Teachers' Knowledge and Practices of Teaching and Integrating Language Structures and Conventions in the Intermediate Phase isiZulu Home Language CAPS Curriculum

By

FREDERICK FAIRBRIDGE MUZIWAKHE MNGOMEZULU

(892215529)

Submitted in partial fulfilment of the requirements for the degree of
Master of Education, Teacher Development Studies (TDS)

School of Education

University of KwaZulu-Natal

Supervisor: Dr T. Mbatha

Date of Submission: December 2014

DECLARATION

I, FREDERICK FAIRBRIDGE MUZIWAKHE MNGOMEZULU, declare that the research reported in this thesis, except where otherwise indicated, is my original research. This thesis has not been submitted for any degree or examination at any other university.

The thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.

It does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, sources have been referenced.

Signed: _____   _____
                    F.F.M Mngomezulu   Date

DEDICATION

This dissertation is dedicated to my late parents, Hope and Judith Mngomezulu who would have been very proud of my achievement.

Acknowledgements

I owe an enormous depth of gratitude to the following persons, without whom I may not have been able to complete this dissertation:

- Dr T. Mbatha for her patience, motivation, continuous supervision and monitoring of my work.

- My wife Jabulile for her sacrifice and ongoing support throughout this journey.

- My daughters, Thembelihle and Mbalenhle, for their assistance and understanding. May this work encourage you to reach for the sky.

- All the participants, for the efforts they gave during the interview and classroom observation processes.

- All individuals that assisted me through this journey. To you, I say: "Unwele olude".

ACRONYMS

CAPS	-	Curriculum and Assessment Policy Statement
CLT	-	Communicative Language Teaching
CPD	-	Continuing Professional Development
DBE	-	Department of Basic Education
DoE	-	Department of Education KwaZulu-Natal
FET	-	Further Education and Training
FP	-	Foundation Phase
GET	-	General Education and Training
IP	-	Intermediate Phase
LO	-	Learning Outcome
LS & C	-	Language Structures and Conventions
NCS	-	National Curriculum Statement
PCK	-	Pedagogical Content Knowledge
RNCS	-	Revised National Curriculum Statement
SMT	-	School Management Team
SP	-	Senior Phase

ABSTRACT

This dissertation is concerned with the teaching of Language Structures and Conventions (LS & C). It was undertaken in the current context of curriculum change and innovation from the National Curriculum Statement (NCS) to the Curriculum and Assessment Policy Statement (CAPS). The purpose of the study was to investigate how Intermediate Phase (IP), isiZulu Home Language educators integrate LS & C with other language skills during the implementation of CAPS. Three research questions that guided the study were concerned with how teachers teach LS & C, how teachers understand LS & C and what their knowledge base of the theory and practice of teaching LS & C is, in the context of teaching the main language skills. Challenges of teaching LS & C were also considered.

In the languages curriculum, CAPS brought about various changes and the shift from six learning outcomes to four language skills being the prominent ones. According to CAPS Language Use, one of the six learning outcomes in NCS was to be integrated in the teaching of four main language skills. Three isiZulu Home Language educators from Intermediate Phase (IP) were purposively sampled from one cluster in the UMgungundlovu district of KwaZulu-Natal Department of Education. In a qualitative study, participants were interviewed and observed while teaching LS & C in isiZulu lessons. Lesson observations were conducted to determine the extent to which they integrated LS & C into their teaching. Grossman's framework of teacher knowledge and teacher knowledge for language teachers were used in the analysis of data collected from interviews and lesson transcripts, by looking at similarities, differences and patterns emerging from semi-structured interviews and lessons which were observed.

Findings of the study revealed that the Intermediate Phase (IP) educators had a problem of integrating LS & C with other language skills. The study also revealed that isiZulu Home Language teachers had superficial content and pedagogical content knowledge (PCK) which impacted negatively on the implementation of the CAPS curriculum. Evidence from the research further showed that there was a

disjuncture between what teachers said during the interviews and what was observed during the actual teaching practice. Teachers indicated during the interview process that they integrated the aspects of LS & C into other language skills but it was observed that most teachers taught LS & C in isolation. This means that the IP teachers had a problem of translating policy into practice. The teachers' problem was exacerbated by the lack of clarity of the teaching plans on how to teach LS & C. The study recommends that the isiZulu Home Languages teachers should be capacitated and supported during the CAPS curriculum implementation period.

TABLE OF CONTENTS

CHAPTER ONE

STUDY ORIENTATION

1.1   Introduction

The intention of this chapter is to outline the purpose and rationale of the study, to provide the background to the teaching of Language Structures and Conventions (LS & C) within the curriculum changes experienced in the South African education context which culminated with the introduction of the Curriculum and Assessment Policy Statement (CAPS) in January 2012 (DBE, 2011a, b & c). It also presents the research problem, objectives and research questions which guide the study. Key concepts are defined and finally, an overview of the chapters is outlined.

1.2   Background to the Study

The study presented in this dissertation is about the teaching of LS & C. Its aim is to identify how teachers teach LS & C and to determine their meaningful understanding of the pedagogy of integrating LS & C with other language skills in the Intermediate Phase (IP) IsiZulu Home Language curriculum in the context of the many educational changes that have taken place in the South African education system.

Many changes have taken place in the new democratic dispensation in South Africa. After the birth of the democratic government of 1994, South Africa has seen new legislation and policies that address many spheres of life including education. Education transformation has been driven by the need to increase access and to ensure equity, efficiency and quality. These goals are seen as targets that give substance to the notion of the transformation of the education system. The creation of a democratic government in South Africa ushered in a new era for curriculum change and teacher development. It is worth noting that the introduction of new curricula into schools is not a uniquely South African phenomenon. Across the

world, developed and developing countries, in recent years, have revised and changed their schools' curricula from time to time.

Curriculum change and innovation is a major transformation in every country. Prior to other curricula changes, the CAPS curriculum recently introduced in South African schools is internationally benchmarked and will require learners to acquire the knowledge and skills that will enable them to actively participate in, and contribute to, a democratic South African society. Furthermore, it aims to "promote knowledge in the local context, while being sensitive to global imperatives" (DBE, 2011b, p. 4). According to the current (2014) Minister of Basic Education in South Africa, the Honourable Mrs Angie Motshekga, "the CAPS curriculum is the culmination of the efforts by the Department of Basic Education to transform the curriculum bequeathed to South African citizens by the apartheid regime" (DBE, 2011b). The changes have taken place in subjects in the curriculum and in policies that guide teaching and learning (DBE, 2011b).

1.3 Purpose and Rationale

The aim of this study is to determine how isiZulu Home Language teachers understand the integration of LS & C with other language skills in the IP CAPS curriculum and to further observe how they teach LS & C in isiZulu in the IP. The approach to the teaching of Language Structures is positioned in the CAPS document and is different to the way it was taught previously. Previously, in the NCS, Language Structures and Use was a distinct language skill like listening, speaking, reading and viewing, writing and presenting as well as thinking and reasoning (DoE, 2002).

In every context when change is introduced there are challenges associated with it. Curriculum change and implementation also face challenges. According to a study conducted by Bantwini (2009), there are a number of reasons that led to the non-

implementation of curriculum reforms in schools like the lack of clear understanding of the curriculum that was being introduced, accompanied by the lack of subsequent teacher support. As a result, teachers ended up "doing things the same way as before the introduction of the reform" (Bantwini, 2009, p. 177). What I have also observed in my line of duty is that, in most cases curriculum change is often associated with the lack of adequate teacher knowledge as to how to go about implementing the curriculum reforms. Teachers attend professional development workshops where they are orientated about the new curriculum, only to find out that the teacher development initiatives are not relevant to the teachers' day–to–day teaching practice. Some workshops are not of great help to the delegates because they (the workshops) do not consider the contextual factors of schools that teachers come from. At the end of the day, teachers go back to their schools and teach in the same way as they had been teaching before the introduction of the curriculum reforms. A number of changes that teachers need to understand and implement have been introduced in the transition from the NCS to the CAPS as indicated in the above section. The rationale of this study is also driven by my personal experience as a subject advisor. I intend to find out the extent to which IP teachers understand changes that have been introduced in the teaching of language skills in isiZulu Home Language and the extent to which teachers are able to integrate LS & C within other language skills. The integration of LS & C is one of the main changes that have occurred in the Languages curriculum.

1.4 Focus of the Study

This study focuses on isiZulu Home Language teachers' knowledge and practices of integrating LS & C with other languages skills in the IP, that is, in Grades 4, 5 and 6. This phase (IP) was chosen because it is a transitional stage for learner development between Foundation Phase (FP) and Senior Phase (SP) in the General Education and Training (GET) (Grades R-9) band. The study commenced in 2013, the year that CAPS was implemented in the IP. As the focus of the study is on the teaching of LS

& C, I wanted to examine how teachers infuse LS & C whilst teaching the other three language skills.

1.5   Problem Statement

The problem that this study attempts to investigate concerns how teachers teach LS & C, which is one component of the focus areas of teaching language. Knowledge of LS & C is not an isolated skill compared with listening, speaking, reading and writing. It permeates through all the language skills. It is part and parcel of the teaching of all the four main language skills. The problem addressed therefore arises out of the desire to know what teachers understand and interpret as the best way to teach LS & C. The teaching of LS & C seems to be hidden in the teaching of other language skills. However, there is no clarity about whether or not most educators who teach language do enough teaching of LS & C. Another problem associated with assessment of LS & C is that it cannot be assessed on its own. It is assessed either in writing, speaking or reading. This lack of clear assessment criteria for LS & C constitutes part of the problem. Teachers' understandings of the best possible method and approach of teaching LS & C is a problem that needs to be addressed. This then stipulates the problem statement that arose from the curriculum changes in teaching LS & C as a separate skill and not the teaching of LS & C in isolation. The curriculum document has a full list of what needs to be taught but the teaching methodology is obscure.

The main problem for this study is contextualised in the changes effected by the curriculum transition from the NCS to the CAPS, in which teachers are expected to acclimatise themselves to these changes within a short period of time. One of the changes in the Languages CAPS curriculum is the change from teaching the six language learning outcomes consisting of the skills of listening, speaking, reading and viewing, writing, thinking and reasoning as well as language structure and use, to teaching the four language skills consisting of listening and speaking, reading and viewing, writing and presenting as well as LS & C. The NCS curriculum focused on the Outcome–Based Education (OBE) which was guided by Assessment Standards

(ASs) and Learning Outcomes (LOs) whereas the CAPS is focused on the content which is spelled out in the teaching plan which indicates what is to be taught in each skill on a weekly basis.

The DBE (2011a) expects that the four skills should be taught in context and in an integrated manner. Furthermore, it seems that the understanding of integration is unclear to both the teachers and learners. Learners at this level (IP) are still grappling with the understanding of isiZulu grammar, even though isiZulu is the mother tongue of most of the learners. On the other hand, integration as pedagogy seems to be a challenge to the educators.

1.6   Objectives

The objectives of the study are:

- To identify how teachers teach LS & C in Grades 4, 5 and 6.
- To identify the teachers' understandings of the teaching of LS & C in the IP IsiZulu Home Language curriculum.
- To determine the teachers' interpretation of the meaning of integration in teaching LS & C.
- To ascertain the teachers' knowledge of the theory and practices of integrating LS & C when they teach the language skills.

1.7   Key Research Questions

Three research questions stated hereunder were identified as essential in guiding the focus of the study:

1. How do Intermediate Phase teachers teach Language Structures and Conventions in Grades 4, 5 and 6?
2. How do teachers understand the teaching of Language Structures and Conventions in the Intermediate Phase IsiZulu Home Language curriculum?

3. What is the teachers' knowledge and interpretation of the theory of integrating Language Structures and Conventions in context of teaching other language skills?

1.8   Research Design and Methodology

This study is located within the interpretivist paradigm and adopts a qualitative research approach. Qualitative research allows an in-depth description and understanding of human experience (Cohen, Manion and Morrison, 2011). Furthermore, qualitative researchers try to understand human behaviour in a natural environment, such as in this study, where the setting is the IP classrooms where isiZulu Home Language teachers are expected to teach the integration of LS & C with the other language skills. Moreover, the study is about determining teachers' understandings of the teaching of LS & C as well as their observed practices of teaching LS & C. The interpretive paradigm is suitable for identification of understandings and evaluating the opinions and interpretations of the participants. The suitability of locating the study in an interpretivist paradigm is supported by Taylor and Medina (2013, p. 4) who argue that, "This paradigm enables researchers to build rich local understandings of the life world of experiences of teachers and students of the cultures of classrooms, schools and the communities they serve". The interpretive researchers "begin with individuals and set out to understand their interpretations of the world around them" (Cohen et al., 2011, p. 18). In this study, the researcher deeply interacted with three participants with the intention of understanding how they teach LS & C in the CAPS isiZulu Home Language curriculum in the IP.

1.9   Sampling

A purposive sampling method was employed to select the three participants involved in this study. It was expected that the participants should be qualified teachers, teaching isiZulu Home Language in the IP in UMgungundlovu district. It was further expected that they should have attended CAPS professional

development workshops for IP. The study utilised semi-structured interviews and video-recorded classroom observations as data collecting methods. Semi-structured interviews were utilised as the main data collecting method as this method enabled the researcher to discuss with the participants how isiZulu Home Language teachers understand, interpret and integrate LS & C within other language skills in the CAPS. The researcher also designed the observation schedule to capture as accurately as possible the classroom practise of the three participants through video recording, to verify the participants' responses from interviews, and to determine other dynamics related to the teaching of LS & C. This study adhered to the ethical principles of research to ensure trustworthiness by obtaining informed consent from all participants, by using pseudonyms instead of the real names of participant to ensure confidentiality, by obtaining permission to conduct the study in the three schools from the Department of Education, and by getting ethical clearance from the University of KwaZulu-Natal.

1.10   Overview of the Dissertation

This dissertation consists of five chapters and the synopsis is given below:

Chapter One

This chapter outlines the general overview of the study. It introduces the study and gives the background, rationale and focus for the study. It further provides the research design, the key research questions to be answered by the study, the problem statement as well as the objectives to be attained by the study. Finally, it gives the synopsis of the dissertation.

Chapter Two

This chapter reviews literature related to curriculum change in South Africa and provides the conceptual framework of teacher knowledge particularly, teacher professional knowledge including content knowledge, general pedagogic knowledge and applied knowledge. Content knowledge and pedagogic content

knowledge for language educators, theory and approaches for language teaching are studied in detail.

Chapter Three

This chapter presents the research methodology and the design of the study. Initially, it presents the research paradigm in which the study is located and the methodology that guided the study. The design of the study is presented and justified. Data collection processes are described and the method of data analysis is explained. Finally, it highlights the ethical issues and limitations of the study.

Chapter Four

This chapter presents the data analysis of the semi-structured interviews and classroom observations. Findings and a discussion are included.

Chapter Five

This chapter concludes the study and presents the conclusions and recommendations of the study.

1.11 Definition of key concepts

Language Structures and Conventions (LS & C): Refers to rules that govern usage of punctuation marks, capitalisation, sounds, words, sentences and paragraphs in oral and written work. These rules include spelling, pronunciation, grammar and critical language awareness (DBE, 2011a).

Curriculum and Assessment Policy Statement (CAPS): Refers to the amendment and strengthening of the NCS with the intention of providing clearer specification of what is to be taught and learnt on a term-by-term basis in Grades R -- 12 (DBE, 2011b). In this study it refers to the teaching of isiZulu Home Language in the IP (Grades 4 -- 6).

Curriculum change: Refers to the movement from one curriculum to the other. In this study it refers to the movement from the NCS to the Curriculum and Assessment Policy Statement (CAPS).

Professional development: Refers to the manner in which teachers acquire new knowledge, skills and values which will improve their classroom practice.

Teacher knowledge: Refers to the kind of knowledge teachers should possess. In this study it refers to the knowledge of teaching the integration of LS & C with other language skills in isiZulu Home Language.

Pedagogic approach: Refers to the manner in which teaching and learning happens in a classroom situation.

Integrated approach: Refers to the infusion of LS & C activities into the other three language skills, which means that whilst the teacher is conducting a lesson on listening and speaking, reading and viewing, writing and presenting, the aspects of LS & C are infused into the other three skills. This means that the focus on one skill could lead to practice in another skill.

Communicative approach: Suggests that when learning a language, a learner should have an extensive exposure to the target language and many opportunities to practice or produce the language by communicating for social or practical purposes (DBE, 2011b, p.13).

Text-based approach: Explores the manner in which texts are written and the manner in which they work (DBE, 2011b, p.12).

These concepts will be explained further in the literature review in Chapter Two.

CHAPTER TWO

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1   Introduction

The previous chapter presented the background, rationale, focus of the study, problem statement, research objectives and key research questions. The literature review in this chapter discusses literature related to curriculum change in South Africa including empirical studies conducted on curriculum change from the NCS to the CAPS curricula. Changes in the languages curriculum will be discussed in detail. The conceptual framework for the study based on teacher knowledge will be explained taking into account teacher knowledge for language educators and approaches to language teaching.

2.2   Curriculum change

South Africa is amongst many countries that have introduced curriculum changes in recent years and it is generally agreed amongst education stakeholders that teachers need to enhance their knowledge and skills in order to deliver the revised curricula effectively. In Chapter one the reason why there has been curriculum change in South Africa is explained and why different scholars give different definitions to curriculum change and the role of teachers in curriculum change. According to Fullan (1991, p. 171), "Educational change depends on what teachers do and think, it is as simple and as complex as that". Furthermore, Fullan (1991) and Dyer (1999) make it clear, that the status quo is difficult to change if the designated change agents -- overwhelmingly, the teachers -- do not perceive themselves as having any stake in the process.

