. 867-872) have additionally appeared subjective research techniques are more fitting and more viable than quantitative strategies for a situation examine. Thusly it is suitable When exploring to comprehend the experiences of educators teaching IsiZulu in three multi-racial schools in Isipingo where dynamic interest in a social marvel, and in enabling their voices to be heard in research.

3.6 Population and Sampling

The population of the sample for this study is six educators in three schools. As indicated by Wegner (2001: 169), "Target population is the quantity of participants the specialist means to reach all through the examination". The target population alludes to sub-gatherings of the all-out that is made up from units from different subgroups in which the analyst may be intrigued. Brewer, Torris-streele and Wang (2015) portray target population as "that segment of the populace or gathering which the analyst is planning to use for the investigation."

3.6.1 Sampling

There are two types of sampling: probability and non-probability sampling (Cohen, Manion and Morrison, 2013) and further states that probability sampling is the point at which the researcher utilizes an example estimate that as of now known by the specialist. In non-probability sampling, the researcher gathers tests from an enormous pool of populace (Cohen, Manion and Morrison, 2013). To gather this information, the non-probability purposive examining was utilized.

Sampling as portrayed by Christiansen et al. (2010) is settling on the general population, setting, occasions or practices to be seen in the investigation. Cohen, Manion and Morrison (2013, p. 143) characterize "examining as the populace on which the exploration will center." "Factors, for example, cost, time and availability frequently keep analysts from utilizing the whole populace to pick up data required, along these lines, and a little gathering of populace is utilized to speak to the entire gathering". This small group is known as sample (Cohen et al., 2013).

The strategy for sampling that I utilized was purposive sampling. This sort of sampling enables participants to be deliberately handpicked for the particular reason for the research being attempted, as indicated by Cohen et al. (2013). Creswell (2017) states that purposive examining implies that members are chosen due to explicit characterizing qualities that make them ideal members for the investigation. By utilizing this technique for testing, I had the option to deliberately choose members who had learning and attributes that were in accordance with my investigation. I purposively chose the educators who have instructed for over ten years.

Researchers favor probabilistic or irregular examining strategies to non-probability sampling. They consider the previous increasingly precise and thorough. Nevertheless, in connected social research there are conditions where it is not doable, down to earth or hypothetically reasonable to apply a random sampling strategy (Trochim, 2006). A non-probabilistic technique was utilized in the present investigation. As indicated by Trochim, Marcus, Mâsse, Moser and Weld (2008) purposive sampling is one of the strategies for non-probability examining. It is drawn nearer in view of a particular arrangement and focuses on a particular example. Poth (2018, pp. 403-411)

opines that non-probability purposive testing in research is utilised to deliver representativeness, to make research, to concentrate on interesting as well as explicit cases or issues and to produce hypothesis through the nonstop aggregation of information from various sources. The researcher picked the participants for the study dependent on Cohen et al. (2007, p.101) perception that "there is no obvious answer, for the right example estimate." Each researcher hence picks the example size dependent on the points of the research and the idea of the study.

The educators were chosen from the three schools utilizing purposive inspecting way to deal with guarantee that all demographics are secured. The researcher utilized local interpreters to guarantee utilization of nearby language and complete appreciation by the educators. The analyst comprehended that the quantity of members was not agent of the whole populace of the educators at the schools and that the outcomes would not be summed up but rather the emphasis here was on the inside and out data given by the participants. The sample included 6selected teachers in each school. This means that these teachers were purposely selected in three schools. The qualifications of the teachers were considered. Another thing that was considered was the experience of the teachers. This was done to avoid bias in the selection of the respondents.

3.7 Methods of Data Generation

The data generation tools that I utilized for my exploration were semi-structured interviews and focus group. Semi-structured interviews helped in exploring and relating participants' encounters. Cronje (2014) clarifies that semi-structured interviews take into consideration consistency and more noteworthy dependability concerning information age and examination. As per Cronje (2014), center gatherings enable members to connect with one another, which takes into consideration the distinctive sub-gatherings to share encounters and perspectives on a specific point. Utilizing semi-structured interviews together with focus groups results in triangulation, which helps in more prominent reliability of the investigation (Cronje, 2014).

“The semi-structured interviews are generally utilized in qualitative research”. This is an adaptable technique, which likewise permits the participants the opportunity to present their observations in their own ways, and they give solid data (Joppe, 2000). It additionally permits open-ended and close inquiries, as it is the two-way correspondence. The participants additionally can pose the inquiries. This can occur among at least one than one individual.

“A semi-structured interview is open; enabling new plans to be raised during the meeting because of what the interviewee need to state” (Smit, 2013). “Largely, the interviewer in the semi-structured interview has, as a framework, subjects to be investigated”. The particular theme or points that the interviewer expects to investigate during the meeting must for the most part be however in advance (especially because of meetings for research ventures). To have a meeting aide arranged is commonly valuable for questioners. The guide is a casual gathering of topics and questions that the interviewer can pose in various ways for various participants (Cohen et al. (2013).

As per Joppe (2000), the data from semi-structured interview gives motivations to the appropriate responses not simply answers. The meeting aides help researchers to concentrate a meeting on the current points without compelling them to a specific configuration (Joppe, 2000). Moreover, Wood, Vine and Wilson (2016) highlighted that this opportunity can help meetings to tailor their inquiries to the meeting setting/circumstance and to the general population they are meeting. These semi-organized meetings are broadly utilized in subjective research; for instance, in family unit look into (Wood et al, 2016) for example, couple of interviews. This kind of meeting is the most widely recognized (Johnson and Christensen, 2010). In this exploration examine the meeting was directed in the three schools on various days. First, the specialist needed to educate the respondents about the time regarding the interview, which was conceded to between the researcher and the respondents.

3.7.1 Focus group Interview

"Focus groups are a research technique that gathers information through gathering collaboration on a theme dictated by the researcher" (Morgan, 1996, p.130). Center gatherings meetings were utilized in this investigation to gather information through gathering association where the

gathering examined their reactions towards the teaching of isiZulu as a First Additional Language. De Vos et al. (2005, p.299) portray a center gathering interviews as "a method for acquiring a superior comprehension of how individuals feel or consider an issue, item or administration". The focus group interview enabled the researcher to have a superior comprehension of the members' emotions and contemplations about being educated isiZulu as a First Additional Language. Focus group interviews likewise allows sharing and contrasting amongst the members, and as indicated by De Vos et al. (2005:299) center gathering meetings are amazing methods for uncovering reality and researching complex conduct and inspiration. Morgan (1999) noticed that the communication among members regularly comprises of their endeavors to see one another, as they pass on a readiness to tune in without being guarded, which is remarkably gainful in sincerely charged condition.

The focus group interview took into account an open discussion between the questioner and the interviewees, with the chance to explain questions and replies to guarantee exact reactions. By this, every member had the option to remark, pose inquiries and react to remarks by others.

3.7.2 Interview process

Prior to conducting the interviews, I gave a brief explanation pertaining to the study and clarified in areas that needed more clarity. I then conducted interviews. Participants were interviewed individually at different places and at different times, but within their school institutions. Prior to each interview, I had to make the interviewees feel comfortable and at ease, by giving them reassurance of anonymity and the confidentiality of the information provided. After that, I asked the participants to fill the part about their demography. A set of prepared interview questions was then given to the interviewees to scrutinise and reflect for a while before we embarked on the duty of the day. That served to create understanding between the researcher and the participant. Soon after that, the initial semi-structured interview process was done. Cohen, Manion and Morrison (2013, pp. 203-240) suggest that for accurate data, use of a voice recorder is the most appropriate way of recording data during interviews. All my interviews were voice-recorded to ensure an accurate account of the conversations. Each voice note was labeled with the name of interviewee in order to avoid any loss of data during the transcription.

3.8 Data Analysis

Cohen et al. (2013) suggest five ways of organising and presenting an analysis. According to these scholars, data can be organised and presented by individual, group, issue, research question or by instrument. The data was then transcribed into a written form and were manually analysed using qualitative data analysis.

The gathered data was then consolidated by arranging and recording information into subjects that emerged. Emerging subjects were then classified to arrange designs among them. To accomplish that, I utilized the means for creating and sorting out a framework (McMillan and Schumacher, 1993). Firstly, I begun by perusing transcripts and field notes, to understand the data assembled. Furthermore, I recognized subjects, which developed in the examination. Thirdly, I recorded the subjects that rise up out of various arrangements of information to check whether there was anything like the ordered themes. In conclusion, I abridged topics into sub-subjects to manage and group the discoveries identified with my exploration questions. The developing subjects from inquiries were utilized to investigate and talk about information.

3.9 Validity and Reliability, Trustworthiness

Creswell et al. (2017) states that when qualitative researchers discuss 'legitimacy and validity' in research, they are alluding to examine that is reliable. Cohen and Manion (2009 p.146) characterize reliability as the trustworthiness, consistency and replicability after some time, instruments, and over gatherings of members. This is chiefly worried about exactness and precision of the information that is created. For this, I utilized triangulation in my information gathering strategies. As indicated by Cohen et al. (2013), triangulation is the utilization of at least two strategies for information age. Creswell et al. (2017) clarifies that triangulation is a technique that is utilized to improve the dependability and legitimacy of research just as research discoveries. I likewise utilized boss checks and open coding, which is a line-by-line investigation of the produced information.

Yin (2013) contends that ideas like validity and reliability are not valid or essential in case study research and they had better suit survey and experiments. This exploration being a case study in this manner thinks about trustworthiness. Reliability is an idea utilized by Lincoln and Guba (2013) for qualitative research. According to Lincoln and Guba, (2013) trustworthiness includes credibility, transferability, dependability and conformability. Credibility implies whether the discoveries mirror the 'truth' and lived encounters of the members. To guarantee that, every one of the meetings were copied which ensured the respondents' words were not lost during the time-spent investigation. The chronicles were contrasted all together with accomplish exactness since the meetings were led more than once. There was one-on-one and center gathering interviews, where in the two sessions, a similar arrangement of questions was posed.

Reliability manages the credibility and constancy of the investigation. To accomplish reliability in the investigation, the specialist utilizes various wellsprings of information age, which gives him the chance of checking one source against the other and guaranteeing its dependability (Creswell, 2017). Creswell includes that utilizing assorted wellsprings of information improves credibility, transferability, dependability and conformability in the investigation. Cohen et al. (2013) call this triangulation and characterize it as the use of at least two different ways of creating information in research. It is an amazing technique for guaranteeing dependability particularly in subjective research. The total reliance upon one technique may predisposition or mutilates the specialist's comprehension of the wonder under scrutiny. The utilization of at least two strategies for creating information and delivering similar outcomes guarantees dependability in the investigation. In this examination, credibility was guaranteed through triangulation, while trustworthiness was guaranteed through interviewing the information created. Transferability was just accomplished in this investigation partially since it was a contextual investigation and could not be completely generalised. The researcher utilized semi-structured interviews and report examination to guarantee the procedure of triangulation in the examination. To fortify this, the researcher, in the wake of deciphering the information, gave the participants the chance of checking the information and making sensible adjustments where important before the information was broke down.

3.10 Ethical Issues

“Ethical issues manage the assurance of participants, as far as personality, rights and privacy”. “As indicated by Creswell (2017), confidentiality is a key idea when thinking about ethical issues”. In order to get ethical clearance for any investigation, the assent of the participants is needed. No participant was constrained or pressured to participate. In this study, social ethics were mainly considered. I was sensitive to my respondents' interaction with the society. I considered the obtainment of the permission from the necessary educational departments, school principals and teachers as a first priority. I guaranteed that this study was of advantage to every one of those associated with the examination think about. A clear description of the study was given to the participants in order to allow easier communication.

