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Teachers' Experiences of Teaching IsiZulu Home Language to Non-Native Speakers of IsiZulu in Two Multilingual Schools in Soweto

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2025
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Dlangisa, Philela Xolile. (2025). Teachers' Experiences of Teaching IsiZulu Home Language to Non-Native Speakers of IsiZulu in Two Multilingual Schools in Soweto [Master's dissertation, University of the Witwatersrand, Johannesburg]. WIReDSpace. https://hdl.handle.net/10539/49429

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TEACHERS' EXPERIENCES OF TEACHING ISIZULU HOME LANGUAGE TO NON-NATIVE SPEAKERS OF ISIZULU IN TWO MULTILIGUAL SCHOOLS IN SOWETO.

BY:

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A RESEARCH REPORT SUBMITTED TO THE SCHOOL OF EDUCATION, UNIVERSITY OF THE WITWATERSRAND, IN PARTIAL FULLFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION.

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MARCH 2025

DECLARATION

Declaration of Original Work

I **Philela Xolile Dlangisa** (student number: **905451**) know and accept that plagiarism (i.e., to use someone else's work without their permission/ acknowledging them and pretending that it is my own) is dishonest. I confirm the following:

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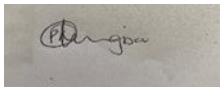
Signature:  **Date: 17 March 2025**

DEDICATION

I would like to dedicate this study to my niece, Zelondwe. I want you to know that ‘kuyenzeka’, your dreams are valid no matter where you come from. Do not let your background determine your future. I am also dedicating this work to my siblings ‘abantwana bakababa’. I did this for all of us. To those of you who did not obtain the opportunity to go as far as I did academically, just know that this is for you too. To those of you who are coming after me, know that you have all the time and opportunities to achieve all that you aspire to be in life. Do not stop, go after your dreams.

ACKNOWLEDGEMENTS

I would like to thank the following people for the impact they have made on this study. I give thanks to the Lord for being my shield throughout this journey. I would like to express my sincere gratitude to my supervisors; Dr Ntsoaki Mokala and Dr Mosebetsi Mokoena. Thank you for making this dissertation a success. Your support means a great deal to me, and I truly appreciate it. Completing this research study was a challenging journey but with you by my side, I got through it. Thank you for sharing your wisdom with me. To my sister and my friends thank you for backing me up and believing in me, Ngiyabonga.

ABSTRACT

The focal point of the current study was on exploring teachers; experiences of teaching isiZulu HL to non-native speakers of isiZulu in two multilingual schools in Soweto. Moreover, this research study explored pedagogic strategies used by isiZulu HL teachers when teaching the language in Multilingual classrooms. Teachers' perceptions of teaching the language to non-native speakers in multilingual classrooms were explored. The current study took on the interpretivist paradigm and used a case study research design because it offered an opportunity to clearly comprehend the way isiZulu HL is taught to non-native learners of the language in two multilingual schools in Soweto. Furthermore, the interpretivist lens accorded the study an opportunity to understand pedagogic strategies used when teaching isiZulu HL in a diverse and multilingual classroom, reflecting their own experiences and perceptions of those experiences. This was a qualitative study; for that reason, the participants were purposively chosen in relation to the questions governing this study and that they are teaching isiZulu HL to non-native speakers of isiZulu in multilingual schools in Soweto. Six participants were sampled in this study. Interviews and classroom observations were used as data collection methods. Face-to-face and telephonically interviews were conducted recorded. The data collected was analyzed thematically, following the inductive thematic analysis approach. The outcomes of this study indicated that the isiZulu HL teachers experience both positive and negative challenges when teaching isiZulu to non-native speakers in a multilingual classroom. Translanguaging, scaffolding, learner-centered pedagogies and incorporation of digital pedagogies were identified as the pedagogic strategies used by teachers when teaching isiZulu in multilingual classrooms. Additionally, the isiZulu HL teachers believe that they require in-service training and development on multilingual pedagogies to ensure that they acquire better teaching strategies to address various learning styles of multilingual learners.

KEYWORDS: Translanguaging, multilingualism, non-native speakers, home language and isiZulu HL.

ABBREVIATIONS AND ACRONYMS

SA------South Africa

NCS------National Curriculum Statement

HL------Home Language

FAL------First Additional Language

SAL------Second Additional Language

DBE------Department of Basic Education

LiEP------Language in Education Policy

DoE------Department of Education

SGB------School Governing Body

LoLT-----Language of Learning and Teaching

SASA-----South African Schools Act

GET------General Education Training

FET------Further Education Training

GDE-----Gauteng Department of Education

DHET------Department of Higher Education and Training

ICT------Information and Communications Technology

HOD------Head of Department

ATP------Annual Teaching Plan

SMT------School Management Team

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CHAPTER ONE: INTRODUCTION AND OVERVIEW OF THE STUDY

1.1 Introduction

As a diverse and a multilingual country, language teaching in South Africa has always been and continues to be a controversial issue. The apartheid government utilized the education sectors as one of its key instruments to create segregation and to systematize the extensive injustice amongst most of the South African people (Stein, 2017). The instituting of Bantu Education policy in the South African schools resulted in major disruptions in the education sector. The policy elevated only two languages: English and Afrikaans as the languages of learning and teaching in schools (Stein, 2017). This meant that other languages such as indigenous African languages were not given similar official ranking as English and Afrikaans (Mncwango, 2009). The use of Afrikaans as the language of instructions in SA schools resulted to a disruption in schools, the Soweto uprising started on 16 June 1976 where students protested this law. Students fought for the acknowledgement of the indigenous languages and the right to get equal basic education through their home languages. It is fundamental to note that the students of 1976 wanted indigenous languages to be offered same official status as English and Afrikaans in schools (Stein, 2017). Consequently, the South African government and Constitution implemented new policies to accommodate all students. Before discussing the transition of language use in South Africa since 1994, let me give a brief discussion of what language looks like as a subject in South African schools.

1.1.1 Language as a subject in South African schools

The National Curriculum Statement (NCS) offers languages at three various levels, viz. Home Language (HL), First Additional Language (FAL), and Second Additional Language (SAL). Official languages are only permitted at HL and FAL levels, foreign languages are allowed at SAL level (DBE, 2013). The department of basic education defines a Home Language as a level where it is presumed that learners come to school to be able to converse in and comprehend the language. When learners come to school, their basic competences get to be improved further by focusing more on numerous forms of literacy skills such as reading, writing, visual and critical literacies (DBE, 2013). Moreover, in schools, learners are expected to take one official language at home

language level as a subject (DBE, 2013). First Additional Language is referred to as a level where it is presumed that learners begin school not knowing the language. Their basic skills of comprehending and speaking are developed and built on the literacies obtained by learners from their home languages (DBE, 2013). Second Additional Language is a language that is learned as an addition to an individual's home language and is mostly learned out of personal linguistics interests and purposes, its aim is to improve one's multilingualism (DBE, 2013). This study focuses on isiZulu language as a subject at Home Language level. This study intended to delve into teachers' experiences of teaching isiZulu HL to non-native speakers of isiZulu in multilingual township schools in Soweto. Below I discuss language policies implemented following the period of colonization in South Africa.

Since 1994 the South African language education policy seemed to be advancing into the right direction since education is becoming more inclusive, including all the learners even those who have special needs (Onyishi & Sefotho, 2020). New policies around language were developed with the intention of enhancing language use in schools. The South African Legislature and Constitution of South Africa embody democracy and advocacy of multiple use of languages and home language-based education. The new language policies are developed because South Africa is multilingual, and mother tongue teaching is suitable for learning (De Klerk et al., 2021). The main concern of the South African constitution working together with the Department of Education is that all the twelve official languages must share equal value and status (Mbiri-Hungwe, 2023). This implies that all these languages must be equally used in the education sector. Below is the discussion of policies encouraging multilingualism in the South African classrooms.

1.1.2 Language in Education Policy (LiEP)

"The Language in Education Policy (LiEP) was issued in 1997 in terms of section (3)(4)(m) of the National Education Policy Act 1996 (Act 27 of 1996) which authorizes the National Minister of Education to determine language in education. In terms of section (6)(1) of the South African Schools Act (Act 27 of 1996), it allows the national Minister of Education to decide norms and standards for language policy in public schools" (DoE, 1997, P.2). The LiEP is an ongoing process that helps in developing policy for education as part of a national plan (DoE, 1996). The Constitution of the Republic of South Africa, the Department of Education acknowledges cultural diversity and considers it as a national asset (DoE, 1996). Therefore, the intention of the LiEP is

to promote multilingual education including all the 12 official languages (DoE, 1997). The policy also promotes home language-based education specifically in the early years of schooling (grade 1 to 3) to help learners comprehend content of what is taught in class. At this stage mother tongue plays a huge role in learners' education because learners find it challenging to learn in a first additional language (English), but learners learn better in their mother tongue (Sibomana, 2022). When learners get to grade 4, they change from their home language to English or Afrikaans as a language of learning and teaching, at the same time, their mother tongue must continue to be learned and taught as one of the subjects. School governing bodies (SGB) are mandated to decide on the language of learning and teaching (LoLT) of their school. Furthermore, the SGB must choose a language that will serve a purpose in the community and the needs of the learners.

Moreover, the policy aims to build a non- racial South Africa by creating equity and equal access to education, this involves giving all previously marginalized languages equal status (DoE, 1997). The implication here is that all schools must have sufficient teaching and learning resources and teachers who are well trained and proficient in the languages they teach (DoE, 1997). In addition, this policy promotes additive multilingualism, it allows learners to elevate their home language competency while getting an opportunity to be proficient in other languages, such as English to expand their opportunities in the education and socio-economic sectors. The LiEP puts emphasize on the revitalization of indigenous languages through several educational programs and tools. This involves utilizing indigenous languages as medium of instruction during the process of learning and teaching, not just using them as subjects only (DoE, 1997).

1.1.3 The South African Schools Act (SASA) 84 of 1996

The second policy structure involves the South African Schools Act (SASA) 84 of 1996. This act aims "to provide for a steady system for the organization, governance and funding of schools; to revise and abolish certain laws concerning schools; and to provide for matters connected therewith" (DoE, 1997, P.2). In chapter 2 (6) this Act layouts the language policy of public schools to encourage the use of multilingualism and equal access to education (DoE, 1997). According to this policy act, the council of Education Ministers decides on the norms and standards of language policy for government schools, this happens after they have gone through the Government Gazette. Thereafter, the SGBs are the ones who choose the language and policy of their school and all other applicable laws (DoE, 1997). According to this Act, the policy chosen by school governing bodies

must promote multilingualism and the needs of the learners. It must encourage the utilization of mother tongues as languages of instructions where possible, particularly in the lower grades (grade R to 3). The Act also aims to grant equal access and the development of languages. This calls for non- discrimination amongst languages as they must be developed equally with sufficient teaching and learning resources, especially those languages that were previously marginalized (DoE, 1997).

1.2 Key words

1.2.1 Multilingualism- is an ability of an individual, group of people or community to converse in multiple languages. DHET (2020) defines multilingualism as the effectual use of multiple languages either by an individual or by a community.

1.2.2 Non-native speakers- are individuals who speak or learn a language that is not their language. Their language acquisition is through formal education or self- study.

1.2.3 Home Language- is referred to as a 'mother tongue'. This is the language learners know best, learners feel more relaxed when reading, speaking and writing through their home language (Stein, 2017).

1.3 Research Problem

South African classrooms have become spaces in which teachers and learners from different cultures and linguistic backgrounds operate. For instance, there is a high number of non- native speakers learning isiZulu language at home language level, this is happening in the General Education Training (GET) and Further Education Training (FET) phases (grade8-12). This is caused by many factors such as multilingualism and multiculturalism, most of the township schools in Gauteng have learners who are non-native speakers of the isiZulu language, but they are learning it at a home language level. This presents several challenges for both teachers and learners. Some learners have difficulties reading, writing and speaking the language, learners lack interest in learning and dethatch from learning the language (Dalim, 2020). In some cases, teachers fail to assist this kind of learners because they are expected to follow and use scripted lesson plans that hinder them from employing teaching strategies that accommodate all the needs of learners in their classrooms (Ngema, 2021). Below, rationale and purpose of the study is discussed.

1.4 Rationale and Purpose of the study

The linguistic diversity of learners in isiZulu home language classrooms brings various challenges and opportunities for teaching isiZulu language to non- native speakers of the language. This calls for teachers to come up with inclusive and effective teaching strategies (Dalim, 2020). Research has been done on the teaching of a language to non- native speakers. According to De Klerk et al., 2021) non-native learners face difficulties when taught through a second language. The challenges include not being able to speak, read and write the language properly. This is caused by non-native speakers'; background where learners only use their native languages for communication (Majola & Madoda, 2023). Lack of teaching resources and unskilled teachers are also contributing factors to the difficulties experienced by non- native speakers when learning a new language (Abdullaev, 2023). Therefore, there is still a need for more research to be done on how teachers teach isiZulu HL to non- native speakers in multilingual contexts. The current study intended to explore teachers' experiences of teaching isiZulu HL to non- native speakers in two multilingual schools in Soweto. Research aims and objectives are discussed below.

1.5 Research Aims and Objectives

The study aimed to explore teachers' experiences of teaching isiZulu home language to non- native speakers of isiZulu in multilingual classrooms. The study also intended to obtain the subsequent objectives:

A. To determine pedagogic practices employed by teachers when teaching isiZulu home language to non- native speakers in two multilingual schools in Soweto.
B. To explore teachers' perspectives of teaching isiZulu home language to non- native speakers in multilingual classrooms.

1.6 Research Questions

This research study was driven by the successive leading research question: What are teachers' experiences of teaching isiZulu Home Language to non- native speakers of isiZulu in multilingual classrooms? The study also intended to attain the two succeeding sub-questions:

A. What pedagogic practices do teachers employ in their teaching of isiZulu Home Language to non- native speakers of isiZulu in multilingual classrooms?

B. What are teachers' perspectives of teaching isiZulu home language to non- native speakers in multilingual classrooms?

1.7 Research Methodology

This research study is interpretive in nature, and case study qualitative research design was considered fit for the current study. The aim of the study was to explore teachers' experiences of teaching isiZulu HL to non-native speakers in multilingual classrooms. Qualitative research methodology was appropriate for this research because its aim was to comprehend events in their natural setting (Maree, 2016). Employing qualitative research methodology granted me an opportunity to produce a thorough analysis of teachers' experiences of teaching isiZulu HL to non-native speakers of the language in multilingual contexts. Interpretive lens of a case study was employed in the study as it accorded me a chance to comprehend teachers' perspectives of teaching isiZulu HL to non-native speakers in multilingual classrooms. Participants participating in this study were purposely chosen from two multilingual schools in Soweto. Individual interviews and classroom observations were more compatible for the study for data collection. Data was analyzed through the six-steps procedure of analyzing and interpreting defined by Creswell (2018), which are: data managing and organizing, reading all the collected data, data categorizing, data explanation, describing themes and data interpretation from researchers' point of view. Ethical considerations, credibility, transferability, confidentiality and privacy were discussed. Full details of this segment are discussed in chapter three.

1.8 Ethical Considerations

By virtue of the increase in research pursuits, various rules and regulations have been established by organizers and authorities as an outline to implement honesty, obedience and ethical standards when conducting research (Yip, Han & Sng, 2016). The current study involved human interaction, and for this reason and the protocol established by the university, the ethical clearance certificate was accorded to me by the University of the Witwatersrand committee to ensure that participants of this study participate out of their own will. The protocol number is 2024ECE052M. I also asked permission from GDE to conduct interviews and do observations from the two schools. The GDE accepted my request to conduct interviews and do observations in two secondary schools in Soweto. The GDE research approval letter was given to me. I could not conduct interviews and do observations in these schools without the permission of the principals of these schools. I wrote a

letter to the principals requesting to interview and observe teachers teaching in their schools. In the letter I stated the intention of the study. Same applies to the teachers, I wrote a letter to the teachers appealing to them to partake in the study, the written letter was hand delivered to allow teachers to ask questions if they wish to do so. The schools' principals permitted me to collect data and teachers participating in this study signed consent forms before the commencement of data collection.

1.9 Contribution of the Study

The study is envisaged to assist teachers teaching isiZulu HL to reflect on their pedagogic practices and find new approaches to teaching isiZulu Home Language to non-native speakers of isiZulu. Furthermore, this study may be used as a foundation in research on a broader context on both teachers' and learners' experiences.

1.10 Delimitation of the study

The current study is limited in several ways. The focus of this study was on teachers from two multilingual schools. This means that their perspectives cannot be generalized. Only six participants were interviewed and observed. The implication here is that the outcomes of this study cannot be generalized to a broad population. Consequently, it is understandable that the outcomes of this study are limited to the participants of the study. The focal point of the study was exploring teachers' experiences of teaching isiZulu HL to non-native speakers of isiZulu in two multilingual schools in Soweto.

1.11 Organization of Chapters

This segment layouts chapters of the study report. The layout gives a short overview of what each chapter brings about.

The first chapter has given a brief description of the background of the study, emphasizing the problem of the study and the objectives that the study aimed to attain. Key terms related to the study were defined to prohibit any misunderstanding in the use of these terms right through the study.

Chapter two evaluates the literature related to the study and explains the theoretical framework framing the entire study. The second chapter commenced with

The third chapter focuses on the methodology and the design of this research study. In this chapter more attention is paid to the methodology and actions taken to conduct the research. The method utilized for the selection of the participants together with the research site is outlined in this chapter. Additionally, ethical considerations, techniques employed when collecting data and sampling techniques used were explained. The matters of credibility, transferability, confidentiality and privacy are also emphasized in this chapter.