 As part of curriculum change in the South African education context, the CAPS curriculum was introduced by the Department of Basic Education in January 2012

for the Foundation Phase (FP) and Grade 10; in January 2013 for the Intermediate Phase (IP) and Grade 11; and in January 2014 for the Senior Phase (SP) and Grade 12, as indicated in Chapter One. Rosenmund (2006) points out that "… curriculum change cannot simply be seen as a planned 'technocratic' reform to improve the productivity of the education system, but should also be understood as a political measure that re-shapes relationships between individuals and institutions of the nation-state through the selection and organization of school knowledge" (Rosenmund, 2006).

In 1997, the Department of Education introduced Outcome-Based Education (OBE) also known as Curriculum 2005 to overcome the curricular divisions of the past (DBE, 2011b). The environment under which the implementation of Curriculum 2005, took place was characterised by infrastructure backlog, shortage of resources and inadequately trained teachers. The scenario of historical inequality that had been prevailing in the education system as well as various contextual factors in schools meant that many township and rural schools failed to implement the new curriculum. It came as no surprise when Jansen (1998) postulated that "OBE is destined to fail in the South African education system because it is based on flawed assumptions about what happens inside schools, how classrooms are organised and what kind of teachers exist within the system" (p. 325).

Three years later, in 2000, according to DBE (2011b), the experience of implementation problems prompted a review by the then Minister of Education, Professor Kader Asmal. The Review Committee was briefed to "simplify the complexity of the curriculum" (Chisholm, 2005, p. 196). Ultimately, the Committee released a clearer and simpler version of Curriculum 2005 called the Revised National Curriculum Statement (RNCS), for Grades R-9. The changes brought about in the General Education and Training (GET) curriculum, also impacted on the Further Education and Training (FET) Curriculum 2005, which was changed to the National Curriculum Statement (NCS) for Grades 10-12.

In 2009, the ongoing implementation challenges from both the teachers and learners resulted in the review of the RNCS and NCS to formulate the Curriculum and Assessment Policy Statement (CAPS). This means that as from 2012, the two National Curriculum Statements for Grades R-9 and Grades 10-12 respectively were combined into a single and comprehensive policy document known as the National Curriculum Statement Grades R-12. The National Curriculum Statement for Grades R-12 builds on the previous curriculum and also strengthens it with the aim of providing clearer specification of what is to be taught and learnt on a term-by-term basis as indicated in the teaching plan of each subject (DBE, 2011b). The National Curriculum Statement Grades R-12 (CAPS) was implemented as follows:

January 2012 in Grades R-3 and Grade 10;

January 2013 in Grades 4-6 and Grade 11; and

January 2014 in Grades 7-9 and Grade 12.

2.2.1 Generic differences between CAPS and the NCS

The generic differences are presented in the table below (Du Plessis, 2013).

NCS	CAPS
TERMINOLOGY	
Learning Outcomes and assessment standards	No learning outcomes and assessment standards
Numeracy Grades 1,2, 3	Mathematics 1, 2, 3
Literacy	Languages (Home Language/First Additional Language
Formal Assessment tasks	Formal assessment activities
Learning Areas	Subjects

PLANNING	
Planning around Learning Outcomes and Assessment Standards	Planning term by term

2.3 What is CAPS?

According to the Department of Basic Education (Pinnock, 2011), CAPS is not a new curriculum, but an amendment to the National Curriculum Statement (NCS). It therefore still follows the same process and procedure as the NCS Grades R – 12 (Pinnock, 2011). The CAPS is an adjustment to *what* we teach (curriculum) and not *how* we teach (teaching methods). There is much debate and discussion about Outcomes-Based Education (OBE) being removed. However, OBE is a method of teaching, not a curriculum. It is the curriculum that has changed (been repackaged) and not the teaching method. The way the curriculum is written is now in content format rather than outcomes format. This means that it is more prone to traditional teacher methods than to OBE methods. There is one single comprehensive National Curriculum and Assessment Policy for each subject (Maskew Miller Longman, 2012, p. 8).

2.4 CAPS and the Changes in the Languages Curriculum

When CAPS was introduced in the IP in January 2013, it was mandatory for all IP teachers including isiZulu Home Language educators to learn and understand this curriculum. Therefore, they had to attend various professional development initiatives before the implementation process. Similar to the previous curricular reforms, the formal workshop model was utilised by the Department of Basic Education (DBE) as the main approach for teacher learning and professional development.

According to the CAPS policy document, language is defined as "a tool for thought and communication" (DBE, 2011b, p. 8). It is a means commonly utilised by people

to make sense of the world they live in. As this study focuses on the teaching of isiZulu Home Language in the Intermediate Phase (IP), the CAPS policy document indicates that language learning in the IP includes all the official languages in South Africa, namely, Afrikaans, English, isiNdebele, isiXhosa, Sepedi, Sesotho, Setswana, Siswati, Tshivenda, Xitsonga, isiZulu, as well as the Non-official Languages (DBE, 2011b, p. 8). These languages can be offered at Home Language level, First Additional Language level and Second Additional Language Level.

Language teaching in South Africa has been a subject of debate and research for a long time. That is the reason why this study focuses on the IP teachers' knowledge of integrating LS & C with other language skills in isiZulu Home Language to intensify this field of research. The IsiZulu Home Language curriculum is similar to the curricula for all languages and is packaged into the following skills: listening and speaking, reading and viewing, writing and presenting, as well as language structures and conventions. The twelve hours allocated for Home Language per two-week cycle in IP is broken down as follows: listening and speaking – two hours, reading and viewing – five hours, writing and presenting – four hours, and language structures and conventions – one hour (DBE, 2011b). It is expected that these skills would be taught in an integrated manner. This allocation shows that in one hour the teacher should teach LS & C in every language skill through integration. However, it cannot be guaranteed how teachers understand how to use one hour to integrate LS & C with other language skills differently from the way it was taught in the NCS as a distinct skill of Language Use.

2.5   CAPS Content for isiZulu Home Language in the Intermediate Phase

Teachers' knowledge of the curriculum is essential given the fact that in the NCS, Language Structures and Use was a stand-alone learning outcome. Therefore, the shift in the CAPS of integrating LS & C in other taught language skills required teachers to be fully aware that it stood a chance of making a positive impact on the teaching of languages. In the CAPS, the isiZulu Home Language content is packaged according to the following skills:

(The table below is a translated version of the four language skills)

1.	Ukulalela nokukhuluma (Listening and Speaking)
2.	Ukufunda nokubukela (Reading and Viewing)
3.	Ukubhala nokwethula (Writing and Presenting)
4.	Izakhiwo zolimi nokusetshenziswa kwazo (Language Structures and Conventions)

(Adapted from DBE, 2011c, p. 10)

2.6   Empirical Studies

There are many empirical studies of curriculum change in South Africa. In this dissertation a summary will be presented based on empirical comparative studies conducted by Umalusi Council for Quality Assurance in General and Further Education and Training (2014).

2.6.1   Recent Empirical Studies of Change in the South African Curriculum

Umalusi conducted comparative studies of the National Curriculum Statement (NCS) and the Curriculum and Assessment Policy Statement (CAPS) in the Further Education and Training (FET) Phase in the following subjects: Languages, Mathematics, Mathematical Literacy, Natural Sciences, Social Sciences and Business, and Commerce and Management. The reports are titled 'What's in the CAPS package?'

The concluding remarks in each of the subjects listed above indicate that

In the move from the NCS to the CAPS there has been a clear shift in the underpinning educational approach, from the OBE of the NCS, described as encouraging 'a learner-centered and activity-based approach' DoE, (2002, p. 7), to the approach in the CAPS which is described as 'an active and critical approach to learning, rather than rote and uncritical learning of given truths (Umalusi 2014, pp. 20-22).

Furthermore the CAPS has narrowed its focus to a more clearly discipline-specific approach, with the exclusion of principles such as integration, portability and articulation, and with the establishment of subject boundaries. There has also been a shift from a strong focus on group-work that the NCS adapted, to a focus on the learner taking individual responsibility for his/her learning.

2.6.2   Empirical Studies Conducted on Language Curriculum Changes

Murray (2012, p. 89) observes that by 2011, a large number of curriculum documents that had proliferated were rationalised into a single Curriculum and Assessment Policy Statement (CAPS) for each phase of the curriculum. There were separate statements for Home Language and First Additional Language. She identifies that these statements are highly prescriptive, stating exactly what should be taught and assessed term by term. Murray further states that the CAPS curriculum was conceptualised and written in English, with only the English version being published for public comment. The final statement was then translated into the other ten languages.

According to Murray (2012) although the reason for introducing common outcomes for all languages in the 1997 old curriculum was to ensure that they were taught and examined with the same degree of seriousness and standards of excellence, it was also intended that the outcomes would be written broadly. Alexander cited by Murray (2012) was of the view that "too tight a specification of outcomes can limit or

even negate the exploratory nature of the education process" (p.89). Murray's (2012) critique identifies one of the challenges of modelling the African Languages curriculum on the English curriculum as being that, if African home language curricula become mirror images of English, the motivation to learn these languages for purposes of identity and heritage and to take them forward in innovative and culturally appropriate ways, would be lost.

Another challenge associated with modelling the teaching of African languages on English is the teaching of Language Structure and Use, which is modelled on an English contextual method. In the CAPS South African curriculum this refers to Language Structure and Conventions (LS & C). The same approach to what was used in the NCS is used for teaching LS & C. The CAPS documents state that "It is expected that Language Structures and Conventions should be taught in context as other language skills are being taught" (DBE, 2011b, p. 12). This approach applies to both Home Language and First Additional Languages. Murray (2012, p. 90) warns that applying this method to Afrikaans and African languages may not be accepted by educators and indeed may not be appropriate. Some educators felt that this would negatively impact on the way grammar is taught in schools. The methodology recommended for teaching include the text-based approach and the communicative approach. Umalusi, the Council for Quality Assurance in General and Further Education and Training conducted a comparative study of the NCS and the CAPS in 2013. The core intention of the Umalusi research was to establish the quality of the CAPS as an amended version of the NCS (Umalusi, 2014). The analysis was based on English First Additional Language and English Home Language since the comparative analysis for IP IsiZulu Home Language was not available. Some of the findings formulated from the research were as follows:

- The CAPS has narrowed its focus to a more clearly discipline–specific approach with the re-establishment of subject boundaries.
- In the move from the NCS to the CAPS there has been a clear shift in the underpinning educational approach, from the OBE of the NCS, described as encouraging "a learner–centred and activity–based

approach" (DoE, 2002, p. 7), to the approach in the CAPS which is described as "an active and critical approach to learning, rather than rote and uncritical learning of given truth" (DBE, 2011b, p. 4).

- In languages, the six Learning Outcomes (LOs) of the NCS have been reduced to four skills in the CAPS.

- Both the NCS and the CAPS talked about integration but the NCS puts much more emphasis on integration across learning areas whereas the CAPS talks about integration of LS & C into listening, reading as well as writing.

- There has also been a shift from the strong focus on group-work that the NCS adopted to a focus on the learner taking individual responsibility for his/her learning.

- The content covered in the CAPS does not differ significantly in breadth or depth from the content in the NCS.

- In the NCS the teacher was a designer of the learning programme whereas in the CAPS the learning programme is pre-designed with prescriptive classroom activities.

- The CAPS utilises an amalgam of text-based, communicative and process approaches that focus on the process of pre-, during and post-activities.

2.6.3 What does teaching Language Structures and Conventions entail?

The study focuses mainly on the teaching of Language Structures and Conventions. LS & C is defined in the CAPS document as the "rules that govern the usage of punctuation marks, capitalization, letters, sounds, words, sentences and paragraphs in oral and written work. These rules include spelling, pronunciation, grammar and critical language awareness" (DBE, 2011a, p. 48). It is envisaged that these aspects of LS & C should be integrated into the other language skills, namely, listening, reading and writing. This means that the focus on one skill could lead to practice in another. For example, whilst the teacher is teaching a listening skill he/ she can also highlight

some of the above-mentioned LS & C aspects. Similar practice occurs with the teaching of reading as well as writing. The teaching plan prescribes that by the end of a two-week cycle all three skills should have been taught, with LS & C having been integrated. Furthermore, it is expected that the language teachers should no longer teach the LS & C in isolation but should teach them in context. This means that when they select texts for listening, reading and writing they should make sure that they (the texts) contain some of the LS & C items as indicated above. Time should also be set aside for the formal teaching of items that learners fail to comprehend (DBE, 2011b).

The three research questions for the study have been designed to foreground the teaching of LS & C because as noted in the allocation of time, only one hour is allocated to teaching of LS & C, as it is mainly integrated in the teaching of listening, reading and writing. This allocation is problematic given that it is a very wide area to teach.

2.7   The Aspects of Language Structures and Conventions

It is expected that these skills should be taught in an integrated manner within a two-week cycle which should be 12 hours. Since the focus of the study is on LS & C, the aspects that need to be covered by IP isiZulu Home Language educators in this section include the following:

(The table below is a translated version of the LS & C aspects)

• Izimpawu zokuloba	• Izihlanganiso
• Upelomagama	• Izibabazo
• Izakhi	• Ulwazimagama
• Amabizo	• Izifengqo
• Izabizwana	• Imishwana
• Izichasiso	• Imisho
	• Izivumelwano

| • Izandiso | • Izimpambosi |
| • Izenzo | |

(Adapted from DBE, 2011c, pp. 21-22)

These items are clearly spelled out in the curriculum content overview as well as in the teaching plans so as to guide educators regarding the topics they are supposed to cover in their teaching practice. At the same time, these aspects are crucial for the analysis of data because they will determine whether teachers understand the components of LS & C, whether teachers are able to infuse them within other language skills and whether teachers will be able to teach LS & C in context.

2.7.1 Exit Level Outcomes for Language Structures and Conventions in the CAPS Curriculum Document for the IP

The knowledge of Language Structures and Conventions is crucial for writing, reading and speaking. Learners need to command these very well so that they may read, write and speak appropriately. The following exit level outcomes for Language Structures and Conventions are presented in the CAPS curriculum document so that teachers have a guide to the expected competences in LS & C.

- Learners should have vocabulary which enables them to communicate well.
- Learners should know how LS & C are used to construct texts in their context of use.
- Learners should be able to evaluate their own and other texts in terms of meaning.
- They should be able to build meaning from word and sentence level to whole text and see how text and its context are related.
- Through interacting with a variety of texts, learners should correctly apply their understanding of Language Structures and Conventions (DBE, 2011a).

2.7.2 What's in the CAPS? Research Findings on the Teaching of Language Structures and Conventions

A substantial finding from the Umalusi (2014) NCS/CAPS comparative analysis pertinent to the current study relates to the teaching of LS & C in English First Additional Language. The subject evaluation teams noted that "Special attention needs to be paid to the Language Structures section, which in particular, has major gaps and fails to progress logically" (Umalusi, 2014, p. 20).

A similar comment was made about the relegation of the teaching of LS & C to an appendix in CAPS document. The evaluation teams noted in the Languages Package that in order to give clear guidance to teachers, the teaching plans need to be revised as follows:
- More explicit guidance should be provided on the nature and complexity of the texts to be selected.
- The teaching of LS & C should be an integrated part of the teaching plan (Umalusi 2014, pp. 22-24).

2.8 Conceptual Framework

2.8.1 Teacher Knowledge

According to Shulman (1986), teacher knowledge can be categorised into procedural knowledge and propositional knowledge and it is essential for teachers to have both forms of knowledge. Teacher knowledge is relevant in this study because it deals with the kind of knowledge isiZulu Home language teachers should possess when integrating LS & C with other language skills. It also affords the researcher, the opportunity to determine the kind of knowledge accrued by teachers in professional development workshops organised by experts.

2.8.2 Propositional Knowledge

Wilson and Demetriou (2007) define propositional knowledge as codified knowledge based on the fact that learning is an activity "of the mind". They suggest that this knowledge is learned through formal learning and can be transferred to practice through a variety of texts: Eraut (2002) perceives this kind of knowledge as being "embedded in texts, databases, and cultural practices of teaching, studentship, scholarship and research" (as cited in Wilson and Demetriou, 2007, p. 215). Since content knowledge or subject matter knowledge is seen as theoretical knowledge in the mind of the teacher, content knowledge, can be classified as propositional knowledge. Whilst Shulman (1986) on the one hand argues that there are three types of propositional knowledge, Bernstein (1999) on the other hand describes propositional knowledge as vertical knowledge: "that is, knowledge which is related to intellectual development and progress through a hierarchy leading to greater levels of abstraction and a deeper understanding of teaching" (as cited in Wilson & Demetriou, 2007, p. 215). Furthermore, Knight (2002) and Wilson and Demetriou (2007) argue that propositional knowledge is acquired in various ways, so it is essential that teachers involve themselves in different learning experiences.

2.8.3   Procedural Knowledge

This knowledge is practical and context-specific. Bernstein (1999) refers to this form of knowledge as horizontal knowledge and Eraut (2004) calls it cultural knowledge. This knowledge is not easily codified but it plays an important role in school–based practices and activities. Furthermore, Eraut (2004) sees this form of knowledge as being difficult to portray in textual form because it is mainly acquired indirectly through participation in social activities (as cited in Wilson & Demetriou, 2007, p. 215). Grossman (1990) associates this form of knowledge with pedagogic knowledge.