3.11 Anticipated Problems/Limitations

The limitations of the study, according to Creswell (2017), are challenges that could affect the research. I am currently working at Orient Hill Primary school as a teacher in Intermediate and Senior Phase. In previous years, I was teaching Foundation Phase and Senior Phase, which gave me more experience in assessing different phases at the same school. Furthermore, I may interpret the study with my previous experience in assessing at the same institution.

The limitations were minimised to a certain extent by ensuring that I am reading widely almost every day in order to gain different views of the participants from different phases. That gave me results that show that I have different perspectives from my participants. Furthermore, it is crucial to consider the specific information that is being taken from the research. The personal opinions were avoided in order to achieve relevant findings taken from the research only.

The possible limitation of my study firstly could be the fact that using focus groups could sometimes pose as a challenge in getting participants to discuss the topic truthfully/ honestly. Some participants felt intimidated by other participants and therefore may not be able to share their views openly. This also posed as a problem when conducting interviews, because that resulted in one individual posing two contradicting beliefs or ideologies which in turn decrease the reliability of my generated data. Secondly, I am only using different schools in order to provide data for my study; this brought about the notion of generalisation. However, my study was not aimed at creating generalisations in any manner.

3.12 Chapter Summary

This chapter has discussed the methodology, the research paradigm and the data generation method. The next chapter analyses the data.

CHAPTER FOUR DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter describes, classifies and codifies the data according to emerging themes in order to interpret the data collected during fieldwork. According to Cohen et al. (2013), “the data analysis can be described as a process of making sense of data in terms of the participants’ definition of the situation”. The data presented in this chapter was generated from teachers who taught IsiZulu as first additional language in three schools in Isipingo.

In analyzing this data, I used quotes from the respondents verbatim with their grammatical inaccuracies because I did not want to interfere with raw data.

4.2 Presentation and discussion of themes

This section was used to discuss the themes that emerged from the data. The analysis is used to answer the research questions listed below. The findings for each area are given. During the interview, the researcher asked the teachers various questions in order find their views. Their views were based on their teaching experiences and their classrooms activities in teaching IsiZulu as first additional language. Their identities are not disclosed in this study due to ethical reasons.

The intention of this study was to investigate teachers’ experiences in teaching isiZulu as first additional language in their multi-racial schools. The analysis of the data is now presented in relation to the research questions below:

- What are teachers' experiences of teaching isiZulu as a first additional language in three multi-racial schools in Isipingo, Umlazi district?
- What are the factors that influenced teachers' experiences of teaching isiZulu as first additional language in three multiracial schools in Isipingo, Umlazi district?

The data was collected in the form of tape recordings. I listened carefully and transcribed the recordings as presented by participants. Once the transcripts were completed, I read them thoroughly, getting rid of any information that did not add meaning or value to my study. As indicated in Chapter 3, Cohen (2013) explains that qualitative researchers analyse data by organising it into categories based on themes. In this chapter, I present the themes, which were drawn from raw. Using the mentioned research instruments, the responses from the teachers are presented and some references to the relevant literature is made in order to support the points put forward. In order to respect the confidentiality of the participants, the participants were given pseudonyms. I also need to at the beginning of this chapter to indicate that I use quotes from the respondents verbatim with their grammatical inaccuracies because I did not want to appear to be intrusive in the research.

4.3 Application of theoretical Framework

I also used a theoretical framework in order to position my research in the discipline or subject I am working, thus providing an orientation to this study (Anfara et al., 2014). As pointed out in chapter two, Vygotsky's theory was utilised in this study. The choice of this theory relates to the interest in how society and culture determines how and what we should learn, and how this affects the choices we make and the experiences towards how and what we learn. This is because each culture and each society have different beliefs and ideologies. Vygotsky's theory underpins this study in terms of determining whether society and culture, and parents play a role in determining in the teaching of IsiZulu mother tongue. During data analysis, I realised that most participants' teaching experiences are common throughout themes.

4.4 Emerging themes

All the participants recognized their experiences to be significant in overseeing/supporting educating and learning. They put guidance and learning at the center of the school as educators were relied upon to instruct and students to learn. Besides, their sets of responsibilities expected them to be at the cutting edge of educational program conveyance.

This study likewise utilized focus group to comprehend the perspectives on the participants. As indicated by De Vos(2005:299) focus groups allow sharing and contrasting among the participants. Focus groups are groundbreaking methods for uncovering reality and researching complex conduct and inspiration. I utilized focus groups all together further investigate my wonder in a round table dialog to catch the instructors prompt thoughts and contemplations after the individual meeting. During the focus group interviews, every one of the participants were posed similar questions yet they reacted in an unexpected way. The perspectives are exhibited in subtleties beneath.

4.4.1 Theme 1: Teachers experiences in teaching isiZulu as first additional language

This study being an exploratory study gathered data on teachers' experiences in teaching isiZulu as first additional language. It is not surprising that this theme features as the first theme in this study because all the issues raised in the literature and the theoretical framework are positioned in order to share and understand this phenomenon. This study was not limited to only this theme, but this theme is very central to understanding the study. There are three themes that emerged from this theme, which are discussed in the study. Those sub-themes are; Teachers experiences in teaching isiZulu as first additional language, teacher's attitude towards the teaching of IsiZulu in a multiracial school, challenges of teaching of IsiZulu to Foundation Phase learners. The use of various teaching methods of learning of pronunciation of IsiZulu words by second language speakers, assisted in structuring and dealing with homework for IsiZulu as a first additional language.

4.4.1.1 Teachers' views towards teaching and learning IsiZulu as first additional language

When asked how the teachers views about the teaching and learning of isiZulu in the school, there were positive reactions from the individual participants about how they felt about the teaching and learning of isiZulu in their schools.

Regarding the theme of teachers' views towards isiZulu as first additional language, Participant 1 stated that:

“I and other teachers think it is good and some of them have negativities about teaching and learning of isiZulu as they want the learners to do Afrikaans as First Additional Language. Although we do have colored learners in school and they are not too struggling. As much as it is a challenge, but the implementation of the language was highly appreciated by all of us in our school. But to find out that there was no support material for educators really frustrating teachers.”

When asked the same question, Participant 5 explained that:

“I am not sure about the teachers' feelings. They are trying their best to teach the learners because they are supposed to learn everything. Sometimes it is hard to teach isiZulu as First Additional Language because other learners speak English only. Therefore, the teacher needs to explain in isiZulu and English at all the times. It is hard for both of learners and us teachers because sometimes you cannot switch code from isiZulu to English at the same time. It takes so long as the period is 1 hour, while it is not easier for them to understand so you have to explain for more than 1 hour.”

Participant I responded that:

“For us, we are teaching the language and we are happy about our work even though we have challenges. We are challenging by the school SMT, learners, community but we are enjoying our work. Others that do not speak

isiZulu are not taking our language seriously, it seems as if they do not like teaching and learning of isiZulu in the school.”

On the same theme of teaching experiences in the focus group interview teachers came up with slightly different responses from the individual responses.

The Participants explained few difficulties experienced:

“We think our experiences are different depending on the phase and grade that we are teaching. It is better in grade 5 and 6. They use to understand what you are saying but in grade 4 it seems as if you are in a jungle because you are battling a lot”.

The summary of the findings from teachers’ views towards teaching and learning IsiZulu as a First Additional Language clearly showed that there were mixed views on the experiences in teaching IsiZulu in multi-racial schools. Some enjoyed teaching it while others experienced learner difficulty. According to Luthuli (2006), to teach young learners in a language that is not their mother tongue can interrupt their cognitive ability and interfere with the learning process. The next section deals with the issue of how teachers dealt with negative attitudes that emerged during their teaching experiences.

4.4.2 Teachers’ attitudes towards the teaching of IsiZulu in a multiracial school.

Language attitude can be characterized as solid constructive or adverse feelings experienced by individuals when they looked with a decision between dialects in an assortment of circumstances or are learning a language (Smit, 2013). Webb (2012, pp.202-220) points out that it is of fundamental significance that language arrangement producers and organizers observe a people's language frames of mind and inclinations with the goal that their approach can mirror the necessities of the general population, and not the interests of a specific gathering.

This sub-theme focuses on teachers' attitudes towards teaching IsiZulu in a multiracial school. In this regard, participant 1 asserts that:

“Our school has 6 isiZulu speaking educators. Even if we are teaching in these multiracial schools we still not forgotten our cultural roots. Most of the times if we meet outside classrooms during break we usually communicate in isiZulu in order to promote our language.

Whereas Participant 3 describes about the grades in which they teach:

“In my work place, there are 5 teachers who are speaking isiZulu. As five of us, we teach isiZulu in different grades. In my school all my colleagues don't have a problem of having isiZulu as a first language they are willing to know it.”

The summary of the findings from the theme Teacher's attitude towards the teaching of IsiZulu in multiracial school indicated that their experiences of teaching isiZulu as First Additional Language (FAL) were positive but sometimes challenging. One of the main things that came through was the ways in which the participants perceived their teaching of isiZulu as an extension of their cultural roots. The participants highlighted that teaching isiZulu meant that they could know their Zulu roots, and remain connected to their African identities, while teaching in a predominantly English context.

4.4.3 Challenges of teaching of IsiZulu to foundation phase learners

There are many challenges that teachers face in the school and in the classroom. Some of the challenges ranges from teaching children that do not speak IsiZulu as a home language to the issues of barriers from the school management.

Participant 5 explained that:

“The problem occurs when I have to start teaching, especially in grade one where we have children who came from different race. I have to sweat when I am teaching these children. Although I know how to deal with them as an experienced teacher who do have 35 years teaching experience.

When asked if there were any difficulties, they came across in teaching isiZulu in multi-racial group, Participant 2 said:

“Sometimes you do not feel comfortable as you are teaching a language. By trying to explain to the child, you ended up talking in English during isiZulu period. Those are the negative factors. In a positive manner, it gives, you joy to find another racial group child giving you a correct answer in isiZulu; you really feel that you are doing justice to the learners. Other learners are eager to learn.”

Also during the focus group interview, regarding the challenges faced in teaching isiZulu in multi-racial, teachers shared different views.

All the participants assert that:

“In our school, it used to happen because we set down and spoke about it. When isiZulu became First Additional Language, we spoke about it, how we are going to overcome it. Therefore, in our subject e.g. you need to do a prayer in isiZulu. In the foundation phase, we also implemented e.g. like to take a sentence that is written in isiZulu to the stage and speak in isiZulu. We were

trying to do that but now it is said that it seems as it has changed as we use to do our prayer in isiZulu if it Tuesday and Thursday. Now it seems as if that privileged has been taken away of us because on Monday, Wednesday and Friday they were doing assembly in English, but now when you announce something you had to announce it in IsiZulu but I am sure participant 2 will agree with me as she is the one who was running the assembly. They stopped her from running the assembly in isiZulu while it was isiZulu assembly day. Otherwise, it was written in black and white that in these days the assembly will be running in isiZulu.”

The summary of the findings on challenges of teaching IsiZulu to Foundation Phase learners showed that the participants’ experiences also varied.

Bangeni and Kapp (2007) argue that the power struggle between languages in South Africa is also affected by how individuals perceive themselves in society. Similarly, in this study, the participants indicated during the focus groups interviews that there was a power struggle between isiZulu and English where isiZulu held a lower status.

4.4.4 The Use of Various Teaching Methods

Teaching method is a very important aspect of teaching. When asked about their method of teaching IsiZulu in the various classes, the respondents had diverse responses.

Participant 1 noted that:

“In grade one we use drilling methods; say poems with the learners, every day if you get into the class you drill it because they have to recite it. They are singing and write vowels and few phonics because they are still beginners. In intermediate phase, you have to make sure that every now and then you are following them, interact with them. The class must be learner centred at all the times. Allow the learners to talk most of the time.

Therefore, foundation and intermediate phase is very different. I allow them to ask questions even during the lesson.”

