CREATIVE EMAIL DIALOGUES AS A STRATEGY FOR LEARNING AND TEACHING ISIZULU AS A SECOND ADDITIONAL LANGUAGE: A CASE STUDY

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University of the Witwatersrand

A thesis submitted to the

Wits School of Education

Faculty of Humanities, University of the Witwatersrand in fulfilment of the

requirements for the degree of Doctor of Philosophy

Johannesburg, 2019

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ABSTRACT

South Africa is a country rich in diverse languages many of which originated in Africa, including isiZulu. With the end of Apartheid in the 1990s, policies were developed to support the use of African languages through First Additional Language (FAL) and Second Additional Language (SAL) into schools and tertiary institutions. This has placed pressure on teacher education institutions to supply teachers qualified to teach African languages effectively.

This thesis traces the development of a FAL/SAL isiZulu course from its origins in a Johannesburg secondary school to its effective use in a leading university-based teacher education institution. The researcher explored alternative methodological and technical approaches in the SAL classroom to make learning more meaningful and effective in a context of policy and technological turbulence. The researcher's journey is explored using ethnographic and qualitative research approaches.

The study includes a case study of how seven iZSAL student teachers of 2014 and 2015 at the Wits School of Education grappled with a new approach called the Creative Email Dialogue (CED). The CED shifted the learning and teaching of isiZulu out of the confines of the classroom. This allowed students to work independently, at their own pace and according to their own needs. The case study underlines the value of technology and close relationships between members in a learning community, as well as the dedication of all members to improving their understanding of isiZulu.

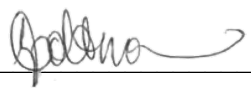
The study concludes that closely supervised individualised language development accompanied by continuous support and insight from the lecturer results in effective learning for student teachers learning a new language. The researcher argues the importance of teaching language to students learning isiZulu for the first time. Time constraints placed pressure on the effective language learning. The CED, based on sound FAL/SAL theories and experience, is successful in teaching language. This research contributes to the scant knowledge of FAL/SAL and especially in iZFAL and iZSAL teaching and learning, at tertiary institutions and schools in South Africa. Implications for language course development and extension through technology are clear. Recommendations are made for

future research in the area of SAL/FAL teaching and learning, particularly for teaching isiZulu.

Key words and terms: IsiZulu, iZSAL, First Language, First Additional Language, Second Additional Language, email journals, teacher education, creative writing, vocabulary development and affirmative assessment.

DECLARATION

I declare that this work is my own unaided work. It is being submitted for the degree of Doctor of Philosophy to the University of the Witwatersrand, Johannesburg. It has not been submitted to any other university, nor has it been prepared under the aegis or with the assistance of any other body or organisation or person outside of the University of the Witwatersrand.



Grant Blair Coltman

16th , day of September, 2019

ACKNOWLEDGEMENTS AND THANKS

To my two supervisors, Dr Jean Place and Professor Jane Castle, I go down on bended knees and thank you sincerely. You were brave enough to take a student shot through with insecurities and doubt, and embark on this long and, what proved to be, challenging road. You have weathered the storms of guiding my thesis writing with humour, patience and never-ending support. I am deeply grateful to you for your insightful guidance, empowering feedback and willingness to accept.

To my family who have walked this path with me. My children, Kianne and Riley, and ever-supportive wife, Debra, who have endured an absent father and husband and the constraints of thesis writing. I cannot express how much I appreciate your support. Without your understanding and patience, this thesis would never have flown.

I thank Mum Place who's silent but never-wavering support and encouragement, kept me plodding down this lonely road.

To Professor Hall, for making work on this thesis possible in many unexpected ways. Your silent belief in me, and the value of my work, is greatly appreciated.

I extend my thanks too to my colleagues. In particular, Ana Ferreira for her wise advice, acknowledgement and guidance when I thought there was no end in sight.

I am deeply grateful too to fellow teachers, acquaintances and numerous students who have populated and enriched my teaching career, especially to the 'sample' of students who consented to be a part of my study - without your time, effort and willingness to learn, this work would have been meaningless.

Finally, for my friends in the African Languages on WSoE campus, who have consistently enquired about this arduous journey, this one is ours.

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Abbreviations and Acronyms

AM	Audio lingual Method
BEd	Bachelor of Education
CAPS	Curriculum and Assessments Policy Statement
CED	Creative Email Dialogue
CEDs	Creative Email Dialogues
CLT	Communicative Language Teaching
DM	Direct Method
DOE	Department of Education
FL	First Language
FAL	First Additional Language
GDE	Gauteng Department of Education
GTM	Grammar Translation Method
HOD	Head of Department
iZSAL	isiZulu Second Additional Language
iZFAL	isiZulu First Additional Language
JCE	Johannesburg College of Education
LAA	Language Aid Attachment
LASS	Language Acquisition Support System
LSA	Language Support Attachment
NL	New Languages
SAL	Second Additional Language
SL	Second Language
SLS	Second Language Studies
TBLT	Task Based Language Teaching
TED	Transvaal Education Department
TESOL	Teaching English as a Second or Other Language
TTA	Transvaal Teachers Association
WITS	University of the Witwatersrand, Johannesburg
WSoE	Wits School of Education
ZDP	Zone of Proximal Development

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21 December 2015
Student Number: 0950074
Protocol Number: 2015ECE024D
Dear Grant Coltman
Application for Ethics Clearance: Doctor of Philosophy

Thank you very much for your ethics application. The Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate, has considered your application for ethics clearance for your proposal entitled:
Extending the learning of Isizulu second additional language students using email dialogues: A case study

The committee recently met and I am pleased to inform you that **clearance was granted**. Please use the above protocol number in all correspondence to the relevant research parties (schools, parents, learners etc.) and include it in your research report or project on the title page.
The Protocol Number above should be submitted to the Graduate Studies in Education Committee upon submission of your final research report.

All the best with your research project.
Yours sincerely,

MMaseko

Wits School of Education
011 717-3416

cc Supervisor – Prof Jane Castle and Dr Jean Place

CHAPTER ONE – INTRODUCTION TO THE STUDY

1.1 Introduction



HLENGIWE NHLABATHI

Push for more indigenous language teaching

ALL schools will soon be forced to teach at least one indigenous language.

The language will be determined by the region in which the school is located.

The new regime will be introduced in the next two years, the ANC elective conference has heard.

Social transformation committee member Joe Phaahla said the intention was to preserve and promote cultural heritage.

The Basic Education Department has, he said, given assurances that the new language policy would be implemented.

"If, for example, a school is in the Free State, then it automatically will teach Sotho as compulsory, in KwaZuluNatal it will be Zulu," Phaahla said.

It would have to be ensured that teachers were available.

"This policy will help stimulate demand for teachers of indigenous languages. At the moment the situation is precarious."

The 2011 national census showed that there had been a decline in the use of six of the 11 official languages.

Nhlabathi, H. (2012, December 21). Push for more indigenous language teaching. *The Times*.

In the article above, Joe Phaahla voiced what was to be a defining policy decision that would have repercussions in teacher training. Although I applauded the sentiment of the article, it reflected a multitude of misunderstandings related to the teaching of 'indigenous languages' at Second Additional and First Additional levels. Not only is there a paucity of teachers appropriately prepared to teach indigenous First Additional Language (FAL) and indigenous Second Additional Language (SAL), but at the time of Phaahla's comments, a suitable syllabus for teaching Foundation Phase FAL/SAL in indigenous languages, did not exist[1]. Indeed critical components necessary for teaching isiZulu, an indigenous language, as a First and Second Additional Language were not available to teachers for use in their classrooms.

1.2 Statement of the Problem

Since the demand for iZSAL teachers has increased at school level, especially in the Foundation Phase, more specialist iZSAL teachers are required. Therefore, more iZSAL teachers need to be qualified, both as isiZulu specialists and as SAL/FAL educators.

IZSAL teachers need all four-language skills, listening, speaking, reading and writing, to become competent iZSAL teachers, skilled in using language and demonstrating the ability to teach it. New ways of teaching indigenous languages need to be identified which supplement and make up for the shortfalls of existing syllabi.

[1] The original FAL CAPS syllabus was a direct translation from the original English FAL CAPS document and has subsequently been reworked.

Teacher education is currently in a state of flux in South Africa. The University of the Witwatersrand's[2] School of Education (WSoE) is presently facing significant changes. Courses and degrees are under review by the university in an effort to make them more relevant to the changing South African context and the increasing diversity of students in the institution. IsiZulu second additional language (IZSAL) is one of the areas under the spotlight. Furthermore, increasing financial constraints and staffing cuts are creating constrictions, resulting in less and less time allocated to teaching indigenous languages in the Bachelor of Education (BEd) degree at the WSoE. These pressures are forcing course designers to investigate new and alternative ways of teaching.

1.3 Background

As a teacher of isiZulu Second Additional Language (iZSAL) in both school and teacher education environments over a period of thirty years, I have had to adapt, accommodate and temper my approaches and methods in the classroom and lecture theatre in anticipation of, and in response to, changing social, political and educational stresses.

For a period of eight years, I worked as an iZSAL teacher at a high school in Johannesburg. During my time in the classroom, I had the opportunity to adapt and implement an iZSAL curriculum suitable for high school pupils. As an iZSAL teacher, I observed first-hand the challenges Second Additional Language (SAL) students faced in learning isiZulu, especially the advanced language skills of writing and reading. In 1989 I delivered a presentation titled "How to help your isiZulu SAL student's writing become valuable" in which I identified the reasons why writing in iZSAL was a difficulty. I suggested ways in which the teacher could use writing more profitably in their teaching. Although I did not realise it then, this presentation was the first step on the path of study I am now walking. Experience, circumstances and situations changed with the passing of time to show me how important writing is as a learning and teaching opportunity.

In 1994, I moved to the Johannesburg College of Education (JCE)[3] where I lectured iZSAL to student teachers. Lecturing iZSAL students in diploma and bachelor programmes in the 1990s further expanded my experience and changed many of my approaches in the

[2] A South African university based in Johannesburg.
[3] A College of Education responsible for the initial education of Pre-Primary, Foundation, Intermediate and Secondary Phase teachers.

iZSAL classroom.

Although the basic requirements of school and college iZSAL were the same - that of teaching and learning the language - the iZSAL course I had created at school was not easily transferred into a tertiary programme. The time allocated to teaching iZSAL at JCE was less than that available at school. The course also needed to include the pedagogy of teaching iZSAL. At JCE, the iZSAL course was an integral part of the four-year degree/diploma programme at the College of Education. Time constraints and challenges were daunting at tertiary level. The iZSAL work programme I had created for use in high school now needed to accommodate the requirements of educating novice iZSAL teachers. My role as iZSAL lecturer led me to come to grips with the requirements of teacher education, which required knowledgeable iZSAL teachers, able to teach competently using their newly acquired isiZulu language knowledge. As they were to work in an academic environment, they also needed to have an academic knowledge of isiZulu, unlike school pupils who needed a working knowledge of isiZulu.

In 1995, I attended a month long 'Teaching English as a Second or Other Language (TESOL)' course at St Michael's College in Burlington, Vermont, USA. The modules I completed were in the areas of course design, teaching reading and writing, with a TESOL focus. The most striking factor was that grammar was once again considered a valuable approach in teaching languages. The Communicative Language Teaching (CLT) approach, popular in the 1970s and 1980s, and deeply entrenched at JCE in teaching iZSAL, was found not to be wholly successful in language teaching. Changes were beginning to accommodate previously rejected methods and approaches. My time in Vermont alerted me to this shift of emphasis in FAL and SAL teaching.

The incorporation of JCE into the University of the Witwatersrand (Wits), and the creation of Wits School of Education (WSoE) in the early 2000s, led to further pressures on student/lecturer contact time as an academic emphasis began to replace the practical approach espoused by JCE. The amount of contact time allocated to teaching iZSAL was reduced. This was a cause for concern as, "A typical learner needs a minimum of four hours a week of quality contact with a language in order to make progress" (Gilakjani, Leong and Sabouri, 2012, p.9) Young teachers were leaving the institution without adequate subject knowledge to teach iZSAL. This failure prompted me to consider alternative avenues to teaching isiZulu,

beyond the confines of the lecture theatre. Unwilling to compromise the content of the iZSAL course, I began investigating other teaching approaches.

Decisions taken by the South African Department of Education (DOE) regarding FAL and SAL course requirements in tertiary institutions further intensified the need for efficient time management. The Government Gazette no: 553 of 15 July 2011 stated that all student teachers in South Africa needed to complete a SAL component in their undergraduate studies en route to their qualification. Pre-empting this, WSoE introduced into the Bachelor of Education Degree a compulsory full academic course, termed a 'New Language' (NL) in the second year of study. This innovation increased the number of students in the existing iZSAL first year course and opened up opportunities for larger numbers of students in iZSAL II and III as a sub-major.

1.4 New Languages (NL) course in the context of the Bachelor of Education (B Ed) degree

Initially the baseline for admission to the NL course was that a student needed to be in her/his second year of study. Second year students had to choose a language they had not studied in their matriculation curriculum from those offered by Wits. There were however problems. Students who were Nguni speaking[4] registered for this beginner course in isiZulu, as isiZulu had not been part of their matriculation curriculum. Many were pleased to be in this course as it was not challenging and they could achieve good results as FL speakers. Lecturers and fellow students were unhappy with this situation as these students became bored and noisy or bunked classes, yet obtained top results on assessment, while true SAL students struggled with this new challenge. This necessitated a further requirement – Nguni speakers could not do the isiZulu option, as isiSwati, isiXhosa and isiNdebele speakers easily understand the language. They had to choose either SeSotho, SePedi, Sign Language or Afrikaans as their 'new language'.

In 2013, an option to take the new language requirement in the first year of study became possible. The change meant students had the option of becoming a Second Additional Language (SAL) major, completing four years of isiZulu. The isiZulu NL first year course is

[4] Nguni languages are languages derived from a common root language and are to a degree mutually understandable. Nguni languages are isiZulu, isiXhosa, isiNdebele and isiSwati.

considered an Academic I[5]. This enables the student to use it as the first step in developing the language as a major or sub-major in the B Ed degree. For those students starting the NL course in their second year of study, the sub major route is available, as only three years remain of their degree to completion.

Students registered in this course should be engaging with the NL for the first time. In the isiZulu NL course at WSoE, this is not strictly the case; many students appear to have received some tuition in isiZulu in their years at school. This basic instruction was not effective. Taught vocabulary lists and grammar translation with very little conversation or scaffolded language learning had left students disenchanted with iZSAL. Coupled to sometimes-negative perceptions of isiZulu speakers, many young students had a poor attitude towards learning isiZulu and had no desire to do it in their tertiary education. They appeared to see little value in the course they had to complete as a requirement in the B Ed degree. In the late 1990s when an Education student had a choice of registering for either Afrikaans or iZSAL, many students took what they considered the easy option and chose what they had completed to matriculation[6]. Those selecting Afrikaans far outnumbered those registering for isiZulu. Many were not prepared to risk doing a new language and chose the safer option, one known to them. NL students had no option; they could not register for a language taken at school.

The NL course, to date, has yielded iZSAL III sub-major students. The majority of students who chose to follow this route did so as an additional academic course rather than replacing their existing majors and sub-majors. This highlights the fact that these students saw isiZulu as being a valuable course but not one for which they would be hired when qualified. It also shows that the NL I course is changing perceptions about the value of knowing an indigenous NL, especially considering the initial negative response to taking iZSAL by many of the students.

1.5 Logistics of the New Languages Course within the BEd Degree

New Languages I (NL I) is a full year course with 5 contact hours per week and approximately 23 weeks of tuition per year. This translates into 115 hours of contact time. To

[5] An academic major is an integral part of the BEd. It provides the content knowledge for the area of which the student will become a teacher.

[6] At this time most students at JCE were white and had no knowledge of an African Language

take this further, an academic day at University is 8 hours long. When the calculation is done, a NL was taught in about 14 academic days in total. Students need to learn the language before becoming effective teachers of it. The time constraints are obvious and presented major challenges for both those learning the language and the designers of the curriculum.

In developing the NL course, my main aim was to maintain a conversational approach in the lecture hall, based in Communicative Language Teaching (CLT). A workbook with sections students completed after each lecture supported contact lectures. Students completed the workbook exercises in their own time. In this way, contact time was used to enhance the students' oral and aural competence, with minimal writing. The skills of writing and reading in the first year course were nurtured in the completion of relevant sections in the workbook. Carefully scaffolded, writing sections enabled students to draw on their FL knowledge of reading and writing. Writing and reading skills were checked when students submitted their workbooks for review. Writing and translation of thoughts onto paper was not a high priority, with very little personalised response to students' efforts from the lecturer. This was not ideal, but a necessity because of the large number of students. Close guidance of students' writing was impractical.

The Second and Third years of the NL course retained an oral and aural emphasis as a natural development of the first year of study. Reading and writing skills needed to be extended as these students had chosen a career which included teaching iZSAL.

1.6 External Pressures Increase

On the political front, the uptake of African Languages in all schools was becoming a government priority. Statements by government officials tended to reflect poor understanding of what is involved in FAL and SAL teaching and teacher education. The fundamental requirement of implementing such a policy is having a cohort of teachers specialising in the teaching of FAL and SAL. Teachers who are qualified in the teaching of the First Language or who speak the language, do not necessarily have the knowledge and skill of teaching FAL and SAL as "[t]hey have not gone through the same stages as their students and often do not know what it means to learn a second language themselves" (Cook, 2008, p.187).
Students who choose to carry on their study of iZSAL as a major or sub major will become the cohort and make Mr Phaahla's 2012 statement more plausible. Students completing the prescribed one-year course in isiZulu New Language are not qualified to take up the

challenge of SAL or FAL teaching. The first year of isiZulu NL course provides a platform from which to continue specialising in FAL and SAL learning. As stated above, the language skills of writing and reading therefore need to be actively encouraged and developed. Students of iZSAL continue on a mostly oral and aural route in the lecture room but emphasis now needs to shift as these students are also studying to be teachers of iZSAL. With this further pressure of preparing iZSAL teachers, time constraints became an even greater issue.

Policy and time pressures meant that new avenues for teaching reading and writing in iZSAL were needed. The upgrading of computer facilities at Wits in 2010 meant every student on campus had access to a computer and email. Computers are invaluable in learning as they "…transmit information quickly and effectively…and keep [the students] interested in learning" (Hong, 2010, p.65). Considering the availability of technology, coupled with students' enjoyment of using it, I considered computers a resource available in the teaching iZSAL. They presented possibilities as resources to enhance reading and writing, which in turn would be a vehicle through which language learning could take place. This led to my exploring technology as one of expanding the teaching of iZSAL, leading to the evolving of the Creative Email Dialogue (CED).

1.7 The Creative Email Dialogue as an alternative teaching strategy

Writing is a personal activity. In writing, one's knowledge and use of a language is 'frozen' for all to see and judge. Unlike the oral and aural skills, where the listener accepts errors more readily, errors in writing are not. Facial expression and gestures can mask oral weaknesses. Camouflaging written errors in this way is impossible and writing needs to carry understanding for the reader unaided. Text is permanent and can be scrutinised by the reader critically, reread and dissected infinitely for correct language usage.

Language students can remember their written tasks returned by the FAL teacher, assessed for language correctness, idiomatic use of language, spelling and the transfer of meaning in the foreign language. Students checked for their grade and filed the work, task completed. In my experience and that of colleagues at WSoE working in the same area, the development of language knowledge and learning achieved by the student in this form of once-off assessment is minimal[7]. The point of the exercise becomes the grade achieved and not the understanding

[7] These insights are from informal discussions with colleagues who lectured on the isiZulu NL course with me.

or learning attained through the writing process.

The Creative Email Dialogue process removes the skills of writing and reading from the lecture room thus not infringing on student-lecturer contact time. Writing and reading now fall into the realm of technology. This approach also allows for the growth of a relationship between the lecturer and student not possible within a lecture room where the student body often numbers above 70 individuals. CEDs encourage individual remediation and tuition.

Creative Email Dialogues have the potential to provide a wide range of possibilities for language learning and teaching, creative thought, individual learning processes, and at the same time producing reading material for future use in the iZSAL classroom.

1.8 Research Purpose

This study traces the development of an iZSAL course over a number of years resulting in the Iculo isiZulu SAL course. It is from my experience and from developing Iculo workbooks that the CED strategy of teaching and writing evolved. The study examines the use of Creative Email Dialogues (CED) in teaching iZSAL in a tertiary teacher education programme. CEDs introduce writing before reading, which is a departure from the mainstream approach to developing overall competence in all four skill areas of a language. The research aim is to study a group of seven iZSAL students over a three year period, providing insights into whether and how Creative Email Dialogues develop their iZSAL language knowledge.

Teaching isiZulu as a First Additional or Second Additional Language is a discipline inadequately researched to date. This research affords insights into teaching isiZulu as both FAL and SAL at school and tertiary levels. It also provides alternative approaches to teaching iZSAL in the face of increased educational constraints. This study opens a path for researchers and teachers to embrace a new strategy for teaching an indigenous language at SAL/FAL levels.

1.9 Research Questions

Research Question 1: How and why did the Creative Email Dialogue develop as a strategy for learning and teaching iZSAL?

Research Question 2: How do Creative Email Dialogues improve and extend the knowledge of iZSAL students?

1.10 Research Design

Chapter 3 provides a detailed account of the research design used in this study, "… seeks to describe and systematically analyze personal experience..." (Ellis, Adams and Bochner, 2011, p.273). It serves to explore my personal experiences related to the teaching of iZSAL/iZFAL in the 1980s, 1990s and 2000s at both school and tertiary levels. In using a case study approach, the experiences of the researcher/writer are located in a wider cultural, political and social setting, all of which influence the journey I covered. As Ellis points out, research requires that "… we observe ourselves observing, that we interrogate what we think and believe, and that we challenge our own assumptions..." (Ellis, 2016, p.3).

The thesis includes a case study that allows the researcher to observe, describe and analyse the features of a unit, in this case the CED. "The perspective involved...is a dual one that seeks to understand the nature of a particular unit both in itself and as a case of something larger" (Richards, 2011, p.208). This positive trait of the case study approach is relevant to this study. Findings are based on a discussion of what is observed and narrated by the researcher and are understood in the context of a case study, which could be "a person such as a student, a teacher, a principal; a program; a group such as a class, a school, a community;" (Merriam, 1998, p.27).

1.11 Contribution to knowledge

The study describes the development of the CEDs and how effective they were over a two-year period in an iZSAL learning programme at the University of the Witwatersrand (Wits). By taking the teaching of iZSAL out of the classroom and into the realm of online learning, CEDs develop the skills of writing and reading in a time strapped learning programme. CEDs offer an original and complementary approach to classroom based teaching.

The CEDs help teachers to teach indigenous South African Languages as FAL/SAL while maintaining social benefits of learning a new language orally. Finally, CEDs have become an important feature of a mainstream course at the WSoE in broadening the horizon of a SAL/FAL teaching programme.

1.12 Relevance of this study

This study is relevant to a number of role players in the field of indigenous African Languages teaching, in particular educators and course designers. Researchers in the fields of SAL, FL, FAL and African Language educators, together with practitioners interested in technology as a strategy for empowering students to learn FAL/SAL, will find it informative.

As this study deals with teaching isiZulu as both a FAL and SAL, at school and university levels, it will be of interest to FAL or SAL lecturers, teachers and course designers, both in Southern Africa and further afield.

Most importantly, this study will contribute to improving teacher education courses in iZSAL/iZFAL by practitioners in teacher education as well as improving the knowledge of new teachers in their chosen field.

1.13 Organisation of the Thesis

This study is presented in two parts. The first part (Chapters 4 -8) describes the development of the Iculo language course within secondary school and tertiary teaching contexts. These chapters explain how the language course, Iculo, came into existence, initially as a course for Mandate IsiZulu students (Refer Chapter Four) and then as a fully comprehensive iZSAL language course. Later chapters deal with how adaptations are made to Iculo course material to engage pupils and students in writing activities in the iZSAL classroom.

Part two (Chapters 9 -10) provides an account of how the CED process developed with a group of iZSAL students at the WSoE. These chapters focus the students' growing knowledge of isiZulu influenced by the CED, over a two-year period. The students' language development is fore fronted, based on data from various sources, including CEDs, student and lecturer journals, lecturer records tracing student language growth, observations in the classroom, examinations and external moderators' reports. From this data, observations are made about the value of the CED as a teaching and learning strategy, closely linked to Iculo. This thesis has eleven chapters.

Chapter One is an introduction to the study. The 'problem', which gave rise to the study, is explained. This leads to the research aims and questions addressing the problem. The significance of the study is described. Contexts, both macro and micro, are laid out and the

origins of the Creative Email Dialogue are explained, leading to a consideration of the research design.

Chapter Two is a review of the literature pertinent to this work. Divided into three broad sections, the chapter covers theories of First/Second Additional Language acquisition and how these intertwine with the development of FAL/SAL teaching methods and approaches. These theories are related to the assumptions of language learning requirements in the CED process. The second major literary area describes how traditional language learning theories are challenged and modified, especially in the area of FAL/SAL acquisition. The final section of Chapter Two presents additional areas influencing the process of CEDs, inclusive of corrective feedback, task based learning and the value of journals in language learning and teaching.

Chapter Three presents the research design. It explains the type of study undertaken. Methods of data collection and analysis relevant to the study are presented, as are the participants. Ethical issues are also covered.

Chapter Four traces the origins and development of the Iculo iZSAL course, germinating in Mandate/Conversational isiZulu. It explains how the grammar course, Iculo (at the time un-named), grew and adapted due to circumstances and needs: circumstantial, personal and political.

Chapter Five describes how Iculo is revised and expanded in response to new teaching requirements when isiZulu became a 'choice' subject at school. This meant that the language would be available as a matriculation[8] subject (offered in Standards 6 – 12). Teaching therefore needed to meet more stringent academic requirements.

Chapter Six describes the development of the writing programme, which grew into a support for the Iculo language course over the period 1987 – 1992. I describe how and why the seeds of the CED take root.

[8] Matriculation Examination is an examination, at the end of the Grade 12 year. Results attained in this examination allow access to post school education (University and Colleges).

Chapter Seven explains how the Iculo grammar course, was revised to be pertinent to teacher training. To facilitate this, I explain the iZSAL courses available at JCE in the 1990s and indicate how they influenced Iculo. Further adaptations were made when JCE and the School of Education at the University of the Witwatersrand amalgamated. I consider how legislation on teacher education results in the growing importance of creative writing for learning a new language.

Chapter Eight provides examples of writing tasks done at tertiary level which contribute to the learning involved in the final model of the CED task.

Chapters Nine and Ten describe the progress of a group of iZSAL students as they embark on the CED process in 2014. An analysis of their isiZulu language knowledge at the end of their first year prepares the way for the analysis of the following chapters. Chapter Ten initially describes the email trail in the CED process of 2014. It includes the students' reactions to this new approach and how they managed the process. A description of the CED task of 2015 follows. I discuss additions and modifications to the process described in the 2014 CEDs.

Chapter Eleven is the conclusion of the thesis and provides thematic analysis of the research findings. These are organised according to the research questions identified at the beginning of the study. I reflect on the limitations and achievements of the research and make suggestions for further research.

The following chapter is an in-depth review of the literature that provides grounding for Iculo and the Creative Email Dialogues.

CHAPTER TWO - REVIEWING THE LITERATURE

2.1 Introduction

In this chapter, I investigate the literature available relating to SL/FAL theories and methodologies relevant to the creation of Iculo and its rider, the Creative Email Dialogue (CED) presented in Chapter One. Initially I clarify terminology common to FAL/SL theory before Second Language Learning Theories, relevant to the parameters of learning and teaching a FAL/SL/SAL and therefore Iculo and CED. I investigate the translation of these theories into classroom methodologies, specifically relevant to SL/SAL. I end the chapter with specific investigation of methodologies relevant to the development and process of CEDs, including journaling, motivation of students and vocabulary teaching relevant to the conceptualisation of the CED.

2.2 Purpose Statement

The purpose of this study is to trace the development of the Iculo iZSAL course culminating in the development of the CED. I then move on to explore the value of the CED as an approach to supplement the teaching of Iculo (iZSAL). The CED depends on a carefully scaffolded language-teaching course, Iculo, which I developed. Iculo in turn gives birth to the CED approach. A description of the development and theoretical roots of Iculo follows.

I begin with theories of language teaching, especially FAL/SAL language teaching. Relating theories of language teaching to theories of FAL/SAL learning provides the reader with insights into the specialised area of FAL/SAL teaching and learning.

After discussing the theories of FAL/SAL language acquisition, I present methodologies of language teaching. This discussion moves from traditional methodologies to contemporary pedagogies. I show that later pedagogies are often reactions to traditional language teaching methodologies.

Finally, I investigate further facets of FAL/SAL learning important to the CED and their origins including student journals. Students' age, motivation and learning community are investigated, together with vocabulary and its importance.

2.3 First Additional and Second Additional Language

The isiZulu studied by the sample is a Second Additional Language (iZSAL). A Second Language (SL) or First Additional Language (FAL) is a language an individual acquires after the Mother Tongue or First language (FL). The learner of a SL is often an adult, requiring the SL for various reasons, be it business, relocating or simply for intellectual stimulation and personal growth.

A Second Additional Language (SAL) is a language additional to the First language (FL) and Second language (SL) acquired by a learner and thus is a Third or SAL. Many consider this a 'foreign language'. Cook (2008), for example, points out, "… a second language is for immediate use within the same country, a foreign language is for long-term future use in other countries" (2008, p11). Seldom heard beyond the classroom, it is not easy to reinforce a 'foreign language' through everyday interaction. In this study, isiZulu is a SAL and not a foreign language. Literature dealing with SAL is not extensive. Thus, it seems feasible to consider those theories applying to SL learning as also applying to SAL learning. Where differences occur between SL, FL and SAL, I draw the reader's attention to them.

2.4 SL/FAL and SAL Acquisition

When trying to understand the development of SL and SAL acquisition, researchers looked to First Language Acquisition (FLA) to provide answers.

Pica (2011) purports "[as]….the study of child language (acquisition) grew in interest, applied linguistics began to see that the learning of an L2 was much like the learning of an L1" (p.258**).** Attention was focused on the acquisition of the FL. Using FL acquisition studies, researchers in SL were influenced by the natural order of how a language was learned. Teachers noticed that the emphasis on natural language acquisition focused on the skills of speaking and listening rather than reading and writing, translation and written comprehension. Researchers focused their attention on naturalistic principles in the processes of language learning – by studying children and how they developed their knowledge of their First Language (Richards and Rodgers, 2001; Pica, 2011).

Marcel, a French SL researcher, referred to "child language learning as a model for language teaching…" (Richards, and Rodgers, 2001, p.7). Other early researchers, including Pendergast (1806 – 1886) and Gouin (1831-1896), had also believed that studying children

acquiring their FL was the key to unlocking effective SL teaching. These initial steps into the study of acquisition of the FL led to a number of theories of language acquisition of the SL. This resulted in debates about what would be the most effective way to teach and learn a SL (McLaughlin, 1991, p.1). The importance of FL acquisition influenced theories of SL acquisition; conclusions made impinged on SLA theories and methodologies.

There were alternative theories of language acquisition. Vygotsky, a psychologist in post-revolutionary Russia and 'father' of social constructivism, based his theories of language acquisition on the importance of social interaction, citing the fact that conversation and communication were social events and should be learnt and taught in this way (Vygotsky, 1978). This showed a shift in which social interaction and its role in SLA became relevant.

2.5 Second Language Learning Theories

What is a SLA theory and how did it influence the creation of Iculo and the development of the CED? Richards and Rodgers (2001, p22) believe two conditions have become standard to the theory of SLA. First, specific psycholinguistic and cognitive processes need to be in place for language learning to occur. Secondly, the situation or conditions required for learning to take place must be meaningful.

Most methods used by teachers of SL in the classroom have origins in a particular language acquisition theory. Teachers...

> …looked to a structuralist model of language to guide their development of L2 learning materials. They would identify differences between sounds, grammatical features, and words between the L1 of the learner and the L2 to be learned. They also turned to behaviourist psychology for a theory of learning. Applying its principles of repetition and reinforcement, they would develop exercises and drills that centred on individual linguistic structures and thereby lead the learner to L2 habit formation.
>
> Pica, T. (2011, p.258)

Richards and Rodgers (2001, p.22) identify three views: structural, functional and interactional, originating from twentieth century theories of language acquisition. They believe these three views have permeated teaching methodologies. Methodologies may not subscribe to a particular theory fully, but have traits of a number in their make-up.

It appears relevant at this point to identify a number of different views regarding language acquisition. They, in turn, influence theories of SLA.

Structural view

Structuralists look at the structure (formation) of a language and inter-related elements, which are dependent on each other for meaning. Frequency of use of structures by FL speakers dictate what is needed by learners of the SL for 'decoding' so that they can attain mastery of the target language. Their ability to understand the structure of the language and being able to manipulate these structural components, give them a linguistic grasp over the SL.

Functional view

Creating an understanding of language, according to this view, is through communication rather than manipulation of grammar. Learning language is via topics, ideas and concepts included in the syllabus to aid the learner to communicate in the SL efficiently.

Interactional view

The interactional view places emphasis on the social setting of the interaction. The social setting influences participants' choice of register and language usage. Students' awareness of social parameters is the focus of the SL learning process, so that they can behave, act and negotiate appropriately.

The Interactional view not only draws from the oral and aural skills of language learning, but also the skills of writing and reading. According to this view a written extract can be considered a text-based form of interpersonal communication.

Most theories of SAL have their roots in one or more of the views above.

2.6. Second Language Learning Theories relevant to the learning and teaching a SAL

2.6.1 Formalism as basis for SL learning methodologies

This approach to SL language teaching is a popular one if we consider the influence it holds and how often it is used in the SL classroom. The Grammar Translation Method (GTM) is a

manifestation of this approach. It is now considered a formal or academic approach to teaching. The aim of the GTM and its grammatical corollaries was to teach the SL by strengthening reading and writing. By knowing how to read a language's literature and being able to manipulate its grammar through knowledge of its grammar rules, the learner gained an in-depth knowledge of the SL. For many years, this was considered the only way to teach a SL (Jin and Cortazzi, 2011).

Formalism is a traditional and formal way of teaching a SL and is still influential in the SL classroom. Many teachers subscribe to its basic principles and teach modern languages in ways similar to those of Latin or Greek in early SL classrooms. This approach is one of the most frequently used in the CED. The importance of language structure is one of the basic pillars of Iculo.

2.6.2 Cognitivism as a basis for SL learning Methodologies

The influential psychologist and linguist, Noam Chomsky stated, "[L]anguage is not a habit structure. Ordinary linguistic behaviour characteristically involves innovation, formation of new sentences and patterns in accordance with rules of great abstractness and intricacy" (Chomsky, cited in Richards and Rodgers, 2001, p.66).

Chomsky stated basic traits of language knowledge, learning and use derive from what is innate to the human mind and experiences. These theories focussed research on the innate mental abilities of humans, how they form and learn language. Chomsky stated a SL could not be learned through imitation and reinforcement as language constantly shifted and evolved according to the situation in which the speaker found him/herself. This put the language teacher in a quandary as to how to replicate natural situations in the classroom.

Due to criticisms of Chomsky's theory, other theorists started to make their opinions heard. Carroll (1964), who contributed to educational linguistics through his psychological training, was one. His theory, Cognitive Code Learning, found support from those teachers who felt there should be a conscious study of rules in the learning of a SL, not only oral learning.

Carroll stated there should be a focus on grammar while acknowledging the language learner draws on his/her innate language knowledge. To this end, guiding students to learn a language using their innate and individualistic abilities as well as drawing on their tacit

grammar knowledge to understand the rules of the target language was the only way to teach language. Iculo and CED are based on these principles. Knowledge of language rules is important to aspiring teachers, thus Iculo has clear explanation of language rules. In the CED, the dialogue between lecturer and student assumes this knowledge is in place to draw from when explaining errors in language use and extending language learning.

2.6.3 Humanism as basis for SL learning Methodologies

Asher, cited in Richards and Rodgers (2001), states that Humanistic theory, by necessity, produced methods "...undemanding in terms of linguistic production…. (and thus) …creates a positive mood in the learner which facilitates learning" (Richards and Rodgers, 2001, p.73).

Language teachers identified stress as a major obstacle to SLA, creating in students a psychological quagmire in which their linguistic attempts at SL fail (Asher, 1977). If the FL of the learner is learned in an environment free of stress and enjoyable, surely then, so too should the SL, if the learning takes place in an environment of natural language use.

Curran (1972) – creator of the Counselling-Learning Method, believes that the atmosphere in the classroom is important for successful learning. The Counselling-Learning Method is a method based on the belief that feelings of intimidation and insecurity, common to many learning situations, need to be reduced for adequate learning to occur.

These methods have grown out of theories that propose language learning is a social event developed in environments where the presence of fellow students, FL speakers and teacher reassuring, positive, constructive and not intimidating. Therefore the CED task does not take place in the classroom, but in a stress-free environment – a place chosen by the student where s/he is relaxed and therefore, according to this theory, more likely to learn SAL effectively.

When learning a new language the age of the learner is a factor that requires consideration (Schumann, 1975). The acquisition of a new language is more intimidating to mature students than students who are younger. As the average age of the participants in this study is early twenties, age is a consideration in planning and evaluation of the learning value of the CED. Asher (1977) identifies stress as a problem for adults learning a SL. By creating an unthreatening and relaxed environment rather than the traditional language-learning situation, students are able to "devote full energy to learning" (Richards and Rodgers, 2001, p.75).

Since SL learners in this study are young adults and not school children, the learning environment created to learn iZSAL is important. The CED is an example of an unthreatening language-learning tool.

This emphasis on the social aspect of SLA appeared strongly in Krashen's research (1987). This research drew on Constructivist theory, which in turn lead to the Socio-Constructivism. Jamieson (2011) highlights this development stating "…there is no question of the importance of and relevance of constructivist and socio-constructivist perspectives in contemporary second language teaching, learning, and assessment" (Jamieson, 2011, p.782).

2.6.4 Constructivist Learning Theory

The natural way of language learning – sought after by many SL teachers - was vital to Krashen. Krashen's research (1981) resulted in the creation and development of the 'Natural Way Method'. This method addresses both acquisition of a language as well as the social settings in which it occurs. Knowledge is not discovered or taught, as previously theorised, but learners "create meaning", "learn by doing" and work collaboratively "in mixed groups on common projects" (Richards and Rodgers, 2001, p.110). Students' needs dictate what they are taught, not a syllabus, which is not seen as answering the needs of an individual learner's life experiences, wants, interests or desires.

Richards and Rodgers (2001) state that "Krashen identifies acquisition as the natural way language rules are internalised through the use of language for communication. Learning refers to the formal learning of language and the conscious process of language rule introduction and learning" (Richards and Rodgers, 2001, p. 22).

Known as the 'Monitor Theory', the assumption is that the learner's innate well of language knowledge contains formal knowledge and it is from this well that the learner draws on his/her linguistic knowledge to monitor the correctness of what is being said. If the output matches what is known, communication takes place. This theory explains how language is acquired through use in a communicative situation in the FL.

Another aspect of the monitor theory is that the input of new language must be interesting, understandable and have meaning to the learner. Language presentation in Iculo takes this into consideration (Refer Chapter Six for a discussion of teenage interests considered in the

development of Iculo). Thus language produced by the learner in the creation of a fictional text, will be at the level of which the learner is capable, with the lecturer playing the role of guide and manager so language knowledge continually extends (Refer Chapter Eight for a discussion of the selection of a story line relevant to the writers' interests).
There are however concerns about Krashen's view of SLA. A critic of Krashen, Gregg, suggested Krashen had "…no theory of language at all." (Gregg, cited in Richards and Rodgers, 2001, p. 180). Gregg criticises Krashen for turning language learning into the development of extended vocabulary learning and situational meaning with very little language knowledge, such as grammar and syntax, internalised by the student. This criticism was a spur for research into the CED.

2.6.5 Socio–Constructivist Theory

Due to the lack of development of (student generated) language in Krashen's learning process, researchers such as Bahns (1993) and Lewis (2000) cited in Richards and Rodgers (2001. p. 134) argued that the constructivist theory did not provide an adequate base for language learning. These theorists led the way in Socio-Constructivist thinking.

Social interaction, vital for both input and output of language, is important for the cognition of a language. The social context of the interaction becomes the learning forum, not the interaction itself.

The work of Vygotsky is pivotal in the development of the social constructivist approach to language learning. He emphasised the fact that language learning is not exclusively social or mental, but both (Cook, 2008).

Vygotsky identified that the individual's developmental stages and ability to undertake specific tasks, may not be synchronised and may need external support. This he called 'the zone of proximal development' (ZPD), which he defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in cooperation with more capable peers" (Cook, 2008, p.229).

The idea of ZPD has developed beyond Vygotsky's initial theory, to be integral in SLA sociocultural theory. Bruner (1983) believed that another individual who provides support in the internalisation of

language ‘scaffolds’ a child’s language acquisition. Bruner calls this the Language Acquisition Support System (LASS), which directly relates to the relationship between lecturer and text writer (SAL learner) in the CED process. This incremental help provided by the expert helps the novice achieve beyond his or her initial level. “Learning occurs through a gradual process of internalization, as the learner moves from assisted to independent performance… becom[ing] able to do independently what originally he or she could only do with the help of others” (Fernandez Dobao, 2014, p. 498).

Guides to independent learning come in many forms. They range from any source the learner uses for support, including dictionaries, and grammar books, to online aids, such as isiZulu.net (an online dictionary), to FL speakers. The original Vygotskian idea of the ZPD of the teacher helping the student to shift beyond his/her present level or capacity (Cook, 2008), has mutated to include many other forms of a ‘knowledgeable other’.

Other researchers see the guide as a social mediator. The guide is an ‘expert’ more advanced in their knowledge of the target language than the learner is. The guide could even be someone on the same level, a fellow student or students perhaps. In teaching terms, guidance includes teacher-directed learning, as well as learners to carrying out tasks in pairs or groups. Individuals at the same language level provide assistance in a negotiated way resulting in language production beyond their individual level. Knowledge is learned through a dialogue between individuals, is internalised and becomes part of the learner’s knowledge base (Fernandez Daboa, 2014).

2.7 Second Additional Language Methods, approaches and techniques

SL/SAL teachers daily draw from the theories above, often classifying themselves as ‘constructivists’ or ‘behaviourists’ or proponents of a particular theory. Their theoretical bias translates into specific methods of teaching, discussed below and important to both the development of Iculo and CED research as they form the cocoon within which the CED germinated.

Theories of Language Acquisition, as shown above, have changed and developed over time. They expand or contract in popularity. Theories, however, are not teaching methods but rather provide the basis from which methodologies evolve. Methodologies too are not static; they fluctuate, resulting in changes of approach to SL learning, teaching and application.

The theories discussed in the previous section and the following methods, approaches and techniques are in no way definitive. Both uptake and relevance to Iculo and CED are defining features for selection in this review of literature. Although a theory has been discussed, it may not have resulted in a directly related method of SL/SAL teaching. Conversely, a theory of acquisition may have a number of language teaching methods evolving from it.

Teachers develop individualised approaches in an effort to be effective SL/SAL teachers. Flexibility is often the only commonality. Characteristics of these approaches may be traced to one or another method of language teaching and ultimately to a particular theory of SLA. Teachers deal with fluctuating situations on a daily basis, for example where different groups of students respond to different approaches. Within the same grade, different classes often require alternative approaches for teaching to be effective. Drawing on my 30 years of classroom experience, I believe good teachers constantly revise their approaches, content and procedures, to achieve the learning their students need. Not only do group dynamics vary, so do outcomes and content, resulting in continuous change of presentation, approach and techniques (Anthony, 1963; Jin and Cortazzi, 2011).

In the following discussion, teaching methodology of SL/SAL teaching are considered, as well as their origins, many of which can be traced to the SLA theories already mentioned.

Lectures in iZSAL at the WSoE, tend to be eclectic. Lecturers use varying approaches. Teaching a SAL is a highly personalised, yet structured discipline. For example in the past two decades, the iZSAL course at WSoE progressed from being based on the audio-lingual method, to one that is an individualised mixture of SLA theories. Different lecturers will have a pedagogic grounding in different theories. Using different theories and thus methods and approaches should result in a student who is well versed in iZSAL.

Anthony (1963) identifies approaches, methods and techniques as being important concepts within the teaching of SAL. He feels that an *approach* is a set of beliefs dealing with what language is and how it is learnt and taught. *Method*, on the other hand, is how the approach is translated into a particular way of teaching that particular language while *technique* is a particular activity or route taken by the teacher in attaining learning within the context of learning. For Anthony there is no fixed correspondence between methods and techniques. Teachers adapt methods and techniques to their own styles and requirements.

Richards and Rodgers (2001) also use the terms approach, method and technique in their explanation of how the teacher goes about preparing lessons and keeping theory in mind. For them '*method*' is an umbrella term showing how teachers relate practise to theory. Under this umbrella term, they place *approach*. This refers to the beliefs regarding the theories of language learning. The next term they identified in this hierarchical process of developing a language-teaching lesson is design. *Design* is concerned with the detail of lesson planning where the teacher considers syllabus, activities, why one would be teaching this particular area (objectives), materials required for use in the lesson and the people involved in the lesson – students and teacher.

Nunan feels "…there was and probably never will be a method for all, and the focus in recent years has been on the development of classroom tasks and activities which are consonant with what we know about the process of second language acquisition…" (Nunan, 1991, p.228).

If we are to consider what is happening in the SAL classroom, we need to consider the different methods which have been widely used and from which teachers have drawn to develop their teaching styles and skills. A number of methods are used in the SAL classroom, however not all of them are relevant to this study. The following methods are those pertinent to teaching iZSAL at WSoE: Grammar-Translation Method
Direct Method
Counsellor Method
Task Based Teaching Method

2.7.1 Grammar-Translation (Formalism) (GTM)

Jin and Cortazzi (2011) named older teaching methods "Historical and Traditional Approaches". They claim that "…[the] classical tradition of grammar-translation developed from around the second century BC with the Roman tradition of learning Greek grammar…grammatical terminology of the classics and the teaching approach became the 'modern' model used to teach English."

The GTM has the following traits:-

- Clear grammar explanations
- Examples show the grammar explanations in 'action'

- Vocabulary lists providing L1 translations of the target language words
- Translation exercises

GTM was popular because it "...emphasised academic or presuppositions; learners should develop their thinking through learning analytical skills in working with grammar; their knowledge of other peoples and cultures and their sensitivity towards humanity ..." (Jin and Cortazzi, 2011, p.563). It was also "…inevitable, then, that modern-language teaching methods should be modelled at this stage on the methods already employed for the teaching of an ancient language which was no longer in use for communication and of which even the original pronunciation was in doubt" (Rivers, 1981, p.31).

Grammar-Translation aimed at "mental training through the analysis and memorisation of rules, paradigms, sentence examples and vocabulary lists but it maintained cultural aims through the study of literature and civilisation. It neglected speaking, relied on translation of discrete sentences for practical application of skills at lower levels but moved to reading of literary texts later" (Jin and Cortazzi, 2011, p.559).

The GTM remained popular for much of the twentieth century, although there were growing criticisms, as teachers taught in this manner tended to follow suit in their own classrooms, not taking cognisance of language as a social process as discussed earlier in this chapter.

The GTM came under attack, as oral communication became the desired outcome of SL teaching and learning. Because little attention was given to accurate pronunciation and intonation in GTM, Rivers (1981) believes communication skills were compromised (Rivers, 1981, p.31). Thus, grammar translation became archaic and ineffective. The emphasis of SL learning became attaining oral competence in the target language. The GTM, according to purists, fell short of the requirements of an effective SL method.

Use of L1 in the classroom, closely linked to GTM, is problematic in the learning of a SL. SL, according to critics of the GTM, is the desired medium of instruction in the classroom. In its purest form, the GTM did not provide the student with the skills of communication beyond translation (Rivers, 1981).

Identified as an intellectually challenging approach to language learning the GTM has little concern for less linguistically inclined students. In today's SL classroom, students are known to be diverse but equal, and thus the dropout rate of SL students who are considered less competent SL speakers is unacceptable. SL learning should be attainable by all. Critics argued GTM was elitist and exclusionary and therefore not a viable method for SL teaching (Brown, 1994).

According to Richards and Rodgers (2001), "[I]t is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology or educational theory" (Richards and Rodgers, 2001, p.7). The aim of SL learning according to this approach was not communication but the intellectual development of the individual. Theorists began to question language learning without an oral component.

These perceived shortcomings led teachers to seek alternative methods of teaching a SL. They turned to the literature for answers.

It is important to note that the popularity of any one method did not end in a cataclysmic moment as it fell from favour in the classroom, but often continued, and continues, alongside other influential and popular approaches to SL teaching.

A shift in thought from traditional methods of language learning, underpinned by the GTM, to the importance of the oral component led to the following being relevant to SLA:

1. Ability to speak the target language is the main aim of SL teaching, achieved through oral-based methodologies.
2. The order or sequence, of skills taught in the SL is important. Initially aurally, the student will not see the written form of the target language in the initial stages of learning.
3. Vocabulary is important but not taught in isolation, but rather in meaningful contexts and sentences. Context is important for the teaching of words, phrases and sentences, to be socially and linguistically meaningful. Disconnected elements are meaningless in SL learning. Language learning needs to be contextually cohesive.

4. Grammar is not overtly taught but learned through induction. Grammar rules, if taught at all, are covered after students have been taught the grammar orally and in context.
5. Translation is avoided at all costs, as it is felt that truly bilingual students are not able to differentiate between languages. The only time FL and translation is acceptable is possibly when FL is used to explain new concepts, ideas and areas of confusion, which inhibit comprehension for the learners.