What teachers know depicts how they will go about conducting lessons in their classrooms. Shulman (1987) is one of the scholars who defines the kind of knowledge

teachers must possess. He developed the seven categories of teacher knowledge which are: general pedagogical knowledge, content knowledge, pedagogical content knowledge, curriculum knowledge, knowledge of educational context, knowledge of learners and their characteristics, and knowledge of educational ends, purpose, and values and their philosophical and historical grounds. Pedagogical content knowledge (PCK) is the blending of subject specific content knowledge with pedagogical knowledge. Content knowledge is the type of knowledge mostly used and the Department of Basic Education and teacher unions attest to this when they state that here in South Africa, teacher content knowledge especially in Mathematics and Language was a challenge being targeted head on. Jansen (2014) wrote that "There is recognition across the system that the knowledge of teachers must be deepened" Grossman (1990) is also of the opinion that insufficient teacher content knowledge is detrimental to both teachers and learners.

Grossman (1990) adopted the seven categories of Shulman (1987) and came up with four categories of teacher knowledge which are: general pedagogical knowledge subject matter knowledge, pedagogical content knowledge and knowledge of context. In the next sub-sections, I discuss the four categories of teacher knowledge as portrayed by Grossman (1990) and explain how they may be relevant to the knowledge required by IP, isiZulu Home Language educators in the context of the curriculum reform.

2.8.4 Content Knowledge (CK)

The literature on teacher knowledge suggests that teachers with adequate content knowledge are able to teach better. Grossman (1990) attests to this when he describes content knowledge as the "knowledge of the major facts and concepts within a field and the relationship amongst them" (p. 6). On the other hand, Shulman (1986) refers to the subject matter knowledge as the amount as well as the organisation of knowledge in the mind of the teacher. Both scholars refer to the subject content that needs to be taught. In isiZulu Home Language, it is essential for

the teacher to have a deep understanding and knowledge of the various language skills, namely: Listening and Speaking, Reading and Viewing, Writing and Presenting and Language Structure and Conventions (DBE, 2011b).

For the purpose of integrating LS & C with other skills in isiZulu lessons, it is essential that the teachers should be well versed in the content of each skill. For example, in the reading and viewing skill, they should engage with various genres like novel, short story poetry and drama. In writing and presenting skill, they should tackle creative and transactional texts. Teachers should have comprehensive knowledge of the various components of LS & C and effective teachers should know and understand curricular materials such as the strength and weaknesses of textbooks and other materials (Shulman, 1986; Grossman, 1990).

In addition to knowledge of subject matter, teachers should have knowledge of lateral and vertical curricula (Shulman, 1986, p. 10). According to Shulman, lateral curriculum knowledge refers to the teacher's awareness of the related content that is taught in other subjects. Vertical curriculum knowledge refers to "the topics and issues that have been and will be taught in the same subject area during the preceding and later years in school" (Shulman, 1986, p. 10). Within the IP, a Grade 5 IsiZulu Home Language teacher should have knowledge of Grade 4 and Grade 6 IsiZulu subject material. They should also have knowledge of isiZulu content knowledge that is applicable in the Foundation Phase (FP) and Senior Phase (SP).

Grossman (1990) is of the opinion that content knowledge includes knowledge of the substantive and syntactic structures of the subject. She refers to the substantive structures of a discipline as "various paradigms within a field that affect both how the field is organised and the questions that guide the enquiry" (p. 6). Syntactic structures are perceived by Grossman (1990) as the manner in which knowledge

claims are assessed by members of a particular field. Similarly, Turner- Bisset (1999) sees substantive and syntactical knowledge as aspects of content knowledge but she goes a step further and includes beliefs about the subject as another aspect. She describes this as the manner in which "student teachers' belief about the nature of the subject had an effect on their teaching" (p. 44).

2.8.5. General Pedagogical Knowledge (GPK)

Content knowledge alone is not adequate but teachers must also be able to utilise various strategies that will enable learners to understand the subject content better. They therefore need to have pedagogical knowledge, which is knowledge about strategies of teaching. Grossman (1990) conceptualises general pedagogical knowledge as the knowledge that

> …encompasses a body of general knowledge, beliefs, and skills related to teaching: knowledge and beliefs concerning learning and learners, knowledge of general principles of instruction, such as academic learning time, wait-time or small-group instruction, knowledge and skills related to classroom management, and knowledge and beliefs about the aims and purposes of education (p. 6).

According to Turner-Bisset (1999) general pedagogical knowledge is "knowledge about teaching, usually gained from practice" (p. 45). This knowledge is general and is not limited to particular subject matter content. Grossman (1990) is also of the opinion that teachers' general pedagogical knowledge is influenced by the manner in which the teachers were taught but one needs to consider the fact that there has been a movement from traditional approaches to current approaches, which will be discussed in the next section. Language teachers also need to have the appropriate knowledge that allows learners to learn the language aspect taught in an appropriate manner. Currently, the approaches appropriate to teaching the languages including isiZulu Home Language advocated in the CAPS curriculum, are the text-based,

integrated, communicative and process oriented approaches (DBE, 2011a, p. 12). The text-based and the communicative approaches both promote the continuous use of language and the process approach promotes the production of texts.

2.8.6. GPK for Language Teachers

The syntax and semantics of a language are important in the context of teaching writing. The semantics of a language deal with vocabulary and the meaning attached to each word. The syntax of a language deals with the arrangement of words and phrases to form sentences. It deals precisely with the order of the words and phrases in a sentence and how various types of sentences are structured in a language. Each language has its own specific syntax which means that each of the eleven official languages in South Africa has its own syntax. There are similarities and differences in the syntax of the different languages. Teachers of isiZulu also need to have knowledge of IsiZulu culture, plays, poetry, novels, short stories etc. and thereafter the theory of language teaching and teaching of LS & C. Syntax, semantics and rules of the language are key elements of teaching L S &C.

An in-depth content knowledge of isiZulu Home Language informs the teachers' choice of teaching approaches, lesson planning, and role of presentation in order to enhance learner understanding and, ultimately, to improve learner performance. Furthermore, the IP teacher should have adequate knowledge of the LS & C aspects that need to be covered in this phase, namely, punctuation, spelling, nouns, pronouns, adjectives, adverbs, verbs, conjunctions, interjectives, sentences, phrases, vocabulary and figurative language (DBE, 2011b, pp. 20-24). It is therefore evident from the above that "teachers with relevant content knowledge should consequently be able to make better and more appropriate decisions about teaching and learning and to arrive at more appropriate solution to problems than a teacher without such knowledge" (Richards, 2011, p. 3).

2.8.7 Pedagogical Content Knowledge (PCK)

Content knowledge and pedagogical knowledge do not exist in isolation from each other but they intersect during the teacher's classroom practice. At this point of intersection between content knowledge and pedagogical knowledge, a specialised form of teacher knowledge called pedagogical content knowledge (PCK) is formulated. Alluding to this notion of PCK, Shulman (1987) defined it as "the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented and adapted to the diverse interests and abilities of learners, and presented for instruction" (p. 8). Shulman (1986) believed that pedagogical content knowledge

> …also includes an understanding of what makes the learning of specific topics easy or difficult: the conception and preconception that students of different ages and backgrounds bring with them to the learning of those most frequently taught topics and lessons. If those preconceptions are misconceptions, which they so often are, teachers need knowledge of the strategies most likely to be fruitful in reorganizing the understanding of learners (p. 10).

The concept of pedagogical content knowledge is explained, restructured and evaluated by various scholars who have taken on the idea, and validated its importance in teaching. For instance, Turner-Bisset (1999) sees pedagogical content knowledge as the knowledge that differentiates between teachers and experts. She further declared that subject knowledge and pedagogical content knowledge both affect classroom practice and are modified and influence by practice. Furthermore, Turner-Bisset (1999) identified the "development model of pedagogical content knowledge which includes four component of understanding: pedagogy, subject matter, students and the environmental content" (p. 42).

Shulman's definition of PCK had its limitations. For instance, McEwan and Bull in Turner-Bisset (1999) argue that Shulman's distinction between subject knowledge and PCK is not justifiable because knowledge is conveyed to learners in varying

ways. Similarly Turner-Bisset (1999) found that it was impossible to differentiate between content knowledge and PCK because during the teaching process knowledge is transmitted pedagogically. PCK is concerned with the representation and formulation of concepts, pedagogical techniques, knowledge of what makes concepts difficult or easy to learn, knowledge of students' prior knowledge and theories of epistemology. It also involves knowledge of teaching strategies that incorporate appropriate conceptual representations, to address learner difficulties and misconceptions and to foster meaningful understanding. It also includes knowledge of what the students bring to the learning situation, knowledge that might be either facilitative or dysfunctional for the particular learning task at hand. Furthermore, Turner-Bisset (1999) is of the opinion that PCK is specific to a particular subject which means that a teacher who is effective in one subject does not necessary mean that he/she is an expert in another subject.

Grossman (1990) defines four central components of PCK. The initial component consists of "knowledge and beliefs about the purposes for teaching a subject at different grade levels" (p. 8). For instance, the purpose for teaching a language in the IP is to enable learners to write and communicate utilising that particular language. The second component of pedagogical content knowledge encompasses "knowledge of students' understanding, conceptions, and misconceptions of particular topics in s subject matter "(p. 8). The manner in which teachers teach should attempt to ensure that the students are in a better position to understand various concepts used in the subject. The third component of PCK curricular knowledge involves" knowledge of curriculum material available for teaching a particular subject matter as well as knowledge about both the horizontal and vertical curricula for a subject" (p. 8). IsiZulu Home Language teachers should know the relevant textbook to teach LS & C in the IP. They should also consider what learners learnt in the FP and what they are likely to learn in the SP. The fourth and final component of PCK includes "knowledge of instructional strategies and representations for teaching particular topics" (p. 9). Language teachers, including isiZulu Home Language teachers, can use various teaching strategies. For instance, they can use a text-based approach to teach a topic in LS & C. When teaching

grammar, they should keep in mind that it should always be integrated with other language skills.

Therefore, PCK in this study refers to knowledge that provides a basis for language teaching (Richards, 2011). Richards further alludes to the notion that this knowledge is "drawn from the study of language teaching and language learning itself and which can be applied in different ways to the resolution of practical issues in language teaching" (p. 3).

2.9   Teachers' PCK of the Language Teaching Approaches

Different language teaching approaches were developed because no one theory has been accepted as the overarching theory of teaching a language. These theoretical underpinnings were also developed at different periods. Most theories used for Home Language teaching are the same as for First Additional Language. The theories were developed at different times and, as more research was conducted, they have been added on to other theories and approaches. The current language teaching approaches, particularly the communicative approaches, were developed as a reaction to the traditional approaches to language teaching that were mainly influenced by behaviourist theorists. In the late 20th century, language teaching moved towards using language approaches that differed from behaviourism in which language teaching was premised on performance.

Current approaches to language teaching recommend that the teaching of language structures/grammatical structures should be text-based, and should have communicative and integrated approaches (DBE, 2011b). It is against this background that this study is conducted and it focuses on how isiZulu Home Language teachers attempt to integrate these approaches and skills in the teaching of LS & C within other language skills. The next sub-sections examine the three language teaching approaches which are compatible with the teaching of LS & C, namely, the communicative, text-based and integrated approaches.

2.9.1. The Communicative Approach

International and local literature offers various overlapping definitions of the communicative approach. Ndlovu (1993) sees the communicative approach as an umbrella term which encompasses a number of approaches that emphasise the importance of meaningful communication to language teaching. These approaches de-emphasise the explicit teaching of grammatical structures and language rules and emphasise that it is in the use of the language for communication purpose that language is learnt. From the above definition, it is evident that the communicative approach is not a stand-alone approach. It also deals with the integration of various language skills which is the focus of this research.

Krashen (1982), the CAPS documents (DBE, 2011a, b & c), Brown (2000), Richards (2011), Yalden (1987) and Kirkpatrick and Ghaemi (2011) also provide a comprehensive overview of the communicative approach, which shows that a lot of research has been done around this concept. They are of the opinion that the focus in traditional approaches was on the mastery of structures, that is, the phonology, morphology, morphosyntax and the lexicon of the target language. The current approaches to language teaching put much more emphasis on the functionality of the language, that is, the usage of the language for communication. The CAPS document (DBE, 2011b) suggests that "when learning a language, a learner should have a great deal of exposure to the target language and many opportunities to practice or produce the language by communicating for social and practical purposes "(p. 13). It is evident that CAPS which guides this study, is formulated in accordance with the current language changes and these changes affect all South African languages, and isiZulu Home Language is not an exception.

Krashen (1982), Brown (2000) and Richards and Renandya (2002) refer to the process of teaching utilising the communicative approach as Communicative Language Teaching (CLT). Richards (2011) asserts the notion that "CLT is a broad approach to teaching that resulted from a focus on communication as the organising principle for

teaching rather than a focus on mastery of grammatical system of the language" (p. 36). It is worth noting that one of the goals of CLT, according to Richards (2006), is the development of fluency in language use. Richards (2006) argues that "fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns" (p. 14). Pair work and group work were seen as forming an integral part of CLT and in the same breath Kirkpatrick and Ghaemi (2011) allude to this notion when they state that learners in groups and pair work get better language practising opportunities and their oral skills are being strengthened by these activities. This is in accordance with the CAPS where it is stated that language teaching should happen in an integrated way where learners practice appropriate skills in groups before using these skills on their own (DBE, 2011b). This is also in line with the focus of this research which deals with the integration of LS & C within other language skills.

2.9.2   Text-Based Approach

Language Structures and Conventions should not be taught in isolation: there should be a text from which language aspects are drawn. "Any language lesson involves content, whether it is a grammar lesson, a reading lesson or any other kind of lesson. Content of some sort has to be the vehicle which holds the lesson or exercise together" (Richards, 2006, p. 28). In other words, a text is the starting point in planning the lesson and after that, the content of the lesson is selected. Unfortunately, there is not much literature on text-based and integrated approaches if compared with that which covers the communicative approach. However, valuable information which covers text-based approach is available in the CAPS documents (DBE, 2011a, b & c), Richards and Rodgers (1986) and Richards (2006).

According to the CAPS document (DBE, 2011a & b), the text-based approach explored the manner in which texts are written and the manner in which they work. Learners do not only analyse texts but they also become competent writers, viewers and designers of texts. They build meaning from word and sentence levels to whole

text and analyse how a text and its context are related. Similarly, Richards (2006) is also of the opinion that the methodology of the text-based approach is based on the study of a model text and the subsequent creation of texts based on the model. Literature shows that a number of countries adopted this approach including Singapore where it is used in primary and secondary schools. In the South African educational context in general and with languages in particular, this approach is quite appropriate in creating context for teaching LS & C.

2.9.3   Integrated Approach

According to Richards (2006), a traditional language syllabus specified the vocabulary and grammatical items students needed to learn but since there has been a movement from grammatical competence to communicative competence, the advocates of the communicative approach recommend the skill-based curriculum focusing on the four skills of reading, writing, listening and speaking. What should be noted by the educators is that these skills should be taught in an integrated manner since in reality they often occur together. Similarly, Brumfit (1984) defines the integrated approach as interconnections between the activities of the four traditional language skills, that is, listening, speaking, reading and writing. It is evident from the above definitions that both Brumfit (1984) and Richards (2006) put the emphasis on integration within the four traditional skills at the expense of language use and grammar.

When NCS was introduced, the Languages Learning Area had six Learning Outcomes (LOs) which were: listening, speaking, reading and viewing, writing, thinking and reasoning and language structure and use. Even though these LOs were presented as separate outcomes, it was expected that they should be integrated when taught and assessed (DoE, 2002). NCS advocated for integration that occurred both within Learning Areas and across Learning Areas.

When the CAPS was introduced, the six LOs associated with NCS were reduced to four skills, namely, listening and speaking, reading and viewing, writing and presenting and Language Structure and Conventions. The CAPS policy document

stressed that teaching should happen in an integrated way (DBE, 2011a), which means that whilst the teacher is conducting a lesson on listening and speaking, reading and viewing and writing and presenting, the aspects of language structure are to be infused within these three skills. This means that the focus on one skill could lead to practice in another. For example, a learner involved in a debate will read an argumentative/ discursive essay and then produce his own written argumentative/ discursive essay using language structures such as synonyms and antonyms, negations and conjunctions, etc. (DBE, 2011a & b). One of the innovations of CAPS was to put an emphasis on conventions (punctuation and spelling) as part of language structure. These conventions also need to be integrated within other language skills.

2.10   Teacher Development

During the time of curriculum change, it was essential for teachers to attend professional development initiatives. In Chapter One, it was explained how curriculum change evolved in South Africa and it should be noted that there is a link between teacher learning and professional development. Kelly (2006) defines teacher learning as "the process by which teachers move towards expertise" (p. 55). Kwakman (2003), Day (1999), Knight (2002), Kelly (2006) and Lieberman and Pointer-Mace (2008) offer various definitions related to professional development. Kwakman (2003) describes professional development as "the process by which teachers acquire new knowledge, skills and values which will improve the service they provide to clients" (p. 152). When CAPS was introduced in 2012, teachers had to attend various professional development workshops so as to learn how to implement CAPS in their classroom practice. There are various ways in which professional development is utilised as a vehicle to address curriculum changes in South Africa. For example, Bantwini (2009) conducted a study to find out whether the CPD programme adequately prepared the Natural Science teachers for their classroom practice during the process of curriculum reform. Similarly, Graven

(2004) conducted a study that described the CPD that was used during the "Mathematics senior phase in-service program that was stimulated by curriculum change" (p. 177). Both Bantwini (2009) and Graven (2004) used CPD as a model for teacher learning. However, it should be noted that the focus of this study is not on teacher learning even though curriculum change is an area for professional learning.