Also regarding teaching method employed, Participant 2 said:

“Five educators who are isiZulu speakers but not all them teaching isiZulu First Additional Language. One of them is teaching other subjects. We are learning day by day because we have to come up with different strategies in order to manage to deal with different learners e.g. giving them time to read”.

Participant 3 explained that:

“We uses traditional method like writing on the chalk board or they learners repeating after me to give learners homework but in most cases its class work because it is mostly immediately after the lesson. In addition, I managed to mark it immediately to give feedback to myself as well as to them. She also give homework as extra work or the work they could not finish in class. I sometimes give it as homework. Assessments are all done in class but I sometimes allow them to go home and prepare themselves for the assessment task.”

The summary of the findings from the use of various teaching methods shows that most teachers used traditional methods of teaching like recitations, or repetition of words in IsiZulu. This shows that there is no creativity in their teaching methods. This is in line with Aefsky’s (2015) and Brookfield’s (2017) explanation that teachers seem to teach the way they were taught by reading the story and hoping learners are listening. This means that this method is important because it helps the learners’ ability to understand what is being read to them but it is imperative that learners read themselves aloud and silently for comprehension. One of the roles of an educator is to be a

developer of curriculum and learning programmes, and to create an environment conducive to deal with the peculiarities of their challenge.

It is disappointing to see teachers who do not make contact with written materials outside those prescribed for their class and grade. Teachers need to upgrade their qualifications as this helps them in imbibing new ideas and methodology, which will in effect affect their difference in classrooms. There is a serious need for teachers to diversify in order to bring about creativity in their different classroom, as this will in turn guide them to successfully develop learners' competence in the language.

4.4. 5 Learning of pronunciation of IsiZulu words by Second Language Speakers

This theme focuses on how learners learn to read accurately and fluently, as well as to find meanings of words used in the text, in order to understand the text presented to them by teachers. Failure, which, learners will not be motivated to read thus, lacks a reading culture (Merisua-Storm et al., 2016). Regarding the issues of how they coped with teaching pronunciation; Participant 1 said,

“Are you talking about the non-English speakers? They are struggling, but as the grade goes up, they start to understand as if when we are singing (kwazekwaxabanauxabanoxulekilengendabazexoxo ma) I am expecting everybody to sing. I am just teaching them ifanangwaqa then once I am asking them what is ifanangwaqa? (Phonics)”

Participant 2 said:

“Teachers need to develop themselves in these languages because isiZulu is here to stay and the Province is KwaZulu–Natal so let them leave isifanakalo (a variation of isiZulu spoken in townships) and teach their mindset that they have to learn isiZulu basic things njenezintookufaneleukuthingababayaziutholaukuthiabazazi (Even things that they should know finding that they do not understand).”

Participant 3 said:

“I use to teach in both languages isiZulu and English because I am teaching a multiracial group e.g. if they are reading a comprehension test I have to translate into English so that they will understand a meaning of the story. The reason being, these learners do not cope with pronunciation of the words. If they pronounce a word Hlala they say Shala of which they change hl-sh. According to their poor words pronunciation, they ended up changing the meaning of the words or the whole sentence. Some of the second language speaker learners do not want to do their work because of being lazy.”

The summary of the findings of this theme: learning of pronunciation of IsiZulu words by second language speakers showed that the second language learners struggled with pronunciation in the target language, which is IsiZulu in this case, in the initial stage. However, the teachers managed to use songs to teach them phonetics, which helped them to understand it faster. Some teachers argued that they should stop using *isifanakaloto* to teach learners and focus on the real IsiZulu if they want the learners to speak proper IsiZulu. The data also shows that some teachers used translation method to teach the second language learners IsiZulu. This resonates with literature that shows that coping with a new language could be challenging. Merisua-Storm and Aerila (2016) state that most learners lack the skills of reading and comprehending an IsiZulu text. This corresponds with what the teachers echoed that learners need to be taught how to read in a meaningful manner.

4.4.6 Structuring and dealing with Homework for IsiZulu as a First Additional Language

The issue of assessment is very in understanding learners’ performance. The questions under this theme dealt with how teachers gave work to their learners, whether it was given to them as class work or homework.

Concerning assessment, Participant 2 indicated that:

“Homework differs according to different phases and grades. Other children are having their own special needs. Sometimes I give them homework according to the assessment that they are going to write in class. The resources that we are using are not enough.

We are using home language books (Masihambisane) to our learners because we do not have relevant material. That makes our teaching and learning quiet hard to these multiracial group learners. Therefore, we try to make it easier for our learners because it designed for the first language speakers. We are using CAPS document and teacher’s guide. We sometimes attend clusters.

Also during the focus group interview, I asked all the participants the same questions and:

All the Participants responded that:

“We do provide some work on what we need to do. Firstly, we have to introduce it in the class and make sure that the child understands so that s/he will be able to do the work at home because other parents do not even understand isiZulu. If you are not doing it like that, sometimes you can get the complaint from the HOD that the child received the homework without any explanation. And I was called in the office and then I say to myself I must do my own strategy, I must do my class work, give them a homework out of I did in the class”.

The summary of the findings highlighted by the participants on structuring and dealing with homework for IsiZulu as a first additional language shows how learners were being supported and prepared for homework on what they have learned can be described as an approach of understanding what has the learners learned in the classroom in the IsiZulu fist additional language. It was revealed that learners were struggling with various problems given in the form of homework. This is in line with what Pappalardo and Schaffer, (2016) claim that measurement is a nonstop planned procedure of identifying,

gathering and interpreting information about the learner's performance, using a variety of forms. It includes the use of information to know and help in the learners' improvement and to develop the process of learning and teaching Pappalardo & Schaffer, (2016).

4.5 Theme 2: Challenges faced by teachers when teaching IsiZulu as a First Additional Language

This is the second theme that emerged from the data. It focuses on challenges that the teachers faced when teaching IsiZulu as a First Additional Language. In this section, the discussion is divided into sub themes that emerged from the main theme. The sub themes are; dealing with the learners' negative attitude towards IsiZulu as a First Additional language, teaching phonics in foundation phase to intermediate phase in IsiZulu, Code Switching, Promotion of the teaching of IsiZulu in the multiracial schools, and time allocated to isiZulu in the school timetable. In this major theme, all the challenges that teachers faced in teaching isiZulu as a first additional are discussed. The first sub-theme to be discussed is how teachers dealt with the learners' negative attitude towards IsiZulu as a First Additional Language.

4.5.1 Dealing with the learners' attitude towards IsiZulu as a first additional language

Teachers were also dealing with negative attitudes about learning IsiZulu. During the individual interview, the participants indicated that the status of isiZulu in society played a critical role in how they came to perceive isiZulu.

The responses of some of the participants highlighted some of these attitudes below. Participant 2 responded:

"I think we have to invite ex-students who are now doctors, working in parliament, to come and talk to them about the importance of isiZulu learning

in our schools in order to promote isiZulu. We, as teachers, need to encourage the learners to read magazines, newspapers etc. Teachers must bring newspapers (amaphephandaba) to schools. Give learners and ask them to take newspapers home and read them. They must ask their uncles and grandparents to help them with reading and listen to them while they are reading. The teacher must take the story from the newspaper, make copies and give all the learners. I give them different articles. The child reads the first one in the class and takes the other one to read at home. Because of the limited time sometimes, they do not finish even the first one in the class and we ask them to read at home. Some of our learners use to tell us that there is a house cleaner at home who is able to help him in isiZulu. The following day you get surprised if the child is reading”.

However, Participant 5 made a serious revelation that:

“First language speakers are not taking isiZulu seriously. That leads the learners to lack on the subject, especially first language speakers. Therefore, I usually speak to the parents that once the child fail isiZulu, will repeat the class because they need to pass both languages. In addition, I advise the children to read more and encourage them to complete task in the classroom.

The summary of the findings on the challenges faced by teachers when teaching IsiZulu as a First Additional Language indicate that most learners are not taking IsiZulu seriously. From the above responses, what we can deduce is that there are both positive and negative feelings that emanated from the participants on the theme of dealing with the Learners attitude towards IsiZulu as a First Additional language. Participant 5 expressed how each teacher handled their challenges differently in the classroom. Participant 2 alluded to talking to learners while some talked to the parents for support in dealing with the issues of lack of motivation from the learners.

The participants pointed out that learners do not take speaking IsiZulu seriously because it is perceived as holding a lower status than the dominating languages such as English, especially in middle class multiracial schools.

This shows that South Africa has a complex language situation, whereby the African indigenous languages, although spoken by the majority population, are in fact inferior languages due to their lower status, and English, which is spoken by fewer people, is actually a dominant language because of its higher status. The existence of such language differences in South Africa adds to the complex nature of South Africa's multilingual society. This has a significant impact on education in South Africa. Such views on languages in South Africa become essential in this study because they provide the lens from which we can begin to understand the complex nature of languages and their use among South Africans, especially the use of language within the schooling context where the struggle is more visible.

This thought is in accordance with Dyers' (2004, p.20) perception from research that learners felt that English was the most significant language in their instruction. They proposed that English was increasingly significant in the activity advertise and was basic for speaking with outsiders. Most learners demonstrated that they did not care for English yet they realized they required it for work. Hence, they learned it for future prospects. Countless understudies guaranteed not to comprehend examination inquiries because of the way that they were in English (Dyers, 2004). The mentality in one class was fundamentally more negative than those of different classes.

However, the mother tongue proponents question the long-held discarding of the mother tongue (L1) from the classroom. Researchers like Bob, Morris, Singh Ghuman, Stern and Cook (2012) posit that "allowing students to use their mother tongue is a humanistic approach, and it gives them the 'carte blanche' (tolerates them) to say whatever they really want to say". Cook (2006 p.242) adds, "the use of learners' mother tongue is a Learner-Preferred Strategy". In support of this, Stern cites several learners' negative opinions on the exclusive use of the L2". Most of the students felt their failure to understand the TL (Target Language) or L2 was due to insufficient explanations being given in the L1. They expressed the need for methods that would integrate more use of the L1. Mawasha (2007, p.7), cited by Molepo (2008), states that "English came in handy when Blacks, who spoke different

languages, liked to have a common means of communication”. That was not to say Africans should lose their languages at the expense of English.

4.5.2 Teaching Phonics in Foundation Phase to Intermediate Phase

On the issue of teaching phonics, the participants and their experiences in teaching isiZulu First Additional Language varied according to different grades. There were many revealing points made by the participants.

According to *Participant 1*:

“Lucky me, I was fortunate enough to teach all grades from the beginning. Teaching grade 1 IsiZulu was the most challenging task, especially in term 1 because the little ones were only starting and struggling to learn the phonics in English and only to find that in the second period they have to change all what they have learnt in English as the sounds and vowels are very different, e.g. “a, e, u and i”. Writing of sentences was also a big deal to them. Gradually, the grade 2 and 3 were trying but still confusing the spelling and pronunciation of words. In this phase, they first thought that it was just a free period and start to misbehave in class. Then the intermediate phase started to understand the importance of knowing and understanding the language. With grade 7s, they are quite serious now with a fully understanding of what is expected of them.

Also during the focus group interview, I asked the participants the same questions and they participants agreed that:

“Since isiZulu is a First Additional Language in our school it is not understood by all the learners. It is easier for them to pronounce when they are reading or talking once they know their phonics. When we are doing book review, there are too many important things that they need to understand. So we use to meet with other teachers and discuss those

important things that we need to emphasise on e.g. title, author, publisher, characters and editor. By so doing, we are giving them chance to get 5 marks for that. When it comes to summary, you know that even those who are struggling in isiZulu are already having 5 marks because we give them books to choose stories”.

This summary of the findings on teaching phonics in foundation phase to intermediate phase further revealed that it was an easy task. This is because most learners were given the opportunity to choose their own stories. However, it revealed that grade 2 and grade 3 learners were still struggling with pronunciation of words because they always think of it as a free period, which means they do not take it seriously; also maybe because it is their home language.