These principles became the foundations for new approaches and methodologies of SL teaching (Richards, and Rodgers, 2001, p.10).

There is no denying that verbal communication is paramount in learning a SAL. Based on this requirement, Iculo is a course based on oral methodology in the classroom, but reliant on understanding of the language for exercises in the workbook. Aimed at prospective SAL teachers who need to be able to teach the target language, CEDs rely on a deeper grammatical understanding. Negating GTM completely would not serve that purpose.

2.7.2 The Direct Method (DM)

This approach was a reaction to the perceived weaknesses of the GTM. Oral skills became paramount in SL learning. The four language skills, namely, listening, speaking, reading and writing, were all considered equally important for SL learning. Teaching grammar became more inductive as students were led through a number of meaningful examples and expected to make the 'obvious' conclusions about how grammar of the language worked before it was overtly explained, all in the SL (Richards and Rodgers. 2001). This was the DM in its purest form but as Jin and Cortazzi state, "… good teachers would always adapt, edit and supplement" (Jin and Cortazzi, 2011, p.565).

Adaptations to the DM led to the development of other methods.

2.7.3 Audiolingual Method (AM)

From the 1940s to the 1960s, with technology burgeoning, it was not a surprise that it influenced the teaching of SL. Audio-lingual Method drew on the general premises of the Direct Method. This method stressed the fact that speaking skill in the target SAL was the

most important, and to this end, audiolingual materials were used to enhance and encourage speaking.

An audiolingual lesson usually includes a dialogue – used to introduce the language focus in a conversational setting. A dialogue is a good vehicle to teach SL; it helped with pronunciation, intonation (vital to isiZulu) and could lead to conversation outside the classroom. In a traditional setting, students learn the dialogue off by heart. This gives rise to criticisms that the AM is based on mimicry and rote learning and when a student encounters free speech, is left speechless, as the interaction contains facets not covered in the classroom (Finochiarro and Brumfit in Jin and Cortazzi 2011). Furthermore the use of drill and dialogue training, although aimed at increasing communicative competence, fell short of expectations, as students were often not able to cope with unexpected forms of communication beyond the realm of classroom drilling.

Cook, as cited in Jin and Cortazzi (2011, p.568), shows that in current SL lessons teachers still use the audiolingual style in varying degrees (Refer Chapter Seven).

2.7.4 Counsellor Method (CM)

In the 1960s and 1970s, Curran (1972), a clinical psychologist, researched the influence of the classroom environment on SL learning. He found that in Foreign Language learning, when applying a 'counsellor approach' to language teaching, students achieved a better grasp of the new language.

The CM developed on the belief that learning a language should take place in an environment where the student did not feel threatened. This lead to a reduction of the student's inhibitions and encouraged a student to be more willing to 'risk' in learning. This method was a result to the growing popularity of the Humanist approach to language teaching.

Curran (1971) noticed that when people were learning a new language they experienced anxiety, similar to that of a visit to a therapist. The CM is Curran's contribution to language learning. He argued the learning environment had to be characterised by humanist principles of warmth, acceptance, support and mutual respect.

In the CM there is no syllabus and the approach is oral. The arrangement of the group resembles a counselling session with the group in a circle and the counsellor external to it. Although not oral, the CED subscribes to a number of Curran's (1971) learning stages.

Stage One: the learner decides what he wants to say and relies on the counsellor to translate it into the target language. The learner then repeats to the group. The counsellor helps if requested in this period of relating.

Stage Two: the learner tells the counsellor what he wishes to say in the FL, without translation from the counsellor, the student then tells the group in the target language. The counsellor is called upon when the learner needs help.

Stage Three: student communicates directly to his student community in the target Language and mother tongue translation is provided if requested.

Stage Four: due to the developing relationship between the learning community, the learner is corrected by the counsellor while communicating with the rest of the group.

Stage Five: in this stage the learner is independent. The counsellor's role becomes one of correcting language errors as well as identifying and providing alternatives for idiomatic expressions and modern language use.

Factors relevant to CED-

i. Relationships between fellow learners, as well as between learners and lecturer are important for the acquiring a new language. This central trait of the CM begs the question, 'Will the ethos of a CED hinder or enhance the learning of iZSAL?' Learning is enhanced through the CED community.

ii. The stages Curran envisages as necessary for language acquisition, and the roles the different individuals play within this learning process are of interest. In the CED process, the role of the lecturer and student writers and the process of learning stages mirror, in part, Curran's stages.

iii. The emphasis on learner driven content and expression, are cardinal to both the CM and the CED.

iv. The guidance provided by the counsellor is similar to that of the lecturer's role in the CED, with the ultimate goal being independent communication.

v. Curran speaks of a 'student community' and its importance in supporting one another in the learning trajectory – much like the CED community that works together in the process of learning.

vi. An interesting difference is the learner decided what s/he wanted to say in the FL and the counsellor translated it (Refer Chapter Seven).

Possibly as a method ahead of its time, the CM has never been a method attracting many disciples, it does provide some interesting insights relevant to the CED study.

2.7.5 Task-Based Language Teaching Method (TBLT)

Another methodology giving insight into the theoretical background of the CED is Task-based Language Teaching. TBLT is an extension of the communicative approach. Richards and Rogers (2001) explain TBLT as based on the premise that by involving students in tasks, their learning processes are activated more effectively than teaching language based primarily on the structure of the language. By doing tasks communicatively, more opportunities for the learning of the target language occur.

Feez (1998) as cited by Richards and Rodgers (2001, p.224), listed the following assumptions related to TBLT:

- Focus on process rather than product
- Basic elements are purposeful activities and tasks that emphasise communication and meaning.
- Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks
- Activities and tasks can be either:
  - Those that learners might need to achieve in real life
  - Those that have a pedagogical purpose specific to the classroom
- Activities and tasks of a task-based syllabus are sequenced according to difficulty
- The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the task, the language required to undertake the task, and the degree of support available.

(Feez, 1998, p.7)

CED is a task and much of the work done independently of the lecturer. However, it extends over a number of months requiring continuous scaffolding and guidance from the lecturer.

The assumptions above link to the CED study. CEDs draw on the principles of TBLT. Oral skills are not the focus of the task.

Tasks also rely on collaboration with other students, “collaborative tasks may create more language learning opportunities…than individual tasks” (Fernandez Doboa, 2014, p. 500). The CED community is an important aspect of the CED approach, as the relaxed atmosphere in the classroom and between participants via email allows for aspects of language to be discussed and understood in a mutually respectful arena. In the process of creating text,

students support and bounce ideas off each other, learning through negotiation of meaning of the target language.

Literature relating to the development of an iZSAL course and the use of email dialogues as a tool in the teaching of iZSAL is glaringly absent. This study serves as a step in this direction.

There are many other factors and theories, which influence the acquisition of a SAL. This study will take into account the participating subjects and the context of the study, bringing to each situation unique factors, which influence the study. In the following section, I consider a number of these and their effects on CED as a chosen teaching approach of iZSAL.

2.8 Additional Factors specifically pertaining to CEDs

2.8.1 Motivation in the acquisition of a SAL

The impact of motivation is underrated in FAL/SAL teaching and learning. In the following section, I consider various forms of motivation and whether the CED can play a role as a motivator.

Rost (2006) identified motivation as an important, but neglected, factor in language learning. Traditionally, motivation was not considered an important factor in language learning. Recent research (Jafari, 2013, p.1913) has changed this perception and motivation is now recognised as central to learning a language. Gardner, in Anjomshoa and Sadighi (2015, p.126) believes

> Motivation is an important contributor to language achievement in terms of linguistic outcomes, which traditionally embrace the knowledge structure of the language, i.e. vocabulary, grammar and pronunciation and the four basic skills of language, including listening, understanding, reading and writing
>
> Gardner, cited by Anjomshoa and Sadighi (2015, p.126)

The greater the motivation a student possesses the more likely s/he is to succeed in the acquisition of a FAL or SAL (Jafari, 2013; Schumann, 1975). Jafari identifies a further significance of motivation in that often "...a less able student who is highly motivated achieves greater success than the more intelligent student who is not well motivated" (Jafari, 2013, p.1913).

2.8.1.1 Types of motivation

Gardner and Lambert (1972) identified two major forms of motivation: integrative and instrumental. These terms are clarified when considering the findings of research conducted by Gamedze (2013) on the iZSAL I course at WSoE in 2013. The majority of iZSAL students were not motivated to learn or continue learning isiZulu at the beginning of their first year of study. The motivating factor was to complete the course as part of their qualification. Gardner and Lambert (1972) would consider this instrumental motivation. Dornyei (1994) believes instrumental motivation arises from "...the potential pragmatic gains of L2 proficiency, such as getting a better job or higher salary" (p.274), or in this case, completing a requirement of the BEd degree.

By the end of their first year, however, a number of iZSAL students changed their attitude towards learning isiZulu and expressed an interest in continuing their study of the language. Motivation for many students changed from instrumental motivation to integrative motivation. Integrative motivation became the driving factor in their iZSAL studies. This change meant students now considered continuing their study of iZSAL to second year level. The increase in integrative motivation shows students developed a "...positive disposition toward the L2 group and the desire to interact with...that community" (Dornyei, 1994, p.274). In a study conducted by Schumann (1975, p.215), integrative motivation proved more compelling than instrumental motivation, as students motivated by integrative motivation were more likely to achieve their goals.

A number of researchers (Gilakjani, Leong and Sabouri, 2012; Anjomshoa and Sadighi, 2015) feel motivation is "…dynamic in nature and can vary from moment to moment depending on the learning context or task" (Gilakjani, Leong and Sabouri, 2012, p.10). Motivation however, is present in all stages of language learning (Gardner, 2007).

Quan (2014), states that Graham found the term 'integrative motivation' too broad. He divided it into integrative and assimilation where "[i]ntegrative motivation...is the desire...to learn the language in order to communicate", while "assimilative motivation is the drive to become an indistinguishable member of the speech community..." (Quan, 2014, p.2). This is an important distinction as students studying iZSAL at WSOE, did not want to assimilate with isiZulu speakers but rather to integrate – to learn the language for purposes of communication and teaching.

Ryan and Deci (2000) identified Self-Determination Theory, a theory capturing concepts of intrinsic and extrinsic motivation. Extrinsic motivation is apparent when a student is motivated to learn due to a desire to achieve good grades and avoid negative outcomes in the learning process, similar to instrumental motivation. Intrinsic motivation means a student has internalised the rewards and they become part of the student's learning profile. The motivation in this case is the desire to participate in an activity because of the activity, indeed "there is no reward except the activity itself" (Jafari, 2013, p.1915), resulting in "feelings of competence and self-determination" (Quan, 2014, p.2).

Motivational varieties are not exclusive and a number may be present at any point in time when learning a new language. Varieties "… of motivation may overlap…because one may be motivated from both an inside source and an outside one at the same time" (Anjomshoa and Sadighi, 2015, p.126).

When learning a new language, students have different goals and factors motivating their learning. Hyland's 2011 study found students' perception of their ultimate reason for learning a language tempers their motivation to do so. She found students often were not motivated to develop oral competence, for example, but had other foci when learning a new language. The focus of CED on writing confirms Hyland's projections.

Rahimi (2015) identified a further factor influencing motivation, the maturity of students. This is important as the age of pupils and students, in this study, varies. Initially created for school pupils, Iculo was reconceptualised as a learning course for tertiary level students. The CED developed as an approach from Iculo at this point. IZSAL students involved in the CED study are more mature than school pupils are and studying at a tertiary institution. Maturity affects the learning process and therefore motivation.

There is a belief that the younger learner acquires a new language easier than an older student, however, "[t]he notion that younger children pick up foreign languages more easily than older learners is clearly challenged by the evidence of areas in which the latter do better" (Gilakjani, Leong and Sabouri, 2012, p. 13). Age of the students need to be considered. A younger language learner has a number of advantages over a mature learner in learning a SAL. In their favour is their lack of concern about using incorrect words or constructions in

conversation. Children are accustomed to being corrected and helped by listeners, mature students are not and are thus less willing to risk error and correction especially in an open forum. The more mature language learner's cognitive maturity also works in their favour as it allows them to deal in formal language learning, which a younger learner is unable to do. In this study, writing is a feasible option to language instruction and learning with tertiary students.

Schumann states, "… affective variables may play a more important role than does biological maturation in problems associated with adult second language acquisition" (Schumann, 1975, p.209). He states that successful adult acquisition is attained through providing a supportive, motivating learning environment where the teacher has an understanding of the learner's fears, insecurities and inabilities while creating a supportive community within which to learn and grow.

Iculo is a course, initially created for young learners, and adapted for more mature students. CEDs are a tool created for young adults. The age of a language learner influences the appropriateness of the path followed in learning a new language. The CED helps the student to confront their 'errors' in language learning and learn through error identification. It also produces a text age appropriate to the student yet at a language level manageable to an iZSAL learner.

Since the students involved in the CED are not children, the email process should appeal to their intellectual maturity. The students will also find its educational value as well as its motivation for them to continue on their leaning trajectory.

2.8.2 The Teacher's Role in motivation.

The SAL/FAL teacher plays many roles in motivating students. Teachers are "initiator[s], facilitator[s], motivator[s]...mentor[s], consultant[s], and mental supporter[s]" (Kaboody, 2013, p. 48).

It is important the teacher provide strategies to maintain and reinforce students' motivation levels during language acquisition. Students respond in different ways to different types of strategies. The teacher needs to recognise these differences and accommodate them, "[s]ome learners in some contexts are more successful in learning a language if they are integratively

orientated and others in different contexts benefit from an instrumental orientation" (Quan, 2014, p.3).

Researchers such as Gilakjani, Leong and Sabouri (2012) and Gardner (2007) believe a safe environment for student learning, is an important feature in motivating language learners. Students need to know they can make mistakes and are expected to do so.

Researchers Gilakjani, Leong and Sabouri, (2012) made suggestions about how to create and maintain a motivating learning environment. They suggest a teacher should be...

- enthusiastic about their subject
- well prepared and knowledgeable
- use a variety of teaching approaches
- accepting of student suggestions and requests
- creating a relaxed and supportive teaching environment
- incorporating all students in the learning process

(Gilakjani, Leong and Sabouri, 2012, p.13)

A number of Krashen's (1975) suggestions can be added to the above list:

- "[Give] them extensive practice in using verbal or non-verbal alternatives for communicative expressions, structures or language items"
- "[Correct] important errors tactfully by rephrasing a question, expanding and answer"
- "[Make] it possible for them to enjoy small successes and the feeling that they are making definite – even if slow – progress toward their goals"

Krashen (1975), cited in Gilakjani, Leong and Sabouri, 2012, (p.13).

Researchers have been constantly seeking ways of increasing motivation. Kaboody (2013) synthesises these suggestions into the "ten commandments" teachers should follow to motivate language learners.

Gilakjani, Leong and Sabouri (2012), believed motivation needed to be encouraged on three levels.

- Level one - identifying the students' interests. If a student links learning a new language to their values and interests, this motivates them to learn the language. The authors maintain that teachers can do this by "organizing class activities around themes of self-expression … [done by]…personalized tasks, idea journals…" (Gilakjani, Leong and Sabouri, 2012, p.10). Such an approach helps the students to understand the teacher sees them as individuals. Gilakjan, Leong and Sabouri (2012)

purport that this deepens commitment, and enhances motivation to learn if the teacher presents himself or herself as an enthusiastic, motivated and interested model.

- Level two requires a change in the students' learning opportunities. Students need "…a minimum of four hours a week of quality contact with a language in order to make progress" and "…more language instruction than teachers can provide in their classrooms". To address the problem teachers need to help "…learners find quality 'homework'…essential to maintain[ing] quality learning in the classroom" (Gilakjani, Leong and Sabouri, 2012, p.10). The planning for this needs to be carefully done by the group in the classroom where they "select, share and evaluate their out of class work" (Gilakjani, Leong and Sabouri, 2012, p.11). This motivates the students to understand language acquisition is possible in many ways. Indeed the CED became more valuable when students realised this and were involved in negotiations concerning context details (Refer Chapter 9). This is the 'quality homework' and demonstrates to the students another avenue in the learning of iZSAL. This concept and its use is introduced in Chapters 8, 9 and 10, a necessary requirement of the CED.
- Level three is the commitment to learning tasks. Achieved in a variety of ways, this increases the motivation of the students. One of the most important ways of attaining this commitment is by getting learners involved in the planning phase. It is important that students uncover language knowledge on their own, making it more relevant and memorable. Chapters 8, 9 and 10 consider these points in relation to the CED.

- Feedback is vital at all levels.

Mahadi and Jafari (2012) posited a number of ways teachers could improve students' motivation. I link them to the CED language learning strategy.

- The level of the students' language ability is important to acknowledge. In the process of CED text writing it is assumed students will work at their own ability level and create text appropriate to this level.
- "The language learner should not be reproached...for making mistake[s]…." The personal interaction, vital in the CED interactions, allows students to make errors in a safe space where the interaction is between the lecturer and student only. This also alleviates the temptation to "...contrast the language learners with one another."

- Teachers should create supportive and relaxed interpersonal relations, as it is essential "...especially in the initial and primary levels of learning [where] language learners are susceptible, vulnerable, and sensitive…." This is essential in the CED writing process guiding students in creation of their texts through the identification of errors and shortcomings in their writing. An unthreatening lecturer student relationship is fundamental.
- By "....exploit[ing] and tak[ing] advantage of social proficiencies and not just learn[ing] grammar rules…." the teacher can place language learning in real situations, thus increasing motivation. The CED writing process, because it is creating a text, needs a social and cultural context.

(Mahadi and Jafari, 2012, p.235)

Dornyei (1994) argues "...extrinsic goals such as tests and exams should be avoided as much as possible since they are detrimental to intrinsic motivation" (Dornyei, 1994, p.276). The CED is an example of a learning process based not on traditional assessment but assessment as a continuous task, attaining predetermined milestones. Dornyei calls these milestones 'sub goals' as they are "...an important vehicle in the development of the students' self-confidence and efficacy..." (Dornyei, 1994, p.276). Every email submission is a small milestone. This builds the students' motivation and confidence. Clear milestones are important to developing motivation, as is the feedback students attained when they achieve these milestones (Oxford and Shearin, 1994, p.12). The initial negotiation phase in the CED process, Chapter 10, is important as it sets out the goals and milestones aimed at by students, providing firm boundaries within which they work.

In previous years, WSOE students of iZSAL II and III acknowledged grammar important for understanding and using the language, basing this on their use of Iculo. Ellis (2001) found that students who had ability for grammatical analysis showed greater success in language learning when concentrating on form. For Hyland (2011) the focus on form proved to be a profitable avenue of improving students' knowledge of the target language, especially the development of writing. This is an interesting observation as students involved in this study are studying to be iZSAL teachers, so precision and accuracy of language knowledge is essential for their future professions. Iculo is a carefully developed course the students follow, every new language learning area based on what went before. The CED, in turn, is a

scaffolded process linked to Iculo, where students have the opportunity to use what they have learnt in the classroom in their writing and are thus motivated when they see the language in use. The CED's main learning emphasis is to use language learned in a communicative situation (Iculo) and extend the individual's knowledge into new areas through writing. Gardner (2007) suggests, "Classroom learning motivation may promote the acquisition of individual elements of the language, but more is needed to achieve a true mastery of the language" (Gardner, 2007, p.19). Other approaches are required to maintain motivation needed for language learning.

2.8.3 The Importance of Vocabulary in iZSAL Learning

In the early nineteen eighties vocabulary was not considered a focus of SAL learning. Instead "teaching vocabulary was greatly influenced by the top-down, naturalistic, and communicative approaches of the 1970s and 1980s, where the emphasis was implicit, incidental learning of vocabulary" (Sokmen, 1997, p.152). Pupils were encouraged to acquire vocabulary from oral and reading exercises rather than directly taught vocabulary. This belief originated from the observation that if "children can acquire L1 vocabulary through reading within a short period of time by incidental vocabulary learning" (Hong, 2010, p.57), so too could FAL/SAL students.

A broad vocabulary is important. A "…lack of grammatical knowledge sometimes impedes successful transmission of meaning; however absence of vocabulary often impedes the transmission of meaning completely" (Barcroft, 2004, p.200). Without appropriate vocabulary, language has no vehicle by which to be meaningfully relayed. The most dedicated and talented of students are not able to communicate effectively when their vocabulary is limited (Sokmen, 1997; Nam, 2010). The amount of time spent learning grammar rules and their application is wasted if the vocabulary in which to couch them, is limited. To improve their quality of language learning students need to develop a bank of retrievable vocabulary. This is a daunting task for the FAL/SAL teacher who needs to make use of a variety of tactics to achieve this goal. In developing Iculo, as my experience as an iZSAL teacher grew, so did my tactics to improve students' vocabulary. I consider CEDs one such tactic (Refer Chapter Five - describes vocabulary teaching in Iculo, and Chapter Ten describes how the vocabulary problem was broached in the CED).

2.8.3.1 Different approaches to teaching vocabulary

Incidental Vocabulary Learning

Incidental vocabulary learning became a widely used practice in the application of Communicative Language Teaching theories of the mid nineteen eighties. Acquiring vocabulary through inference was considered an effective way of teaching and learning new words. By hearing or seeing a word in context, students could infer meaning and thus acquire a new word. Awareness of contextual clues helped in this process. After seeing or hearing the word a number of times, it was thought the word became part of the students' long-term memory (Sokmen, 1997; Laufer, 2000; Nation, 2001; Fernandez Doboa, 2014).

Inferring meaning from context is undoubtedly an important skill to teach FAL/SAL students, but there are concerns about this technique. Hulstijn and Trompetter (1998) comment, "…successful learning normally requires many exposures…most words will be successfully learned only upon frequent exposure or even frequent rehearsal…" (Hulstijn and Trompetter, 1998, p.199), in fact, "…L2 learners have very few opportunities to be exposed to the unknown words repeatedly, apart from high frequency words" (Hong, 2010, p.59). Laufer highlights a further problem, "... [because] learners do not read in large quantities, repeated exposures to new words cannot be taken for granted…" (Laufer, 2000, p.50). Learners trained in this skill also find it an arduous process and not always fool proof (Sokmen, 1997). When the emphasis of the learning material is content, having to establish meaning of vocabulary is time consuming. A study by Hulstijn and Trompetter (1998) showed that meanings of words, worked out in this way are less likely to be remembered. Inference theory assumes students can access the extract well enough to make educated guesses as to the meaning of unknown vocabulary. Yet, the more unknown vocabulary and content contained in a context the more difficult it is for the FAL/SAL student to guess the meaning of words correctly.

Studies have further shown that meaning inferred from context is often incorrect and, being unable to self-correct the error, the incorrect meaning becomes part of the learners' vocabulary bank (Sokmen, 1997; Laufer, 2000).

These difficulties led to questioning the validity of inferring the meaning of words as a way of expanding students' vocabulary. Previously disparaged approaches of explicit vocabulary teaching, based in the GTM, have begun to reappear in FAL and SAL classrooms.

To avoid these challenges with vocabulary learning, teachers should use a variety of tactics for vocabulary teaching, giving each student an opportunity to find their own learning style (J. Hulstijn, as cited in Sokmen, 1997, p.151).

Implicit Vocabulary Learning

Laufer's (2000) description of the difference between incidental and intentional vocabulary learning is illuminating. Laufer distinguishes the two ways of learning as follows:

> [I]f a sentence is written with a new word and this word is subsequently remembered, the learning was incidental since the main task of the learner was to produce a sentence, not memorize the word. If, on the other hand, the learner made a decision to remember all the words s/he looked up during a reading task...the learning was intentional.
>
> (Laufer, 2000, p. 50).

Teachers are reconsidering implicit vocabulary teaching as a worthwhile tool in their language classrooms. Studying lists of words or completing tasks with specific vocabulary aims are once again acceptable vocabulary teaching tools (Sokmen, 1997; Barcroft, 2004). This does not mean that inferring meaning is valueless; it "… augment[s] incidental vocabulary-learning... [as it is] effective for teachers to provide students with target vocabulary items…" (Nam, 2010, p.128), and in reading exercises "…if the amount of unknown vocabulary is low…, considerable vocabulary learning can occur even though the learners' attention is not directed toward vocabulary learning …" (Hong, 2010, p.57). Researchers agree that the two approaches to teaching vocabulary need to be combined to teach vocabulary (Nation, 2001; Barcroft, 2004; Hong, 2010), where "incidental and intentional vocabulary learning may be viewed as endpoints on a continuum…" (Barcroft, 2004, p. 203).

When the GTM was the method of choice in the FAL/SAL classroom, implicit vocabulary teaching was popular, but with the growing influence of CLT teaching, it fell from favour. Research has shown that intentional learning of vocabulary can produce positive results (Sokmen, 1997; Laufer, 2000). By integrating the two approaches to vocabulary teaching, students' interest is piqued as classroom routine is varied.

Hulstijn and Trompetter (1998) in their study on vocabulary retention and retrieval, found "… writers did indeed remember more words than readers …" (Hulstijn and Trompetter,

1998, p.193) and "… more mental elaboration will generally result in higher retention…than will less elaboration …" (Hulstijn and Trompetter, 1998, p.199). This suggests that the CED process could be an alternative strategy to improve students' vocabulary through the rewriting and rereading of texts with each email interaction.

Writing is a productive process to the acquisition of vocabulary. Laufer (2000) maintains that, "...we acquire most words through exposure to language input, particularly written input" (Laufer, 2000, p. 47). Laufer's study on various methods of word retention show tasks requiring a "… deeper level of processing ...new words …" (Laufer, 2000, p. 51) result in better vocabulary retention – in this case, composition.

Task and task variety influence vocabulary acquisition. The CED is a task requiring interaction in all its stages with other students leading to the development of a CED community. Common community activity influences the process of learning vocabulary. Fernandez Dobao (2014) found that "small group interaction resulted in significantly more instances of L2 vocabulary learning..." (Fernandez Dobao, 2014, p.497).

Laufer (2000) poses an interesting question at the end of her research: "Is task type just as important, or more so than the number of tasks in which a new word appears?" (Laufer, 2000, p. 56) The CED is a single, but effective task.

An exciting addition to vocabulary learning is the possibility of using technology. A study done by Hong (2010), assessed two groups of students on their vocabulary learning, one with computer assisted learning the other not. "The results suggest that the group, who used a computer..., performed better than the group who used traditional materials in vocabulary learning. These results indicated positive effects of computer technology on vocabulary learning …" (Hong, 2010, p.65). Hong's comments are encouraging when considering the use of technology in CEDs.

Lawrence (2016), in his study using MALL (Mobile-Assisted Language Learning) involving cellular phones, found that vocabulary exercises done via the device, "shows that online mini vocabulary lessons such as these can benefit "weaker" students with limited proficiency as well as those with "better" language abilities" (Lawrence, 2016, p.17).

As the Iculo course grew over three decades so were different approaches used to help students with the arduous task of vocabulary acquisition. At all stages the repeated use of vocabulary proved the most effective way of acquiring words (Refer Chapters Five – Ten).

2.8.4 The Role of Corrective Feedback and SAL acquisition

One of the most important traits of the CED approach is the role of Corrective Feedback (CF). The basis of Creative Email Dialogues is that of understanding and coming to grips with the new language through guided self-correction.

Rahimi (2015) feels that CF is widely accepted as an important teaching strategy and needs to be included in any formal SLA classroom. He cites a number of studies that have proven the beneficial effects of CF; including studies by Ellis, Sheen, Murakami and Takashima (2008). These researchers found that students expected CF from their teachers. If teachers deal with CF correctly, it can be a very powerful tool for the learning of a New Language.

In researching CF, Rahimi (2015) identified a number of relevant factors, including the context in which the learning is taking place, the style the student uses to learn, the maturity of the student and motivation for learning the FAL/SAL.

Zacharias' (2007) study of CF found that a majority of students consider it an integral part of the learning process of acquiring a SAL. Students' perceptions of CF and their response to it vary from individual to individual, but generally, it is an expected part of learning, the more in depth the better. Goldstein (2005) identified motivation, the milieu of the learning as well as the nature of the communication between teacher and student as influential as to how valuable CF was to a student's learning a SL. He also identified the quality of CF as being important for learning to take place. Storch and Wiggleworth (2010) showed that the broader the CF from a teacher, the more likely to result in a deeper learning from the students as they grappled to correct identified errors. Williams and Burden (1997) feel feedback should give students insight into what aspects of their submissions are areas for concern or praise. This motivates them to move onto their next stage of development. CF is therefore vital in the reinforcing of the students motivation and language acquisition.

In the CED correction of grammar errors is, if trust between lecturer and student is in place, explicit. Corrective feedback is in the form of an identification of problems in the text.

Through indicating errors, though not their correction, students become aware of their misunderstandings and pay attention to correction. The process of correction, in turn becomes a process of learning. Identifying problems is according to a specific key developed. Areas for correction are colour coded according to content, organisation, spelling and linguistic concerns (refer Appendix 10). Students work on the correction and test alternative hypotheses through the dialogue, which are 'checked' when they next submit. Ferris (2003) calls this 'indirect feedback'. He feels this is valuable for long-term improvement of a student's SL knowledge, as the learner has to self-correct. He attributes this learning to the intensity of the student's engagement with issues identified by the teacher in CF. This improves the students' learning of language and vocabulary when the CED is used.

According to the CED process, after every email submission the student writer receives a response from the lecturer. In this response, the student's attention is drawn to areas of concern. The lecturer, as CED manager (seeing every individual CED submission), is alerted to recurring language errors which can be corrected with the class as a whole, within the CED community or only with an individual student.

The lecturer may decide not to highlight all errors made in a particular submission. Over correction could disturb the fine balance established between lecturer and student, resulting in reinforcement of the hierarchical 'teacher/student' role. Motivation loss and disenchantment by the students may follow, resulting in a loss of desire to create text.

Rahimi's (2015) study produced interesting findings. Overall, the study showed that because of the teacher's continued CF, participants' language usage improved over time in further writing exercises. In the study, he used two groups, an experimental group and a control group. The experimental group received the CF. He found that initially the groups were very similar in their writing accuracy. At the end of his research, the experimental group's errors were fewer by comparison to those of the control group, suggesting the value of CF in FAL/SAL acquisition. Thus, "…it can be claimed that the teacher's CF helped the experimental group to outperform the control group in improving their writing accuracy over time" (Rahimi, 2015, p.33). This supports the findings of the CED.

2.9 The Origins of Creative Email Dialogues (CED)

In the following section, I will look at research relating to dialogue journals in teaching and how they reinvented themselves as technology developed in the classroom. I then link how the email dialogue is adapted to become the Creative Email Dialogue, a teaching approach.

I explain the dialogue journal and the email dialogue journal in some detail, as they are forerunners of what has become the Creative Email Dialogue.

2.9.1 Dialogue journals in SL/SAL teaching

Denne-Bolton (2013) considers Krashen's monitor theory as one of the reasons why dialogue journaling came into being. Denne-Bolton sees an 'internal editor' as one of the reasons why language learners struggle to write without constraints. The internal editing of language production becomes active too early in the writing process and thus stalls production, effectively creating 'writer's block'. For Denne-Bolton (2013, p.6), "[D]ialogue journals are the perfect antidote to writer's block as they are a place for students to write for fun, experimentation and communication." In this way "… stiff, artificial, and boring …" material produced by SAL/SL learners, due to the overactive monitor, is over-come.

Initially dialogue journals were written in notebooks specifically intended for the purpose of written communication between teacher and student- it was a dialogue in a journal. After each entry, the teacher responded in space left by the student.

The idea of a 'dialogue' suggests two or more participants are involved in the writing process, responding to each other. These could be the teacher and student or student to student. The intention of the communication is to pass information, as a response, to each other through writing.

Teachers cannot always interact with students individually in the classroom, especially if the class is large. The dialogue journal partially remedied this problem as communication could now occur between teacher and individual student. One of the benefits of the dialogue journal is that it is a learning tool used as a conduit for communication between individuals and their teacher in a large language class. This strategy allows the teacher to get to know their students, their language weaknesses and strengths, as well as their language needs. This relates directly to the groups of students learning isiZulu at the WSoE as it caters for a large,

multi-level and culturally diverse student group, allowing each student a ‘writer’s voice’ with which to talk to their lecturer.

Holmes and Moulton (1997), Linnell (2010), Denne-Bolton (2013) identified the following as features of dialogue journals in the SL learning classroom.

- It is a written exchange of information (not edited or corrected).
- The teacher is proactive and responds positively to the student writer in the form of questions, comments, suggestions of alternative avenues of text content and provide her/his own personal information, thus encouraging responses from the student.
- The dialogue journal process can extend over a lengthy period, possibly even a year.
- The choice of topics is for their relevance to language learning and is often the students’ choice. Topics are linked to the spoken language and what is being covered in the classroom. Drawing on oral lessons makes the students feel more secure in their writing.
- Curriculum requirements may dictate topic choice. Writers themselves also choose topics.

The focus is on fluency of communication and not language correctness. Peyton (2000) and Krashen (1989) add the following to the points above.

- The written interaction between teacher and student is not threatening to the student. The students may write as much or as little as they wish and “learners should understand that long, polished pieces are not required” (Peyton, 2000, p. 4).
- Dialogue journals provide a forum where correspondents can query meaning and intention if these are not clear on first reading, forcing the writer to go back and reconsider their writing to check that it is communicative.

The following is a composite list of the positive teaching results of dialogue journals as noted by Holmes and Moulton (1997), Linnell (2010), Denne-Bolton (2013), Peyton (2000).

Claim	Reason
Dialogue journals enhance the students' understanding of the target language	Teacher responses enhance the students' understanding of the target language as the teacher writes in the correct form of the target language. This substantiates Krashen's (1982) theory of comprehensible input where learner writers receive input slightly above their language ability to be challenged by it and therefore learn more about the language.
Dialogue journals improve student confidence	The student perceives the teacher's response to her/his written message as an indication that the writing was meaningful. This improves the student's confidence in their ability to write and thus their desire to write and read increases.
The reader (teacher) understands the student's language level	The teacher understands at what level of language ability the students are and can respond appropriately, thereby providing individualised comprehensive input.
The student's reading skill improves	As students read the teacher's responses, their reading ability improves. "Because the interaction is written, it allows learners to use reading and writing in purposeful ways and provides a natural, comfortable bridge to other kinds of writing" (Peyton, 2000, p.1).
Student's language knowledge grows	As the process continues, so the student's language knowledge increases according to their needs and interests as the teacher responds to the individual's needs.
The student is willing to risk error	It is understood the interaction is between teacher and student only and is not made public unless mutually agreed upon. This encourages the student to risk error in their writing. Nor is there overt correction inhibiting the desire to write.
Meaningful communication occurs	The communication is real and significant to the writer. Language acquisition is more effective in meaningful communication context.
The student write frequently	The frequency of writing. The students are encouraged to write on a daily basis, improving writing fluency.
Increases contact time	When dealing with large class numbers, the dialogue journal increases contact time as it moves beyond the classroom and into the participants' 'private time'.
The journals cater for varying abilities	In classrooms where students' abilities in the target language range from almost FL knowledge to complete ignorance of the language, dialogue journals allow students to be involved in the learning process without being intimidated by fellow students' perceived language abilities.
It caters for adult learners	It caters for adult learners, allowing them to write about their life knowledge and cultural backgrounds in a non-threatening space. Holmes and Moulton (1997) claim students have more to say when they are writing about something they are interested in and know about. This also encourages the students to try to use new and challenging language to express their ideas.
Accommodates the theory of	Krashen's theory of comprehensible input and output is relevant when considering

comprehensible input and output	the student's challenges of not being eloquent enough to say something in the SL, which forces him/her to relook at the way they are trying to convey meaning and find an alternative route, yet still retain meaning. Thus, often in the CED, a response by the isiZulu SAL lecturer to a plea of, "How do you say…" would be, "If you cannot go one way go another!"

Table 2:1 - Language Learning Outcomes of dialogue journals

In Holmes and Moulton's (1997) study of ESL students at an American university, students responded to a post course questionnaire requiring their opinion on the value of dialogue journals. They wanted to gauge if they felt their writing in English had improved in ease of production and fluency. They attributed this to the students not being daunted by the teacher's red correcting pen and often mentioned in their reports that their writing had improved due to this. As their writing skill increased, so the students' reliance on the dictionary decreased. Dialogue journals encourage them to focus on communication, as they were not being assessed on correctness or accuracy of language. The CED manager attempts to wean students away from the use of dictionaries and isiZulu.net (Refer Chapters 9 and 10). Where there is an over dependence on these aids, the text is often not understood by both reader and writer.

Another positive aspect of the dialogue journal is that the students write about what they want to write about and are not forced to write on a topic in which they have no interest. This, for the students, closely links their speaking skills to their writing skills.
Holmes and Moulton also found that "… the repetitive practice provided by the journal writing…improved their writing fluency" (Holmes and Mouton, 1997, p. 619). As CEDs are a constant stream of written interaction between two participants, I anticipate that this outcome may be duplicated in this study.

As discussed earlier, motivation is an important factor in the teaching of a SL or SAL. In dialogue journaling, since there is no assessment or overt correction, students tend to be more motivated to write in the target language. Students are not assessed during the journaling process, thus allowing them to test their hypotheses about the new language, in writing, on an attentive audience. This is an important factor in SAL acquisition as students test the boundaries of their understanding of the new language in the creation of text.
Vygotsky (1978) identified one of the most powerful language learning tools as having the opportunity to compare ones work to that of a more experienced writer. This comparison

helps a learner to model their work on an example more advanced than their own. Holmes and Moulton (1997) believe the dialogue between student and teacher provides an opportunity for this to take place. The teacher, the more knowledgeable individual in the interaction, provides the example the student can emulate in her/his writing.

Dialogue journals are used to teach language in different ways. They reflect the knowledge of language being taught in the classroom, providing the teacher with contextual examples of whether or not understanding has taken place. Dialogue journals also show if an isolated language item is understood when taught, something Linnell (2010) terms 'deductive' language learning.

Linnell (2010) also suggests vocabulary be taught in this way, specific to a particular theme or topic, Peyton (2000) extends this idea by suggesting brainstorming vocabulary before the topic is approached. Denne-Bolton (2013) sees dialogue journals as a vocabulary learning strategy, as students, through the high frequency of writing, learn new vocabulary without realising they are doing so.

I feel there is a drawback to dialogue journaling, namely the non-correction of errors of form. By removing the fear of correction, students feel motivated to write. By emulating their teacher's writing, they 'learn' correctness of form, without having had their attention drawn specifically to incorrect language usage. However, experience has taught me that this nonintrusive process takes a long time, which, at the WSoE, is not readily available. This concern was also raised by Linnell (2010), "Given the importance of focus on form in second language acquisition, dialogue journals could serve…language learners even better if some attention to form was included" (Linnell, 2010, p. 23). Dialogue journals provide the teacher with the ideal platform to remedy individual errors. The challenge is how to do so without breaking the dialogue.

Linnell (2010) lists the following aspects of the language learning processes as appropriate to dialogue journals. The student needs to " a) notice grammar, (b) test hypotheses, (c) automatize learning, (d) receive useful feedback, (e) learn discourse skills, and (f) acquire voice in personal writing" (Linnell, 2010, p.24). Linnell sees attention to grammar as the first step on this pathway to language learning. I agree. Before students can write their thoughts in their journals, they have to understand the basics of the language they are using, whether or

not they realise this, to apply it. Drawing attention to the use of incorrectly used language enables the student to remedy it. The longer grammar issues are unattended and continually used by the writer, the harder it will be to correct them. Students need to be aware of grammar and how it creates meaning if they are to progress in SL/SAL language acquisition.

Furthermore, students expect and want teacher correction, especially more mature students (Rahimi, 2015). If students understand the value of teacher correction, it will not hinder the communication-taking place in via the dialogue journal. It may even enhance it through clarity of correct grammar use and as Linnell (2010) states, "[C]orrective feedback may actually encourage students to provide more output rather than hinder communication" (Linnell, 2010, p.26). If the relationship between student and lecturer is relaxed and mutually respectful, it is likely the student will ask the lecturer for guidance, when uncertain. The student is then empowered to control the process of correction through the interaction.

A further concern about dialogue journaling, as a learning strategy, is the workload it places on the teacher. Having to respond to a number of journal entries, written on a daily basis, is both intellectually and physically demanding as well as time consuming, even though the response from the teacher may be only a few lines. According to Peyton (2000), however teachers comment, "...the time is well spent" (Peyton, 2000, p. 4), when considering the results.

The advancement of technology may solve this problem of time availability. E-mails provide a mode for quick and easy communication using the writing skill. There are many attributes of the email process, which help with time management, and development of writing skills. Teachers are reinventing dialogue journals as email dialogue journals (Aitsiselmi, 1999).

In the following section, the discussion looks at the development of the dialogue journal in the technical age.

2.9.2 Reinvention of the dialogue journal as technology developed in the SL/SAL classroom.

Computer assisted communication is a phenomenon which has grown beyond all expectations over the last three decades. The email dialogue journal in SL/SAL teaching has also evolved in recent years due to the spread of email technology and ease of access.

Electronic communication has many positive facets aiding the use and viability of the dialogue journal as learning and teaching tool.

Foroutan, Noordin and Hamzah (2013) suggest that the e-mail dialogue journal as a learning and teaching tool in SL/SAL has not yet been fully used or researched. They do however feel that the adaption of dialogue journals to email dialogue journals and their integration into SAL/SL classrooms is a natural progression. The positive attributes of the dialogue journal, as discussed in the previous section, still apply but tempering the negative aspects.

Foroutan, Noordin and Hamzah (2013) differentiate between synchronous communication, which is interaction between people happening in the present (face timing or Skype would be examples of this type of electronic communication). Email, on the other hand, offers asynchronous communication, one of the interlocutors, not immediately answering the email, delays the interaction and response. This gives participants the power to respond when they wish, allowing them to consider their response, monitor their language use and giving them an opportunity to consult resource materials for support. Online resources, such as isiZulu.net, mentioned earlier, are an asynchronous resource. These facilities, now available to dialogue participants at the press of a button, give both participants more control over their text creation than other forms of writing.

The unthreatening forum for communication established by the dialogue journal has extended into the realm of email dialogue where motivation, the reduction of writer's anxiety and ease of communication encourage text creation.

Email also allows the writer to immediately revise and correct texts that s/he is composing, before posting them into the public domain. This ease of revision means that the email user is developing an ability to communicate, while improving knowledge of the target language without realising s/he is doing so. This subconscious learning is a vital part of SL/SAL acquisition theory (Aitsiselmi, 1999).

In the paper based dialogue journal, revision and correction were tedious chores where rewriting and drafting occurred, often leading to abandonment. For the teacher, too, this new, digital format is a positive development with many opportunities. Not only does it allow for contemplation and ease of revision of responses to the student, giving the teacher the

opportunity to consider appropriate prompts for the continuation of the dialogue, but it also allows her/him access to correction within the text, in close proximity to the point requiring attention. The availability of different sized and coloured fonts, gave different respondents more colourful and identifiable voices. The inclusion of the email dialogue journal into the teaching process enables teachers to be more involved in students' learning outside of the classroom.

Foroutan, Noordin and Hamzah (2013) feel computer assisted communication, and especially email dialogue journals, support a number of SL/SAL acquisition theories. They list Constructivist Theory, Affective Filter Hypothesis, Learning Acquisition Hypothesis, The Monitor Hypothesis and Krashen's Input Hypothesis (refer earlier sections of this chapter) as supporting learning and teaching via email dialogue journals.

Findings in a study conducted by Foroutan, Noordin and Hamzah (2013) are relevant to the later development of the CED. The aim of Foroutan, Noordin and Hamzah's study compared writing performance of students who communicated via email dialogue journals to those who did so via pen-and-paper dialogue journals. A second aim was to compare "… two groups based on five main categories: content, organisation, vocabulary, language use and mechanics" (Foroutan et al., 2013, p. 209). The findings showed students' who were in the group which communicated with their teacher via email dialogue journals, improved their content, language and vocabulary performance at a higher level when compared to those who used pen-and-paper. Their writing fluency was rated better than that of the pen-and-paper group. Researchers considered emails to be a useful learning and teaching tool, representing the communicative approach, as they keep individuals connected in a living language interaction.

A project by Wang (1996) investigated what students felt about email usage in their dialogue journals. Their response was positive; they found emails "… fast, fun and convenient …" (Wang, 1996, p. 770), on average 10 minutes a day was spent writing email dialogue journals, in sharp contrast to the 30 minutes spent if conversing by pen and paper. This improved students' perception of writing in the target language as writing became 'fun'. As email is an asynchronous form of communication, students found it advantageous that they did not have to co-ordinate when they were going to communicate with other students or the

teacher but could write when they wished, send it when convenient and had it returned when the recipient had the time to do so.

Wang (1996) also found teachers more positively inclined to use emails than hand written dialogue journals. Wang's findings showed teachers found it helpful to be able to scroll back to look at previous submissions by their students to check on progress, recurring errors or clarification of content. The fact that the computer stores previous interactions for easy access and consideration, allowing for retrieval of previous texts at any time, is a positive factor and not be overlooked. Students too, can scroll back and easily trace their increasing skills as far as language abilities are concerned. Traditional paper journal histories are not always available to students as their journals were not always within reach, often being 'with the teacher'. One should not overlook the convenience of a computer when compared to transporting a number of individuals' dialogue journal books.

In Wang's study teachers commented that students who used emails tended to ask for help and question more than those confined to pen and paper. This is indicative of changing relationships between students and teacher. Students using email, "… lost the constraints and inhibitions…they no longer feel bound by [the] formal instructor-student relationship" (Wang, 1996, p.777). This relaxed relationship between student and teacher is important in the facilitation of the learning of a SAL/FAL. (Refer Humanist Theory – earlier in this chapter).

Wang's study also revealed students' reliance on dictionaries was less for those using email than those using paper "…email writing environment does not encourage students to use dictionaries, grammar books or write a draft"(Wang, 1996, p.778). This for me is a strong indication of the value of email writing as a learning tool. The speed and clarity of email, forces students to use what language knowledge they already have and not be distracted by resources which often lead them away from their initial intention. These resources prompt them to translate from the mother tongue and attempt to use grammar still unknown to them. The result is semantically meaningless.

Possibly the most relevant observation Wang makes is regarding the time constraints in the classroom. These constraints can be alleviated by email as they are "… an ideal environment for dialogue journaling outside of classroom …" and "… eliminate the problems of having to

coordinate a communication time …" (Wang, 1996, p.779). This is an answer to the increasing pressures to complete the isiZulu courses effectively in the time allocated to teaching. What had been a disadvantage of the dialogue journal now makes it manageable.

A further positive characteristic of the email dialogue is communication required for teaching, is no longer confined to the classroom. A student can converse with the teacher beyond the four walls of the classroom, from the comfort of their home or any place where they find themselves with time to write. The learning process moves from a homework scenario to one of easy contact and interaction with the teacher. Jenkinson (1992) relates how a professor worked from home, via a home computer, with a group of fourth to seven graders, who were also not in a classroom. Although Jenkinson was most probably working at a time before laptops and tablets were readily available, the basic premise remains the same.

An interesting alternative to the dialogue journal, Jenkinson's study involved children in the creative process of story development. They were not subjects in a one on one dialogue journal interaction, but rather fictional story creators. The professor would read the students' submissions, make suggestions and send them back to the authors. The young writers revised their texts, taking the professor's suggestions into cognisance, and returned them to him for further input and comment. Not a true email dialogue journal, in the historical sense, but one using technology effectively in a creative learning and teaching process and an alternative genre, fiction.

Jenkinson's study involved mother tongue speakers, but the findings can, with little adaption, be translated into the needs of the FAL/SAL learner.

The professor made interesting observations, relevant to the CED study.

1. Students who are less able writers in their target language are more likely to try harder in their additional language and are willing to submit numerous drafts. Those who are more linguistically able tend to feel that their first draft is adequate and needs little improvement. This could cause an hiatus in the flow of the CED where all students are encouraged to submit more than one draft and thus push their own personal boundaries. Continual interaction is vital as language-learning materials are included as attachments to subsequent email

drafts and allow the instructor to monitor if the students in later drafts use them effectively.

2. The professor did not restrict his remediation to content only, often including queries about word order, spelling and language mechanics. This is one of the main areas under research in the use of CED. Intervention of this variety improves or hampers students' overall language knowledge and writing ability.

3. When serious errors led to communicative breakdown, the professor included "a short, focused lesson on a specific topic" (Jenkinson, 1992, p.4). In CEDs, this is an integral part of the development of the students' writing as they are given 'language first aid' and their subsequent drafts are examined to see if this sort of intervention has an impact on language acquisition.

4. Comments by the professor were always couched positively so as not to discourage the student writer. Negativity on the part of the lecturer will permeate to the students and result in them not enjoying or giving their best in CEDs.

5. Although the teacher makes suggestions, corrections and indicates areas for remediation or compliment – ultimately the creation is the student's. I needed to keep a check on my involvement in the CED research, as I had a stake in the results and wanted the students to produce texts showing linguistic development.

   With the above in mind, I find Jenkinson's concluding comment inspiring:

> When I started this project, I believed that students at all levels of instruction might write more and write better when they can use a computer and when they have an interested audience in addition to the classroom teacher. I now have no doubts about that hypothesis.
>
> (Jenkinson, 1992, p.4).

This study provides insight into a trend of adapting approaches to fit into the needs of a changing world and student. I looked to Iculo and how I had needed to accommodate writing and learning within the course. The changing emphasis at WSoE prompted me to consider changes. I attempted something different, the modification of the email dialogue journal to the CED.

Teaching language structures in the FAL/SAL became pressurised at WSoE. I looked to alternatives on how to complete the Iculo iZSAL course within a diminishing period. This was the genesis of the CED teaching and approach discussed in Chapters 7 and 8.