2.11   Conclusion

This chapter presented a literature review that focused on curriculum change and presented comparative research conducted by Umalusi on curriculum changes from the NCS to the CAPS in the languages curriculum. Grossman's (1990) and Shulman's (1987) conceptual framework of teacher knowledge was presented as a lens to guide the study. Teacher knowledge for language educators and the theory and approaches for language teaching were highlighted. Richards and Rodgers (1986), Richards (2006), Brumfit (1984) and Richards (2011) were also reviewed. The content and methods for teaching LS & C were considered.

The literature review has provided many perspectives from which to view teacher knowledge and in particular knowledge of teaching language and including teaching of LS & C. Many debates were highlighted concerning the curricular changes in South Africa with special reference to the teaching of LS & C in the IP IsiZulu Home Language CAPS curriculum. The next chapter explains the research methodology and design for the study.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

The previous chapter presented a literature review that focused on curriculum change, teacher knowledge, the theory and approaches for language teaching, the content and methods for teaching LS & C and comparative research conducted by Umalusi on languages curriculum changes. This chapter explores the research design and methodology that was utilised in this study. The discussion centres on the following aspects of the research design: (i) research paradigm (ii) methodology (iii) sampling (iv) educators' profiles (v) research instruments (vi) data analysis (vii) validity and trustworthiness (vii) ethical issues and (ix) limitation of the study.

The intention of the study was to find out to what extent teachers understand the integration of LS & C with other skills in the IP isiZulu Home Language CAPS curriculum.

This research study attempted to answer the following research questions:

- How do Intermediate Phase teachers teach Language Structures and Conventions in Grades 4, 5 and 6?

- How do teachers understand the teaching of Language Structures and Conventions in the Intermediate Phase IsiZulu Home Language curriculum?

- What is the teachers' knowledge and interpretation of the theory of integrating Language Structures and Conventions in the context of teaching other language skills?

3.2   Research Paradigm

According to Maree (2007), a paradigm is "a set of assumptions or beliefs about fundamental aspects of reality which give rise to a particular world-view" (p. 47). This study is informed by the interpretivist paradigm. In this paradigm, the interpretive researcher "begins with individuals and set to understand their interpretations of the world around them" (Cohen et al., 2011, p. 18). It places much more emphasis on meaning. That is, it seeks to discover and understand how people make meaning of their experience in their social world.

The aim of interpretivist research is to offer a perspective of a situation and to analyse the situation under study so as to provide insight into the way in which a particular group of people make sense of their situation or phenomena (Maree, 2007, p. 60). Furthermore, interpretivist research seeks to understand and observe people's behaviour, attitudes, beliefs and perceptions. In this study, I interacted closely with the participants, with the intention of gaining insight and a clear understanding of how isiZulu Home Language educators implement the CAPS curriculum in the IP and what their knowledge base for teaching languages is. Given the nature of the study undertaken, that is, to find out to what extent teachers understand the changes that have been introduced in the teaching of language skills in isiZulu Home Language, it was deemed to be appropriate to approach the study from this perspective.

3.3   Research Approach

This study is guided by qualitative research methodology. "Qualitative research occurs in a natural setting where human behaviour and events occur" (Cresswell, 2009, p. 195). I chose to utilise the qualitative research approach because it puts much more emphasis on the quality and depth of the information acquired and I

believe that qualitative data is more suited to provide me with answers to questions I am interested in. Henning (2004) defines the qualitative research approach as:

> A research form, approach or strategy that allows for different views of the theme that is studied and in which the respondents (referred to as "participants" by most qualitative researchers) have a more open-ended way of giving their views and demonstrating their action (p. 5).

Qualitative research differs from quantitative research which requires statistical data and where research is conducted in a fixed, controlled environment. In contrast, qualitative researchers try to understand human behaviour, thoughts and feelings in a natural environment. In this case, the setting is in an IP isiZulu Home Language classroom. Cohen et al. (2011) assert that "the main purpose of qualitative research is to provide an in-depth description and understanding of human experience". Furthermore, qualitative research is much more associated with words as the unit of analysis rather than numbers and descriptions.

This research study is mainly associated with words which were drawn from semi-structured interviews, lesson observations and checking of documents.

3.4. Research Design

The research design adopted by this study is the case study. According to Cohen et al. (2011), a case study design "provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles" (p.289). From the interpretivist perspective which informed this study "the typical character of case studies is that they strive towards a comprehensive (holistic) understanding of how participants relate and interact with each other in a specific situation and how they make meaning of a phenomenon under study" (Maree 2007, p. 75). In this study, I chose the case study design because I wanted to find out how isiZulu Home Language teachers teach the integration of LS & C with other language skills. Further support for applying case study to this research comes from Maree (2007, p.76) who states that: "Case study research is aimed at gaining greater insight and understanding of

the dynamics of a specific situation". My focus in this study was on three isiZulu Home Language teachers who taught the integration of LS & C when CAPS curriculum was introduced in the IP and the methods I used to collect data were semi–structured interviews, lesson observations and checking of documents.

3.5   **Sampling**

In defining sampling, Maree (2007) is of the opinion that it is "the process used to select a portion of the population for the study" (p. 79). Qualitative research is based on non–probability and purposive sampling (Maree, 2007). A purposive sampling method was employed to select participants in this research. Cohen et al. (2011) describe purposive sampling as hand-picking participants according to the specific characteristics that are needed for resolving the research problem. In this research, the purpose of the study was to examine how the teaching and integration of LS & C with other skills is understood and implemented by isiZulu Home Language in the IP of the Curriculum and Assessment Policy Statement (CAPS). As a result, purposive sampling was appropriate in this research because participants were expected to possess the following characteristics, namely,

- Be teachers, teaching isiZulu Home Language in Intermediate Phase in UMgungundlovu district.
- Be qualified to teach isiZulu Home Language.
- Have attended the CAPS professional development workshops for the Intermediate Phase.

The sample size comprised three participants. Silverman (2010) recommends that in a qualitative approach limited data should be utilised. In agreement with Silverman (2010), Maree (2007) asserts that the "qualitative approach uses purposive sampling and a small number of participants to get an in–depth understanding of the explored phenomenon" (p. 285). In this study, three participants were selected from three township schools in the Imbali Circuit of the UMgungundlovu district. I chose this area because of convenience. I am quite familiar with the area and the issue of accessibility also encouraged my choice of site. Furthermore, the UMgungundlovu

district is an area where I am not stationed as a Subject Advisor and this would ensure the validity of the study.

3.6 **Profiling the isiZulu Intermediate Phase Educators**

In this section I present the profiles of the participants involved in this study.

(Summary of the participants' profiles).

Participant	Age	Gender	Qualific ation	Teaching experience in I.P. IsiZulu	Grade
Participant A	46 years	Female	SPTD & ACE	5 years	Grade 6
Participant B	57 years	Male	PTC & NPDE	20 years	Grade 6
Participant C	35 years	Female	NPDE & ACE	1 year	Grade 5

Participant A

Participant A was a female teacher who had been teaching isiZulu Home Language in the IP for five years. In her Grade 6 class there were 42 learners, 30 girls and 12 boys. Even though her school had limited resources, she seemed to be quite enthusiastic about the implementation of the CAPS curriculum. She was a qualified teacher whose qualifications include a Senior Primary Teachers' Diploma (SPTD) and an Advanced Certificate in Education (ACE). She was not involved in further studying.

The interview with her which lasted for about sixty minutes, took place in the staffroom during her free period. This venue was appropriate because of its quietness and the interview proceeded without any disturbance.

Participant B

Participant B was a male teacher who had been teaching isiZulu Home Language in this township school for more than twenty years. There were 48 learners in his Grade 6 class, 24 boys and 24 girls. Participant B's school had adequate resources even though it was a township school. Considering the teaching experience of participant B of more than twenty years and the curriculum changes that had occurred during his teaching career, he seemed to be a little sceptical about the implementation and changes associated with the CAPS. He was a qualified teacher with the Primary Teachers' Certificate (PTC) and National Professional Diploma in Education and was currently not doing any studies to improve his qualifications.

The interview took place in the school library during the teacher's free period. This venue was appropriate because of its quietness and resources that were available in this facility.

Participant C

Participant C was a female teacher who had taught isiZulu Home Language in the IP for one year. She also taught Mathematics and Social Sciences in Grade 6. In her Grade 5 class, there were 47 learners, 26 boys and 21 girls. Even though she was also a Maths specialist, she seemed quite determined about the implementation of the CAPS in isiZulu Home Language. She was a qualified teacher with a National Professional Diploma in Education (NPDE), Adult Basic Education and Training (ABET) and an Advanced Certificate in Education (ACE). She was not involved in any field of further studying.

There were limited resources in this school. As a result, the interview was conducted in the principal's office during break. The teacher's classroom could not be used because of the noise level of the learners, as it was during break-time.

3.7 **Data Collection Instruments**

Qualitative researchers use multiple methods to collect data. Silverman (2010) alludes to this notion when he states that multiple methods provide the researcher with a fuller picture of the phenomenon.

The methods utilised in this study were semi-structured interviews, lesson observations and the checking of documents. These methods were selected with the hope that they would be able to address the key research questions and to generate data that would be rich, relevant and accurate. For the purpose of enhancing reliability and validity, triangulation was employed in this study. Triangulation refers to "the attempt to get the "true" fix on the situation by combining different ways of looking at it or different findings" (Silverman, 2010, p. 177).

3.7.1 **Interviews**

In this study, data was collected through semi-structured interviews. One-on-one semi-structured interviews were held either during breaks or during the teachers' free periods so that the teaching and learning processes would not be interrupted. According to Cohen et al. (2011), the research interview is a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information. Similarly, Maree (2007) defines an interview as a "two-way conversation in which the interviewer asks the participants questions to collect data and to learn about ideas, beliefs, views, opinions and behaviours of participants" (p. 87). Furthermore, Henning (2004) assumes that "the individual's perspective is an important part of the fabric of society and of our joint knowledge of social processes and of the human condition" (p. 50). The duration of each interview was between 45 minutes and an hour and a voice recorder was used to record the responses of the participants. The voice recorder afforded me the opportunity to engage fully with the participants because I did not have to transcribe everything.

Interviews were the main data collecting method for this study. This method was chosen because it enabled "participants to discuss their interpretation of the world in

which they lived and to express how they regard situations from their own point of view" (Cohen et al., 2011, p. 409). During the interview process, I tried to acquire information as to how the participants felt, thought and understood the phenomenon under discussion. In this study, it was to examine how teachers understood, interpreted and implemented the integration of LS & C within other language skills in isiZulu Home Language utilising the CAPS.

Interviews were employed in the first stage of the data-collecting process. The participants were notified in advance that the data-collecting process would commence with interviews, and the teachers determined the time and venue for interviews. For Participant A, the interview took place in the staffroom, for Participant B in the school library and for Participant C in the Principal's office.

The interview schedules were developed before the data-collecting process commenced. Probing questions were asked depending on the amount of information provided by the participants in answering the research questions. Two of the interviewees answered in isiZulu and one participant responded in English. In cases where participants responded in isiZulu, I translated the conversation into English. The researcher transcribed the recordings carefully – having to go back and forth so as to ensure that the information transcribed reflected exactly what was said during the interviews.

3.7.2 Observations

Classroom observations were the second method I employed to elicit data. Observations of the participants teaching in their classrooms were essential to help me understand how they integrated LS & C with other language skills in the IP isiZulu lessons. The participants were informed beforehand that the interview process would be followed by classroom observation. According to Maree (2007) "observation is the systematic process of recording the behavioural patterns of participants, objects and occurrences without necessarily questioning or communicating with them" (p. 83). In this study, my role as the researcher was that of a non-participant observer. Maree (2007) asserts that the role of the researcher in

this process is to remain uninvolved and not to influence the dynamics of the settings.

I designed the observation schedule. The main aim of the observation schedule was to capture as accurately as possible the classroom activities of the IP isiZulu Home Language educators whilst implementing the integration of LS & C with other skills. This was done through video recording and the writing of field notes.

I conducted a one-day lesson observation for each teacher to make up for what was not covered by the interviews. As Henning (2004, p. 100) states that "the information gleaned from observation fills gaps that are inevitably left by interviews".

3.8 **Data Analysis**

Data analysis in qualitative studies "involves organizing, accounting for and explaining the data, in short, making sense of data in terms of the participants, definition of the situation, noting patterns, themes, categories and regularities" (Cohen et al., 2011, p. 537). The transcribed data from interviews and classroom observations were analysed. Henning (2004) suggests that "We must work through the data to arrive at a conclusion in which we will try to "answer" our initial research questions and achieve the purpose of the study" (p. 6). Furthermore Mouton (2001) is of the opinion that the aim of data analysis is to " understand the various constitutive elements of one's data through an inspection of the relationship between concepts or variables and to see whether there are any patterns or trends that can be identified or isolated or to establish themes in the data" (p. 108).

For this study, I employed content analysis. Content analysis, according to Maree (2007), is "a process of looking at data from different angles with a view to identifying keys in the text that will help us to understand and interpret the raw data" (p. 10). Thereafter, I went through the transcribed data repeatedly, while making notes. I then identified the emerging themes from the findings as to how teachers taught LS & C and their understanding of how their teaching was based on the language skills using an integrated approach. Some of the themes that emerged

from the semi-structured interviews were: teachers' understanding of LS & C in context, the aspects of LS & C, teachers' interpretation of their practices of teaching LS & C and pedagogical knowledge of integrating LS & C. The themes that emerged were coded and related codes were merged together and the analysis was conducted by looking at the similarities, differences and patterns emerging out of the data. This was done by identifying themes and patterns into coherent categories. The analysis was guided by Grossman's (1990) conceptual framework on teacher knowledge in general in conjunction with knowledge of language teaching in particular. The main methods of teaching LS & C sought for, were the integrated approach, the text-based approach and the communicative approach.

3.9 **Validity and Trustworthiness**

Lauer (2006) refers to validity as evidence that the findings of the study can be trusted. In qualitative research, the validity of data may be addressed through depth, richness, honesty and scope of the data achieved, the participants approached, the extent of triangulation and the objectivity of the research (Cohen et al., 2011). In this study, triangulation of data was applied to verify the data-collecting methods and the services of my supervisor and peer researchers were employed to assess the interview questions and the observation schedule.

To ensure trustworthiness as far as possible, I engaged multiple methods of data gathering, namely, interviews, lesson observations and checking of documents (triangulations). The research was conducted in two phases (interviews and classroom observations) with three stages and each stage informed the next stage. For instance, the information elicited in the semi-structured interviews was verified during the classroom observation process; and the data gathered in the semi-structured interviews and classroom observation was verified when the researcher checked the documents utilised by the educators. Teachers were asked to do member checking, that is, they were asked to verify if their views were correctly reflected. They agreed with the transcribed data.

3.10 Ethical Issues

This research involved humans, so ethics was very important. I therefore followed various ethical procedures so as to try to ensure the trustworthiness of the study. According to Cohen et al. (2011) ethical issues "constitute a set of initial considerations that researchers should address in planning research" (p. 75). Furthermore, they believe that ethical relationships enhance the quality of research.

This study adhered to ethical principles of research by: (i) explaining to participants the nature of the study, (ii) drafting the informed consent letter that was to be signed by the participants, (iii) letting the participants knew that they were free to withdraw from the study at any point, (iv) informing them of confidentiality and that pseudonyms were to be used instead of real names for participants, and (v) requesting the participants' permission to tape-record the interviews and video-tape the observation process. The protocol for getting ethical clearance from the University of KwaZulu-Natal was followed and permission to conduct the study was granted by the Department of Education.

3.11 Limitation of the Study

This study was conducted on a small scale. Three participants were interviewed and few lessons were observed. Therefore, the findings may not be generalised because its sample is not a representation of the wider population.

One of the limitations to the study was my position as a Subject Advisor and a researcher in my subject (isiZulu Home Language). To overcome the issue of positionality, this study was conducted in the district where I was not involved as a Subject Advisor. To further overcome the issue of bias, various methods of collecting data were utilised. That is, after the interview process, lesson observations were conducted and they were followed by the checking of documents. This was done to check whether the information in these documents was in line with what was stated by the teachers in the interview process, as well as with what I had observed during the observation process.

Initially, two participants were a little reluctant about the video recording process. However, after further deliberations and clarification about the importance of this activity, the educators agreed to be video-taped.

3.12 Conclusion

In this chapter, I discussed the research design and research methodology that was used in this study. Within the methodology section, I outlined the qualitative approach and the interpretative paradigm in which the study is located. Furthermore, I discussed the data collection instruments, these being interviews and classroom lesson observations. I thereafter presented a data analysis plan, ethical issues and ended with the limitations of the study.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1   Introduction

This chapter is divided into three sections. Section one presents the detailed analysis of semi-structured interviews conducted with IP isiZulu Home Language educators. Section two deals with the analysis of classroom observations of the three participants and section three presents the discussion of findings. The three teachers who were interviewed and observed were participant A, participant B and participant C.