Chapter four focuses on Presenting the findings of the study. The presentation is about the raw data collected from face-to-face and telephonically interviews and classroom observations.

Chapter five is the analysis and interpretation of data. Relevant recommendations are given. This chapter brings the study to the conclusion. Consequently, it analyzes the results of the elucidated data and evaluates the strengths and limitations in the way the study was conducted.

1.12. Summary of the chapter

The first chapter introduced and gave an outline of the study. This discussion is followed by a brief description of what language as a subject looks like in South African context. The language policies related to the study were explained. After this explanation, the most common concepts found in the study were listed and their short meanings given. A detailed discussion of the problem, rationale and purpose of the study was specified. Research aims, objectives and research questions were explicitly stated. This was succeeded by a brief discussion of the research methodology applied in this study, ethical considerations were highlighted. The contribution and delimitation of the study were also explained. Lastly, I spelled out the structure of all the chapters in the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The direction of this chapter is on the layout of the theoretical framework guiding the entire study. This study was framed around Translanguaging theory. The chapter commences with the comprehensible definition of theoretical framework. Thereafter, the full description of Translanguaging theory as the framework of the study is given. This discussion is followed by literature review which is categorized into three categories. The first one is challenges faced by teachers when teaching a language to non-native speakers in a multilingual context. Teachers' experiences of teaching a language to non-native speakers in a multilingual context are described as the second theme. The last section is on pedagogic practices used by teachers when teaching in multilingual contexts.

2.2 Theoretical Framework

It is always essential to conduct a research study through a theoretical framework. Theoretical framework grants an outline of and gives crystal-clear insight of a study. Theoretical framework is considered as a foundation in which all knowledge is obtained for a research study, it is referred to as a 'blueprint' of a study. Grant and Osanloo (2016) defined theoretical framework as a guide utilized to construct and support a study, it also provides a layout to define how a study will be approached philosophically, epistemologically and analytically. Translanguaging as the theoretical framework guiding this study is defined below.

2.2.1 Translanguaging

The current study is underpinned by Translanguaging framework. The translanguaging theory was devised by Williams in the 1980s. Williams refers to translanguaging as a pedagogical practice that grants bilingual learners' permission to employ both their languages in meaning making (Stroupe et al, 2019). Translanguaging is a tool aimed at utilizing various languages in a classroom. As such both educators and learners are given a chance to uniformly divert between languages to ease up learning in a classroom. Furthermore, translanguaging is defined as an 'all-terrain' vehicle that permits the use of various languages for communication such as visual, spatial, and speaking skills employed when learners are not in the classroom (Garcia, 2009). According to Makalela (2016), translanguaging was established and presented with the intention of departing from

monolingual teaching practices in a multilingual classroom. It focuses on challenging the Global North ideology of teaching which centers its focus on oneness idea of teaching in multilingual classrooms.

Research shows that translanguaging has multiple benefits because it grants secure and enjoyable learning conditions for learners and assist them in acquiring access to scientific knowledge (Charamba 2020; Maseko& Mkhize ,2021; Ticheloven et al., 2021; Mokala et al., 2022) I must also point out that translanguaging allows students to individually utilize their linguistic repertoires. Translanguaging assists in bridging the gap between a learner's school and everyday life worlds. Moreover, translanguaging permits multilingual learners to use their repertoire as resources for meaning making (Maseko & Mkhize, 2021; Makalela, 2016). Through translanguaging, learners' understanding strengthens and their classroom engagement improves. Furthermore, translanguaging encourages inclusivity within a multilingual classroom and appreciation for different cultures (Mokala et al.,2022). Therefore, both educators and students connect with themselves and the external world. It bridges the gap between different cultures and life worlds.

Translanguaging assisted me as a researcher to explore teachers' experiences of using language as a strategy to move away from a monolingual idea of teaching in a multilingual context. It also helped in understanding the utilization of language to close the division between learners' school and everyday knowledge. In addition, translanguaging enabled me to understand and interpret the in-depth of teaching IsiZulu HL in multilingual classrooms in Soweto. I managed to interpret how teachers employed multiple languages in their teaching, as they teach learners who use different languages other than isiZulu. This study was qualitative in its nature, thus, allowing me to break down a complex issue and tracked it down to its simplest events (Sofaer, 1999). Therefore, through translanguaging I was able to explore and scrutinize teaching methods teachers use in their natural setting (multilingual classrooms). Literature related to this study is discussed below.

2.3 Literature Review

This segment reviewed previously done studies in relation to the following sub-headings: multilingualism, teachers' perspectives on teaching home languages, South African linguistically diverse learner population, challenges of teaching language in multilingual contexts, teachers' experiences of teaching language in multilingual contexts and pedagogic strategies used by

teachers in multilingual classrooms. The reviewed literature looked at the teaching of languages at all the levels of schooling from primary schools to tertiary, to examine their relation to the teaching of isiZulu HL to non-native speakers of isiZulu in two multilingual schools (high schools) with focus being Soweto as the setting of the study. It should be emphasized that these sub-headings are derived from the research questions guiding this study.

2.3.1 Multilingualism

South Africa is a linguistically and culturally diverse country, thus, reflecting the diverse multilingual classroom. Multilingualism is explained as the use of more than two languages in a conversation. DHET (2020) defines multilingualism as the effectual method of using multiple languages either by an individual or by a community. The recognition of all the twelve official languages in South Africa plays a crucial role in multilingualism as all these official languages are expected to be accorded an equal status in multilingual contexts (Masha-Sambo et al., 2023); (DoE, 1997). According to Heugh and Stroud (2020) indigenous African languages were not given an official status in the education sector as English. English language was regarded as lingua franca, and this was problematic for South African classroom which are filled with linguistically and culturally diverse learners. At the dawn of democracy in South Africa, language polices such as LiEP were implemented to encourage the use of multiple languages when teaching in multilingual settings particularly in the early years of schooling (DoE, 1997). Multilingual pedagogies help learners to see their capabilities regarding the use of language while respecting and valuing other languages in a multilingual context (de Klerk et al., 2021). Multilingualism is fundamental in linguistically diverse classrooms because it allows learners to acquire skills needed for understanding target language. This corresponds with Ramchandra's (2020) view that learners' multilingualism can be improved through group discussions. Group discussions naturally allow learners to translanguage between their mother tongues and the target language to understand their work (Mbirimi-Hungwe, 2023). As mentioned above, multilingualism accommodates language diversity, it is a also living proof that languages cannot function without one another. In a study conducted by Mbirimi-Hungwe, (2023), it is evident that learners come to the classrooms with different languages. Therefore, multilingualism is not taught in the classroom, but it is a tool that should be used by both teachers and learners to construct meaningful understanding of the subject matter. I totally agree with the findings from the above scholars because ignoring the fact that South African classrooms are linguistically diverse would not serve the needs of the kinds of the

learners we teach in our classrooms, if we do so we would be encouraging the monolingual bias idea of teaching (Makalela, 2018). Multilingualism classrooms require the use of teaching practices that embrace linguistically diverse learners, thus enriching the learning of all the learners in South Africa classrooms.

2.3.2 Teachers' perspectives on teaching home languages

Mother tongue teaching is one of the learning tools that assist learners in making their learning experiences meaningful and effective (Majola, 2022). According to Majola (2022) teachers believe that incorporating learners' home languages when teaching is useful to the learners as it assists them with comprehension and cultural identity. The outcomes from the study further indicate that teachers are supporting the idea of using isiBhaca as this was the language better understood by the leaners over isiXhosa and isiZulu. In addition, adoption of home language teaching is useful for teachers and learners. The use of home language in classes allows fluidity of teaching and learning with no fear of being taught through an unfamiliar language. These findings tally with Shinga and Pillay (2021) who demonstrate that learners tend to pay attention when their home language is employed unlike when the lesson is conducted in a foreign language. Similarly, Sibomana (2022) explains that learners learn best when taught through the language they understand. To add to this, some teachers use technology to enhance language learning in their classrooms. This is reported on a study carried out by Maja (2023) which indicated that teachers believe in incorporating technology when teaching language because it has benefits such as improved learners' performance and participation.

2.3.3 South African's linguistically diverse learner population

The South African classrooms are full of learners from different backgrounds. Their linguistic capabilities and cultures are different and sometimes teachers struggle to manage such learners in their language classrooms due to failure of consolidating all the languages. Yafele (2024) agrees that lecturers have challenges coping with multiple languages due to insufficient training and misconceptions about multilingualism. Results from this study also show that university culture advocates for the use of multilingualism in classrooms. However, some lecturers still employ monolingual teaching in their classrooms. It is also necessary for teachers teaching home languages in multilingual classrooms to be trained and furnished with adequate teaching materials. This is emphasized by Mills et al., (2020) who emphasize that regardless of the high number of

learners learning English in the United State, little attention is paid to preparing teachers for linguistically diverse classrooms. This is comparable with the situation South Africa as Ngema and D'amant (2024) agree that there is an increase of migration in SA. I find it important to highlight that the immigrant learners make part of the South African schooling system.

In SA it is now normal to find diverse learners from different backgrounds in one classroom, because of several African languages spoken in SA, coupled with the increase in migrant learners. One would expect the South African classrooms to be inclusive of every learner, but immigrant learners are struggling to adjust. The contributing factors are prejudice and discrimination from their peers and teachers. Language is also problematic to these learners. As a result, immigrant learners' adaptation, success and language proficiency are inhibited by these factors (Ngema & D'amant, 2024). To implement multilingualism and inclusive education Ngema and D'amant recommend that the South African curriculum must integrate African languages to lower language barriers and schools and teachers must respect and celebrate diversity to ensure equal education and inclusivity of all learners.

2.3.4 Challenges of teaching language in multilingual contexts

Teachers teaching a language to non-native speakers find it challenging because in most cases the non-native speakers struggle with the literacy skills such as reading, pronunciation and writing required to understand the language. According to Ndimande-Hlongwa et al., (2010), teaching and of a learning language has become a challenge in multilingual classrooms. A study conducted by Mathenjwa (2022) on experiences faced by teachers when confirm that it is indeed challenging to teach a language to non-native speakers. Findings from this study further indicate that immigrant learners struggle with speaking skills and pronunciation. These kinds of learners also experience language barriers, native speakers of the language bully them and they end up having low self-esteem. As a result, teachers teaching these learners find it challenging to engage them in their lessons. Moreover, these findings are emphasized by Mtshali and Mashiya (2022) who in their study revealed that teachers find it difficult to teach non-native speakers because they struggle with pronouncing words from the second language. Similarly, according to Majola and Madoda (2023) Bhaca learners learning isiXhosa as their HL have difficulties with Xhosa accent and pronunciation. They explain that when learning some Xhosa concepts, they have challenges in

understanding the language. De Klerk et al., (2021) mentions that Afrikaans native speakers learning isiXhosa feel uncomfortable being taught in the language they do not understand.

2.3.5 teachers' experiences of teaching language in multilingual contexts

Teachers teaching a home language to non-native speakers of the language experience a lot of challenges. Their experiences are both positive and negative and they usually stem from learners' attitudes towards learning a new language, relationship teachers have with their learners and teachers' perspectives of teaching a language to non-native speakers. To support these claims Majola and Madoda (2023) investigated 'teachers' experiences in teaching isiXhosa as a home language to Baca speaking learners. In their study they discovered that the non-native speakers of isiXhosa showed negative attitudes towards learning the language. This was caused by the non-native speakers who felt unease being taught in Xhosa. The learners also had challenges understanding, writing, pronouncing and reading the language. Then teachers found themselves battling with teaching these learners because they were also not well versed in the learners' home language, so explaining Xhosa concepts was challenging for the teachers (de Klerk et al., 2021).

De Klerk et al.'s, (2021) study also indicates that the Afrikaans speaking learners would get puzzled when taught through more than two languages, these learners were not engaging with the Xhosa language. As a result, teachers ended up doubting themselves in their teaching and not completing syllabus.

The positive experiences of teaching language in multilingual contexts are useful to both teachers and learners. Teachers get to use familiar languages to explain concepts to the learners while this practice affords learners a chance to have a clear understanding of those concepts explained to them through the languages, they understand best. This is reflected in de Klerk et al., (2021) whose argument is that teachers regarded use of multiple languages when teaching as a positive experience because it contributes towards the improvement of learners' language abilities. It also increases deeper and fuller understanding of the subject matter and teachers and learners get to interact during the teaching and learning process.

2.3.6 Pedagogic strategies used by teachers when teaching in multilingual classrooms

Due to linguistically and culturally diverse classrooms in SA, majority of teachers have attempted to use several teaching methods in their teaching to cater to all the needs and learning styles of diverse learners in their language classrooms. Multilingual pedagogies are used by teachers when teaching a home language to non-native speakers of the language. This is noticeable in a study carried out by Mokala et al., (2022) on the 'impacts of multilingualism on the teaching and learning in Sesotho home language classroom' in one of the SA universities. Their findings demonstrate that teachers apply the use of multiple languages in their teaching to address linguistic diversity in their classrooms. This method grants both teachers and learners an opportunity to utilize all the languages they know to maximize learners' language learning and classroom engagement.

Translanguaging is one pedagogic strategy advocating for successful teaching in multilingual classrooms. It is used by teachers in their classrooms to ensure that learners comprehend the language better by using their home languages for meaning making. As reported by Mbirimi-Hungwe (2023) translanguaging upholds multilingualism, it does not view languages as separate entities rather encourages simultaneous use of languages in multilingual classrooms. For learners to obtain clear understanding and knowledge of using more than two languages during the teaching and learning process, Makalela (2018) emphasize that language complement one another and should be used interchangeably when teaching in a multilingual classroom. In similar strides Sefotho (2022) states that translanguaging is the best fitting strategy to be used in multilingual classrooms because it is a representation of what SA culture is made of. This strategy enhances learning and helps learners become confident in their learning and in acquiring language skills (Sefotho, 2022).

Learner-centered teaching is closely linked to task-based learning, this method can also be used in multilingual classrooms as it helps learners with communication skills- speaking activities allows learners to express themselves using various languages. This method also helps learners to gain more confidence in their communication skills (Mpiti & Makena, 2021). There are numerous teaching methods that are associated with learner-centered teaching such as role plays, group discussions, presentations and many more. Hence Babane (2020) asserts that teaching strategies such as scaffolding, repletion of lessons, role plays and audio-visuals assist learners with language

acquisition in multilingual classrooms. In addition, it is fundamental for teachers to use phonics and letters when teaching language for learners to master pronunciation, reading and writing skills (Mtshali & Mashiya, 2022). Also, the use of artefacts like games, puzzles, movies and image enrich comprehension skills. Picture also improves speaking skills by refining pronunciation and fluency (Hafidz, 2020). Next, I will discuss the methodology chapter of the current study.

2.4 Summary of the chapter

The chapter described the theoretical framework. The study is framed around Translanguaging theory and the full definition of Translanguaging is given above. Studies related to the teaching of languages to non-native speakers in multilingual contexts were also discussed in relation to the research questions. The next chapter outlines the methodology guiding the study.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The present chapter defines the research methodology I employed in conducting this research study. It further gives full details of the research design and methodology utilized to collect data. Reasons for the research design applied in this study are explained. This chapter defends my choices of conducting a qualitative research study. In addition, the chapter provides details on ethical issues, trustworthiness and credibility, and transferability. An understandable description of how anonymity, confidentiality and privacy was kept is outlined. In addition, reflexivity and my role as a researcher are discussed. Research methodology is discussed below.

3.2 Research Methodology

Qualitative research methodology was used in the study. This methodology is highly valued in laying out rich interpretations of multiplex circumstance and tracking down distinctive or unforeseen events (Sofaer, 1999). This study's aim was to pursue the in- depth comprehension of events in their natural setting (Maree, 2016). The utilization of qualitative research methodology granted me the opportunity to produce detailed analysis of teachers' perspectives on the issue of non-native learners learning IsiZulu at a Home Language level. Additionally, qualitative research methodology allowed me as a researcher to explore extensively the pedagogic methods utilized by teachers when teaching IsiZulu Home Language to non-native speakers of the language in multilingual classrooms. Moreover, this methodology permitted the study to examine the extensive comprehension of teachers' experiences of teaching IsiZulu HL to non- native speakers of the language in multilingual classrooms in Soweto. Qualitative research methodology is a systematical approach utilized to unpack research problems, and it involves various sequences taken by a researcher to investigate research problems adjoining the rationale behind them (Kothari, 2020). I chose to work with teachers teaching IsiZulu Home Language to non- native speakers in multilingual contexts as the study intended to examine teachers' experiences and hear their opinions and views about the teaching IsiZulu HL to non- native speakers in two multilingual schools in Soweto. These participants were a perfect choice for the study because they were well informed about teaching these kinds of learners due to their teaching experiences. Now, I focus on research paradigm.