2.10 The Creative Email Dialogue (CED)

In an effort to overcome time constraints resulting in the compromising of Iculo, I adapted the email journal to become the CED. This teaching approach used the writing skill to introduce language components no longer taught in class. Completion of Iculo could only be achieved by leaving out language components. Restriction of teaching time in SL learning is a problem as "[i]t is clear...that learners need more language instruction than teachers can provide in their classrooms. Learners need more quality instruction – input, interaction, and opportunities for meaningful output ..." (Gilakjani, Leong and Sabouri, 2012, p.11)

Email dialogue journals unlike CED, are not overtly aimed at teaching language knowledge and language use by the student. Its main aim is to improve the writing skill and increase written fluency. To do this overt error correction is required.

One of the main constituents of CED is introducing new language to the writers, as well as reinforcing those already learnt, through meaningful output. Writing fluency is but one objective of the CED process.

A further adaption of the traditional email dialogue journal is that the CED is the writing of a fictional text. The decision to follow this approach was made for two reasons:

i. Journaling needs constant and innovative questioning, prompting and commentary from the teacher to continue the dialogue, as its content is often personal. As the CED task lasts over an extended period, I felt uncertain that I could maintain this impetus. If the lecturer 'stalled' in the ability to prompt written output, the dialogue would die. Also maintaining this personal dialogue with each individual across the whole student body of iZSAL II and iZSAL III, would be an emotional as well as a physical load for a single lecturer.

ii. The second, and what was initially the main reason to create text, was to produce texts accessible and interesting for other iZSAL students. These

> fictional texts also provide students with an introduction to the vocabulary of literature teaching - characters, plot and milieu.

All students of iZSAL in the second and third year of study are involved in the Creative Email Dialogue process. The Creative Email Dialogue conversation is initially between the lecturer and student. As the process develops and matures, students are encouraged to tap into the skills of fellow students in the creation of their own CED work groups.

The Importance of Relationships within the Creative Email Dialogue language learning community.

As explained in the CM, relationships between individuals in the learning community are important. This is possibly more relevant in SAL learning and teaching. For Schumann (1975), Curran (1971) and Cook (2008) the relationship between learners and lecturers is vital and needs to be unthreatening for effective learning to occur.

Schumann (1975) identifies a 'supportive membership group' as being an important factor in language learning. The language learner considers this group of people unthreatening. S/he can test suppositions and hypothesis about the language with them while learning. Larsen and Smalley (1972) stated the following in support of an unthreatening learning community:

> What the learner needs is a small community of sympathetic people who will help him in the difficult period when he is a linguistic and cultural child-adult. He needs a new family to help him grow up.
> (Larsen and Smalley, 1972, p.49)

As a child, this group would be the society in which the learning takes place – for a WSoE student, as they are older and attending an institution of learning, their feeling of vulnerability creates a reticence to turn to fellow students who may be FL speakers, for help. A specific personality is required to be able to approach a stranger for assistance. Mother tongue speakers appear intimidating in their knowledge. The CED community, being the lecturer and fellow iZSAL learners, develops into a support group within which a student is willing to risk testing hypotheses and voice frustrations as all members of the group share a common situation. This community becomes the 'family' willing to help in areas of language learning, correction and explanation and emotional support. Providing the community within which

conversation can occur, offering protection until the iZSAL learner becomes independent, more confident and is more willing to risk talking in the broader community.
Quan says about the use of groups in teaching, they...:

> ...are highly effective classroom intervention, superior...in terms of producing learning gains and student achievement, higher-order thinking, positive attitudes towards learning, increased motivation, better teacher-student and student-student relationships accompanied by more developed interpersonal skill and higher self-esteem on the part of the student.
>
> (Quan, 2014, p.4)

Further supporting group learning are the views of Curran and the Counsellor Method (1971). Rahimi (2015) advocates a relaxed learning process where "...interpersonal and communicative feedback..." (Rahimi, 2015, p.39) are important factors to consider when teaching a SL/SAL.

2.11 Conclusion

In this chapter, I have reviewed the substantial literature related to my topic, drawing from areas of linguistics, psychology and education. This shows the diversity and strength of the theories underpinning CEDs.

Initially I introduced and clarified terminology relevant to SL/SAL learning. Thereafter I moved to a discussion of language learning theories relevant to the learning and teaching a SAL and thereby Iculo and CED. The theories were then linked to language teaching methods, with reference to Iculo and the CED approach. In the final section of this chapter, I looked at what roots, development and process were important to the development of CEDs, including journaling, motivation of students and vocabulary, relevant to the conceptualisation of the CED.

The theories and concepts reviewed in this chapter form a base for the appreciation of the research design, which follows in Chapter Three.

CHAPTER THREE - Theoretical Framework, Research Design and Methodology

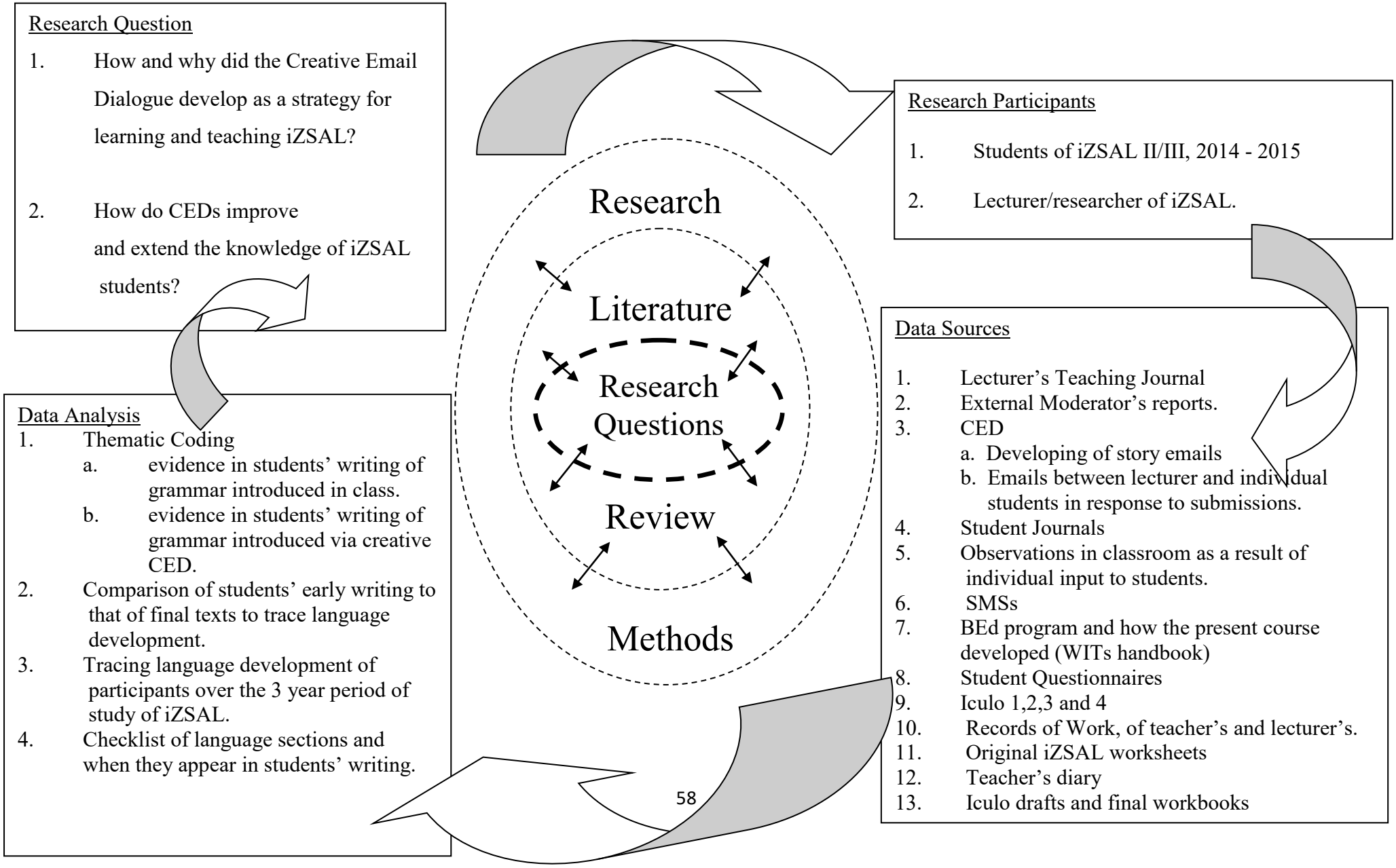
The previous chapter provided an extensive literature review that included the major theories which frame this research. The present chapter introduces the research design and methodology of the study. I provide reasons for choosing Case Study as the primary method of research. I also provide an extensive discussion of the methods of data collection and analysis to support my choice of case study. Later in the chapter, I give an account of the sample population, and how I addressed the ethical issues that arose in the research.

3.1 Research Design and Methods

The diagram overleaf provides an overview of the research design and methods relevant to this study.

Overview of the research design

Figure 3:1 Overview of Research Design



3.1.1 Research Design

This is a study of the development of an iZSAL teaching course developed by the researcher who works to keep it relevant in a changing educational landscape. This requires developing new approaches to the teaching of iZSAL in response to unfolding directives and constraints imposed by WSoE and beyond.

I developed the creative email dialogue (CED) as a process for learning and teaching iZSAL, beyond the confines of the classroom. CEDs are an approach conceptualised to alleviate the pressures of time constraints, which compromised the iZSAL course Iculo, thus not qualifying suitably knowledgeable teachers of iZSAL. A description of the CED process is provided in Appendix 10, its characteristics supported by examples.

3.1.2 Case Study

The aim of this research is to trace the origins and development of the CED from the iZSAL course Iculo. The study is an attempt to see if CED improves, develops and extends the knowledge of iZSAL students. It also considers the extent to which students incorporate their new knowledge of isiZulu into their existing interlanguage. I have chosen a case study as my approach.

"Case study is an approach to research rather than being a research method", thus allowing the researcher freedom to approach the investigation "from different ontological and epistemological perspectives" (Morgan and Sklar, 2012, p.75). The case study approach is my choice of research approach due to its grounding in qualitative research. My research is a qualitative case, where I am more interested in the process than in specific results. Merriam (1998) writes that "[T]he interest [of a case study] is in the process rather than the outcomes, in discovery rather than confirmation" (Merriam, 1998, p.19).

A case study allows a researcher to observe, describe and analyse the characteristics of individual units such as school classrooms or university lecture halls. "The perspective involved...is a dual one that seeks to understand the nature of a particular unit both in itself and as a case of something larger" (Richards, 2011, p.208). This is a positive aspect of the case study as the researcher needs to understand the situation of a case, which "could be a person such as a student, a teacher, a principal; a program; a group such as a class, a school, a community" (Merriam, 1998, p.27). In this research, the aim is to study both a programme

(the development of the language course Iculo) as well as a group of iZSAL students who provide insights into whether CEDs develop their iZSAL knowledge.

In this study, the 'particular unit' is a cohort of iZSAL students, lecturer and iZSAL language course, within a 'larger' unit – that of iZSAL students, lecturers and courses in different years of iZSAL study within the BEd degree. The point of a case study is not to make claims about large groups' habits and abilities, but rather provide other researchers with insights into possible directions their studies could take.

An advantage of a case study is the, "... examination of the data is often conducted within the context of its use, that is within the situation in which the activity takes place" (Zainal, 2007, p.4). Case studies are based in 'reality', their "... strength is in their attention to the subtlety and complexity of the case in its own right. [They also recognise the] complexity and 'embeddedness' of social truths" (Cohen, Manion and Morrison, 2007, p.150). Actual contexts are investigated and everyday routines recorded. This consideration of context is an integral part of the case study and applicable to this work as it encapsulates both the development of the Iculo iZSAL course and the CED within it.

Another advantage of a case study is that it does not rely on a particular method for data collection or analysis, allowing the researcher a broad base from which to draw conclusions. In this particular study, the data reserves are not restricted to one form of data gathering or data source. The CED provides a major data source, but alternative sources are used (Refer above, Overview of the Research Design).

This case study is 'heuristic' in many aspects. Merriam (1998) identifies the following as indicators of a heuristic case study:

- Explaining the reasons for a problem, the background of a situation, what happened, and why.
- Explaining why an innovation worked or failed to do so.
- Discusses and evaluates alternatives which may not be chosen.
- Evaluate, summarize, and conclude, thus increasing its potential applicability.

(Merriam, 1998, p.31)

All of these points pertain to tracing the origins of Iculo, its development and implementation, leading to the germination of the CED. These facets firmly place CED description and relevance in the realm of the case study.

The CED is scrutinised by following seven iZSAL students at the WSoE over a two-year period. During this two-year period, the students use the CED approach to expand their knowledge of isiZulu. This two-year period allows the lecturer to make adaptions to the CED approach as issues and concerns surface. This too suggests this study is a case study as observations lead to qualitative data which "... unfold[s] over a period of time ..." (Wilson, 1979, p.448) providing insight into their value and allowing for adaption. Refer to page 67 for description of sample selection.

3.1.3 Setting

The focus of this research is the development of the Iculo iZSAL course and CED as a strategy to more efficient iZSAL teaching and learning, in a time strapped curriculum. The study covers the time span 1986 – 2016. During this thirty year period, I was employed in three different settings, all Johannesburg based, Gauteng Province, South Africa.

i. The Hill High School 1986 – 1992
ii. Johannesburg College of Education 1993 – 2001
iii. University of the Witwatersrand, School of Education 2002 – 2016

What follows is a description of the three teaching situations out of which Iculo and subsequently the CED strategy evolved.

The Hill High School (1986 – 1992)

The Hill High School is in the South of Johannesburg. A high school which fell under the then Transvaal Education Department (TED), at which pupils from grades 8 – 12 are educated. The Hill High School is an English school. During the period I taught at this school, it was considered a solid, but not very wealthy school, drawing from blue collar suburbs of Rosettenville, Rewlatch and South Hills. More affluent families, living in the suburbs of The Hill, Linmeyer and Bassonia also sent their children to the school. The staff was, at that time, highly qualified and innovative, gathering around an insightful, ethical, progressive and moderate headmaster.

Approximately 1470 students had a choice of many subjects, the prescribed English and FAL Afrikaans, supported by popular subjects mathematics, history, geography, science and biology. There were a number of less popular, more specialised subjects: biblical studies, industrial arts, typing, home economics and French SAL. Into this melting pot, I introduced iZSAL.

IsiZulu at The Hill High School 1986 – 1992

At the time of my appointment to The Hill High School, as an English teacher, in 1986, the TED made it policy all 'white' schools include a conversational black language in grades 8 and 9. The Hill High School's designated 'black' language was isiZulu. Two teaching periods a week were allocated to teaching isiZulu, unassessed and unwritten, staff, pupils nor parents-took it seriously.

In an attempt to develop an ethos of respect and an educational value, I began to develop an isiZulu course, which answered the needs of conversational isiZulu students.

In 1987, iZSAL was offered as a

Extra murals offered were various and well attended, including all major sports: rugby, netball, swimming and hockey. Students also selected options of softball, soccer, athletics or chess amongst others. The more popular cultural activities included public speaking, drama and debating.

Initially only 'white' parents registered their children at the school due to Apartheid policies. Although considering themselves South African, many students could trace their family lines to Portugal, Lebanon and the UK. Shortly before I moved to the Johannesburg College of Education in the early 1990s, students of colour joined The Hill High School pupil community as government policy began to change.

matric subject. The headmaster and senior staff supported this new development. Pupils, who had taken conversational isiZulu in Grade 8, could move to iZSAL in Grade 9. Grade 8 pupils could select it as an alternative to SAL French (known as Third Language French).

To accommodate this change in emphasis, I continued developing iZSAL teaching material, culminating in materials appropriate for G12.

In 1990, the first group of Matriculants wrote iZSAL as a Grade 12 subject.

Johannesburg College of Education (JCE) (1993 – 2001)

The Johannesburg College of Education was in Parktown, Johannesburg. The then Johannesburg College of Education, fell under the TED and was the premier English institution in South Africa for the training of teachers.

Students registering at the Johannesburg College of Education could study a Bachelor of Primary Education Degree or a Higher Diploma in Education, with a phase specialisation, these being Junior Primary (Grades 0-3), Senior Primary (grades 4-9), Secondary (Grades 10-12) where, too, subject specialisation was made. Both the degree and diploma courses were highly regarded nationally and internationally.

In 1994, JCE had a staff which was responsible for educating just under a 1000 students. Before the dropping of Apartheid laws and regulations, the staff was all 'European' who had to have English and Afrikaans qualifications to be appointed in permanent lecturing positions. The lecturing staff was well qualified in their fields of expertise, having a minimum of an Honours Degree and five years of relevant teaching experience. After 1994 staff was drawn from other ethnic backgrounds.

Until 1994 the JCE student population was all European, in line with the laws Governing state institutions at the time. The student body came from Johannesburg and the surrounding towns with a small number coming from other parts of South Africa. Post 1992 student applications came from all sectors of the South African population to study at JCE.

IsiZulu at JCE 1993 – 2001

IsiZulu at JCE was initially only offered at an iZSAL level by three lecturers. One of which was a FL speaker, trained in SAL pedagogy.

It was flourishing department with well taught students.

The department used the communicative approach for the lecturing of students with a solid conversational workbook.

The department had at its disposal a well resourced language laboratory.

Students needed in their degree/diploma to do a year of a second language. The choice was between Afrikaans and isiZulu. Afrikaans was the more popular option.

IsiZulu classes were divided in the first year between degree and diploma students. The diploma group being the larger. In the second year of iZSAL, which was optional, degree and diploma students joined forces in a single class.

As FL diploma students were in the minority, they had to join the SAL course if they wished to

As a result of changes the newly appointed government in South Africa undertook, all Colleges of Education were closed and the responsibility for teacher education was shifted to the university sector and part of Higher Education. Newly qualified teachers from 2001 were required to do a B Ed degree. The last group of students who began their studies at JCE in 2000 graduated in 2004 with a Higher Diploma in Education.

study isiZulu. The degree offered a FL language course.

Initially students studying iZSAL were not doing so to teach the language as a subject as very few schools offered iZSAL as a subject. This however changed by the late 1990s as schools were encouraged to teach an indigenous South African language as a FAL. This required a change of teaching methodology as students now needed to know the language well enough to teach it as well as converse in it.

Wits School of Education (WSoE) (2002-2016)

The University of the Witwatersrand is a public English university based in Johannesburg, spread across a number of campuses. It is one of the leading universities in South Africa. JCE was absorbed into the University of the Witwatersrand in 2002, amalgamating with the university's education faculty.

The university has a proud history of being multiracial, drawing its students from many cultural, socio-economic, geographic and linguistic backgrounds. The students at WSoE are a microcosm of this larger student body.

In 2002 – 2003 the staff at WSoE numbered 55 lecturers, representative of South African society. The student body had approximately 1000 registered members. By 2018 this had grown to 97 lecturers and 2200 students.

With the amalgamation, came a major restructuring of academic programmes available at the WSoE. The biggest change was the phasing out of the Higher Diploma in Education, as all courses offered at the WSoE became degree orientated. The new Bachelor of Education degree still included academic and professional courses.

With the incorporation into university teaching, the staff was placed under pressure to carry out research and write academic articles for publication. To facilitate these requirements, timetables were adapted to reduce contact time with the students.
A further revision of the Bachelor of Education Degree was initiated in 2014 and is presently being implemented (2018).

IsiZulu at WSoE 2002 – 2016

With the phasing out of the diploma course and courses becoming focused on a degree iZSAL initially became more streamlined, without a duplication of classes.

Changing government policy insisted all training teachers needed to complete a course in a South African vernacular.

It became compulsory for all students to complete a year of an additional language. This compulsory course took place in the students' second year.

Afrikaans was phased out and SeSotho introduced, this increased the number of students taking iZSAL I, in their second year.

With the realisation that a number of students would like to make iZSAL their major, iZSAL I became available in their first year.

Contact periods with iZSAL students are reduced to accommodate timetable constraints. The quality of the iZSAL course appeared to be compromised.

The iZSAL course, whose roots had been school based, was adapted to accommodate tertiary, teacher education needs.

Physical setting: the classroom

IZSAL II and III students were taught in a small, unusually shaped classroom accessed through the language laboratory. Initially a storeroom, then a storage area and finally the laboratory assistant's domain until the post of assistant was cancelled. With careful planning of seating, fifteen to twenty students could be comfortably accommodated in the learning space.

3.1.4 Participants

Participants in any research are vital to its success. Marshall and Rossman (2006) state if all participants involved in a research project understand its aims and willingly participate in the research, the results produced are likely to be trustworthy.

Research was conducted at the Wits School of Education (WSoE). Participants were selected staff and students. The participants fall into two categories: lecturer/researcher and students.

The Lecturer as researcher

As the creator of the isiZulu SAL I, II and III Iculo courses, I found myself in an ideal position to trace the CED process as a new strategy to iZSAL teaching, linking it closely to the Iculo iZSAL course. This allowed me to assess the success or failure of CEDs.

I am an active participant (as lecturer and researcher) in this study. The roles of lecturer and researcher are difficult to keep distinct, as I am required to act as lecturer in the classroom, with all the incumbent requirements of an educator, maintaining a professional distance with the students, teaching content and preparing students for a profession in the classroom. The CED process, however, required me to initiate and fulfil the roles of guide, muse, prompt and, over time, confidant. Without these traits, the CED approach would be unsuccessful. These roles are intricate and the route I followed largely uncharted, from initiation of the CED approach to its completion.

As a lecturer, I needed to respond to material produced by students, identifying issues of style, language, structure, content and vocabulary, yet at all stages of the writing process, I needed to be aware of the nature and emotional well-being of the students. I also needed to judge when a particular individual was ready to face the challenge of a new language section

or reinforce language already learnt. As the research developed, the roles of lecturer, confidant, guide, reading audience and researcher became more defined and identifiable, but at any time, they are intertwined. I needed to remain detached (etic), yet be integrated (emic) at all times.

Students embarking on the CED process needed to develop a trust in me, their lecturer and in the CED approach to achieve all the positive attributes of the CED.

Personal history

I grew up in Olifantsvlei, a semi urban area in the south of Johannesburg, Gauteng. I matriculated from Mondeor High School in 1979, one of my subjects being iZSAL. Mondeor High School was one of two high schools in Johannesburg offering iZSAL as a matriculation subject in 1979. The matriculation class of 1979 of Mondeor High was the first matriculation group to include individuals who studied iZSAL.

I continued my studies at the University of the Witwatersrand, registering for a BA, followed by a Post Graduate Certificate in Education (PGCE), majoring in English and isiZulu. In 1983, appointed to a permanent teaching post at The Hill High School, I taught English and isiZulu Conversational/Mandate[9]. After a year of teaching, with the headmaster's approval, I campaigned to encourage pupils to take isiZulu as a SAL.

Achieving the minimum requirement of 15 pupils, the first iZSAL class came into being at The Hill High School in 1987. This became a popular option amongst the pupils. In 1988, I taught English for the last time as my timetable became fully taken up by isiZulu. In 1990, the first set of pupils at the school, wrote their matriculation examinations with iZSAL as one of their subjects. They attained results above provincial average.

In late 1992, I was appointed by the TED as the Transvaal iZSAL moderator for matriculation papers, 1 and 2. In the same year, I was elected Transvaal Teachers Association (TTA) user group[10] chairperson.

[9] Conversational isiZulu was a compulsory, two periods a week, component of the grade 8 and 9 syllabus in all Transvaal Education Department high schools. It was not examinable, nor represented on the pupils' report cards.

[10] A User Group was a group of interested teachers of a subject who belonged to the TTA. The iZSAL group met once a month to discuss subject related issues and share teaching ideas.

While at The Hill High School, I registered to read for the Bachelor of Arts (Honours) Degree in African Languages at the University of the Witwatersrand, part time, graduating in 1990.

In 1993 I applied for and attained a post at the then Johannesburg College of Education as a lecturer in African Languages. Lecturing iZSAL meant working with students who were studying to be teachers. I lectured both academic isiZulu and iZSAL teaching methodology.

In 1995, I was appointed Head of African Languages, a position I held until the incorporation of the Johannesburg College of Education into the University of the Witwatersrand in January 2002.

In the late 1990s I registered to read for a Bachelor of Arts (Masters) Degree in African Languages at the University of the Witwatersrand, part time, graduating in 2001.

I am currently Principal Tutor in the Division of Literacies, Languages and Linguistics. My main area of interest is furthering the learning of isiZulu in non-Zulu communities.

Students involved in the CED case study

The size of the sample affects the type of research undertaken. The student sample in this study is small, consisting of only seven individuals. This is acceptable as an "...alternative to quantitative or qualitative research, case studies can be a practical solution when a big sample population is difficult to obtain" (Zainal, 2007, p.5). Smaller samples are more frequent in qualitative research, than larger ones.

In a case study, the aim is often for the researcher to understand an issue or study a group of individuals. The aim is not to make claims applicable to large group habits and abilities that lead to change; it is to provide other researchers and others with an insight into possible directions their own studies could follow.

This study follows a group of iZSAL students, iZSAL II and iZSAL III. As this CED study covers two years, there was an opportunity to modify approaches from one year to the next, improving the course for students who followed.

In qualitative research, the emphasis is on doing research 'with' individuals (students) and not 'on' them. Qualitative research's boundaries are not definite, but important common factors typical of this type of research are present in this research including a natural setting, the researcher as a research instrument (discussed earlier) and multiple sources of data.

In order to explore the research questions, I worked closely with and observed the iZSAL students during their iZSAL II and III courses. Selection of seven individuals was according to specific requirements:-

- They needed to be students studying iZSAL II and then iZSAL III.
- They are not isiZulu FL nor did they pass iZFAL in Grade 12.
- They were not able to speak, read, write and understand isiZulu prior to registering for isiZulu NL I.

Students registered at the WSoE specialise in a specific teaching phase, these being Foundation Phase (Grades 0-3), Intermediate Phase (Grades 4-6), Senior Phase (Grades 7 – 9) and the FET Phase (Grades 10-12). Each phase requires students to select an academic major – a subject they could teach when qualified. IZSAL is one of the options. Student participants for this study were members of the class of iZSAL 2014 and 2015. All were females and were unknown to each other before registering for iZSAL II.

Christening individuals in the sample population

During a Zulu person's life, s/he traditionally acquires many names, given to them by parents, family, siblings and age mates. These names are the result of specific traits they embody, achievements they attain or the hopes of the name giver for the individual. I, for example, was given one of my Zulu names as a Wits student going on a field trip to KwaZulu-Natal, in my third year. As the only male of the group, my role became one of keeping the peace. The Wits staff member, a FL speaker, who accompanied us, christened me 'Mxolisi' – 'The peacekeeper'.

We were discussing the rites of naming in class at the same time as I approached students about participating in this study. One of the questions I needed answered was if they desired to be anonymous. Although a number wanted to be known by their own names, others argued they would rather have Zulu names, although they were not Zulu. I explained this could be confusing for the reader, but they were adamant. It needs to be kept in mind that although the

sample in this study has Zulu names, none of the students is Zulu or an isiZulu FL speaker.

The following table is the first introduction to the sample. It explains how the students chose/were given their Zulu names.

Student	Name given/chosen	Meaning	Reason of choice	Chosen by
1.	Buhlebethu	Our beauty	Our beauty is often internal and external and this is what her peers saw in her.	Peers
2.	Nomandla	Mother of strength	Nomandla needed an inner strength to overcome the many difficulties life had thrown at her.	Self/peers
3.	Lindokuhle	The wait is good.	She has taken a long time to find her path in life and felt she had finally done so. She was often late for class and her classmates needed to wait for her. In exercises in the classroom, Lindokuhle became known as the one, who after a while, would be able to give the translation of words and the wait was worth it.	Self/peers
4.	Phumaphi	Where do you come from?	Her family could not believe she chose isiZulu as the sub-major in her degree.	Family
5.	Phindile	Repeat/do again	She constantly needed the lecturer to repeat information to calm her insecurities.	Peers
6.	Gugu	Treasure	Her birth name means pearl, so she felt it apt she be named 'Treasure"	Self
7.	Nolwazi	Mother of knowledge	Her insatiable desire for knowledge and language ability impressed all in the class.	Peers

Table 3:1 - The naming of the sample

It is interesting to note that a student's choice to study isiZulu often affected her life outside of university. Surprised by her subject choice Phumaphi's family, named her accordingly.

Student participants are referred to throughout this thesis by their Zulu names.

Background of the sample population

The table below shows the group's general background.

Student	Research Name	Age (in iZSAL III) 2015	Home Language	Heritage	Where they lived
1.	Buhlebethu	22	English	Indian South African	Johannesburg Central/North
2.	Nomandla	22	English/Afrikaans	English/ Afrikaans South African	Johannesburg North/West
3.	Lindokuhle	25	English	English South African	Johannesburg South
4.	Phumaphi	22	English	English South African	Johannesburg East
5.	Phindile	21	English/Afrikaans	English/	Johannesburg

				Afrikaans South African	East
6.	Gugu	23	English	Indian South African	Johannesburg West
7.	Nolwazi	24	English/Afrikaans	English South African	Johannesburg Central

Table 3:2 - General information about the sample

According to the table above, the sample falls into three heritage groups: Afrikaans, English and Indian. A number of students, although they considered themselves English, showed a mixed heritage, that of English and Afrikaans (Nolwazi, Phindile and Nomandla), two are of Indian heritage and the remainder English.

Education of sample

Student	Name given/chosen	High School Private/Public School	FAL completed at school	Degree registered for	Phase	Academic Major/ Sub-major	Other tertiary education
1.	Buhlebethu	Public School	Afrikaans	BEd	Foundation Phase	English ECD	
2.	Nomandla	Public School	Afrikaans	BEd	FET	English Social Sciences	
3.	Lindokuhle	Private School	Afrikaans	BEd	Intermediate Phase	English Social Sciences	Three years of a Law Degree
4.	Phumaphi	Public School	Afrikaans	BEd	Intermediate Phase	Social Sciences Arts	
5.	Phindile	Public School	Afrikaans	BEd	Foundation Phase (ECD)	IsiZulu ECD	One year certificate in Early Childhood Development (ECD)
6.	Gugu	Public School	Afrikaans	BEd	Foundation Phase	English ECD	
7.	Nolwazi	Private School	Afrikaans	BEd	FET	Mathematics Natural Sciences	One year of a BCom

Table 3:3 - Education, past and present, of the student sample

It is interesting to note three of the sample had registered for alternative tertiary education before deciding on a B Ed. Only one student had completed her/his previous course successfully.

IsiZulu appears only once as a sub-major in the list of academic majors and sub-majors above. This indicates the remaining six students registered for isiZulu as an additional subject, not required for the completion of their degree.

When asked if they intended to study isiZulu when registering for their first year, the following responses show that it had not been part of their planned study trajectory.

Question: When you registered for the Bachelor of Education, did you see yourself studying iZSAL?	
Buhlebethu	NO! I had heard it was a good course but…NO!
Nomandla	NEVER! Zulu! Everyone said it was HARD!
Lindokuhle	When I saw I had to register for a compulsory course of isiZulu [iZSAL I], I was furious, I hate languages. The thought of continuing the language was the furthest thing from my mind; I wanted it over and done!
Phumaphi	Yes, I considered it. One of my teachers at school had told me about it.
Phindile	You're kidding!
Gugu	I hated doing iZSAL in Primary School, why would I consider it an option?
Nolwazi	I'm a maths person, why kill me with a language?

Table 3:4 - Sample's response to being asked if they had planned to study iZSAL II

Only Phumaphi had considered taking iZSAL as part of her degree. Then why then did the sample decided to continue with their study of iZSAL having initially had negative attitudes about doing a compulsory isiZulu NL course? Research by Gamedze (2013) reinforces this negative perception towards iZSAL I, by the new student intake and their change of perception by the end of the iZSAL I course.

Question: Why did you decide to continue with iZSAL into second and third year?	
Buhlebethu	I am a grade teacher – I need to be able to help children feel comfortable who don't understand English.
Nomandla	I'm never going to teach it – but it just made sense. On prac knowing a bit of isiZulu was great. I could understand what alot of the kids were saying to each other.
Lindokuhle	At school I hated my FAL, isiZulu last year was easy [iZSAL I]. The way it was taught was different - and exciting and the lecturer always was willing to explain until we understood.
Phumaphi	My boyfriend had taken it and said it would help me. Grant [the lecturer] also listened to us.
Phindile	My brother had also done iZSAL 1 and then dropped it. He told me he wished he'd carried on with it. Considering I am an ECD teacher, I think I need it. I always feel insecure in class, Grant [the lecturer] made me feel safe. If he didn't lecture iZSAL II and III, I would not have taken it.
Gugu	My friend convinced me to do it and I had enjoyed iZSAL I. What encouraged me was what we had learnt was tangible. I knew I was learning.
Nolwazi	I am not a language person! I love maths. I never thought of language as an option, but iZSAL one was very fulfilling so I decided "why not".

Table 3:5 - Sample's response to why they had continued with iZSAL II and III

The answers show a variety of personal reasons for continuing with iZSAL. A number of the group continued with iZSAL due to word of mouth, encouraging them to do so. Others felt it would be professionally prudent while the remainder felt iZSAL I had been valuable and thus iZSAL II and III would be as well. It is interesting that three mentioned the influence of the lecturer as part of the reason for continuing with isiZulu, showing the important relationship between lecturer and student had started to develop.

Lindokuhle indicated a dislike of her FAL at school. This prompted me to question the group about their experiences of being taught a FAL at school. In South Africa, there is a requirement that every young person learns a FAL at school. The sample had all done Afrikaans as their FAL. When asked if they had enjoyed learning Afrikaans, all responded "No". Lindokuhle added, "Perhaps if it had been taught differently I wouldn't have disliked it so much. It made me feel stupid and inferior." Such a negative response worried me as we embarked on the CEDs.

The short description above serves to provide the reader with insights into the study's participants. In Chapter Eight, the sample is revisited where their habits and views relating specifically to writing are expanded.

3.1.5 Data Collection

Qualitative research relies on gathering information according to different methods, as identified by Harklau (2011) and Brown (2011). These include observation, notes taken during observation, reflexive journals, various types of interviews and relevant texts. By identifying, from these data forms, patterns or themes which either support or disprove specific research questions, qualitative research finds its essence. As Harklau (2011) explains "... qualitative researchers have ... collected and analysed textual data. Most commonly this has consisted of learner-produced texts documenting their subjective experience and perspectives such as diaries, journals..., teacher diaries and (teacher) journals ...." Harklau continues by saying that a researcher could also consider digital sources such as "... email correspondence between learners and researchers and instructors" (Harklau, 2011, p.177) as data sources.

The CEDs are data bearing texts, as the texts are linked to students' personal journals, recording their responses to their creative writing journeys. Not only is the creative email

dialogue a textual vehicle through which students' creative and learning path can be tracked, but it is also a record of email interactions between lecturer and student, which is data bearing. (Refer Chapter One).

One of the most important tools of data collection Nunan and Choi (2011) identify, is 'reflexivity'. The comment by Linde, as cited in Nunan and Choi is pertinent at this point:

> reflexivity in narrative is created by the separation of the narrator to observe, reflect, and correct the self that is being created. The act of narrating itself requires self-regard and editing, since, a distance in time and standpoint necessarily separates the actions from the act of narration.
>
> (Linde, as cited in Nunan and Choi, 2011, p.230).

Reflexive journals written by both students and lecturer help give this research validity.

I, as researcher, kept a journal recording my thoughts, concerns and conclusions about the CED process. This journal had a two-fold role. I recorded how students responded to the CED and whether or not language content encountered in the CED appeared in the language classroom.

If a student made a relevant observation or produced a point of interest in their creative email dialogue, I would record this in my dated journal. Commonalities displayed by students in their CEDs were also recorded. The journal also provides a written record wherein it was seen if a student consistently had problems in a specific language area, allowing me to plan remedial action and identify difficult language sections.

I also kept a dated record (providing a timeline) of what has been covered in the lecture room, in student submissions and in my responses. Included in the dated record are language sections I identified as problematic in email correspondence with students, as well as a record of any self-study notes I forwarded to them. This helped to provide a web of records providing evidence of language learning through lectures and CEDs.

Students were also encouraged to write journals to keep track of their feelings, frustrations and victories and at what point these occurred, as they proceed along their email trail. Comparisons between lecturer and student journals provide interesting insights into the perceptions of the different members of the email community.

3.1.6 Data Analysis

Although case study research is traditionally qualitative, it is not unusual for there to be quantitative aspects within the design.

Using a quantitative approach provided easier understanding of the following areas:-

- Recording the number of times a particular language error appears over the 2-year period by an individual helped to track student growth. Does the number of times an error is made increase or decrease over time?
- How any times a new grammatical structure appeared in a CED, before being used effectively.
- At what stages of a student's text development, are particular grammatical structures required?
– How long does it take a language structure to appear in a text after introduction in class?

Integrating these results with and comparing them to those sourced from questionnaires, journals, CEDs, smses and writing assessments completed by the students, allows for rich, meaningful data from which reliable conclusions are drawn.

Analysis of diary timelines provided data in the following areas:-

- when language sections learned in class appeared in CED texts
- if and when language sections provided via email appeared in email texts
- if a student has received a language section via email attachment before the rest of the group, does the student retain knowledge for use in class? Does s/he use it correctly?
- if remediation via email is effective
- if updated CED approaches are effective
- comparisons between year two and year three of study

The following table sets out the data sources, data collection methods, the data collection tools, as well as themes that became apparent. It also alerts the researcher to potential problems. The research questions ensure the researcher stays within the parameters of the research.

Research Question 1: How and why did the Creative Email Dialogue develop as a strategy for learning and teaching iZSAL?				
Information Source(s)	**Method (s) of collecting data**	**Tools for Data collection**	**Themes in Data Analysis**	**Problem(s)**
Written Sources	Transvaal Education Department Syllabi and notes	TED iZSAL syllabi for high schools	Language scaffolding Perceptions of what language sections are difficult and how they should be taught	
	Archived examinations and notebooks from researcher's early teaching career.	Examinations Notebooks	Development of initial language course through notes for pupils Growth of writing	
	Teacher's diary	Diary recorded events and observations related to teaching iZSAL	Difficulties and unexpected challenges in creating an iZSAL course	
	Teaching notes from 1986 +	Notes made for teaching purposes	Developing realisation the four skills in learning language are equally important.	Students may not understand that writing is a process and try to attain correctness and be grade driven.
Photographs	- of assignments -of students' work 'published' for reading by others			

Research Question 2: How do Creative Email Dialogues improve and extend the knowledge of iZSAL students?				
Information Source(s)	**Method (s) of collecting data**	**Tools for Data collection**	**Themes in Data Analysis**	**Problem(s)**
Researcher's Notes taken in class during discussion of tasks	Recorded comments, photographs of board work.	Photographs of planning in class with students.	Dated these forms of data reflect the use of specific language sections and show if CED are providing language skill	Trying to attain high grades from the first submission – not understanding the importance of process in language learning.
CED	The development of fictional texts via CED	CED	Provide traceable examples of language usage, language error, introduction of new language. Tracing of the creative path.	Influence of FL speakers who help in translation, language and vocabulary.
Teachers' journal	Teacher's journal – updated after each student submission	Teacher's journal	Comments, insights and projections vital to the tracing of development and value of new approach.	Use of internet sites such as isiZulu.net for translation, this is problematic in that the information provided is often
Students'	Reflection journal –	Students' journal	Tracing students' feelings, emotions, successes and	

reflections in **journals**. **Discussions**. **Interaction**s between students, between students and teacher	written by students. Group discussions about the process. The emails/SMSs between student and teacher.	 minutes/teacher's notes Emails/SMSs (this is not an creative email dialogue)	challenges of the process Provides open forum for comment and discussion Provides emotional insight into the process of fictional text creation	far in advance of where students are in their learning of iZSAL
Written evaluation and comment about the course on completion	Written evaluation	Written evaluation and comment form	Allows for the individual student to voice their opinions about the development of the new approach and suggestions on improvements	External influence – friends, technology, not understanding the global picture.
CED	CED	Email trail. .	Tracking development of language use and growth over three year course	Researcher bias and desire for certain results
Comparison of initial and final CED texts	CED		Consideration is be given to; i. error analysis and frequency ii. at what point in the process are certain language sections (as yet unlearnt in class) requested by the student iii. are students able to understand and learn as effectively from notes as from a lecturer	The halcyon effect – where an individual is happy because a course is completed – results in an inflated positive response.
Observation by the lecturer in the classroom recorded in a journal.	Evidence of the development of knowledge by students of language constructions provided via the creative email dialogue.	Teachers' Journal		
Questionnaire Start of iZSAL II	A questionnaire completed by sample on starting iZSAL II	Questionnaire	Writing habits of the sample, past and present	Sample may not realise smss and blogs are considered writing
Journal entry On submission of final text	Completed by sample	Journal Entry	Sample responds to questions about the CED process and their personal reaction to it.	Responses influenced as the task has been successfully completed.
External Examiner's report	Completed by a selected external examiner	A report written by the external examiner, commenting on quality of work done by students and tasks set.	The continuity of examinations and the quality assessed by an independent examiner	
Written texts of study group (in isiZulu I)	Collection from archived examinations and notebooks	Past Examinations Students notebooks	Over the three-year period, the development of language knowledge can be traced in students' writing.	Students not understanding writing process. Try to attain correctness. Grade driven.

Table 3:6 - Data sources used to answer research questions

3.1.7 Validity and Reliability Issues

As the researcher is also a participant in this study, validity and reliability of the findings need to be considered. This research took place over an extended period. Because of this, validity and reliability of the findings can be considered trustworthy as they are not based on 'once off observations'. The study is longitudinal, and, "... prolonged engagement has long been considered one means of enhancing participant observation and qualitative research validity" (Harklau, 2011, p.177).

The results of the study are reliant on a number of sources of data, as seen above. This wide variety contributes to the validity of the research, providing a solid base for validity of the conclusions made. This also helps to minimise generalisations and assumptions (Maxwell, 2005, p.109). More than one data source suggests that triangulation can occur (De Vos, 2005, p.362), allowing for alternative analysis methods, which in turn reinforces the reliability of the findings. If a finding appears to be incongruent, it is included in the text so that the reader can decide for herself about its relevance (Maxwell, 2005, p.113).

Finally, the data presented is compared and contrasted to the literature.

3.1.8 Strengths and Weaknesses of the Case Study

As with any research approach, that of the case study has both strengths and weaknesses; a researcher needs to be cognisant of these if a study of value is to be undertaken.

The strength of a case study is that it allows the researcher to describe a complete picture, giving the reader the ability to understand why a specific factor is under consideration. The ultimate aim of this study is to see if the CED approach to the teaching of iZSAL is effective. To do so, however, a clear and rich description is needed to provide the reader with knowledge as to how the Iculo iZSAL course was conceptualised and came into being. Merriam (1998) states that if the researched situations are grounded in everyday life, the research design must allow for thorough documentation.

The CED approach provides teachers of SAL an alternative approach to the teaching of SALs, out of the contact time in the classroom. This makes the choice of the case study for this research a strength, as it relates to the world of education and language learning.

The varied data resources allow for in-depth and specific data analysis, providing 'rich and descriptive' research discussion so desired by qualitative researchers. These strengthen the validity of this study.

Case study research also has weaknesses. The findings of the study cannot be generalised externally. The research is limited to the use of CED within the WSoE, iZSAL II and III courses. The sample of students is restricted to seven students. As the sample is only seven individuals and not representative of the whole SAL learning community at WSoE, findings cannot be generalised to all FAL/SAL learners. This case study is intended to be a starting point for other researchers to develop further. The study enhances knowledge in the field of FAL/SAL. Although circumstances in education institutions vary, the detailed descriptions of the contexts, events and participants garnered from this study will be valuable to other teachers of iZSAL in particular and SAL teachers in general.

An additional weakness of this work could be the role played by the researcher/lecturer. The personal interest of the researcher in case study research can contribute to bias. I needed to be aware of this threat to the validity of the work. However, qualitative research strongly includes the presence of the researcher as participant, seeing it as a positive rather than a negative factor enhancing reliability and validity of a study. The variety of sources of data help to contain any bias on the part of the researcher.

A further limitation is the closeness of the relationships that develop between the researcher and sample. This however could also be a positive aspect of the CED as a teaching strategy, as the desire of all participants to do their best for the research being undertaken has beneficial aspects for the research. With an awareness of these limitations for the duration of the research helped me to keep their influence minimal.

3.1.9 Ethical Considerations

The Wits Faculty of Humanities approved an application for ethics clearance related to this study on the 21st December 2015, Protocol Number: 2015ECE024D (Refer appendix 12). The participants were provided with thorough information explaining the parameters of the study and their role within it. They were reassured that should they feel uncomfortable or pressurised, they could withdraw at any time, with no penalty. Participation was voluntary.

Students signed an informed consent letter to show that they understood what their role would be in the study and gave consent to the researcher to use data produced (journals, diaries, CED, SMSs and the texts), in research and for publication (Refer Appendix 11)..

Confidentiality of students was ensured. As students are part of a small group of iZSAL within WSoE, preserving their anonymity within their year group was difficult. Confidentiality was maintained for individuals in the sample by using pseudonyms they chose. These pseudonyms are not accessible to anyone but the researcher. As the students share the experience of writing CEDs with each other, confidentiality becomes a responsibility of the whole sample. Pseudonyms disguise the identity of individuals, protecting participants from recognition by external readers.

3.2 Conclusion

This chapter explains the research design and methods used in this study. I have considered the research questions and the resultant aims of this research. The use of multiple sources on which to base the research have been presented and explained, encapsulating the validity of this study. These sources are utilised when and as required so that the structure of the research is not rigid. The fluid structure allows the use of alternative ideas and thoughts. Finally, I identified ethical issues that could impact the study and explained how I conducted the research to minimise them.

In the following chapters, the development of Iculo iZSAL is presented as well as the growth and implementation of the Creative Email Dialogue as an alternative iZSAL teaching tool.

CHAPTER FOUR - Mandate isiZulu: the genesis of Iculo, an iZSAL course

4.1 Introduction

In this chapter, I begin to address my first research question, 'How and why did the Creative Email Dialogue (CED) develop as a strategy for learning and teaching iZSAL?' I describe the creation and growth of Iculo – a course, carefully scaffolded to aid the learning and teaching of iZSAL. I trace how and why the CED developed as a strategy for learning and teaching iZSAL from the origins of my approach based on the theories and methods I had learned as a training teacher and how this lead to the development of the Iculo iZSAL course. I also explain how I adapted the grammar course, Iculo, in response to circumstances and needs; both personal and official. It is important to understand the origin of Iculo, its content, layout and aims, as it is around and from this core grammar course that the creative email dialogue (CED) was born.

The time line below indicates the period in which Iculo's development took place. Red highlights the year under discussion in this particular chapter.

1986	Mandate Zulu Stds. 6 and 7				
1987	Mandate Zulu Stds 6 and 7	Choice Zulu introduced Stds 6 and 7			
1988	Mandate Zulu Stds 6 and 7	Choice Zulu Stds 6, 7 and 8			
1989	Mandate Zulu Stds 6 and 7	Choice Zulu Stds 6, 7, 8 and 9			
1990 to 1992	Mandate Zulu Stds 6 and 7	Choice Zulu Stds 6, 7, 8, 9 and 10			
1993 to 2001			Degree and Diploma iZSAL at JCE iZSAL I & II		
2002 to 2013				Degree iZSAL at WSoE iZSAL I,II,III	
2014 to 2016					Degree iZSAL at WSoE iZSAL II,III (CED)

4.2 Mandate isiZulu[11].

This chapter will describe how, as a young iZSAL teacher, in a Transvaal Education Department (TED) school, I was forced to fall back on my knowledge of isiZulu and previous experiences to create appropriate iZSAL learning materials for Mandate Zulu classes for Standards 6 and 7[12], in line with the requirements of a sparse official syllabus.

A statement from the TED Zulu Choice Syllabus, "… African languages show no resemblance what so ever to the European languages" (Transvaal Education Department [TED][13] Zulu Choice Subject Syllabus, n.d., p. 1)[14] sets the scene for the development of an iZSAL course that enables the pupils to learn how to accommodate this "no resemblance".

A basic example: English uses the sentence format…

Subject	*verb*	*object*
The dog	*eats*	*a bone.*

There is a similar structure in isiZulu, but it is not identical. Prefixed to the verb one finds a pronoun (subject prefix/concord) derived from the subject…

Subject	*subject prefix*	+ *verb*	*object*
Inja	*i*	+ *dla*	*ithambo.*

In English, one does not say "The dog *it* eats a bone." Rather "The dog eats a bone." IZSAL learners tend to leave out the "it" and the result is an incorrect sentence. This basic difference compounds into major problems as the pupil journeys down the Iculo path and serves to highlight only one basic difference between the two languages. Due to these differences, I needed to find a way to teach my pupils isiZulu in a simple but well-scaffolded way.

[11] Mandate and Choice Zulu were the 'official names' given to these subjects during the 1980s. With all langauges, in the new education dispensation, post 1994, languages were referred to in the way the FL speakers of the language spoke of it. Thus as the thesis describes different eras, so isiZulu will be referred to as Zulu and isiZulu.

[12] In the South African education system of the mid-eighties, high schools were divided according to 'standards'. Today they are called 'grades'. Standard 6 and 7 would today be Grade 8 and 9.

[13] In South Africa of the time different race groups had different education policies and therefore schools. TED schools were for Europeans and their medium of instruction was either English or Afrikaans.

[14] Refer to Appendix 2. From now on, I refer to it as "Transvaal Education Department [TED] Zulu Choice Subject Syllabus" Readers will not be asked to refer.

4.3 What is Iculo?

'Iculo' is an isiZulu word meaning 'Song'. If one can imagine the beauty of a solitary Zulu voice singing a haunting song in the gathering smoky dusk deep in the valleys of KwaZulu[15], one can recognise the beauty of isiZulu.