4.5.3 Code Switching

Language dominance can be a demeanor that can goad code exchanging. Code switching in classroom is not generally a blockage or inadequacy in learning a language, however might be considered as a helpful technique in homeroom collaboration, if the point is to make meaning unmistakable and to move information in an effective manner. Code exchanging might be a hindrance, which avoids common comprehensibility. Code switching might be utilized to fabricate close relational connections among individuals from a bilingual network. Code switching can be used for children to express themselves on their own and is a way to modify languages for the sake of personal intentions, in some cases code switching maybe considered as unusual and unconscious performance. Code switching is a good way teachers can fill the gap created by the vocabulary in a target language to the learners. It was pertinent to find out how the teachers used code switching in their teaching experiences.

According to participant 1:

“I am teaching 8 classes, 2 per grade. In each classroom, there are 46 learners. There are 6 to 8 English-speaking learners per classroom. To make those learners to enjoy and like to learn and speak isiZulu, I give them stories to read for themselves and understand it. They feel comfortable when they

learning isiZulu because I used code switching to make them understand. As teachers, we have to translate each thing that you are doing in both languages, which is English and IsiZulu; because these second language, speakers are battling. In this 1 hour, we are doing English and isiZulu. Otherwise, they will be left out. If I am doing story, I have to read a line in isiZulu and let them read it in English so that they will understand. When I am doing questions, I have to read it in isiZulu and English”.

Participant 2 noted that:

“I think this has already covered. If you can just go in and speak isiZulu, only you are not going to get what you want. You have to make sure that you translate everything in English; otherwise, there will be something that they will not understand. However, to be quite honest, we are doing the whole job. You have to use both languages in isiZulu and English; otherwise, they will be left out. I am saying that.”

According to Participant 3:

“I use both isiZulu and English to make easy for my learners to understand the lesson, trying my best to make them know how to pronounce the word, for example. I drill poems and do oral, give them marks for it”. There are some difficulties, especially in Foundation, because it is a new Language to learn and no resources we using the one that comes from Department of Education in this Phase. Challenges of not having resources because I am now able to make my own resources, dealing with learners who are both not interest but don’t know where to start, planning in advance to cater for all learners in my class.”

She further said:

“Like if I am telling them to write, I just tell them Bhala (write) if I am telling them to read I just say Funda umusho wokuqala (Read the first sentence) they do not understand but if I say Funda (read) they usually understand because it is just command rather than using the same sentence. Hlalaphansi (Sit down) just command them so that they will understand those basic words. So I use to take all those basic word e.ghlala (sit),bhala, vulaisicabha (Close the door) and I make sure that I do make all those words as a homework to them”

The summary of the findings from code switching indicated that all the participants made use of code switching. This is because when teachers and learners are from the same language group, it should be used and not replaces it completely with the language of teaching and learning. This becomes counter-productive as learners might understand the lesson but find it difficult to answer the questions based on the lessons because they have not been exposed to the appropriate register or vocabulary for the set work. This is not in line with Morck’s (1993) in Mqgqwashu and Makhathini (2017) assertion that “where learners have a common mother tongue, which the teacher also speaks, that mother-tongue can be used in some instances” (p.124). However, this is carried over through the whole lesson and put the learners at advantage.

Code switching can be deliberately utilized so that it turns into the partnership with the foreign language. The primary language does not dominate but rather it is an important conversational ointment (Cummins 2011). Regardless of whether it were conceivable to oust it from the study hall, it can never be exiled from the understudies' psyches. At the point when "utilized appropriately and efficiently, however in general sparingly and subtly, it is clearly not a final retreat, yet a characteristic alternate route" (Cook 2006, p.67). The teachers utilize the L1 as a 'bilingual word reference' to react to learners solicitations. Research on bilingual families has demonstrated over and over again that the youthful creating bilingual utilizes one language to improve his skill in the other language. On this record, the Education department in Southern Africa has arranged for code switching as a strategy for instructing and evaluating students.

4.5.4 Time allocated to IsiZulu in the school timetable

Time allocation to a subject has a huge impact on the teaching and learning of that subject. When asked about how frequent IsiZulu is being taught, Participant 2 had this to say:

“I am teaching almost every day. I am teaching foundation phase three times a day. They usually take two periods a day that takes 30 minutes. Intermediate phase is learning isiZulu every day. In normal days, it is rare to take 30 minutes. We usually take 1 hour. This is helping the learners a lot because they have to focus.

When further asked if she thought it was adequate for the learners, she replied:

No, it is not adequate for the learner, especially as we are at Kwa-Zulu Natal. IsiZulu language is a medium of instruction in most of the schools. So it is important for all the learners to learn a language even if it is coloreds, Indians or Whites”.

When asked how many times he taught isiZulu in a week, Participant 1 said:

“According to the policy document, IsiZulu is 4 hours a week in grade 7. Therefore, I see them 4 hours a week.

When further asked if she think it is adequate for the learners? She said,

“Yes it is enough because if it can go beyond the whole school timetable will be off. So we have to plan properly as the assessments are quite intensive’.

When I posed her a question on which language he usually taught learners, isiZulu only or both isiZulu and English, Participant 5 said:

“I teach isiZulu for 25 hours a week. I teach grade 1 and 2 twice a week 1 hour per day that makes 2 hours. In addition, I teach grade 3 for three hours a week. I am taking less hours for isiZulu because it is a First Additional language, for English they are taking more hours because it is the home

language in my school". No, it is not adequate for my learner. "My wish is to teach 3 hours a week in each and every class from grade 1-2. Moreover, teach 4 hours a week in grade 3. By adding the hours a week per class, this will assist me and my learners a lot".

The summary of the findings from time allocated to isiZulu in the school timetable showed that most participants believed that time allocated to IsiZulu was not enough for them. Participants indicated that most of the time, learners were unable to focus on their schoolwork because of the time allocated to IsiZulu. In this theme, it is evident that learners did not adequately benefit due to limited time.

The Cape Times (2013-08-21) wrote that as far as a draft approach on the steady presentation of African dialects was concerned, school days could be extended by between 24 minutes and 60 minutes.

The gradual presentation of African dialects in South African schools draft strategy states "Subsequently, the school day should be reached out to take into consideration an expansion in instructional time. Research from an assortment of nations has demonstrated that the measure of time accessible for educating and learning scholastic subjects, and how well that time is utilized by understudies and teachers, is reliably identified with how much youngsters learn while they are in school." As indicated by the Cape Times (2103), instructional time from Grade R to Grade 2 would be taught two hours every week, with the school day for Grade 3 stretched out by three hours per week and from Grades 4 to 12 by an hour daily. This shows that the time for teaching IsiZulu in schools is not enough.

Theme 3: Factors that contribute to teacher's experiences in the teaching of IsiZulu as a first additional language

In theme three, the discussion centered on the factors that contributed to teachers' experiences in the teaching of IsiZulu as a First Additional Language. It is divided into two broad categories, which are enabling and inhibiting factors. The inhibiting factors are identified as lack of support from the Department while the enabling factors are identified as parental involvement, teaching resources, and teachers' competence in teaching IsiZulu.

4.6.1 Inhibiting Factors

The inhibiting factors are those factors that may have hindered the teachers from carrying out the teaching the way they should. On the factors that inhibited teachers' experiences in teaching IsiZulu was the unwillingness of the school and the Department to contribute and provide support in terms of teaching materials and books for the learners who are taking IsiZulu FAL.

Participant 1 gave a detail of inhibiting factors:

“The factor that is contributing to the teaching of isiZulu as First Additional Language is that they are not taking isiZulu seriously within the school itself, the department itself. Going down to the schools, School management is not taking isiZulu seriously for the learners.”

Participant 3 said:

“On such a way that they are not even giving the right to isiZulu educators to use the learners' stationery in their classes. For instance, if you are going to grade 1 'A', the form teacher of the class lock pencils, crayons and everything that is supposed to be used by the learners in the class because she does not feel that this is a language.”

The summary of the findings from inhibiting factors as explained in detail, as sub-themes shows that the teachers' revealed that parents were not helping matters because they were still speaking to their children in English when they should be teaching their children how to speak isiZulu. This also suggests that the teachers were not happy with this practice by parents.

4.6.1.1 Lack of support from the Department of Education

Support to teacher comes in different forms, Therefore resources are necessary tools to help teachers deliver their lessons. On the issue of support from the department, Participant 1 explained:

“That question is already covered because the department is not doing anything to support isiZulu teachers. Even if you can talk /phone the subject advisor s/he may keep on saying guys stick on the policy document and form the clusters.”

Participant 4 asserted:

“On that, I think the department still need to come up with the idea of how are they going to get the relevant material. For now, it seems as if they are still in the darkness regarding on how to support the schools that are doing isiZulu as First Additional Language.

No, we do not get full support because even the policy document that we are using in Foundation Phase was downloaded from the internet by one of my colleges who became an HOD of the phase in the year (2017).”

When participant 5 was asked if there is any support that is received from the Department of Education, she said:

“The Department of Education officials call us for a workshop maybe once a year and it does not worth anything. In addition, they usually want us to explain how we are managing these classes. Therefore, for me it does not

worth anything. If I need a workshop, I go to the office and tell them whether I want to attend a workshop or not. Although for now, I am okay about the workshops. I do not need more.

The summary of the findings related to lack of support from the Department showed that there is little support from the Department. This is in line with what literature says that there is no active consistent and sufficient support system in place to help teachers to master the teaching of language (Cook 2006). K1u (2007) points out that in “Bushbuck Ridge area of the Limpopo Province, many teachers do not know who their subject advisor is. Teachers complain about the timing of courses, workshops or whatever the Department of Education may choose to call them and how unproductive such gatherings have become”. In conclusion, K1u (ibid) states “policy makers are not really in tune with what is actually happening at the grassroots and that result in the lack of progress in the teaching of IsiZulu”.

The schools where this study was conducted experienced the same things literature identifies. The participants complained that the HOD and the Department were not supportive.

4.6.2.1 Lack of teaching resources

Resources are a great challenge that many schools faced in the province. The Department of Education just throws teachers in the deep end when it comes to learning support material. There was absolute nothing in the library to support teachers teaching IsiZulu.

Participant 1 said:

“They do have book 1, book2 and book 3 but isiZulu, we are not even asked ifwe collected books at the end of the year. Nobody asked you anything but at the end of the day they asked you how come 6 learners failed in the grade and you are asking yourself, as you are asking me that question what did you give me to give them because you are not giving me even a single book. What I did I bought Masihambisane book that I had to go seek for the free sample or pay for it personally?”

On the issues of resources, Participant 4 said:

“No, we do not have relevant resources as we are using the books that are being used by the First Language speakers. The book that we are using now is Masihambisane. It is a home language book. We are using this book because it is relevant to CAPS policy document that we are using. The big challenge is that we have to explain every word in English.

Our school places an order of this book in 2016 and we received it at the end of the year 2016. Then we started using it beginning of 2017. Our Foundation Phase children are using Maye Babo. I can say this book is good for our learners because it is written in both languages; isiZulu and English. Previous years in the intermediate phase we were using Sinothile, although it was not linking with our CAPS document and it is written in isiZulu only, not both languages.”

Participant 5 said:

“I separate the work to do accordingly. Give them homework to do at home but not every day. Yes, I do have the readers, policy document etc. They are using the books that are being used by the First Language speakers (Home language). Grade 1 and 2 do not have books that are written in English and isiZulu even if so it will not help them because they cannot read and write at this stage. Nevertheless, grade 3s is using Maye Babo that is written in English and isiZulu.

The findings further revealed that, unlike the literature review, most secondary schools experienced a critical shortage of textbooks. Moreover, the textbooks that were available did not adequately cover the required aspects of the work schedule.