3.2.1 Research Paradigm

A research paradigm is a collection of ideologies which are normally known worldwide (Sefotho, 2013). These ideologies contribute to how a researcher conducts their study, and their election of research participants including their data generating techniques. Therefore, interpretivist paradigm was chosen for this study because my interest was in understanding teachers' experiences of teaching IsiZulu HL and their pedagogical methods when teaching non-native learners in multilingual contexts, as well as their perceptions of teaching such learners. The interpretivist paradigm was appropriate for the current study because its aim was to investigate and track thoroughly teachers' experiences of teaching IsiZulu HL to non- native speakers in two multilingual schools in Soweto. This paradigm permitted the study to construct relevant and comprehensive ideas of this chosen phenomenon (Kumatongo & Muzata, 2021). As indicated by Marriam (2002), interpretivist paradigm grants researchers a chance to construct significant understanding in conformity with their standpoint rather than discovering them. Likewise, the study intended to explore teachers' experiences of the teaching of IsiZulu home language to non-native learners in two multilingual schools in Soweto. Creswell (2014) states that participants in a study interpret the meaning of a phenomenon based on their perspectives, their interpretations are subjective yet still based on their own experiences. The current study took on an interpretivist lens of a case study because it offered an opportunity to clearly comprehend the way IsiZulu Home Language is taught to non-native learners of the language in two multilingual schools in Soweto. In addition, the interpretivist lens accorded the study a chance to understand the pedagogical methods used when teaching IsiZulu HL in a diverse and multilingual classroom, reflecting their own experiences and perception of those experiences. Moreover, this lens backed the study to explore teachers' perceptions on the teaching of IsiZulu HL to non- native learners in a multilingual classroom.

As mentioned above, the focus of this research study was to explore the experiences of teachers teaching IsiZulu HL to non- native speakers of the language in two multilingual schools in Soweto. The study therefore intended to interpret pedagogic practices employed by teachers when teaching IsiZulu Home Language to non- native learners of this language. Moreover, they explored teachers' perceptions of teaching IsiZulu HL to non-native learners in multilingual contexts....

The following part focuses on epistemology, ontology and axiology.

3.2.1.1 Epistemology, Ontology, and Axiology

Given the interpretivist nature of this study, ontology, epistemology, and axiology correlates well with interpretivism paradigm. Ontology deals with the state of reality, Soanes (2004) observes that ontology is about reality. In ontology reality is socially constructed and subjective. This means that to make meaningful understanding of the insights of the teachers teaching IsiZulu home language to non- native speakers in multilingual contexts, it was imperative that I go to their social spaces to witness and comprehend the perspectives they attach into their teaching experiences. Moreover, as a researcher I listened carefully to the perspectives of the participants on the teaching of IsiZulu Home Language to non- native speakers in multilingual contexts before making judgements about their reality. Al- Ababneh (2020) described epistemology as a way of seeing the world and making meaningful understanding of it, epistemology raises the question of how we come to know what we know? Epistemology states that knowing comes from multiple sources. To examine and track the in- depth understanding of teachers' perspectives on the teaching of IsiZulu home language to non- native speakers, the study used interviews and observations as data collection methods to find knowledge about this phenomenon. Axiology acknowledges the importance of values in research, this means that a researcher is part of what is being researched and is expected to conduct research with ethics (Al- Ababneh, 2020). Participants are important and their opinions must be valued (Mokala, 2022). To observe this protocol, I treated the participants of the study with respect. I also value conducting interviews ethically as prior to meeting them, I received ethics clearance from the university first. Below, I discuss research design.

3.2.2 Research Design

The case study research design was the best fitting design for this study. Research design is a layout a researcher aims to use to conduct a research study. This layout assists a researcher to execute the study effortlessly (Mokala, 2020). Research design gives a clear plan of researchers' intentions of what to attain at the end of the research study (Babbie & Mouton, 2001). Neuman (2014) defines research design as guidelines used by an investigator to collect data, show which sampling techniques and data analysis tools will be used to sample and conduct the study. This study used of research questions to investigate the case of two schools, thus giving direction in which the study needed to follow. This was in accordance with Thomas (2011) encourages researchers to use

research questions in their studies as a guidance to select research design. In addition, according to Akhtar (2016) research design is a predominant plan defining the methods and layouts for collecting and analyzing needed data.

Case study qualitative research exerts influence from interpretivist paradigm guiding the study. Prior to the beginning of research, it is advised that the researcher must put some guidance in place, to direct and steer the researcher in the right direction (Burton & Barlett, 2005). A researcher can look at a case study through various lenses such as positivist, interpretivist or critical subject to a research motive (Maree, 2011), In what follows, I discuss data collection methods.

3.2.3 Data Collection Methods

Interviews and observations were utilized as data collection strategies in this study. The reason for using the two methods was to triangulate data and avoid biases.

3.2.3.1 Interviews

The primary reason for using interviews was that it enabled the study to make meaningful understandings of teachers' experiences in their own setting. Initially, I planned to interview and observe four teachers from each of the two schools. However, three teachers per school were interviewed and observed. One teacher from school A was on sick leave and the other from school B cancelled on me two days prior to the interviews and classroom observations due to personal reasons, thus I ended up with six participating teachers, three from each school.

I had one-on-one interviews with two teachers selected from the two schools and the rest of the interviews were done telephonically. The interviews were 40 minutes long. Interviews were voice recorded as my intention was to capture the entire conversation. I must point out that I could not concentrate fully by listening and taking notes, thus, I did not want to leave out some information while taking notes. Moreover, interviews allowed me to understand the teachers' experiences through their lenses, as the study intended to determine pedagogic methods used by teachers when teaching IsiZulu HL to non-native learners (McMillan & Schumacher, 2010). Semi-structured interviews were used in this study to attain teachers' perspectives and experiences of the teaching of IsiZulu HL in the township schools (De Vos et al., 2011). In addition, semi-structured interviews were useful in this study, especially when participants were giving superficial responses. The semi-structured interviews played a significant role in probing for more explanation from participants

(Bell, 2005). I created an interview schedule originating from research questions. I was guided by this schedule throughout the entire interview processes. I must highlight that the schedule was given to every participant beforehand, this act offered the participants sufficient time to go through all the questions in preparation for the upcoming interviews, as a result, the participants gave thorough and thoughtful answers during interviews. In this study I utilized open- ended questions because I did not want to limit participants when responding to questions asked (De Vol et al., 2011). The importance of interviews in a qualitative research study is to try and comprehend the world through the experiences of others before the scientific explanation of it (Kvale & Brinkmann, 2009). Therefore, the purpose of using interviews in this study was to understand the teaching of IsiZulu HL to non- native speakers in multilingual classrooms through values, beliefs, and experiences.

3.2.3.2 Observations

The study also made use of classroom observations as the second method of data collection. This method contributed significantly to this study because through observations, I watched, assessed, drew conclusions and made analysis on the interactions and relations of participants (Ciesielska et al., 2018). Observations can be described as the basis of people's everyday life. This implicates that this method grants researchers an opportunity to observe and make meaningful understandings of the world around people (Ciesielska et al., 2018). Through observations, I managed to observe and construct meaningful remarks about teachers' experiences of teaching IsiZulu Home Language to non-native learners in two multilingual schools in Soweto. Three teachers from school A and the other three from school B were observed individually in their classrooms while teaching. During observations I voice recorded the lessons at the same time I was taking notes. This was done with the intent of grabbing the whole lesson for data analysis as I might miss some fundamental information while taking notes. I requested for consent from the teachers to record them while teaching. No learners were asked any questions during the classroom observations as my focus was on understanding teacher's pedagogic practices. I sat at the back of the learners without asking them any questions, my attention was on the lesson delivered by their teacher. Each teacher from both schools was observed for a period of 45 minutes. Observations can be structured or unstructured just like interviews, but this depends on the researchers' preferences (Bell, 2005). This study made use of structured observations since I formulated the observation schedule

emanating from the aim objectives and questions guiding the study. This allowed me as a researcher to know and give a clear idea of what to observe during the observation process (Bell, 2005). On the one hand, other researchers prefer to be in the background, limiting their interaction with the participants while observing things unfolding in their natural setting, thus conducting a non-participatory observation (Ciesielska et al). On the other hand, other researchers lean towards getting involved by being friendly and ask questions about anything, even about things that may deem crystal clear to the participants, thus conducting participatory observation research.

This study took on non-participant observation research. The non-participant observation grants an investigator an opportunity to watch from an outsider position with no interactions with subjects of what is taking place during observations (Ciesielska et al, 2018). Non- participant observation grants a researcher an opportunity to be available in a field of research and maintain their positions as guest or data collector without interfering and interacting with the participants (Ciesielska et al., 2018). To conduct a non-participatory observation research, I sat at the back of the classroom as a data collector and observed as the teachers were teaching (Ciesielska et al, 2018). I observed one lesson per participant and kept notes as I was observing. Next, I focus on sampling techniques.

3.2.4 Sampling Technique

The study adopted purposive sampling as a sampling technique. According to (McMillan & Schumacher, 2010) samples are chosen because they are deemed to be well informed and enlightened about an event being investigated. I selected this technique because I aspired to explore the teaching of IsiZulu HL to non- native speakers in two multilingual schools in Soweto. I particularly wanted to concentrate on teachers' experiences of teaching IsiZulu language to non-native speakers of the language yet doing it at Home Language level. I chose to examine pedagogic approaches employed by teachers when teaching IsiZulu HL to non-native speakers in two selected multilingual schools in Soweto. Teachers' perceptions on this issue were scrutinized. Teachers participating in this study were Home Language speakers of IsiZulu, teaching IsiZulu HL to non-native speakers of isiZulu for about five years and above. The participants were teachers teaching in the Senior and FET phases. The selected schools were selected on purpose because these schools offer IsiZulu language at HL level. Both male and female teachers were participating in the study. This correlates with Thomas' (2010) view that purposive sampling involves individuals who an investigator is fascinated by. Data analysis techniques are discussed below.

3.2.5 Data Analysis Technique

To analyses data, the study followed Creswell's (2018) six-step procedure of qualitative data analysis. This procedure allowed me as a researcher to manage raw data by reading through it, classifying, a, categorizing describing the themes and finally interpreting all the collected data (Creswell, 2018). The current study adopted inductive data analysis. Inductive data analysis empowers an investigator to construct meaningful understanding of collected data and make a connection between the research findings and the objectives of the research study at the same time linking the findings to already existing theories (Thomas, 2006). During the proceeding of inductive data analysis, I jotted down tape- recorded data from the interviews I conducted and classroom observations and converted the recordings to word documents. Following this, I read the transcriptions several times, to make sure that I clearly understand what was said in the interviews and observations by participants before analyzing the data. This corresponds with Creswell's (2013) observation that data analysis commences with the investigator going through and making meaningful understanding of all the raw data then repeatedly reading it to make sense of its content. According to De Vos et al., (2011) data analysis process includes arranging all words, sentences, and paragraphs into explicit pieces. This meant that I had to ensure that the collected data was clearly arranged and categorized accordingly before analyzing it. Following this, I looked for patterns from the data, thus building themes from the categories.

Table 3.3.4: Creswell's 6-step process of qualitative data analysis.

Steps	**Action**
1.	Managing and organizing raw data.
2.	Reading all the collected data.
3.	Categorizing data (hand or computer)
4.	Explanation of data such as places, events, and themes.
5.	Describing chosen themes.
6.	Interpretation of data from researchers' understanding of the phenomena.

3.3 Ethical Issues

By virtue of the increase in research pursuits, various rules and regulations have been established by organizers and authorities as an outline to implement honesty, obedience and ethical standards when conducting research (Yip, Han & Sng, 2016). It is a researcher's duty to bear in mind the ethical considerations to safeguard the participants from any patterns of mistreatment (Mokala, 2021). The current study involved human interaction, for this reason and the protocol established by the university, I appealed for an ethics consideration, and it was accorded by the University of the Witwatersrand committee, with the protocol number (2024ECE052M). I was also granted permission to conduct interviews and classroom observations from the two selected schools by the Gauteng Department of Education (GDE). In addition, I would not be able to carry out interviews and classroom observations in these schools without the permission of the principals of these schools. This meant that I had to request permission from the principals as well. I wrote an information letter to the principals; and I stated the intention of the study, how the study would benefit the schools. I clearly indicated that being part of this study was completely voluntary, the participants' privacy and anonymity would be ensured in all writings, and they would not be compensated in any form. In the letters stipulated that raw data would be kept in a password safeguarded laptop, it was only me and my supervisors who had access to this data Ethical issues include four fields of which are: informed consent, confidentiality, anonymity and researcher role (Kvale & Brinkmann, 2009). These are discussed below.

3.3.1 Informed Consent

According to Cohen et al., (2018) informed consent is described as a method for an individual to decide whether to partake in a research study or not. Informed consent is divided into four parts; the first one is competence, secondly is voluntarism, thirdly full information and lastly is comprehension (Cohen et al., 2018). The current study took on the voluntarism element, this meant that the participants (teachers) who chose to participate in the study were fully informed of its risks, intention and benefits, teachers chose to be part of this study willingly. Teachers were given information letters and consent forms to sign before I began with the process of data collection. In the information letters that were issued to the teachers, I distinctly specified the intention of the research study, how the collected data would be utilized and protected. The duration of interviews and observations was also indicated. Teachers were issued with consent forms to sign and bring

them back to me before I began with data collection. The consent forms clearly stated the aim of the research study and the procedures that participants had to adhere to. Participants were given YES/ NO options to indicate whether the intention of the study was explained to them or not. They had to indicate with a YES/ NO that they were participating in this research study voluntarily. Participants had to also show with a YES/ NO that they agree to be audio recorded during interviews and classroom observations. Below is the discussion of confidentiality.

3.3.2 Confidentiality

"One way of protecting a participant's right to privacy is through the protection of confidentiality" (Cohen et al., 2018, p. 130). It is always fundamental that a researcher does not disclose any information given by a participant that might lead to that participant being traced or identified. In the information letters I gave the principals of the schools where I collected data from, I indicated the aims and objectives of my study on how I intended to keep confidential and the privacy of the participants. I kept it confidential by ensuring that I keep the audio recordings from the interviews and observations confidential, this data was stored and separated accordingly in a password protected laptop. The people who had access to this information were me and my two supervisors. The following segment focuses on anonymity.

3.3.3 Anonymity

Protection and privacy are addressed through anonymity. Anonymity means that all the data given by a participant should not disclose their identity. A participant is referred to as anonymous in a case where a researcher or another person cannot recognize a participant from the given information (Cohen et al., 2018). To keep the anonymity of the participants in my study, I ensured that I do not write the names of the participants and the names of their schools in all the writings of the study, pseudonyms were used instead of their real names. The information letters that were given to the principals indicated that the names of the schools and those of the participants would not appear anywhere in my research report. I stated how I arranged to retain their anonymity throughout the study. The researcher's role is discussed below.

3.4 Researcher's Role

In this research study I was the only main research instrument. I went to two selected schools to meet up with the principals and requested them to grant me permission to collect data on their

premises. I then met all the participants; I asked for their contact details for me to be able to schedule for interviews and observations with the participants. Data was gathered through interviews and observations. The interviews were done face-to-face, these interviews were based on teachers' experiences of teaching IsiZulu HL to non-native speakers of IsiZulu language in a multilingual context. Through classroom observations I wanted to explore pedagogic methods used when teaching in a multilingual classroom. Now, I turn to reflexivity.

3.5 Reflexivity

Researchers have a main role to play in the construction of knowledge in a research study, for this reason researchers need to reflect on the part they play by the researcher during the research journey (Cohen et al., 2018). In this segment I reflect on my role as a researcher throughout the research process. Through the entire research process, I kept a journal. At the beginning of the process, I used the journal for writing down ideas such as formulating a research topic, constructing research questions and the framework I employed in this study. As time went by, I utilized the same journal to jot down everything I needed to do, this included submission dates and presentation dates. Furthermore, the notes I took during our meetings with my supervisors were written in this journal. I also used the journal to write all the feedback I received from the readers and those of the people who commented during my proposal's defense presentation. Notes taken during interviews and observations were written in the journal. Apart from having a journal to keep all the necessary data for my research study, I also made use of my cellphone for recordings, I audio recorded all the meetings I had with my supervisors.

Reflexivity is about having conversations with yourself as a researcher several times about your research study (Ntobane-Matsoso, 2012; Mokala, 2021). I constantly questioned and interrogated myself about every step I took and everything I wrote in this study. I always asked myself whether what I was writing correlates with the research topic and research aim and objectives of the study. This encouraged me to keep the research topic, research aim and objectives of the study at the top of my head every time I was writing. The journal notes I took during interviews and observations and the constant conversations I had with myself helped me to have a clear comprehension of the data I collected. The audio recordings from the interviews and observations assisted in keeping the records of the activities done daily during the data collection process. As a researcher, it is imperative to note that you are part of what you are investigating (Cohen et al., 2018). I made sure

that I took notes and audio recordings during interviews and observations. This helped me to think back on the challenges I faced and the actions I had to take while collecting data from the schools. The following segment deals with Trustworthiness and credibility.

3.6 Trustworthiness and Credibility

Houghton et al., (2013) indicates that in a qualitative research study, it is imperative that trustworthiness of data is criticized according to its' credibility, transferability, or dependability. As defined by Flick (2009), trustworthiness is a point of reference for evaluating qualitative research together with credibility, transferability, and dependability. This necessitates that as a researcher, I had to be authentic and honest about the procedure of the entire study (Tlali, 2018). Credibility in qualitative research study deals with the degree to which research results and conclusions can be viewed as believable (Nassaji, 2020). Credibility deals with how the research findings correlate with reality (Mokala, 2021). The current study presents truthful findings that are congruent to the issue(s) being investigated of which were teachers' experiences of teaching IsiZulu HL to non- native speakers of IsiZulu in two multilingual schools in Soweto. Below is the discussion of transferability.

3.7 Transferability

Transferability deals with the question of whether researcher's interpretations and conclusions align to another similar context (Nassaji, 2020). Selepe (2016) indicated that the probability of transferability revolves around how sufficiently the practices implemented are clarified. I have explicitly defined each method that I utilized in the research study. Consequently, I had the ability to construct my own judgement and compare the findings of this study with other similar investigations. However, it is imperative to highlight that it may not be easy to transfer this study since it dealt with a small number of participants. Below is the summary of this chapter.