The primary aim of the study is to establish how teachers teach LS & C and to determine their understanding, of the pedagogy of implementing the integration of LS & C with other skills in isiZulu Home Language CAPS curriculum. The three key research questions investigated in the study are:

- How do Intermediate Phase teachers teach Language Structures and Conventions in Grades 4, 5 and 6?
- How do teachers understand the teaching of Language Structures and Conventions in the Intermediate Phase IsiZulu Home Language curriculum?
- What is the teachers' knowledge and interpretation of the theory of integrating Language Structures and Conventions in the context of teaching other language skills?

The process for answering the research questions entailed the analysis and synthesising of the semi-structured interviews and of the video-recorded observation of the lessons where LS & C were taught by three purposively selected IP educators.

4.2   Data Analysis

I employed content analysis in this study. The data was collected through semi-structured interviews and classroom observations. I studied the transcribed data repeatedly, while making notes. I thereafter identified the emerging themes from findings as to how teachers teach LS & C and their understanding of how their teaching is based on the language skills using an integrated approach. Some of the themes that emerged from the semi-structured interviews were: teachers' understanding of LS & C in context, the aspects of LS & C, teachers' interpretation of their practices of teaching LS & C and pedagogical knowledge of integrating LS & C. The themes that emerged were coded and the related codes were merged together and the analysis was done by looking at similarities, differences and patterns emerging out of the data. This was done by identifying themes and patterns into coherent categories. The analysis was guided by Grossman's (1990) conceptual framework on teacher knowledge in general, in conjunction with knowledge of language teaching in particular. The main methods of teaching LS & C sought for were the integrated approach, the text-based approach and the communicative approach.

4.3   The Analysis of Semi-Structured Interview Data from the Three   Participants

This section presents findings analysed from the semi-structured interviews conducted with the IP isiZulu Home Language educators from three schools in UMgungundlovu district.

The analysis is presented under the following themes: teachers understanding of LS & C, the aspects of LS & C, pedagogical knowledge of integrating LS & C, teachers' understanding of teaching LS & C in context, teachers' interpretation of their practices of teaching LS & C, the approaches of teaching LS & C, and challenges that teachers encountered when integrating LS & C with listening, speaking, reading and writing. Interview questions were designed in relation to all three research questions to address the following issues:

(i)   Teachers' understanding of the meaning of Language Structures and Conventions.

(ii)   Teachers' understanding of the pedagogy of integrating Language Structures and Conventions with other skills.

(iii)   Teachers' knowledge of using the methods/approaches of teaching language structure recommended in the IP isiZulu Home Language curriculum.

(iv)   Curriculum content and aspects that need to be covered when teaching Language Structures and Conventions.

(v)   Practical steps that teachers engage with in teaching Language Structures and Conventions.

(vi)   Challenges of integrating Language Structures and Conventions with other skills.

(vii)   Key differences between teaching isiZulu Home Language using the CAPS and teaching isiZulu using NCS.

(viii) Forms of teacher development received by teachers on the teaching of Language Structures and Conventions.

The purpose of conducting semi-structured interviews was to collect data in order to answer the three main research questions which were designed in order to find out how teachers teach LS & C, their understanding of the pedagogy of implementing the integration of LS & C with other skills in the isiZulu Home Language CAPS curriculum, as well as the content knowledge, curricular knowledge and pedagogic knowledge of teaching LS & C. The teachers' responses are presented in the next section.

4.3.1   Teachers' understandings of Language Structures and Conventions

The three participants defined LS & C similarly when responding to the following question: *Can you explain what you understand by "Language Structures and Conventions"?*   The aim of the question was to let educators demonstrate their

understanding of the concept. The definitions provided by the participants included the following:

> Participant A: *Language Structures and Conventions refer to having good knowledge of vocabulary and grammar which leads to the development of various skills like listening, speaking, reading and writing. Learners increase their vocabulary and utilise this knowledge in Language Structures and Conventions.*

> Participant B: *Here, we are talking about "language use" sections i.e. idioms, proverbs, figure of speech and the grammar part of the language i.e. nouns, derivatives, diminutives, augmentatives.*

> Participant C: *According to my understanding, Language Structures and Conventions is about knowledge of grammar and vocabulary that provides foundation for skills and development. Language Structure is how language is used, pronounced, written and it is also about the usage of vowels and consonants.*

The three participants defined LS & C as having knowledge of language use which consists of idioms, proverbs and figures of speech. The grammar part consists of nouns, derivatives, diminutives and augmentatives. Their understanding seems to be confined mainly to grammar and language use. The participants paid less attention to "conventions" which constitute an important component of language usage in the IP. Language Structures and Conventions refers to the rules that govern usage of punctuation marks, capitalisation, sounds, words, sentences and paragraphs in oral and written work. These rules include spelling, pronunciation, grammar and critical language awareness (DBE, 2011a). If compared with how LS & C is defined in the IP policy document, teachers seem to have a superficial understanding of this concept.

4.3.2 Aspects of Language Structures and Conventions

In response to the question: *What are the aspects that need to be covered in the teaching of Language Structures and Conventions in isiZulu Home Language?* All participants gave responses that are almost similar when referring to the components of LS & C. These aspects revolve around grammar, vocabulary and language conventions. The rationale of this question was to determine the amount of content knowledge and curricular knowledge accrued by the teachers on the subject. The participants alluded to the following:

> Participant A: *Learners should be developed in the following skills, that is, listening and speaking, writing and presenting, grammar and spelling. In grammar, learners should be taught: prefixes, nouns, pronouns, adjectives, verbs, proverbs, conjunctions, concords, and idiophones, simple and complex sentences.*

> Participant B: *In grammar, there are nouns, derivatives, adjectives, augmentatives, diminutives' etc. In language use there are idioms, proverbs and figures of speech. Under conventions, there is capitalisation, full stops, commas, question marks, exclamation marks and quotation marks.*

> Participant C: W*hen we are talking about spelling in isiZulu, we are referring to the consonants and vowels that formulate the word and when we are talking about punctuation we are referring to izimpawu zokuloba [punctuation marks] e.g. capital letters. We also talk about the use of isichazamazwi [dictionary] where learners have to find out the meaning of abstract words used in a text.*

The three participants mentioned that the following component constitute LS & C: punctuation, spelling, prefixes, nouns, pronouns, adjectives, verbs, conjunctions, concords, idiophones, sentences, idioms, proverbs, figures of speech and the usage of a dictionary. These responses are more specific, and elaborate the responses given to the question in 4.3.1. Participants B and C are conscious of the fact that conventions (punctuation marks and spelling) are part of LS & C.

However, there seemed to be inconsistency in the teachers' understanding of the components involved in LS & C. Participant A's understanding is mainly confined to aspects involved in grammar and language use whereas participants B and C mention conventions as being part of LS & C. These components are clearly spelled out in the IP policy document as follows: punctuation marks, spelling, parts of words, nouns, pronouns, adjectives, adverbs, verbs, conjunctions, interjectives, vocabulary development, figurative language, phrases, concords and sentences. If the lists of aspects given by the teachers is compared to the one presented by the policy document, they are almost the same. This means that the teachers have adequate knowledge of the LS & C aspects they need to cover in the IP.

4.3.3 Pedagogical knowledge of integrating Language Structures and Conventions

The question posed to the teachers was: *What is your understanding of the methodology of integrating Language Structures and Conventions with other language skills?* The aim of the question was to let IP educators comment on their understanding of the infusion of LS & C with other skills in isiZulu Home Language. The participants showed varied understandings of the pedagogy involved in integrating LS & C with other language skills. Their responses are given below:

> Participant A: *I think it refers to the fact that Language Structures and Conventions should be integrated with other language skills you are teaching like teaching language and integrate it with listening and speaking, integrate language with reading and viewing.*

> Participant B: *In CAPS, the comprehension text is the source from which all other aspects are drawn from. By the time they [the learners] are reading the comprehension, you draw all the relevant aspects from the comprehension. Grammar is not a stand-alone. Once teaching grammar, other skills like reading and listening come to the fore.*

Participant C: *According to my understanding it means the teaching of all the language aspects in one lesson by linking the information [aspects] to the text that has been read.*

Participants B and C indicated that the teaching of LS & C is linked to the text-based approach which means that teachers use texts as a source of reference from which lessons are developed. Participant A brought to the fore her understanding of the pedagogy but did not consider the meaning of language structure and also did not link it to any teaching approach.

Two respondents shared similar practical understandings of the application of the integration of LS & C. However, participant A held a sound theoretical understanding although she did not indicate how the integration of LS & C is applied. Participants B and C clearly stated the link of using the text-based approach in teaching LS & C.

4.3.4 Teachers' understanding of teaching Language Structures and Conventions in context

All three participants had a common understanding regarding the teaching of LS & C in context: that there should be a source from which LS & C is drawn. The teachers were asked the following question. *Can you explain your understanding of teaching LS & C in context?* The rationale of the question was to establish whether the educators were able to move away from the traditional, structural approach that is commonly used in the teaching of languages, especially the grammar part. It was also to ascertain how teachers understood the implementation of teaching LS & C in context. In other words how they moved from theory to practice.

Participant A: *I think this is where you use a text and from that text you extract the language aspect that you like to focus on i.e. if you intend to teach amabizo [nouns], it will be from that text that you are going to extract amabizo.*

Participant B: *Anything that is taught is taken from the comprehension [text]. A passage [text] can be taken from a newspaper or from a textbook, and that text can be used as a source of reference.*

Participant C: *When you are teaching Language Structures and Conventions in context, that is when you need to have a passage or a text from which you are going to read with the learners and from that text they will be able to extract verbs, idioms, nouns and everything that is related to the Language Structures and Conventions.*

The participants mentioned that a text or comprehension and a passage should be used as a source from which the LS & C is drawn. There seemed to be a common understanding amongst the three participants that a text should be used as a source and from that text, teachers could extract the language items that they would like to focus on. Participants A and C articulated the aspects of LS & C that can be taught based on a text, as it is recommended through using the text-based approach e.g. *verbs, idioms, nouns and everything that is related to the Language Structures and Conventions.* Participant B differed in that he did not list some of the topics of LS & C.

When responding to this question, all participants gave a practical example of how LS & C could be taught in context, when compared with the responses given to the question in 4.3.3 where there was also a theoretical explanation. According to the CAPS policy document, it is expected that Language Structures and Conventions should be taught in context as other language skills are taught and developed. When language teachers select listening and reading texts they should make sure that the texts contain language items they want to cover. Teachers have to create activities that will enable learners to use language items in context (DBE, 2011b). This point was pursued further in lesson observations.

4.3.5 Teachers' interpretation of their practices of teaching of LS & C

The interviewer asked the teachers the question: *Can you give an example how you integrate Language Structures and Conventions in your classroom?* The rationale was to investigate the pedagogy behind the implementation process in the classroom. The

teachers' responses showed that they all used texts but in different ways. Their responses are indicated.

> Participant A: *I do activities that give the background to the learners and are linked to the particular story [text] they have read. I use those activities for writing and they [learners] also do oral and reading activities.*

> Participant B: *It depends. At times we start by reading the story. At times it is the teacher who reads the story. At times it is the learners who read the story and this is where you assess the reading skills of the learners. From that text, it is where all other aspects will be. This is where grammar will be drawn from.*

> Participant C: *We first read the story with learners and I ask questions related to the story and after that I select one line from the text and ask them [learners] to identify parts of speech which might be verbs, nouns etc.*

From the participants' responses, a trend emerges that they all said that they started by reading the story (the text) and thereafter the text was used as a source from which various language aspects were drawn. This is in line with what is stated in the policy document (DBE, 2011b), which recommends that a text should be chosen according to the relevant teaching plan. It is envisaged that LS & C should be taught in context whilst other language skills are being taught and developed. Relevant activities, which will enable learners to use items in context, should be developed.

However, the processes followed are not clearly expressed in the policy document. The teachers had an idea of how to integrate reading into their lessons. As Participant B indicated, "*I select one line from the text and ask them [the learners] to identify parts of speech which might be verbs, nouns etc.*".

It seemed that this was all that was done in terms of teaching LS & C but it was not explained how it was done. Participant B showed uncertainty when teaching LS & C. This is evident in the use of words such as 'it depends' and 'at times' in the extract above which was used twice in the response. These responses were triangulated with classroom observation. For participants A and C, there was no synergy between what they said in the interviews and what they actually did in the

classroom. During the interviews they say that they taught LS & C in context but when observed in the classrooms they taught LS & C in isolation. It is only participant B who taught LS & C in context, even though during the interviews he seemed not to be sure but kept on saying "it depends" and "at times".

These responses show a lack of clarity in what teachers actually do when they teach LS & C. It seems as an appendage to the curriculum and yet is a culmination of all language skills.

4.3.6   Teaching approach of Language Structures and Conventions

The question posed to the participants was: *What is your teaching approach concerning the teaching of Language Structures and Conventions?* The aim was to find out the method utilised by teachers when teaching this skill (LS & C). All participants mainly used the text-based approach and when they were probed as to why they preferred text-based approach compared to other approaches, their substantiation differed, ranging from enabling learners to think deeply, to communicating effectively and to being able to do spelling. Their responses were as follows:

> Participant A: *I try by all means to use text-based approach so as to capacitate learners in analysing the text and ultimately improving their communication skills.*

> Participant B: *I normally use text-based approach and learner-centred approach. This approach [learner-centred approach] gives learners an opportunity to be the ones who are mainly involved in speaking.*

> Participant C: *My teaching approach is the one that is mainly based on the text [text –based]. I think the text-based approach works for me because it enables me to gain the learner's attention by reading with them [learners] at the same time promoting their reading skills… we also use the communicative approach because when you ask them [learners] questions, they should be able to refer from the text and be able to answer the questions.*

4.4 Challenges Encountered In the Teaching of Language Structures and Conventions

The participants were asked the following question: *What challenges do you encounter when teaching Language Structures and Conventions to your learners?* The aim was to let the educators talk about their experiences as they integrated LS & C in their IP classes. Participants mentioned language related problems such as the learners' lack of competence in isiZulu and poor writing skills, as some of the challenges they faced when teaching LS & C.

4.4.1 Learners' competence in isiZulu

The general problem raised by the participants was that of learners who had problems in comprehending isiZulu as a language, which is prevalent in learners coming from former Model C schools. In such a scenario, the integration of LS & C becomes a mammoth task for both teachers and learners. The manner in which this becomes a challenge for teachers is gleaned from the participants' responses:

> Participant A*: They [the learners] are not in command of isiZulu as a Home Language. There are learners who have the background of Sotho and learners who come from other African countries. Parents are not even able to assist learners because they are also not in full command of isiZulu terminology like izaga [proverbs] and izisho [idioms]. Even parents cannot explain these concepts to their children. Others [learners] live with their uncles who speak "tsotsi taal" and not isiZulu.*

> Participant C*: Hmm! Some of the learners do not understand isiZulu especially those coming from former Model C schools, so when it comes to teaching Language Structures and Conventions you need to explain to them that "ibizo" is a noun in English, so that they will be able to understand better….*

The participants' responses affirm that teaching the integration of LS & C in isiZulu becomes a mammoth task and a challenge for both teachers and learners due to barriers that are prevalent. This is exacerbated by too many items or topics that

teachers need to cover in isiZulu Home Language in the IP. It was noted during the classroom observation process that some of the learners (especially those coming from other African countries) did not participate in the lesson and they seemed to be lost and not knowing what was going on.

4.4.2 Poor writing skills

In the CAPS document (DBE, 2011b), writing is defined as "A powerful instrument of communication that allows learners to construct and communicate thoughts and ideas coherently" (p. 11). It enables learners to communicate functionally and creatively. Among the skills that need to be enhanced in language teaching, the CAPS puts much more emphasis on writing as a skill that needs to be emphasised and developed amongst the learners. It emerges from the interviews that poor writing skills pose a hindrance in the teaching of LS & C.

> Participant A: *They [the learners] are mainly Sothos and they have problems with isiZulu even though some are trying. Some have a problem with upelomagama [spelling] in Grade 6. Learners who come from former Model C schools have problems with isiZulu spelling…. Then I as a teacher have to go down to Grade 1 work and use Grade 1 izinhlamvu [phonemes] and try to teach that learner from FP.*

> Participant C: *There are things that I need to know more when teaching language structure, the spelling and the breaking down of words. When we are referring to the spelling, that is, when we need to write words. So the problem is that our learners can't write most isiZulu words.*

As the spelling is an important constituency of LS & C, it emerges from the participants' responses that the spelling in the IP is a challenge. The teachers attempted to address the issue in their teaching of LS & C by reverting to teaching spelling from the lower grades.

Unfortunately, teachers ascribed the source of problem as a combination of systemic and learners' problems. None considered teacher knowledge as the main inhibiting factor. It was noted during the classroom observation process that the learners who

were grappling to understand isiZulu also had a problem when it came to isiZulu spelling when writing. As the spelling is a component of LS & C, if learners cannot write isiZulu words, it means that the teaching of LS & C is affected. The CAPS document stipulates that in the IP, learners need not only be able to evaluate written text, but they should also be able to produce different kinds of texts. In all the observed lessons, none of the participants engaged learners with the writing and presenting skills where learners were expected to use the knowledge they have acquired during the LS & C lessons to produce different kinds of written texts like essays and transactional texts.