In the early 2000s, I chose this name for the language course I had been developing over the past twenty years of teaching iZSAL, in both high schools and tertiary institutions. I developed five manuals roughly equating to Standards 6 – 10, each year represented by a different song.

Clicks are an integral part of IsiZulu. Every foreign language isiZulu speaker waits expectantly for the clicking sounds s/he emits from their first lesson. Initially they try to make a click out of every phoneme they come across.

The first song the isiZulu student learns to sing in my classroom, is the song of the frog (Iculo Lexoxo), where every click is loudly pronounced and the language which falls from their lips sounds like that of a croaking frog, a cacophony produced by the inexperienced tongues of iZSAL learners. As students move through the five manuals, the songs they sing grow from 'Iculo Lexoxo' to the raucous song of a crow (Iculo Legwababa), noisy and brash and not completely under control. In the third year of learning, as understanding and control of the language deepens, pupils move to the hauntingly beautiful song of the African cicada (Iculo Lesihlonono). The sorrowful, wistful song of the ringdove (Iculo Lehobhe) represents the milestone of the fourth book, intended for the Standard 9 learners, as they start to recognise the beauty of the isiZulu language, with its nuances and meaningful tones. Iculo Lokhozi (the song of the African fish eagle) is the song of the final workbook. The power and pride of knowledge of learning to speak a new language comes to fruition as the pupils' grasp of isiZulu reaches a crescendo, and a new lilt can be heard in the gathering dusk of the KwaZulu valleys, another song, and another voice.

Carefully scaffolded, the books of the course contain the grammar knowledge required by the iZSAL learner to pass Standard 10.

[15] KwaZulu (the place of the Zulu) is the area of origin of the Zulu people. It falls within the province of KwaZulu Natal, a province of South Africa.

The grammar course ‘Iculo’ also forms the language core that iZSAL students at the WSoE follow in their study of iZSAL. The five manual lculo course contains the language students need to know to teach iZSAL or iZFAL, in South African schools.

Time constraints at WSoE compromised Iculo, leading me to conceptualise and develop creative email dialogues (CED). To understand the language learning that underpins the CED, one needs to understand how the Iculo series developed and what its purpose is.



Figure 4:1 - The five Iculo manuals

4.4 The Beginnings of Iculo

In the mid-nineteen eighties, as a newly qualified iZSAL teacher, I was employed at a Johannesburg high school in a middle class suburb. The school was typical of its time, spanning Standard 6 to Standard 10, with both male and female pupils. Not racially integrated, in compliance with the laws of the day, the school consisted of approximately 1200 pupils and 64 staff.

The Transvaal Education Department (TED) was moving to introduce a ‘Bantu’ language, in this case isiZulu, to all primary and secondary (white) schools in South Africa. My teaching career started as the TED brought in a requirement that all Standard 6 and Standard 7 pupils had to do ‘Conversational Zulu’ or ‘Mandate Bantu Language’ in their high school curriculum. This appeared to be a step to create inter-racial respect and understanding, but in

the classrooms there were problems. Taught in two periods a week of 35 minutes each, content needed to be 'conversational', therefore with minimal reading and writing. The marks attained for the subject appeared on the pupils' report cards, however the marks were not considered important enough to factor in the pupil's overall average. This lack of recognition, combined with a general reluctance of pupils to learn an African Language, proved to make the teaching of conversational iZSAL very difficult.

There were further difficulties. Trained iZSAL teachers were at a premium at the time because there were so few of them. Principals often identified teachers to teach iZSAL based on their having had done a SAL (French, Latin or German) at school. Sometimes a staff member became the 'Zulu teacher' because s/he did not have a full timetable. The inclusion of isiZulu in the teacher's duties fulfilled timetable requirements. In many instances this teacher had no SAL training or interest. Poor iZSAL teaching resulted because of this problem, compounding the popular belief that learning a Mandate Bantu[16] language was a waste of time. This led to the subject and the teacher carrying little importance in most schools. In fact, I was employed in the Humanities Department, the school not grouping isiZulu with the other SALs taught at the time. My head of department, a history teacher, was one of the first to identify this misnomer, openly stating, 'I am not qualified to understand the content of your lessons or prep. I can only hope you are on the right track. It looks ok....' This shows just how isolated and lacking guidance I was.

This isolation was not only a factor in the classroom, but also permeated the content and preparation of lessons. The syllabi for Mandate iZSAL (Refer to Appendix 1), provided little guidance for teaching isiZulu grammar. Although there was a list of grammar items included in the syllabus, there was no guidance as to how these sections were to be taught. The only directive provided was that, '... primary emphasis [should be] on speaking and understanding" (TED – Mandate Zulu Syllabus, n.d., p. 5). As a young and inexperienced teacher, the 'list' provided in the syllabus appeared to be the order in which subject matter had to be taught. Experienced colleagues at the school (although not language teachers) confirmed this, telling me that an experienced team had developed the syllabus and the sections to be taught were placed in a particular order to facilitate easy teaching and learning.

[16] Abantu is an isiZulu word meaning 'people', used by the Apartheid Government to describe all people of an indigenous heritage. Many South Africans negatively viewed this designation. Therefore, a 'Bantu Language' meant a language spoken by black South Africans.

In a normal teaching situation with an established and popular subject, the teacher would have been able to turn to textbooks, media resources or colleagues for support and guidance. None was available. There were very few iZSAL textbooks, language or literature available at the time. Books in the FL were too specialised and above the level of iZSAL pupils. Media was also not a very lucrative avenue to pursue. The South African Broadcasting Corporation's radio and television channels isiZulu programmes, aimed at mother tongue speakers, and were of little or no use to the iZSAL teacher of beginner learners as a resource. Courses available for SAL speakers, '*Siyafunda*', ('we are learning') for example, were effective to a point. The formulaic presentation bored pupils and within a short time, they lost interest. *Siyafunda* did not follow the prescribed syllabus. Extraneous information led the pupils away from the focus of the lesson. To compound the problematic situation, it was unlikely that there would be FL speakers of isiZulu on the staff of a TED South African high school in the mid-nineteen eighties, except as kitchen or ground staff. There was no way of checking correct use of the language with a FL speaker.

Some iZSAL textbooks were available, '*Masifunde*' by M. Wood and G. Brokensha was a very helpful and innovative work, but it was aimed at college students and not wholly appropriate for TED school syllabus requirements. Another source I used was '*Werkskema en Modellesse vir Standerd 6 Zulu'* by B. Goslin, but it was in Afrikaans and therefore needed to be translated. The books gave me, as creator of an isiZulu course, ideas for the creation of appropriate materials. IZSAL teachers had to rely on their own resources to develop materials for use in their iZSAL classrooms.

4.5 Managing Mandate isiZulu in my Classroom.

The syllabus was concise yet definite in its aim stating that "…priority should be given at all times to speaking, and to listening with comprehension, no matter what techniques for language acquisition are used", reflecting the Audiolingual Method (Refer to to Chapter 2), which was popular in the mid-nineteen eighties (TED, Mandate Zulu Syllabus, n.d.,p. 3)[17] (Appendix 1)

[17] This is Appendix 1 and referred to from now as "TED, Mandate Zulu Syllabus". Readers will not be asked to refer

The 'oral programme' of the TED's Mandate Zulu Syllabus, reflects Behaviourist theories, Skinner in particular (Refer to Chapter 2). Drilling dialogues formed one of the basic language teaching approaches. These dialogues were often learnt by heart, rooted in "suitable themes, situations…based on everyday subjects" (TED, Mandate Zulu Syllabus, n.d., p. 1). Using the few reference books available, as well as my notes from my student days at Wits University and Mondeor High, where I had been an iZSAL pupil, I created my own, relevant dialogues and materials for teaching purposes.

Below is an example of materials I created, exemplifying the approach required by the TED syllabus.

Indikimba: angizizwa kahle Ulimi: 'ngiphethwe …". Indawo: isikole		Theme: I don't feel well Language: 'I am suffering…' Place: School	
UVelaphi ukhuluma noNkosazana Gould[18]. Uphethwe yikhanda.		Velaphi is speaking to Miss Gould. He has a headache.	
UNkosazana Gould:	Hawu Velaphi, yini inkinga?	UNkosazana Gould:	Gosh Velaphi, what's the problem?
UVelaphi:	***Mam', angizizwa kahle.***	***UVelaphi:***	***Mam', I don't feel well.***
UNkosazana Gould:	Oh my gracious, uphethwe yini?	UNkosazana Gould:	Oh my gracious, what are you suffering from?
UVelaphi:	***Ngiphethwe yikhanda, ngifuna ukuhlanza.***	***UVelaphi:***	***I have a headache, I want to vomit.***
UNkosazana Gould:	Uye ehhovisi, ukhulume noNkosikazi Harris. Uyamazi na?	UNkosazana Gould:	You should go to the office and speak to Mrs Harris. Do you know her?

Table 4:1 - IsiZulu Explanatory Methodology – the dialogue

The inclusion of 'Oh my gracious…' was a nod to every day speech. Miss Gould was well known for this utterance, especially when faced with a crisis. Pupils reacted positively to this 'ownership' phrase, making the dialogue relevant to their situation. Dialogues developed by themselves with different characters reflected such 'ownership' phrases, leading to much laughter and enjoyment in the creation of isiZulu dialogues.

[18] Names have been changed

The example above shows a teacher created dialogue appropriate for Standard 6 Mandate isiZulu pupils. In fact the syllabus stated, "[It] may mean that the teacher will have to rely on his own initiative to compose such passages himself" (TED, Mandate Zulu Syllabus, n.d., p. 1). Due to the fact that there was almost no resource material available for iZSAL, this became a definite and not a 'may'.

Notice that the dialogue is situated in school environs, and portrays an example of everyday discussions pupils could have had with a friend or teacher. I tried to embrace the situations pupils found themselves in, a new high school, meeting new people and trying to understand high school life. The question and answer approach is evident. I took the requirement to introduce dialogue into account. The variety of dialogues and repetition created by listening to friends' dialogues lead to memorization, integral to the ALM (Refer to Chapter 2), linking directly to the TED, Mandate Zulu Syllabus requirements. Allen and Valette state, "... memorisation can lead to greater fluency and less hesitancy in speaking [it also] helps the student acquire correct intonation patterns and offers him or her a model of natural, colloquial speech" (Allen and Valette, 1977, p.212).

I, however, did not find the memorisation of dialogues useful. Allen and Valette do add;

> If too much class time must be spent on memorizing the dialog, however, the activity will have a negative effect on the students. The good students will get bored and the slower learners will be frustrated by the difficulties they are experiencing. Moreover, the memorization is simply a point of departure for the teaching of grammar and vocabulary and for the development of language skills. A great deal of time spent memorizing dialogs will mean proportionately less time devoted to language-learning activities.
>
> (Allen and Valette, 1977, p.212)

Experience taught me the truth of these sentiments. These concerns led me to look to dialogue as a teaching resource, beyond oral repetition. The situation/indawo could be changed to allow for alternative and innovative language use, so 'isikole'/'school' could become 'ikhaya'/'home', resulting in character changes and situational content, providing a variety of oral exercises. These morphed into written exercises for reinforcement of the language, showing semantic understanding by the pupils. By using a variety of language skills, the dialogue was 'memorised' by the pupils.

Another example of how the Mandate Syllabus was rooted in popular theories and research of the day is that it mentions, as one of its goals, that pupils should learn 'a few practical everyday sentences by heart' in both Standard 6 and Standard 7. This relates directly to

formulaic speech, defined as "... expressions which are learnt as unanalysable wholes and employed on particular occasions…these expressions can consist of entire scripts such as greetings" (Ipek, 2009, p.156). Ipek identifies formulaic speech as the second stage of SAL learning. Teachers had to write short texts as resources for pupils. The TED did not provide them, nor were they available commercially. These texts provided many opportunities for deepening pupils' knowledge of isiZulu through another language skill, reading.

In the example below, pupils read about the life of a rising star in the music world of the time, Madonna. The italicised blue sections I consider, formulaic.

	Iqhawe lami	*My Hero*
	*Lona ng*uMadonna. *Isibongo sakhe ng*uCiccone. *Yena uhlala* e-Amelika, eHollywood. *Uneminyaka engu*-23. *Ung*umculi odumileyo. UMadonna *ukhuluma* isiNgisi nesiTaliyana. *Ukhonze uku*vakashela eNgilandi kakhulu. *Ushade no*Sean Penn. *Ngubani iqhawe lakho?*	*This is* Madonna. *Her surname is* Ciccone. *She lives* in America, in Hollywood. *She is* 23 *years old. She is a* famous singer. Madonna *speaks* English and Italian. *She enjoys* visiting England a lot. *She's married to* Sean Penn. *Who is your hero?*

Table 4:2 - isiZulu Explanatory Methodology – the basic reading paragraph

The value of this approach is learning whole phrases. If learned correctly, the phrase can slip off the novice speaker's lips with ease. This increases the speaker's confidence and desire to continue speaking the target language. Having to learn knee jerk responses in the grammar classroom would be too difficult and time consuming. Waiting until the learner is at the appropriate grammar level would mean the iZSAL learner would have to wait a long time before actually speaking the language. For pupils, this lack of being able to speak has a negative effect on their desire to learn the language.

'*Uneminyaka engu-'*, when broken into morphemes[19] displays how intricate and linguistically advanced a simple phrase can be. It is not within easy understanding of a 'Mandate Zulu language learner' linguistically. I have broken up the phrase into its different morphemes below, followed by the language section it represents. In brackets I have put the

[19] lowest common denominator of meaning carrier

Standard in which that section was taught according to the syllabus of the 1980s. Note that if formulaic speech phrases were not taught, iZSAL speakers would have to wait up to three years before making sense of the language.

Morpheme/section	Grammatical designation	Translation
u-	Subject prefix (Std 6)	She-
-na-	Associative Copulative (Std9)	-has-
-(i)mi-	Noun Prefix (indicating singular/plural) (Std8)	-(s)-
-nyaka	Noun Stem (carrier of meaning) (Std8)	-year(s)
e-	Indirect Relative Prefix (Std10)	Who/which
-ng-	Identificative Copulative (Std9)	-is/are-

Translation Direct - Zinglish	She is having years which are 23
Translation to 'good' English	She is 23 years old.

Table 4:3 - IsiZulu Explanatory Methodology – Conjunctive Writing

The difficulty in explaining the construction above to Standard 6 pupils is obvious. If the breakdown was taught in the way shown in the table above it would be an example of the grammar translation method (Refer to Chapter Two) which was not an approach recommended by the TED or fully conducive to language learning. Pupils wanted to speak isiZulu; the communicative approach I adopted allowed them to do so.

When considering the time constraints of teaching Mandate Zulu, (2 periods a week over two years – factor into this too, school holidays, public holidays and examinations) I took the decision to keep the teaching material based on the first and second person in Standard 6 and move to the third person and other subjects in Standard 7. I did this in the hope that by the end of the first year, pupils would be able to hold a basic dialogue between themselves and their friends.

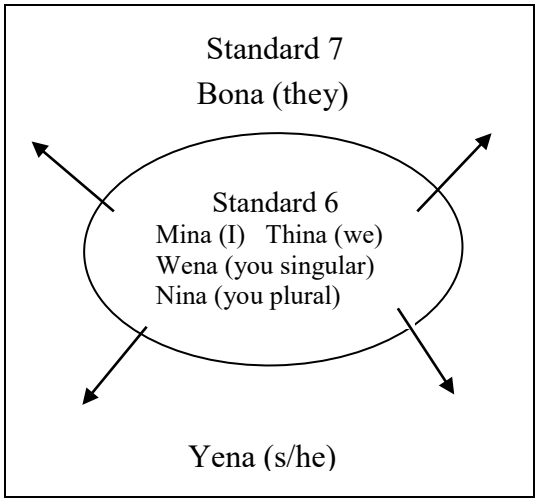


Table 4:4 - Representation of the expanding circle of personal reference in language learning

All four language-learning skills featured in the syllabus. The recommended sequence was listening, speaking, reading and last of all writing. I felt that writing was marginalised by the syllabus and should be 'confined to a minimum'. This was in line with the audiolingual method of language learning which was popular in the nineteen eighties in SAL classrooms (Refer to Chapter Two).

The list of grammar sections required for Standard 6 was extensive. With only 2 periods per week allocated to Mandate Zulu this was a tall order for even an experienced teacher to cover. The list and numbering of the sections suggested to me the order in which I needed to present the material. I was concerned about a number of points in this ranking system. As Ipek states, "… Krashen put forward the Natural Order Hypothesis that he developed to account for second language acquisition. He claimed that we acquire the rules of language in a predictable order" (Ipek, 2009, p.156). Krashen based his research on English to identify the most functional ways of approaching language learning keeping in mind the natural sequence of learning language (Refer to Chapter Two), but that was research based on English language acquisition. I had to rely on my instinct as to what would be the most productively scaffolded way of teaching iZSAL.

I found it peculiar that forms of greeting and salutation were only taught by point 2.6.6 (TED, Mandate Zulu Syllabus, n.d., p. 4) (Appendix 1). Due to racial tensions in the country and the negativity this created in the classroom, I thought it best to create 'habits' in the classroom which set a tone of mutual respect immediately. As the isiZulu teacher, I was the target of

many derogatory comments and behaviour. I therefore taught isiZulu greetings first and discussed the cultural settings in which greetings occurred and what the expectations of the speaker as a young person would be. Starting each lesson with the required greeting served to signal to the pupils that they were in the classroom to learn isiZulu. I found pupils responded positively to this approach and before long, the isiZulu greeting was heard in corridors of the school as the Standard 6 pupils started taking the language outside the classroom. The woman who worked in the staff kitchen was delighted at the number of times a day she received greetings in her home language. She responded with alacrity in isiZulu to the expectantly waiting Standard sixes.

I found I could cover some language sections within other language areas. For example, conjunctions and the locative[20] were included in dialogues, orals and listening comprehensions. Pupils became accustomed to these, although they never actually learned them formally.

Its creators, perceiving some sections easier to learn than others placed them in Standard 6 and 7. What is concerning is that they were not high frequency structures (they are not used a great deal in everyday speech by FL speakers) and therefore were likely to elicit a surprised response from the person being spoken to. I only dealt with these sections if time allowed.

Other sections I chose to leave out completely. The Imperative was one example of this. Easy to learn and understand but a cultural minefield. Equipping a thirteen year old with the skill of commanding others is risky at best, but in South Africa of the eighties, it was providing an emotionally immature speaker with a very powerful weapon. In any culture, a young person commanding an elder would be culturally inappropriate. Put race into the mix and it becomes explosive. I left the Imperative out, but eventually included it in the Standard 8 teaching material as I felt the older learners would be more emotionally mature and could handle their new knowledge appropriately.

An inexperienced teacher, I was unsure of how to deal with what I perceived as problems with the syllabus. With no one to turn to, I concentrated on the development of appropriate classroom teaching material. Initially I was concerned, as I did not follow the sequence set

[20] a language section translating into 'in/at/to/from' > eGoli > in/at/to/from Johannesburg

out by the TED, but rationalised that as long as I had completed the requirements of the Mandate Zulu syllabus, I would not be deemed a bad teacher.

By the end of the year, the pathway I had led my pupils down looked very different from the one outlined by the TED. A list of the sections designated by the TED for teaching Mandate Zulu Standard 6 appears below. On the left is the sequence recommended by the TED, on the right is where it fell in my sequence, as well as comments I had made for myself. The table below, reproduced from a diary I kept during my first year of teaching, as recommended by my HOD, was evidence of syllabus coverage should my approach not be accepted by a TED inspector. It became clear to me later that I was taking a constructivist approach, although at the time I was more concerned with surviving the education system. Luckily, a TED inspector never visited me.

TED Order	Grammar Section	New Order
1.	The noun (singular and plural)	3 – use only as objects in sentences.
2.	The concord system – including personal classes	4 – vital – if don't get this cannot speak – next year?
3.	The negative of the Present Tense	No – leave out. Cannot even say 'hello'. Next year?
4.	Terms of relationship, including abbreviations	Include in greetings and dialogues. Not a specific section.
5.	Forms of salutation and addressing	1 – start with this – NB NB
6.	The Imperative form of the verb – pos. and neg.; sing and plural	NO! No! No! too soon
7.	The Future Tense	7. Only after they really know the present tense. Leave for Standard 7?
8.	The Perfectum including stative verbs.	8. As above – really too early, no time, leave to the last?
9.	The identificative copulative – positive and negative	2. Identificative yes – pos and neg no! Next year when do present tense negative?
10.	Associative copulative – positive and negative	Not this year – need subject concords, vowel coalescence and absolute pronouns for the negative – not ready this year.
11.	Locative according to the vernacular.	Teach as vocab within dialogues and free speech. Also as answers to question 'where?'
12.	Personal Pronouns (first, second and third person) with absolute forms, subjectival concords and the possessive form	5. Personal absolute pronouns 1st and 2nd person. Subject Prefixes – should know from greeting. Possessive – learn as phrase – igama lami. Etc
13.	The use of 'can' and 'shall/will' in connection with the inifinitive form of the verb.	6. Can is potential? Shall/will is subjunctive which one? And inifinitive – how?
14.	A few conjunctions – for example and, because, but, therefore etc	Treat as vocab use in lessons on other sections. Leave 'therefore' out it's participial – others aren't. na- and vowel coalescence – needs to be different – lot of time need to teach it – own section?
15.	A few common questions – when? Where? (with the verb), with what? How	Do with dialogues.... 'with what' – instrumental adverb, not just an attachment. Why is the instrumental not in this year?
16.	A few common sentences which can be memorised	Like what? Where's the toilet?

Table 4:5 - An extract from the researcher's personal diary, 1986/7

With more experience, I approached the syllabus with growing confidence in my knowledge and ability. I started to develop my own syllabus for the Standard 6 and 7 Mandate Zulu pupils, using the TED syllabus as a base. I alternated sections between years of study and did not strictly adhere to the sequence given. I did not make these changes randomly, but to provide scaffolding and to accommodate level of difficulty, as well as considering cultural importance. I placed the following Standard 7 sections into the Standard 6 programme:-

1. The subject concord
2. Conjunctive particles
3. Nouns
4. The immediate past tense completed

I did this to aid the pupils' assimilation and access to new knowledge based on previously learned knowledge.

Listed below are a number of language sections I removed from the Standard 6 and 7 Mandate Zulu Syllabi. I made these decisions based on the difficulty of the section for an iZSAL learner and relevance to the 'web of isiZulu knowledge' the SAL pupils were building up. Placed in the syllabus based on Afrikaans and English FAL teaching programmes, these language sections were far too difficult for a beginner iZSAL learner.

1. Demonstratives
2. Possessive concords
3. Adjectives
4. Numerals 1 -10; 100; 1000

The Demonstrative 1. Means this/that/that way over there 2. As it relates to a particular noun, it is related to the Noun Prefix of the noun. 3. This means that the Demonstrative is different for each noun group – a very difficult concept for a SAL student. 4. Example: **Lokhu** kudla… > This food **Lesi** sitshudeni… > This student **Laba** bantu… > These people

Table 4:6 -Language Explanation Box 1

The Possessive

1. The word order is different from English. ‘the dog of mine’
2. The noun class of the owner affects the form of the possessive prefix used.

   Inja **ya**mi. > the dog of mine

   Inja **ye**sitshudeni > the dog of the student’s

   Inja **yo**baba > the dog of the fathers’

   Inja **ka**baba > the dog of the father’s
3. The possessive prefix varies according to the thing (noun) owned.

   Ikati l**a**mi. > the cat of mine

   Uthisha w**e**sitshudeni > the teacher of the student’s

   Ulwazi l**o**baba > the knowledge of the fathers’

   Izingane zi**ka**baba > the babies of the father’s

Table 4:7 - Language Explanation Box 2

Adding to the difficulty of the above explanation there are a number of exceptions. The difficulty of this language section to a young SAL Mandate Zulu learner, using the audiolingual method alone, is obvious.

Adjective

1. Descriptive words in isiZulu can be divided into two groups, adjectives and relatives, which do the same job but have different prefixes, the relative does not have a nasal[21] in the prefix. Pupils need to be aware of this.
2. The adjective is divided into an adjective prefix and adjective stem and follows the noun it is describing.
3. The prefix attached to the adjective stem derives from the noun prefix of the noun being described, which comes before the adjective > ‘boy big…’
4. Ikati elikhulu > cat big

   Uthisha omkhulu > teacher big

   Ulwazi olukhulu > knowledge great

   Izingane ezinkulu > babies big

Table 4:8 - Language Explanation Box 3

Adjectives could be a vocabulary lesson in English – ‘big’,’small’ and ‘many’. In isiZulu this is not the case. Learning adjectives needs careful scaffolding, which will often last a number of weeks. Simple transferral from the FL to the SAL is not possible.

Counting

1. 1 – 5 in isiZulu are considered adjectives, so prefixes are adjectival and therefore will change according to the noun giving quantity to.

   Ihhashi **eli**nye > horse 1 umuntu omunye > person 1

[21] A nasal sound is one created by ‘-m-, -n-‘ or any of their compounds ‘-mp-, -ntsh-‘.

	Amatafula **ama**bili > tables 2 obaba ababili > fathers 2
	Izinja **ezin**tathu > dogs 3
	Abantu **aba**ne > people 4
	Imithi **emi**hlanu > trees 5
2.	6 – 10 get their meaning via a relative prefix, which draws from the noun being quantified, these prefixes are not all the same as the adjectival prefixes.
	Amatafula **a**yisithupha > tables which are 6
	obaba **aba**yisikhombisa > fathers which are 7
	Izinja **ezi**yisishiyakalombili > dogs which are 8
	Imifula **e**yisishiyakalolunye > rivers which are 9
	Imithi **e**yishumi > trees which are 10
3.	When going above 10 it would be done in the following way…
	15 dogs = 10 + 5 > izinja eziyishumi nanhlanu.

Table 4: 9 - Language Explanation Box 4

Mandate Zulu teachers were encouraged to teach counting. The confusion and difficulty involved was great. Teachers escaped using the adjectival prefix by using 'ku-' instead. This is an indefinite prefix – not referring to a specific noun. 'Kunye, kubili, kuthathu' became an expedient way of teaching counting to iZSAL learners. However, when saying 'two tables' in isiZulu, 'amatafula kubili' is incorrect (it should be '**AMA**tafula **AMA**bili') and 'unlearning' what has already been learnt is very difficult.[22]

Scaffolding work effectively was one of my main aims. My teacher training at the University of the Witwatersrand together with my own experiences as an iZSAL student at school paved the way for the next step in the development of what was to become the Iculo series. What is important is that unwittingly I was developing a meaningful sequence of work together with a comprehensive set of notes and worksheets. I believed that the materials needed to be relevant to the learners in terms of their interests and maturity.

[22] The problem with counting in isiZulu continues to present day. The Curriculum and Assessments Policy Statement (CAPS), which is the present policy document for syllabi in South African schools, perpetuates this problem. In both HL, FAL and SAL, the 'ku-'prefix is included in the syllabi. This incorrect formation impinges on the grammatically correct way of counting. It is extremely difficult to get pupils to 'unlearn' this method when dealing with counting later in a course. The origin of this problem is the insistence that counting be included in the Foundation Phase – Grade 1 - 3. IsiZulu is manipulated to conform to the requirements of other syllabi (Afrikaans/English). Policy makers operate under the assumption that all languages are the same and one to one translations can be made. This supports the claim that all SAL in South Africa are treated equally. Thus the problem persists, thirty-five years after I identified it as a problem.

The year ended with my campaigning to introduce isiZulu in the school in Standards 6 and 7 as a choice subject for matriculation: pupils could select it as a 'proper' subject with a possibility of carrying on with the language as one of their six matriculation subjects. The proviso was that the class needed to have fifteen or more pupils.

4.6 Conclusion

In this chapter, I provided an account of the beginnings of Iculo as a Mandate Zulu resource suitable for pupils in Standards 6 and 7. Necessity forced me to come to grips with a vague syllabus by drawing on my intuition and experiences. I created an alterantive syllabus, one I felt appropriate for teaching Mandate Zulu students, including the TED's requirements. I did not realise that these initial, experimental steps were leading to the development of a complete iZSAL language resouce – Iculo. With experience and many 'bad lessons', I learnt that language theories of the day were not always effective. With classroom experience, knowledge and growing confidence, I found my voice as a teacher, based on grammar, communicative approaches and constructivism.

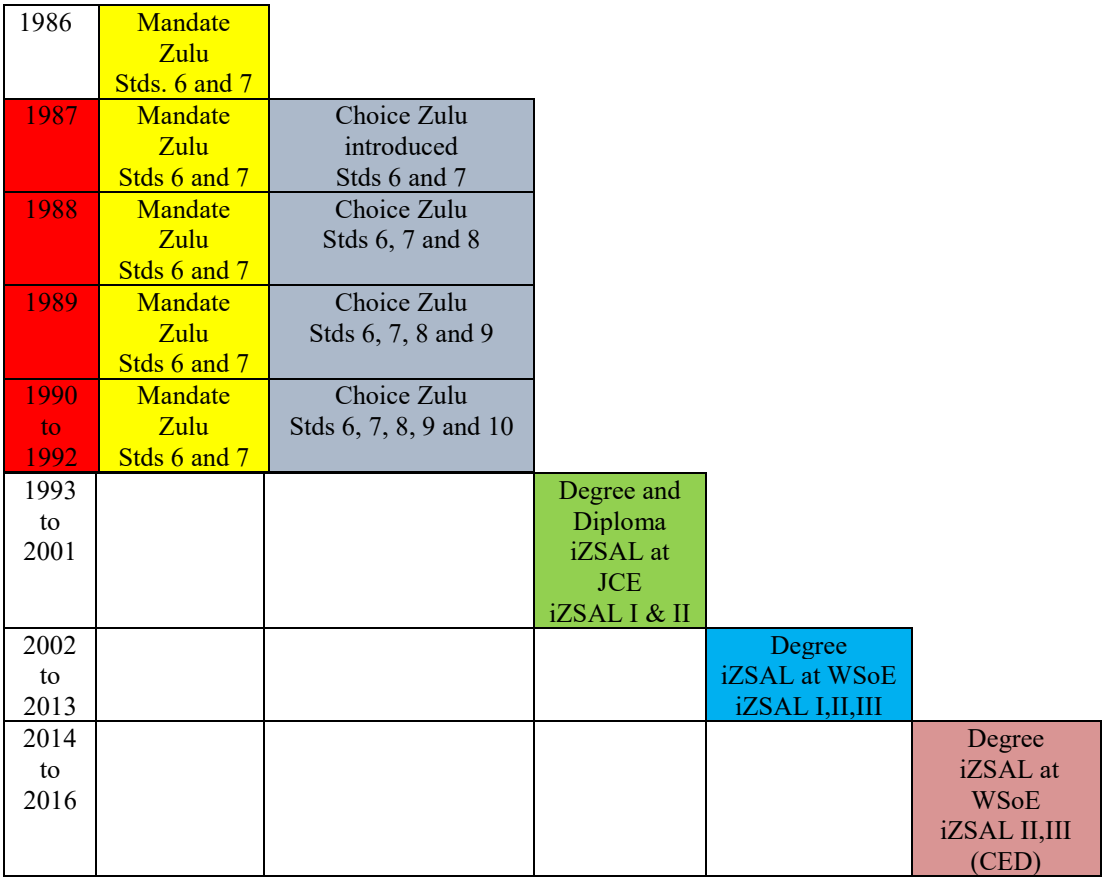
In Chapter Five, I give an account of how I developed Iculo into a fully-fledged iZSAL course, with isiZulu as a Choice Subject.

CHAPTER FIVE - Choice Zulu Second Additional Language: Iculo grows.

5.1 Introduction

In this chapter, I describe how I revised and expanded the Mandate/Conversational isiZulu teaching materials (Iculo) in response to new teaching requirements. The change occurred due to my successful campaign to have isiZulu offered as a 'choice' subject in Standard 7. This meant that the language would be available as a matriculation[23] subject (therefore Standard 6 – 10) and a choice for pupils to take as a third language in their high school curriculum from Standard 8.

This chapter describes the development of Iculo over the period 1987 – 1992.



[23] Matriculation Examination is an examination at the end of the Grade 12 year. Results attained in this examination allow access to post school education (universities and colleges).

5.2. Choice Zulu[24] Second Additional Language. Iculo starts to form

In 1987, the school offered Choice Zulu for the first time. The new intake of Standard 6s included an iZSAL class of 32 pupils. They originated from a number of junior schools, none of which taught isiZulu.

The new Standard 7 class of 1987 was a class of more than 20 pupils, which surprised the school management. They did not believe there would be this number of pupils interested in Choice Zulu rather than Typing, Art or French after a year of Mandate Zulu.

I taught Standard 6 and 7 Mandate Zulu classes parallel to the two new Choice Zulu classes. With my adapted Mandate Zulu syllabus having already taken shape the year before, I now had to consider the Choice Zulu syllabus. This became my focus, as the new Choice Zulu cohort was the group of pupils who would break down the prejudices of the community, staff and other pupils. By choosing Choice Zulu, they had flown in the face of tradition.

At the end of Standard 7, this group had the option to continue with iZSAL to their matriculation year (Standard 10) and sit the exit examination for iZSAL as one of their six matriculation subjects. Seventeen young people chose to continue to Standard 8 with iZSAL at the end of 1987. Sound academic grounds did not always inform their selection of iZSAL. One mother voiced an opinion that her son was not so much choosing the language for enhancing his education, but because he would be in my class for the next three years.[25] As I was the only iZSAL teacher at the school, I taught the same pupils for the full 5 years of their high school career, if they chose isiZulu as one of their subjects in Standard 8. Relationships became very close. This closeness, I realise now, was one of the reasons for the success of my iZSAL teaching at high school. Aitsiselmi (1999) states that relationships with a teacher are important in language teaching, where "… [learning] cannot work efficiently if the students feel that their tutor is not an approachable person with whom they can share their feelings and sometimes personal details of their every-day lives" (Aitsiselmi, 1999, p.4).

[24] Choice Zulu – was the name used by the TED to differentiate the two forms of isiZulu taught in schools. Mandate isiZulu was the language taken by all pupils in Standard 6 and 7. The subject was not taught beyond Standard 7. Choice Zulu was the alternative language that the pupil chose to study academically as a SAL until Standard 10.

[25] This particular pupil later studied medicine at the University of the Witwatersrand. He was admitted not because he was a straight A pupil but because the university saw his choice of iZSAL in his matriculation curriculum as a commitment to South Africa and its future. He is presently practicing in rural KwaZulu-Natal.

At my school, IZSAL grew strongly through years of race-based political turmoil, this was not the case at other schools which were being forced to stop offering iZSAL as a subject in Standard 8 to Standard 10, due to lack of student interest and racial prejudice. In fact, within 2 years, isiZulu supplanted French as the main SAL at The Hill. This continued support and growth in the number of iZSAL pupils went hand in hand with my burgeoning and deepening creation of teaching materials.

5.2.1 Influences on the growth of Iculo

Choice Zulu (or subject isiZulu) syllabus

The syllabus provided by the TED (TED Zulu Choice Subject Syllabus, n.d.) extended the development of all four language skills: listening, speaking, reading and writing beyond Mandate Zulu. In particular, there was more depth in the teaching of reading and writing than in Mandate Zulu.

The specific aims of the syllabus were to establish and to extend the pupil's

- comprehension and control of the language
- oral skills
- reading skills
- writing skills

The oral emphasis remained similar to that of Mandate Zulu: choral speaking, listening exercises, conversations, dialogues and monologues being areas of emphasis, very much in line with Communicative Learning and Teaching approaches popular in the nineteen eighties (Refer to Chapter Two). The 'linguistic programme' (TED, Linguistic Programme – Choice Zulu, n.d., p. 1) (Refer to Appendix 3)[26], reinforced this, stating, "…the rules of the language should be obtained inductively from the language itself". Learning 'inductively' reflects the popular belief that the emphasis of SAL teaching be oral and aural and not reading and writing with explicit language teaching.

[26] This is found in Appendicies section Appendix 3 and is referred to from now as "TED, Linguistic Programme - Choice Zulu Syllabus".

The Linguistic Programme developed by the TED provided the teachers of Choice Zulu with an extensive list of language sections, to be completed by the end of Standard 10. (Refer to Appendix 3). Unlike Mandate Zulu, the presentation of the language sections appeared to have no particular sequence as they were presented in language categories. For example, under the heading, "Noun" or "Pronoun", the teacher could find what subsections had to be taught and when. Crosses in columns showed in which standard the section should be taught. I found the structure of the linguistic syllabus much more user friendly than that of the Mandate Zulu Syllabus.

As I had done with the Mandate Zulu course, I decided that I would follow my own sequencing of language sections. My aim was that by the end of the Matriculation year, the pupils would have completed all that was required of them linguistically and they would be prepared for the Matriculation Examination in all four-language skills. I took heart from the explanatory line, "[A]n 'x' in the standard column ***implies*** that the tuition of the linguistic matter for the standard involved…" (my italics and bold) (TED, Linguistic Programme – Choice Zulu, n.d., p. 1) showing order of completion, not necessarily in the order found on the syllabus. This line indicated to me that a teacher could use his/her initiative without fear of reprisal for not following the suggested sequence.

There were no suggestions about how any of these sections should be taught except that "[i]n the learning of a language the concern is not so much with the acquisition of linguistic facts as such, but with linguistic facts (in a communicative situation) as a means whereby language skills can be mastered." (TED, Choice Zulu Syllabus, n.d., p. 1.) The most important skill in the teaching of iZSAL as a Choice subject was clearly considered the oral approach.

Choice Zulu SAL syllabus spanned a five-year period, from initial introduction in Standard 6, to the matriculation examination in Standard 10. This final examination assessed all four of the language skills. The materials I was creating had to cater for the entire high school syllabus with a definite end. The matriculation examination was the culmination of twelve years of education and failure at this level closed doors to further education. The necessity to prepare my pupils to sit the iZSAL Matriculation Examinations successfully required that I

understood how examinations[27] were set, what skills were examined, how and to what extent they had to be taught. Although the syllabus suggested a predominantly oral approach, the examinations suggested something else.

5.2.2 IZSAL Matriculation Examination.

Two written examinations and an oral assessment made up the iZSAL matriculation final mark.

A summary of the written Matriculation Papers for 1991 is provided in Table 5:1 below. This shows the varying degrees of language knowledge expected of iZSAL pupils and the goal I had to keep in mind while creating the learning and teaching materials. As will be seen, the final requirements in the national examinations did not always coincide with what the syllabus suggested. The challenge for the teacher was to create a cohesive approach fulfilling these two requirements ensuring the pupils were not disadvantaged.

Refer to the examination papers provided in appendices four and five for perusal.

Paper One (Grammar/Creative)			
Time; 2 ½ hours			
Total Marks: 190			
Section A:	Grammar		
	(including analysis)		
	(including phonetics)		(115)
Section B:	Creative		
	Essay	40	
	or		
	2 x short essay	20 + 20	
	or		
	1 x short essay and letter	20 + 20	
	and		
	Message/Notice/Advertisement	10	
	and		
	Dialogue	30	(75)
			TOTAL: 190

Table 5:1 - Breakdown of Paper One iZSAL 1991

In Table 5:2 below, I have translated the instructions for the different sections of the 1991 iZSAL examination Paper One into English for the readers' understanding. In the original examination manuscript, they were in isiZulu with the names of language sections (eg:

[27] The Matriculation examinations in the late 1980s in South Africa were province specific. An examiner appointed by the provincial education department set them. Experience, training and ability in the subject were used as the criteria for the selection of the examiner, whose appointment was for a period of five years.

isabizwana soqobo > absolute pronouns) provided in English and Afrikaans. In the second column the area of learning is indicated and in the final column the mark allocation.

Section A:		**Knowledge required/Area of Learning Skills**	**Mark Allocation**
1.	Translate the following into English	Translation/vocabulary/idiomatic language Reading and writing	6
2.	Answer in isiZulu	Language: Understanding vowel commencing verbs/stative verbs/various prefixes Reading and writing	3
3.	Answer the questions below. Use the word in brackets as the answer.	Language: Adjectives/Relatives in phrase and copulative form Reading and writing	6
4.	Answer the questions which follow. Use the abbreviated absolute pronoun of the noun in the space provided.	Language: Absolute Pronouns in the abbreviated form. Reading and writing	4
5.	Answer the questions which follow. Use the quantitative pronoun –dwa/only to do so, of the words which are underlined.	Language: Quantitative prefixes Reading and writing	3
6.	Answer the questions which follow. Use the demonstrative pronoun, position 2 and the correct indirect relative prefix.	Language: Demonstrative pronoun and the indirect relative prefix. Reading and writing	6
7.	Write the possessive stem of the word in brackets and then translate your answer into English.	Language: The Possessive stems and the translation there of. Reading and writing	6
8.	Answer the following questions but do not use the object in your answer.	Language: The Object Prefix. Reading and writing	4
9.	Translate into English.	Short dialogues utilising high frequency phrases eg: "What did you say?" Reading and writing	7
10.	Complete. Use the words provided. (complete a dialogue selecting words from a set provided)	Meaningful questions and answers Reading and writing	6
11.	Create questions of which the answer is the underlined section of the sentence provided.	Question forms and their functions. Reading and writing	10
12.	Answer the questions which follow in the negative.	Language: tense and copulative forms Reading and writing	8
13.	Choose the correct form of the words in brackets and write it down.	Language: deficient verbs, adverbs of place, moods. Reading and writing	6
14.	Translate the following into isiZulu.	Translation: eg: 'Is the food ready?' 'No it's not.' Reading and writing	15
15.	Answer these questions in English.	General questions of the ilk: 'How old are you?' Reading and writing	5
16.	Read this passage and answer the questions which follow.	Analysis of language: find the following sections in the extract identify prefixes of the word… translate the following from the extract find nouns in the locative form reading with comprehension and writing	20 115

Section B: Creative Writing			
17.	Answer 17:1 or 17.2 in isiZulu. 17.1 Three topics must be chosen. Two sentences must be written per topic in notice form. The topics are - a shop will be closed the following	The topics were in Afrikaans and English but not in isiZulu. Vocabulary Knowledge of the format of a notice Language	10

	day - wet paint - newly planted lawn - road closed on account of bad weather - danger - reward for information 17.2 Write a message consisting of SIX Zulu sentences in which you inform a parent that his child is in hospital.	Creative Writing Skills	
18.	Answer 18:1 or 18:2 in isiZulu. Write a dialogue of about 20 interactions on one of the topics. Each person should have 10 turns. 18.1 What happened? 18.2 I beg you don't _____ me….	Topics were in isiZulu but with English and Afrikaans translations. Vocabulary Idiomatic language Format of a dialogue Language Creative Writing Skills	25
19.	Answer 19:1 OR 19:2 OR 19:3 19.1 Write an essay on one of the topics of between 250 – 300 words. 19.2 Write two essays on TWO of the topics. Each between 120 – 130 words. 19.3. Choose one of the letter topics and write between 120 – 150 words. The address and conclusion should not be taken into word count. AND one of the essay topics of between 120 - 150 words. Essay topics (in isiZulu – no translation) - …he said it was an accident. Don't be afraid. - I still remember … - My relative - Education Letter topics (in isiZulu – no translation) - A Zulu person writes to you asking for help with his child. He doesn't have enough money for his education. Write him a letter explaining how you can help his child. - A Zulu person provides you with a trustworthy lorry driver. You write to thank him for his help and tell him how well the person is working for you.	Knowledge of essay writing (demanding length wise) and format Letter format and style Vocabulary Sentence structure Language Creative Writing Skills	20 + 20 40 75 190

Table 5:2 - Questions of Paper One iZSAL 1991

The summary above shows a bias towards linguistic understanding of the language and its manipulation, with little consideration of meaning in context. The pupils had to know which of the language sections they were dealing with (its name - in both isiZulu and English), its function as well as how to manipulate it appropriately. My biggest fear was that they would not understand the instructions in the examination, which used academic terminology for grammar sections, even though the aim was to teach the language orally.

Pupils required the skills of reading and writing to sit this paper successfully. To be able to understand what was required of them, they needed to be able to read the instructions and respond appropriately in writing. In Section B writing creatively was the emphasis. The essay question required 250 – 300 words. This is extensive for an iZSAL learner – especially when one considers isiZulu a conjunctively written language (Refer to Chapter Two for an explanation of conjunctive writing). In the 2015 Matriculation isiZulu FAL paper, the word count for the essay was 250 - 350 words. The difficulty for an iZSAL pupil writing the 1991 paper is clear.

In Paper One pupils relied heavily on the skills of reading and writing – yet in the syllabus provided by the TED, the skills which received most emphasis were speaking and listening.

Paper Two, written after Paper One, assessed the literature component prescribed for the Standard 10s. Comprehension was also assessed.

Paper Two (Literature/Comprehension)			
Time: 2 ½ hours			
Total Marks: 150			
Section C:	Literature		
	A Novel -	short questions	30
		multiple choice	10
		explain sayings in isiZulu	5
		paragraphs (answered in English or isiZulu)	10 + 10
	Short Stories –	short questions on three	30
		multiple choice	10
		explain sayings in isiZulu	5
		paragraphs (answered in English or isiZulu)	10 + 10
			(130)
Section D:	Comprehension -(answered in English or isiZulu)		20
			(20)
			TOTAL: 150

Table 5:3 - Breakdown of Paper Two iZSAL 1991

Section C: Novel: Ithemba Lokugcina Short Stories: Igoda Ibanga 2		**Knowledge required/Area of Learning Skills**	**Mark Allocation**
1.	Answer the questions in isiZulu. Questions in isiZulu worth 1 or 2 points about content of the novel.	Knowledge of the set work. Language knowledge Vocabulary Reading and writing	30
2.	Choose the correct answer. (multiple choice)	Knowledge of the set work. Language knowledge Vocabulary Reading and writing	10

3.	Explaining isiZulu proverbs found in the set work proverbs in English or Afrikaans.	Vocabulary Reading and writing	5
4.	Answer the questions in Afrikaans or English. (They were also asked in Afrikaans and English) 4.1 Describe the role Shesha played in Manqoba's life. 4.2 Thulisile and Rosetta contributed to Manqoba and Lindile's meeting one another again. Explain.	Knowledge of the set work.	20
5.	Answer the questions in isiZulu. Questions in isiZulu worth 1 or 2 points about content of a selection of the prescribed short stories, not all.	Knowledge of the set work. Language knowledge Vocabulary Reading and writing	30
6.	Choose the correct answer. (multiple choice)	Knowledge of the set work. Language knowledge Vocabulary Reading and writing	10
7.	Explaining isiZulu proverbs found in the set work proverbs in English or Afrikaans.	Vocabulary Reading and writing	5
8.	Answer the questions in Afrikaans or English. (They were also asked in Afrikaans and English) 8.1 In the stories 'Impungushe nemfene' and 'Wangiweza', there is a trickster. Name the trickster in each story and briefly describe whom they trick and how they do it. 8.2 In European fairy tales, the witches are foolish and evil, but in Zulu folk tales the cannibals are. Illustrate this statement with the folktale 'Ekanina kaJabulani' (the girls who went to cut long swamp rush and the cannibal).	Knowledge of the set work.	20 130

Section D: Comprehension			
9.	Read this extract that follows and answer all the questions in Afrikaans or English. (Extract is in isiZulu, written by a FL speaker, but the questions are in Afrikaans and English)	Reading isiZulu texts.	20 150

Table 5:4 - Questions of Paper Two iZSAL 1991

When considering the Matriculation Examinations above I felt that there were a number of difficulties. The major problem for me was what I perceived as the TED's misconceptions regarding the aims of learning a SAL. The use of FL was extensive, minimising the value of iZSAL. The teacher had to read and teach set works, as well as identifying and explaining cultural content, idiomatic language and language in context. The final examination did not reflect this intention as questions and answers were in the FL of the pupils.[28] The temptation for teachers to provide FL translations for their pupils and not read the isiZulu was great. There was also an oral component in the matriculation assessment, however it counted only

[28] At the time South African schools were segregated according to medium of instruction and race.

60 points out of 400 (Paper 1 + Paper 2 + Oral = 400). The final format of the assessment made it clear that effective teaching of reading and writing skills was essential if pupils were to achieve good matriculation results in iZSAL. These factors, and my desire to teach isiZulu SAL well, directed and dominated the approaches I took to developing the teaching materials for my new Choice iZSAL pupils in Standard 6 and 7.

5. 3 Iculo grows as it adapts to Choice Zulu

The Choice Syllabus stated, "… language tuition should move away from the idea that the components of a syllabus (language comprehension, composition, literature as fields of study within their own right) should be taught as isolated units" (TED, Choice Zulu Syllabus, n.d., p. 2). This influenced my planning. I broke the syllabus into units or chapters, dictated by the need to learn a language section. Around this section, I developed activities to teach all four-language skills. Language knowledge is of vital importance. For effective teaching of the four language skills to take place, knowledge of language on which to base these skills, however meagre, must be in place.

In the first year of teaching Choice Zulu, I looked to the Mandate Zulu course and the materials I had created the previous year, to see if I could use, accommodate or adapt any of its content or to address the requirements of the new cohort of iZSAL learners. I could use much of what I had created, but I needed to extend the material, in line with the broadened requirements of the four language skills in the Choice Zulu syllabus.

The material I had created for Mandate Zulu was appropriate as far as oral requirements were concerned, but not in depth with respect to language knowledge. Reading and writing skills had not been forefronted either. I had to adapt the material. Mandate Zulu dialogues were not appropriate for Choice Zulu; I had created them for oral and aural learning only. If I used a Mandate Zulu dialogue, I had to extend it by adding a writing component(s) intended to reinforce language learning and understanding. I also needed to develop the skills of SAL reading and writing. I expanded the Mandate Zulu dialogue below to challenge the pupils' skills of writing and reading. I photocopied these notes for the pupils to paste into their notebooks for consolidation and revision.