3.8 Summary of the chapter

This chapter handled with the rationale behind the decision of research methodologies, data collection and data analysis approaches utilized in this study. I gave a full description of the sampling techniques used and the number of the participants who participated in this study. This chapter addressed the ethical issues of the study so that the study is considered credible and trustworthy. Additionally, this chapter explained my reflection which assisted me throughout the

research process. My role as a researcher and the steps I took to shape the study were also discussed in this chapter. The next chapter presents the findings of the study.

CHAPTER FOUR: PRESENTATION OF RESULTS

The focal point of this chapter is the presentation of the outcomes of the current study.

4.1 Presentation of thematic results

This study adopted thematic content analysis to present the results of the study. Thematic content analysis is appropriate for analyzing data collected from interviews, focus groups interviews, document analysis, surveys and classroom observations. The current study utilized individual interview and classroom observations as data collection methods. As a result, thematic content analysis was suitable for the presentation of the results of this study because it was useful in identifying repeated ideas, beliefs and concepts from the collected data. Additionally, thematic content analysis permitted a detailed description of teachers' experiences of teaching isiZulu hl to non-native speakers of isiZulu in multilingual classrooms. In picking out the themes, I was controlled by the research questions. Three themes emerged from the collected data, namely, teaching isiZulu home language (HL) in a multilingual school, teachers' pedagogic strategies, and teachers' perceptions of teaching isiZulu HL in a multilingual classroom. Each of these themes is supported by different sub-themes. To show the relationship linking the themes and the participants' insights, I present the themes in the table below. The results of the study show teachers' understanding of their experiences of teaching isiZulu HL to non-native speakers of isiZulu in multilingual schools. Table 4.1 below outlines the research questions, themes and sub-themes.

Research Questions	**Themes**	**Sub-themes**
Main question: What are teachers' experiences of teaching isiZulu home language to non-native speakers of isiZulu in multilingual classrooms?	**Theme 1:** Teachers' experience of teaching isiZulu home language to non-native speakers in multilingual schools.	**Sub-theme1:** Positive experiences of teaching isiZulu home language to non-native speakers in multilingual classrooms. **Sub-theme 2:** Experiences regarding teaching and learning support.

		Sub-theme 3: Negative experiences of teaching isiZulu home language to non-native speakers in multilingual classrooms.
Sub-question 1: What pedagogic strategies do teachers employ in teaching isiZulu to non-native speakers of isiZulu in multilingual classrooms?	**Theme 2:** Pedagogic strategies used by teachers to teach isiZulu home language to non-native speakers of isiZulu in multilingual classrooms.	**Sub- theme 1:** Translanguaging **Sub-theme 2:** Scaffolding **Sub-theme 3:** Learner-centered pedagogies **Sub-them 4:** Incorporating digital pedagogies.
Sub- question 2: What are teachers' perspectives of teaching isiZulu home language to non-native speakers in multilingual classrooms?	**Theme 3:** Teachers' perceptions of teaching isiZulu home language to non-native speakers in multilingual classrooms.	**Sub- theme 1:** IsiZulu as a language of choice. **Sub-theme 2:** Strengths required to teach isiZulu home to non-native speakers. **Sub-theme 3:** In service training on multilingual pedagogies.

Table 4.1 Research questions, themes and sub-themes.

4.1.1 Theme 1: Teachers' experiences of teaching isiZulu home language to non-native speakers in multilingual schools.

This section presents the findings that are based on teachers' experiences of teaching isiZulu HL to non-native speakers of the language in multilingual classrooms. The findings from this section are derived from the first (main) research question. The answers to this question were collected through face-to-face and telephone interviews. I wanted to understand how teachers find being an isiZulu HL teacher in a multilingual school, I focused on how teachers describe their lived experiences of teaching isiZulu HL to linguistically diverse learners and I also wanted to establish whether teachers experience any challenges when teaching isiZulu HL to non-native speakers in a multilingual classroom. The teachers' experiences are both positive and negative. The subsequent section includes the findings from the participants regarding their positive and negative experiences of teaching IsiZulu HL to non-native speakers.

In accordance with the main research question, participants had to describe their experiences as an isiZulu teacher teaching non-native learners in an isiZulu HL classroom. Below, I present the verbatim extracts narrating the positive experiences of teachers as follows:

4.1.1.1 Sub-theme 1: Positive experiences of teaching isiZulu HL to non-native speakers of the isiZulu in multilingual classrooms

The participants had to describe their real-life experiences of teaching isiZulu HL to linguistically diverse learners in their classrooms. In response to their question, the participants explained their relationship with their learners and how they feel about teaching isiZulu HL to non-native speakers of the language. Their responses were expressed as follows:

It is interesting in a sense that if I teach a learner who does not know how to write and speak isiZulu and then I see that the learners are progressing well. As a teacher I feel proud to see that I can be able to take a learner from point A to B (Participant A).

During the interview, this participant was asked about the behavior of the non-native speakers when she is not in class with them, this was her response:

There is evidence that the learners do my work in my absentia, I see that when I give them class activities. When I check, I see that the learners tried to do something. This shows that when I am not around, they are able to do their work, it is probably because of the respect they have for me (Participant A).

The second participant also shared similar experiences as the participant above, he mentioned that:

It is nice because it gives you (me) that opportunity to learn about different cultures and how others do things in their own cultures (Participant B).

Fortunately, I usually do not have cases where learners are resisting doing my work altogether. I think it starts with the relationship you have with the learners. They are always scared of not doing their work because they know that I will be disappointed in them. So, they will always try to impress me because they know I believe in them (Participant B).

Another participant stated that:

It is a rewarding; I can be able to provide the non-native learners with an opportunity to share their cultural heritage with the Zulu learners. I am proud to say the non-native learners still want to preserve the language, they want to know the history of Zulu people and understand their cultural context (Participant C).

Oh well, it is very interesting to work in such a diverse environment, I get to experience languages spoken by non-native learners (Participant D).

I think what always works for me is having an open relationship nabo (with them), you know as much as there is that boundary between learners and a teacher, but they must not fear you, they must feel free to tell you everything that is bothering them, I always try that (Participant D).

So, how do I do that? Kunama lessons (there are lessons), I always try to have interactive lessons. I am not the only one who talks, I give them opportunities to share ama opinions wabo nama views wabo (share their opinions and views) that's how irelationship yethu (our relationship) builds up (Participant B).

Judging from the participants' responses, it appears that they feel confident in their ability to inculcate the culture of learning among the learners in the classroom. This is noticeable in the learners' willingness to participate in self-directed language learning. This could be attributed to

the positive relationship that teachers have with non-native speakers. Additionally, the classroom environment that allows interactions makes teaching IsiZulu interesting for both teachers and learners. These correlates with the principles of Translanguaging which state that inclusive learning environment permits learners to employ all their language resources for meaning and comprehension of the content learned in class, at the same learners' classroom interaction elevates through various and inclusive use of language in multilingual classrooms.

The last two participants indicated that teaching isiZulu home language to non-native speakers of isiZulu in multilingual classroom is their second nature.

I am doing the job that I like, so I am forced to work very hard. I feel happy all the time because I learn something new every day. I don't have problems with learners who do not do their work. My learners do their work even when I am not around. It happens that I attend meetings or do administration between lessons. I always leave them with work to do, when I get back and check my work the following day, I always find my work (Participant E).

The last participant said:

Uh, kimi (to me), it comes naturally because when I started teaching, I taught in a former model C school, I was teaching isiZulu as a First Additional Language (FAL). So, about 95% of the kids that I was teaching were non-Zulu speakers. It comes easy. (Participant F).

The above extracts reveal that teachers feel happy and confident in their ability to teach IsiZulu HL to non-native speakers because they have been teaching these kinds of learners for a long while. Teaching non-native speakers of isiZulu is effortless to them as their learners always abide by their teaching rules.

Judging from all the responses, it seems teaching isiZulu HL to non-native speakers is rewarding and the relationship they have with the learners makes teaching them a lot easier. It is noticeable that most of the participants find it fulfilling to teach isiZulu home language to the non-native speakers of the language, this fulfillment feeling the participants have, is brought by the respect they receive from the non-native speakers of the isiZulu language.

The results of the study further revealed that the teaching of isiZulu HL to non-native speakers of the language grants the participants an opportunity to learn more about other languages. These

experiences create a strong cultural connection among teachers and learners as participant C indicated that this experience permits her to afford the non-native speakers a chance to share their cultural heritage with the isiZulu non-native speakers. These results are in accordance with the theoretical framework guiding the entire study; Translanguaging, which states that the utilization of various languages in educational settings builds cultural connection between native and non-native speakers of isiZulu. Moreover, according to Translanguaging multilingual classrooms allows non-native speakers of a language to value their home languages and cultures while getting a chance to learn a new language and a new culture.

4.1.1.2 Sub-theme 2: Experiences regarding teaching and learning support

On the one hand, the study explored the teachers' experiences regarding the kind of support they received to teach non-native IsiZulu learners in a multilingual classroom. On the other hand, it also attempted to understand teachers' experiences regarding the kind of support afforded to the non-native IsiZulu learners in their classrooms.

4.1.1.2.1 Support afforded to non-native IsiZulu speakers

During the interviews participants were asked this question, what kind of support do you give to non-native speakers of isiZulu? The findings of this study declared that learners received learning support in the form of extra tuition (extra classes). The participants' responses were as follows.

I always have extra classes for those learners who are not accommodated by the isiZulu home language curriculum. You know icurriculum yakwa grade 12 (the grade 12 curriculum doesn't involve much about language structures and conventions). So, I take those learners and give them extra activities, I give them izincwadi (books) lezo zincwadi (those books) are different from the ones we are using (prescribed by the department of education). As a class (non-native learners) we monitor those activities then once or twice a week we meet, we do corrections (Participant B).

Participant D shared similar sentiments as the above participant, she reported:

What I do is to have extra classes for those who are struggling baqale (they start) with those elementary activities (Participant D).

I have extra lessons, extra lesson discussions, using YouTube to look for books that have basics of isiZulu have helped me, I've tried to make extra learning sessions for the non-native learners, we sit like a group and discuss previous question papers. I download grade 7 textbooks that have basics of isiZulu and use the textbook for grade 8 lessons. I recommend that learners should browse on YouTube to find something educational that educates learners about isiZulu HL (Participant E).

The extra lessons that I spoke about and ngicabanga ukuthi (I think that) the extra lessons make them open more unlike when they are in a classroom where there are 55 learners because bagcina besaba ukukhuluma nokuthi bazobahleka (they tend to be scared speaking, they are afraid of being laughed at) because of the language (Participant C).

The findings above reveal that teachers are considerate of learners' linguistic diversity in their classrooms. As a result, they offer non-native speakers of isiZulu extra tuition. Teachers feel that extra tuition increases learners' exposure to the language through books and online platforms such as YouTube. In addition, extra tuition enhances learners' speaking skills as learners are allowed to have group discussions. During these extra sessions and group discussions, learners get to elevate other literacy skills such as reading, writing, listening, digital literacy and critical thinking. Moreover, during group discussions from the extra lessons offered to the non-native speakers, there is a high possibility of employing more than one language during the teaching and learning process. This is good practice because according to Translanguaging framework, the use of various language resources in multilingual context are appreciated as they improve language acquisition and classroom interaction. Therefore, the results of the study mirror the theoretical framework guiding this study. It is important to note that throughout the classroom observations, it was noticeable that the non-native learners were not given much attention and the support they needed at that moment as participant F did not assist one of the non-native learners who was struggling to answer some questions about the activity that was given to the learners.

4.1.1.2.2 Support received by IsiZulu HL teachers

This section deals with the support received by isiZulu home language teachers teaching isiZulu to non-native speakers in multilingual classrooms. The participants were asked about the support they receive from the school management teams (SMTs) and from the Department of Education. The subsequent extracts lay out teachers' experiences:

Okay, in the district we do have the training that we attend. Teacher development and training help me to improve my teaching strategies. The isiZulu HL facilitator comes to our school more often and she goes to class to assist learners. At school there is nothing much I receive (Participant A

Yeah, there is especially from my facilitator. Whenever I need something, uh, she is a call away. Whatever teaching resource I need she always provides or at least guides me (Participant B

Another participant narrated:

My school does provide opportunities for personal growth, we attend workshops and training sessions to enhance my teaching skills (Participant C).

Participant D mentioned that the training or support that she receives is mostly that of Information and Communications Technology (ICT). She narrated:

There are trainings for ICT, I attend those training sessions because they are not just helping me alone, they help nabantwana (learners) because whatever I learn ngiyakhona ukuthi ngikudlulisele kubantwana (I pass it to the learners) and to be honest I don't remember sivakashelwa (having a visit from) subject advisor for grade 8 and 9, they hardly come (Participant D

Yes, I do receive teaching materials from my Head of Department (HOD) such as books, copy of ATP and she gives me guides on what needs to be done (Participant E).

My facilitator comes to our school and checks on our learners and gives some improvement strategies where there is a need (Participant F).

The outcome of this study hinted that the teachers who participated in the study mostly receive support from their facilitators and HODs. Facilitators show support to the participants by coming into their schools and teaching those learners who are struggling with the isiZulu language and the HODs give support to their teachers by providing necessary teaching resources and guidance on what needs to be done in their departments. Now, I turn to the negative experiences.

4.1.1.3 Sub-theme 3: Negative experiences of teaching isiZulu home language to non-native speakers of isiZulu in multilingual classroom

As mentioned above, the teachers felt that teaching of isiZulu home language to non-native speakers is enriching to both teachers and learners in isiZulu HL classroom as it strengthens

cultural identity, improves learners' language acquisition and elevates their communication skills. However, teachers still experience challenges when teaching isiZulu HL to non-native speakers in multilingual classrooms. These negative experiences emerged from the challenges encountered by teachers when teaching isiZulu HL to these kinds of speakers. The participants' negative experiences are encapsulated in the extracts below.

The challenges that I am experiencing are that of writing, to spell words correctly, remember, uh, in terms of spelling in Sesotho "o" sounds like "u" in isiZulu, learners are confusing that. What I do, I show them how we combine onkamisa nongwaqa (vowels and consonants) in isiZulu. Sometimes you find them writing in their home languages even when they speak, they pronounce some words like they are speaking their home languages. So, I just show them how we go about it through phonetics (Participant A).

It is draining because I must teach learners how to write words, uh, how to pronounce and read. If they can't I get frustrated because I know it would be easier for them if they were learning their home languages, so, it's bothering (Participant A).

As I have said before, not all learners will understand the deep language of isiZulu, it is challenging because other learners are not familiar with isiZulu and may struggle to understand and communicate in isiZulu. (Participant C).

Yes, I have encountered challenges where I found out that in grade 8 there is a child ongakaze nje asenze isiZulu maybe bekenza Afrikaans esikoleni sakhe (who has never learned isiZulu maybe he was doing Afrikaans in his school), so ichallenge esiba nayo ukuthi (so, the challenge that we usually have is) they don't know how to pronounce, abakwazi ukubhala noku spell (they can't write and spell). So, to overcome that besibaqalisa nge reader yaka grade one 'Masihambisane' (they will start by reading grade 1 reader, Masihambisane') (Participant B).

There are always challenges, I also face challenges especially, when a learner is learning isiZulu for the first time in high school. This means that I must start from the beginning and teach that learner how to spell and combine words and letters. For example, when the write the word 'ngiyabonga' (I thank you) they separate it like 'ngiya bonga' and that is not allowed in isiZulu. (Participant F,).

Well, of course I do have challenges regarding the situation. It is challenging because isiZulu is regarded as an easy language by most learners. They run away from their home languages taught in the school to come and learn isiZulu. Now as a teacher I find that challenging because most of these learners do not know the basics of isiZulu (Participant E).

The outcomes of the study insinuate that some of the non-native learners lack basic literacy skills such as writing, reading and communicating in isiZulu language. This frustrates the isiZulu HL teachers because they must start from scratch when teaching these basic literacy skills to non-native learners. Furthermore, the findings indicate that learners struggle with isiZulu HL and confuse orthographies from their home languages and isiZulu. It becomes a challenge for teachers as they lack skills and knowledge of teaching isiZulu HL to non-native speakers. Additionally, some teachers are not multilingual, therefore is a challenge for them to translanguage. According to Translanguaging, teachers should be flexible and creative in their teaching pedagogies with the intention of involving all their learners in a lesson.

The subsequent section discusses pedagogic strategies used by teachers when teaching isiZulu HL in multilingual classrooms.

4.2 Theme 2: Pedagogic strategies used by teachers to teach isiZulu home language to non-native learners in multilingual classrooms

The focus of this section is based on the first sub-question of the research study. The question was: What pedagogic practices do teachers employ in their teaching of isiZulu Home Language to non-native speakers of isiZulu in multilingual classrooms? In line with this, during the interviews participants were asked what always works for them when teaching isiZulu HL to non-native speakers in multilingual classrooms. The participants indicated that translanguaging, scaffolding, incorporation of digital pedagogies and learner-centered pedagogies are common pedagogic strategies they use when teaching isiZulu HL to non-native speakers of the language in multilingual classrooms. Their responses are recorded in the following quotations:

4.2.1 Sub-theme 1: Translanguaging

The findings under this subtheme point to the use of learners' linguistic repertoires as a resource for learning. This is captured in verbatim extracts below:

When a learner struggles to communicate in isiZulu, as an isiZulu language teacher I must make sure that I use different teaching methods such as translanguaging, where I give an example in isiZulu and then translate into a certain language (Participant C).

I must try and make sure that learners use isiZulu more often during teaching and learning and then apply translanguaging, as I have said before not all learners will understand the deep language of isiZulu. So, I must make sure that I incorporate other languages that learners use and then they can be able to engage with the content (Participant C, 2025).