Writing is a crucial language skill. Both participants allude to spelling as the key writing problem for the learners but do not mention any other challenge that is associated with writing. Poor writing skill results from a lack of grammatical knowledge and structure. The CAPS policy document states that writing is an important skill that forces learners to think about grammar and spelling. The policy document further states that learners have to learn to write a range of creative and informational texts, initially using frames as support and gradually learning to write particular texts types independently (DBE, 2011b). Teaching writing is a golden opportunity for teachers to teach LS & C, without which learners cannot write.

4.5 The Analysis of Classroom Observations with the Three Participants

Data elicited from classroom observations was analysed in order to answer research question one, which was: How do IP teachers teach Language Structures and Conventions in Grades 4, 5 and 6?

The purpose of the classroom observation was used to acquire first-hand information about how teachers, teach LS & C and their classroom experiences when teaching the integration of LS & C. Lesson observations were also utilised to triangulate the claims made by the educators during the interview process and to make up for what was not covered by the interviews. A total of three teachers and three lessons were observed and video recorded. As indicated above, the rationale

was to respond to the key research question: How do IP teachers teach LS & C in Grades 4, 5 and 6?

I observed three lessons taught by the three sampled educators. The duration of the lessons was 60 minutes and the average number of learners in each classroom was 50. In all the classes, the desks were arranged in a manner that is appropriate for group or pair work. The learners were dressed in full school uniform but the appearance of some learners showed the abject poverty experienced in the townships. The following sub-sections present themes formulated from the observed lessons. The themes were: (1) the manner in which lessons were introduced; (2) the integration of LS & C with other skills; and (3) the approaches utilised in the teaching of LS & C. Where necessary, participants were quoted verbatim to expand on their points of view. The observation schedule to observe lessons focused on the following aspects:

- Lesson introduction
- Teaching methodology–the teachers' use of the communicative and text-based approach
- Teaching paradigm--teacher centred or learner centred
- Teaching pedagogy--integration of LS & C with the four language skills

4.5.1 How lessons were introduced by the teachers

The focus of Participant A's lesson was on izifengqo (figures of speech). This topic is part of LS & C. The teacher introduced her Grade 6 lesson by referring to izinhlobo zemisho (various forms of sentences) which is also part of LS & C. However, the lesson was introduced in isolation as the sentences used by the teacher were not drawn from a particular context and were not related to the topic. Even though the teacher utilised LS & C in her introduction, there was no evidence of integrating the aspects of LS & C into the other language skills. The teacher was teaching imisho embaxa nemisho emagatshagatsha (compound and complex sentences) but she failed to clarify the difference between compound and complex sentences. It seems as though the teacher did not clearly understand the difference between these two

types of sentences. As a result, she ended up telling the class that they are the same and she did not know why they differentiated between the two. The teacher seems not to have adequate content knowledge of the subject, as well as the methodology of integrating LS & C with other language skills.

Participant B taught a lesson in Grade 6 focusing on isichasiso (part of speech) which is part of LS & C. The teacher asked questions related to the learners' experience and his introduction did not refer to the relevant aspects of LS & C. He activated learners' prior knowledge by asking them their favourite TV programme but the questions were general and not directly related to the topic of the day. Each learner chose his/her television programme and had to state the reason why he/she preferred that programme, thereby activating the learner's prior knowledge and his/her thinking and reasoning skills. As part of the introduction, the teacher could have afforded learners an opportunity to make predictions about the text they were about to read.

The focus of Participant C's lesson was on izinhlobo zezenzo (types of verbs) which is an aspect of LS & C. This Grade 5 lesson was introduced in a traditional manner. For example, the teacher greeted the learners and then started reading inganekwane (a fairy-tale). She did not explain what a fairy-tale was and from which tradition the story originated. The teacher did not encourage the learners to predict. As a result, enthusiasm was not created in this class. As these learners are in the IP, they should have done traditional genres in the FP and the teacher could have seized this opportunity and try to link this lesson to what they did in previous classes, thereby moving the learners' knowledge from the known to the unknown.

For participant A, her introduction was relevant because she dealt with a topic that was related to the LS & C. For Participant B and C, their pedagogical knowledge was questionable and their introductions were not in line with the chosen topics.

4.5.2   Integration of Language Structures and Conventions

During the observation process it was noted that all three participants selected different types of texts as points of departure for their lessons and themes for the two week cycle. They all started by reading the texts utilising different reading strategies and it is from these texts that the language use, grammar and conventions were derived . It is expected that the teaching should integrate all the language skills and language structures as they are interrelated and all these should be taught in context (DBE, 2011b, p. 35). There should be one hour set aside for teachers to teach LS & C items that learners have difficulty in understanding (DBE, 2011b).

Participant A taught a grade 6 lesson about izifengqo (figures of speech). In this lesson, the teacher did not use any context to formulate the usage of izifengqo in a sentence. She wrote the topic on the chalkboard: Izifengqo (figures of speech) and instructed the class to read this word aloud. She asked learners to define izifengqo and the learners responded by giving an example of isifaniso (simile). Instead of giving the definition of izifengqo to assist learners who failed to give the correct answer, the teacher added other examples of figures of speech i.e. izingathekiso (metaphor) and izenzasamuntu (alliteration) and she further explained the usage of izifengqo in sentences that they help when writing essays and poems. The teacher asked learners to give an example where a simile is used in a sentence and learners responded:

> Learner: I*zinyawo zami zikhathele. [My feet are tired].*
>
> Participant A: *Awukafanisi lutho kulowo musho. Nikeza esinye isibonelo.* [*You have not compared anything in that sentence. Give another example].*
>
> Learner: *Imoto yasekhaya ibukeka njengekathishomkhulu [Our car at home looks like my principal's car].*
>
> Teacher A: *Yisiphi isakhi esikhomba isifaniso kulo musho? [Which formative indicates a simile in this sentence?]*
>
> Learner: *Njengekathishomkhulu. [like my principal's].*

In the above discussion, the teacher did not use any context to formulate the usage of the simile. She just used sentences and learners initially struggled to grasp the correct utilisation of this concept (simile). For instance, the learner responded and said: Izinyawo zami zikhathele (my feet are tired) which was not a simile. It would have been easier for learners if the teacher had used a poem or any other text as a source of reference, before teaching these items isifaniso nesingathekiso (simile and metaphor). Learners would have seen how figures of speech are used in a poem or in a text and this would possibly have enabled them to have formulated their own sentences.

It was after this confusion, that learners were issued with a text which depicted the usage of izifengqo (figures of speech) in a passage. The teacher did not use a context such a text as previously indicated. It was towards the end of the lesson that she remembered to use the text. The teacher began by teaching about the figures of speech prior to showing them a text that contained figures of speech. Hence, the figures of speech were taught out of context.

Participant C taught a grammar lesson in Grade 5. The focus of the lesson was on the izinhlobo zezenzo (types of verbs). Learners were issued with a text in a form of a hand-out. The teacher acted as a model reader by being the first one to read aloud and subsequently, the whole class read through the text. Thereafter, she linked the language aspect to the text.

> Participant C: *Ngeminyaka izwe lisabusa, izinyoni zisakhuluma njengabantu. Igama njengabantu liyini? Izinyoni zikhuluma njengabantu …Hlobo luni lwesifengqo lolu? Usibanibani ugijima okwenyamazane… [During the era whilst there was plenty in this world, when birds were talking like human beings. What is the word njengabantu (as people) referring to? The birds were talking like humans…what type of figure of speech is this? So and so runs like a buck].*
>
> Learners: *Isifaniso [simile].*

Participant C: *Yebo uma sithi **njengabantu** sisuke sifanisa. [Yes, when we say **njengabantu**, we are comparing].*

It is worth noting the manner in which the language aspect (simile) was drawn from the text but the teacher could have seized this opportunity and talked about (or given further examples of) other figures of speech like metaphors, alliterations etc. Thereafter, the teacher swiftly introduced the grammar aspect of isiZulu language.

Participant C: *Konje sobe senza ini? [what would we be doing?]*

Learner: *Izinhlobo zezenzo. [Different kinds of verbs].*

Participant C: *Ngizokwenza isibonelo lapha; Ikati liphuza ubisi. Liyini ikati lapha emushweni wami? [I will make an example here; the cat drinks milk. What is the cat in my sentence?]*

Learner: *Lingumenzi [It is a subject].*

Participant C: *Ubisi liyini kulo musho?[What is milk in this sentence?]*

Learner: *Isenzo. [Verb].*

Participant C: *Kukhona ofisa ukwengeza? [Anyone who would like to add?]*

Learner: *Ubisi lingumenziwa emshweni. [Milk is an object of the sentence].*

In the above vignette, the educator introduced isenzo (the verb) by utilising the sentence which was not taken from any context: *ikati liphuza ubisi.* In other words, the verbs were taught in isolation; as a result learners were grappling with understanding the roles of the words in a sentence as they say *milk is a verb (ubisi luyisenzo) instead of saying "phuza" is a verb and "ubisi" is the object of the sentence.*

Participant B also conducted a language lesson in Grade 6. After introducing his lesson, learners were issued a hand-out with the text that was about to be read. The teacher acted as a model reader by being the first one to read aloud for the whole class whilst learners were listening. After the initial reading stage there was no

shared reading. Instead, individual learners were afforded the opportunity to read aloud, one paragraph for the class and lastly the whole class read through the text.

From the text which has been read, various language skills were introduced by the teacher. For instance, he asked the class: What is the difference between the bull and the ox? The learners indicated that the castrated one (inkabi) is not fertile whereas the other one (inkunzi) is fertile. Whilst still on the language aspect the teacher introduced the figure of speech (ihaba) derived from the text.

Participant B: *Lapha kuthiwe uMthombeni uyaqhuma. Kukhona isifengqo kulowo musho, nhloboni yesifengqo esisithola lapho?* [*Here, they said uMthombeni is bursting with anger. There is a figure of speech in that sentence, what kind of figure of speech do we find here?*]

Learner: *Ihaba. [hyperbole].*

Participant B: *Kungani uthi yihaba? [What makes you say it is a hyperbole?]*

Learner: *Ingoba akazange aqhume. [Because he did not burst].*

Participant B: *Yebo, Ihaba sisuke sikhulisa inkulumo ngaphezu kwendlela eyenzeke ngayo (uthisha ukhombisa ukuthukuthela kuka Mthombeni).* [Y*es, hyperbole is when we are overreacting (The teacher is expressing Mthombeni's anger).*

Learners: *Bayahleka abafundi. (Learners are laughing).*

From the above vignette, it is evident that the teacher was in full command of this lesson and learners were responding well to the teacher's instructions and were enjoying this lesson. Whilst the learners were still enjoying the language aspect of the text, the teacher swiftly introduced grammar.

Participant B: *Kuthe masifunda laphaya kwavela isabizwana. Ake ngibheke umusho lapha onesabizwana: Wuye lowaya eqonde ekamu lamaphoyisa. Sikuphi lapha isabizwana? [When we read we noted the pronoun. Let me check a sentence that has a pronoun: There he is going straight to the police station. Where is the pronoun in this sentence?]*

Learner: **Lowaya** *(there he is!)*

Participant B: *Yebo,* **lowaya** *isabizwana. Hlobo luni lwesabizwana u lowaya? [Yes,* **lowaya** *is a pronoun. What kind of a pronoun is* **lowaya***?]*

Learner: *Esokukhomba.*

Participant B: *Yebo! Kungabe sikhomba eduze noma kude? [Yes! Does it point nearer or far away?]*

Learner: *Sikhomba kude. [It identifies a faraway distance].*

From the above vignettes, it is noted how the teacher juggled language usage and grammar derived from the text. He started by reading the text aloud. Thereafter, he introduced izifengqo which is the language component of the text and swiftly introduced izabizwana zokukhomba which constitute the grammar component. Both aspects (izifengqo and Izabizwana zokukhomba) were infused in this lesson and Participant B showed good understanding of how to implement the integration of LS & C in a text.

The extent to which the participants used integrated LS & C differed from participant to participant. For instance Participant B and Participant C started by reading text whilst learners were listening, thereby integrating language and grammar with listening and reading. Both participants in their lessons did not make any reference to writing and presenting (creative writing).

On the other hand, participant A taught LS & C in isolation. She did not use any text. She just formulated sentences to depict the usage of a simile and metaphor in a sentence. No reference was made to other language skills. As a result, some learners initially struggled to follow her lesson.

Participant B and C utilised an indirect method of teaching which offered some room for the integration of language and grammar with other skills, whereas Participant A used a direct method of teaching language in her class which depicted no integration of LS & C with other skills.

The main observation from these lesson extracts is that although all the teachers reported in the interviews that they used the text-based approach to teach LS & C, the actual lessons observed did not entirely confirm their claim. All the participants hardly referred to conventions (spelling and punctuation marks) in their lessons. Their focus was mainly on the aspects of language usage and grammar. Two of the teachers attempted to teach language structure in context. The omission of conventions was very glaring. Writing where the conventions are mostly used was completely left out. This implies that the teachers have superficial knowledge of teaching LS & C. This is exacerbated by the fact that teachers are not aware that conventions are parts of LS & C.

4.5.3 Teaching approaches used by the participants in the teaching of Language Structures and Conventions

During the observation period, I wanted to find out whether the participants used the communicative, text-based and integrated process approaches. It is expected that "Language Structures and Conventions should be taught in context as other language skills are taught and developed" (DBE, 2011b, p. 12). Teachers should create activities related to the text they choose and learners should be able to use such items in context.

Participant A gave learners a text in a form of a hand-out; however, she did not use the text at first. It was after learners had shown difficulty in understanding the figures of speech (simile and metaphor) in the lesson that the teacher gave them a text which contained the figures of speech. This shows that although Participant A had a text she did not fully utilise it. Not using the text led her to give learners information directly instead of allowing learners to identify the figures of speech.

As the focus of her lesson was on figures of speech, it was from the text that was handed out that isifaniso (the simile) and isingathekiso (the metaphor) were drawn. After the learners had read the text aloud, the teacher asked:

> Participant A: *Akhona amagama ayizifengqo kule ndaba? [Are there any words that are figures of speech in this story?]*
>
> Learner: *Yebo! [Yes!]*
>
> Participant A: *Uthe yixoxo akashongo ukuthi kungathi uyixoxo. Ngicela ungiphe amagama ayizifaniso owathole lapho. [He said, she is a frog not that she is like a frog. Will you please pick up some words that are simile that you discovered?]*
>
> Learner: *Isisu sakhe sengathi umnyovu. [Her stomach looks like a wasp].*
>
> Participant A: *Yebo, sengathi isifaniso. Sikhona esinye isifaniso esisitholayo? [Yes, maybe it is a simile. Another simile we discovered?]*
>
> Learner: U*sho ngothotho lwamazinyo amhlophe **njengeqhwa** [She has a white row of teeth like snow].*
>
> Participant A: *Yebo! [Yes].*

Participant A showed a better understanding of using the text-based approach, even though she seemed not to be sure of the correct answer when she said: *Maybe it is a simile.* Participant B also issued a text to the learners. The teacher was the first one to read and thereafter allowed the whole class to read through the text as a group.

Immediately, he introduced various language aspects by asking questions referring to the text.

Participant B: *Ngiyabonga, naze nafunda kahle, nebala wazithola zonke uMthombeni izinkomo zakhe. Ake ngibuze nawu umbuzo; kuthiwa wadumela inkabi yakhe yehhashi. Yini inkabi? [Thank you, you read very nicely, Mthombeni actually finds all his cattle. Let me ask you a question; he said he jumped on the* **inkabi** *yehhashi (male horse). What is inkabi?*

Learner: **Iduna** *(male horse).*

Participant B: *Kodwa kukhona umehluko phakathi kwenkabi nenkunzi. Yini umehluko? [But there is a difference between a male horse and a bull? What is the difference?]*

Learner: I*nkabi itheniwe. [Male horse is castrated].*

Participant B: *Yebo! Shayani izandla. [Yes! Clap your hands].*

Learners: *Abafundi bashaya izandla. (Learners are clapping their hands).*

Participant B: *Kuthe uma sifunda laphaya kwavela izabiswana. Ake ngibheke umusho lapha onesabizwana; wuye lowaya eqonde ekamu lamaphoyisa. Sikuphi lapho isabizwana? [When we read we noted pronouns. Let me check a sentence that has a pronoun; there he is going straight to the police station. Where is the pronoun in this sentence?*

Learner: *Lowaya! [There he is!]*

Participant B: *Yebo, lowaya yisabizwana. Hlobo luni lwesabizwana? [Yes, lowaya is a pronoun, what kind of a pronoun?]*

Learner: *Esokukhomba.*

Participant B: *Yebo, Sikhomba kude. [Yes, it points a bit far].*

Participant B utilised the text to integrate two aspects of LS & C namely izifengqo as part of language use and locative pronouns (isabizwana sokukhomba) as part of grammar. This participant's approach was more aligned to the text-based approach.

Participant C read a text which was a fable, with the learners. She thereafter introduced the language aspect by asking learners to identify isifengqo (a figure of speech) which had been used in that text. Learners were able to identify the simile. The teacher moved on to introduce the grammar aspects of the language without giving further explanation regarding the figures of speech.

The teacher did not clarify which aspects she was deliberating on. She just moved on without focusing on the figures of speech. When she came to the grammar section, she did not give definite answers. The teacher asked: What is the cat in the sentence? The learner responded and said it is a subject. The teacher probed further and asked: Is it a subject or beginning of the sentence? Seemingly, the learners were confused and during that confusion she further posed another question without giving clarity to the above questions: What is milk in this sentence? It was evident that the learner was confused and the learner responded and stated that milk is a verb. Another missing link was that the grammar portion was taught in isolation because the sentences used by the teacher had no linkage to the text which had been used. The extract below shows how she taught the lesson.