Normally the questions which followed the dialogue would have been in isiZulu, but the age and language skill of the learner dictated FL translation 'inserts', emulating the matriculation examination. I present them in English over the page.

1:7	1:7
Indikimba: isikole Ulimi: Umbuzo '-phi?' Indawo: isikole	Theme: school Language: Question 'where?' Place: school
UVelaphi uhlangana noMehlo ebaleni lesikole emva kwekhefu.	Velaphi meets Mehlo in the school yard after break.
UVelaphi: Sawubona sisi, igama lami nguVelaphi, elakho?	Velaphi: Hello sisi, my name is Velaphi, yours?
Intokazi: NginguMehlo bhuti.	Intokazi: I am Mehlo brother.
UVelaphi: Mehlo, uyaphi?	Velaphi: Mehlo, where are you going?
UMehlo: Mina ngiyofunda umlando noNkosazana Gould.	UMehlo: I am on my way to study history with Ms. Gould.
UVelaphi: Ngempela, nami futhi, ufundisaphi?	Velaphi: Really, me too, where does she teach?
UMehlo: Ufundisa eC Block.	Mehlo: She teaches in C Block.

Questions

1. Explain what the following mean in context.
   …noMehlo… _____ can you find another example in the dialogue?
   …elakho… _____
   Ngingu… _____
   -phi? _____ what is this added to?_____
   …name…. _____ …futhi…_____
   What does the e- in 'eC Block' mean?_____
2. Replace the underlined words with alternatives. Make sure that your dialogue still makes sense.
3. Replace 'school' with 'shop' and rewrite the dialogue appropriately. You may change as much of the content as you wish.

You may be asked to say this dialogue with a friend in front of the class next period.

Table 5:5 - IsiZulu Explanatory Methodology: Adaption of the Mandate Zulu dialogue

The questions above are an example of how I adapted a Mandate Zulu dialogue for the Choice Zulu syllabus. I aimed the questions at developing deeper insight into how the structure of the language worked, rather than learning isolated grammar structures. By changing 'school' to 'shop', the pupil could use her/his creativity and develop speaking and writing skills independently of the teacher.

In the top right hand corner is the 'address' I began to use to organise my materials for teaching - 1:7. I started to order lessons according to the sequence in which I was teaching them. The 1 indicates that this dialogue will fall into Chapter 1 (which was loosely titled 'Yimina nje' > 'It's just me'), while 7 indicated which lesson of the Chapter it was. When

teaching five Standards of Choice Zulu, as well as two Standards of Mandate Zulu, organisation was vital.

Reading and writing exercises in each chapter grew out of the language structure that was the focus of the chapter. I used these two skills to reinforce or clarify the language structure and to scaffold pupils' understanding of isiZulu. In each Chapter, I tried to accommodate all four skills, thus creating a 'web' of skills where language, vocabulary and use in context occurred. The learning materials started to 'hang together' as one theme stimulated the emergence of the next. On a number of occasions, the theme prompted the language section taught and not vice-versa. I used the list designated by the TED as a guide, not a road to be strictly walked.

The TED's emphasis on the oral and aural skills led me to incorporate these skills in each lesson, especially in the lower standards, adhering to the popular SAL learning theories of the day. I based my lesson plans on a 'formula'. My aim was to complete oral activities in the classroom, under guidance. When time allowed, I started writing exercises, in the classroom in the last minutes of the period. I based these exercises on what the pupils had done orally and aurally. If not completed by the time the bell went, signalling the end of the period, the exercises became homework.

5.4 The Beginning of Organisation by Theme

What follows is a discussion of a particular section – which later became Chapter 4 in Iculo, showing how the chapters of Iculo would be organised. Isahluko 4 is based on a high frequency language section 'and', learnt early in a pupil's isiZulu learning career. Chapter 4 grew into an eight-lesson unit based on the theme of food and the shopping experience. I taught all four-language skills in those eight lessons according to the requirements of the syllabus. The theme enabled me to introduce products names by means of which the pupils learnt how to say 'and'.

Isahluko 4:1 was an introductory lesson that presented to the pupils the vocabulary relevant to the theme. They would use and become accustomed to it while working through the unit. (Refer to Chapter Two, Vocabulary teaching)

An example of a preparation sheet for Isahluko 4:2 (Chapter 4 lesson 2) is overleaf. These were my 'stage directions' on how to act out the lesson when teaching it. It indicated to me

the sequence of activities I had planned so that I could complete the lesson effectively and if I had achieved the intention of the lesson.

'We go to the shop' is an example of how I would plan a language lesson for a Standard 6 Choice Zulu class. I emphasised oral and aural skills while I used reading and writing for consolidation and this occured partly outside the classroom as homework. Writing and reading activities at this stage of Iculo were under the guidance of the teacher and used mainly for language consolidation and reinforcement. The two skills, in this situation, were controlled and not extensive.

THINA SIYA ESITOLO **4:2** Isahluko sesine Isiqephu sesibili Lesson Plan Ulimi lwalesi siqephu Vocabulary for the shop -celani? Nani futhi?	**Skills**	**WE GO TO THE SHOP** **4:2** Chapter 4 Section/lesson 2 Lesson Plan Language of this section Vocabulary for the shop What would you like? And what else?
1. Revise the co-allescance. 2. Go over the homework for 4:1 from the day before. 3. Using the articles brought to class and posters…. Lalelani/Phindani/Phendulani Ucelani? Ngicela itiye. - Pupils choose articles and drill.	2. reading and writing 3. aural and oral	1. Revise the co-allescance. 2. Go over the homework for 4:1 from the day before. 3. Using the articles brought to class and posters…. Listen/Repeat/Answer What would you like? Please may I have tea. Pupils choose articles and drill.
4. Pupils listen while teacher now identifies more than 1 article. Ucelani? Ngicela itiye nekhofi. - Pupils do this in pairs.	4. aural	4. Pupils listen while teacher now identifies more than 1 article. What would you like? Please may I have tea and coffee. Pupils do this in pairs.
5. Lalelani/Phindani/Phendulani. Using visual aids, pupils complete this Wena uvama ukuthengani? Ujamu Nani futhi? Nekhofi.	5. aural and oral	5. Listen/Repeat/Answer. Using the visual aids, pupils complete this What do you usually buy? Jam And what else? And coffee.
6. Teach ‘malini?’ Lalelani/Phindani/Phendulani. Using the visual aids, pupils complete this Ucelani? Ngicela itiye nekhofi, malini mama? Kubiza amarandi angu-35.	6. aural and oral	6. Teach ‘how much?’ Listen/Repeat/Answer. Using the visual aids, pupils complete this What would you like? I would like tea and coffee. How much is it mama? It’s R35.
Pupils try it out on their own. 7. Nomngane fundani le ngxoxo. UThami uya esitolo.	7. reading, speaking and listening	Pupils try it out on their own. 7. With a friend read this dialogue. Thami is going to the shop.

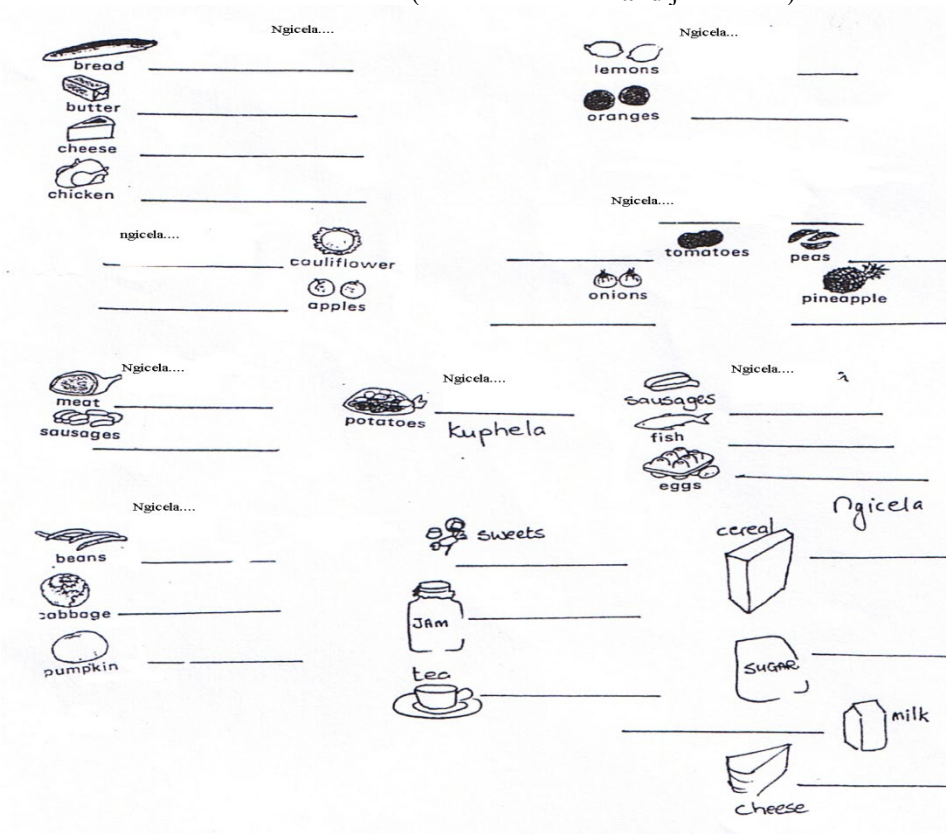
Umama wesitolo: Sawubona Thami ucelani? UThami: Sawubona mama, ngicela ushizi nokhilimu nobisi. Umama wesitolo: Nani futhi? UThami: Hmmmm, nojamu. Umama wesitolo: Awufuni isinkwa nebhotela na? UThami: Cha, ushizi nokhilimu nobisi nje. Malini mama? Umama wesitolo: Kubiza amarandi angu-98 namasenti angu-75 kuphela. Read to pupils, Lalelani/Phindani/Fundani Practice this with a partner. 8. Each pupil is given a card in groups of 4. They must then (by memory) say "Ngicela…..". When complete choose a few to do it in front of the class. If time play the memory game with the whole class. 9. H/w pupils must complete imibuzo – 3 – 5 in their notes and start learning vocab. up to and including dairy products	 8. talking 9. writing/reading	Umama wesitolo: Hello Thami what would you like? UThami: Hello mama, I would like cheese, cream and milk. Umama wesitolo: And what else? UThami: Hmmmm, jam. Umama wesitolo: Don't you also want bread and butter? UThami: Cha, no just cheese and cream and milk. How much is it mama? Umama wesitolo: It's only R98 and 75c Read to pupils, Listen/repeat/read. Practice this with a partner. 8. Each pupil is given a card in groups of 4. They must then (by memory) say "Ngicela…..". When complete choose a few to do it in front of the class. If time allows, play the memory game with the whole class, listing the products as according to the card each individual has. 9. H/w pupils must complete questions – 3 – 5 in their notes and start learning vocab. up to and including dairy products

Table 5:6 - An example of a preparation sheet with skill assigned to each activity

5.4.1 Language exercises in Isahluko 4

In the exercise below the language emphasis is evident however it is also an example of controlled reading and writing exercises done in Chapter 4. At this stage of the learning process, I gave exercises to the pupils as notes, to be pasted in their books. The pupils received these after the oral part of the lesson. I considered this 'reading', as the isiZulu prompt had to be read, understood and responded to in writing. Reading and writing were in their most elementary form but necessary for the slow build up of skills in the new language, where listening and speaking remained the main emphasis.

UMBUZO 3: Phendula lo mbuzo,"Ucelani?" Sebenzisa izithombe ukukusiza.
(Answer the question 'what would you like?' Use the pictures to help you.)
"Ngicela isinkwa **no**jamu baba."
(I would like bread **and** jam father.)



UMBUZO 4: Break down these ''words" to show the 2 parts which create it.

Isibonelo: nomninisitolo > na + umninisitolo

a. nethanga _____ b. namawolintshi_____

c. nasekhemisi_____ d. nesiriyeli _____

e. nawo-anyanisi_____ f. nojamu _____

g. namaqanda_____ h. neklabishi _____

i. nami_____ j. nabo _____

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Table 5:7 - Iculo lexoxo: An example of a language exercise, Isahluko 4:2

5.4.2 Reading in Isahluko 4

Once I had introduced and drilled, orally and aurally, the target language structure and reinforced it by using written exercises, I gave the pupils a text to read. Isahluko 4:4 is a self-penned text (Refer to Chapter 4 for discussion of teacher-created texts).

The presentation of reading lessons in SAL and FL differ. I had to 'awaken' schemata[29]. To do this I initiated a discussion relevant to the extract. I encouraged pupils to focus on particular situations, using questions, pictures or other materials, which would lead them to think about particular instances. For this lesson, I brought a bunch of flowers and a box of chocolates to the classroom. Via leading questions, for example, 'Why did I buy these?' or 'Who do you think I bought them for?' asked in isiZulu and, with luck, answered in isiZulu, the pupils would answer 'girlfriend', 'mother' and 'friend' and on account of a special occasion. If they did not provide an answer that would help in the preparation for reading the text, I would provide it, all the while writing vocabulary on the board.

We then discussed the text in terms of its layout, pictures and title. Once this activity was completed, educated guesses from the pupils were encouraged about the content of the text. In this way, we narrowed the spectrum of possible content to a few possibilities.

In pairs, the pupils silently read a paragraph and discussed with their partner what they felt its contents were. When the teacher brought the pupils together to consider the paragraph, they could test their hypotheses about the content of the paragraph. I discouraged pupils from writing translations above the lines as this trained them that English and isiZulu have a 1:1 equivalency in morphemes, which is not helpful as pupils' reading breaks down when they come across unknown words or morphemes, having been trained that each morpheme needs to be understood for comprehension to be achieved. When a 'break down' occurred, I encouraged them to 'break it up' (Refer to Chapter 2 for conjunctive writing.) and use their knowledge of grammar to help them 'crack the code' for meaning. They were also encouraged to ask each other or themselves questions about what they expected to read next and why. Reading is not, as the 'language translation method' implies (Refer to Chapter Two), a passive skill. The teacher does need to show the pupil how to wrestle with text and decode from the words the meaning the author intended. Once the pupils had achieved the

[29] A pupil's prior knowledge of a situation about which s/he was about to read, as identified by Piaget as 'schemata'. (Carrell, Devine, Eskey, 1988, p.42)

general meaning in class, they completed the questions at the end of the text, often for homework.

I kept reading aloud, by the teacher or pupils who volunteered to do so, to a minimum. In these early stages of language pronunciation learning, the reading text had to be carefully structured. In the text below, the length of the extract is important. A text, which appears too long, is daunting and often affects the reader negatively. I also in the creation of these texts numbered the paragraphs for easy reference.

ISAHLUKO SESINE **4:4**

ISIGABA SESINE: Connective na-

Thina siye ePitoli

1. Umama nobaba bathanda ukuvakashela umngane wabo. Uhlala ePitoli. Ngempela bangamathe nolimi. Namhlanje nguMgqibelo futhi umama nobaba baya ePitoli, kade bamgcina uLebone. Ngusuku lokuzalwa lwakhe. Umama uthenge izimbali namashokoladi ePick and Pay eSteeledale. Uthathe izipho naye ePitoli. Izipho zibiza imali eningi.

2. Abazali nathi (ubhuti nami), siphume eGoli ngo-2. UThabo usale eRes eJCE ukwenza ama-assignment akhe ngempelasonto. Sihambe nomakhelwane ePitoli ngoba ushayela imoto. Naye uvama ukuya ePitoli ngempelasonto ngoba indodakazi yakhe ifunda eTukkies, ihlala e-Irene. Yena akathandi ukuya khona ngoba kuyashisa lapho. E-Irene sithenge izithelo. Sithenge amawolintshi, nama-apula, nawolamula. ULebone uthanda ukuphuza itiye nawolamula.

3. ULebone ushadile. Ushade nendoda eneminyaka engu-27. (ULebone uneminyaka engu-42!!) Iyindoda yesibili yakhe. Indoda yakhe icebile kodwa isasebenza kakhulu. Ihamba kaningi. NgoLwesihlanu iye eZimbabwe ukuthenga imifino (amaveji). Ivama ukuthenga o-anyanisi, nawokholifulawa, nawobhanana, namaklabishi. Ithengisa amaveji ezitolo ePitoli. Ikhonze ukuvakasha lapho. IseZimbabwe manje. Ivama ukuya eBulawayo naseHarari.

4. Umntwana kaLebone uhlangene nathi eCenturion. Ukhuluma isiSuthu nesiNgisi nesiBhunu ngoba uhlala ePitoli. Kukhona abantu abaningi abakhulumayo isiBhunu. Emotweni silalele ireydiyo. Abantu balalela iJakaranda ePitoli. ULebone nendoda, bahlala eSunnyside ngoba uLebone usebenza e-UNISA.

5. Umntwana kaLebone, unguMpho, usithatha kuLebone ekhishini. ULebone uyasebenza lapho. Ubhake amakhekhe namabhisikidi. Uthanda ukuphuza iwayini ngenkathi apheke. Ubingelele thina.

Phendula le mibuzo.

1. Translate the underlined words into good English.

2. Find the following translations in the extract.
   a. there are many people
   b. she's married
   c. her husband is rich
   d. because it's hot
   e. they're good friends
   f. he's her second husband

3. Find the following parts of speech in the extract.
   a. a verb with the infinitive.
   b. an identificative copulative
   c. a verb in the immediate past completed
   d. a connective na-
   e. a conjunction
   f. a verb with the long form

4. "Indoda isasebenza.." means "the man is still working…"
   a. Which part of the sentence above means "still"
   b. Where in the sentence does it come?

c. Humusha ngesiZulu, “I’m still learning Zulu.”
“She’s still living in Pretoria.”

5. Phendula le mibuzo ngesiZulu esihle.

a. Umama nobaba bavakashele obani? b. ULebone nendoda yakhe bahlalaphi?
c. Umama nobaba baya ePitoli ngoba … d. ULebone uneminyaka emingaki?
e. ULebone ubhakeni? f. Ngobani abaye ePitoli?
g. Baphume nini eGoli?
h. Umakhelwane uthanda iPitoli na? Usho ngani lokho? (Why do you say this?)
i. ULebone ushadile na? j. Umndeni wenzeni e-Irene?
k. Abantwana balaleleni emotweni? l. ULebone uthanda ukuphuzani?

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Table 5:8 – Iculo lexoxo, an example of a reading text, Isahluko 4:4

I set out the questions at the bottom, in a specific order to support pupils’ understanding of the content. For example, with Questions 1 and 2, I intended to expand pupils’ vocabulary and teach them to consider context as a tool to help with reading in a SAL. By giving pupils sections to find in the extract (question 2), I created ‘islands of knowledge’, which are helpful in working out general meaning and context.

Question 3 uses the pupils’ language knowledge as a tool for accessing meaning.

Question 4 is important for the development of language learning and is a tool, which I later used in CED (Refer to Chapter Seven, for examples of intext parsing). As pupils are still at a basic language level, it is difficult for them to write extracts with only the language that I had already taught them. I continually pushed their language knowledge into the realm of the ‘unknown’. New grammar sections needed to be included and I did so intentionally to expand their language repertoire. This is based on Vygotski’s theory of ZPD (Zone of Proximal Development), the teacher helping the student to shift beyond his/her present level or capacity to new language knowledge (Cook, 2008)(Refer to Chapter Two). In this question, I introduced and explained an easy grammar section. Pupils soon learnt to look out for these snippets of language knowledge development and incorporate them into their language knowledge.

Finding material appropriate for a fourteen-year-old iZSAL learner is difficult. Keeping learners intellectually stimulated, while using childlike language, required quirks in content. In the story above, a family from Johannesburg is going to visit the mother’s friend, Lebone, in Pretoria, for her birthday. In the text, snippets about the characters, which are not expected, arise. For example, in the kitchen, Lebone is cooking dinner with a glass of wine in her hand. This lead to howls of delight from the readers and animated discussion ensued. Lebone’s

husband is also away. A throwaway one-liner states she is forty-two years of age while he is only twenty-seven and a second husband. These hooks kept the readers interested and on the look out, encouraging skimming and scanning. Pupils began to include 'hooks' in their writing, learning by example. The surprises also provided a springboard for and creative discussions of, the texts.

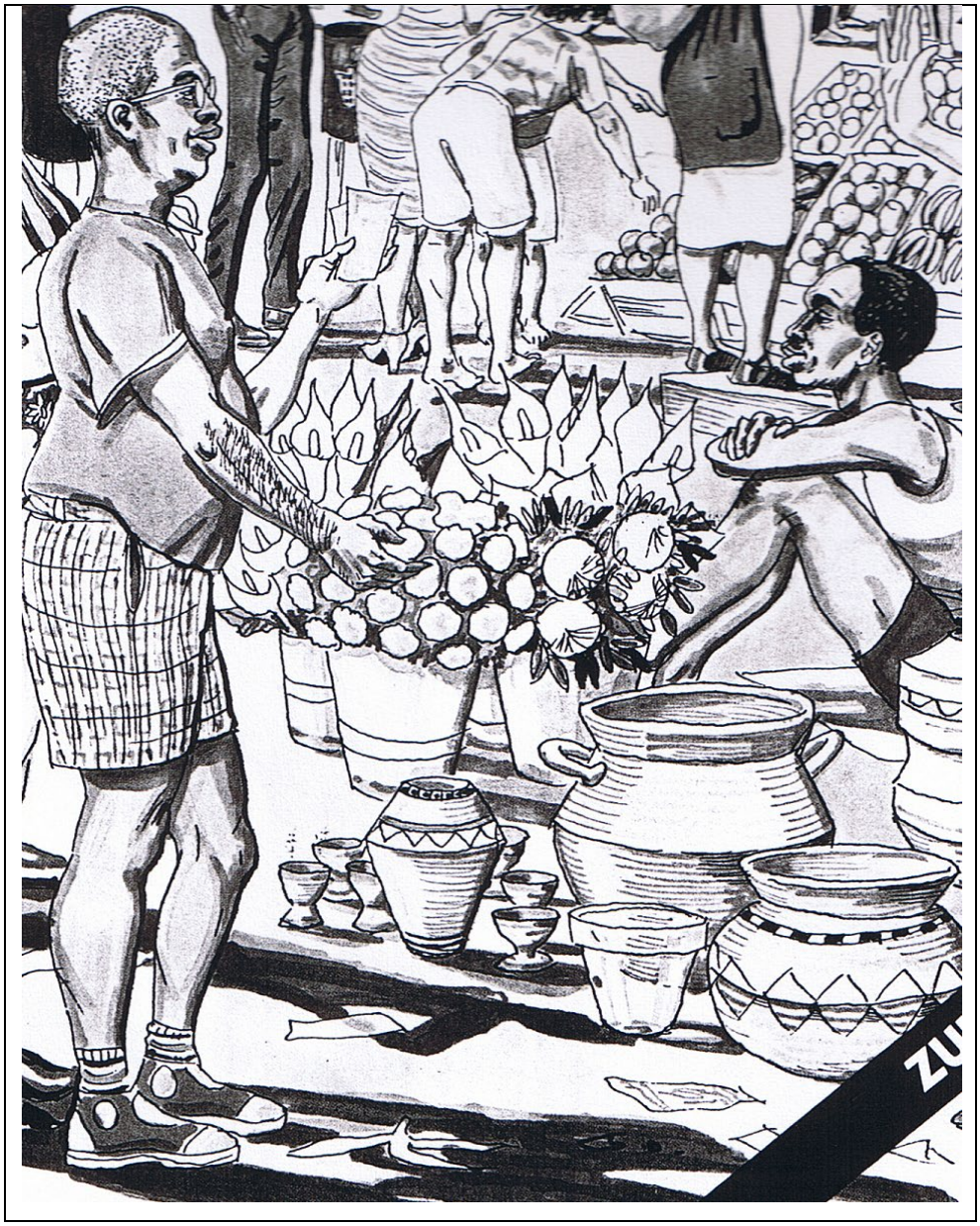
5.4.3 Creative Writing in Isahluko 4

It is very difficult to separate the different language skills when teaching a SAL. Integration should be the aim of every SAL teacher. "The goal of language teaching … [is to] develop procedures for teaching the four skills that acknowledge the interdependence of language and communication" (Qing-xue, and Jin-fang, 2007, p.71).

Creative writing exercises in earlier chapters, Chapter 4 for example, were not long or demanding. Completed early in the Standard 6 year, Isahluko 4 accomodated pupils' knowledge of isiZulu, which was limited. In Chapter 4:6 – towards the end of the theme, I gave the pupils pictures related to the shopping theme (see below).

Pupils, working in pairs, created a dialogue inspired by the picture. As pupils were still novice isiZulu learners, the picture facilitated the possibility that they could and would use appropriate language structures and phrases such as 'Please may I have…' and vocabulary they had been dealing with in class. The blocks provided underneath were for the pupils to expand their vocabulary - an area of vital importance in the teaching and learning of a SAL (Refer to Chapter Two). By providing spaces for the pupils to write down new vocabulary, I hoped to encourage them to make their dialogues unique and encourage ownership of the text, language and content. The danger was that the language could become silly and unrealistic as pupils tried to create a dialogue too advanced at this stage of their writing career in iZSAL.

Once the piece was completed, the pupils presented it to the class as an oral assessment and the script, together with the picture, was pinned on the Standard 6 board in the classroom. Because there was very little suitable reading material available for iZSAL pupils, I hoped that this would encourage pupils to read what their classmates had written and challenge them to improve their own attempts at writing once they realised their work would be posted in the public domain.



Bhala amagama amasha akho lapha ukukusiza. Write your new vocabulary here to help you

Table 5:9 - Picture - An example of a picture used by pupils to create dialogues

As soon as the pupils' realised their work was to read by others, they strove to write more creatively and were heedful of correct language usage and formation. The desire to have their final effort lauded by their peers was important to the writers. This was an interesting lesson for me as pupils tended to be more fastidious about their writing when writing for a wider audience rather than only their teacher.

Some pupils tried to improve their writing by using the dictionary. This is problematic and I did not encourage the use of dictionaries[30]. Pupils soon learnt in their writing activities overt dependence on dictionaries made the text inaccessible to their readers as well as to themselves. Their readers were also their classmates and therefore possessed the same SAL knowledge as themselves. With too much dictionary input, vocabulary above their language level made the work meaningless to the readers and useless as a learning tool.

This writing activity, and many others like it, proved successful as pupils enjoyed seeing how their efforts compared to other pupils' scripts. They tended to read other pupils' dialogues, and, using these as yardsticks, judged their own work. It was also interesting that iZSAL students of other years of study were also drawn to these examples of writing.

The success of this exercise, and others like it in other chapters, showed me that even if reading was not the main emphasis of an activity, pupils would often read in an attempt to understand what others had written, not realising that by reading they were learning. In addition, pupils were not 'on the spot' to perform. This facilitated a relaxed and generative atmosphere, and the results were positive (Refer to Chapter Two - Humanistic approach). I often found pupils in the classroom at break eating their sandwiches and reading their fellow iZSAL pupils' work, discussing with friends what they had read. I congratulated myself on the devious way I had managed to encourage reading.

5.5 Materials appropriate for different ages

As the Choice Zulu group moved through their school careers from Standard 6 to Standard 10, followed by the next cohort the year behind them, so my teaching materials grew to embrace the challenges of each new standard, as well as revisiting the materials of the younger groups. Growing with my pupils was a positive feature of the situation in which I found myself. I could concentrate on creating materials appropriate for each new year of study as the Choice Zulu pupils entered the standard. Another positive factor of this steady growth was that I was able to revise previous standards' notes and materials as I became more experienced in iZSAL teaching and identified areas in which the pupils had difficulty. I

[30] Dictionaries provide endless consternation for a teacher marking a piece of work. Pupils often used the wrong word when sourcing it from the dictionary. For example, an essay about the 'premier' (governor) of the Transvaal, became meaningless when the pupil looked up and used the word 'premier' (the opening night). Pupils also, once they had looked up a word, contrary to popular belief, did not remember its meaning when asked later, which simply made the extract harder to access.

revised learning materials continuously. In 1990, my first group of iZSAL pupils sat their matriculation examination. My initial ventures into the development of an iZSAL course were complete, covering five years of iZSAL teaching and accommodating the requirements set out by the syllabus.

The content of the Mandate Zulu material was not appropriate for older students. Age is an important factor to consider when teaching teenagers.

> The age of our students is a major factor in our decisions about how and what to teach. People of different ages have different needs, competences, and cognitive skills; we might expect children of primary age to acquire much of a foreign language through play, for example, whereas for adults we can reasonably expect a greater use of abstract thought.
>
> (Harmer, 2001, p.37)

As the syllabus covered Standards 6 – 10, the materials I created for the pupils needed to take into consideration their ages. These ranged from approximately 12 years of age in Standard 6, to the matriculant[31], who was on average 18 years of age in Standard 10. Material had to be age-appropriate to be effective as a teaching resource.

5.5.1 Language Material

The material I created for language learning was not vastly different in format when comparing the Standard 6 group and Standard 10 groups.

Instructions included more isiZulu in the learning materials aimed at higher standards. In lower standards, the intention of the instruction dictated the language used. If the instruction was lower order, it tended to be in isiZulu without translation.

a.	Bhala la magama futhi.	>	(write these words again.)
b.	Humusha ngesiZulu.	>	(translate into isiZulu)

Table 5:10 – Iculo Lexoxo, Example of lower order language instructions, Isahluko 1:3

When the instructions required higher cognitive responses, they were in English, as the instruction, if it had been in isiZulu, would have been difficult to understand and time wasted trying to decipher the meaning of the instruction before the work could be done.
See examples below.

[31] A pupil in Standard 10 (now Grade 12), the final year of school.

a. Look at the following dialogue. Notice that we are talking about someone. Translate it into good English.

b. Fill in the missing letter(s) to complete the sentences, to provide the meaning of "s/he".

c. Complete the dialogues according to the example. Remember we are talking about people.

Table 5:11 – Iculo Lexoxo, example of more difficult instructions, Isahluko 2:3

When comparing the instructions above to those below from the Standard 10 notes, the difference is clear. There is exclusive use of isiZulu in Std 10.

a. Le misho elandelayo, iyiqiniso noma ingumbono? Sekela impendulo yakho.
(These sentences which follow, are they fact or opinion? Support your answer.)

b. Thola lezi zingcezu zolimi endatshaneni.
(Find these parts of speech in the extract)

c. Phendula le mibuzo ngokusebenzisa isabizwano soqobo.
(Answer these questions by using the Absolute Pronoun)

Table 5:12 – Iculo Lokhozi, Example of Standard 10 instructions, Isahluko 21:3

The variety of exercises developed according to the pupils' intellectual maturity. Earlier standards' pupils had to use content they had covered in class to complete the exercises.

Try the following Dialogues with the Possessive with your partner.

1. A:	Yini le?	What's this?	Ngubani lo?	Who is this?
B:	Yitafula.	It's a table.	Ngumfana.	It's a boy.
A:	Yitafula likabani?	Whose table is it?	Ngumfana kabani?	Whose boy is it?
B:	Yitafula likamama.	It's mom's table	Ngumfana wendoda.	It's the man's boy.
2.A:	Liphi itafula?	Where's the table?	Uphi umfana?	Where's the boy?
B:	Usho itafula likabani?	Whose table do you mean?	Usho umfana kabani?	Whose boy do you mean?
A:	Ngisho itafula lomntwana.	I mean the child's table.	Ngisho umfana kamama	I mean mom's boy.
B:	Oh, lisekhishini.	Oh, it's in the kitchen	Oh, usengadini.	Oh, he's in the garden.
3.A:	Ubaba ubhala ngani?	What's dad writing with?	Ubaba ukhuluma ngobani?	Who's dad talking about?
B:	Ubhala ngepeni.	He is writing with a pen.	Ukhuluma ngomama?	Is he talking about mom?
A:	Ngepeni? Ngepeni likabani?	A pen? Whose pen?	Ngomama? Ngomama kabani?	About mom? Whose mom?
B:	Ngepeni lesitshudeni.	The student's pen.	Ngomama wesitshudeni.	About the student's mom.[32]

Table 5:13 – Iculo Legwababa, Example of Standard 6 language exercise, Isahluko 6:8

I expected more mature pupils to draw their own conclusions about new grammar structures taught through careful scaffolding and leading questions. Often in English, exercises relied on isiZulu already learnt, which was more extensive than those in younger standards. This approach reflected task based learning methods and inductive approaches (Refer to Chapter Two) in use at the time. In matric, as time pressures increased due to the preparation needed for the final examinations, I often used this approach to create more time in class to teach

[32] Translations for the convenience of the reader

literature. I found it an effective way to cover new language sections with more mature pupils. Below is an example of a section of language I designed for pupils' self- study.

ISAHLUKO 13 **13:10**
ISIQEPHU SESHUMI : THE LOCATIVE : PALATALISATION

1. Chaza **undaweni** ngesiNgisi? _____

2. There are many ways of creating the **undaweni**, the most common form being **e/o + Noun + ending.** Remember that the final vowel of the noun enforces what the change will be:-

   -a/-e > _____-i > _____ -o > _____ -u > _____

3. The problem arises when the noun ends in –o/-u, and contains a bilabial.

   (what is a bilabial? Bi- means? _____ and labial?_____

   What sounds of the alphabet can you make with your 2 lips closed?

   The **–w-** of the ending cannot come into contact with the **bilabial** sound, changes occur where the two sounds are replaced by a third – this is called **Palatalisation.**

Imibuzo

1. Thola la magama kwidictionary.

   impuphu _____ isigubu _____

   inkomo _____ intamo _____

   intambo _____ umthombo _____

2. See if you can link the underlined word in these sentences to the ones above, completing the table at the end

a. Umfanyana unamazinyo amhlophe emlonyeni wakhe. _____

b. Abantu balala ezingutsheni. _____

-b-		
-bh-		
-ph-	Changes to…	
-m-		
-mb-		

3. Phendula le mibuzo, sebenzisa amagama esesikokeleni.

a. Aphi amasi? (isigubu) _____ b. Aphi amanzi?(umthombo)_____

c. Uphi uSiphiwe?(isihlobo) _____

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example shortened

Table 5:14 – Iculo Lesihlonono, Example of Standard 8 language exercise, Isahluko 13:10

I decided to include a 'rule section' in English in every chapter. I did this, as having explanatory notes in isiZulu requires a detailed knowledge of academic language. I did not feel this formal language was valuable when considering the requirements of the matriculation examination. The rules below show the depth of knowledge and the nuances of

language required to understand concepts of grammar. I relied on the pupils' ability to use their knowledge of the FL to make links between the English and isiZulu, especially the naming of grammar components of the language. The syllabus appears to suggest the teacher should use this resource as a teaching tool.

Amanothi

All statives are VERBS, but not every verb is a stative, only selected ones. (See the last page of your notes.)

Meaning.

1. Verbs which are in the stative carry the meaning of "to be/is"
   Ugogo uyaguga. > Granny **is getting old**. Not stative
   Ugogo ugugile. > Granny **is old**. Stative

Stative and Tense

1. Although the verb LOOKS like it is in the past tense (-e/-ile) IT IS NOT.

   Ibhetri lif**ile.** > The battery **IS** dead.

2. Statives can occur in the following tenses.

   Present: Mina ngithukuthele. > I **am** angry.

   Immediate Past Continuous: Mina bengithukuthele. > I **was** angry.

   Remote Past Continuous: Mina ngangithukuthele. > I **was** angry.(ages ago)

   Future: Mina ngizobe ngithukuthele. > I **will be** angry.

Formation

1. The formation of the stative verb is the same as the Immediate Past Completed.(go back and check Isahluko 3)
2. Statives NEVER have –ya- (The Long Form) in them
3. Positive: SP + Stative Verb Ngithukuthele.

   Negative: A + SP + Stative Verb **ANGI**thukuthele**.**

   (Note that because the Stative meaning is carried by the ending, IT DOES NOT CHANGE in the negative!)

Table 5:15 – Iculo Lehobhe, Example of Standard 9 language rules, Isahluko 16:01

I took language to be my main emphasis in developing the iZSAL course at school. Around and from this emphasis I developed the iZSAL reading and writing exercises and parallel to Iculo in later years the CED.

5.5.2 Reading Materials

The TED, to guide the teacher on how to teach reading in iZSAL, did not provide support materials. Time and experience taught me that acquiring this skill in iZSAL is difficult. As a matric iZSAL pupil myself, I had sat through many tedious lessons of 'literature' in the

higher standards where ‘reading’ was translation of text by the teacher into English, because of the difficulty of available texts.

IsiZulu is structurally different from languages of European origin and readers need new skills to access meaning. Not only is isiZulu structurally different linguistically, but difficulties arise in other areas. The orthography is a problem. IsiZulu is written conjunctively, a daunting new concept for most iZSAL learners who are used to texts where one meaning is linked to one word. In iZSAL, there are examples of ‘words’ which could contain eighteen letters or more and many different morphemes. The following example illustrates the problem.

Ubathandisisile. u/ba/thand/isis/ile.	She loved them intensely. / indicating different morphemes

Table 5:16- An example of a conjunctively written word.

Teachers need to show pupils how to deal with this complexity of meaning in a single word. The battle cry in the reading classroom became, “break it up, divide it with a line…split it more, find the base!”, as pupils learnt how to divide words into chewable bites.

Compounding the problem of accessing a text are issues of culture, vocabulary and linguistic knowledge. The iZSAL teachers in the 1980s and 1990s were challenged by a paucity of reading materials at the relevant level. Nothing was more disheartening to young iZSAL readers than facing a text beyond their understanding or interest. Being unable to read a text has a negative impact on motivation. This directly affects the desire to learn a new language (Refer to Chapter Two). When iZSAL pupils compared their knowledge of FAL Afrikaans, they were further disheartened, “I can read in Afrikaans, but not Zulu! Zulu is HARD!” (Written at the end of a reading extract, by a Standard 11 pupil, 1990.) Learners of Afrikaans had FAL appropriate reading material. Afrikaans has a history of being taught as a FAL, which isiZulu did not. I was not prepared to call what was essentially an exercise in translation, a ‘reading’ lesson.

Due to the paucity of iZSAL reading material, many of my Chapters began to reflect exercises that produced reading materials by the pupils themselves. As described earlier, I began to rely on pupil-produced text as a resource for reading exercises. This was a positive form of learning reading and writing; I still searched for FL isiZulu reading materials, which

would reflect the idiom of the time, the interests of isiZulu speakers, and vocabulary in everyday use. Written resources were minimal. *Bona* magazine was the only isiZulu magazine available, but at a language level far above my pupils' ability. The positive aspect about *Bona*, a FL magazine, was that there were different language editions available. I used the English edition to help access isiZulu articles, but this begs the question why one would spend hours trying to ascertain what an article was about when the English article is readily available. An interesting aspect about this magazine was that some articles appeared to be written in English first and translated into isiZulu, often badly and therefore more difficult for iZSAL learners to access. Vocabulary, when translated from English, and not words of isiZulu origin, resulted in the loss of meaning, especially words idiomatic to English but not so in isiZulu.

Ilanga is an isiZulu newspaper, published in Natal[33], written by mother tongue speakers for mother tongue readers. Articles were difficult to understand. I had to use a dictionary to access meaning, often not achieving clear understanding for myself, the teacher.

Other available sources were religious in orientation and intended to spread The Word. They therefore had religious vocabulary, idiom and were aimed at a specific reader. I avoided these.

In desperation, I looked for texts appropriate and accessible to iZSAL learners to use in my teaching and add to my growing resources.

I searched libraries and spoke to my teenage pupils about what they enjoyed reading. My English teaching background helped me to source short texts and excerpts, which I felt were interesting, and age appropriate for my pupils, but they were in English.

I approached isiZulu FL friends to translate the material into usable texts for my pupils. Apart from the cost and time it took to translate the materials, the results were not successful. Translators understood that the material was intended for teenagers. They struggled to find the language level appropriate for teenage iZSAL pupils, who at most had been studying the language for five years. Translators 'dumbed down' the texts and in doing so made them

[33] A province of South Africa, now known as KwaZulu-Natal.

more difficult to access as they became more linguistically dense when the important 'meaningless' fillers in the extracts disappeared. Vocabulary remained a problem. The language used was beyond pupils' ability. This attempt was an exasperating failure.

A positive outcome of this venture was that I found a young translator who seemed more in tune with the needs of iZSAL pupils' than the other translators were. After many evenings of coaching and explaining, provision of appropriate vocabulary lists, language level discussions, he wrote a number of short texts. To my disappointment, the materials were, overall, too simple. The language, vocabulary, cultural content and length of the texts were appropriate. The problem was the content. It was juvenile with little innovation and of no interest to a group of suburban, white teenagers. Much of the content was 'fairy-tale-ish.' This did not serve the purpose of creating in the pupils a desire to read texts for their intrinsic interest.

In desperation, I planned classroom visits, where my writer/translator could meet his audience. This prospect was exciting, not only as far as the writing was concerned, but also the learning involved and breaking down of stereotypes on both sides, pupils and writer, in these meetings. The headmaster threw his weight behind this idea. We sought TED approval but the TED denied the request for 'security' reasons. When I suggested an off premises meeting, the headmaster cautiously acquiesced. We sent letters to parents telling them of the planned meeting, two refused to allow their children to join the group. With a heavy heart, I stopped this possible source of text production.

Another option was personally writing the texts with all the incumbent dangers. I did not embark on this route lightly. My main concern was that I was not a FL speaker and would never be able to emulate an isiZulu author. The text would not feel natural; the idiom and language would not be that of a FL writer. I also felt that this route did not prepare readers for the transition to FL texts, which was ultimately what I needed to aim for if I was to prepare pupils to read the set-works prescribed in their Standard 10 year. As a SAL writer, I would be prone to making errors, which my pupils' would inadvertently learn. These texts would need to be proof read by a FL speaker.

There were however advantages to this approach which could lead to the writing of successful texts. I was of the same cultural background as the readers, thus the inaccessibility

of texts due to culture could be minimised. As their teacher, I was in a good position to ensure that language, vocabulary and length would act as positive features of texts. There was also the potential of synchronizing the texts with new language lessons in Iculo. By linking into the theme of a particular Chapter, reading would be an integral part of learning and not a standalone, unrelated lesson, as the TED had warned against in the syllabus.

As creator of the reading material, I could include aspects relating to ZDP, pushing the pupils slightly beyond what they had learned about grammar and extending their knowledge of vocabularly. Knowing at what level the pupils were in their learning of isiZulu helped me to incorporate language already learnt, which pupils were currently learning or still had to learn. This proved a powerful learning tool, providing me, as the teacher, with a forum for revision, consolidation and introduction of new language structures. The research I had done into teenage interests and reading habits when preparing to hire text writers stood me in good stead as I picked up the pen[34] in the next step of the creation of Iculo. The task however was time consuming and draining.

Reading materials: soapies, intrigue and the Mfeka family

In the late 1980s and early 1990s, South Africa was in the grip of a new social phenomenon, the daytime soap opera (soapie), intrigue, love, lust and convoluted story lines permeated South African teenagers' TV watching lives. Characters in 'Loving', 'The Bold and the Beautiful' and 'The Days of Our Lives' became friends, enemies and people of interest. Discussions in the classroom between friends often involved what had happened in these shows the day before. When researching what my pupils enjoyed doing, reading and talking about, in an effort to understand what content should be included to make reading materials appealing to teenagers, the soapie was a large factor. I decided to create the fictional Mfeka family.

The Mfekas, initially, were a family of four, Mr and Mrs Mfeka and their two sons, Vusi (the older) and Simphiwe. They also had a helper, Mam' Malope from Zimbabwe and her rebellious daughter, who was a troublemaker, Nkosiphile (Refer to Table 5:17 for an example of a reading text about the Mfekas). Mr Mfeka's family originated from the rural Babanango area in KwaZulu-Natal. This family became the vehicle around which I developed the

[34] PCs were unknown at this time

reading materials for Iculo.

The basis for every extract created was the language I was teaching in that chapter. The main intention was initially to show the pupils language in action, reinforce newly learnt concepts and provide them with texts they could access and thus develop their reading skills in preparation for the prescribed set-work books in Standard 10. One of my main intentions was for pupils to read texts in their own time, in preparation for the next lesson – as they did in English and Afrikaans classes. This would free up teaching time, as I would no longer have to do the actual reading in the classroom. This was an attempt to encourage reading independence and autonomy. It was also a way to build pupils' confidence in their ability to read isiZulu texts.

The texts had to be interesting and relevant to South African teenagers. They should include issues which would lead to further discussion and use of the target language in the classroom. I expected this to be difficult because of the pupils' lack of isiZulu language knowledge, however, the exercise of writing texts showed me that relevant issues could be broached using language acquired by pupils. I also learned that I did not have to make everything explicit. Innuendo and suggestion are powerful tools in the hands of the author. They create interest and discussion, often providing a 'way out' when knowledge of the language was unavailable to the readers.

The Mfekas played another important role and one I did not realise they would when I set about creating them. They introduced the 'white' pupils to a 'black' family and their way of life in the social turmoil of South Africa of the time. Texts created tended to have 'spurs'[35], which would allow for class discussion and expand pupils' social awareness in a society in flux. Many pupils had very little insight into the lives of people of other races. Pupils often had experienced only their own circumstances and some viewed other race groups with suspicion. In an education system, strictly under government control the Mfekas opened an avenue of discovery and discussion I did not expect. Spurs also encouraged the pupils to read ahead on their own. I often ended the reading in class after initiating the spur, under the pretence of time constraints. If hooked, the group would surreptitiously continue reading. My

[35] 'spurs' are what I called inserts within texts which hook the pupils' interest and lead to language development through discussion. Refer to Iculo extract, Table 5:8, where Lebone has a husband much younger than herself – I called them 'hooks' at that point.

success was sweet. Texts were created to promote language usage, learning and to promote pupils' independent reading, proving to me that texts created were very efficient as tools to encourage learning.

A number of examples of spurs follow exemplifing the style of text I was beginning to develop. The language used was not difficult and was accessible to pupils. This did not mean that the content needed to be childish as shown in the texts written by FL speakers who had struggled to write at an appropriate level. The content fulfilled the soapie requirement and promoted language usage while at the same time it built pupils' self-confidence in their iZSAL abilities. It also gave me a social vehicle to use to introduce my pupils to other population groups in South Africa.

The Mfeka family, originally from Soweto, bought a house in Kensington, a suburb of Johannesburg. The boys, enrolled in Model C[36] schools, faced unprecedented problems.

USiphiwe ungubhuti omncane kaVusi. Ufunda eRidge Park Primary. Usegrade 4. Uzonda isikole, uthanda uLwesihlanu, ngoba yimpelasonto. Ukhuluma ngesiZulu ekhaya nomndeni wakhe futhi ngesiNgisi esikoleni. ESoweto akakhulumi isiNgisi. Akasizwa isiNgisi kahle. Umama uthi azame ukukhuluma nabo ngesiNgisi ekhaya. Umama uthengele yena amabhuku okufunda kodwa akathandi ukufunda. Kunzima ukwenza lokhu ngesiNgisi.

Siphiwe is the smaller brother of Vusi. He studies at Ridge Park Primary. He is in grade 4. He hates school but loves Friday because it's the weekend. He speaks isiZulu at home with his family and English at school. In Soweto he didn't speak English. He doesn't understand English well. Mama says he should try to speak English at home with them. She bought him books to read but he doesn't like to read. It's difficult to do this (read) in English.

Table 5:17 - Iculo, Example of problems at school

Siphiwe became a favourite among the pupils, many identifying with his problems. Some were surprised that his family did not speak English at home.

Confrontations between siblings proved to be popular content, promoting a great deal of discussion and thereby language learning. Everybody had a life experience to share.

[36] A school initially intended only for white learners but with time and a new government became multi racial.

"Hey, Siphiwe unayo incwadi!" kuhleke uVusi.

Umndeni wonke bewuhlala etafuleni. UVusi ubephethe izimvilophi eziningi.

"Uthini? Yini? Yincwadi? Ithunyelwe ngubani?" ubuze uSiphiwe, "ngiyayifuna!"

UVusi ahleke, "Say "please" baby…ngempela kufanele uthi "pretty please big brother""

USiphiwe usukume, "Ngiyinike!!!"

UVusi uyiphakamise phezu kwekhanda lakhe.

"No, no, uthi "pretty please big brother" kuqala!" uVusi uhleke kakhulu.

"Maye babo…Vusi, mnike incwadi, ngempela ngeyakhe!" ukhononde umama.

"Hey, Siphiwe you have a letter!" laughed Vusi.

The whole family was seated at the table. Vusi was carrying a lot of envelopes.

"What did you say? What is it? A letter? Sent by whom?" asked Siphiwe,"I want it!!"

Vusi laughed, "Say "please" baby…indeed you should say "pretty please big brother""

Siphiwe stood up, "Give it!!!"

Vusi lifted it above his head.

"No, no, say "pretty please big brother" first!" Vusi laughed loudly.

"Heavens…Vusi, give him the letter, it is his!" complained mama.

Table 5:18 - Iculo, Example of sibling relationship spur

Extracts included spurs related to social issues. In retrospect, many of the texts are now a record of the historic times in which they were based. From texts incorporating the release of Mr Mandela, to the joy of South Africa becoming the rugby world champions, the rise of AIDs, all found voice in text. Topical content proved popular, especially in the development of relevant vocabulary and a knowledge of what was happening in South Africa.

I also documented less inspiring milestones in a changing society, as in the extract above showing Siphiwe's language difficulties at school. The extract below is from another popular story.

Umama umthole uMam' Malope ehlezi etafulani ekhishini. Ubekhala.

"Hawu Mama, yini inkinga?" kubuze umama Mfeka.

"NguNkosiphile…..usehambile!"

"Uyephi?"