Heuges (1999) claims that “even though the South African government was quick to identify the urgent need for an educational transformation, they did not take into consideration critical factors when hastily implementing new policies and curriculums”. “The government did not consider a curriculum for African languages, the availability of mother-tongue teachers and the appropriate resources that were required for the implementation of the Language in Education Policy. This resulted in many challenges arising during the implementation of the policy in schools” Heuges (1999).

“Attempts to transform education and achieve equitable provision and outcomes for students in South Africa are disappointing” (Heuges2008, p.32). This is so because the government has not created an effective implementation strategy for the policy. Not only have they not created a strategy, but also they have also not provided the necessary funds to allow for the transition of indigenous languages into the education system. Webb (1999) describes this as “the lack of political will” (1999, p.19). It should also be noted that without the proper funds, there would continuously be lack of resources and qualified teachers. The development of the indigenous languages into academic instruments for teaching and learning cannot be achieved merely through the undertakings of a few scholars. I have observed that, in the many schools that I have had the privilege of teaching, mother tongue resources are not available for teaching and academic purposes, and these schools do not have the infrastructure or motivation to accommodate more languages, due to the injustices and policies of the past.

4.6.3 Enabling Factors

This section discusses the factors that enabled the experiences of the teachers in teaching of IsiZulu in the three multi-racial schools.

4.6.3.1 Parental Involvement

Teachers mentioned that they received support from parents in teaching. In addition, the participants mentioned that even though there were parents who did not value IsiZulu, some have showed support by visiting the schools to know what was going on.

Participant 6 believes that:

“Looking backwards from where we started, YES, there is now a great deal of support from parents’ side. Most parents go that extra mile in assisting their kids to know and pass the language. The non-isiZulu speaking parents buy dictionaries and other relevant support material. They use internet to find some meanings. While you will find the others who are just not interested in education of their children in all subjects, so it is worse in IsiZulu with an excuse that they also do not know the language. Another challenge parents had is to realise that isiZulu marks also goes to their reports”.

Participant 1 believed that:

“Parents do have an interest because they are coming to school now and again wanted to know how are they going to help their children at home that is giving me a clear understanding that they do have lot of interest in their children’s education”.

4.6.3.2 Teachers competence in teaching IsiZulu

Teachers’ competence has been questioned in many instances where teachers themselves failed to deliver in the classroom. In this regard, participant A said:

“I am fluent because it is my home language. I am proud of it. I read novels, magazines that are written in isiZulu. Although our children speak English most of the time because they are learning in these schools, but I am encouraging them to understand their home language. I do have an experience in teaching grade 1 as well as intermediate phase”.

Furthermore, Participant 5 responded:

“I am more than a word fluent because it is my mother tongue. My experience is to teach grade 1-3 (Foundation phase) It is too difficult to me to teach isiZulu as First Additional language in grade 1 because they are still beginners so it is very hard to enforce the language to them especially the Second Language speakers. Grade 2 and 3 is fine with me I enjoy teaching them. I teach in isiZulu most of the time. I can say its 90% of isiZulu teaching and 10% English. If I am teaching in isiZulu, only the second language speakers do not understand so I have to mix languages. No, they cannot pronounce well if they say icici for earring, they say isisi that mean now the word lost a meaning. I enjoy teaching isiZulu in multiracial school but it is hard. Maybe three or four learners per class don't like isiZulu per class but other learners are fine.”

The Summary of the findings from teachers' competence in teaching IsiZulu theme showed that that all the participants were competent in delivering their lessons to the learners. They used different methods ranging from trying to immerse the learners into IsiZulu while to code switching.

Studies have appeared numerous teachers themselves do not have capability in IsiZulu language, and this could represent a boundary to successful educating. Pretorius (2014, p. 51-76) alludes to the "mystery of the grade school proficient" - alluding explicitly to the teachers of education who are themselves incompetent and do not peruse because of a solid oral culture. As an educator with numerous long stretches of involvement in the South African tutoring setting, I have noticed that numerous teachers have restricted educating, particularly concerning educating in the first language (isiZulu) which is the home language for most of students in my area. Consequently, my enthusiasm for this exploration was to look at the teachers' encounters in educating isiZulu an out of a multiracial school in Isipingo.

Hugo (2013) out that in such a case, the language of learning and teaching can be an issue regularly making boundary learning. Gas (2006) talks about contribution as an obstruction to learning, as "the language to which the understudy is revealed, either orally or apparently ". This implies the language that encompasses learners in a L2 domain. Concerning this examination, the reality of the situation may prove that instructors are in charge of lacking contribution because of their own

restricted IsiZulu capability. Transference from one speaker's utilization of language can be a defilement factor in the learning of the L2, where educators' very own L2 information is not at a worthy standard for the utilization of IsiZulu as the LoLT. Move their poor use and information of the language can in this way, to the learners (Stander, 2011).

The requirement for sound proficient improvement of educators has been brought up in the writing. Analysts have recognized truly necessary territories for expert advancement, including building information of second language securing. Techniques on the most proficient method to create and choose proper material for language exercises in a hypothetically educated manner; creating associations in teaching, including different teachers with whom they can share encounters, question, consider and investigate their educating and their convictions and qualities about second language learning (Bucholtz and Hall, 2016, p. 173-197; Nel, 2015; DuPlessis&Naude, 2013; Ngidi and Qwabe, 2013; Carl, 2005). Convictions about the idea of education will influence proficiency guidance in the second language homeroom (O'Hara and Pritchard, 2008, pp. 43-61).

4.7 Summary of Findings

The themes that emerged focused on the teacher's attitude and learner's attitude. What emerged from this theme was that teachers perceived that there was a relationship between language and culture in which they felt that as Zulus, it was critical that they use their language in order to cement their culture and heritage. The second theme that emerged was the variation between Home Language Zulu and First Additional Language Zulu. According to the teachers, learners felt that being taught isiZulu as a First Additional Language did not offer them an opportunity to be taught what they termed 'real isiZulu. First Additional Language Zulu was perceived as a diluted version of isiZulu. The third theme was more focused on the status of isiZulu in society, which influenced the teachers' attitudes. Participants viewed isiZulu as not having the same status as English. IsiZulu was seen as having a low status; hence, it was not seen as a language of value in society. The fourth theme was centered on the attitudes of learners towards being taught isiZulu as First Additional Language. Participants felt that more needed to be done in order for isiZulu to achieve its status in society because, as a First Additional Language, it lacked the advancement that Home Language

isiZulu carried. The final theme focused on the role of the Department of Education towards the advancement of the language. What emerged from this theme was that teachers felt that the Department was not doing enough in terms of training and providing resources to equip teachers and schools.

4.8 Chapter Summary

This chapter introduced and analysed the reactions from the participants to get a superior comprehension of the educators' reactions towards the teaching of isiZulu at a multiracial school. The subjects that rose up out of the information were displayed, broke down and deciphered. The findings of the study were additionally talked about. They uncovered that students and guardians have negative attitudes towards IsiZulu instructing, while teachers were certain about utilizing IsiZulu as a language of learning and educating. The following chapters gives the summary of the entire study, ends and recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The previous chapter discussed the findings of the study. It was analysed in light of the theoretical framework presented in chapter two. This chapter summarises the findings driven by the key research questions informing this study. It draws conclusions and makes recommendations and suggestions for further studies.

5.2 The Research Questions

In an effort to understand teachers' experiences in the teaching of isiZulu in multiracial schools, my study looked at two questions:

- What are teachers' experiences of teaching isiZulu as a First Additional language in three multi-racial schools in Isipingo, Umlazi district?
- What are the factors that influenced teachers' experiences of teaching isiZulu as a First Additional Language in three multiracial schools in Isipingo, Umlazi district?

5.3 Summary of the findings

The intention of this study was to understand the teachers' experiences of teaching isiZulu as a FAL in three schools in Isipingo. As indicated in Chapter 1, the study sought to understand teachers' factors that inhibited or enabled the teaching of IsiZulu as a first additional language. The study also wanted to look at how isiZulu is taught in three multi-racial schools and the type of challenges that the teachers faced while teaching isiZulu. This study was framed by Vygotsky's socio-cultural theory centred on the notion that learning is a social process. According to Vygotsky (1978), the main tenet of this theory is that society and culture plays an important role in a cognitive development. I found that, generally, the teachers' responded positively, although some negatively towards their teaching experiences. It also found that teachers appeared to appreciate teaching isiZulu because they claimed it reinforced their African identities. Though the teachers responded positively towards the teaching of isiZulu, they also presented their concerns about the dominance

of English in their school because of its multi-racial nature. The next section presents conclusions on the first research questions.

5.3.1 Teachers' experiences in teaching IsiZulu as first additional language

The findings in this study suggested that the teachers were asking for the promotion of isiZulu at these schools. From the data, it shows that the teachers were supporting the promotion of the teaching of isiZulu as a language of teaching and learning in the schools. They were also suggesting that the place of IsiZulu in the schools should not be ignored in the present realities. They were of the view that the Department of Education should put in place an enabling environment for the promotion of IsiZulu in schools in Isipingo.

The study also found that there were no adequate resources in some schools for the enhancement of the teaching experiences. Some of the participants indicated that the use of isiZulu was only limited to the classroom. Most of the participants also revealed that the use of code switching was in practice in the teaching of IsiZulu. Another point was the time allocated to isiZulu was not enough as reported by the participants.

5.3.2 The factors that influenced teachers experiences of teaching IsiZulu as a first additional language

The findings aligned with the second research question showed that teachers were soliciting for assistance from the Department of education. They noted that resources were a great challenge that many schools faced within the province. The findings suggest that although the department in some cases assisted some schools not all schools were assisted. In some case, they reported that there was absolute nothing in the library to support teachers who taught IsiZulu. The findings showed that some of the teaching material was outdated. The participants also suggest that they were sometimes forced by the situation to use only IsiZulu to teach and that gave them problems. These are the factors all contributed to their experiences and it influenced teaching of IsiZulu.

5.4 Conclusion

This study having looked at various factors that emerged from the data will conclude that the case of the teaching of IsiZulu in multiracial schools still has a long way to go. It also concludes that

African Languages need to be promoted as their English counterpart. The study further aimed to determine the factors that informed the teachers' responses towards the teaching of IsiZulu as a First additional language. In spite of the limitations, this study achieved its objectives of understanding teachers' experiences and the factors that inhibited or enabled their experiences.

5.5 The study's contribution to new knowledge

Experience is an important factor in teaching and learning, especially in teaching IsiZulu as a First Additional Language and has been widely researched. The teachers and the learners in these schools need to be motivated to start having positive attitudes towards teaching and learning isiZulu. The findings of this study suggest that isiZulu is not taken serious by learners because of preconceived notions that IsiZulu is not as important as English.

In general, the study revealed that if provided support from the Department and by parents with resources and time, the teachers would reposition the fortunes of isiZulu from a local language that learners do not want to embrace to a language that learners will love to be taught in.

5.6 Recommendations

Based on the findings of this study the researcher recommends that:

5.6.1 Teachers

Teachers noted that there is not much done by the Department of Education at the school to promote isiZulu. I therefore, recommend that IsiZulu FAL teachers be supported in terms of teaching materials, and the libraries should be well equipped for the learners to have books to read.

5.6.2 School Management Team

In the study, time allocated for the teaching of IsiZulu was an issue. The participants concurred that there was not enough time allocated to IsiZulu first additional language. Therefore, the study recommends that more time be allocated to IsiZulu in the schools timetable. This could help the teachers have more time to prepare the lessons and deliver the lessons.

5.6.3 Parents

The teachers' revealed that parents were not helping matters because they were still speaking to their children in English when they should be teaching their children how to speak isiZulu. This

study therefore, recommends that parents do their part by always supporting their children in learning IsiZulu as FAL.

5.6.4 Policy Makers/Department of Education

There was a strong sense from the teachers that isiZulu FAL is not given adequate attention in these multi-racial schools owing to the demography of the schools locations. Most of these schools are located in a multi-racial environment so English tends to be the preferred medium of communication, which leads to the position of IsiZulu to be lowly rated. It is therefore recommended that isiZulu should be made compulsory in KwaZulu-Natal where the majority speaks isiZulu because this will give all learners an opportunity to learn isiZulu.