> Participant C: *Ngizokwenza isibonelo lapha; ikati liphuza ubisi. Liyini ikati lapha emshweni wami? (I will make some example here; the cat drinks the milk. What is the cat in my sentence?)*
>
> Learner: *Lingumenzi (It is a subject).*
>
> Participant C: *Lingumenzi noma inhloko yomusho? Ubisi luyini? (Is it a subject or the beginning of the sentence? What is milk in this sentence?)*
>
> Learner: *Isenzo. (Verb)*
>
> Participant C: *Omunye? (Anyone who would like to add?)*
>
> Learner: *Ubisi lingumenziwa (Milk is an object of the sentence).*

70

Participant C: *Kusho ukuthi umusho wethu ukuze ube umusho ophelele kufanele ube nani? (So what should be involved to complete the sentence?)*

All participants mainly used the text-based approach which involves listening to, reading and analysing the text but the manner in which they utilised this approach differed. For example, the language lessons taught by participants B and C developed from the text whereas participant A conducted a direct lesson. Her lesson evolved around sentences which were constructed and the text was introduced towards the end of the lesson.

Although all three participants used texts to teach, they did not fully utilise the text-based approach. They only used the text after they had taught concepts directly out of context. Even where the texts would have provided a better opportunity it was used minimally after learners showed difficulty in understanding. The text-based approach was therefore not well utilised.

None of the teachers used the communicative approach. I am not convinced that the participants were able to use the recommended teaching approaches. It is spelled out in the CAPS document that the text-based and communicative approaches should be used in the IP (DBE, 2011b, pp. 12-13). During the interview process, the text-based approach was the approach teachers said they preferred to use but during classroom observations, it was noted that the manner in which they utilised this approach differed. It was also noted that teachers had a misconception about the communicative approach. It looks like, they thought that the question and answer method where learners respond by "yes" or "no" is the communicative approach. No participant talked about the process approach during interviews and it seems as though teachers know nothing about this approach. However, the policy document gives no explanation about the process approach.

4.6   Discussion of Findings

This section discusses findings from the interviews conducted with the three isiZulu Home Language educators as well as the subsequent classroom observations. The findings of this study are discussed in the context of the relevant literature that was

reviewed in Chapter Two. It integrates the theoretical underpinnings of the study and the literature review.

These are the sub-headings for the findings of the study that will be discussed in the next sub-section.

1. Knowledge of the appropriate teaching approach

2. Teachers' pedagogic content knowledge

3. Teachers' curricular knowledge

4. Challenges faced by teachers teaching LS & C

5. How teachers introduced their lessons for LS & C

6. Teaching resources used in LS & C lessons

7. Teaching approaches

8. Teaching paradigms

4.6.1   Findings from semi-structured interviews

Finding 1: Knowledge of the appropriate teaching approaches

The findings from interviews indicated that the participants preferred to utilise the text–based approach when teaching the integration of LS & C with other language skills. When they were further probed about why they preferred the text-based approach, two of the three participants indicated that their substantiation was based on the fact that the text-based approach promotes effective communication and the constructive analysis of texts. The CAPS document (DBE, 2011a, b & c), utilised as literature in Chapter Two attest to this, because it states that the text-based approach is closely linked to the communicative approach because in the text-based approach, communicative competence is acquired by using different kinds of spoken and written texts. Seemingly, there was a discrepancy in the participants' understanding of the communicative approach. Even though the two approaches are complementary, they are also very distinct from each other. The communicative approach would be used mainly in teaching listening, speaking and writing skills in

order to learn language via communication in authentic and meaningful contexts (Richards, 2006).

Finding 2: Teachers' pedagogic content knowledge (PCK) of teaching Language Structures and Conventions

What transpired from the interviewer response is that the participants failed to differentiate between the communicative approach and the question and answer method. One participant indicated that when she posed a question, learners should be able to answer and she referred to that as the communicative approach. It appears that teachers' knowledge of these approaches is superficial. Richards and Rodgers (1986), Brown (2000) and Richards (2006) clarified this as shown in Chapter Two, when stating that the aim of the communicative approach is to develop communicative competence. Furthermore, Richards (2006) clearly differentiates between grammatical competence and communicative competence. The communicative approach was completely not utilised.

Finding 3: Teachers' curricular knowledge

Knowledge of exit level outcomes and knowledge of the languages package and especially knowledge of what LS & C entails are important components of LS & C curricular knowledge. Responses from the three teachers interviewed indicated that the teachers' knowledge of the curriculum content was also superficial. Teachers mentioned different aspects of grammar and vocabulary as items of LS & C. However, it was noted that less emphasis was put on language conventions for example, spelling rules, punctuation and paragraphing. Only one participant seemed to have an idea that conventions also need to be taught in an integrated manner. The content knowledge of the other two educators seemed to be confined to grammar and language. Grossman (1990) postulates that insufficient teacher content knowledge is detrimental to both teachers and learners. On the other hand, the literature on teacher knowledge reviewed in Chapter Two suggests that adequate content knowledge enables teacher to teach better. The lack of content knowledge amongst the participants implies that the DBE must intervene and organise content workshops.

In these workshops, the LS & C aspects should be clearly spelled out because the research conducted by Umalusi (2014) in Chapter Two indicates that the Teaching Plans also do not cover all the aspects mentioned in the overview. As a result, these aspects end up not being taught at all. In the workshops it should also be explained what the concept "Language Structures and Conventions" mean because when teachers were asked to define it, their responses indicated that they did not fully understand it. This challenge shows that it would be a mammoth task for teachers to teach something they did not understand themselves. Grossman (1990) would refer to this scenario as the lack of pedagogical content knowledge accompanied with lack of curricular knowledge. This predicament is exacerbated by the fact that even the policy documents do not give a clear definition of this concept.

Finding 4: Challenges faced by teachers in teaching LS & C

Teachers indicated in their interview responses that they were faced with various challenges regarding professional development initiatives. They indicated that the duration of the CAPS workshops was short and the quality was not satisfactory. This implies that by the time of implementation, teachers were not confident in implementing the CAPS curriculum. Bantwini (2009) alludes to this when he states that a "challenge facing South African education system in general is the lack of any successful translation of new curriculum reform from theory into classroom practice" (p. 170). According to Fullan (1991, p. 171) "Educational change depends on what teachers do and think - it is as simple and as complex as that". The curriculum review from OBE to the NCS and from the NCS to the CAPS was as a result of ongoing implementation and reviewing challenges. Teacher development challenges also contributed to the non-implementation of the previous curriculum. Unfortunately, the DBE utilised the same cascading model during the implementation of CAPS. Bantwini (2009) suggested that models should be developed "in collaboration with teachers in order to empower them and make them take ownership of the new reforms" (p. 170). Furthermore, teachers reported that during the implementation stage they did not receive adequate support from their respective School Management Teams (SMTs) and from their District Office. This

also implies that teachers are either implementing CAPS wrongly or have reverted to the traditional method of teaching language skills in isolation.

4.6.2   Findings from lesson observations

Finding 5: How teachers introduced their lessons for teaching LS & C

Observation of the three lessons indicated that the manner in which the lessons were introduced differed. All participants were expected to teach a lesson in isiZulu Home Language where the integration of LS & C would be examined. All participants drew their lessons from different texts but the method of using the texts was not the same. For instance, during the pre-reading stage (introduction), participant B asked questions relating to the learners' experience. This was a bit irrelevant. The learners could have been afforded a chance to make predictions about the text they were going to read. The CAPS document (DBE, 2011a) alludes to this where they state that during the pre-reading stage "learners are encouraged to form certain expectations about the text based on clues from accompanying pictures or photographs, the text type, layout, title page, table of contents, chapters , glossary, index, appendix, foot notes" (p. 26). Prediction is essential because it would have created enthusiasm amongst learners to focus and think about the task they were about to engage in. The creativity on the part of participant B is a bit questionable. For participant A, her introduction was relevant because her lesson dealt with the actual topic on LS & C but the gap identified is the deficiency in her content knowledge when she could not explain to learners the difference between compound and complex sentences. This implies that the teachers need to be capacitated in terms of content knowledge by either attending relevant content workshops or consulting relevant resources like textbooks dealing with the types of sentences. It was also noted that the teachers used direct and indirect methods to introduce their lessons.

Finding 6: Teaching resources used in the LS & C lessons

In all the observed lessons, it was evident that the resources mainly used were hand-outs and textbooks. Workbooks provided by DBE were not utilised. As a result, it

was noted that there was a lot of disjuncture between policy and classroom practice in this curriculum. Furthermore, in the policy document there is one hour allocated to the teaching of LS & C in a two-week cycle. It is expected that during this period, teachers should only teach the aspects learners have difficulty in understanding because all LS & C aspects should be integrated within the time allocated to listening and speaking, reading and viewing as well as writing and presenting. Contrary to this, teachers just teach LS & C during this hour without integrating it with other skills, as portrayed by the two participants in this study. The classroom observations indicated that there was no synergy between what happened in the classrooms and what teachers postulated during the interview process.

Finding 7: Teaching approaches used in LS & C lessons

The CAPS policy document clearly states that the teaching of languages should be text-based, communicative and process oriented. LS & C should be taught in an integrated manner (DBE, 2011a). It was observed that all participants preferred to use the text-based approach even though they used it differently. Apparently, they used the question and answer method, thinking that it was the communicative approach. Furthermore, it was observed that there was minimal usage of the integrated approach because teachers taught LS & C using traditional methods.

Finding 8: Teaching paradigms (teacher centred or learner centred)

The teaching methodology utilised by all three participants is mainly teacher-centred and it is through teaching the LS & C directly without following an integrated teaching approach. I did not witness learners doing LS & C activities in groups or in pairs, even though the seating arrangement of learners in classes was conducive for group or pair work. This implies that the focus was mainly on the teachers (teacher centred) who see themselves as the only custodians of knowledge and it was evident that LS & C is still being taught in the traditional manner.

4.7   Conclusion

This chapter presented the analysis and findings from the semi-structured interviews conducted with IP isiZulu Home Language educators and classroom observations of the three participants. It finally presented the discussion of the findings. The conclusions and recommendations of the study are presented in the next chapter.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

The previous chapter presented data analysis of the semi-structured interviews, and the classroom observation of the three participants. It further presented the discussion of the findings.   This chapter presents the conclusions and recommendations of the study. The section on conclusions also highlights the gaps that have been identified in the CAPS curriculum with particular reference to isiZulu Home Language and possible interventions strategies by the DBE.   After the recommendations, the chapter makes suggestions for further study.

The intention of the study was to find out how teachers teach LS & C and to determine the extent to which teachers understand the integration of LS & C with other language skills in the IP isiZulu Home Language CAPS curriculum. It was also to determine their content and pedagogic knowledge base as well as curricular knowledge related to teaching LS & C. The research questions investigated were as follows:

1. How do Intermediate Phase teachers teach Language Structures and Conventions in Grades 4, 5 and 6?
2. How do teachers understand the teaching of Language Structures and Conventions in the Intermediate Phase IsiZulu Home Language curriculum?
3. What is the teachers' knowledge and interpretation of the theory of integrating Language Structures and Conventions in context of teaching other language skills?

The study was guided by a qualitative research approach.   Semi-structured interviews and classroom observations of the three teachers were the source of

empirical data collected for the study and data analysis was guided by Grossman's (1990) theoretical framework on teacher knowledge and relevant literature on teacher knowledge for language teaching.

5.2   Conclusions

The conclusions reached are now presented.

5.2.1   Teachers understanding of methodology of integrating LS & C

There were inconsistencies in the participants' understanding of the application of the integration of LS & C. Participants B and Participant C shared similar practical and specific views by stating that they used the text-based approach in the teaching of LS & C which means the teachers used texts as a source from which lessons were developed. On the other hand, Participant A differed by showing a theoretical understanding that was not specific, by stating that LS & C should be integrated with other language skills but she does not expand on how this should be done. This knowledge of methodology could be associated with Grossman's (1990) pedagogical knowledge. She describes this kind of knowledge as the knowledge that enables teachers to use various strategies that will enable learners to understand the subject content better.

5.2.2   Teachers understanding of PCK for teaching LS & C in context

From the data analysed from interviews, there was consistency in the manner in which teachers understood the teaching of LS & C in context. All three participants stated that they use the text-based approach as the context from which teachers could extract the language aspect they would like to focus on. This could be linked to Grossman's (1990) pedagogical content knowledge (PCK), which is, the blending of content and pedagogical knowledge.

5.2.3 Classroom practice of integrating LS & C

From the data acquired from interviews and lesson observations, there were inconsistencies in the manner in which teachers said they implemented the integration of LS & C. For instance, Participant B uses words such as "it depends" and "at times" which seem to depict scepticism in the manner in which he integrates LS & C in his class. Participants A & C used the story-method linked to the text. There was no evidence between what teachers said in interviews and their observed practice. For instance, teachers indicated during the interview process that they infused the aspects of LS & C into other language skills but it was observed that most participants taught LS & C in isolation. It was also observed that there was inconsistency in the manner in which participants integrated LS & C with other skills. Participants B and C started by reading texts whilst learners were listening, thereby integrating language and grammar with listening and reading. Both participants did not integrate writing and presenting in their lessons. Participant A taught LS & C in isolation by formulating sentences to demonstrate the usage of a simile and a metaphor in a sentence. This was difficult as Murray (2012) observes that if the African Languages curriculum was modelled after the English curriculum, it would pose a big challenge when teachers had to follow the method of teaching and curriculum design of another language. The actual implementation of this curriculum change seemed to be a huge challenge. Teachers were more comfortable using the direct method of teaching grammar in particular.

Data from the observation process indicates that there was inconsistency in the manner in which teachers integrated LS & C with other language skills which indicated a lack of pedagogic knowledge. This is exacerbated by the fact that the CAPS document for languages does not clearly spell out how the integration process should be taught. Teachers are just left at their own discretion to decide how to integrate the LS & C aspects within other language skills. It also transpired during the interview process that the teachers' knowledge of the curriculum content

knowledge was superficial. The above scenario indicates a lack of both pedagogical as well as content knowledge.

Data from the interviews indicates that the understanding of the methodology utilised by the teachers in integrating LS & C, differs. All participants preferred to use the text-based approach even if it was with only a minimal engagement with the text. One of the reasons they gave was that it enables learners to communicate effectively. This implies that the communicative approach is taught indirectly by the participants and when they were asked how they teach the communicative approach, it transpired that they were not well informed about it. They thought that the question and answer method where learners responded by "yes" or "no" was a communicative approach. Moreover, most teachers used the direct method to introduce their lessons and it transpired from the observed lessons that there was minimal usage of the integrated approach because teachers taught grammar utilising the traditional direct approach. Grossman (1990) attests to this when he states that the pedagogical knowledge of teachers is influenced by the manner in which they were taught.

This was also a problem that the Umalusi study picked up with regard to integration despite the fact that the principle of integration is recommended for teaching LS & C. According to Umalusi (2014, p. 20), the subject teams found that the level of integration between subjects was low for the CAPS, with little or no explicit mention of reference to the fields of learning in other subjects. Integration was marginally greater in the NCS than in the CAPS. This was in spite of the mention that integration was to be used as a teaching approach and in particular for teaching LS & C. Umalusi (2014, p. 25) also observed that LS & C was not integrated into the teaching plans. In some cases there was a lack of guidance regarding the texts to be selected for teaching. Therefore, the study concludes that it was too much to expect teachers to effectively use the teaching approach when the curriculum did not explain it well enough.

5.2.4 Knowledge of the curriculum content

It transpired that the teacher's knowledge of curriculum content was superficial. The teachers mentioned different grammar topics but what was encouraging was that the topics mentioned were all aspects of LS & C. The teachers' knowledge of the aspects of LS & C was uneven as they stated different topics even though all are part of LS & C. The teachers' knowledge of the isiZulu Home Language curriculum could be associated with Grossman's (1990) subject matter knowledge or content knowledge, which is, the knowledge about major topics within a subject and the relationship amongst them. The teachers' curriculum knowledge was fair since they all indicated that grammar, spelling, punctuation and figures of speech should be covered when teaching LS & C, but the curriculum knowledge was not at the same level. However, a critique of the CAPS curriculum is that it does not clearly provide teachers with teaching methods and appropriate strategies (Umalusi, 2014). The methods and approaches of teaching LS & C mentioned in the curriculum are not modelled for the teachers so that they clearly understand them and are able to implement them in their classroom practice. The Umalusi (2014) evaluations attest to these gaps in the CAPS curriculum.

5.2.5 Teachers' knowledge of the teaching approaches

- All participants used minimally the communicative approach and the integrated approach in their teaching of LS & C.
- Minimal engagement in the teaching of language conventions amongst the participants was glaring.

5.2.6 Challenges facing teachers when teaching LS & C

Various challenges were encountered by the participants teaching the integration of LS & C in isiZulu Home Language in the IP.

- One challenge was learners with inadequate competence in isiZulu, especially those who had attended former Model C schools where isiZulu was taught as a Second Additional Language. It also transpired that isiZulu was a great problem for learners who are foreign nationals and absolutely had no background in this language.