"*EHillbrow nesoka lakhe….ungumfana omhlophe…"*

"Kodwa…uhambe nini?"

Mom found mother Malope while sitting at the table in the kitchen. She was crying.
"Gosh Mama, what's wrong?" asked mom Mfeka.
"It's Nkosiphile.....she's gone!"
"Where did she go?"
"To Hillbrow with her boyfriend....he is a white boy..."
"But when did she go?"

Table 5:19 - Iculo, Example of relationship/social spur

This spur in the above is a one-liner, '...he is a white boy...', if the pupils reacted to it and opened the way for discussion, I embraced the opportunity. If not, we continued reading. Often the pupils' personalities and interests dictated the discussion route taken. It might simply be a discussion of teenage relationships, or, in a society still surprised by interracial relationships, it could be the fact that Nkosiphile had a white boyfriend. The young readers received this sort of content well.

Culture, differences, similarities and change, proved to be another area providing content for many stories. Granny Mfeka, after a long illness, dies. The extracts including ritual, cultural roles people played, and the importance of setting, all provided engaging reading activities.

In the extract below Grandpa Mfeka, is visiting Johannesburg, from Babanango after his wife's death and is confronting the problem of having to help Vusi with an assignment for school. The confusion due to miscomprehension of words with rural and suburban meanings provides tension and humour within the extract. Grandpa does not want to appear ignorant to his modern grandson.

"UMisi Mokoena uthe sibhale ngama-pirates…"
"AmaPirates, ngizwile ngawo, abadlali bePirates badlala kahle…kodwa eKwaZulu asazi kakhulu ngaleli qembu!"
"Kufanele sithole ulwazi ngemikhuba yawo, nangemikhumbi yawo, nangezimpilo zawo. Uthe sifunde indaba **kaPeter Pan** ngoba wahlangana nePirate embi…"
"Lo Peterpani udlalela iPirates na? Ungumdlali omusha na?"
USiphiwe wavele wabuka umkhulu wakhe.

"Miss Mokoena said we should write about pirates..."
"Pirates, I've heard about them, Pirates'[37] players play very well...but in KwaZulu we don't know a lot about this team!"
"We need to find information about their habits and about their ships and their lives. She said we should read the story of Peter Pan because he met a bad Pirate..."
"This Peterpani, does he play for Pirates? Is he a new player?"
Siphiwe just looked at Grandpa.

Table 5:20 - Iculo, Example of cultural/generation spur

The examples above of the texts I created provided a nursery for what was in the future to become my teaching of isiZulu through self-created texts, later supported by CED. The approach, content and style would prove to be invaluable. Texts were popular with the pupils, showing the importance of relevance, consideration of audience and language accessibility. They needed to have content pupils could relate to and encourage a positive response and desire to continue reading. Creating appropriate materials which were interesting and relevant was time consuming and difficult, but in writing I learnt a great deal about the language I was teaching. This process made the value of writing as a language learning skill, clear to me.

Although I enjoyed creating and writing the Mfeka saga, I was concerned that I was not preparing the pupils for the rigour of the Standard 10 set-work books. They might not be able to adapt to different styles of writing, because they had become used to my writing.

Reading materials: reading beyond the Mfeka family

I was always on the prowl for original texts appropriate for use in the classroom as "extensive reading habits can enlarge…learners' vocabulary, and promote their language competence and academic performances" (Hong, 2010, p.57). Original texts were available but they were very limited. If I used FL isiZulu texts, I found the pre-reading activities needed to be extensive, especially as far as vocabulary was concerned. I present a number of examples of FL texts I used in the teaching of reading below.

Texts 1 – 8 are examples of very short extracts sourced from *Bona* magazine. They are letters from readers looking for pen pals. I used them for reading and learning activities with the Standard 6 pupils. They were effective as they are formulaic; giving the name of the writer

[37] A very popular South African soccer team.

followed by their gender, interests, and then in what language they would like interested parties to respond. The content of the letter has a 'formula' and comes between the name of the writer and the address to which they send a response.

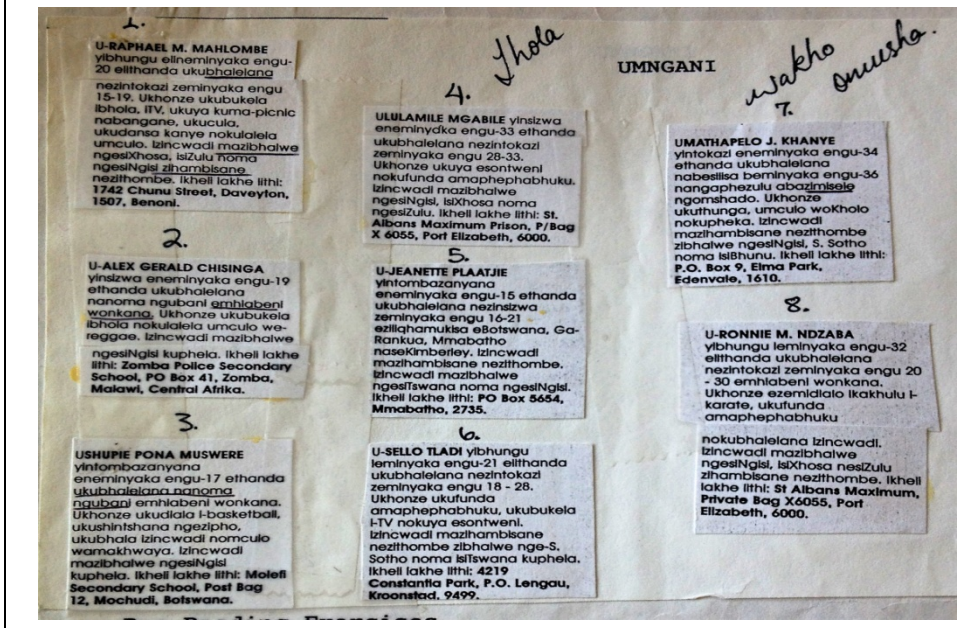


Figure 5:1 - An example of a reading exercise FL, for the Standard 6 pupils.

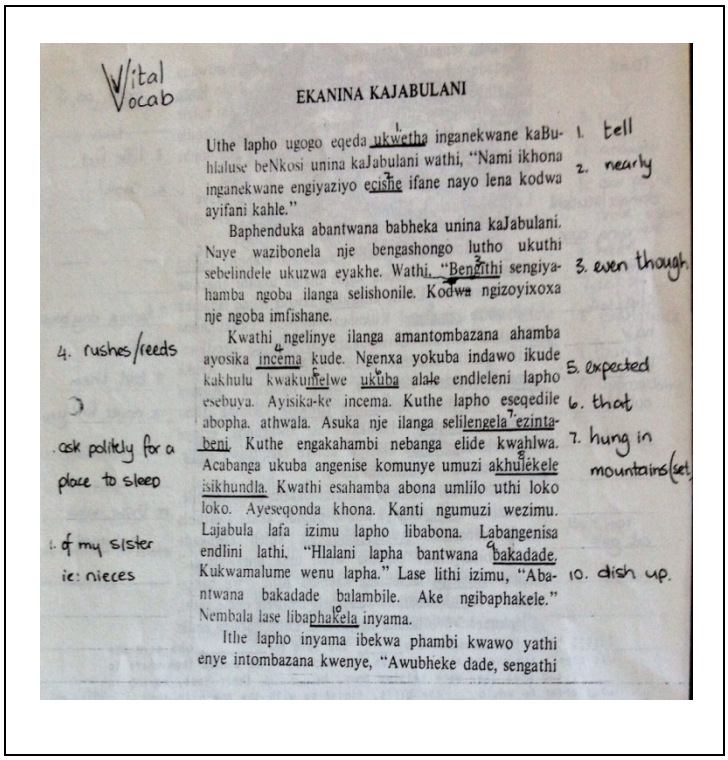
As these *Bona* extracts are short and have a repetitive, yet specific vocabulary, the pupils need to be prepared before reading the extracts. This is done by pre-reading activities which introduce the pupils to the vocabulary they are about to encounter.

As pupils matured and read more of the texts I produced, I found that I could use a wider variety of reading material in the classroom. The following is an example of a text taken from the FL primary school *Igoda* reading series. Unlike the example above where content and vocabulary was basic and repeated within the text, the text which follows is a story and thus not formulaic in vocabulary or style.

Vocabulary was my immediate problem. I did not want a lack of vocabulary to inhibit the reading process. Pupils did not have an extensive vocabulary in iZSAL. On closer consideration, I decided to classify some vocabulary as Vital Vocabulary – essential to learn, while providing other vocabulary for the comprehension of a specific extract. I then made a photocopy of the story, pasted it on foolscap paper and provided the vocabulary in the margins. I placed Vital Vocabulary in the left margin, as the eye moves from left to right

across the page. I hoped this would facilitate easier access of text. Vital vocabulary was likely to help in the writing of assessments. I numbered words with translations. Nagata (1999) identified four positive effects of this sort of glossary use. Firstly, it showed students the way words work in context. Secondly, students link the word to a (correct) meaning straight away. Thirdly, the teacher can highlight important vocabulary easily. Finally, using the margin gloss is quick and efficient as compared the disruptive activity of turning to a dictionary for understanding. On the right hand side, I wrote vocabulary unknown to the pupils, required for text accession, but not needed to know. "[A gloss] is the easiest way to understand the meanings of words as they appear in context, since it does not even demand the effort of searching and then choosing the appropriate meaning out of several possible ones, which is required in by a dictionary look-up" (Hong, 2010, p.60).

I used this format for all reading material in the higher standards. An example from a more advanced text from *Igoda,* used for Standard 8 pupils with vocabulary provided on either side is below.


Vital Vocab

EKANINA KAJABULANI

Uthe lapho ugogo eqeda ukwetha inganekwane kaBu- 1. tell
hlaluse beNkosi unina kaJabulani wathi, "Nami ikhona 2. nearly
inganekwane engiyaziyo ecishe ifane nayo lena kodwa
ayifani kahle."

Baphenduka abantwana babheka unina kaJabulani. Naye wazibonela nje bengashongo lutho ukuthi sebelindele ukuzwa eyakhe. Wathi, "Bengithi sengiya- 3. even though
hamba ngoba ilanga selishonile. Kodwa ngizoyixoxa
nje ngoba imfishane.

Kwathi ngelinye ilanga amantombazana ahamba 4. rushes/reeds
ayosika incema kude. Ngenxa yokuba indawo ikude
kakhulu kwakufuelwe ukuba alale endleleni lapho 5. expected
esebuya. Ayisika-ke incema. Kuthe lapho eseqedile 6. that
abopha. athwala. Asuka nje ilanga selilengela ezinta- 7. hung in
beni. Kuthe engakahambi nebanga elide kwahlwa. mountains(set
Acabanga ukuba angenise komunye umuzi akhulekele
isikhundla. Kwathi esahamba abona umlilo uthi loko
loko. Ayeseqonda khona. Kanti ngumuzi wezimu.
Lajabula lafa izimu lapho libabona. Labangenisa
endlini lathi, "Hlalani lapha bantwana bakadade. 10. dish up.
Kukwamalume wenu lapha." Lase lithi izimu, "Aba-
ntwana bakadade balambile. Ake ngibaphakele."
Nembala lase libaphakela inyama.

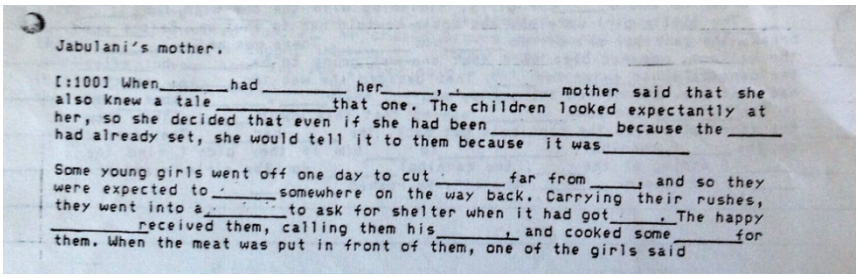
Ithe lapho inyama ibekwa phambi kwawo yathi enye intombazana kwenye, "Awubheke dade, sengathi

4. rushes/reeds
. ask politely for a place to sleep
. of my sister ie: nieces

Figure 5:2 - An example of a more advanced text from Igoda, for the Standard 8 pupils with the vocabulary provided on either side

Texts in the format above would often be set as reading homework, as it "…can allow readers…greater autonomy" (Hong, 2010, p.61). This forced pupils to grapple with the

difficulties of iZSAL reading. The following day I gave them an English summary in the vein of the example below. It was not a word for word translation, but a general summary of the reading, page by page. I left out words emulating a 'cloze procedure[38]'. Cloze procedure is valuable in the development of vocabulary (Refer to Chapter Two). Blachowicz and Fisher (2010) explain pupils use "knowledge of context to supply appropriate words and concepts to create a meaningful passage" (Blachowicz and Fisher, 2010, p.37). Kesler (2011) sees this procedure as challenging pupils to develop skills to filter for meaning by using visual clues, syntax and prior knowledge, to extract meaning from a text. Pupils could assess themselves. I hoped this would encourage them to test their assumptions about the meaning of the text and achieve confidence in their reading abilities as well as wean them from an over reliance on their teacher. I did not want reading lessons to be line-by-line translation, reminiscent of the Grammar Translation Method (Refer to Chapter Two).



Jabulani's mother.

[:100] When_____had_____her_____,_____mother said that she also knew a tale_____that one. The children looked expectantly at her, so she decided that even if she had been_____because the_____ had already set, she would tell it to them because it was_____

Some young girls went off one day to cut_____far from_____, and so they were expected to_____somewhere on the way back. Carrying their rushes, they went into a_____to ask for shelter when it had got_____. The happy _____received them, calling them his_____, and cooked some_____for them. When the meat was put in front of them, one of the girls said

Figure 5:3 - An example of an English summary of a reading done. Standard 8

By the time the iZSAL pupils reached Standard 9, I found that I could move beyond self-created texts to use extracts from FL sources with little adaptation. If there had been sufficient development of vocabulary and awakening the schemata, the pupils could understand a text and comment broadly about its content after reading it. The extract below is from the magazine *Bona* and is unchanged in vocabulary and content from the original.

ISIQEPHU SESHUMI 16:10

Funda le ndaba, uphendule imibuzo elandelayo.

Umlahlankosi nezimbuzi.

1. Emandulo, umhlahlankosi, wawumila engcwabeni yenkosi. Lo muthi wawutshalwa ngabantu lapho. Nanamuhla abantu babeNguni basahlonipha lo muthi. AbeNguni bawusebenzisa ukubuyisa ekhaya umoya womuntu lowo oshonele kude nekhaya. Uma umuntu ashone eGoli, ubaba wekhaya

[38] By inserting missing words, pupils show their understanding of the content of a text.

eliKwaZulu-Natal, uthatha igatsha lomuthi omncane, ulithatha eGoli. Alibeke phezu kwalapho umuntu washonela khona. Bese ebuya ekhaya nalo igatsha. Endleleni uma lo baba ebuya KwaZulu-Natal, kufanele angakhulumi nomuntu futhi angabheki emuva.

2. Ekhaya abantu bathatha amanye amahlamvu alelo gatsha, bawapha imbuzi. Ngosuku lomngcwabo abantu badla lesi silwane. Enye inyama kanye nokhamba lotshwala kulungisele amadlozi. Emva komngcwabo, abantu bavama ukutshala lelo gatsha ekhanda likamufi wembuzi engcwabeni.

3. Abantu basebenzisa umlahlankosi ngezinye izindlela. Kwezinye izindawo ezisemaphandleni, abantu bawusebenzisa ukwakha izibaya nokwenza amathuluzi. Izinyanga eziningi ziwusebenzisa kakhulu futhi

4. Ulwazi lwanamhlanje lwesayensi, lusikhombisa ukuthi lo muthi usiza kanjani abantu nezilwane futhi. Lesi sihlahla singukudla kwezilwane nezinyoni eziningi. Kulula ukutshala izimbewu. Abantu abahlala emadolobheni basimilisa kalula ezingadini zabo. Lo muthi ungaheha izinyoni nezinambuzane ukuvakashela izingadi.

5. Emaphandleni izinkomo nezimbuzi nezimvu zidla umlahlankosi uma utshani bufile. Eqeleni nasehlathini izilwane eziningi ziyawudla. Abantu abadala bathi uma singadla ameva (thorns) abukhali njengala omlahlankosi, sizobe nolaka oluvutha njengobhejane.

Bona Zulu
1994

Table 5:21 – Iculo Lehobhe, Example of text from *Bona* - not adapted

I prepared pupils for the *Bona* text in terms of vocabulary and content. I placed it in the Iculo chapter where Granny Mfeka dies. The whole Chapter was dedicated to funerals and the rites surrounding them. Thus, vocabulary was recycled and reinforced. What the pupils were not prepared for was the cultural basis of the text. The extract relates how a spirit of a dead family member, who died far from home, is returned to its family home by using the branch of an indigenous tree – the Umlahlankosi tree. The pupils needed me to read this text with them. The cultural significance of an artefact, such as a branch, could lead to misunderstanding of communication on many levels.

Reading materials: Standard 10 prescribed literature set-works

The 'Zulu Board', a group of academics, unknown to teachers of the subject, chose the set-work selection on educational grounds, considering them appropriate for teenagers learning iZSAL. There were two set-works prescribed for my first set of iZSAL matriculants, an anthology of short stories and a novel.

Prescribed short stories were selected as they were considered 'easy'. They were a selection of traditional folk tales aimed at Zulu children. 'Ibanga 2' means 'Standard 2', where learners are nine or ten years of age. The *Igoda* readers are written for FL learners.

The appearance of the short story set work and its layout were mundane and created for many teenage pupils a negative perception before opening the book. Despite rolling eyes and groans of teenage rejection, I pushed them into opening and reading the book. When the Standard 10s realised whom the intended audience of the stories was, while they struggled to understand the stories at seventeen or eighteen years of age, the subliminal message was negative. It was difficult for me to counter this negativity.

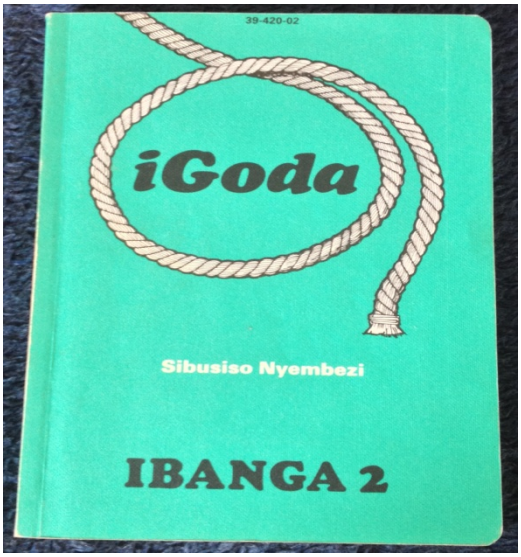
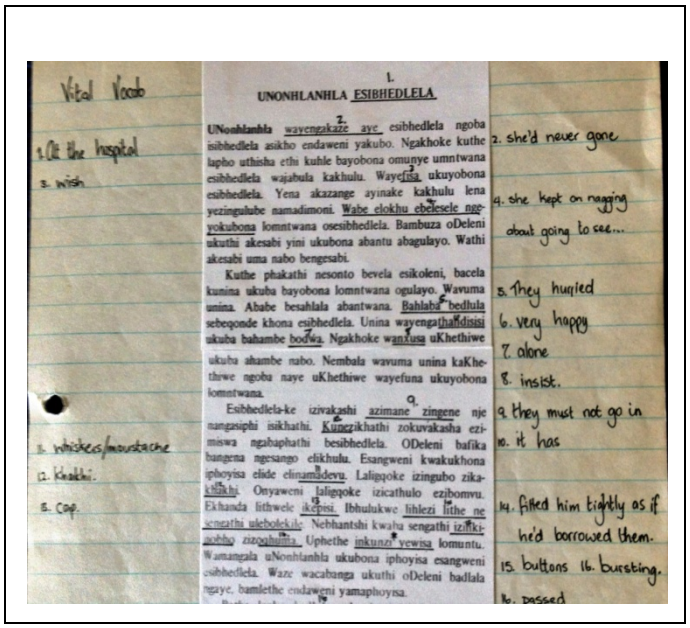


Figure 5:4 - Igoda Ibanga 2 book cover

A folktale is a challenging choice of literature for an iZSAL student. Lenyai (2013) agrees, "…teachers must avoid …certain traditional stories…because of their scary nature and association with supernatural phenomena" (Lenyai, 2013, p.18). It is also a genre embedded in culture, where reality is suspended. A culturally based tale requires specific vocabulary; often old-fashioned and difficult even for FL speakers to access. The skills taught for SAL reading were thrown into disarray; predicting what was going to happen next in the text become invalid when dealing with a non-realistic story line, as is the reliance on experiences of the reader to help in understanding new context and content. The reader's schemata become irrelevant as the cultural heritage of the writer and reader is different. Access to the text through breaking the language down into morphemes did not provide understanding, as the language and vocabulary are culturally based, therefore old fashioned and not 'everyday' isiZulu. It was hard for iZSAL readers to crack the code. All of these factors made it difficult for the pupils to access the text effectively without a teacher's intervention and guidance.

Although the short stories in *Igoda* were aimed at the younger FL learner, the teenage iZSAL pupil struggled with them. Luckily, I had used texts by the same author and genre previously in Iculo. The format I used, as explained earlier, was for ease of accessing text. The process I used when teaching reading to the pupils: pre-reading activities, schemata activation, sign post questions, text attack exercises, enabled them to approach the texts with confidence and complete the task with minimal confusion and struggle.


Vital Vocab

1. At the hospital
3. wish
11. whiskers/moustache
12. Knobkerrie
15. Cap

I.

UNONHLANHLA ESIBHEDLELA

UNonhlanhla wayengakaze aye esibhedlela ngoba isibhedlela asikho endaweni yakubo. Ngakhoke kuthe lapho uthisha ethi kuhle bayobona omunye umntwana esibhedlela wajabula kakhulu. Wayefisa ukuyobona esibhedlela. Yena akazange ayinake kakhulu lena yezingulube namadimoni. Wabe elokhu ebelesele nge-yokubona lomntwana osesibhedlela. Bambuza oDeleni ukuthi akesabi yini ukubona abantu abagulayo. Wathi akesabi uma nabo bengesabi.

Kuthe phakathi nesonto bevela esikoleni, bacela kunina ukuba bayobona lomntwana ogulayo. Wavuma unina. Ababe besahlala abantwana. Bahlaba bedhula sebeqonde khona esibhedlela. Unina wayengathandisisi ukuba bahambe bodwa. Ngakhoke wanxusa uKhethiwe ukuba ahambe nabo. Nembala wavuma unina kaKhethiwe ngoba naye uKhethiwe wayefuna ukuyobona lomntwana.

Esibhedlela-ke izivakashi azimane zingene nje nangasiphi isikhathi. Kungezikhathi zokuvakasha eziminwa ngabaphathi besibhedlela. oDeleni bafika bangena ngesango elikhulu. Esangweni kwakukhona iphoyisa elide elinamadevu. Laligqoke izingubo zikasilikhi. Onyaweni laligqoke izicathulo ezibomvu. Ekhanda lithwele ikepisi. Ibhulukwe lihlezi lithe ne xengathi ukebotekile. Nebhantshi kwahu sengathi iziffki-zobho zizogibitha. Uphethe inkunzi yewisa lomuntu. Wamangala uNonhlanhla ukubona iphoyisa esangweni esibhedlela. Waze wacabanga ukuthi oDeleni badlala ngaye, bamlethe endaweni yamaphoyisa.

2. she'd never gone
4. she kept on nagging about going to see...
5. They hurried
6. very happy
7. alone
8. insist.
9. they must not go in
10. it has
14. fitted him tightly as if he'd borrowed them.
15. buttons 16. bursting.
18. passed

Figure 5:5 - Igoda Ibanga 2, example of text of matric short story provided to the pupils

The novel, *Ithemba Lokugcina*, is about a young Zulu man and his trials and tribulations as he struggles for education and love. It is an interesting book, but written for teenage FL isiZulu readers. The difficulty for an iZSAL pupil was in most cases insurmountable and resulted in frustrated and disillusioned pupils. Teaching the novel became a time consuming and tedious pursuit. The novel was longer than the short stories and far above the capabilities of iZSAL learners in Standard 10. The differences between the language, vocabulary and style of writing used in the short stories and novel were great. I tried every approach I had used in my five years, as an iZSAL teacher to enable the pupils to access the text, but none appeared to work effectively. Pupils stalled and were demotivated, as was I. It looked as if my reading lessons were about to become translation lessons. A senior, and experienced iZSAL teacher whom I had met at the Transvaal Teachers Association's[39] support group (TTA), offered me an English translation she had written. I was demotivated. I had failed my pupils. A TTA

[39] TTA – one of the professional associations for South African teachers before 1994.

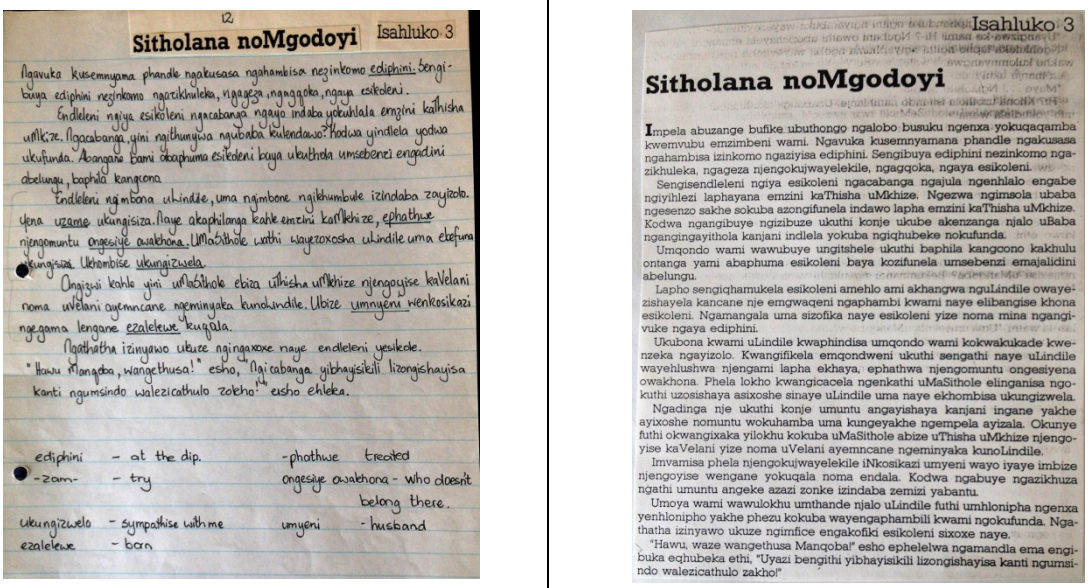
meeting proved to be my salvation.

At the meeting, I met two other young iZSAL teachers who were feeling just as discouraged as I was. We formed a working group and tried to find alternatives. Translation was not the answer. In desperation, we considered rewriting the novel. Initially mooted jokingly as an option, it soon appeared to be the only route available to us.

Concerned about photocopying the book without permission we first approached the TED, who assured us that if we bought a copy of the book for each pupil, we could do as we pleased, as long as the author was not 'cheated' out of his royalties.

We started to rewrite the novel into Standard 10 isiZulu, shortening it and including vocabulary to support the reading process. This was a route fraught with danger, including possibilities of spelling mistakes, grammar errors and misunderstood content. Each teacher taking a chapter, we worked towards the goal of having our pupils actually read the novel. It was a tedious exercise but at least our pupils would be reading.

On the right below is a photograph of the first page of Chapter 3 from the novel. On the left is the 'adapted' version. Notice how much shorter it is and there is a glossary supplied.



12

Sitholana noMgodoyi Isahluko 3

Nganuka kusemnyama phandle ngakusasa ngahambisa nezinkomo ediphini. Sengibuya ediphini nezinkomo ngazikhuleka, ngageza, ngangaka, ngaya esikoleni.

Sindleleni ngiya esikoleni ngacabanga ngayo indaba yokuthlala emzini kathisha uMkize. Ngacabanga yini ngithungiwa ngubaba kulendawo? Kodwa yindlela yodwa ukufunda. Asangane bami abaphuma esifdeni baya ukuthola umsebenzi engadini abelungu, baphila kangcono.

Sindleleni ngimbona ukindize, uma ngimbone ngikhumbule izindaba zayizolo. Yena uzame ukungisiza. Naye akaphilanga kahle emzini kaMkhize, ephathwe njengomuntu ongesiye awakhona. UMaSithole uthi wayezoxosha ukindile uma efuna ukungisiza. Ukhombise ukungizwela.

Angizwi kahle yini uMaSithole ebiza uthisha uMkhize njengoyise kaVelani noma uVelani ayemncane ngeminyaka kunokindile. Ubize umnyeni wenkosikazi ngegama lengane ezaleleve kugala.

Ngathatha izinyawo ukuze ngingaxoxe naye endleleni yesikede.

"Hawu Mangoba, wangethusa!" esho, "Ngicabanga yibhayisikili lizongishayisa kanti ngumsindo walezicathulo zokho" esho ehleka.

ediphini	- at the dip.	-phathwe	treated
-zam-	- try	ongesiye awakhona	- who doesn't belong there.
ukungizwela	- sympathise with me	umyeni	- husband
ezaleleve	- born		

Isahluko 3

Sitholana noMgodoyi

Impela abuzange bufike ubuthongo ngalobo busuku ngenxa yokuqaqamba kwemvubu emzimbeni wami. Ngavuka kusemnyamana phandle ngakusasa ngahambisa izinkomo ngaziyisa ediphini. Sengibuya ediphini nezinkomo ngazikhuleka, ngageza njengokujwayelekile, ngaggoka, ngaya esikoleni.

Sengisendleleni ngiya esikoleni ngacabanga ngajula ngenhlalo engabe ngiyihlezi laphayana emzini kaThisha uMkhize. Ngezwa ngimsola ubaba ngesenzo sakhe sokuba azongifunela indawo lapha emzini kaThisha uMkhize. Kodwa ngangibuye ngizibuze ukuthi konje ukube akenzanga njalo uBaba ngangingayithola kanjani indlela yokuba ngiqhubeke nokufunda.

Umqondo wami wawubuye ungitshele ukuthi baphila kangcono kakhulu ontanga yami abaphuma esikoleni baya kozifunela umsebenzi emajalidini abelungu.

Lapho sengiqhamukela esikoleni amehlo ami akhangwa nguLindile owayezishayela kancane nje emgwaqeni ngaphambi kwami naye elibangise khona esikoleni. Ngamangala uma sizofika naye esikoleni yize noma mina ngangivuke ngaya ediphini.

Ukubona kwami uLindile kwaphindisa umqondo wami kokwakukade kwenzeka ngayizolo. Kwangifikela emqondweni ukuthi sengathi naye uLindile wayehlushwa njengami lapha ekhaya, ephathwa njengomuntu ongesiyena owakhona. Phela lokho kwangicacela ngenkathi uMaSithole elinganisa ngokuthi uzosishaya asixoshe sinaye uLindile uma naye ekhombisa ukungizwela.

Ngadinga nje ukuthi konje umuntu angayishaya kanjani ingane yakhe ayixoshe nomuntu wokuhamba uma kungeyakhe ngempela ayizala. Okunye futhi okwangixaka yilokhu kokuba uMaSithole abize uThisha uMkhize njengoyise kaVelani yize noma uVelani ayemncane ngeminyaka kunoLindile.

Imvamisa phela njengokujwayelekile iNkosikazi umyeni wayo iyaye imbize njengoyise wengane yokuqala noma endala. Kodwa ngabuye ngazikhuza ngathi umuntu angeke azazi zonke izindaba zemizi yabantu.

Umoya wami wawulokhu umthande njalo uLindile futhi umhlonipha ngenxa yenhlonipho yakhe phezu kokuba wayengaphambili kwami ngokufunda. Ngathatha izinyawo ukuze ngimfice engakofiki esikoleni sixoxe naye.

"Hawu, waze wangethusa Manqoba!" esho ephelelwa ngamandla ema engibuka eqhubeka ethi, "Uyazi bengithi yibhayisikili lizongishayisa kanti ngumsindo walezicathulo zakho!"

Figure 5:6 - Ithemba lokugcina, Isahluko 3. An example of how teachers attempted to make text accessible to matric pupils

Having fulfilled the official requirements of teaching reading to my iZSAL pupils to the best of my ability, we faced the Matriculation Examination, together.

The route I had followed, the reading materials I had created and gathered, paid tribute to a desire to create independent iZSAL readers, through a core language course and supporting materials pupils could access.

5.6 Conclusion

In this chapter I have looked at the challenges and learning involved in teaching iZSAL in TED schools in the late 1980s and early 1990s. In doing so, I considered the demands placed on this teaching process by the requirements of the final matriculation examination. Broadly focusing on the language learning, the chapter has followed the development of Iculo in conjunction with the teaching of reading. It has not considered my continuing struggle to improve my pupils' writing skills in preparation for their final assessment. Chapter Six will specifically consider the writing approaches I attempted to put into place, to run concurrently with the teaching of Iculo, so that pupils could effectively complete activities based on their growing language knowledge. These experiences and experiments with learning showed that the writing skill, although considered the most difficult, is vital in the acquisition of a SAL. As I became more adventurous in creating opportunities for my pupils to practise their isiZulu writing, so my experiences started to influence Iculo.

CHAPTER SIX - Iculo and the Developing Writing Programme

6.1 Introduction

Chapters Four and Five described the development of Iculo from a survival tactic for a young inexperienced teacher to a more composite grammar-based programme for teaching iZSAL at high school. This chapter describes the incorporation of the writing skills into the Iculo language course over the period 1987 – 1992. As an inexperienced teacher, I did not recognise the value of writing in the SAL, mistaking it with an activity used soley for consolidation. Experience proved me wrong.

1986	Mandate Zulu Stds. 6 and 7				
1987	Mandate Zulu Stds 6 and 7	Choice Zulu introduced Stds 6 and 7			
1988	Mandate Zulu Stds 6 and 7	Choice Zulu Stds 6, 7 and 8			
1989	Mandate Zulu Stds 6 and 7	Choice Zulu Stds 6, 7, 8 and 9			
1990 to 1992	Mandate Zulu Stds 6 and 7	Choice Zulu Stds 6, 7, 8, 9 and 10			
1993 to 2001			Degree and Diploma iZSAL at JCE iZSAL I & II		
2002 to 2013				Degree iZSAL at WSoE iZSAL I,II,III	
2014 to 2016					Degree iZSAL at WSoE iZSAL II,III (CED)

6.2 Writing Programme in Choice Zulu Syllabus

The writing programme in the Choice Zulu syllabus was more extensive than that of the Mandate Zulu syllabus. Communicative teaching (Refer to Chapter Two) was undeniably the core of the syllabus as "… every piece of written work…must be prepared beforehand by means of oral exercises" (TED, Choice Zulu Syllabus, n.d., p. 2) (Refer to Appendix 2). The Choice Zulu syllabus specified writing lessons, in conjunction with clear instructions. Writing exercises were to be "… restricted to representative examples… [derived from] work which has already been dealt with" and "… independent composition work in the form of

sentences and paragraphs (not essays) …" should be the writing exercises done by Choice Zulu pupils (TED, Choice Zulu Syllabus, n.d., p. 1). (Refer to Appendix 2).

As a young and inexperienced teacher, I never viewed writing as a teaching and learning approach. My training and experiences as an iZSAL pupil taught me writing always followed the skills of listening, speaking and reading. Writing could only be effective if there was a firm background in these skills before attempting a consolidatory writing exercise.

There are two types of writing involved in learning a SAL, creative/factual writing and language/grammar based writing. The Choice Zulu syllabus required pupils to be able to do both in the final examination.

1. The initial writing exercises in iZSAL learning require transcription, for example, cloze procedure activities largely completed when doing grammar-based activities. Although not stimulating these writing exercises are vital in learning a new language as pupils become accustomed to the orthography of the new writing system, as well as the ordering of the sound system, spelling and word order. This is the approach taken in most of the Iculo grammar exercises, interspersed with creative writing exercises.

   In isiZulu one of the main difficulties of writing is the conjunctive writing system (Refer to Table 5:16, Chapter Five, for an example of a conjunctive writing). Although pupils were generally 13 years of age when they started learning isiZulu and already had skills in writing in their FL (English) and a SL (Afrikaans), they could not rely on this background to provide insights into the writing system of iZSAL.

2. Creative/factual writing is the second variety of writing which occurs in SAL teaching and learning. It requires a different set of skills and requires preparing pupils in terms of language, audience, context, motivation for writing and vocabulary. This form of writing is not the mechanical manipulation required for language exercises. Creative writing, independent, yet dependent on teacher control, relies on initiative, integrated language knowledge and a degree of imagination on the part of the pupils.

   I wove writing exercises allowing for innovation and independence into Iculo as exercises within the grammar lessons and as activities that ran parallel to Iculo. Placed

at the end of chapters, the exercises consolidated language learnt in the chapter, as well as revitalising language learnt previously, in an interesting, integrated and realistic way. Writing in a FAL especially in a non-academic way, students pointed out in Casanave's study, is valuable as it, "… built confidence, fluency, and expressive and communicative skills [as well as providing] a lot of practice – all of which contribute to language learning in general" (Casanave, 2009, p.266).

I needed to keep in mind the maturity of the pupils, as mentioned earlier and appeal constantly to their changing interests. I also had to consider the requirements of the Matriculation examination, and how pupils were expected to answer it.

6.3 Examples of writing exercises from Iculo

The first example describes a writing exercise I expected Standard 6 pupils to complete. It is from Chapter 4, the theme is shopping, the language to be learnt is the use of 'and' and how to ask for articles politely. The topics I created reflected content similar to that learnt in the classroom, but with an unexpected touch so that the pupils could be inventive and original. In Umbuzo 9 below, in topic one 'the teacher' (standing next to the toiletries – which add to the embarrassment of the encounter), topic two 'new cafe' and topic three 'in the road' were not common occurrences in the early 1990s for white pupils. I required a word count with the intenion of getting pupils accustomed to writing to a target as required in the Matriculation examination. I also varied the person they were talking to, to sensitise them to register and audience.

Umbuzo 9:	Bhala ingxoxo ngesihloko esisodwa (1) kwezilandelayo. Write a dialogue choosing one of these headings.
a.	Uthenga eSpar. Uhlangana nothisha wakho, eceleni kwamatoiletries.
b.	Uhamba nomngane wakho ekhefi elisha.
c.	Uthenga amaveji emgwaqweni (in the road). Uxoxa nomthengisi**.** (amagama 100)

Question 9:	Write a dialogue on one (1) of the following.
a.	You are shopping at Spar. You meet your teacher next to the toiletries.
b.	You are going with a friend to a new Café.
c.	You are buying vegies in the road. You chat to the salesperson. (words 100)

Table 6:1 – Iculo Lexoxo, Example of a writing exercise, Isahluko 4

As the pupils' knowledge of isiZulu increased, I tried to keep pace with their ability by incorporating a variety of requirements, but also remaining aware of their ability to complete these successfully with their slowly developing language ability.

By the time pupils reached Chapter 8 (Standard 7), the writing exercises were more challenging. We had just completed the Immediate Past Completed (simple past) as well as negatives in Past, Present and Future. The language structure I was introducing was adverbs of time, including days of the week. I chose not to approach this section using vocabulary lists, but rather exploit other possibilities. The syllabus required the writing of a diary. I was also aware of the intricacy of the Zulu family system. This provided a culturally interesting topic.

We read Vusi Mfeka's diary covering a week in his life. Vusi also had to write a diary as set homework, just as my pupils did. Vusi's entries included veiled anger at having to write the diary for homework. What self-respecting teenager wrote a diary? We discussed the structure of the diary, the vocabulary for days of the week and adverbs of time that occurred in the entries, all of which were in context.

Idayali likaVusi

NgoMsombuluko
Ngivuke **ekuseni kakhulu**. Angibhalanga idayali lami ebelingumsebenzi wasekhaya **ngempelasonto**. Ha! Idayali? Ngubani obhala idayali **nanamhlanje?** Ngilibhale nini? **Ekuseni? Emini? Ebusuku?** Angizukhuluma nencwadi! UMisi uzongithethisa. Ubaba uye ukuxoxa nomakhelwane ngoba inja yakhe ikhonkotha kakhulu **ngobusuku**. Sifike esikoleni **emva kwesikhathi**.

NgoLwesibili
Namhlanje ngibhala idayali. **Izolo** uMisi ungixwayise bengizoya ehhovisi likathishanhloko Eish! Emini ngithole ibhuku elabhulali. Ebhukwini kukhona isibonelo sedayali. **Ntambama** ngifunde idayali. **Kusihlwa**, ngizame ukubhala idayali lami. **Kusasa** ngizovuka **ekuseni kakhulu** ukubhala idayali lami.

NgoLwesithathu
Sawubona dayali lami, **ekuseni kakhulu** ngivuke ukuqeda idayali lami. Angifuni ukuya ehhovisi likathishanhloko **namhlanje**. Benginenhlanhla, ngiqede idayali emva kuka-6. Ngibingelele umama. Ngihambe ngemoto nobaba esikoleni. **NgoLwesithathu ekuseni** sivama ukuya ehholo kuqala, kodwa idayali lisekhwameni sami – it's all ok baba!

Vusi's Diary

On Monday
I work up early in the morning. I didn't write my diary which was homework over the weekend. Ha! A diary? Who writes a diary these days? When should I write it? In the morning? At midday? At night? I will not talk to a book! Miss will scold me. Father went to chat to the neighbour because his dog barked a lot during the night. We arrived at school late at school.

On Tuesday
Today I am writing a diary. Yesterday Miss warned me I would go to the headmaster's office. Eish! At midday I found a book in the library. In the book there is an example of a diary. In the afternoon I read the diary. At dusk I tried to write my diary. Tomorrow I'll wake early to write my diary.

On Wednesday
Hello my diary, early in the morning I woke up to finish my diary. I don't want to go to the head's office today. Luckily I finished the diary after 6. I greeted mom. I went by car with dad to school. On Wednesday morning we usually go to the hall first, but the diary is in my bag - it's all ok baba!

Table 6:2 – Iculo Legwababa, Example of a reading exercise in preparation for a writing exercise, Isahluko 7

I initiated the diary-writing lesson by allowing the pupils to pick a folded piece of paper from a hat. Each piece of paper had a Zulu family member's title on it, without a translation (translations below are for the reader's convenience). The ensuing confusion about these titles opened the door for me to discuss the social structure of the Zulu family. Thereafter each pupil had to write a biography of the person, under a very clear heading of his or her title in the Zulu family. This biography needed to include a picture, their name, age, what language they spoke, their education and if they worked. This was recycling structures and vocabulary learnt from Chapter 1. Pupils then had to write their diary in the voice of the family member they had chosen. The pupils posted their completed biographies and diaries on a notice board in the classroom, in a family tree structure, for all standards to read, enjoy and learn.

Udadewethu My sister	**Umama** mother	**Umama kababa** Mom's mom	**Ubaba** father
Umfowethu My brother	**Ubaba kababa** Dad's father	**Umalume** Mother's brother (uncle)	**Ubabekazi** Dad's sister (aunt) (female dad)
Umzala Cousin (mom's siblings child)	**Mina** me	**Ubabamkhulu** grandfather	**Ugogo** Grand mother
Ubaba omkhulu Older dad (dad's older brother)	**Ubaba omncane** Younger dad (dad's younger dad)	**Umama omkhulu** Older mom (mom's older sister)	**Umama omncane** Younger mom (mom's younger sister)

Table 6:3 – Iculo Legwababa, Example of the family members' titles in preparation for writing exercise, Isahluko 8

At the time, crime was becoming a concern in South African society. The theme for Chapter 11 became Ubugebengu/Crime, supported by the language structure - Absolute Pronoun.

The challenge of developing the reading and writing skills to attain the Standard 10 level, as well as the growing maturity of my pupils, forced me to look for more advanced and topical writing exercises that would challenge their abilities and isiZulu knowledge. Reading materials remained a challenge too. The isiZulu newspaper, *Ilanga*, was still far above their reading abilities and therefore was not helpful in providing examples of newspaper articles which I could use as models for writing.

Preparation for writing a newspaper article was extensive.

The Chapter started with the pupils having to set out a sequence of events: depicting the plotting of the crime, committing the crime and post crime, in poster form. With pictures cut from magazines, the pupils had to depict-

1. a criminal, name him/her
2. provide a reason for the crime
3. provide a location where the crime took place
4. a picture which explained how the crime took place
5. a picture of the victim
6. were there accomplices

7. was the crime successful
8. a picture of where the criminal is now

Placed on the wall of the classroom, the poster only had key words on it.

As the Chapter developed so did the pupils' grasp of vocabulary relevant to the theme. In the last few lessons of the Chapter, pupils brought newspaper articles to class (they could be in English). The format of the main article on the front page was discussed and a template drawn on the board. I introduced words for 'reporter', 'photographer' and 'title'. The pupils went back to their posters and wrote an article, based on it. They wrote the resultant articles well. After I corrected the articles, the pupils had to convert them into television reports in which they were television reporters. The situation was then a role-play, engaging the pupils orally. The pupils enjoyed this activity. The teenagers relished the excitement of dressing up as newsreaders, leering through a cardboard box (the TV) at the captive audience (their classmates) and being presenters. By carefully scaffolding content and language throughout the chapter, via the four language skills, presenting the report no longer created presentation anxiety. They had written their reports a few times and I had corrected them a number of times before their presentation. This process showed me continuous corrective feedback (Refer to Chapter Two for corrective feedback) improved the writing and language used by pupils in a text.

Another consideration here was that I did not adhere to the usual sequence of language learning skills. Listening, speaking, reading and writing became listening, reading (in FL), writing and then speaking. Although I no longer have a record, I remember pupils' articles and TV presentations as being above average. This gave me something to consider. There were many ways to achieve good SAL learning outcomes and it did not always have to be in a way prescribed by FL theorists.

By the time pupils reached Chapter 18, writing exercises had become more of a work in progress than simply a once-off exercise. The example below comes from Chapter 18, based on the Remote Past Continuous (*was/were.... doing*). The different steps in the development of this writing exercise numerically follow each other. I was beginning to understand that

there is value in peer dialogue and a pupil's own ability to self assess and develop their knowledge of isiZulu. (Refer to Chapter Two - Social Constructivism).

ISIQEPHU SESITHATHU **18:03**

Khetha isihloko esisodwa…ubhale ngaso.

Bhala ikhasi elilodwa nohhafu (1 ½)
Izihloko

a. Ngalolo suku ngacishe ngafa…. On that day I nearly died….
Noma

b. Ngake nga…. I once...
Noma

c. Kwakungusuku lokuqala lwami esikoleni…. It was my first day at school….
Noma

d. Isihloko esikhethwa nguwe. A topic of your choice. (in the Remote Past Tense)

ISIQEPHU SESINE **18:04**

Bhala indaba yakho futhi. Hlola ukubona ukuthi ezinye izibonelo zolimi oluphansi, zikuyo, zihighlighta. Inombolo yesahluko isesibukaki.

a. The Remote Past Completed (isa 17)
b. The Demonstrative (isa 15)
c. Absolute Pronoun Locative (isa 11)
d. The Object Prefix (isa 9)
e. A Relative (straight) (isa 12)
f. A Relative who/which (isa 12)
g. A Locative Copulative (isa 13)
h. Instrumental Adverb nga- (isa 5)
i. identificative copulative y-/ng- (isa 6)
j. –na- have (isa 10)
k. The Remote Past Continuous (isa 18)
l. The Absolute Pronoun (isa 11)
m. Absolute Pronoun with an identificative (isa 11)
n. –onke
o. Relative Copulative (isa 12)
p. A Locative (isa 13)
q. a conjuction
r. –sa- still (isa 4)
s. a stative (isa 16)

ISIQEPHU SESIHLANU **18:05**

Bhala indaba yakho futhi. Manje uqaphele ukuthi zonke izibonelo zolimi zikuyo. Bhala inombolo emigqeni ukubonisa yisiphi isibonelo esitholakala kuwo.

ISIQEPHU SESITHUPHA **18:06**

Nikela umngane wakho indaba yakho. Uyihlola uyilungise. Umcela futhi ukukusiza ukubhala amanye amagama.

ISIQEPHU SESISHIYAGALOLUNYE **18:09**

Bhala indaba yakho futhi KODWA manje usebenzise izibonelo zezibanjalo kuyo. Uma uqede ukuyibhala, yinike kuthisha wakho. Kufanele umnikele zonke izinzamo zakho futhi.

ISIQEPHU SESITHATHU/Lesson Three **18:03**

Khetha isihloko esisodwa…ubhale ngaso.

Write a page and a half (1 ½)

Izihloko

a. Ngalolo suku ngacishe ngafa…. On that day I nearly died....
Noma

b. Ngake nga…. I once...
Noma

c. Kwakungusuku lokuqala lwami esikoleni.... It was my first day at school....
Noma

d. Isihloko esikhethwa nguwe. A topic of your choice. (in the Remote Past Tense)

ISIQEPHU SESINE **18:04**

Bring your completed essay to class, reread it and see if you have any examples of the following language sections in it. Highlight them. (If you cannot remember what they are, the chapters they come from are in brackets after each one, CHECK UP.)

ISIQEPHU SESIHLANU **18:05**

Rewrite your essay ensuring that there are examples of the language sections above in it. Number each line and next to each language section put the line reference and underline it in the essay.

ISIQEPHU SESITHUPHA **18:06**

Swap your essay with a friend to read. They must make corrections on the script and make suggestions on how it can be improved/ lengthened.

ISIQEPHU SESISHIYAGALOLUNYE **18:09**

Write your essay again BUT now use examples of the copulative in it. When you are finished, submit it to your teacher. Submit all your attempts.