5.7 Need for Further Research

There is a further research need to determining whether learners all over South Africa have similar perspectives concerning the teaching of isiZulu at other schools. Studies can also include the responses of the teachers who do not actually teach isiZulu. This can balance the study because all views of the parties involved can be heard. More responses from teachers from different multi-racial schools across KwaZulu-Natal and all over South Africa including all grades can be sought. This can provide a holistic view of the teachers and their responses. It would also be good to do studies on other African languages besides isiZulu in other provinces in order to see if the findings would be similar.

5.8 Chapter Summary

This chapter has discussed the summary, conclusion and recommendation of the study. The chapter offered some practical recommendations and suggestions for further research”.

REFERENCES

Act, B. E. (2012). Act No. 47 of 1953. Retrieved November 11.117-122.

Act, S. A. S. (1996). No. 84 of 1996. Government Gazette, 377(17579).

- Aefsky, F. (2015). Differentiated Instruction. *The Apple should not Fall Far from Common Core: Teaching Techniques to Include All Students*, 15, 117-122.
- Akyel, A. (1990). The use of literature in content-based writing: A conceptual framework. *Language Learning Journal*, 2(1), 37-38.
- Alamin, A., & Ahmed, S. (2013). Towards the Development of Communicative Language Approach for Adult EFL Students of the Community College, Taif University, KSA. *English Language Teaching*, 6(1), 20-27.
- Alidou, O. D. (2015). Rereading the Past, Reshaping the Present. *Comparative Studies of South Asia, Africa and the Middle East*, 35(3), 671-678.
- Anderson, J. A., Saleemi, S., & Bialystok, E. (2017). Neuropsychological assessments of cognitive aging in monolingual and bilingual older adults. *Journal of Neurolinguistics*, 43, 17-27.
- Anfara Jr, V. A., & Mertz, N. T. (Eds.). (2014). *Theoretical frameworks in qualitative research*. Sage publications. New York.
- Barrot, J. S. (2014). Combining isolated and integrated form-focused instruction: Effects on productive skills. *Language, Culture and Curriculum*, 27(3), 278-293.
- Benor, S. B., & Spolsky, B. (2018). Changes in the Sociolinguistic Ecology of Jewish Communities. *Handbook of the Changing World Language Map*, 1-10.
- Bertram, C., Christiansen, I. & Land, S (2014). *Understanding research: An introduction to Reading research*. Van Schaik. New York.
- Bialystok, E. (2002). Acquisition of literacy in bilingual children: A framework for research. *Language learning*, 52(1), 159-199.
- Bialystok, E., Abutalebi, J., Bak, T. H., Burke, D. M., & Kroll, J. F. (2016). Aging in two languages: Implications for public health. *Ageing research reviews*, 27, 56-60.
- Bjørnholt, M. (2011). How men became the local agents of change towards gender equality. *Language, Culture and Curriculum*, 27(3), 278-293.

- Boehner, P. (2012). *Philosophical writings: a selection*. Hackett Publishing, 155-164. New York.
- Bangani, B. & Kapp, R., (2009). Positioning (in) the discipline: Undergraduate students' negotiations of disciplinary discourses. *Teaching in Higher Education*, 14(6), 587–596.
- Bloomfield, L. (1933). *Language*. New York: Holt.
- Brookfield, S. D. (2017). *Becoming a critically reflective teacher*. John Wiley & Sons. New York.
- Bucholtz, M., & Hall, K. (2016). Embodied sociolinguistics. *Sociolinguistics: Theoretical Debates*, 173-197.
- Burns, A. (2009). *Doing action research in English language teaching: A guide for practitioners*. Routledge. New York.
- Chandramouli, C., & General, R. (2011). Census of India 2011. *Provisional Population Totals*. New Delhi: Government of India.
- Chomsky, N. (2012). *Phases: Developing the framework (Vol. 109)*. Walter de Gruyter. New York.
- Christensen, P. M., & James, A. (2000). *Childhood diversity and commonality: Some methodological insights* (pp. 160-178). na.
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in Qualitative research. Literacies and language education*, 59-71.
- Cohen, L., Manion, L., & Morrison, K. (1994). *Educational research methodology*. Athens: Metaixmio.
- Cohen, L., Manion, L., & Morrison, K. (2013). Validity and reliability. In *Research methods in education* (pp. 203-240). Routledge. New York.
- Cook, V. (2016). *Second language learning and language teaching*. Routledge. New York
- Cook, V. (Ed.). (2003). *Effects of the second language on the first (Vol. 3)*. Multilingual Matters.

- Creswell, J. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications. New York
- Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. Sage publications. New York
- Cronje, F. (2014). *Research design and research paradigms should be led by research questions: a mixed method approach*. New York
- Cummings, J. L. (2014). Randomized controlled trials in frontotemporal dementia: cognitive and behavioral outcomes. *Translational neurodegeneration*, 3(1), 12.59-71.
- Cummins, J. (2012). The intersection of cognitive and sociocultural factors in the development of reading comprehension among immigrant students. *Reading and Writing*, 25(8), 1973-1990.
- Cummins, J. (2017). BICS and CALP: Empirical and theoretical status of the distinction. *Literacies and language education*, 59-71.
- Cutcliffe, J. R., & Harder, H. G. (2012). Methodological Precision in Qualitative Research: *Journal of Educational Change*, 17(4), 379-383.
- D'Amant, A. (2012). Within and between the old and the new: Teachers becoming inclusive practitioners. *Perspectives in Education*, 30(1), 53-60.
- Dash, N. S. (2017). Use of English Corpora as a Primary Resource to Teach English to the Bengali Learners. *Indian Journal of Applied Linguistics*, 37(1), 7-18.
- De Kadt, E. (1997). McWorld versus local cultures: English in South Africa at the turn of the millennium. *Literary Studies*, 14, 146-168.
- De Vos, A. S. (2005). Qualitative data analysis and interpretation. *Research at grass roots*, 286-313.
- De Wet, F. (2014). A smartphone-based ASR data collection tool for under-resourced languages. *Speech communication*, 56, 119-131.

- Denzin, N. K. (2014). Reading the challenges of a global community and the sociological imagination. *Qualitative Inquiry*, 20(9), 1122-1127.
- Department of Arts and Culture. (2003). National language policy framework.
- Department of Basic Education. (2011). Curriculum and Assessment Policy Statement
- Department of Basic Education. (2013). Report on the annual national assessment of 2013: Grades 1 to 6 & 9.
- Du Plessis, C., & du Plessis, T. (2015). Dealing with disparities: The teaching and assessment of official languages at first language level in the grade 12 school-leaving phase in South Africa. *Language, culture and curriculum*, 28(3), 209-225.
- Du Plessis, J. A. (2013). Comparative syntax of the South African Bantu Languages: complex predicates. *Journal of Educational Change*, 17(4), 379-383.
- Dussias, P. E., Beatty-Martínez, A. L., & Perrotti, L. (2017). Susceptibility to interference affects the second and the first language. *Bilingualism: Language and Cognition*, 20(4), 681-682.
- Dyers, C. (2004). Ten years of democracy: Attitudes and identity among some South African school children. *Per Linguam: a Journal of Language Learning = Per Linguam: Tydskrif vir Taalaanleer*, 20(1), 22-35.
- Ellis, N. C. (1994). Implicit and explicit learning of languages. *Journal of Educational Change*, 17(4), 379-383.
- Fakeye, D. O. (2012). Teachers qualification and subject mastery as predictors of achievement in English language in Ibarapapa division of Oyo State. *Global Journal of Human-Social Science Research*, 12(3).379-383.
- Feinberg, J. R. (2013). Service-Learning: International Teachers' Perspectives. *Literacies and language education*, 59-71.
- Fleisch, B. (2016). Bringing effective instructional practice to scale: An introduction. *Journal of Educational Change*, 17(4), 379-383.

- Fleisch, D. (2008). *A student's guide to Maxwell's equations*. Cambridge University Press. London
- García, O. (2009). *Bilingual education in the 21st century: A global perspective*. John Wiley & Sons. New York
- Gas, P. (2006). TE Electric Company.
- Geiss, G., Gutierrez, L., & Bellini, C. (2018). Adventitious root formation: new insights and perspectives. *Annual Plant Reviews online*, 127-156.
- Gillham, B. (2000). *Case study research methods*. Bloomsbury Publishing. New York.
- Goodson, I. F. (2014). Investigating the life and work of teachers. *EestiHaridusteaduste Ajakiri*, 2(2), 28.
- Scott, E. M. (Eds.). (2000). *Sensitivity analysis* (Vol. 1). New York: Wiley.
- Hand, L., & Wyzanski, C. E. (1958). *The bill of rights* (Vol. 170). Cambridge, MA: Harvard University Press.
- Henning, E., Van Rensburg, W., & Smit, B. (2004). *Finding your way in qualitative research* (pp. 19-22). Pretoria: van Schaik.
- Herbert, C. (2012). *Overcoming Traumatic Stress: A Self-help Guide Using Cognitive Behavioral Techniques*. Hachette UK.
- Hughes, A. (2007). *Testing for language teachers*. Ernst Klett Sprachen. Berlin
- Heugh, K. (2014). Turbulence and dilemma: Implications of diversity and multilingualism in Australian education. *International Journal of Multilingualism*, 11(3), 347-363.
- Hill, M., & Tisdall, K. (2014). *Children and society*. Routledge. New York.
- Holliday, A. (2012). Culture, communication, context and power. *The Routledge handbook of language and intercultural communication*, 37-51.
- Hult, F. M. (2015). 19 Making Policy Connections across Scales Using Nexus Analysis. *Research methods in language policy and planning: A practical guide*, 4, 217.

- Jakar, V. S. (2017). Sociology of Language and Education: Empirical and Global Perspectives. *Research Methods in Language and Education*, 15-26.
- Joppe, M. (2000). The research process. *Journal of Gender Studies*, 20(01), 3-18.
- Johnson, C. W., & Christensen, C. M. (2010). *Disrupting class*. McGraw-Hill. New York.
- Kaminski, R. A., Smith, S., & Laimon, D. (2002). *Dynamic indicators of basic early literacy skills: DIBELS*. R. H. Good (Ed.). Dynamic Measurement Group.
- Kamwangamalu, N. M. (2016). Prestige Planning for Vernacular Language Education around the World: Successes and Failures. In *Language Policy and Economics: The Language Question in Africa* (pp. 189-211). Palgrave Macmillan UK.
- Kgosana, M. C. *Public opinion, media and readiness to go to war. Reflections on War*, 217.
- Khumalo, N. P., & Maphalala, M. C. (2018). Students' perspectives on the role played by academic literacy in the higher education curriculum of South Africa. *Journal of Gender, Information and Development in Africa (JGIDA)*, 7(1), 155-173.
- Lemmer, E. M. (2012). Who is doing the talking? Teacher and parent experiences of parent-teacher conferences. *South African Journal of Education*, 32(1), 83-96.
- Lemmer, E. M., & Manyike, T. V. (2012). Far from the city lights: English reading performance of ESL learners in different types of rural primary school. *Per Linguam: A Journal of Language Learning = Per Linguam: Tydskrif vir Taalaanleer*, 28(1), 16-35.
- Lincoln, Y. S., & Guba, E. G. (2013). *The constructivist credo*. Left Coast Press.
- Luthuli, A. J. (2006). *Let my people go*. Tafelberg. Cape Town
- Maree, K. (2007). *First steps in research*. Van Schaik Publishers. Cape Town
- Maxwell, J. A. (2006). Literature reviews of, and for, educational research: A commentary on
- McNiff, J., & McCourt, M. (2010). Professional education for teachers in Qatar for epistemological transformation in educational knowledge. In *British Educational Research Association Annual Conference, University of Warwick, September*.