Okay, uh, I feel like I have been mentioning translanguaging a lot, this method, I prefer it because it increases classroom engagement and improves language acquisition. So, I am always using translanguaging so that all learners participate in class.

The findings above specified that teachers use translanguaging spontaneously as a pedagogical practice. Teachers naturally switch between languages when teaching isiZulu to multilingual learners, at the same teachers plan how and when translanguaging can be used. For an example non-native learners are instructed by teachers to go listen, watch or read any piece written in isiZulu language and come back and do presentations of what they have listened to, watch or read in their own languages. Teachers apply Translanguaging in their linguistically diverse classes because they want to enhance learning and use learners' languages as a resource for learning. Furthermore, Translanguaging benefits both teachers and learners in a sense that it bridges the gap between languages used in a multilingual classroom, it permits both native and non-native learners to work as a group to enrich their communication skills and metacognition skills.

4.2.2 Sub-theme 2: Scaffolding

In this sub-theme participants stated that to build a strong foundation of isiZulu home language to non-native speakers, they pair the non-native with native speakers. Participants revealed that this strategy grants native learners an opportunity to assist non-native learners of isiZulu. Translanguaging advocates pairing of learners from multilingual contexts because this practice permits learners to utilize all their linguistic repertoires to make meaningful understanding of new concepts, opinions and ideas of their peers. Also, during classroom observations, I observed that the seating arrangements of learners were not in accordance with teachers' narratives from the interviews, however, in one class I noticed two learners seating in the front row interacting with

one another. One learner was asking questions and writing down while the other learner was giving answers to the questions asked. Participants expressed narratives in the following extracts.

The strategy that I use to teach non-native learners in a multilingual classroom is to pair them with native learners of isiZulu. For example, if there is something that a learner does not understand, I pair that learner with those who understand better (Participant F,).

What I do in class is to rearrange their seating arrangement, I mix the ones that are native speakers with the ones isiZulu is not their home language so that they can also get support from other learners (Participant A).

Uh, so most of the time I would advise them to interact more often with the native speakers of isiZulu and, I make sure that I group non-native with native speakers of isiZulu (Participant C.

The verbatim extracts above reflect that scaffolding is an effective teaching method where native language speakers assist the non-native speakers of IsiZulu to understand better.

4.2.3 Sub-theme 3: Learner-centered pedagogies

The findings of the study, through interviews responses, also showed that teachers apply various learner-centered pedagogic methods to keep learners interested in their isiZulu HL lessons. These methods comprise of methods such as presentations, group discussions, individual work and lessons that relate to real life situations. The participants narrated that they employ these strategies to retain their learners' interest when they are teaching isiZulu HL in multilingual classrooms. Moreover, during classroom observations participants D, E and F were marking class activities together with their learners. This was done by instructing the whole class to read questions from the questions they were using. This practice kept the learners focused on the lesson because even those who were not participating started to get involved. However, I noticed from the other class that there were few learners who were not saying anything, not reading like other learners, and the teacher did not notice that they were not participating like other learners. When I asked participant B after the observations, he indicated that one of the learners is a non-native learner. In the following direct quotations, participants narrated their insights.

Mostly, my lessons are learner-centered; to keep learners busy in my classroom, I do not do a lot of talking. Learners do presentations, group work, and individual work. In that way they get time to be actively involved in a lesson (Participant A).

Similarly, another participant said:

My lessons are learner-centered, my learners must be critical thinkers, as a teacher I am just a mediator where I help them to solve problems where they are struggling, also try to connect learning to real life situations. (Participant C).

It is to give learners a chance to be involved in the lesson, that makes them pay more attention all the time. Constantly giving them questions to keep them focused because they know I can ask them to verbally give answers at any given time (Participant F).

The findings of the study show that the use of learner-centered methods keep learners engaged, motivated and interested in the subject matter.

The findings also point to the advantage of using learner-centered pedagogies being able to link lessons to real life situations, thus enhancing learning in multilingual isiZulu HL classrooms.

One participant said:

I always try to link the lessons to the prior knowledge of the learners. I link it to izinto eziqeda kwenza (current affairs) (Participant B). Another participant explained:

I always try ukuthi ama lessons ami abe ne interaction (I always try to conduct interactive lessons), I give them opportunities to share ama opinions nama views wabo (I give them opportunities to share their opinions and views). They always come to me after a lesson, especially kwa (in) grade 12. So, they (non-native learners) prefer to ask when I am alone instead of asking in front of the whole class (Participant B.

Like the insights given by participant B, participant F employs learner centered teaching to allow learners to come up with answers in any given class activities rather than spoon feeding them with answers, thus being innovative in their learning.

Another strategy that I use is learner-centered teaching. Here I allow learners to be the ones who come up with answers in any given class activities than spoon feeding them with answers (Participant F).

To repeat lessons, if I do a lesson today, I should not say uh, it's fine let me pass to other lessons. I need to continuously repeat the lesson. Let's say we are doing a summary; this means that for the

entire week or four days I do it and use the same text. I read it aloud, I ask them to read it silently (Participant A).

Throughout the classroom observations I recognized that majority of the lessons conducted by the participants were learner centered. For instance, participant A introduced the lesson that was about Zulu proverbs. She then instructed the learners to give her examples of the proverbs they know with their meanings. When a learner gave a wrong answer, she asked the rest of the class to rectify a mistake made by that learner. After this exercise she explained more about proverbs and gave them the class activity for the day. I also observed that the participants switch between languages isiZulu and other indigenous languages to explain some of the words that were misunderstood by the learners. Even learners did the same things if they did not know the word in isiZulu, they used other indigenous languages, and the teacher would give a proper Zulu word. This reflects teachers' acknowledgement of the diverse linguistic learner population, thus embracing multilingualism and using it as a useful resource for learning. Learner centered pedagogies enable learners to improve their communication skills, improve the learning and understanding of the isiZulu language and it also boosts bilingual and multilingual development, for instance, in group discussions there are higher chances that non-native speakers of isiZulu would use their home languages simultaneously with isiZulu language. As a result, these languages develop together than using them separately. The use of learner centered pedagogies aligns with Translanguaging because a teaching pedagogy such as group discussion supports the utilization of mother tongue and a target language of which is isiZulu home language. Below is the discussion of incorporation of digital pedagogies.

4.2.4 Sub-theme 4: Incorporation of digital pedagogies

During the face-to-face and telephonically interviews, the participants were asked about other pedagogic practices that enhance their teaching practices. All the participants' responses pointed to the incorporation of digital pedagogies in isiZulu HL classrooms. The following verbatim extracts layout the participant narratives. *I have also introduced technology in my classroom,* (Participant A).

In similar vein, participant B stipulated that:

I have become more digital so that I can keep them interested, you know Labantwana (these kids) would be so interested when I play a video. When using smartboards and slides they tend to be interested (Participant B).

Oh yes, the use of technology benefits both me and my learners, I mean, we are living in the 21st century. These learners are exposed to the use of the internet. At school learners learn about 'Ukufa KukaShaka' and then in the telenovela there is 'Shaka iLembe', learners are exposed to that (Participant C).

Uh, the inclusion of ICT. Every time I teach about emails in the FET phase, I make them send emails to me as part of their class activity (Participant D).

Another participant narrated:

Well, to enhance my teaching strategies I incorporate new technologies in my classroom like using smartboards. Like the insights gave by participant C, this participant intends to understand behaviors of each learner and create a relaxed learning environment (Participant E).

The findings of the study illustrate that the incorporation of digital pedagogies in multilingual isiZulu HL classrooms improves learners' interest in the language. It also enhances their digital literacy and critical thinking skills. The participants indicated that when they teach by playing videos and showing PowerPoint slides from a smartboard, learners show more interest in learning the language. Another practice that teachers apply to elevate language acquisition of the learners is to let them watch 'Shaka iLembe' show broadcasting from television. The show is the version of the book learners read in class. During classroom observations I noted how teachers kept their learners involved by making us of different technological affordances in their classes, ranging from the use of smartboard, playing videos and capturing some parts of learning on their smart phones. Participant B was using a smartboard and learners in his classroom were reading questions from it, and all the learners were glued to the smartboard. Furthermore, creating an inclusive learning environment impacts learners positively. If a teacher is mindful of learners' differences, the teaching and learning process becomes easier for both teachers and learners specifically, in multilingual classrooms where every learner is different from the other. Participant C stated that it is imperative to create an inclusive learning environment to serve the needs of all learners in a

classroom. This correlates with Translanguaging which advocates the use of all learners' language resources and learning environment that permits learners to participate fully in class.

The preceding section focuses on teachers' perceptions of teaching isiZulu home language to non-native speakers in multilingual classrooms.

4.3 Theme 3: Teachers' perceptions of teaching isiZulu home language to non-native speakers in multilingual classrooms.

The findings under this theme give a detailed discussion of the teachers' perceptions of teaching isiZulu home language to non-native speakers in multilingual classrooms. This theme is based on the second sub-question of the research study. Teachers' perceptions are derived from their feelings, opinions and understanding of teaching the isiZulu language to non-native speakers. The question asked was: What are teachers' perceptions regarding the teaching of isiZulu to non- native speakers in multilingual classrooms?

4.3.1 IsiZulu as a language of choice

Participants had different perceptions as to why the non-native speakers end up learning isiZulu at home language level. They pointed out that it might be the thought that isiZulu is one of the easiest official languages and it being popular and some might be learning it because of their personal reasons. In the following direct quotations, I present participants' accounts of events.

I think it is because of it being popular, you know isiZulu is that popular language and culture. So, now a learner may know isiZulu even though they don't have much information ngaso (about it), but they may know more than other languages. I think that is why they decide to learn it (Participant B).

In similar stride participant C expressed herself:

Yeah, I feel like they are learning isiZulu because there were no other home languages they would have taken in school. More people feel like isiZulu is the easiest of all the official languages, so, they be like let me try it, only to find out it is not the case (Participant C).

Another participant said:

I think it is because sikhulunywa kakhulu la Egoli (most people in Gauteng speak it) and abanye babuya (some are coming from) countries where they speak isiNdebele just like in Zimbabwe and there are similarities between isiZulu and isiNdebele (Participant D.

Last participant reported:

Uh, that's different; some non-native learners are doing isiZulu because their paternal families are Zulu people, but the maternal side of the family are not Zulu people. So, they decide to learn isiZulu at home language level because they want to know more about themselves as Zulu people. Another thing in our school isiZulu HL is the best performing subject, so, learners end up doing it even if they are not first speakers of isiZulu (Participant F).

The extracts point to teachers' perceptions of non-native speakers learning isiZulu as their home language. In addition, the findings stipulated that the non-native speakers are learning isiZulu at home language level because they are coming from other countries where their home language is closely related to isiZulu language. When they come to South Africa, their home languages are not offered in schools they attend. As such, they then end up opting for isiZulu because there are similarities between the languages. This correlates with the principles of the theoretical framework guiding this study, Translanguaging, which states that languages should work in congruency rather than operating as separate entities.

The preceding section discusses strengths needed by teachers to teach isiZulu home language to non-native speakers.

4.3.2 Sub-theme 2: Teaching IsiZulu HL requires teachers with strong personality traits

The focal point of this sub-theme is the strengths required by teachers to successfully teach isiZulu HL to non-native speakers in a multilingual classroom. The findings of the study indicated that teaching isiZulu HL needs teachers with strong personality traits. The isiZulu HL teachers must be appreciative of linguistic diversity of learners in their isiZulu HL classrooms. The teachers must always be willing to embrace multiculturalism to enrich learners' cognitive and communication skills, the use of multiples languages in class grants learners an opportunity to comprehend and engage with the content taught. Additionally, being able to instill discipline and exercise patience when teaching in as multilingual isiZulu classroom are another personality traits needed because

at time a multilingual classroom can become disruptive due to misunderstandings among learners. A patient teacher in a multilingual classroom allows non-native speakers to have sufficient time to capture the information given to them so that they would be able to engage meaningfully with the content. The verbatim quotations below express participants' narratives.

You must be able to accommodate them, even the language you use, you must be mindful of it, speaking isiZulu esiqinile (deep Zulu), you must know that you are excluding others (non-native learners). At some point you must try to translate what you are saying in English. You must be flexible ube nesineke (be patient) and ungasheshi (be mindful of your pace when teaching) (Participant B).

I would say a strong command of isiZulu language and grammar rules are essential and understanding cultural background. Create an inclusive environment that respects cultural differences (Participant C).

Participant D reported:

Number one, you need to be able to instill discipline because I think it forms the basis of everything and then make sure that bonke abantwana bakhululekile (all learners are free), they are free to talk (Participant D).

Apart from the personality traits, participants also considered communication as one of the strengths required by teachers to successfully teach isiZulu HL to multilingual learners.

The strength that I need is communication, I must be able to convey complex ideas to learners in simple terms. I must be patient, understand that learning a new language can be challenging and learners experience frustrations and setbacks but you must be patient with them. Another strength that I need is adaptability, I must be able to adjust teaching strategies to suit different learning styles and personal abilities (Participant E).

Being a long-life learner is essential for a teacher teaching in multilingual classrooms. Participant F explained:

A teacher must be a long-life learner, a teacher must go ask for assistance from other teachers, attend workshops and gain knowledge needed to teach isiZulu HL (Participant F).

The above verbatim extracts point to personality traits such as patience, being accommodative and possessing strong communication skills to be an effective IsiZulu teacher to non-native speakers of the language.

4.3.3 Sub-theme 3: In-service training on multilingual pedagogies

In this sub-section, the teachers expressed concern that they required training and development in using multilingual pedagogies. The isiZulu HL curriculum is only accommodating the native speakers of isiZulu and some teachers teaching isiZulu HL are not multilingual. As a result, teachers are not fully equipped with relevant teaching strategies when teaching multilingual speakers of isiZulu language in one classroom. The appropriate training and development in using multilingual pedagogies will lead to improved learner support because teachers will be well equipped with better strategies of addressing various learning styles of multilingual learners. The finding revealed that teachers teaching isiZulu HL in multilingual classrooms require training on how to teach diverse learners because the current isiZulu HL curriculum seems to be accommodating only those who are first language speakers of isiZulu. Participants also illustrated that many teachers are not trained to teach non-native speakers of isiZulu. The subsequent verbatim quotations express teachers' perceptions of the training they need to successfully teach isiZulu HL in multilingual classrooms.

Oh yes, they do because the training will equip teachers with effective strategies to teach isiZulu content and its background to linguistically diverse learners. It will lead to improved language proficiency, with better trained teachers, learners will receive more effective language instructions (Participant C).

Yeah, I think they do because from time-to-time kubakhona ama changes abakhona olimini (there are changes in the language we teach) (Participant D).

Yeah, isiZulu HL teachers need some kind of training because our curriculum only caters for learners who are speaking isiZulu even at home. So, teachers need to be trained in how to teach multilingual learners of isiZulu. This will benefit both teachers and learners in a very good way because now teachers will come up with other strategies to teach multilingual learners. Learners will understand better the language that they are new to. Even the curriculum needs to be updated to the standard of catering for both native and non-native learners of isiZulu (Participant E).

The last participant reported:

Yes, we do need training to improve our teaching methods, especially on how to teach isiZulu HL to non-native learners. We can meet as teachers from the same district and share ideas on how to teach learners who do not speak isiZulu as their home language (Participant F).

The verbatim extracts above reveal teachers' need for training on teaching strategies that address the linguistically diverse learner population.

Below, I summarize this chapter.

4.5 Summary of the chapter

Teachers' experiences of teaching isiZulu home language to non-native speakers in multilingual classrooms are discussed under three themes that emerged, namely, teachers' experiences of teaching isiZulu HL to non-native speakers in multilingual classrooms, pedagogic strategies used by teachers when teaching isiZulu HL to non-native learners and teachers' perceptions of teaching isiZulu HL to non-native speakers in multilingual classrooms. Each theme has its own sub-themes as seen in table 4.1. The findings illustrated that there are challenges faced by teachers in teaching the language. These challenges include the difficulty of teaching learners who barely know how to read and write in isiZulu. However, the participants' determination and willingness to assist these kinds of learners is the one that makes the teachers try out different teaching methods that suit the learning styles of every learner in their classrooms. The results of the study pointed out that facilitators of isiZulu HL do help teachers with the issue of non-native learners doing isiZulu at home language level by also teaching the struggling learners. Participants mentioned that patience is one of the strengths needed to teach the language in multilingual classrooms because some non-native learners struggle with the isiZulu language, so as a teacher one must be patient and understand that isiZulu is not their home language. As much as the participants indicated that they utilize various teaching methods to serve the demands of all the learners in their classrooms such as translanguaging, scaffolding, incorporation of digital pedagogies and learner centered pedagogies, there is still a need for training for multilingual classrooms.

CHAPTER FIVE: DISCUSSION OF RESULTS

5.1 Introduction

This chapter offers the discussion of the results. The study examined teachers' experiences of teaching isiZulu home language to non-native speakers of isiZulu in two multilingual schools in Soweto. This chapter discusses and explains the results derived from the three research questions. In discussing and explaining the results, I refer to the theoretical framework and literature governing the entire study. The current chapter commences with the discussion and interpretation of teachers' experiences of teaching isiZulu HL to non-native speakers in multilingual schools. Following this, I engage in the discussion and interpretation of the pedagogic strategies utilized by teachers when teaching isiZulu HL to non-native speakers in multilingual classrooms. Thereafter, teachers' perceptions of teaching isiZulu HL to non-native speakers in multilingual classrooms are discussed and interpreted. This chapter ends with the summary of the whole chapter. Below, I turn to teachers' experiences of teaching isiZulu HL to non-native speakers in multilingual schools.