Table 6:4 – Iculo Lehobhe, Example of a series of lessons which lead up to a writing exercise, Isahluko 18

I taught this writing exercise over five lessons, four of them consecutive and the fifth after a few further additional language lessons. Lesson 9 then required pupils to provide evidence in written form that they had understood what I had taught them.

The essay in this series of lessons was redrafted three times before final submission, with one of the lessons having specific instructions of what language sections had to be included in the work (Lesson 18:04). In all drafts, there were activities to enrich and expand the length of the essay. Essays written in Standard 10 needed to be of a specific length and had a word count requirement, which was difficult to achieve because of pupils' insecurities about manipulating language and the difficulties of conjunctive writing. Lesson 18:04 is an example of a technique I started to use to deepen my pupils' writing skill in isiZulu.

By including peer assessment (in section six/isiqephu sesithupha), I used the unthreatening arena of a friend checking and making suggestions for improvement and correction of

language errors and vocabulary development.

The correction of language errors provided fertile ground for language learning. Debates between peers surrounding correct language provided them with insights into the language; while an explanation or correction by a friend developed understanding, where previously there has been misunderstanding. Often an explanation by a peer made more sense than that of a teacher. Language in 'teenager talk' sounds very different from 'teacher talk'.

I did not schedule the final lesson and submission immediately after previous lessons, to give the pupils a chance to internalise what they were learning and about what they were writing. The way I set out the task relied on their motivation to complete the writing, as well as their maturity to execute the instructions effectively, with little direction from the teacher (Refer to Chapter Two - Motivation).

Over the years, the pupils completed this exercise consistently well. The only negative factor identified by the pupils was that rewriting the essay was time consuming.

A final example of a writing exercise, following below, resembles in many ways what was to become the Creative Email Dialogue.

Chapter 25 became the ultimate chapter in the Iculo course. I tried to complete the TED Choice Zulu language syllabus by the end of Standard 9, before the matriculation year, Standard 10. I chose to focus on the prescribed set-works in Standard 10 and wanted all necessary language requirements to be in place so that reading the literature would be less traumatic for the pupils.

Chapter 25's theme was on street children and their plight. The chapter's initial reading was a story about Mzondeni, which I had written together with a FL friend. It is about a little boy who lives in rural KwaZulu Natal. To escape an unhappy life at home, he stows away on a truck and falls asleep. When he wakes up night has fallen and the truck is in Durban[40]. He mistakes the lights of the many skyscrapers for stars, which he believes have fallen from

[40] A large port on the east coast of South Africa.

heaven. As in the previous example, this writing exercise took a number of lessons to complete.

By using dice in the exercise below, I hoped to encourage the pupils to be original, bold in their approach, and creative in their conception of the story. The support of fellow class members removed pupils' anxiety about writing and encouraged the young writers to be more adventurous. I gave the pupils a more advanced theme than those dealt with previously. My hidden agenda was to encourage my pupils to provide exciting texts for pupils in later years to read, thus filling the gap of appropriate iZSAL reading material.

<u>Ukuthola imidanti yokubhala</u> **25:6**

- Kufanele nibe ethimini elinamalunga ayisithupha.
- Ekupheleni kwesahluko nizothola izikwele (squares) ezinkulu. Phambi kwesikwele esisobunxele kukhona igama elithi "**Mzondeni",** nonke ninguMzondeni.
- Uzobona izikwele eziningi.
  Esikweleni esikhulu kubhalwa **Mzondeni**.
  Ezikweleni eziphezulu **yindawo** (location),
  Ezikweleni eziphansi kwazo eziphezulu **yisenzo** (incident),
  Ezikweleni zesithathu kukhona **izinto** (an object),
  Esikweleni sesine kukhona **umlingiswa** (character) oyedwa.
- Nizodinga idayisi.
- Khethani ozoqala ukuphonsa idayisi.
- Landela izikwele. Qala kuso esiphezulu, uzothola indawo, bese isenzo njalo njalo. Mhlawumbe uphonse inombolo eseyithathiwe, kufanele uphonse futhi.
- Thola lonke ulwazi oludingwa nguwe.

<u>Ukwakha indatshana</u> **25:6**

- Thatha amaminithi ayishumi ukwakha indatshana kaMzondeni entsha. Kufanele ubhale imicabango yenu encwadini ngoba uzoxoxa ngendatshana yakho namanye amalunga.
- Xoxa indatshana yakho namanye amalunga. Sizanani ukuyenza ibengcono.

<u>Ukubhala indatshana</u> **25:7**

- Ngamanothi akho, namasu amasha amanye amalunga, bhala indatshana yakho ephepheni – udwebe izithombe futhi.
- Uma nonke niqedile, nizihlele zonke izindatshana zenu.

Finding the information to write 25:6

- Get into teams of six.
- At the end of the Chapter you will find a set of big squares. On the left hand side there is the name "Mzondeni", all group members are Mzondeni.
- There are a number of squares.
  In the left hand block there is written Mzondeni.
  The next block has locations,
  The next one underneath has a series of incidents,
  Going down the third block has objects,
  The fourth block has a single character.
- You will need a dice.
- Decide who will throw the dice first.
- Follow the squares. Start at the top, find a place, and then an action etc etc. If you throw a number which has already been thrown you need to throw again. Poor number 6 your fate is sealed.
- All the information you need you now know.

Building the story

- Take time to plan your essay about Mzondeni and his new adventure. Using the facts which you threw the dice to get. You should write your thoughts on paper because you will discuss your ideas with your other group members.
- Help each other to improve your conceptual story about Mzondeni.

Ukubhala indatshana 25:7

- Using your notes and the thoughts of your group members, write your essay. This could take two periods.
- On completion of your story read it to your group, who will now help you with language and vocabulary. Once this is done write the essay neatly for submission.

MZONDNI		1.	2.	3.	4.	5.	6.
	Izindawo (Places)	**Emgwaqweni** In the street	**Ebhishi** On the beach	**Ifektri elingasasetshenziswa** A factory which isn't being used	**KwaMashu**	**Endaweni yokuhlala** A place to sleep	**Emaphoyiseni** At the police station
	Izenzo (Actions)	**Usiza umuntu** You help the person	**Uyaxoshwa** You are chased	**Uyantshontsha** You steal	**Ubhema iglu** You smoke glue	**Ufuna ukudla** You want food	**Uyacenga** You beg
	Izinto (Things)	**Isibhamu** gun	**Imali** money	**Iselula** A cellular phone	**Ingubo** A blanket	**Isinkwa** bread	**Isithombe** A photograph
	Umlingiswa (Character)	**Usonhlalakahle noma isangoma** social worker or sangoma	**Ubaba** father	**Iphoyisa** A police man	**Umntwana wasezitaladini.** A street child	**Umfundisi** A priest	**Isigebengu** A criminal

Table 6:5 – Iculo Lokhozi, Example of the final writing exercise in Isahluko 25

I integrated the writing exercises presented above into the chapters of Iculo as related to the syllabus. The 25 chapters of Iculo covered all the writing requirements for the matriculation examinations.

a.	Personal details/CV	chapter 05
b.	Message	chapter 06
c.	Diary entries	chapter 07/13
d.	Advertisement	chapter 09
e.	Poster	chapter 11
f.	Newspaper article	chapter 11
g.	Invitation	chapter 12
h.	Thank you note	chapter 13
i.	Friendly letter	chapter 15
j.	Obituary	chapter 16
k.	Memorial speech (in essay form)	chapter 16
l.	Business letter	chapter 17
m.	Letter to the editor	chapter 19
n.	Dialogues	chapters various
o.	Paragraphs	chapters various
p.	Essays	chapters various

In the final matriculation examination, set by an examiner appointed by the TED, any of the above writing exercises were examinable. The combinations of the writing tested varied from year to year and pupils had to be prepared to answer any of the genres above. I made sure that I taught all genres by the end of the Standard 10 year.

6.4 Further Writing Exercises developed to support Iculo

What follows is a description of additional writing exercises I developed to compensate for weaknesses I identified in Iculo as I realised that the writing skill was an aid to learning as well as a reinforcing skill.

Alphabet story writing

I found pupils' writing, under examination conditions, did not reflect their grammatical knowledge and ability. Time constraints placed on them in examination conditions as well as

the tension of writing an examination, impacted negatively on what pupils produced in response to questions in the examination.

When I later questioned them about why they had not put in conjunctions, past tenses, etcetera, the responses were interesting. They felt that in English they used all facets of the language because it was 'just there and came out on its own' yet in isiZulu they had to consciously think about grammar before putting it down on paper, after all they had been studying it for only five years.

I decided that what just 'came out' in isiZulu appeared to be the language most ingrained in their language knowledge, thus texts which were produced under stressful situations tended to be simplistic knee jerk writing. The results awarded by provincial markers of the TED examinations reflected the simplistic texts produced by pupils' writing under examination conditions, and not achieving the results truly reflective of their knowledge of isiZulu. Pupils were marked on their sentence structure, use of language and their creative writing skills (Refer to Chapter Five for examination requirements). This was an area of concern for me. I needed to teach my pupils how to 'show off' what they knew.

In the extract below drawn from a text written by a standard 8 pupil in her midyear isiZulu Choice examination, this simplistic approach can be seen.

Izolo bekuyilanga ukusebenza engadini.
Izolo engadini nginisele izimbali. Izimbali zimile engadini. Ngithanda izimbali. Ngisize umama. Ngihlakule izinkula. Ngisike izihlahla. Ngisike utshani. Sisebenze kakhulu.
(amagama 19)

Yesterday was a day to work in the garden.
Yesterday in the garden, I watered flowers. Flowers grow in the garden. I like flowers. I helped mom. I pulled out weeds. I cut the bushes. I cut the grass. We worked very hard.
(words 34)

Table 6:6 - Example of a pupil's writing before intervention

The content is simplistic, as is the use of language and sentence structure. Creativity in this example is at best average and appears to be a series of sentences strung together to complete an instruction. This was a usual approach for SAL pupils to take. Self-doubt is a strong

limiting factor in text production. This extract, written under examination conditions, causes the pupil to 'play it safe' and not make errors, as this would detract from his/her mark.

Iculo was organised in chapters, chapter one being the beginning of the course, chapter 25 the final chapter. The pupil who wrote the extract, was in Standard 8, so should have been between chapters 11 and 15. The table below indicates that language structures embedded in earlier chapters were more ingrained in the pupil's isiZulu knowledge than later chapters. This could be an explanation of how earlier learnt structures are more likely to be used in stressful communicative situations, than recently acquired language structures.

In Table 6:7 below, there is an example of a pupil's writing broken down according to the order of learning language structures used in her examination response. In the right hand column, chapters are in the upper line, indicating in which chapters language structures used had been taught and the second line, when the vocabulary had been acquired. Chapter 8 was themed on work around the house and garden. The title of the paragraph was 'Yesterday was a day to work in the garden', so I expected vocabulary from chapter 8 to be more readily accessible.

Izolo bekuyilanga ukusebenza engadini. Izolo engadini nginisele izimbali.	**Chapter where the language structure appears** (3)(1)(2)(3) **Where vocabulary was acquired** (8)(8)(8)
Izimbali zimile engadini.	(2)(3)(1) (8)(2)(8)
Ngithanda izimbali.	(2)(1) (1)(8)
Ngisize umama.	(2)(3) (2)(1)
Ngihlakule izinkula.	(2)(3) (8)(8)
Ngisike izihlahla.	(2)(3) (3)(8)
Ngisike utshani.	(2)(3) (8)(8)
Sisebenze kakhulu. (amagama 19)	(2)(3) (13) (1)

Table 6:7 - Example of how a pupil's writing is broken down according the sequence of learning

The vocabulary used, indicates the pupil has learnt the appropriate work, chapter 8, but has not represented anything linguistically higher than chapter 13 (adverbs) in his/her writing, the knowledge of the language is available to the pupil, the problem appeared to be how to access it under examination conditions.

I considered a mechanistic approach to help the pupils. Taking the alphabet, as a class, we listed all the language structures they had learnt. I have listed the first five letters of the alphabet as an example.

Letter	Language Structure	Chapter
A	Absolute Pronouns Adverbs of Time/Manner	(2) (11) (8)
B	Be- past (immediate continuous) Because/But	(14) (1)
C	Copulatives (have/relative/locative/identificative)	(10)(12)(13)(6)
D	Deficient Verbs	(1)
E	Na- even, and, also, as well as	(4)

Table 6:8 - Example of the allocation of language structures according to the alphabet

After returning the examination scripts to the pupils, we discussed the table above and they attempted to rewrite their paragraphs, but now consciously working on the language structures they had learnt. The results are below. I have used colour coding according to the table above.

Izolo bekuyilanga ukusebenza engadini.

Izolo bekunguMgqibelo. Bengisengadini nomama. Nginisele izimbali ngoba bezomile. Izimbali zimile engadini kahle. Ngithanda izimbali. Ngisize umama kodwa angikhonzi ukusebenza engadini ngempelasonto. Ngihlakule izinkula. Ngisike zona. Nginisele utshani nothango ngethumbu lamanzi. Umama nami sisebenze kakhulu ngelanga. Ntambama siphuze itiye engadini enhle.

(amagama 41)

Yesterday was a day to work in the garden.

Yesterday was Saturday. I was in the garden with mom. I watered flowers because they were dry. Flowers grow well in the garden. I like flowers. I helped mom but I don't enjoy working in the garden over the weekend. I pulled out weeds. I cut them. I watered the grass and the hedge with a hose pipe. Mom and I we worked very hard during the day. In the afternoon we drank tea in the lovely garden.

(words 78)

Table 6:9 - example of a pupil's writing after intervention

Although the pupils were initially sceptical about the exercise (as was I), the resultant paragraphs soon remedied this reticence. One can see from the example above how the depth of the text changed dramatically. Pupils also saw the improvement, but interestingly enough, judged their success according to their word count and not the content or style of their completed work.

Apart from the obvious linguistic improvement of the texts, in terms of vocabulary, grammar and creativity, I noticed additional interesting, and unexpected, outcomes – the paragraph 'grew' to adjust to newly included alphabet changes as meaning had to be adapted/developed to accommodate the new additions. The red sections indicate new content, unrelated to the alphabet-initiated improvements. In an effort to discover why pupils had further developed their texts, I questioned them about it.

I grouped the responses of the iZSAL pupils' responses under three broad areas:

i. 'when I read it (the initial paragraph) again I thought of other things to say to make it better.'
ii. 'I wasn't worrying about time and marks; I could try out things (language structures) I wasn't sure of and see if you caught it.'(i.e.: understood it)
iii. 'When I put in the new sections you (the teacher) wanted, I had to change things to make sense.'

The following were codicils to my main intention of consciously activating language structures learnt:

i. Motivation (Refer to Chapter Two) is important for the development of creative writing in the SAL as a learning strategy – pupils wanted to improve their work, even though there was no assessment involved.
ii. Audience (Refer to Chapter Two) is an important factor in the creative writing process and the sense that one is communicating with another is integral to meaning making.
iii. Writing creatively in a timed examination is unnatural. Pupils felt they could learn more when they had time to mull over the possible options of creating meaning through writing.

iv. Pupils had to review their creations for meaning when including new structures. Recognising the need to change an existing script to facilitate understanding is an important step in learning a SAL.

Initially intended only for the standard 10 pupils in an effort to improve their writing under assessment conditions, I started using it throughout the standards as a strategy to improve writing.

I introduced a process of draft writing which proved to be educationally sound. Pupils would write their first draft from the heart and then redo it according to the mind. The pupils fleshed out the initial skeleton by using the 'alphabet language' list. I was pleased to see them using this structurally based approach. The benefit was obvious when comparing first and second drafts.

Writing remained an area of concern for me as I began to sense that creative writing, to reflect the skills acquired in the SAL, should be removed from the pressured examination setting to an alternative, more relaxed learning environment. I had to explore alternatives.

6.5 Alternative Writing Forums

With the Iculo program completed, it was not long before I realised that for learning to be effective, I needed writing exercises over and above those in Iculo. I wanted more outlets for the pupils' creative writing. This writing should include new learning and be continuous. Pupils should be writing consistently in some form or another. I looked for alternative writing exercises to run parallel to Iculo.

The weekly newspaper

I decided a classroom newspaper would be a positive addition to my iZSAL classroom, providing both writing and reading opportunities for the pupils. Reading, as there were few materials appropriate to iZSAL learners and writing to provide the pupils with practice in this important skill and to supplement the language learnt in Iculo. I did not want writing to become a chore, rushed by writers. I needed an alternative approach.

I created a template of the front page of a newspaper, laminated it and stuck it up on the classroom wall. The template is below. Only pupils in standards 8 and 9 were involved in this

writing activity, as the iZSAL classes were not large, I felt that these two standards combined would provide a variety of material for the front cover. The Standard 10s had a matriculation examination at the end of the year. They needed to concentrate on that, therefore I excluded them from the newspaper activity.

At the beginning of the year, I worked out in which weeks pupils would be able to write material for the newspaper. Pupils, from a list of predetermined dates, selected when they would like to submit their contribution. Submission of their writing was in the last period on a Friday. I would correct it over the weekend and return it to them on Monday. On Tuesday, they stuck their articles in the appropriate places on the laminated jigsaw. A new edition appeared every Tuesday and proved to be popular with all standards that would spend time reading about the latest news at their school and community. Over the duration of the year each pupil participating in this activity submitted two articles per genre. I provided formative, continuous assessment throughout the year and allocated a final mark at the end of the year. By the end of the year, pupils submitted a full front page created by them. This assessment took the place of one of the questions in the creative writing examination at the end of the year. It provided an alternative to the stressful examination conditions for creative writing.

A number of skills embedded in this activity were required for the matriculation examination. The template below shows different written genres. The key below clarifies this.

a. Lead article (with pictures) – this needed to be about news at school or in the community
b. Sub-article (no pictures required) – news on the international front
c. Index – with a short descriptive sentence as a prelude to what the article is about (for example: Woman's Forum: Being a housewife and a career woman)
d. Advertisements x 2 – these were not allowed to be copies of existing advertisements in FL.
e. Weather

The name of the newspaper was 'Elethu' meaning 'Of ours'. The '…l…' indicates to the reader that it is derived from 'iphephendaba' which is a newspaper, so by suggestion, 'Our Newspaper'.



Figure 6:1 - A reconstructed example of the newspaper front-page template

There were a number of positive aspects to this exercise apart from the fact that the pupils were dealing with different formats of creative writing linked to the final examination. It was not a nerve-wracking activity. If a pupil was organised the work could be completed in a relaxed manner ahead of deadline. It provided training in appropriate register. The teacher checked the materials beforehand so the text was of appropriate quality for the classroom domain. The practise in language usage, vocabulary and structure was valuable to the learner writers. It also strengthened the iZSAL learners' sense of community and feeling of solidarity in that they were creating materials for their fellow learners to read.

I found it difficult to keep abreast of the marking. I enlisted the standard 10s to help me. On a voluntary basis individuals took articles home to read, made sure idiom was appropriate, and corrected language and vocabulary if necessary (Refer to Chapter Two for traits of the Counsellor Method). They returned the checked articles on Monday. The learning and revision value for the standard 10s are self-explanatory.

This procedure also provided a valuable source of reading material for the other iZSAL learners of Choice Zulu. As the writers were from two standards, the materials often contained language structures above the level of certain readers. Their interest in the content however encouraged them to read the articles (Refer to Chapter Two, for an explanation of the ZDP). I was often asked what certain structures meant as pupils attempted to read the latest news. The pictures in the articles, which were hand drawn (easy access to photographs was not yet available) also helped in the comprehension of articles. Standard 6s and 7s looked forward to being involved in this activity exclusively set for the more senior standards. I took great pleasure in watching the younger pupils read what they were able to and scan what they were unsure of in an effort to create meaning for themselves.

The effect of two standards writing had positive unintended outcomes. A competitive atmosphere developed between the two standards with the Standard 8s wanting to outdo their seniors in the depth of writing. This often led to my teaching language structures to writers before they would have reached them in Iculo, so that their article was 'better'. I realised different pupils have different needs in their language-learning path, but to be effective there needed to be motivation. I realised writing was proving to be the ideal vehicle for individuals to learn at their own pace.

A problem I encountered initially, because of pupils' desire to write perfectly, they consulted external 'experts' who translated materials for them. This was often above the linguistic level of the pupil and they learnt very little from this activity. They produced an article unreadable or understandable by other iZSAL learners, sometimes not even by the writer him/herself. It took a number of weeks to wean pupils away from the belief that a perfect article was the aim of the exercise. The pupils did not understand how I was able easily to identify outside help in their writing, often claiming originality until I questioned them about structures they had used in their articles.

The duration of the activity, a year, was something I had never attempted before. Maintaining the impetus was a concern, it could affect the quality of submissions negatively. I did however structure it on a Task-Based Approach (Refer to Chapter Two for discussion of TBLT).

This was a successful activity but submission for each individual had a break of between six and seven weeks, and I wanted pupils to write continuously, I looked for other avenues to increase their productivity.

Weekly television scripts

I needed to find other writing exercises, over and above the 'newspaper front page', which would keep the pupils writing.

Television was a constant source of discussion and interest to teenagers in the late 1980s and early 1990s. Everyone had an opinion, a view and a comment about their favourite show, be it a comedy, soap opera, fantasy or a horror show. Plot, characterisation, dress and milieu all reflected the mores of the day. Common to all genres on television was the need for a script. What better conduit to get everybody writing than in the production of television scripts? Unlike the Newspaper front-page exercise, which was across two standards, this writing exercise was standard/class specific (as the number of iZSAL classes burgeoned to two classes per standard).

I initiated the script writing process in a group discussion about which genre the class wanted their show to represent. Once decided, proposed characters and their personalities, their likes and dislikes, hopes and dreams were created and recorded on the chalkboard. We settled upon a suitable setting and time/era. As a class, we wrote the first episode in the style of a shared writing exercise, everyone contributing to a common text. I wrote on the overhead projector, while pupils suggested development of plot and characters. In this way, the first episode was conceptualised and developed. After completion, we transferred the script onto A3 pages. We placed these on the appropriate standard's pin board, next to the character sketches of the cast. Alongside this page, a blank page was available for ideas, titled 'Episode II', for readers to make their suggestions for future episodes.

We discussed dialogue creation, stage directions and setting the scene. I hoped to develop an oral component as the story line took shape, the plot gelled and characters became defined. Pupils drew numbers from a hat – thus deciding on the sequence in which they would write their 'episodes'.

The instruction was that they had a week in which to write their text. This was not necessarily an episode, just a written contribution. Their input needed to follow on from the previous writer's story. There was no prescription on length of contribution. Language would not be corrected, it did not matter if there were errors, as long as others reading the piece understood what was happening. The final requirement was that the script of the week needed to include an example of the language structures covered in class that week.

Authors had to identify any new characters they introduced by using another colour ink and adding the name to the character list. They added vocabulary sourced externally to a vocabulary list placed next to the developing script, as it would be likely other pupils would not know what it meant, but would need a translation to understand what they were reading. They also might want to use the new word in their script.

I once again excluded the Standard 10s from this activity, as they had been excluded from writing for the front page of the newspaper. However, they could ask to write an episode of any of the four 'shows' which were developing, as guest script writers. This prompted the Standard 10s to read each update and become involved if they wished. The Standard 10s often used the option to participate, and they enjoyed showing off their knowledge of isiZulu to the younger pupils. Guest writers often led the plot on unexpected routes, influenced by their maturity and motivation to write. Younger pupils enjoyed being 'hi-jacked' by Standard 10 pupils, as it showed their scripts were exciting enough to keep a Standard 10 interested. Four language ability levels active at the same time, on four different scripts, also created an opportunity for the Standard 10s to fit into a language level in which they felt most comfortable.

Most Standard 10s participated voluntarily, enjoying the freedom of writing without a mark allocation and the intimidating red pen. This showed me the value of wanting to communicate as compared to having to communicate. Assessment was false motivation. Motivation and its positive effects on learning were enormous. Not all pupils chose to participate. Those who were interested in marks and results tended not to participate as often as their peers did, if they participated at all.

Writing exercises ran parallel to Iculo, drawing from it as the pupils learnt new language structures. This activity made me aware of a number of facts important to the SAL learning process.

a. When pupils were motivated they wrote, often extensively.
b. The absence of teacher correction appeared to have a positive influence as a number of pupils said how much better it made them feel about writing and they were more willing to try out a variety of language structures and risk more in their efforts to write. Research on dialogue journals corroborates this (Refer to Chapter Two – Corrective Feedback). Not all pupils were satisfied with this approach. Some requested me to correct their work. I did so by photocopying their contribution and providing them with feedback on this copy - none of which was reflected on the notice board.
c. The value of reading, once basic language knowledge is in place, became apparent. The pupils corrected one another (not always correctly), producing heated debates about how and why one says things in isiZulu. The ongoing freshness of the scripts at four different levels produced opportunities for all to read at their own competence level and come to recognise language structures not yet encountered in class.
d. The community feeling developing among isiZulu pupils of different standards was helpful as it produced a supportive learning environment, where everybody who was learning isiZulu was a potential source of assistance.

I found this exercise had a number of positive characteristics. Unknown to me the script writing exercise was laying the foundations for what was to become the CED.

a. Texts need to be relevant to young people learning iZSAL.
b. The content did not need to be elementary simply because the writer's knowledge of the language was still developing.
c. Being a member of a community, all aiming at a common goal is important.
d. The availability of accessible reading material encourages continuous reading and develops the learners' confidence in their ability and in turn their writing skill.
e. Having their writing displayed with those of other iZSAL pupils across all standards increased motivation to write and pride in their final product.
f. Interaction among authors as they set up situations later scriptwriters could draw on, was a further opportunity for learning vocabulary and language structures.

g. Pupils requested new language structures when they wanted to say particular things and did not yet know how, making their learning independent and individualised.
h. The important strategy of how a seventeen-year-old could accommodate their seventeen-year-old thoughts using the language of a 10-year-old.
i. I had a springboard from which to identify areas of weakness and plan 'first aid' lessons to remedy shortcomings.
j. It allowed me to continue with Iculo input and monitor whether new language structures appeared in subsequent writing, as script writing was an ongoing process.
k. The scripts showed me that even though I wanted to take a back seat in the process, I needed to be available to pupils to answer questions about content, help with language usage and guide with plot webbing, which had to be developed in such a way that the next writer had something on which to build. The process needed an administrator or manager.
l. My use of 'spurs' in course work (Refer to Chapter Four for description of a spur), inspired pupils to use the same technique.
m. The availability of more advanced texts as examples for less experienced writers was an inspiration to them to keep going in their text writing endeavours.
n. I recognised the importance of teaching vocabulary, practice and consolidation through continued use of new vocabulary in different situations. The vocabulary lists alongside the episodes were an indication of the variety of vocabulary pupils perceived as relevant (Refer to Chapter Two – Vocabulary). It certainly did not reflect the suggestions made by the TED in the Choice Zulu syllabus.
o. An inadequate vocabulary resulted in many 'breakdowns' in the creative writing stream of the iZSAL pupil.

6.6 Vocabulary Development

In this final section of the description of the development of Iculo as a tool for teaching the four language skills of iZSAL at secondary school level, I deal with a universal problem in language learning – the acquisition of vocabulary. As introduction, I indicate why I feel Iculo did not answer the need for a large vocabulary and then move on to describe two approaches I used to enhance the pupils' vocabulary bank.

The writing activities I have described highlighted a common problem across the five standards - inadequate isiZulu vocabulary. Without a vocabulary from which pupils could draw to express their thoughts and ideas, the value of learning a language lessened. No matter how functional Iculo was, it was useless without an adequate vocabulary to drive the structures learnt. Vocabulary is a universal problem for SAL and FAL learners, as "… lack of grammatical knowledge sometimes impedes the transmission of meaning, however, absence of vocabulary often impedes the transmission of meaning completely" (Barcroft, 2004, p.200). A small vocabulary inhibits all the skills (listening, speaking, reading and writing) taught in learning a new language. Simply learning reams of unrelated vocabulary however, smacked of the Mandate Zulu requirements (TED, Mandate Zulu Syllabus, n.d.) (Appendix 1) and GTM (Refer to Chapter Two). Vocabulary learnt specifically for tests is a task easily done, and with little effort, however when required in conversation or other communicative situations, the weakness becomes more apparent as appropriate vocabulary is simply not available for the speaker to draw on. In fact "[v]ocabulary is not only important in promoting speaking skills; it influences the ability to read and contributes in creative writing" (Lenyai, 2013, p. 90).

The vocabulary used in Iculo, is theme based (thus contextual) and repetitive, in an effort to engrain the words in long-term memory so they are available to the speaker when required. This contextual approach made the pupils comfortable using words from context and in context. My concern was vocabulary of any language is extensive and the vocabulary of the language notes (later Iculo) did not provide adequate vocabulary in areas not covered by a specific theme. I needed ways to extend pupils' vocabulary reserves putting them on a par with FL speakers. Pupils seldom moved beyond basic vocabulary knowledge by their own volition, inhibiting their ability in communicating in the target language. I needed to extend them beyond Iculo, as "… it is worthwhile to add explicit vocabulary to the usual inferring activities in the L2 classroom" (Sokmen, 1997, p.152).

Vocabulary webs

Explicit vocabulary teaching, I found, was not as effective as learning vocabulary in context, but has a role. The challenge was to create new vocabulary routes but still capitalise on the educational value of contextual vocabulary teaching. I came upon the idea of 'vocabulary webs'.

I based my vocabulary webs on the idea that vocabulary hangs together in meaningful links. IsiZulu lends itself to this process, especially where nouns are concerned. All nouns in isiZulu can be divided into two parts; a noun stem (carries the meaning of the noun) and a noun prefix (which carries information as to whether or not the noun is singular or plural). Changing the noun prefix creates different nouns. Nominal suffixes allow for further variations of the noun.

	Noun stem >	**-ntu**	
By adding noun prefixes	Umu- >	umu**ntu**	- person (aba**ntu** – people)
	Isi- >	isi**ntu**	- culture (no plural)
	Ubu- >	ubu**ntu**	- humanity (no plural)
	U(lu)- >	u(lu)**ntu**	- common people
By adding nominal extensions:	u(lu)**ntu**kazana >	a homeless person	
	Um**nt**wana >	a child	

Table 6:10 - Language Explanation to encourage vocabulary expansion

I used this method often and with the help of dictionaries, the class and I worked out as many derivatives as possible. For many this was a fun exercise, helping with the development of vocabulary. This method improved the pupils' sight vocabulary repertoire as they learnt how to use methods of breaking down words to base meaning. With the help of context, they were able to work out a contextual meaning.

Sokmen states, "L2 learners need help developing a large sight vocabulary so that they may automatically access word meaning" (Sokmen, 1997, p.252). With use, reinforcement and reactivation, these words become part of long-term memory. Vocabulary webs proved productive, assisting pupils to learn vocabulary not common in Iculo. In the example of **–ntu**, I listed a number of derivatives. These derivatives are often not used or of importance in everyday speech, but are linguistically interesting to know and the pupils enjoyed the exercise. Using the approach above as a springboard, I developed a more relevant approach.

A photograph below shows an extension of the technique above. It is of a vocabulary web I created at the Johannesburg College of Education. The style used is the same as those created in my early days of teaching iZSAL at high school. This vocabulary web grew from a discussion in a lecture about the South African film 'Tsotsi'. The word piqued the students'

interest. Using it as the departure point in the centre, in a train of consciousness manner, as a group, we drew the threads from the core word, trying to keep links clear and discouraging wild leaps. Vocabulary is easier to learn when it 'hangs together' with words alike or related in some way, understood by the learner. Whenever we needed a 'light' lesson, a vocabulary web was the activity most enjoyed by the pupils and students. Dictionaries in hand, they relished contributing and suggesting new threads. On photocopied sheets with a blank central cloud, they copied down the new web and filed it. A scribe copied it onto an A3 sheet and transferred it to the board on the wall. There was no assessment based on this exercise, it simply provided new vocabulary. Motivated pupils and students did however learn these webs improving their vocabulary knowledge – the linking of meaning, a very important trait of this activity.

I followed the steps below in the development of a web.

1. The core word placed in the centre.
2. I asked where one would find this person? ejele > jail
3. What are you if you were in jail? An 'isiboshwa' > prisoner
4. How did one arrive in jail? You were arrested > -boshwa/-bopha
5. And how did you feel in jail? Lonely > isizungu (to show how to say 'he is lonely' > 'unesizungu' contextual is provided to help with usage.)

The development of the web continued in this manner. Pupils were encouraged to provide prompting questions.

I tried to cater for the richness of idiomatic qualities of isiZulu by sourcing idioms. To the right of 'utsotsi' in the photograph, the word '*umkhonto*' appears. This developed from the thread of different types of weapons a Tsotsi was likely to use. It means 'spear'. Being an 'old' word in the language, it appeares in many idioms. These provide insight into the beauty and power of the language and introduce pupils to figurative and literal meanings of idioms, providing a constant source of meaning and analysis in reading and speaking.

Consider just one of the examples… '*Bamdlisa ngomkhonto ongaphakathi'*

Literal meaning: 'they fed him by means of a spear which is inside.'

Figurative meaning: 'they poisoned him.'

Often I was able to include 'world knowledge' in the growth of the web. I was able to introduce 'umkhonto wesizwe', meaning the 'spear of the nation' and is the name of the African National Congresses' armed wing. This allowed opportunities to develop the pupils' general knowledge.

Knowledge of webbed vocabulary and idioms improved the pupils' richness of language, providing them with input beyond Iculo. Vocabulary webs enriched the pupils' knowledge of the idiomatic language they were learning, beyond that of grammar knowledge. This type of exercise was later revitalised as one of the approaches I used in CED, to improve the depth of writing through extensive vocabulary knowledge.

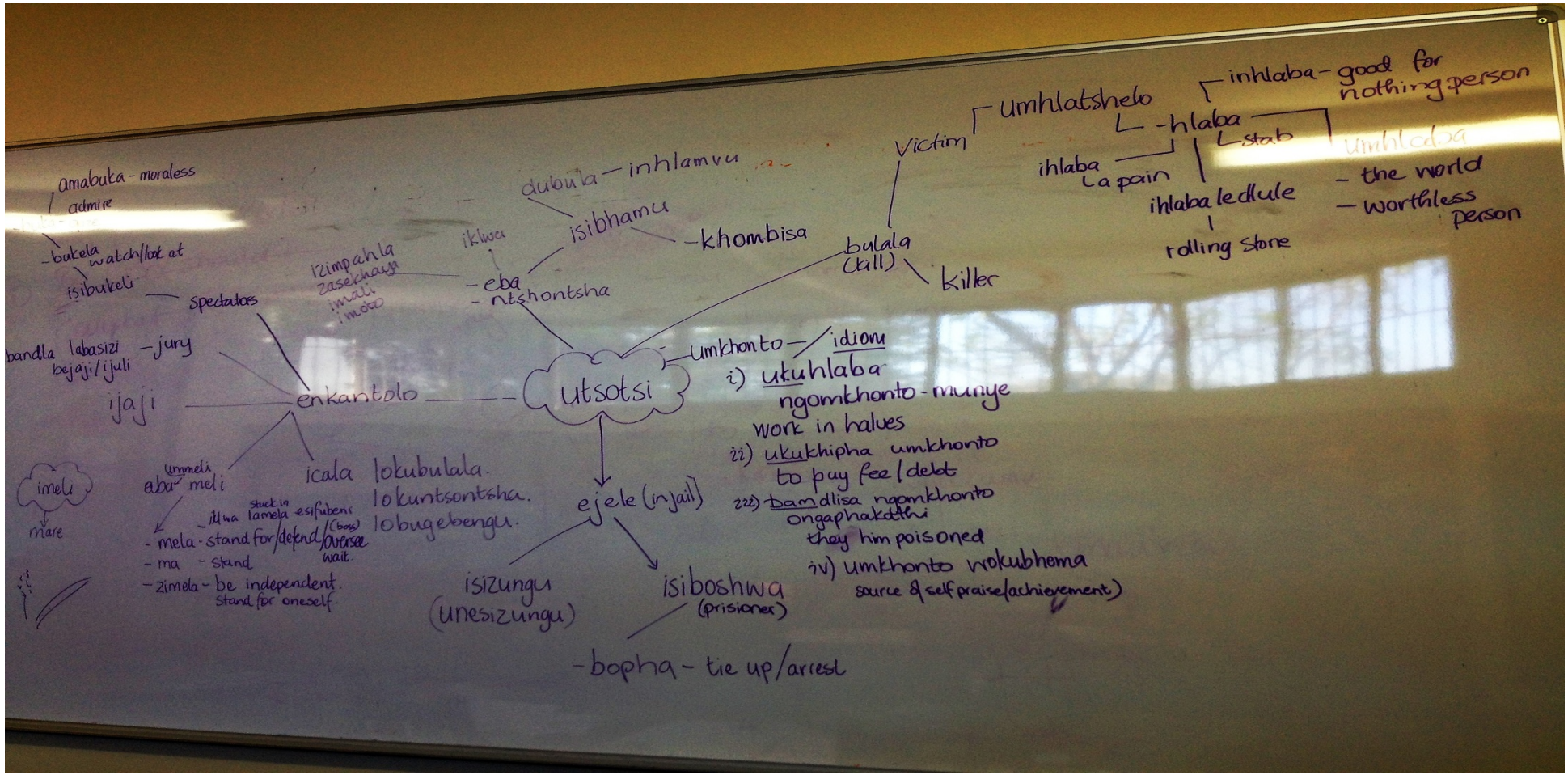


Figure 6:2 - Example of a vocabulary web (WSoE 2014)

The exercise above did not address the lack of vocabulary in everyday exercises in the classroom. What my growing experience showed me was that there were two sorts of vocabulary; the vocabulary with traditional roots, appearing in literature and Iculo, and the vocabulary which was needed by pupils to complete language exercises, oral and aural communication and writing, often known to them but not automatically available in recall. The words were in the pupils' thoughts but not on their lips. This vocabulary, often forgotten, needed a resusitation push into long-term memory.

I decided to laminate three A4 sheets, see examples below, one for each senior standard, from Standards 8 to 10. These 'boards' were perfect for marking with non-permanent ink pens and could easily be cleaned and reused. There was space for 30 'forgotten' vocabulary words in a grid on each sheet. When number thirty completed, a test followed. Completing the grid could take from between a week to six weeks. As the master copy was completed, pupils had an A4 sheet of their own that they filled up.

By having a sheet per senior standard, the lists were individualised to a certain degree and responded to each specific standard's needs. Once again, the wall was where the sheet was placed and once again, I found that the more diligent students copied down the other standards' lists in an effort to improve their own vocabulary knowledge.

By comparing the variety of the vocabulary in each grid below, the examples of the words show the pupils' deepening maturity and knowledge of isiZulu. In Standard 8 the words required were concrete and simple such as; 'close', 'open' and 'waste'. The Standard 10 group shows growth and abstract requirements; 'abilities', 'arguments' and 'status'. The lists represent each standard's needs and interests.

I also included words requested by one group across all three standards if I felt they were relevant. In CED, this 'forgotten' vocabulary board took on a new life; it became a way of ensuring all students had a common vocabulary on which to draw for the development of their creative texts.

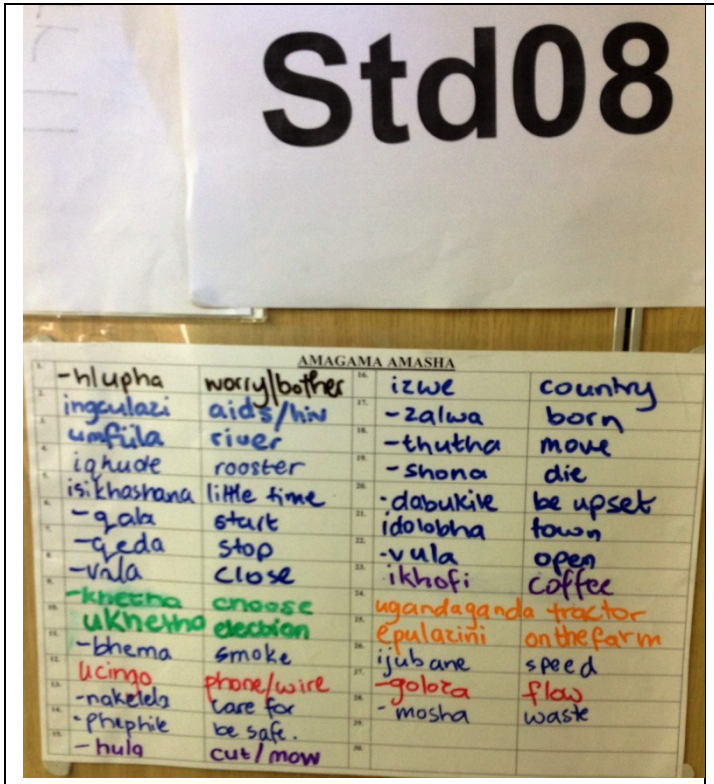


Figure 6:3 -Standard 8 'forgotten' vocabulary board

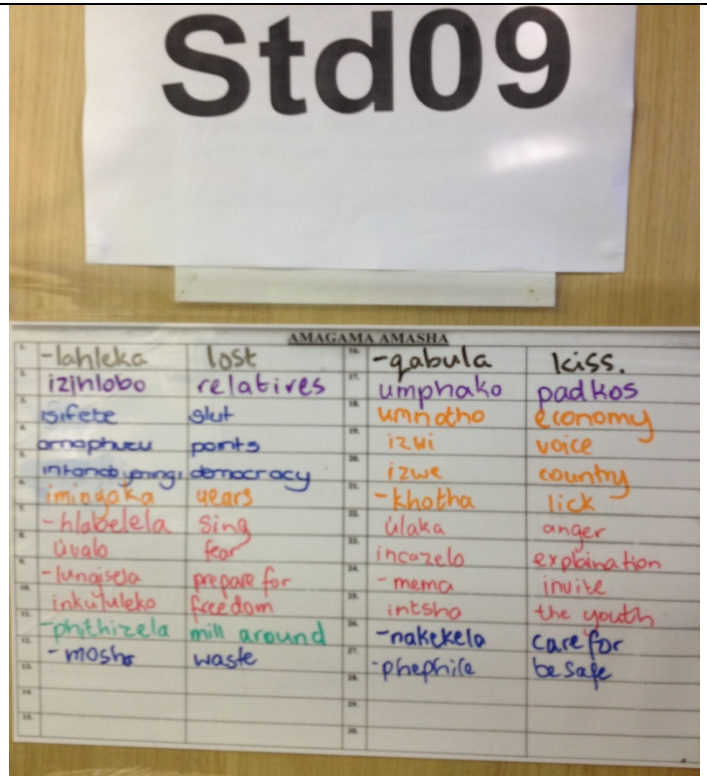


Figure 6:4 - Standard 9 'forgotten' vocabulary board

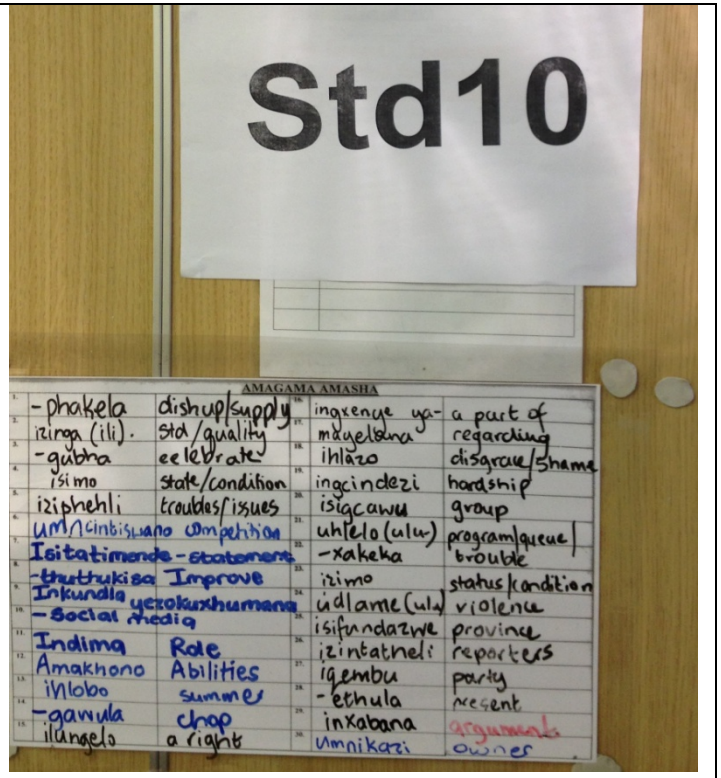


Figure 6:5 - Standard 10 'forgotten' vocabulary board

The various approaches to introducing, reiterating and reinforcing vocabulary shown in the two approaches above provided ways for my pupils to expand and develop their repertoire of words on call for communicative purposes. Pupils' vocabulary resources became apparent in their speaking, reading and writing, especially motivated pupils who wanted to achieve good results in their final examination.

The vocabulary strategies complimented and developed alongside the language notes in Iculo, each contributing to the development of the other. The various writing tasks also provided an avenue for reinforcement of new vocabulary, especially when text was rewritten a number of times.

In 1990, my first group of Standard 10 pupils sat the national matriculation examination. The release of results in early December was an emotional and nerve wracking occasion. All my iZSAL candidates passed with two achieving distinctions (A average) and a class average above that of the national average. A proud moment for the school was when one of the pupils was commended for her creative essay in the examination.

I taught iZSAL at the school for another four years covering, revising, testing and upgrading my notes with every new group. Iculo was taking shape.

Chapter Six has highlighted the difficulties of writing in iZSAL when most periods are needed to teach the language. I have described the various approaches I used to encourage pupils to write in as many forums as possible to improve their grasp of the target language. The lack of appropriate reading material for iZSAL pupils served to make these efforts more determined. A a spin-off of writing exercises was that they provided reading materials appropriate for iZSAL learners. These tasks related directly to the growing Iculo and were conceived as parallel activities to language learning, the one supporting the other. The experience of teaching at high school, showed me that writing was a valuable skill in the acquisition of iZSAL, not only for consolidation purposes, but also for teaching reasons.

6.7 Conclusion

In 1994, I successfully applied for and attained a post at the Johannesburg College of Education (JCE) as an iZSAL lecturer in an established African Languages Department. At tertiary level, Iculo was about to face unexpected challenges. In the following two chapters, I

continue to trace the development of Iculo as it adapted to tertiary iZSAL teaching and learning. I also emphasize the growing importance of writing in iZSAL learning and teaching.

CHAPTER SEVEN - Iculo is reborn as an iZSAL course at a tertiary institution.

7.1 Introduction

The previous chapters introduced the topic of this thesis, established the theoretical base of the study, outlined the methodology, and explained, in four chapters, how I developed the Iculo grammar course to teach iZSAL to students in a Johannesburg high school.

1986	Mandate Zulu Stds. 6 and 7				
11087	Mandate Zulu Stds 6 and 7	Choice Zulu introduced Stds 6 and 7			
1988	Mandate Zulu Stds 6 and 7	Choice Zulu Stds 6, 7 and 8			
1989	Mandate Zulu Stds 6 and 7	Choice Zulu Stds 6, 7, 8 and 9			
1990 to 1992	Mandate Zulu Stds 6 and 7	Choice Zulu Stds 6, 7, 8, 9 and 10			
1993 to 2001			Degree and Diploma iZSAL at JCE iZSAL I & II		
2002 to 2013				Degree iZSAL at WSoE iZSAL I,II,III	
2014 to 2016					Degree iZSAL at WSoE iZSAL II,III (CED)

In this chapter I describe how the Iculo grammar course, born for use at high school level was revised to be appropriate for student teacher training at the College of Education (JCE) in Johannesburg. I begin by outlining the iZSAL courses available at Johannesburg College of Education (JCE) in the 1990s and indicate how these influenced Iculo. The amalgamation of JCE and the School of Education of the University of the Witwatersrand, as well as new legislation on teacher education degrees in South Africa, required further adaptions to Iculo, especially around independent learning.

7.2 IZSAL courses at the Johannesburg College of Education

JCE was a respected teacher education college based in Johannesburg, offering four-year

Higher Education Diplomas, as well as the Bachelor of Primary Education (BPrimEd)[41]. Student teachers in the early 1990s specialised in Junior Primary Education - Grades 1, 2 and Standard 1 (Std 1), Senior Primary Education - Standards 2 to 5.

There were also Secondary School Higher Education Diplomas specialising in Home Economics, Physical Education and Technica[42]. Post 1994 the school phases were renamed Foundation Phase (FP) Grades 1 – 3, Intermediate Phase (IP) Grades 4 – 7, Senior Phase (SP) Grades 7 – 9 and Further Education and Training (FET) – Grades 9 – 12. In the Higher Diploma in Education courses and the B Prim Ed degree students had to select two academic majors. IZSALwas a possible option.

All students had to complete a language requirement in their diploma[43]. In their second year of study at JCE, they had the option of doing either Afrikaans or isiZulu as their second language requirement. IZSAL was not a popular choice. As a government-funded college, JCE had to follow government regulations. The student body was largely white and students mainly found teaching posts in English medium primary schools when they qualified. IsiZulu was not a subject in these primary schools. Choosing to do isiZulu instead of Afrikaans was not a choice considered professionally sound. A factor that made Afrikaans a more popular choice was that students had done Afrikaans as their second language at school. Fear of the unknown may have caused students to avoid selecting isiZulu courses.

For diploma purposes, students could only do isiZulu as an iZSAL. In the degree course, students could elect either isiZulu FL or iZSAL. Unlike the diploma course, the degree course had students from all race groups. The FL course was initially unpopular, having no more than five students registered per year. The iZSAL course was more viable. Unlike the JCE iZSAL course, which only had white students, the Wits iZSAL course registered students who were speakers of other African Languages. They were not FL speakers of isiZulu.