- It was noted that learners, who were struggling in isiZulu, did not receive assistance from parents with homework because parents were also not in full command of isiZulu terminology like isiZulu idioms and proverbs. Some of the learners were living with uncles who consistently spoke 'tsotsi taal'.

Challenges facing teachers teaching the integration of L S &C in the isiZulu Home Language CAPS curriculum could be linked to what Grossman's (1990) referred as the knowledge of educational context which is the knowledge of the school setting, contextual factors which affect teaching, and the knowledge of the students' backgrounds with particular reference to their strengths and weaknesses. To counteract these challenges, it is essential for teachers to understand the contextual factors of the environment in which they teach. Recommendations will now be presented in view of the findings synthesised from the study.

5.3 Recommendations of the Study

5.3.1 Review of the LS & C section in the curriculum

This study and empirical research conducted by Umalusi (2014) indicate that there are various problems with the teaching of LS & C with regard to the texts, aspects of LS & C and the teaching approaches. I would recommend that there should be guidance in the CAPS policy document regarding the nature and depth of texts for teaching LS & C and that these texts should be specified. There is a difference between the topics mentioned in the content overview and those presented in the teaching plan (Umalusi, 2014). The teaching plans need to be reviewed because the

absence of what to teach in specific teaching weekly plans may lead to confusion for some teachers and possible variation in the implementation of the curriculum. The CAPS policy document also needs to be reviewed, especially the teaching plan because it does not model the appropriate methods of teaching Language Structures. As a result, teachers are grappling with teaching the integration of LS & C in the IP. Furthermore, some of the LS & C aspects have been repeated in the teaching plan whereas some have been omitted.

5.3.2   Teacher Development Initiatives

Teachers indicated during the interview process that the duration of the isiZulu CAPS workshops was short and some felt that the quality was not satisfactory. Furthermore, the data from the interviews also indicated that teachers still wanted to know more about LS & C after the CAPS workshops. In some schools, teachers who teach isiZulu are not subject specialists. Therefore, it is evident that if they had not acquired adequate information from the teacher development initiatives, there would be a challenge in the implementation process. According to Grossman (1990), it is essential for teachers to enter the classroom armed with adequate content knowledge, pedagogical content knowledge and curricular knowledge. They would impart knowledge with confidence and understanding that is needed to improve learner performance. I would therefore recommend that the teacher development initiatives that are offered when a new curriculum is introduced be strengthen so as to make them effective and subject specialists to put much more emphasis on the teaching approaches recommended by the CAPS.

5.3.3 Teacher Support

Data from interviews indicated that teachers did not receive adequate support from their respective School Management Teams (SMTs) and from the District Office which created some problems in term of the implementation process. Furthermore, it was noted in all the observed lessons that the resources mainly used were hand-

outs and text books. IsiZulu workbooks provided by the DBE were not utilised. It is therefore recommended that the CAPS workshops should be followed by school visits. Bantwini (2009) alludes to this when he states that the CPD initiatives should be followed by on-site teacher support. During these visits, the district officials should support teachers in terms of curriculum implementation by modelling good practice as to how LS & C should be taught and support teachers in terms of the utilisation of isiZulu workbooks.

5.3.4 Suggestion for further study

The study was conducted in UMgungundlovu district which is predominantly an urban district. I would suggest that the study of this nature be extended to rural districts, to determine whether there are differences in policy implementation or whether there are deviations from policy emanating from the contextual factors of the schools. This is necessary in order to ensure that the Department of Education (DoE) and the District Office provide appropriate support to the schools, with human , financial , and physical resources as well as teacher development needs. Furthermore, this study leaves room for further research to be conducted in the teaching of other language skills as it (this study) was mainly confined to the teaching of LS & C.

REFERENCES

Bantwini, B. D. (2009). District professional development models as a way to introduce primary school teachers to natural science curriculum reforms in one district in South Africa. *Journal of Education for Teaching, 35*(2), 169–182.

Bernstein, B. (1999) Vertical and horizontal disclosure: an essay, *British Journal of Sociology of Education*, 20(2), 157-173.

Brown, D. (2000). *Principles of language learning and teaching* (4th ed.). New York: Pearson.

Brumfit, C. (1984). *Communicative methodology in language teaching.* Cambridge: Cambridge University Press.

Cohen, L., Manion, L. & Morrison, K. (2011). *Research methods in* education (7th ed.). London: Routledge.

Chisholm, L. (2005). The making of South Africa's National Curriculum Statement. *Journal of Curriculum Studies*, 37 (2), 193–208.

Cresswell, J. (2009). *Research design: Qualitative, quantitative and mixed methods approach* (3rd Ed.). London: Sage.

Day, C. (1999). *Developing Teachers*: *the challenges of lifelong learning.* London: Falmer Press.

Department of Basic Education (DBE). (2011a).*Curriculum and assessment policy statement: English First Additional Language grades 7-9*. Pretoria: Government Printers.

Department of Basic Education (DBE). (2011b). *Curriculum and assessment policy statement: English home language grades 4-6*. Pretoria: Government Printers.

Department of Basic Education (DBE). (2011c). *Curriculum and assessment policy statement: IsiZulu home language grades 4-6*. Pretoria: Government Printers.

Department of Education. (2002). Revised National Curriculum Statement (RNCS) Grades R-9, Languages. Pretoria: Government Printers.

Du Plessis, E. (2013). Introduction to CAPS. UNISA. Retrieved from: http://www.unisa.ac.za/contents/colleges/col_education/docs/CAPS%20INTRODUCTION%20TO%20CAPS%202013.pdf

Dyer, C. (1999). Researching the implementation of educational policy: a backward mapping approach. *Comparative Education*, March 1999, 35 (1), 45-61.

Eraut, M. (2002) Menus for choosy diners, *Teachers and Teaching: Theory and Practice*, 8, 371-379.

Eraut, (2004) Informal learning in the workplace, *Studies in Continuing Education*, 26, 247-273.

Fullan, M. G. (1991) *The New Meaning of Educational Change* (2nd ed.). London: Cassell Educational.

Graven, M. (2004). Investigating Mathematics teacher learning Within An In-service Community of Practice: The Centrality of Confidence. *Educational Studies in Mathematics*, 57, 177-211.

Grossman, P. (1990). A tale of Hamlets. In *The making of a teacher: Teacher knowledge and teacher education*. Columbia University: Teachers College Press.

Henning, E. (2004). *Finding your way in qualitative research*. Pretoria: Van Schaik.

Jansen, J. D. (1998). Curriculum Reform in South Africa: a critical analysis of outcome – based education. *Cambridge Journal of Education*, 28 (3), 321–331.

Jansen, L. (2014). Study reveals shocking results: Teachers battle with maths, The Mercury, 21 July, p.1

Kelly, P. (2006). What is teacher learning? A Socio-Cultural Perspective. *Oxford Review of Education*, 32(4), 505–519.

Kirkpatrick, R. & Ghaemi, H. (2011). Beyond the communicative approach in language teaching. *Modern Journal of Language Teaching Methods*, *1*(3) 143–149.

Knight, P. (2002) A systemic approach to professional development: learning as practice. *Teaching and Teacher Education*, 18, 229–241.

Krashen, S. (1982). *Principles and Practice in Second Language Acquisition.* Oxford: Pergamon Press.

Kwakman, K. (2003). Factors affecting teachers' participation in professional learning activities, *Teaching and Teacher Education*, 19,143–170.

Lauer, P. (2006). *An education research primer*. San Francisco: Jossey Bass.

Lieberman, A., & Pointer-Mace, D.H. (2008). Teacher learning: The key to educational reform. *Journal of Teacher Education*, 59(3), 226–234.

Maree, K. (Ed.). (2007). *First steps in research.* Pretoria: Van Schaik.

Maskew Miller Longman. (2012). *Survival Guide to the FET Curriculum and Assessment Policy Statements (CAPS).* Retrieved from: http://www.mml.co.za/docs/FET-CAPS-GUIDE-2012.pdf

Mouton, J. (2001). *How to succeed in your Master's & Doctoral Studies*. Pretoria: Van Schaik.

Murray, S. (2012). The challenges of designing a common, standards-based curriculum for all South Africa's languages. *Per linguam*, 28(2), 84–94.

Ndlovu, D. (1993). An analysis of the implementation of the Communicative Approach (CA) in the secondary schools in Pietermaritzburg circuit No. 1 of the department of Education and Training. Master's Thesis. Pietermaritzburg: University of Natal.

Pinnock, A. J. E. (2011). A practical guide to implement CAPS: a toolkit for teachers, school managers and education officials to use to assist in managing the implementation of new curriculum. Alexandra: Naptosa.

Richards, J. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.

Richards, J. (2006). *Communicative language teaching today*. Cambridge: Cambridge University Press.

Richards, J. (2011). Exploring teacher competence in language teaching: Regional language centre, Singapore, University of Sydney. *The language teacher*, 35(4), 3–7.

Richards, J. & Renandya, W. (Eds.). (2002). *Methodology in language teaching*. Cambridge: Cambridge University Press.

Richards, J, & Rodgers, T. (1986). *Approaches and method in language teaching*. Cambridge: Cambridge University Press.

Rosenmund, M. (2006). The current discourse on curriculum change: A comparative analysis of national reports on education. In A. Benavot, C. Braslavsky and N. Truong (eds.) *School Knowledge in Comparative and Historical Perspective: Changing curricula in primary and secondary education* (pp. 173–194). Hong Kong: Comparative Education Research Centre.

Silverman, D. (2010). *Doing qualitative research* (3rd ed.). London: Sage.

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15 (2), 4–14.

Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Education Review*, 57, 1–21.

Taylor, P. C. & Medina, M. N. D. (2013) Educational Research paradigm: From positivism to multiparadigmatic. Journal for meaning – Centred Education, 1. Online.

Turner – Bisset, R. (1999). The knowledge bases of expert teacher. *British Educational Research Journal*, 25 (1), 39–55.

Umalusi. (2014). What's in the CAPS package? A comparative study of the National Curriculum Statement (NCS) and the Curriculum and Assessment Policy Statement (CAPS). Pretoria: Umalusi Council of Quality Assurance in General and Further Education and Training.

Wilson, E., & Demetriou, H . (2007). New teacher learning: substantive knowledge and contextual factors. *The Curriculum Journal*, 18(3), 213–229.

Yalden, J. (1987). *Principles of course design for language teaching*. Cambridge: Cambridge University Press.

APPENDIX 1:   Invitation Letter to the Teachers and Individual Consent Form

Faculty of Education

School of Education and Development
University of KwaZulu-Natal
Private Bag X01
Scottsville
3209

Date………………………………

The Educator

Dear…………………………………..

<u>Invitation to Participate in a Voluntary and Confidential (Masters) Research</u>

I am currently a Masters student in Education at the University of KwaZulu-Natal, Pietermaritzburg. I am presently engaged in a research study that seeks to examine how the integration of Language Structures and Conventions with other skills is understood and implemented by isiZulu Home Language teachers in the Intermediate Phase CAPS curriculum. I have chosen you as a candidate whom I believe has potential and can provide valuable insight in extending the boundaries of our knowledge on this study area. Please note that this is not an evaluation of performance or competence of your teaching skills and by no means is it a commission of inquiry! Individual interviews, observations and document analysis will be used as data collecting methods. Your personal identity, participation and responses will be treated with utmost confidentiality and anonymity throughout the study and at no stage shall it appear in print. The information gathered as part of this study is due to the university and a copy of this report will be made available upon request.

I would appreciate your honest participation and responses as well as the permission to use your responses for official research purposes only. If you have any queries about this study, feel free to contact me at **084 805 1813** (email: muzimngomezulu63@gmail.com) or my supervisor at **033 260 5501** (email: mbathath@ukzn.ac.za). Be reminded that you are free to withdraw your participation at any time.

If you are willing to participate, please sign the *attached* consent form which gives me the permission to use your responses in my research study. The interview will be schedule to suit your convenient considering the time allocated to this study.

Yours faithfully

F F M Mngomezulu

_____

.... **DETACH AND RETURN** …………………………...............

Declaration of Consent

I …………………………………………………….................... (Please write your **NAME** in full)
Hereby confirm that I understand the content of this document as well as the nature of the
research project. I consent to participating in the research project. I understand that I am at
liberty to withdraw from the project any time, should I so desire.

Teacher's signature:…………………………….. ………   Date:……………………………..

APPENDIX 2:   Permission Letter to the Principal

School of Education and Development
Faculty of Education
Private Bag X01
Scottsville
3209

28 May 2013

The Principal

……………………………………………………

……………………………………………………

Dear Sir/Madam

REQUEST TO USE YOUR SCHOOL AS A RESEARCH SITE

I would like to ask for permission to make your school one of the sites of my research study. The title of my research is **Teachers' knowledge and practice of teaching and integrating Language Structures and Conventions in the Intermediate Phase isiZulu Home Language CAPS Curriculum.** The schools were randomly selected and your school happened to be the lucky one. The random selection was based on the socio – economic settings on which the school is located.

I will conduct the research with minimum disruption to the teaching and learning programme of the school, making use of non-teaching time as much as possible for data collection purposes. The duration of interviews will be an hour for two days and I have obtained approval from the Department of Education to conduct the study. To maintain confidentiality, pseudonyms for teachers' names and schools will be used.

My project is supervised by Dr T. Mbatha of the School of Education and Development. She can be contacted on 033 – 260 5501. I have also *attached* a copy of my research proposal which should provide any further information you need.

Thank you very much for considering this request.

Yours sincerely

_____
F F M MNGOMEZULU
084 805 1813

APPENDIX 3: **Principals' Declaration of Consent**

UNIVERSITY OF
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

DECLARATION OF CONSENT

I …………………………………………………………… (Full names of the Principal) hereby confirm that I understand the contents of this document and the nature of this research study. I am willing that my school be used as a research site in this study.

Signature of the Principal _____   Date _____

APPENDIX 4: Interview Schedule

The following questions are designed for research purposes. Therefore, the researcher kindly requests you to respond freely and frankly to the questions.

1. Which subjects are you teaching currently?

2. Which grade(s) are you teaching?

3. How long have you been teaching isiZulu Home Language in the IP?

4. Is teaching isiZulu a specialisation in your teaching qualification?

5. Can you explain what you understand by the term "Language Structures and Conventions"?

6. What are the aspects that need to be covered in the teaching of LS & C in isiZulu Home Language?

7. What is your understanding of the methodology of integrating LS & C with other language skills?

8. Can you explain what is your understanding of teaching LS & C in context?

9. Could you give an example of how you do this in your class?

10. To what extent do you integrate teaching of LS & C with teaching of other language skills? Choose from the following how it applies to you?
    A. No integration (Zero)
    B. Some integration (20%-39%)
    C. Substantial integration (40%-69%)
    D. Complete integration (70% or more)

11. What is your teaching approach concerning the teaching of LS & C?

12. How do you know if the approach of teaching LS & C that you are using is effective or not effective in helping learners improve their knowledge of isiZulu LS & C?(Language &grammar)

Professional Development

13. Have you attended CAPS workshops about the integration of LS & C?

14. Now that we are using the CAPS curriculum. What are the key differences between teaching isiZulu using CAPS from teaching isiZulu using NCS?

15. Have you receive any guidance about integrating LS & C with other language skills during CAPS workshops? Explain how the guidance provided during CAPS workshops is assisting you in your isiZulu lessons?

16. What kind of Teacher Support Material would assist you in teaching LS & C in the IP?

17. What challenges do you encounter when teaching LS & C to your learners?

18. Explain what you would still like to know/learn about teaching LS & C?

APPENDIX 5:   Observation Schedule

1.   How was the lesson introduced by the teacher?

2.   Which specific aspects of LS & C were addressed?

3.   How does the teacher and learners engage with texts/tasks in teaching LS & C?

4.   What is the evidence of integrating LS & C in teaching Listening and Speaking, Reading and Writing?

5.   How does the teacher deal with the following steps of an integrated LS & C with other skills:

      - pre-grammar stage
      - while-grammar stage and the
      - post-grammar stage of teaching

6.   Did the teacher use communicative, text-based or process approach?

7.   What resources were utilised by the teacher?

8.   Overall, how do the taught lessons show the integration of LS & C with other skills?

      Post observation question:

9.   Can you reflect on the lesson you have taught concerning your style of teaching LS & C.?

10.   What are some of the issues that you would like us to discuss about teaching LS & C?

      Checking of documents

      After the observation process I will check the following documents:

      - Lesson Plans
      - Tasks that have been administered
      - Exercise Books

      I would also ask the teacher to comment on learners assignments.

      In these documents I will be checking whether there is any evidence of the integration of LS & C with other language skills.

APPENDIX 6: **University of KwaZulu-Natal Ethical Clearance Certificate**

23 September 2013

Mr Frederick FM Mngomezulu (892215529)
School of Education
Pietermaritzburg Campus

Protocol reference number: HSS/0687/013M
Project title: Teachers' knowledge and practice of teaching and integrating Language Structure and Conventions in the Intermediate Phase isiZulu Home Language CAPS Curriculum

Dear Mr Mngomezulu,

Expedited Approval

I wish to inform you that your application has been granted Full Approval.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. Please note: Research data should be securely stored in the discipline/ department for a period of 5 years.

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

Yours faithfully

…………………………………..
Dr Shenuka Singh (Chair)

/ms

cc **Supervisor: Dr T Mbatha**
cc **Academic Leader Research: Dr MN Davids**
cc **School Administrator: Ms B Bhengu / Mr T Mthembu**