5.2 Teachers' experiences of teaching isiZulu home language to non-native speakers in multilingual schools

The first question of which is the main research question of the study, explored by this study is, what are teachers' experiences of teaching isiZulu home language to non-native speakers of isiZulu in multilingual schools? The results of the study indicated that teachers teaching isiZulu HL in multilingual classrooms encountered both positive and negative experiences of teaching the language to non-native speakers. Teachers' positive and negative experiences emanate from the relationship teachers have with their learners and how they feel about teaching isiZulu to non-native speakers of the language. The results of the study reveal that teachers are confident in their abilities to instill the culture of learning among the learners in their classroom. This is seen in the learners' desire to self-directed learning. These findings contradict with the outcomes from the study conducted by Majola and Madoda (2023) whose findings revealed that the Baca speaking learners were displaying negative attitudes towards learning isiXhosa as their HL and the Xhosa native speakers were not assisting either as they would discriminate against the non-native speakers. These two studies are contradictory because of learners' attitudes and motivation towards learning isiZulu and isiXhosa. On one hand, the non-native speakers of isiZulu experience linguistic barriers, which motivate them to work harder to comprehend the language better. On the

other hand, Baca speaking learners display negative attitudes towards learning isiXhosa because Baca is mutually intelligible with isiXhosa, leading to Baca speaking learners not seeing the necessity in being taught through isiXhosa.

The findings of the current study further indicate that teaching isiZulu HL to non-native speakers of the language affords teachers an opportunity to learn more about other languages. This creates a strong cultural identity and connection between teachers and learners. In addition, learners get to showcase their cultural heritage with native speakers of isiZulu. These results correlate with the theoretical framework guiding this study. Translanguaging states that multilingualism in an educational setting constructs a strong cultural identity and connection which reinforces respect and valuing of culturally diverse learners (Sefotho, 2022). Similarly, the findings above are validated by de Klerk et al., (2021) who found that exposure to a language, other than the learners' home languages, may help learners to comprehend their socio-cultural abilities and acknowledge different cultures around them.

The end results of the study showed that teachers are aware that learners in their isiZulu HL classrooms are linguistically diverse. As a result, the non-native speakers of isiZulu are given support in the form of extra tuition where non-native learners get a chance to sit down in groups and engage with the content employing their home languages together with isiZulu. This practice increases learners' communication skills, critical thinking skills, digital literacy skills and other literacy skills such as listening and writing. These findings are confirmed by the principle of Translanguaging which insinuates that the utilization of various languages in multilingual context improves language acquisition (Makalela, 2018). In similar stride, these results are interrelated to the study conducted by Mokala et al., (2022) which revealed that employing multilingual pedagogies in classroom is beneficial to students as they use all the languages, they know to enhance their learning. While the isiZulu HL teachers are not hesitant to offer support to the non-native speakers of the language, they also receive assistance from the SMTs and the Department of education. The SMTs support teachers by providing them with all the necessary teaching resources while the subject facilitators visit the schools to help teachers by also going to the classroom and teaching those learners who are struggling with the isiZulu HL. These findings of the study are unique because there is no evidence of literature relating to it. However, Ramango (2021), carried out a study on 'the role of school management teams in developing an inclusive

education culture in secondary schools.' Findings from her study indicate that the SMTs lack pedagogic strategies to implement inclusive education when dealing with diverse classrooms with learners requiring different learning needs. They also do not have sufficient teaching resources to support learners with special needs. For the current study, this calls for further research to be done on the support given to teachers teaching isiZulu HL in multilingual classrooms by the SMTs and subject facilitators.

Although the above experiences are positive, they are not without their negative sides. The teachers' negative experiences of teaching isiZulu HL to non-native speakers in multilingual classrooms emerged from the challenges they experience when teaching these kinds of learners. The findings of the study hinted that some non-native learners lack basic literacy skills such as writing, reading, communicating in isiZulu language and they also confuse orthographies from their home languages and isiZulu. Similarly, Mathenjwa (2022) reveals that the non-native speakers of isiZulu struggled to communicate in the language. However, Mathenjwa (2022) does not mention in her study anything about immigrant learners confusing orthographies from their home languages to isiZulu language. This makes this finding of the current study unique because there is no study done before on the teaching of isiZulu HL to non-native speakers that have shown similar result. Consequently, the isiZulu HL teachers get frustrated as some of them are not multilingual speakers and they are not trained to teach the language to non-native speakers in multilingual classrooms. Therefore, they find it challenging to teach non-native speakers of isiZulu because they are also lacking teaching methods of explaining isiZulu concepts to non-native speakers. The above findings are in accordance with the outcomes of the study conducted by Mathenjwa (2022) who stipulates that teachers find it challenging to communicate with the immigrant learners because of language barrier, the immigrant learners were unable to communicate in isiZulu. In a similar manner, the study conducted by Majola et al., (2023) found out that Baca speakers do not comprehend the Xhosa language and are struggling with accent and pronouncing the language. At the same time teachers are struggling to teach pronunciation to non-native learners because they lack proper teaching strategies to teach pronunciation and vocabulary to the non-native speakers (Mtshali and Mashiya, 2022).

5.3 Pedagogic strategies used by teachers to teach isiZulu in multilingual classrooms

Results on question 2:

What are pedagogic strategies teachers employ in their teaching of isiZulu in multilingual classrooms?

The outcome of the study suggests that translanguaging, scaffolding, learner-centered pedagogies and incorporation of digital pedagogies are common teaching strategies applied by teachers in teaching isiZulu HL to non-native speakers of the language in multilingual classrooms. According to the outcomes of the study, translanguaging is used spontaneously and as a pedagogic strategy. On one hand, teachers naturally switch between the languages to ensure that they pass a clear message across all the learners in their classrooms. On the other hand, teachers make use of translanguaging as a teaching strategy as they plan how and when to utilize it in their isiZulu HL classrooms. According to the results of the current study, teachers execute this by guiding non-native speakers to watch or read any piece written in isiZulu. Following these non-native speakers are offered opportunities to present their work for the whole class. During these presentations non-native learners are allowed to translanguage where necessary. In addition, teachers employ translanguaging to translate complex concepts into simple and understandable concepts to enable non-native speakers to participate in class.

The above results concur with the observations by Sefotho (2022) on how Ubuntu Translanguaging can be employed as a systematic approach in schools to promote multilingualism. The findings of his study articulate that the use of multiple languages improve understanding of complex concepts than when using one language when teaching in a multilingual classroom. Equally, the findings of the current study mirror those of Maseko and Mkhize (2021) who express that translanguaging assists learners to cultivate higher order thinking skills such as analyzing complex concepts of the target (isiZulu) language. Moreover, spontaneously switching between languages allows non-native speakers of isiZulu to draw on their languages during class activities (Maseko & Mkhize, 2021).

Additionally, the results of this study contradict with the study conducted by de Klerk et al., (2021) who explored the teachers' responses of teaching isiXhosa to non-native speakers of the language.

The findings indicate that isiXhosa teachers consider multilingualism as an essential tool to improve learners' language proficiency. However, the outcomes from de Klerk et al's., (2021) study also show that the non-native speakers in Northern Cape often get confused when more than three languages are used at the same time when teaching. Translanguaging does not benefit these non-native speakers hence it does not improve their language abilities (de Klerk et al., 2021).

For non-native speakers of isiZulu to reach deeper comprehension of the language, scaffolding is a suitable pedagogic strategy to be applied in isiZulu multilingual classrooms. The results of the study indicate that it is imperative that the non-native speakers of isiZulu HL are supported during the teaching and learning process of the language. Therefore, the pairing of native and non-native speakers of isiZulu language seems necessary during the teaching and learning process to non-native speakers to increase their language acquisition through interacting with the native speakers of the language. These findings tally with those of Mathenjwa (2022) who discovered that scaffolding helps non-native speakers to ease down their anxiety, foster their speaking skills and form a safe and welcoming learning environment that permits the application of multilingualism.

The results of the present study hint that teachers understand the need of learner-centered pedagogies when teaching isiZulu HL to non-native speakers in multilingual classrooms. Teachers are aware that they are not sole providers of knowledge but mediators that are facilitating the teaching and learning of isiZulu HL in their classrooms. This finding refutes the findings from du Plessis (2020) study who examined 'student teachers' perceptions, experiences and challenges of learner-centered teaching'. Results from du Plessis (2020) revealed that student teachers have a narrow understanding of learner-centered teaching as they are battling with classroom management and overcrowding which hinder them from implementing learner-centered teaching. The outcomes of the current study revealed that learner-centered pedagogies such as group work and classroom presentations retain learners' interest in learning isiZulu language. It also expands learners' communication skills, enhances the learning and understanding of the language and strengthens their abilities to use more than one language in isiZulu HL classrooms. These findings resonate with Mpiti and Makena (2021) who pointed out that learner-based teaching creates a safe learning environment, enhances learners' communication skills, during group discussions learners can share their opinions with no fear of being laughed at.

Incorporation of digital pedagogies is another pedagogic strategy that teachers can use when teaching isiZulu HL to non-native speakers in multilingual classrooms. This teaching strategy improves learners' interest in learning the language, increases learners' digital literacy and critical thinking skills. It also raises chances of knowing and understanding isiZulu language better. These findings are reflected from the participants' narratives which state that teaching by playing videos, using PowerPoint slides and watching shows broadcasting from television encourages learners to pay attention to the lessons, as a result, learners get better in acquiring the language.

The findings of the present study are consistent with what Westhuizen and Hannaway (2021) found out. In their study, the participants reported that incorporation of digital technology for language development in early grades strengthens language skills (Westhuizen and Hannaway (2021). The study indicated that learners are familiar with digital devices and feel comfortable learning through playing games on them. Majority of teachers teach using mixed methods of traditional and digital methods such as stories, drawings, computers, projectors and cellphones. However, there is a higher interest in the integration of digital pedagogies to improve the use of language. In addition, teachers believe that digital methods are fundamental for developing logic, speaking skills and other literacy skills (Westhuizen & Hannaway, 2021).

All the four (Translanguaging, scaffolding, learner-centered pedagogies and incorporation of digital pedagogies) teaching strategies applied by teachers when teaching isiZulu HL to non-native speakers of the language in multilingual classrooms are in relation with the benefits of Translanguaging. Scholars such as Sefotho (2022); Mokala et al., (2022); Maseko & Mkhize (2019); and Makalela (2018) stated that Translanguaging enables:

- Use all the languages known by learners to make meaning of the target language.
- Classroom engagement.
- Higher order thinking.
- Analysis of complex terms to deepen understanding of the target language.
- Improvement of digital literacy.

5.4 Teachers' perceptions of teaching isiZulu home language to non-native speakers in multilingual classrooms

Results on Question 3

What are teachers' perspectives of teaching isiZulu home language to non-native speakers in multilingual classrooms?

Translanguaging specifies that languages should be used interchangeably in multilingual contexts to make meaningful understanding of the world around us. This is also reflected in Makalela (2018) study who states that the simultaneous use of languages in multilingual classrooms helps learners depart from the oneness ideology of teaching which focuses on using one language to teach multilingual speakers and it does not serve justice in the South African classrooms as they are linguistically and culturally diverse. The participants of this study have different perceptions as to why non-native speakers choose to learn isiZulu at home language level. Results of the study pointed out that some of the non-native speakers are learning isiZulu as their home language because their mother tongues are closely related to isiZulu language, they find more similarities between their home languages and isiZulu language and this is similar to Makalela (2018); and Makalela & Mkhize, (2016) who said that languages are broad and cannot exist without one another. Furthermore, for other non-native speakers, learning isiZulu at home language level comes with personal reasons such as identity and culture. It is fundamental to note that language plays a crucial role in who we are and our culture. It is for this reason we find non-native speakers learning isiZulu as their home language.

There is limited literature about reasons that push non-native speakers to learning isiZulu at home language level. However, Zulu and Ndebele (2020) examined students' motivation for studying isiZulu first language modules at the University of Kwa-Zulu Natal. The findings indicate that some undergraduate students chose to enroll for isiZulu because it helps them conserve and respect their cultural heritage. The findings of Zulu and Ndebele (2020) and the outcomes of the study relate to one another but different in that the current study focused on the non-native speakers of isiZulu at high school level.

There is no evidence of South African literature done about personality traits required by isiZulu language teachers to teach non-native speakers of isiZulu in multilingual context. However, Mokala's (2021) study on 'teachers' narratives of teaching learners with hearing impairment' in special schools revealed that teachers require traits such as patience, personal commitment to teaching learners with special needs and teachers must be able to help learners reach their full potential. Furthermore, an international study carried out by Deng et al., (2023) explored 'native

and non-native English speaker teachers' perceptions of English teacher qualities. The results stipulated that teachers must be able to teach effectively, show professionalism and knowledge of the target language. In terms of their personal qualities, the findings of the current study revealed that both native and non-native teachers must be confident, passionate, patient, have good pronunciation and be able to create inclusive learning environments for different learners. The findings of the current study are confirming the results of Deng et al., (2023), as participants of the present study indicated that teaching isiZulu HL to non-native speakers in a multilingual classroom requires a teacher who can inculcate discipline, they must be patient when teaching multilingual and multicultural speakers. Teachers must also be able to establish a free and productive teaching and learning environment that is inclusive of various learning styles and needs. The two studies focused on different contexts but there are similarities between the studies mentioned above.

Judging from the results of the current study, isiZulu HL teachers need in-service training on multilingual pedagogies. The participants of this study stipulated that some of the isiZulu home language teachers are not multilingual and require training and development on how to successfully teach a classroom filled with both native and non-native speakers of isiZulu. Teachers believe that training and development will equip them with better teaching strategies to use in multilingual classrooms. This means that with better trained teachers on multilingual pedagogies, non-native speakers will receive comprehensive instructions, and their language learning and language skills will refine. These results confirm the findings from Mathenjwa (2022) who discovered that it is problematic to teach isiZulu to non-native speakers especially when they are in the same class as native speakers of isiZulu. This is caused by the fact that there is a lack of teaching resources in schools and teachers have insufficient knowledge and support needed to successfully teach isiZulu non-native learners in multilingual classrooms. Similarly, Babane (2020) indicated that teachers must be trained when teaching a home language to immigrant speakers of that language, they must be trained on how to include the non-native leaners in their lessons.

5.5 Summary of the chapter

Chapter five discussed the findings of the results in relation to the theoretical framework: Translanguaging guiding the study and three research questions. Below is the conclusion of the study and recommendations based on the above discussion of the findings.

CHAPTER SIX: RECOMMENDATIONS AND CONCLUSIONS

6.1. Introduction

The focus of chapter six is on conclusions and recommendations in relation to the research questions. The aim of the study was to explore teachers' experiences of teaching isiZulu home language to non-native speakers of isiZulu in two multilingual schools in Soweto. This chapter provides an outline of the study by summarizing the study, followed by a brief discussion of the contribution of the study to future research and language policies. Thereafter the chapter provides limitations and strengths of this research study.

6.2. Summary of the study

The present study aimed at exploring teachers' experiences of teaching isiZulu home language to non-native speakers of isiZulu in two multilingual schools in Soweto. To accomplish this, the study paid attention to this research question: What are teachers' experiences of teaching isiZulu home language to non-native speakers of isiZulu in multilingual classrooms?

The study also discussed the following two sub-questions:

a. What pedagogic practices do teachers employ in teaching isiZulu home language to non-native speakers in multilingual classrooms?
b. What are teachers' perspectives of teaching isiZulu home language to non-native speakers in multilingual classrooms?

The study is also intended to attain the following objectives:

a. To determine pedagogic practices utilized by teachers when teaching isiZulu home language to non-native speakers in two multilingual schools.
b. To explore teachers' perspectives of teaching isiZulu home language to non-native speakers in multilingual classrooms.

To accomplish the aims of this study, I discussed what follows:

a. The theoretical framework governing the entire study, literature related to the current study was also discussed (Chapter two).

b. Methodology employed in conducting the study (Chapter three).
c. I also analyzed the results of presented in chapter four.

The collected data expounded the research questions and aims of the study. Data was collected from two multilingual high schools in Soweto. Six participating teachers were interviewed, and each participant was observed teaching in their classrooms. To interpret the results, I utilized the findings of the study, theoretical framework guiding the study, and previous literature resonating with my study. Data was analyzed thematically, following the inductive approach. The themes I constructed from the research questions are: 1. Teachers' experiences of teaching isiZulu HL to non-native speakers in multilingual schools. 2. Pedagogic practices used by teachers to teach isiZulu HL in multilingual classrooms. 3. Teachers' perspectives of teaching isiZulu HL to non-native speakers in multilingual classrooms.

6.3 Potential contributions of the study

Judging from the outcomes of this study and previous studies done on language teaching in multilingual classrooms, there seems to be a gap in research on teachers' experiences of teaching isiZulu home language to non-native speakers in multilingual classrooms in South Africa. This study therefore fills this gap by building on an already existing body of knowledge. Furthermore, this study may be used as a foundation in research on a larger context on both teachers' and learners' experiences. The research can be done on teachers' experiences of teaching isiZulu home language to non-native speakers in multilingual classrooms (larger context) or it can also be done on Non-native speakers' experiences of learning isiZulu home language in multilingual classrooms. The current study could also assist teachers teaching isiZulu HL to non-native speakers in multilingual classrooms to revise their pedagogic methods by applying teaching strategies suggested by the findings of this study. These pedagogic strategies are: Translanguaging, scaffolding, learner-centered pedagogies and incorporation of digital pedagogies.