- Mda, T. V., & Mothata, M. S. (Eds.). (2000). *Critical issues in South African education after 1994*. Juta and Company Ltd. Cape Town
- Mertens, D. M. (2014). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*. Sage publications. New York.
- Mørck, E. (1993). The distribution of subject properties and the acquisition of subjecthood in the West Scandinavian languages. *Language change and language structure: older Germanic languages in a comparative perspective*. Berlin: de Gruyter, 159-194. Bonn
- Morgan, D. (1999). *Visual piety: A history and theory of popular religious images*. Univ of California Press. Los Angeles.
- Mgqwashu, E. M., & Makhathini, B. (2017). Transforming primary school teachers' perceptions of the 'place' of teaching reading: the role of Reading to Learn methodology. *The Independent Journal of Teaching and Learning*, 12(1), 30-49.
- Mhlambi, I. J. (2012). *African-language literatures: perspectives on isiZulu fiction and popular black television series*. NYU Press. New York.
- Mkhize, D. (2013). *The nested contexts of language use and literacy learning in a South African fourth grade class: Understanding the dynamics of language and literacy practices* (Doctoral dissertation, University of Illinois at Urbana-Champaign).
- Mmusi, S. (1998). On the eleven-official languages policy of the new South Africa. *Kibbee (ed)*, 1998, 225-39.
- Muniandy, B., Hillier, J. R., & Naidu, S. (2010). Internal corporate governance, investment opportunity set and firm performance in South Africa. *SSRN eLibrary*.
- Muthwii, M. J. (2004). Language of instruction: A qualitative analysis of the perceptions of parents, pupils and teachers among the Kalenjin in Kenya. *Language Culture and Curriculum*, 17(1), 15-32.
- Nel, E. (2015). Evolving regional and local economic development in New Zealand. *Local Economy*, 30(1), 67-77.

- Nel, M., Engelbrecht, P., Nel, N., & Tlale, D. (2014). South African teachers' views of collaboration within an inclusive education system. *International Journal of Inclusive Education*, 18(9), 903-917.
- Ngibe, N. C. P. (2013). Teachers' Experiences Regarding the National Curriculum Statement Implementation in the Mthatha District, Eastern Cape, South Africa (Doctoral dissertation, Walter Sisulu University).
- Nieuwenhuis, J. (2007). Analysing qualitative data. *First steps in research*, 99-121.
- Noddings, N. (2015). *The challenge to care in schools, 2nd Edition*. Teachers College Press.
- Noorderhaven, N. (2005). Introduction to the special section on structure and process in alliance research. *European Management Review*, 2(2), 103-103.
- O'Connor, R. E. (2014). *Teaching word recognition: Effective strategies for students with learning difficulties*. Guilford Publications. New York.
- O'Hara, S., & Pritchard, R. H. (2008). Meeting the challenge of diversity: Professional development for teacher educators. *Teacher Education Quarterly*, 35(1), 43-61.
- O'Neill, M. (2014). The slow university: Work, time and well-being. In *Forum: Qualitative Social Research*. York.
- Orman, J. (2008). *Language policy and nation-building in post-apartheid South Africa* (Vol. 10). Springer Science & Business Media.
- Pandor, N. (2008). *Maths today and tomorrow*. Toespraak van Minister Naledi Pandor by geleentheid van die opening van die 9e Wiskundekongres.
- Pappalardo, M., & Schaffer, W. R. (2016). Using research to design integrated education and training programs. *Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education*, 5(3), 35.117-122.
- Poth, C. (2018). The curious case of complexity: Implications for mixed methods research practices. *International Journal of Multiple Research Approaches*, 10(1), 403-411.

- Prada, M. A., (2015). A low-cost open source hardware in control education. Case study: Arduino Feedback MS-150. *IFAC-Papers OnLine*, 48(29), 117-122.
- Pretorius, E. J. (2014). Supporting transition or playing catch-up in Grade 4? Implications for standards in education and training. *Perspectives in Education*, 32(1), 51-76.
- Puura, U., & Tánčzos, O. (2016). 11 Division of Responsibility in Karelian and Veps Language Revitalisation Discourse. *Linguistic Genocide Or Superdiversity? New and Old Language Diversities*, 14, 299.
- Rosell-Aguilar, F. (2017). State of the App: A Taxonomy and Framework for Evaluating Language Learning Mobile Applications. *calico journal*, 34(2), 117-122.
- Rudhumbu, N. (2016). Enablers of, and Barriers to, Successful Curriculum in Higher Education: A Literature Review. *Perspectives in Education*, 32(1), 51-76.
- Rudwick, S. (2018). Language, Africanisation, and Identity Politics at a South African University. *Journal of Language, Identity & Education*, 16(11), 1-15.
- Rule, P., & John, V. M. (2015). A necessary dialogue: Theory in case study research. *International Journal of Qualitative Methods*, 14(4), 1609406915611575
- Saltelli, A., Chan, K., & Scott, E. M. (Eds.). (2000). *Sensitivity analysis* (Vol. 1). New York: Wiley.
- Senior, J. (2009). In whose Languages should we Teach? A Comparison of Historically Disadvantaged Student English and Home Language Capabilities at a South African University. *International Journal of Learning*, 16(11).
- Smit, U. (2013). Learning Affordances in Integrating Content and English as a Lingua Franca *International Journal of Qualitative Methods*, 14(4), 1609406915611575
- Spolsky, B. (Ed.). (1986). *Language and education in multilingual settings* (Vol. 25). Multilingual Matters.

- Ständer, S. (2011). Development of a German language questionnaire for assessing chronic pruritus (AGP-questionnaire): background and first results. *Der Hautarzt;Zeitschrift für Dermatologie, Venerologie, und verwandte Gebiete*, 62(12), 914-927.
- Swain, M., & Cummins, J. (1979). Bilingualism, cognitive functioning and education. *Language Teaching*, 12(1), 4-18.
- Therón-Sánchez, R., & Wandl-Vogt, E. (2014). The fun of exploration: How to access a non-standard language corpus visually. *American Journal of Evaluation*, 29(1), 10-28.
- Thorne, S. (2016). Interpretive description: *Qualitative research for applied practice (Vol. 2)*. Routledge. New York.
- Tong, L., & Steven, G. P. (1999). *Analysis and design of structural bonded joints*. Univ. of Sydney, New South Wales (AU)..
- Trochim, W. (2012). *Research methods knowledge base*. *American Journal of Evaluation*, 29(1), 8-28.
- Uys, M., Van der Walt, J., Van den Berg, R., & Botha, S. (2007). English medium of instruction: A situation analysis. *South African Journal of Education*, 27(1), 69-82.
- Van der Walt, C., & Klapwijk, N. (2015). Language of learning and teaching in a multilingual school environment: what do teachers think? *Language Matters*, 46(2), 293-318.
- Van Staden, A. (2011). Put reading first: Positive effects of direct instruction and scaffolding for ESL learners struggling with reading. *Perspectives in Education*, 29(4), 10-21.
- Van Staden, S., & Bosker, R. (2014). Factors that affect South African reading literacy achievement: evidence from prePIRLS 2011. *South African Journal of Education*, 34(3).
- Vygotsky, L. (1978). Interaction between learning and development. *Readings on the development of children*, 23(3), 34-41.
- Weaver, K., & Olson, J. K. (2006). Understanding paradigms used for nursing research. *Journal of advanced nursing*, 53(4), 459-469

Wegner, A. (2001). *U.S. Patent No. 6,728,554*. Washington, DC: U.S. Patent and Trademark Office.

Webb, V (2012). Managing multilingualism in higher education in post 1994 South Africa *language matters*, 43 (2): 202-220.

Wood, G., Vine, S. J., & Wilson, M. R. (2016). Working memory capacity, controlled attention and aiming performance under pressure. *Psychological research*, 80(4),

Yin, R. K. (2013). *Case study research: Design and methods*. Sage publications. New York.

APPENDIX A: INFORMED CONSENT LETTER

School of Education, College of Humanities

University of KwaZulu-Natal,

Edgewood Campus,
ASHWOOD, 3605

Dear Participant

INFORMED CONSENT LETTER

My name is MsNombusoPhungula

I am a Masters of Education degree candidate studying at the University of KwaZulu-Natal, Edgewood campus, South Africa.

I am interested in conducting a study that seeks to explore experiences of teachers of isiZulu First Additional Language in multiracial schools in Isipingo. To gather the information, I am interested in asking you some questions.

Please note that:

Your confidentiality is guaranteed, as your inputs will not be attributed to you in person, but reported only as a population member opinion. The interview may last for about 45 minutes and may be split depending on your preference. Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only. Data will be stored in secure storage and destroyed after 5 years. You have a choice to participate, not participate or stop participating in the research. You will not be penalised for taking such an action. The research aims to establish how isiZulu speaking teachers teach isiZulu as a First Additional Language in multiracial schools as well as their experiences. Your involvement is purely for academic purposes only, and there are no financial benefits involved. If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment.

	Willing	Not willing
Audio equipment		

I can be contacted at:

Email: 215081621@stu.ukzn.ac.za

(Tel) 031 9023633 (Cell) 072 321 1752

My supervisor is Dr, SamuMngomezulu who is located at the School of Education Studies, Edgewood campus of the University of KwaZulu-Natal.

Contact details: email: mngomezulu@ukzn.ac.za

Tel: (031 260 3017)

You may also contact the Research Office through:

Mr. P. Mohun

HSSREC Research Office,

Tel: 031 260 4557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

DECLARATION

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 B: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

School of Education, College of Humanities,

University of KwaZulu-Natal,

Edgewood Campus,

ASHWOOD, 3605

26 February 2017

The Principal
Gokul Primary School
Box 23006
Isipingo Rail
4110

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is NombusoRittahPhungula, a Masters of Education degree candidate at the University of KwaZulu-Natal, Edgewood campus, South Africa. I would like to request your permission to conduct a research in your school titled: The research topic: Exploring teachers' experiences of teaching isiZulu as a First Additional Language in multiracial schools in Isipingo.

The research will request the participation of your school teachers answering questions from interviews and participating research participants who are teachers of the subject in your school. All sessions will be held at your school, and will be at a time convenient to you. The duration of each activity will be a maximum of 45mins. These interviews will not interfere with school periods (time). Interviews will be conducted during break/lunch or after school hours at the convenience of the interviewee. The participants' confidentiality and anonymity will be respected and assured by not revealing their names. The institution will not be classifiable by name in the research results.

I anticipate your consent.

Thanking you

Yours Sincerely,

N R. Phungula (Ms)

Signature of Researcher

Date: _____

Contact details: email: 215081621@stu.ukzn.ac.za

(Tel) 031 9023633 (Cell) 072 321 1752

My supervisor is Dr. SamuMngomezulu who is located at the School of Education, Edgewood Campus of the University of KwaZulu-Natal

Contact details: email: mngomezulu@ukzn.ac.za

Tel: (031 260 3017)

Or Research Office: PremMohun (031 2604557)

APPENDIX B: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

School of Education, College of Humanities,

University of KwaZulu-Natal,

Edgewood Campus,

ASHWOOD, 3605

26 February 2017

The Principal

Orissa Primary School

Citrus Drive

Isipingo Rail

4133

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Nombuso Rittah Phungula, a Masters of Education degree candidate at the University of KwaZulu-Natal, Edgewood campus, South Africa. I would like to request your permission to conduct a research in your school titled: The research topic: **Exploring teachers' experiences of teaching isiZulu as a First Additional Language in multiracial schools in Isipingo.**

The research will request the participation of your two schoolteachers answering questions from interviews and participating research participants who are teachers of the subject in your school. All sessions will be held at your school, and will be at a time convenient to you. The duration of each activity will be a maximum of 45mins. These interviews will not interfere with school period (time). Interviews will be conducted during break/lunch or after school hours at the convenience of the interviewee. The participants' confidentiality and anonymity will be respected and assured by not revealing their names. The institution will not be classifiable by name in the research results.