6.4 Recommendations

The present study researched teachers' experiences of teaching isiZulu HL to non-native speakers of the language in two multilingual schools. In this section, recommendations are separated into recommendations for research, policy and practice.

6.4.1 Recommendations for research

Looking at the results of the study, it is advisable that further investigations are done on both teachers' and learners' experiences of teaching and learning isiZulu HL in multilingual classrooms. Related studies should think about interviewing teachers, learners and Department of Education stakeholders such as subject facilitators to comprehend the teaching of isiZulu HL in multilingual classrooms.

6.4.2 Recommendations for policy

The results of the current study indicated that the isiZulu HL curriculum only accommodates native speakers of isiZulu language. The curriculum does not create a space for the situation where multilingual isiZulu speakers learn the language in one classroom, yet the South African classrooms are experiencing an increase of non-native speakers learning isiZulu at home language level. Regardless of this situation, the isiZulu HL teachers try to cater for these kinds of learners in their language classrooms, with little to no training on multilingual pedagogies. This calls for the need for revising language policies (isiZulu HL policy) by the Department of Education. The revision of isiZulu HL policy should include the training and development of teachers and provision of sufficient teaching and learning tools to multilingual school, as teachers stated that they need in-service training on multilingual pedagogies.

6.4.3 Recommendation for practice

The outcomes of the study indicated that the isiZulu HL teachers need in-service training on multilingual pedagogies. The participants revealed that some of the isiZulu teachers are not multilingual and require training and development on how to teach a classroom filled with both native and non-native speakers of isiZulu. According to the participants the training and development will assist them with better pedagogic strategies to use in isiZulu multilingual classrooms. The participants believe that when isiZulu HL teachers are trained and developed on multilingual pedagogies, non-native speakers of the language will receive clear language instructions, and their language learning and skills will develop. Therefore, the recommendation is this the Department of education should organize training sessions on multilingual pedagogies for isiZulu HL teachers.

6.5 Limitation of the study

This study was limited in several ways. Firstly, it explored teachers' experiences of teaching isiZulu HL to non-native speakers of the language in two multilingual schools in Soweto- Gauteng province. This means that it only focused on two multilingual high schools in Soweto, therefore, the experiences of isiZulu HL teachers cannot be generalized. Secondly, only six teachers participated in this study, they were interviewed and observed teaching the language in their classrooms. The implication here is that the outcomes of the study cannot be popularized to a broader audience, the findings are limited to only those teachers who participated in the study. However, it can also be applicable to the schools in similar contexts.

6.6 Conclusion

The present study explored teachers' experiences of teaching isiZulu HL to non-native speakers of the language in two multilingual schools. The results of the study pinpointed out that teachers teaching isiZulu HL encountered positive and negative experiences of teaching isiZulu to non-native speakers. However, they support their learners in all the language challenges they have and at the same time they also receive assistance from the SMTs and subject facilitators. The use of translanguaging, scaffolding, learner-centered pedagogies and incorporation of digital pedagogies are teaching strategies employed by teachers when teaching isiZulu HL to non-native speakers in their multilingual classrooms and these teaching strategies assisted them to face the reality of their isiZulu HL classrooms. Additionally, a teacher teaching isiZulu HL in a multilingual classroom must appreciate linguistic diversity of the learners, a teacher must be willing to embrace multilingualism and culturalism to enrich learners' cognitive and communicative skills. Being able to inculcate discipline and exercise patience goes a long way because multilingual classrooms can be disruptive. It might look like the isiZulu HL teachers have found solutions on how to teach the language to non-native speakers in multilingual contexts, but they believe that they require in-service training and development in multilingual pedagogies.

6.7 Final remark

The current study has challenged me in multiple ways, it made me realize that research is a taxing journey, it requires one to be resilient and patient. Through this journey I have seen so much growth, personally, academically and emotionally. I have grasped that there is still a lot that needs to be researched based on the topic I was working on. The feedback received from and the meetings

I had with Dr Mokala and Dr Mokoena positively impacted my reading and writing of this study. As mentioned above, further research is needed in relation to my topic, I hope this study will contribute to further research on non-native speakers' experiences of learning isiZulu at home language level.

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APPENDIX A: LETTER TO THE PRINCIPAL

LETTER TO THE PRINCIPAL

My name is Philela Xolile Dlangisa. I am a Master of Education candidate at the University of the Witwatersrand. I am conducting a research study on teachers' experiences of teaching IsiZulu HL to non- native speakers of IsiZulu in multilingual two multilingual schools in Soweto. I would like to get an understanding of how IsiZulu Home Language teachers teach non- native speakers in a multilingual classroom. Through this study, I hope the teachers will share their experiences and perspectives of the phenomena being investigated. I am keen to find out about teachers' perspectives on the teaching of IsiZulu Home Language to non- native speakers of the language in

multilingual classrooms. The reason for choosing your school is because it is one of the multilingual schools offering IsiZulu language at the Home Language level and its proximity; it is close to where I teach, and it will be easy for me to come to your school.

I am requesting your school to be part of this study which will be beneficial to the school and the government when evaluating African Languages curriculum in the future. The participants' identities will be kept anonymous throughout the research study. It will be explained and made it clear that they can withdraw from participating whenever they feel like at any stage during this study without being penalized. There are no predictable risks in being part of this study. As mentioned above, the names of the participants and the name of the school will be retained confidential in the entire study.

The participants will not be paid for this study. The names of the research participants and the identity of the school will be always kept confidential in all academic writing about the study. Their individual privacy will be maintained in all published and written data resulting from the study. All research. I sincerely request that you help me with the following:

1. Provide me with full details; this includes names and contact details of the IsiZulu Home Language teachers teaching in the Senior and FET phase willing to participate in my study (4 teachers).

2. Help me with issuing the letters and interview schedules for them to have enough time to prepare. Each teacher will receive a letter, an interview schedule, biographic information data sheet and consent form.

3. Permit me to be in contact with the teachers so that I will be able to arrange date and times for the interviews and observations.

For any clarification, please send me an email on the following email address: 905451@students.wits.ac.za .

Yours sincerely

Philela Dlangisa

Supervisors:

Dr Ntsoaki Mokala

Email: ntsoaki.mokala@witys.ac.za

Dr Mosebetsi Mokoena

Email: mosebetsi.mokoena@wits.ac.za

APPENDIX B: INFORMATION LETTER TO THE TEACHERS

INFORMATION LETTER TO THE TEACHERS

My name is Philela Dlangisa, a master's student at Wits University, I am carrying out a research study as part of the requirements for my degree in Education. The study is based on the teaching of IsiZulu home language to non- native speakers of the language in multilingual township schools.

I am issuing this information letter as an invitation to be a participant in this study. You are not obligated to be part of this study. You are also allowed to have a conversation with anyone you are comfortable with about research before agreeing to be part of this study. If there is something you

do not understand in the consent form, feel free to ask any questions or clarifications, I will explain everything to you.

I would like to know more about your journey as an IsiZulu Home Language teacher teaching in a multilingual township school. Through this study, I anticipate you will share your journey about your teaching experiences. My intention is to find out about your perspectives and experiences of teaching IsiZulu Home Language in a multilingual context.

Kindly note that your participation in this study is voluntary. It is entirely up to you to participate in the study or not. If you decide to withdraw from this project, you will not be penalized. If you agree to take part in the study, I will humbly request to observe you while teaching your class(es) for the duration of your lesson. I will also ask to audio record you while teaching. Later, I will interview you and the interview will be based on the teaching of IsiZulu home language to non-native speakers in a multilingual context. I wish to interview you after school hours. I will interview you once for about 40 minutes. The interview, which will be audio recorded, will be conducted in your classroom or any private space within the school where we may not have any disturbances during the interview. The reason I want to record you is because I want to grab the entire conversation as I may leave out some details while taking notes. Only my supervisors and I will have access to the recordings.

The raw data collected will be kept safe in a password protected laptop. All the personal and confidential information you provide will be retained anonymous in all the writings of the research study. It is understandable that you might feel uncomfortable sharing some information, feel free to let me know when such instances occur, we will move to the following topic. You also do not have to answer questions you do not feel comfortable answering and there would not be any justification needed for that.

After data collection, the results of the study will be penned down as a research report in a form of a dissertation, and I may also use it later to write a journal article. Once again, your identity will be kept anonymously. I sincerely ask you to keep all the information concerning this study to yourself, do not talk about it to anyone. For any questions and clarifications contact me.

Yours faithfully

Philela Dlangisa

905451@students.wits.ac.za 0726971639 (WhatsApp).

Supervisors:

Dr Ntsoaki Mokala

Email: Ntsoaki.mokala@wits.ac.za

Dr Mosebetsi Mokoena

Email: mosebetsi.mokoana@wits.ac.za

APPENDIX C: CONSENT FORM FOR TEACHERS

Please fill in the reply slip below if you agree to participate in my study called:

My name is: _____

Permission to observe you in class: circle one

I agree to be observed in class. YES/NO

Permission to be audiotaped: circle one

I agree to be audiotaped during the interview or observation lesson

YES/NO

I know that the audiotapes will be used for this project only YES/NO

Permission to be interviewed: circle one

I would like to be interviewed for this study. YES/NO

I know that I can stop the interview at any time and don't have to

answer all the questions asked. YES/NO

Informed Consent

I have been invited to be part of the research study about Teachers' Experiences of Teaching IsiZulu Home Language to Non- native Speakers of IsiZulu in Two Multilingual Schools in Soweto.

I have read through all the necessary information, and everything was clearly explained to me. The intention of the study has also been explained to me. I was granted time to ask questions about the study and all my questions have been answered and I am satisfied. I have been informed that I can ask questions if I have them at any given time during the study.

I understand that taking part in this study is voluntary and if I want to withdraw at any point, I may do so without being penalized. I understand that my identity will retain anonymity in all writings, at the same time, I understand that some of the information I provide will be used in the study.

I agree to participate in the study.

Signature…….

Date…….

APPENDIX D: INTERVIEW SCHEDULES FOR TEACHERS

Teachers' biographical information

Questions about being a teacher and teaching IsiZulu Home Language.

1. What made you decide to become a teacher?

Tittle	
Home language	
Gender and Age	
Teaching qualification(s) and teaching subjects	
How long have you been teaching IsiZulu home language?	
What formal training did you undergo with regards to teaching IsiZulu home language?	
Any additional information about yourself that you would like to share	

2. How do you find being an IsiZulu home language teacher in a multilingual school?
3. How do you feel about teaching IsiZulu home language to non- native learners of IsiZulu language?
4. How would you describe your experience as an IsiZulu Home language teacher having to teach non- native learners in an IsiZulu home language classroom?
5. If any, what challenges do you encounter in teaching non- native learners of IsiZulu? How did you approach these challenges?

Questions based on teacher's pedagogic practices in multilingual classrooms

1. What always works for you when teaching IsiZulu home language to non- native learners?
2. How do you modify the curriculum to cater for the needs of different learners (native and non- native) in classroom?
3. What would you change to enhance your teaching practices?
4. What parts of the curriculum obstructing effective teaching for you?

5. What do you do to keep learners focused and interested in your lessons?

Questions about supporting teachers and learners.

1. What kind of support (outside the classroom) do you give to non- native learners of IsiZulu?
2. According to your observations, is there anything that indicates that learners do their work in your absentia? How would you ensure that they continue to learn the language even if they are outside the classroom?
3. What kind of support do you receive from the school and the Department of Basic Education?

Questions about teacher's perspectives of teaching IsiZulu to non- native learners in a multilingual context.

1. What have you learned from the experience of being an IsiZulu home language teacher having to teach non- native learners of IsiZulu?
2. How has your teaching experience built you as a teacher?
3. What strengths are required by a teacher to successfully teach a classroom filled with native and non- native learners of IsiZulu language?
4. Have you ever taught IsiZulu home language in a classroom where all learners are non-native speakers of the language? If yes, how is it different from teaching the language where there are both native and non- native speakers in one classroom?
5. Do you think IsiZulu home language teachers need some form of in-service training to support them on how to teach the language in a multilingual classroom? Describe how the training will benefit both teachers and learners?

APPENDIX E: ETHICS CLEARANCE

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG | WSoE Wits School of Education

SCHOOL OF EDUCATION ETHICS COMMITTEE

CONSTITUTED UNDER THE UNIVERSITY HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)

CLEARANCE CERTIFICATE **PROTOCOL NUMBER:** 2024ECE052M

PROJECT TITLE

Teachers' Experiences of Teaching IsiZulu Home Language to Non- native Speakers of IsiZulu in Two Multilingual Schools in Soweto.

INVESTIGATOR	Philela Dlangisa
SCHOOL/DEPARTMENT OF INVESTIGATOR	WSoE
DATE CONSIDERED	09 September 2024
DECISION OF THE COMMITTEE	Approved unconditionally
RISK LEVEL	Minimal Risk
EXPIRY DATE	Date of submission of the Research Report
ISSUE DATE OF CERTIFICATE	25 September 2024
CHAIRPERSON	Dr. Lawan Abdulhamid

cc: Dr Ntsoaki Mokala & Dr Mosebetsi Mokoena

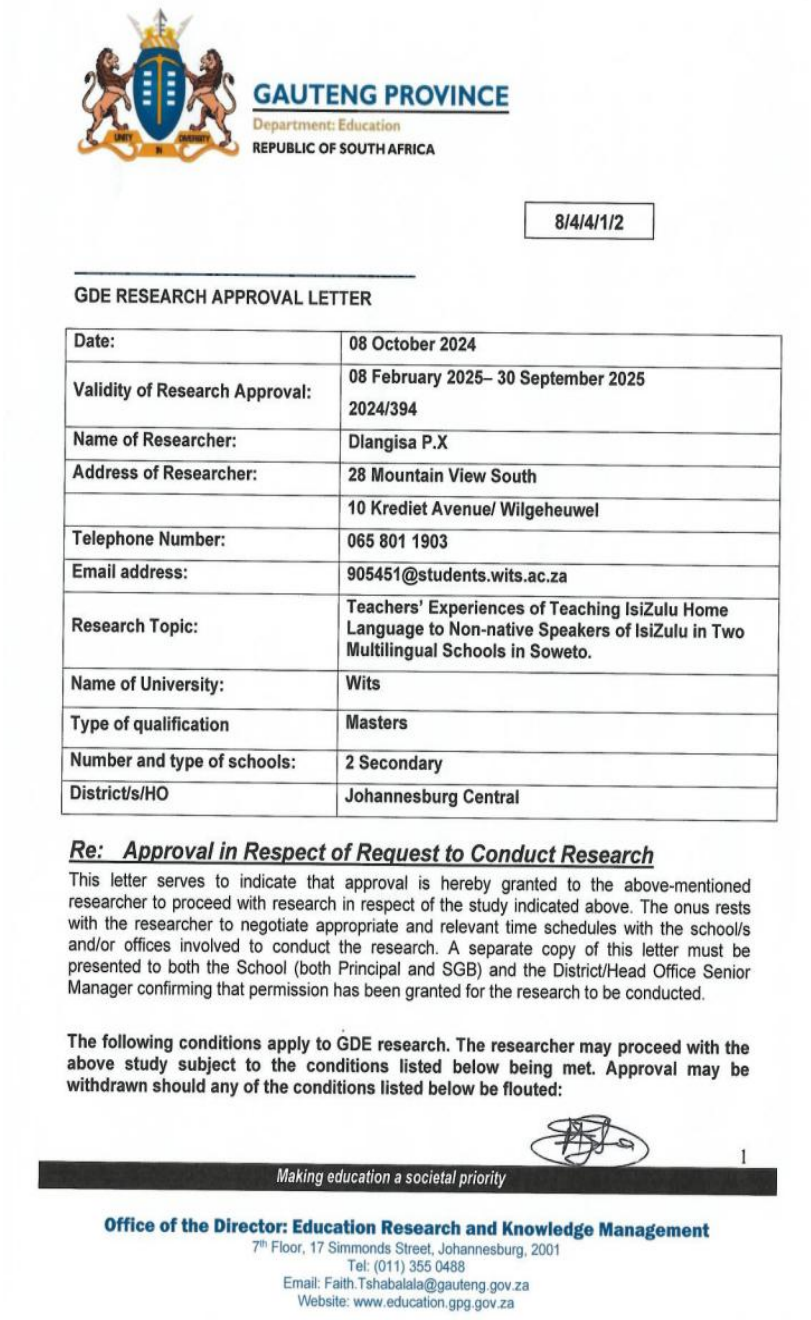
DECLARATION OF INVESTIGATOR

To be completed in duplicate and **ONE COPY** returned to the Chairperson of the School/Department ethics committee.

I fully understand the conditions under which I am are authorized to carry out the abovementioned research and I guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee.

Signature **Date** 9/26/2024

APPENDIX F: GDE LETTER OF APPROVAL



GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	08 October 2024
Validity of Research Approval:	08 February 2025– 30 September 2025 2024/394
Name of Researcher:	Dlangisa P.X
Address of Researcher:	28 Mountain View South
	10 Krediet Avenue/ Wilgeheuwel
Telephone Number:	065 801 1903
Email address:	905451@students.wits.ac.za
Research Topic:	Teachers' Experiences of Teaching IsiZulu Home Language to Non-native Speakers of IsiZulu in Two Multilingual Schools in Soweto.
Name of University:	Wits
Type of qualification	Masters
Number and type of schools:	2 Secondary
District/s/HO	Johannesburg Central

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

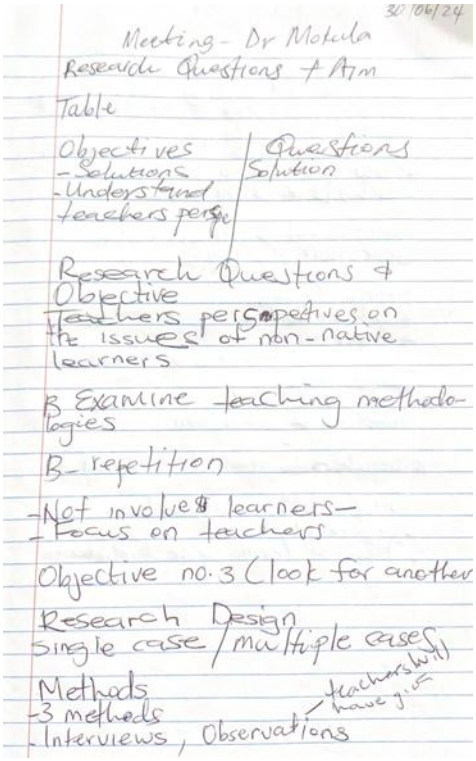
1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management
7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

APPENDIX F: MY JOURNAL ENTRIES

30/06/24



Meeting - Dr Mokala

Research Questions + Aim

Table

Objectives	Questions
- Solutions	Solution
- Understand teachers perspe	

Research Questions & Objective

Teachers perspectives on the issues of non-native learners

B Examine teaching methodologies

B - repetition

- Not involve learners -
- Focus on teachers

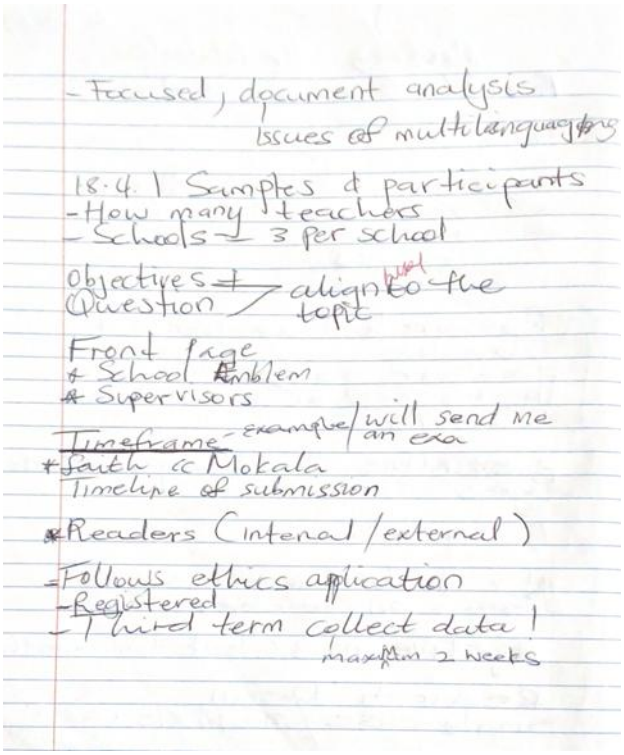
Objective no. 3 (look for another

Research Design

single case / multiple cases

Methods

- 3 methods
- Interviews, Observations — teachers will have given



- Focused, document analysis

issues of multilanguaging

18.4.1 Samples & participants

- How many teachers
- Schools - 3 per school

Objectives + Question — align to the topic

Front page

* School Emblem
* Supervisors

Timeframe - example / will send me an exa

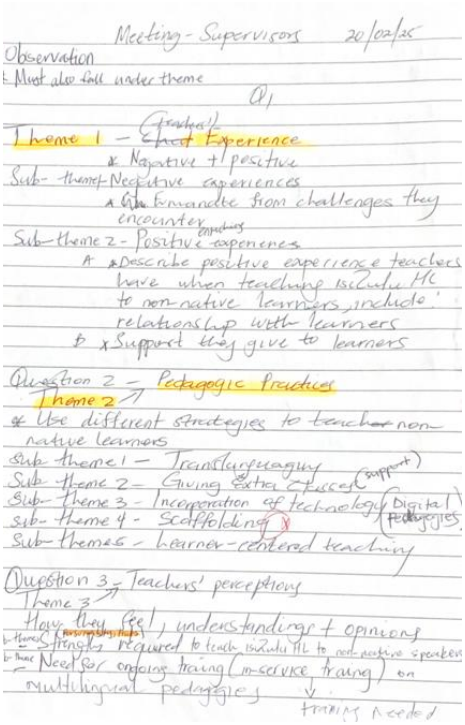
* faith cc Mokala

Timeline of submission

* Readers (internal / external)

- Follows ethics application
- Registered
- Third term collect data!

maximum 2 weeks



Meeting - Supervisors 20/02/25

Observation

* Must also fall under theme

Q1

Theme 1 - ~~Chat~~ (teachers') Experience

* Negative + positive

Sub-theme 1 - Negative experiences

* Ex. Emanate from challenges they encounter

Sub-theme 2 - Positive experiences

A * Describe positive experience teachers have when teaching isiZulu HL to non-native learners, include relationship with learners

B * Support they give to learners

Question 2 - Pedagogic Practices

Theme 2

* Use different strategies to teach non-native learners

Sub-theme 1 - Translanguaging

Sub-theme 2 - Giving extra classes (support)

Sub-theme 3 - Incorporation of technology (Digital Pedagogies)

Sub-theme 4 - Scaffolding

Sub-theme 5 - Learner-centered teaching

Question 3 - Teachers' perceptions

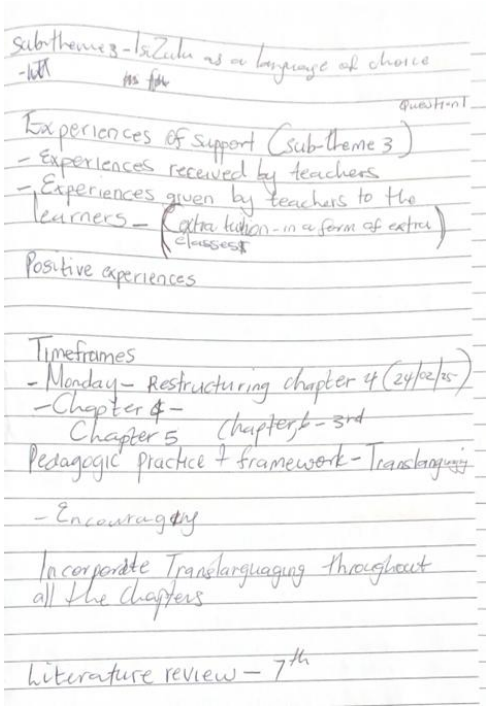
Theme 3

How they feel, understandings + opinions

Sub-theme 1 - Strengths required to teach isiZulu HL to non-native speakers

Sub-theme 2 - Need for ongoing traing (in-service training) on multilingual pedaggies

training needed



Sub-theme 3 - IsiZulu as a language of choice

Question 1

Experiences of support (sub-theme 3)

- Experiences received by teachers
- Experiences given by teachers to the learners - (extra tuition - in a form of extra classes)

Positive experiences

Timeframes

- Monday - Restructuring chapter 4 (24/02/25)
- Chapter 4 -

Chapter 5 (chapter 6 - 3rd

Pedagogic practice + framework - Translanguaging

- Encouraging

Incorporate Translanguaging throughout all the chapters

Literature review - 7th

APPENDIX G: TRANSCRIPTS

PARTICIPANT [redacted]

BEING AN ISIZULU HL TEACHER IN A MULTILINGUAL CLASSROOM

QUESTION1

I was struggling to get a job for my first qualification. I saw that there was a higher demand of teachers at that time, then I did my PGCE.

My first qualification is tourism management.

QUESTION2

Learners come from different ethnic groups, and they prefer to express themselves in their home languages. I find it difficult to understand what learners are saying when they speak using their home languages and most of the non-native learners find it difficult to understand isiZulu when I am explaining some concepts in isiZulu.

Yes, sometimes learners ask to use their home languages in isiZulu classroom, and I allow them. What helped me is that we had an opportunity to learn another language, like an extended language. So, I manage to learn the basics of Sepedi, and Sesotho. Sometimes it gets better with years, in my first year of teaching I did not understand what learners were saying but now I am able to understand what learners are saying, though I wouldn't be able to speak their home languages.

Yes, they even ask me, "ma'am can I say it in my home language?" then I say go ahead then I realized that in that way many learners will be able to participate.

QUESTION3

It is interesting at the same time as it's draining. It's interesting in a sense that if you start with teaching a learner that do not know how to write, speak isiZulu and then you see that wow! As a teacher I can be able to take a learner from point A to point B. At the same time, it's draining because you must teach learners how to write words, uh, how to pronounce, how to read and then you get frustrated knowing that this child can do better in their home language, so it's bothering.

I go back to the primary school content, I give the reading books, you see from primary. I teach them the basic skills like 'a e i o u' and I teach them how to read those simple words 'ubaba,

-be accommodative of learners' different needs to use language
-be mindful of how you use language - to not exclude non-native learners when teaching
- Do not use a fast pace when teaching

Ah you must be able to accommodate them, you must not judge them ukuthi wena you are not Zulu enough, actually, even the language you use you must be mindful, if you end up speaking isizulu esiqinile (as a teacher) you must know that you are excluding others(non-native learners). At some point you must try to translate what you are saying in English, like whatever you are saying you must elaborate what you mean by that, you must be flexible, onesineke to ukubachazela and ungasheshi (pace) kakhulu.

QUESTION4

No, I have always been into high schools where isizulu is taught as a home language, I think a teacher ongaba in that situation ofundisa IFAL.

QUESTION5

Yeah, remember izinto ziyashintsha manje, the way ababenza ngakhona othisha bethu should not be the way esenza ngakhona hence bengingeke ngasho there is technology now, I think we should move from using lots of textbooks (paper) to be more digital because these kids abantwana betechnology so we should try to accommodate them.

It won't be a challenge to older teachers, remember there is training, even here at school ngama Tuesday we used to have training where they teach you how to use smartboards, laptops, how to integrate white board and smartboard and the department in that case is supporting us if the teacher is willing not unless the teachers is not willing to learn they will struggle. Even the learners are always there nabo to assist you uma unenkinga with technology they know what to do.

PARTICIPANT 3

BEING AN ISIZULU HL TEACHER IN A MULTILINGUAL SCHOOL

QUESTION1

The reason why I became a teacher is because teaching is the mother of all professions, so in that way I will make a positive impact on learners for them to become active agencies in their communities.

QUESTION2

Before allowing my learners to use their home languages when they are in isiZulu classroom, I firstly ask them to try and answer in isiZulu before we move or before they code-switch to their home languages. If he/she struggles to answer in Zulu and then I would be like, it is okay you can use your mother tongue and then from there we can try to translate but in that case I am not the one who translate, I ask fellow learners to help him/her to try and translate what he/she is saying in isiZulu.

TEACHING STARTEGIES

Teaching Methods
- Translanguaging
- Writing + Reading Activities
- Speaking + listening Activities

QUESTION1

Okay, uh, I feel like I have been mentioning translanguaging a lot, uh, this method, I prefer it because it increases classroom engagement and improves language acquisition, so I am always using translanguaging so that all learners will participate in class.

Oh yes, there are other activities that I use to enhance their writing and speaking skills. I understand that learners learn differently, others prefer to read/ write, others prefer to listen. So, I would give them a task to go find something written in Zulu, watch something that has Zulu people speaking and then come back to me/ class and explain what they have learned, watched and the lessons they have learned from listening and watching whatever they chose to do.

QUESTION2

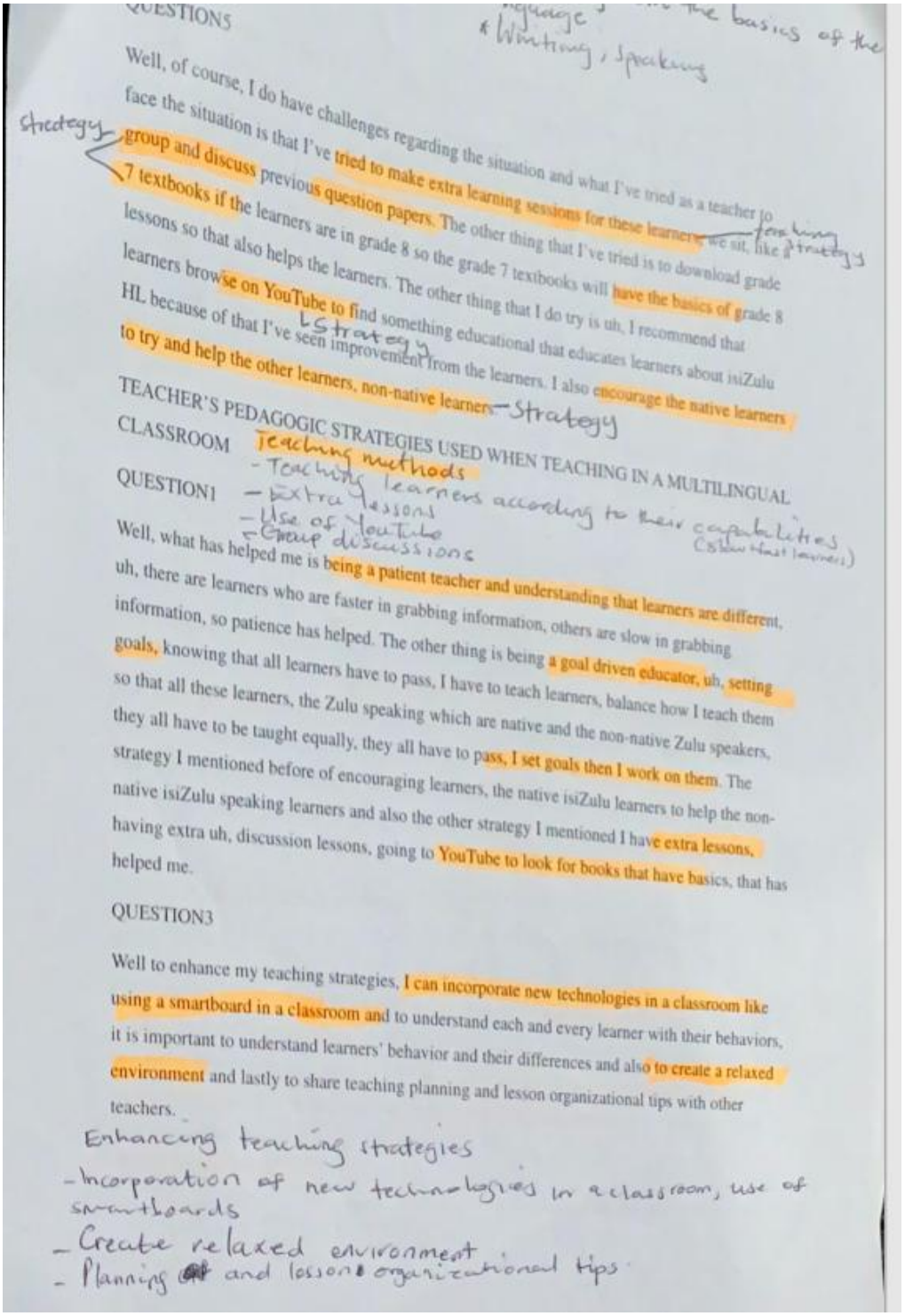
Okay, that one requires a thoughtful approach such as translanguaging, as I have done my research and translanguaging works for me in the classroom. So, for native speakers of isiZulu, I provide additional challenges and opportunities, for non-native learners, I offer them background information on the cultural context, also teaching resources must be accessible to them. So, I make sure that I have all the resources, and they are written in isiZulu such as drama, novels and audio books that are in isiZulu, so yeah, I do that.

cultural context

Honestly, as a teacher, we always have a problem of insufficient teaching materials but as a teacher, I cannot stop the teaching and learning process because of that. I must make a plan; I group learners and make them share the books.

QUESTION3

Modifying the curriculum
- Requires a thoughtful approach such as translanguaging
- Native learner - given additional challenges & opportunities
- Non-native learners - Background information on the cultural context
  - Have enough teaching resources
  - Resources written in isiZulu such as dramas, novels, audiobooks.



QUESTION5

Well, of course, I do have challenges regarding the situation and what I've tried as a teacher to face the situation is that I've tried to make extra learning sessions for these learners we sit, like group and discuss previous question papers. The other thing that I've tried is to download grade 7 textbooks if the learners are in grade 8 so the grade 7 textbooks will have the basics of grade 8 lessons so that also helps the learners. The other thing that I do try is uh, I recommend that learners browse on YouTube to find something educational that educates learners about isiZulu HL because of that I've seen improvement from the learners. I also encourage the native learners to try and help the other learners, non-native learners.

TEACHER'S PEDAGOGIC STRATEGIES USED WHEN TEACHING IN A MULTILINGUAL CLASSROOM

QUESTION1

Well, what has helped me is being a patient teacher and understanding that learners are different, uh, there are learners who are faster in grabbing information, others are slow in grabbing information, so patience has helped. The other thing is being a goal driven educator, uh, setting goals, knowing that all learners have to pass, I have to teach learners, balance how I teach them so that all these learners, the Zulu speaking which are native and the non-native Zulu speakers, they all have to be taught equally, they all have to pass, I set goals then I work on them. The strategy I mentioned before of encouraging learners, the native isiZulu learners to help the non-native isiZulu speaking learners and also the other strategy I mentioned I have extra lessons, having extra uh, discussion lessons, going to YouTube to look for books that have basics, that has helped me.

QUESTION3

Well to enhance my teaching strategies, I can incorporate new technologies in a classroom like using a smartboard in a classroom and to understand each and every learner with their behaviors, it is important to understand learners' behavior and their differences and also to create a relaxed environment and lastly to share teaching planning and lesson organizational tips with other teachers.