I anticipate your consent.

Thanking you

Yours Sincerely,

NR Phungula (Ms)

Signature of researcher

Date: _____

Contact details: email: 215081621@stu.ukzn.ac.za

(Tel) 031 9023633 (Cell) 072 321 1752

My supervisor is DrSamuMngomezulu who is located at the School of Education, Edgewood Campus of the University of KwaZulu-Natal

Contact details: email: mngomezulu@ukzn.ac.za

Tel: (031 260 3017

Or Research Office: PremMohun (031 2604557)

APPENDIX B: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

School of Education, College of Humanities,

University of KwaZulu-Natal,

Edgewood Campus,

ASHWOOD, 3605

26 February 2017

The Principal

Orient Hill Primary School

Citrus Drive

Isipingo Rail

4133

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is **NombusoRittahPhungula**, a Masters of Education degree candidate at the University of KwaZulu-Natal, Edgewood campus, South Africa. I would like to request your permission to conduct a research in your school titled: The research topic: **Exploring teachers' experiences of teaching isiZulu as a First Additional Language in multiracial schools in Isipingo.**

The research will request the participation of your two schoolteachers answering questions from interviews and participating research participants who are teachers of the subject in your school. All sessions will be held at your school, and will be at a time convenient to you. The duration of each activity will be a maximum of **45mins**. These interviews will not interfere with school period (time). Interviews will be conducted during break/lunch or after school hours at the convenience of the interviewee. The participants' confidentiality and anonymity will be respected and assured by not revealing their names. The institution will not be classifiable by name in the research results.

I anticipate your consent.

Thanking you

Yours Sincerely,

N R Phungula (Ms)

Signature of researcher

Date: _____

Contact details: email: 215081621@stu.ukzn.ac.za

(Tel) 031 9023633 (Cell) 072 321 1752

My supervisor is Dr. SamuMngomezulu who is located at the School of Education, Edgewood Campus of the University of KwaZulu-Natal

Contact details: email: mngomezulu@ukzn.ac.za

Tel: (031 260 3017)

Or Research Office: PremMohun (031 2604557)

APPENDIX C: INTERVIEW SCHEDULE

Questionnaires for teachers

Participant Information

Gender:.....

Date:

Exposure

- a. When did you start teaching?

b. How long have you been teaching?

c. What relevant approach do you think underpins your teaching and learning practices?

.....
.....
.....

d. What do you find challenging about teaching isiZulu? (please briefly explain)

.....
.....
.....

e. Can you clearly explain what informed your decision to choose teaching isiZulu First Additional Language in multiracial school? (Please explain your answer)

.....
.....
.....

f. By referring to your previous experiences as well as the current one do you think teaching of isiZulu will play a big role in rising up the South African interest/ importance of isiZulu?

(Explain your answer)

.....
.....
.....

Understanding and uses of teaching

a. How do you define teaching?

.....
.....
.....

b. What informs your teaching practices?

.....
.....
.....

c. Are there any challenges that you experienced implementing these teaching practices?

.....
.....
.....

d. If YES to (c) above, in your opinion what can be done to reduce those challenges? (explain briefly)

.....
.....
.....

e. Do you take into mind the learners' diverse linguistic upbringing when teaching isiZulu?

.....
.....
.....
.....

f. How engaging are the learners' during the lesson?

.....
.....
.....

g. In your experiences is it true that other isiZulu speaking Africans feel shy of speaking isiZulu in Public (explain briefly).

.....
.....

Thank you for taking your time to complete this Questionnaire.

APPENDIX F: INTERVIEW SCHEDULE QUESTIONS FOR TEACHERS

The research topic: **Exploring teachers' experiences in teaching ofisiZulu as a First Additional Language in multiracial schools in Isipingo.**

1. How many of you are first isiZulu language speakers in your work place?
2. How many of you are teaching isiZulu as First Additional Language in your school?

(Please explain)

3. How do the other teachers feel about the teaching and learning of isiZulu in your school?

4. Do all the parents show interest in teaching and learning of isiZulu? (Please explain).
5. Do you get any support from the parents in teaching of isiZulu? If so, what kind of support?
(Explain briefly)
6. Are you fluent in speaking isiZulu in your family?
7. How many times do you teach isiZulu in a week?
8. Do you think it is adequate for the learners?
9. Do you speak isiZulu with your learners outside the classroom?
10. How do you feel about teaching of isiZulu First Additional Language? Is it fruitful to the learners? (And why?)
11. How many classes are you teaching and how many learners per class? (Please explain)
12. How many learners are Second Language speakers' of IsiZulu per class? What do you think it should be done to promote isiZulu in our area?
13. Do all learners feel comfortable about learning isiZulu as First Additional language?
14. How do you provide work to your learners? Do you give them same class work and homework?
15. Do you have relevant resources that assist you in your teaching? (Explain)
16. Is there any support that you are receiving from the Department of Education? (Explain which one and how do you get it?)
17. What are your experiences in teaching isiZulu First Additional Language according to different grades?
18. Which language do you usually use to teach your learners, isiZulu only or both isiZulu and English (Please explain).
19. Do all Second Language speakers cope with isiZulu words pronunciation? (Explain).
20. Are there any difficulties you come across in teaching isiZulu in multiracial group? Do you enjoy teaching isiZulu within these groups? (Explain).

21. What are factors contribute to your experiences in teaching isiZulu as a First Additional Language in multiracial school?

APPENDIX E: INTERVIEW SCHEDULE QUESTIONS FOR TEACHERS

1. What are teachers' experiences in teaching isiZulu as First Additional Language in multiracial schools?
2. What are the consequences of working in these schools?
3. When did you first become a teacher of isiZulu First Additional Language?
4. How long have you worked as a teacher of isiZulu as First Additional Language?

5. What relevant approach do you think underpins your teaching of isiZulu First Additional Language?
6. What method of assessment do you use in assessing your learners?
7. Do the learners' cope with those assessments?
8. Are there any challenges that you experience in implementing isiZulu First Additional Language in multiracial schools?
9. What can be done in order to overcome the challenges?
10. How many learners do you teach?
11. Have you experienced any change in the way you teach your learners?
12. Do you think learners benefit from learning isiZulu as First Additional Language?
13. What are the parents and learners' attitudes in teaching and learning of isiZulu First Additional Language?



UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU • NATALI
3 November 2017

MsNombusoRittahPhungula 215081621
School of Education
Edgewood Campus

Dear MsPhungula

Protocol reference number: HSS/1059/017M

Project title: Exploring teachers' experiences of teaching isiZulu as a First Additional Language in three multiracial schools in Isipingo

Full Approval — Expedited

Application In response to your application received on 11 July 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and FULL APPROVAL for the protocol has been granted.

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



.....
DrShamila Naidoo (Deputy Chair)
Humanities & Social Sciences Research Ethics Committee/pm

cc Supervisor: Dr S Mngomezulu cc.
Academic Leader Research: Dr SB Khoza cc.
School Administrator: MsTyzerKhumalo

Humanities & Social Sciences Research
Ethics Committee DrShenuka Singh (Chair)

Westville Campus, Govan Mbeki Building
Postal Address: Private Bag Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za zasnymanm@ukzn.ac.za mohunp@ukzn.ac.za
Website: www.ukzn.ac.za

• 2010

ICO YEARS OF ACADEMIC EXCELLENCE

Edgewood Howard Medml School Petermaritzbura Westville



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1041

Ref.:24/8/1210

Ms NR Phungula
S 195
Umlazi
4031

Dear Ms Phungula

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "EXPLORING TEACHERS' EXPERIENCES OF TEACHING ISIZULU AS A FIRST ADDITIONAL LANGUAGE IN THREE MULTIRACIAL SCHOOLS IN ISIPINGO", 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 28 April 2017 to 07 October 2019.
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 Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Umlazi District

Dr. EV Nzama
Head of Department: Education
Date: 03 May 2017

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

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 1004/41 • Fax.: +27 033 392 1203 • Email: Kehologile.Connie@kzndoe.gov.za/Phindile.Duma@kzndoe.gov.za • Web: www.kzndoe.gov.za

Facebook: KZNDOE.....Twitter: @DBE_KZN.....Instagram: kzn_education.....Youtube:kzndoe

GOKUL PRIMARY SCHOOL

25A Sulageni Road, Isipingo Rail, 4110

Tel/Fax: 031-9025373

Email: gokulprimary@telkomsa.net

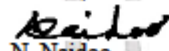
School of Education
College of Humanities
University of KwaZulu-Natal
Edgewood Campus
Ashwood 3605
6 March 2017

Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: Ms NR Phungula

It is my pleasure to inform you that permission has been granted to Ms NR Phungula to conduct research at Gokul Primary School according to the conditions in her letter of request. I wish her success in her studies.

Thank you


N. Naidoo
(Principal)

KZN DEPT OF EDUCATION
ETHEKWINI REGION
GOKUL PRIMARY SCHOOL
P.O. BOX 23006, ISIPINGO RAIL
TEL/FAX.: 031 902 5373

STRIVE
SUCCEED
SERVE



ORISSA PRIMARY SCHOOL

CITRUS DRIVE, ORIENT HILL, ISIPINGO

✉ P.O. BOX 42, LOTUS PARK, ISIPINGO, 4133

☎ Tel: 031 9023102

Fax: 031 9021477

EMAIL: orissa@telkomsa.net

TO PROVIDE QUALITY EDUCATION TO FULLY DEVELOP THE POTENTIAL OF EACH LEARNER

DATE: 07 MARCH 2017
ATTENTION: UNIVERSITY OF KWA ZULU-NATAL
EDGEWOOD CAMPUS
SUBJECT: PERMISSION TO CONDUCT RESEARCH

Warm Greetings!

Kindly note that it is with great pleasure that permission is granted for **NOMBUSO RITTAH PHUNGULA** to conduct her research with the educators teaching IsiZulu at our school.

We take this opportunity to wish her everything of the best.

Kind regards.

MRS F.J. DAYAL

PRINCIPAL (ACT)





education

Department:

Education

PROVINCE OF KWAZULU-NATAL



ORIENT HILL PRIMARY
CITRUS DRIVE ORIENT HILL
P.O Box 4 Lotus park
TEL: 031 902 3633
FAX: 031 902 3620

EMAIL: orienthillprimary@gmail.com

ENQUIRIES: Mr. M.Z.Zulu

School of Education, College of Humanities

University of KwaZulu-Natal

Edgewood Campus

Ashwood 3605

2 March 2017

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

This letter serves to inform you that the permission has been granted to Ms N.R Phungula to conduct research interviews amongst teachers of Orient Hill Primary School. As the University of KwaZulu-Natal requested.

As a school Principal I wish her all the best in her future studies.

Thank You

PRINCIPAL: Mr M.Z Zulu

EDUCATION DEPARTMENT
ETHEKWINI REGION
Orient Hill Primary School
Citrus Drive Orient Hills
Isipingo 4110
Tel/Fax: 031-902 3633



Dr. J. Sibanda (Senior Lecturer: English)
School of Education
Private Bag X 5008, Kimberley, 8300
North Campus, Chapel Street, Kimberley
E-mail: Jabulani.Sibanda@spu.ac.za
jbsibnd@gmail.com
Website: www.spu.ac.za
Tel: 27534910142
Cell: 0845282087
25 April 2019

TO WHOM IT MAY CONCERN

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

- **Author Name:** Nombuso Rittah Phungula
- **Student number:** 215081621
- **Title:** Exploring Teachers' Experiences of Teaching IsiZulu as a First Additional Language in Three Multiracial Schools in Isipingo.
- **Date:** 25 April 2019

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

Sincerely

25.04.2019

SIGNATURE

DATE