[41] JCE was the only College of Education in South Africa teaching the entire B Prim Ed degree on behalf of a full-time university. This relationship with Wits University paved the way for its later incorporation into Wits in 2002.
[42] Technica is a term relating to subjects such as technical drawing, wood work and metalwork
[43] All teachers in South Africa are required to have a language endorsement on their degrees or diplomas showing teaching competence in one of the official languages and competence in a second language at a lower level. For example, the code for language endorsement could be ‘Ez’ which meant the teacher could teach through the medium of English and had a communicative competence in isiZulu, but not at a level to use as a medium of instruction in an isiZulu school.

In the first year of study students of the iZSAL degree course, iZSAL HDE students and iZFL degree students attended lectures separately. However, students in the two-degree courses combined for linguistic components[44].

There were eight lectures (50 minute periods) for academic subjects timetabled per week. Contact lectures[45] were set for all eight lectures, one of which was for linguistic input. In this component, the students studied phonetics, morphology, phonology and semantics. IZSAL combined with the iZFL stream for linguistics. The focus in the other seven periods was on grammar. IZSAL HDE and Degree students attended lectures separately in the first year. The two-iZSAL streams combined in second year. Students following the secondary school teaching course were the only students to have a methodology component in iZSAL.

7.3 Challenges in my New Role as a Junior Lecturer

As one of two newly appointed junior members of an established African Languages Department that fell under Afrikaans Department jurisdiction, we found the content and methodology of the courses firmly in place. The three lecturers in the department who taught iZSAL had been colleagues for many years and worked well together. The other junior lecturer appointed was a mother tongue speaker of isiZulu (the first appointment of a 'black' lecturer to JCE), who had qualified the year before. The two of us found it difficult to fit into the department. I had to unlearn much of what I had taught myself while teaching at school in a one-man department. My colleague had to go through the pains of a first year teacher. This challenge was exascerbated by the fact that she had been elevated to junior lecturer status immediately after graduation.

Students followed *Masifunde* – an excellent iZSAL course, based on the Audio Lingual Method (AM) popular in the 1990s FAL/SAL classrooms (Refer to Chapter Two - for an account of the AM). Preparation for each lecture created by the experienced lecturing staff was available in an appropriate file in a filing cabinet in the department offices. Preparation sheets, overhead transparencies relevant to particular lectures, visual aids and all the drills required for lecturing iZSAL, were included. Also included was a set of student notes developed by the lecturers over the years – these notes could be photocopied and given to

[44] These were modules included in the isiZulu courses; Phonology, Morphology, Phonetics and Semantics.
[45] Contact lectures were timetabled lectures where the lecturer and students were together in the lecture theatre as compared to timetabled lectures where students were free to do self-study and the lecturer was available for consultation.

students after the lecture for consolidation, if the lecturer so wished. Students completed related written exercises in *Masifunde* in their own time. In line with AM, these exercises were brief. I felt they only skimmed the surface of what the students needed to know.

Students did not take notes during lectures, instead working orally. What I found most disconcerting was that lecturers did not follow *Masifunde* in a systematic way. The route lecturers followed appeared to be in response to students' needs. If, during a lecture, students appeared to need knowledge of the adjective, the lecturer provided this knowledge. The focus of the lecture seemed to be forgotten, and returned to later. For me, this created a patchwork effect in the students' learning and growing knowledge of isiZulu. I continuously updated my record of work, worried I might leave out important language structures. The JCE lecturers' approach however appeared to be effective as the ability of students to speak isiZulu after two-years was impressive. However, they could not describe to me why they were using certain language structures, which I felt was a weakness, especially as they could soon be in front of a group of pupils as a teacher of iZSAL. They needed to know why language behaved the way it did.

Slowly I began to incorporate more and more Iculo notes as grammatical back up, but never got used to the approach developed by colleagues. The lack of writing exercises, especially extended writing, perturbed me. This was normal for the AM, where oral knowledge of a language was paramount, "…students listened, then spoke, and eventually read. Writing was ... less critical to language competence" (Reid, 1993, p.22). The writing requirements of the *Masifunde* isiZulu course were in line with SAL teaching of the time, "…writing in many [SAL] classrooms was limited to the teaching of handwriting skills…and to filling in the blanks of grammar and reading comprehension exercises" (Reid, 1993, p.22). In my view the lack of writing, especially creative writing, was a weakness.

I struggled to understand that the iZSAL students were not 'my' students, but the department's and I might only be involved in lecturing a group for a semester before handing them over to another lecturer for the next semester, losing contact with them. Considering the importance of the lecturer/student relationship in SAL learning (Refer to Chapter Two - teacher/student relationships), I felt this was not conducive to effective iZSAL teaching and learning and I missed the continued contact with students and the pride I enjoyed when they

achieved successes in their learning of isiZulu.

What did impress me was the speed with which structures were covered and learnt. The maturity and focus of the students allowed for this, unlike teaching at high school level, which was often slow and laborious as pupils often had no desire to be there, no matter their ability. At JCE, I could complete the five levels of Iculo in the two academic years allocated to majors if I used every period timetabled. Tertiary students were relatively mature, focused on a common goal and wanted to succeed. They were at a tertiary institution because they had achieved specific results in the matriculation examination, which suggested they were intellectually capable.

Together with the removal of student/lecturer relationship from my teaching persona, I also missed the notice boards and designated areas in my classroom, which I had used for text required in speaking, reading and writing. This affected the teaching style I had developed while teaching at high school. The allocation of lecture rooms and halls to a specific course or lecturer was not the norm at JCE. Lecturers were allocated to different rooms on the campus over a week, often resulting in a lecturer teaching a specific group in a number of different venues. I no longer had the permanent display areas to which I had become accustomed in high school. Complaining bitterly about this loss of 'wall space', my HoD's response was, "These are big children, they don't need pretty pictures." I struggled.

The only venue that remained constant was the language laboratory.

The language laboratory was an exceptional space and most effectively used by the lecturers of iZSAL. All sections of *Masifunde* had supporting lectures on tape cassettes in the language laboratory. It was a large thirty-seat venue with individual workstations, offering students a place to practice their oral competence by listening to pretaped oral exercises. Students came to grips with new material, revised old language structures and listened to original material, for example, taped radio programmes. Lecturers had also developed large resources of cultural material. Tapes were available which described, for example, the traditional naming processes of children or marriage requirements of the Zulu people, to name only two. This material was available to the students who could listen to the relevant exercises in their own time, outside of lecture time. The department had accrued a large and effective tape cassette library.



Figure 7:1 - The Language Laboratory at the Johannesburg College of Education

The language laboratory had a designated assistant. This assistant recorded materials created by lecturers, sourcing FL speakers as models for the auditory tape cassettes. Another of her duties was to duplicate recordings from the master copy for the students' use when requested by lecturers. Lecturers could direct their students to the language laboratory for a lecture where all the resources would be available for use. The assistant rotated tape cassettes from the cassette library so students always had new material to listen to and practise. The laboratory was open from eight until five, five days of the week, operated at all times by the assistant. Students could pop in for oral practice and there was always someone there to assist them. Motivated students used this resource extensively.

The language laboratory provided me with a new challenge, which in time influenced the structure of Iculo. I extended Iculo to include laboratory/aural lessons. These lessons could act as introductory lectures to new language structures or could be used to reinforce language structures learnt previously. What I found most helpful was that students worked on the tape cassettes in their own time, allowing lecture time to cover content that was more difficult.

Preparing laboratory lessons was challenging. The lecturer would decide on the content of the lesson, create a 'Lecturer Script' that provided the laboratory assistant with the script which

had to be taped. Below is an example of a lecturer's tape script, followed by the student script. This directed students as to how to respond to prompts they heard on the tape. The positive aspect of this variety of lesson was that the listener/speaker (the student) could record her/his voice to compare their intonation and pronunciation with that of a FL speaker's voice on the tape cassette. They could rewind the tape as many times as they wished if they wanted to clarify what they had heard.

ISAHLUKO SOKUQALA **1:11**
ISIQEPHU 11
ANGIZIZWA KAHLE.

Lecturer script

1. Use the clues to help you answer the question.

   Isibonelo: Yini le ngesiZulu? Yikhanda.

   1. Yini le ngesiZulu? 2. Yini le ngesiZulu? 3. Yini le ngesiZulu?
   4. Yini le ngesiZulu? 5. Yini le ngesiZulu? 6. Yini le ngesiZulu?

2. Use the pictures which follow to answer the question.

   Isibonelo: Uphethwe yini? Ngiphethwe ngumlomo.

   1. Uphethwe yini? 2. Uphethwe yini? 3. Uphethwe yini?
   4. Uphethwe yini? 5. Uphethwe yini? 6. Uphethwe yini?

3. You will hear a number of nouns – tick whether or not they are singular or plural.

   1. Umzala 2. Abafana 3. Amadoda 4. Ikhehla 5. Inkosikazi
   6. Onesi 7. Izintokazi 8. Isalukazi 9. Umngane 10. Ibhungu

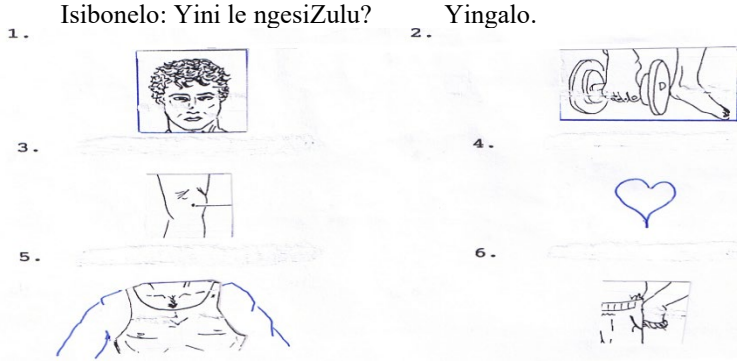
Table 7:1 - Iculo Lexoxo, Example of a language laboratory lecturer script, Isahluko 1:11 (incomplete)

The students did not see the script above, they worked from the script below.

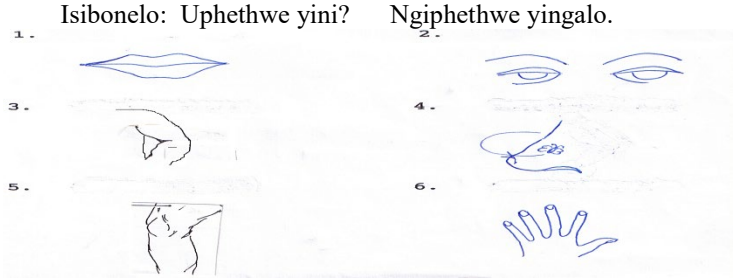
The Audio-Lingual Method (AM), so well taught at JCE, caused me to doubt my approach in Iculo where I concentrated on structure and its understanding, trying to weave all four language skills into a tapestry of language knowledge. The staff in the African Languages Department at JCE at the time did not support the use of a grammatical approach to iZSAL teaching. Some lecturers frowned on Iculo.

ISAHLUKO SOKUQALA **1:11**
ANGIZIZWA KAHLE. STUDENT SCRIPT

1. Phendula le mibuzo. Sebenzisa izithombe ukukusiza.
Isibonelo: Yini le ngesiZulu? Yingalo.



2. Sebenzisa izithombe ukuphendula le mibuzo.
Isibonelo: Uphethwe yini? Ngiphethwe yingalo.



3. You will hear a noun – tick whether or not it is singular or plural.

3.1.	S	P	3.2.	S	P
3.3.	S	P	3.4.	S	P
3.5.	S	P	3.6.	S	P
3.7.	S	P	3.8.	S	P
3.9.	S	P	3.10.	S	P

Table 7:2 - Iculo Lexoxo, Example of a language laboratory student script, Isahluko 1:11

7.4 First Creative Writing Exercise

With my first year at JCE drawing to a close, the head of department (HoD), knowing my frustration regarding the lack of writing done by second year students, offered me a lecture a week in the last semester (six weeks) to set up and execute a writing exercise. I was delighted at the opportunity. The HoD did however set a proviso the writing exercise was not to incorporate the learning of new language structures but rather act as a consolidation exercise for the students about to complete their iZSAL course. I grabbed the opportunity with both hands.

Under the HoD's guidance, and relying extensively on experience derived from my school teaching, I decided to use the six periods available to me to set an assignment based on text creation. The HoD suggested that students work in pairs so that they could collaborate and help each other to create the texts, alleviating the insecurities she was sure would arise.

The students could write about any topic they chose, which they selected without lecturer guidance. Students wrote about ‘Ukufundela Ubuthisha’ (studying teaching), ‘Esibayeni’ (in the cattle pen), ‘Igundane lasedolobheni’ (the town mouse) and ‘Ukuhlala lapha’ (to live here). Topics were diverse and often difficult to write about. Having students writing about such a variety of topics made it difficult to co-ordinate and direct the learning.

In the first period, the students received the assignment. The following periods were not compulsory for students to attend. The HoD and I would be available in the classroom at the time should students wish to ask for advice, correction or to try to reduce their insecurities. In the final lecture, students submitted their work, as a booklet, including drawings, page numbering, titles and authors’ names. Students were very insecure, especially those whom I considered high achievers, booking appointments for consultation and guidance, complaining bitterly that the assignment was ‘stupid’. I felt insecurities arose because students were not used to writing in isiZulu. This task was foreign in their isiZulu learning experience and because of this their insecurity was not without grounds.

The assignment became a paper trail nightmare with copious drafts and corrections, paragraphs and isolated sentences littering the route to completion. Keeping track of pages handed to me in the corridor, lecture theatre or even slipped under my office door, became an administrative quagmire. I often misplaced corrections and certainly in many cases was unsure if I had even received a draft for comment. Having two lecturers working on the task also proved difficult, since the right hand often did not know what the left had done.

Drafts were rewritten by hand; computers were not yet commonplace. Writing was time consuming.

On submission day, the final pieces showed just how much time had been taken to complete the work. Many of the submissions were of a high quality, but when considering the mark allocation, they far exceeded expectations. Students were uncertain about the parameters of the task. They lacked insight on how to work within these parameters. I learnt that this kind of creative work, which needed much thought and creative input, also required a substantial mark allocation. Representative assessment would reward its value. Assesssment needed to acknowledge both product and process.

The HoD was very firm about how the final assessment of the task was to be constituted on the final product: presentation, language and vocabulary usage were considered. Did it reflect what had been taught and learnt? There was no acknowledgement of development of storyline, growth of students' ability through use of drafts, grappling with unknown language or awareness of audience. This writing task was not successful. Its aim was unclear to the lecturers concerned and thus to the students. We were not clear about what we were assessing or how we wanted students to achieve the goal.

At the end of our first year at JCE, my young colleague and I found ourselves the sole members of 'the African Languages Department' at JCE. The 'old' members of the department took a retrenchment package and left the institution. I was suddenly HoD with all the incumbent responsibilities. Lecturing could no longer be my only focus. The greater lecturing load and HoD responsibilities caught me flatfooted. In desperation, I found myself turning to Iculo as I became responsible for the senior iZSAL classes, while trying to keep the spirit of the AM alive.

7.5 Iculo is Resuscitated

A new appointment was made to the department. She was an isiZulu speaker; hired to lecture the FL courses as well as linguistics. As a department of three largely inexperienced lecturers, we faced our second year at JCE.

In my second year, an opportunity arose to attend a TESOL summer school in Burlington, in Vermont, USA, as a guest of the American Embassy. Academics whose work I was reading for my masters' degree were going to present papers and lectures based on courses they were teaching. I did not allow the opportunity to pass. An informative month followed. Not only did this visit show me that our SAL teaching methods were not lagging behind those of other countries, but also that teaching grammar was a valuable aspect of learning a new language. Grammar and structuralism were making a comeback. I returned to South Africa with a new conviction that Iculo was not defunct, but had a role to play in teaching student teachers iZSAL.

In the following years many changes occurred. The iZSAL I course became an iZSAL Ia and Ib. The content and contact time remained the same, now divided over two years. As a department, we firmed up on language content and tried to bring in line what we were

lecturing in the lecture theatre and what was available in the language laboratory. While I concentrated on the senior group, my colleague continued in much the same vein as she had in her first year at JCE and worked with *Masifunde*. She chose to focus on the first year group as she developed her teaching persona and built her confidence.

In the late nineteen-nineties, the National Department of Education started to phase out iZSAL in schools, replacing it with iZFAL. This influenced student numbers at JCE as many students felt that they would not attain the proficiency required to teach iZFAL. The numbers in the iZSAL major course dropped dramatically.

Headmasters in schools started to make appointments to iZFAL posts. Many of these appointments were students who had majored in isiZulu FL. Headmasters lacked insight into the specialised skills a first additional language teacher needed. IsiZulu FL teachers or speakers were appointed to teach isiZulu FAL. These teachers had no FAL methodology to call upon and so disadvantaged both themselves and their pupils. Knowing a FL does not mean one is able to teach it at FAL level, indeed "… [N]ative speakers are not necessarily aware of the properties of their own language and are highly unlikely to be able to talk about its grammar coherently …" (Cook, 2008, p.187). The undergraduate FL course was one based on literature and linguistics, not language.

A number of these new appointees approached me for language notes to help them in the classroom. They had seen their friends who had been doing iZSAL receiving grammar notes as part of their course. They also asked for guidance in the sequence in which language structures should be taught. One young woman suggested that I take all my language notes, bind them into consecutive workbooks, "because managing all these notes was really a job on its own". Each book would be applicable to a specific standard. I listened.

In December 2001, JCE was no more as the government closed all colleges of education in South Africa. In January 2002, Wits opened the doors of its new School of Education. The amalgamation was due to the historically close relationship between the University of the Witwatersrand (Wits) and JCE. JCE was absorbed into the Faculty of Humanities and in 2002 became one of two schools in Wits School of Education (WSoE) based on the former JCE campus.

The iZSAL course, together with many other courses, experienced the pressures of becoming part of a university. The manner in which courses were taught, their content and time allocations changed radically in a space of a few years.

7.6 Iculo and the WSoE

In this section, I discuss how Iculo became the core around which I developed the iZSAL I, II and III courses at WSoE. At the same time legislation relating to teacher education began to force adaptions to Iculo. These changes encouraged me to consider alternative ways of developing independent learning in students.

All languages taught at the WSoE were combined into one division. Initially the biggest change we faced was the discontinuation of diploma courses in teacher education 2001 heralded the introduction of the Bachelor of Education degree as the prerequisite degree for Initial Teacher Education in South Africa. The last cohort of Higher Education Diploma students graduated in 2004. The Wits Bachelor of Education replaced the Bachelor of Primary Education degree and the Higher Diploma in Education. The first B Ed students registered in 2002, which meant comprehensive restructuring to meet the new requirements.

Professor Mary Metcalfe, the first Minister of Education in the Gauteng Provincial Department was appointed the new Head of School in 2005. Appointed for a five-year period she had insights in to political changes planned for South African education. Professor Metcalfe knew of proposed legislation regarding the compulsory inclusion of an African Language into every student teacher's curriculum. At the time, students still chose between Afrikaans and isiZulu as their FAL requirement. A review of the Bachelor of Education resulted in the introduction of 'New Languages' in late 2010.

The intention of the the New Languages (NL) course was to introduce all education students to a third language, at a SAL level. In their first or second year of study, students now had to select a language they had not done to matric. This meant the majority of students had to choose a language option from isiZulu, Sesotho, SePedi, Afrikaans or Sign Language. If a student was an Nguni[46] speaker, they could not choose the iZSAL course. Curriculum designers believed that this would not only make students more aware of the diversity of

[46] Nguni is a Southern African group of mutually understandable languages that consist of isiXhosa, isiZulu, isiSwati and isiNdebele.

languages in South Africa, but also encourage more students to continue with the language as an academic major (four years) or sub-major (three years) in the B Ed degree. Many students had come to university with negative perceptions of African languages due to bad teaching in the schools. Numbers in iZSAL I burgeoned from an average of 70 per year, to over 200. Five lecturers lectured on the course, often not qualified in iZSAL lecturing. Staff at WSoE who had light teaching loads and some knowledge of isiZulu, found themselves conscripted into lecturing NL isiZulu. These NL lecturers required coaching in how to teach iZSAL, guidance in preparation and help with note creation. These staff members had little real interest or passion in teaching iZSAL, making teaching these courses burdensome. As the senior African languages tutor, I tried to lighten their load.

I am not a FL speaker, which influenced the communal group preparation working sessions. In spite of my training as an iZSAL specialist, I found that we achieved little in these sessions and they were frustrating for all.

In an effort to ensure that all student groups of NL isiZulu covered the same content and progressed at the same speed (they all had to write the same tests and examinations), I suggested the NL lecturers use Iculo as a core syllabus. My colleagues accepted this proposal as it meant that the preparation was already available and teaching material did not have to be created. Iculo Lexoxo, The Song of the Frog, became the isiZulu NL I workbook.

Other factors also came into play. As at any university, Wits' standing internationally was evaluated according to academic output of its staff. Pressures on staff intensified from an unexpected quarter. All staff had to conduct research, write papers for conference presentation and publication, and become recognised academic leaders in their fields. This was very difficult for lecturing staff of the former JCE. To accommodate this requirement, compulsory contact lectures with students were reduced, and in the time freed up, staff were expected to research and write papers. Instead of having seven contact periods (40 minutes per period) a week, there now were five periods. This had a knock-on effect, creating time pressures in some courses. Students still had to complete the required content but with less contact time. This was manageable in subjects such as history, geography or even the FLs, where students were set tasks for self-study, but in iZSAL where the students had no background in the subject, the language had to be taught to them. Face-to-face teaching is a prerequisite for learning a new language. I could not produce adequately qualified iZSAL

teachers in the allocated time, or so I thought. There was not enough time to teach the language they needed to become competent teachers of iZSAL.

Looking to the language laboratory as an alternative to contact lectures did not work. With the incorporation of JCE into Wits, staff cuts occurred. One casualty in the isiZulu team was the language laboratory assistant. Students could no longer go into the laboratory during free periods to improve their oral understanding with qualified guidance available. The numbers of students going into the laboratory dwindled; they needed someone to help them. I asked isiZulu staff members to volunteer to operate the language laboratory in their free time. The response to this plea was not wholly positive.

Production of new materials, taping of orals for lectures, reproduction of interesting radio recordings and records of attendance became the duty of the lecturers. The lecturers' heavier workloads meant that the laboratory was not a priority, but it remained open should students wish to avail themselves of the facility. Sadly, it was vandalised and earphones stolen. I had to lock it and open it only when a lecturer intended to use it for a lecture. This compromised the language laboratory as a venue for independent learning and consolidation. It no longer provided an alternative to reduced contact time. In response, I asked lecturers to do as much oral work in their lectures as possible to maintain the oral emphasis of the course, but large numbers in the lecture rooms did not allow for the 1:1 guidance oral work requires.

When we, as isiZulu lecturers raised the issue of reduced contact lectures, we met resistance and were told to "think out the box…"

With the resurgence of iZSAL in schools, it was most likely students majoring or sub majoring in isiZulu would eventually teach it. It was imperative they learn the 'whole' language in their three or four years. In an effort to cover the required language structures, I returned to Iculo, working through each section to see if I could leave out language structures. I questioned the process. Without the language laboratory, self-study was no longer an option. I looked at Iculo with self-study in mind. I identified relatively simple structures, explainable through written notes and reinforced through written exercises. Another option was to look at language structures in relation to those already taught. Would this make a structure more accessible to students without lecturer guidance? I isolated a number of language structures, rewriting them and removing them from the overall teaching

plan of Iculo. They appeared only in the Iculo workbook. I did however find that if I did not draw the students' attention to these areas of Iculo, they ignored them.

An example of a self-study unit from Iculo follows overleaf showing the format I used.

a. The chapter (9) and section (14) in the top right hand side.
b. The name of the structure, in both English and isiZulu.
c. The notes in a shaded box, in English and as succinct as possible.
d. Simple exercises followed to reinforce and explain the concept.
e. In this example, the exercises involve a translation, ensuring understanding of the structure.

After alerting students to a completion date of a self-study exercise, I would place the memorandum on the department's notice board under the relevant course's code so students could check their work. They were encouraged to come and see me if confused, after marking their own work.

ISIQEPHU SESISHUMI NANE **9:14**

THE REFLEXIVE PREFIX : ISAKHI SOKUZENZA

Amanothi

1. Remember that a sentence usually consists of a…
   i. **SUBJECT**: The thing that does the action.
   ii. *OBJECT***:** …has the action done to it.

   Uthisha ufundisa *izitshudeni*.

   SUBJECT OBJECT

2. With the Reflexive Prefix, the subject and the object are the same thing.
   This means that the subject is doing the action **to itself.**

   Uthisha uya***zi***fundisa. The teacher teaches ***herself.***

3. FORMATION SP + (YA) + ***ZI*** + VERB > U + YA + ***ZI*** + FUNDISA.

4. Meaning: To do to oneself.

5. Some verbs with the Reflexive Prefix have acquired an idiomatic meaning.

-ondla	bring up	-zondla	be self supporting
-qhenya	show off	-ziqhenya	be proud
-thanda	love like	-zithanda	be concerned about oneself –appearance/health. Be neat and tidy.
-themba	trust	-zithemba	be confident
-bulala	kill	-zibulala	kill oneself

6. When you use the REFLEXIVE PREFIX with the APPLIED EXTENSION (-ela) at the end of the verb, the meaning just sommer/for no reason is created.

   SP + (YA) + ZI + VERB + ELA

   U + YA + ZI + FUNDIS + ELA She is just sommer teaching.

Umbuzo 1: Underline the **Object** in each sentence in **Red/** Underline the **Subject** in each sentence in **Blue**.

1. UPhindi ufundisa izitshudeni.
2. Umama akagezi inja yakhe.
3. Njalo nje ngisiza izitshudeni elabhulali.
4. ULudick ubulele uthisha.
5. ULindi ushisa ingane ngamanzi ashisayo.

Umbuzo 2: Humusha ngesiNgisi esihle. (translate into English)

1. UPhindi ufundisa izitshudeni._____
2. Umama akagezi inja yakhe._____
3. Njalo nje ngisiza izitshudeni elabhulali_____
4. ULudick ubulele uthisha._____
5. ULindi ushisa ingane ngamanzi ashisayo._____

Umbuzo 3: Rewrite the sentences above, replace the **object** with the **Reflexive Prefix** and **translate** your answer.

Isibonelo: Umntwana udlisa inja. The child feeds the dog.
Umntwana uya**zi**dlisa. The child feeds **itself**.

Note tabulated for this work

Table 7:3 - Iculo Legwababa, Example of a self-study exercise, Isahluko 9:14

Self-study exercises (as the language laboratory had done) showed me university students could work independently if the exercise was set up in a structured and logical way, and if the same format was consistently followed from the first self-study exercise. When students understood the procedure, the process became much more accessible. This was the reason why the writing exercise I had initiated in my first year at JCE had been so chaotic. The exercise was foreign to them and the students did not understand the logic of the procedure they were to follow and thus questioned every step they took. The relationship between lecturer and student was also important. If comfortable with me, they had no qualms in stopping me in the corridor to tell me they were struggling. The logical structure of a task and the relationship between lecturer/students later influenced the approach I used as I set up the CEDs. Initially students were wary. They felt a self-study assignment was confusing, but if it consistently followed the same steps, they become accustomed to completing tasks independent of the lecturer.

As time constraints continued to be a problem, I tried to find alternative avenues of encouraging learning outside the lecture theatre. As lectures were conducted orally, in the spirit of the AM, there was little time in lectures for writing.

7.7 Conclusion

In this chapter, I described how I reinvented Iculo, a high school iZSAL language programme, as a tertiary course at JCE. Initially frowned upon for being too grammar-orientated in its approach in a world where AM was king, I resuscitated it in response to significant structural and institutional changes, in addition to the policy changes noted in previous chapters. These changes, in teacher education and new approaches to learning, became more pressing when combined with resource limitations, including staff available to teach growing numbers of students. Lack of wider understanding of the requirements of teaching an African Language led to the demise of the supportive collegial environment I had been accustomed to in my early years at JCE. These constraints led me to experiment with new approaches in teaching iZSAL, including ways of encouraging independent learning.

In Chapter Eight, I describe how the writing skills developed to become a vital, yet secondary, learning arm of Iculo, leading to the CED approach.

CHAPTER EIGHT – The CED Incubator, writing tasks pave the way

8.1 Introduction

> By providing opportunities to focus on form in a meaningful manner, and opportunities to investigate and use more difficult vocabulary and more impactful forms of expression, creative writing tasks can contribute to central challenges in language learning.
>
> Smith, C. (2013, p.18)

In the previous chapter I examined the influences of legislation, institution and requirements of teacher education on Iculo. In this chapter I continue to study the years 1993 – 2013 but focus on the various and different writing tasks that paved the way to the CED.

1986	Mandate Zulu Stds. 6 and 7				
1987	Mandate Zulu Stds 6 and 7	Choice Zulu introduced Stds 6 and 7			
1988	Mandate Zulu Stds 6 and 7	Choice Zulu Stds 6, 7 and 8			
1989	Mandate Zulu Stds 6 and 7	Choice Zulu Stds 6, 7, 8 and 9			
1990 to 1992	Mandate Zulu Stds 6 and 7	Choice Zulu Stds 6, 7, 8, 9 and 10			
1993 to 2001			Degree and Diploma iZSAL at JCE iZSAL I & II		
2002 to 2013				Degree iZSAL at WSoE iZSAL I,II,III	
2014 to 2016					Degree iZSAL at WSoE iZSAL II,III (CED)

8.2 The growing importance of creative writing

At every opportunity, I attempted to incorporate original and creative writing into academic courses, especially towards the end of the second year. Appropriate reading material for iZSAL courses remained a problem. FL texts available were linguistically above the ability of students completing only their second year of study iZSAL. This problem echoed the one I had battled against while teaching at school (Refer to Chapter Five).

IZSAL students continuously returned from teaching experience[47] complaining that there were no appropriate materials available for reading in iZSAL classrooms in schools. My dream, as it had been at school, was to foster student written creative texts. This dream now had an addendum; I wanted texts created by students to be appropriate for their classrooms when they became teachers. This influenced my approach to the setting of creative writing tasks. The first requirement was that students' creative texts had to be usable in their classrooms, both as student teachers and qualified practitioners. What they wrote needed to be accessible to their pupils: grammatically, culturally and content wise. As their lecturer, I guided them to be innovative, original and creative in their writing.

Over an extended timeframe, iZSAL students of different years completed writing tasks. Unknown to me these tasks became the stepping-stones leading to the CED. A discussion of a selection of tasks pertinent to the CED follows.

8.2.1 1996 UGundi - iZSAL II

Authors	multiple authors
Aim of Task	consolidation of previously learnt language structures
Choice of audience	iZSAL learners, young reader
Genre of creative text	short story as part of a series of stories (reliant on other stories for context)
When in the year	second semester
Time allocated to this task	contact periods specifically allocated to the task
Process	rough draft and final submission
Submission	text in book format with pictures
Assessment of task	part of year mark second semester
Materials used for submission	pen and paper
Topic	general theme decided by lecturer, story within the theme decided on by individual

Table 8:1 – UGundi Synopsis

An introductory story about a mouse written by iZSAL lecturers, served as a reading exercise initiating this writing task. The students enjoyed the story so much I decided to use it as an introductory text to their creative task. Students created texts related to the initial UGundi text. I based this on a traditional approach to written work in SAL teaching, the provision of written work as an example for students to emulate. The task worked well as the initial story defined the parameters for the students to work in. It also provided them with vocabulary and context. The drawback of this topic was that it was about the adventures of a mouse and of little interest to more mature readers and students and thus not relevant in some classrooms. It

[47] Teaching Experience: a bi-annual three-week period where students go into schools and classrooms to teach as learner teachers. The high school students had to teach isiZulu if it was their major.

was however ideal for young readers, remembering that texts were written with the intention of being used in the iZSAL students' classrooms.

Where writing activity occurred in class, I brought a flipchart to each session, since classes occurred in different rooms through the week. The flipchart replaced the chalkboard and provided the continuity from session to session. This proved invaluable in keeping all writers up to date with what other students were doing in their texts. Students wrote new characters introduced in their stories or incidents they were writing about, on the flipchart. Subsequent authors could use these in their creative texts as points of reference. Sequencing was important for ordering episodes. This process created cohesion between the stories.

I indicated errors but did not correct them in the rough draft. Only one rough submission was required due to the arduous process of rewriting with pen and paper. However, the students needed more and continuous input to achieve true internalisation of language structures.

Students working in pairs proved once again to be a problem, especially when one of the students had a FAL/FL background and the other was a SAL learner. The iZSAL partner invariably was the scribe of the pair while the FAL speaker was the dictator/translator of the story. The scribe accepted language used as correct and thus learned very little in the process.

8.2.2 1998 Abantu basePretorius Street (People of Pretorius Street.) - iZSAL II

Authors	multiple authors
Aim of Task	consolidation of previously learnt language structures
Choice of audience	iZSAL learners, teenage readers
Genre of creative text	short story as part of a series of stories (reliant on other stories for context)
When in the year	second semester
Time allocated to this task	contact periods specifically allocated to the task
Process	rough draft and final submission
Submission	text in book format with pictures
Assessment of task	part of year mark second semester
Materials used for submission	pen and paper
Topic	provided by lecturer

Table 8:2 – Abantu basePretorius Street

This task took place after an outing to the Johannesburg inner city suburb of Hillbrow. Students chose shops along Pretorius Street, interviewed shopkeepers, and, using creative licence, wrote these peoples' biographies. This was an attempt to make the content 'real' and relevant to more mature readers. Writing about 'real' situations appeared to make the creative

process easier for writers. It also provided authors something to write about. The students did not need to come up with individual stories, which was difficult for some students.

I did not use a flip chart for updates, as texts were not interwoven. Carrying a board to lecture venues was difficult. Stand-alone stories eased the burden of coordination and allowed more time for writing. Although the stories were unrelated and individual writers were not required to do updates, I found that the flip chart had another role (in its absence), that of alleviating isolation. Students' regular updating their peers on their progress created a sense of unity and a feeling of a shared task (Refer to Chapter Two for a discussion of social constructivism). The feeling of camaraderie appeared to lighten the load of the task and created spaces for discussions of concerns, problems and progress. For this reason, I tried to use an 'author board' in creative writing tasks, which were to follow. In the CEDs, the board became even more important as students were working in isolation on computers, the board served as a uniting feature.

8.2.3 2000 UTnarg – The Solver - iZSAL II

Authors	multiple authors
Aim of Task	consolidation of learnt language structures
Choice of audience	iZSAL learners, mature readers
Genre of creative text	stand alone text
When in the year	second semester
Time allocated to this task	contact periods specifically allocated to the task
Process	a group task with input from all students and written on board
Submission	a group task, submitted by scribe. Text only
Assessment of task	no mark allocation, task for enrichment and consolidation only
Materials used for submission	white board
Topic	decided on by group

Table 8:3 – UTnarg Synopsis

This task was very different from previous tasks I had devised. It consisted of a single story moulded by the whole class in lectures. The class had completed Iculo Lokhozi (the fifth Iculo workbook) and I saw this as a way of consolidating knowledge learned.

As a whole class task, with the lecturer acting as scribe on the white board, I hoped that students' input would help them put their isiZulu knowledge into a meaningful context, as well as indicate to me where possible gaps in their knowledge existed. Students negotiated, argued and dictated while I wrote on the board. This Shared Writing approach allowed the class to concentrate on the composing process while I acted as the scribe.

The positive aspect of this task was my mediation during the creation of the text. Having a 'specialist' involved in the process, meant that errors were identified explained and rectified immediately (Refer to Chapter Two, ZDP). This mediation improved students' language knowledge and use. It calmed students as they realised their insecurities were often shared by their peers. This process helped improve idiomatic language use.

As this was a collaborative task, there was no assessment. I expected this to impact negatively as far as attendance in lectures was concerned. I was wrong. Students enjoyed the camaraderie, verbal jousting and laughter during these lectures. Attendance was exemplary. Many developed a notebook on the side where they took notes about language discussed in the class. (Refer to Chapter Two for a discussion of tasks unrelated to assessment and motivation.)

I was initially concerned about the topic being in the realm of fantasy and 'make-believe'. This often leads to vocabulary and content difficulties as well as language structure problems. With all the students involved in the creative process however, they interrogated their concerns and the translation of meaning via their choice of vocabulary. They soon learnt my phrase, "If you cannot say it one way find another!", as we tried to negotiate the minefield of vocabulary and language of a SAL.

A problem I encountered involved the individual and the process. On identifying a student's weakness, it was difficult to address it while the group were on a text-creating rampage. Breaking the flow of creative juices often resulted in an hiatus in the creative process that manifested in a structural weakness in the text. Also depending on the personality of the student concerned, it was not ideal to draw attention to an individual's misunderstanding in front of their peers. Students prefer to be corrected out of the public domain.

The opportunity to do an activity such as this at the end of the year was unusual. Finishing the syllabus early was not the norm and although there were many positive factors in this task, my hope of repeating it in subsequent years would depend on circumstances. I had, however, encountered a few facets in this writing task that would later become a part of the CEDs.

8.2.4 2008 Examination Creative Task - iZSAL III

Authors	individual authors
Aim of Task	consolidation of learnt language structures
Choice of audience	iZSAL learners, mature readers
Genre of creative text	stand alone text
When in the year	second semester
Time allocated to this task	contact periods specifically allocated to the task
Process	numerous email dialogue submissions
Submission	text in book format but no pictures
Assessment of task	submitted as creative writing section of examination, paper 2.
Materials used for submission	computer
Topic	decided on by individual

Table 8:4 – Examination - Creative Task

For the first time students had the choice of submitting via email or hard copy as more students had acess to Wits computers. Students unanimously chose to use their computers and email to complete the task. As discussed earlier (Refer to Chapter Two for the positive attributes of using computers in language learning), students enjoyed using computers in the completion of tasks. They were also encouraged to send as many submissions as they wished. I responded with suggestions and indicated errors. As there could now be numerous submissions, students had the opportunity to test the appropriateness of their corrections and try new ideas with almost immediate response from their lecturer. Students commented that this process was a difficult one as there was no stepping away from the work because the emails went home with the student. I responded to their email submissions in a journal dialogue style (Refer to Appendix 10 for a description of the CED process).

This task counted towards the November examination assessment. As indicated earlier, I did not see the value of creative writing under examination conditions. I felt students were unable to produce work truly reflective of their language ability under stressful conditions. Students were required to attach their CED, their final submission, to their examinations, in response to the creative writing question. This motivated the students to work harder to attain a good examination result.

Doing work outside of lecture time freed the periods for lecturing. With time pressures increasing as the year continued, this was an important motivation when planning further writing tasks. With the use of computers, the dialogue between lecturer and student encouraged questioning and risking errors when writing creatively. I used computers for the first time to enhance the process. The speed with which emails passed between individuals improved text writing and error correction.

I found these early CEDs enabled the lecturer to challenge students to include various language structures which they had learned and appeared to have forgotten. This echoed the process I had initiated while teaching at school (Refer to Chapters 4 - 6). This task was sensitive to individual needs as it responded to their language weaknesses and strengths.

Another positive aspect of the task was that text creation could happen in the privacy of the student's own home (Refer to Chapter Two for a discussion of positive aspects of using computers). Being motivated and mature students further helped the process to be an effective one.

I did however encounter problems when allowing the students to choose a topic that interested them. A number resuscitated text they had written earlier in the course. Others found texts on the web, textbooks or magazines, taking a topic or article and 'adapting' it. Others chose a 'safe' and unchallenging topic. These problems reduced the learning value of the task and showed me that guided discussion on topic selection was vital.

Finally, students tended to procrastinate until just before submission date. Due to bad time management, submissions appeared in my inbox in fast succession, close to the deadline. It was difficult, as the lecturer, to return each submission timeously. In future, I would need to put sub-submission dates into place so that the final submission did not become an excessively busy time for the lecturer and students.

8.2.5 2011(a) The Big Book Task (Thina siya eKwena – We are going to Kwena) - iZSAL III

Authors	individual authors
Aim of Task	consolidation and for use in the authors' classroom
Choice of audience	iZSAL learners, young readers
Genre of creative text	short story as part of a series of stories (reliant on other stories for context)
When in the year	first semester
Time allocated to this task	initial period to set up task and after that in students' own time
Process	numerous email dialogue submissions
Submission	text in book format with pictures
Assessment of task	part of year mark first semester
Materials used for submission	computer
Topic	general theme decided by group, story within the theme decided on by individual

Table 8:5 – The Big Book Task

The Big Book task was unusual. It took place at the beginning of the third year of study. I generally avoided setting writing tasks too early in the process of learning iZSAL, as I felt the isiZulu knowledge of the students was not extensive or internalised deeply enough to create texts of interest for both readers and writers. This group of students however cajoled me into changing the timeframe. Having seen earlier groups of iZSAL students producing reading material they decided they also wanted to do the task. The difference was that they had a specific audience in mind.

The whole group had been on a rural teaching experience the previous year. They decided to create a set of Big Books[48] detailing their experiences in Kwena[49]. Together we considered the submission format as Big Books have a standardised appearance. There are a number available, but in the FL. Students were introduced to the use of Big Books in their FL English methodology course and could see the value of these resources. Few examples of this variety of reading material were available to literacy teachers of FAL or SAL isiZulu.

This task was interesting as it demonstrated the importance of having a known audience. (Refer to Chapter Two for a discussion of the importance of audience). This knowledge influenced the use of language and content, as it needed to be appropriate for the target audience.

The students took their books on teaching experience with them to Kwena in their September teaching experience, where they taught FL isiZulu speakers in the Foundation Phase. After their three weeks in the schools, they returned to lectures excited and motivated having seen how positively pupils responded to the books. Their enthusiasm and excitement rubbed off on me prompting me to try to create further tasks, which would be resources students could use in their classrooms. This became one of my overarching aims in creative text writing tasks. I decided that if the students needed to use previously unknown language structures in their stories, I would provide them. This was a new factor in text creation, as traditionally I used the writing task for consolidation of language, not for introducing new language structures.

[48] Big Books: These are large books with enlarged texts used for Shared Reading. They are resources for teaching reading to young children. The pictures work in conjunction with the text to help with comprehension.
[49] Kwena: a rural area in the province of Mpumalanga where education students of the WSoE could choose to do a period of teaching experience in farm schools.

I also found that by starting this exercise early in the year, students unexpectedly struggled with word order in the target language. Translation appeared to be one of the methods they used in their writing, first writing the stories in English. They struggled to think in isiZulu. Using translation as a method of text creation resulted in texts with Anglicised word order in isiZulu. Initially I discouraged this approach, but soon realised that the students then went 'underground'. They approached other sources for help, which meant I could not guide them, as I was no longer privy to their efforts (Refer to Chapter 6 for problems of external help). To remedy this, we had a discussion in class and decided to try using 'Zinglish'. This was producing the text in English, where students were insecure in isiZulu, but accommodating the isiZulu word order. This appeared to help with translation and idiom. It also alerted the students to possible pitfalls.[50] I attributed the appearance of this Zinglish approach to having a task of this magnitude, too early in the learning process (Refer to Chapter 6 for further Zinglish examples).

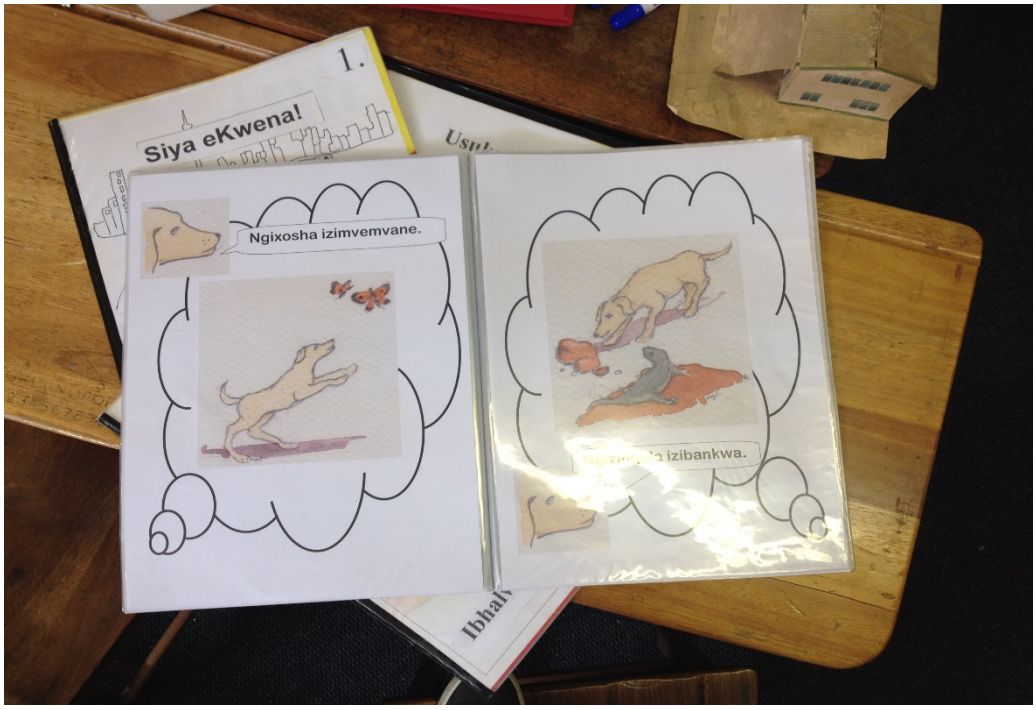


Figure 8:1 - Example of Big Books created by iZSAL III students for use in their classrooms

[50] An example of Zinglish (isiZulu English) would be 'The big boy was a good friend of hers' becomes 'The boy big he was the friend good of hers.'

8.2.6 2011(b) The Wallet Task - iZSAL III

Authors	individual authors
Aim of Task	consolidation of learnt material AND introduction of new language structures
Choice of audience	iZSAL learners, teenage readers
Genre of creative text	stand alone text – short story
When in the year	second semester
Time allocated to this task	initial period to set up task and after that in students' own time
Process	numerous email dialogue submissions
Submission	text in book format with pictures and as a computer submission
Assessment of task	examination equivalent second semester
Materials used for submission	Computer
Topic	general theme decided by lecturer, story within the theme decided on by individual

Table 8:6 – The Wallet Task Synopsis

The Wallet Task was exciting, undertaken with the same group of students who had completed the Big Book task. It was innovative in many ways. It was an attempt to write for a more mature audience and therefore necessitated the use of more sophisticated language and creative writing ideas.

Students needed to choose and research an historical incident from South African history (one chose the first heart transplant (1968), another, the rugby world cup held in South Africa in 1994). They then had to find a wallet similar to one which would have been popular in that era, bring it to lectures with prescribed articles in it (e.g. something indicating the era, something personal (of the owner) and something unusual (giving an indication of the personality of the owner). The wallet was found in 2011 and the 'character' who found the wallet had to trace the owner, using the wallet's contents. Each of the artefacts in the wallet provided different facets of the story, which essentially was a flash back. This meant using the Remote Past Tenses (as the incident had occurred before the last three days – in the remote past). Using the artefacts, they developed a story as to how the owner of the wallet had been involved or influenced by the event.

The Big Book task had been an unexpected addition to the syllabus as it developed in response to students' request. Time for completion of Iculo, as well as the reduction of contact periods, made me apprehensive about completing Iculo Lokhozi by the end of the year. The Remote Past Tenses[51] appear in Iculo Lokhozi, the final workbook. I overtly used this writing task to introduce these new language structures. By structuring the task as a

[51] These past tenses are indicative of time that is beyond the last three days.

recall, the students needed to write in the Remote Past Tenses. I gave short explanatory lectures on the past tenses as a means of sensitizing the students to these structures.
In preparation, before embarking on writing, I dedicated several lectures to vocabulary building (Refer to Chapter Two - Vocabulary in FAL/SAL). The problem with vocabulary for this task was that a number of the artefacts did not have isiZulu equivalents, not being everyday, high-frequency words. How could one say, 'rugby world cup ticket' or 'a donor's card' in isiZulu? The purist would insist on a translation, leading to a phrase not a word, 'the card of the person giving the organs of theirs'. Modern speakers would simply say 'idonor's card'. I ultimately let the students decide. They eventually settled on 'idonor's card', validating their choice by saying that the reader of the story was likely to be a young person and would therefore find the true isiZulu translation an obstacle to understanding. I did not wholly agree with their decision, but majority ruled. Students brought their wallets to lectures and we spoke about what the artefacts were and how they were relevant to the development of their stories. This discussion took place orally and in isiZulu.

As the Wallet story became a vehicle to introduce new language, I encouraged the young writers to submit their attempts, via email, as often as possible. Afraid that they may follow the wrong route, misunderstanding the Remote Past Tenses, I did not want them to think they understood how to use the tenses, use them incorrectly and then have to be 'untaught'. Final submissions were by email attachment. The students did however have to include pictures in the text of the wallet and the artefacts used.

I found having two tasks in one year challenging. It impinged on the time available for lecturing. Students also tended to try to use in the second task the approaches and less challenging language structures they had used in the first task. This was inappropriate, as the tasks had different audiences and intentions. Having two tasks however was expedient, as the students, after having done the first task, understood the process of email submission and the ensuing dialogue, falling into the process easily in the second task.

8.2.7 2011 (c) Journal Dialogues - iZSAL II

Authors	individual authors
Aim of Task	consolidation of learnt language structures
Choice of audience	lecturer
Genre of creative text	stand alone text (journal)
When in the year	first semester/second semester
Time allocated to this task	initial period to set up task and after that in students' own time
Process	numerous email dialogue submissions
Submission	submitted by scribe. Text only
Assessment of task	no mark allocation, task for enrichment and consolidation only
Materials used for submission	pen and paper
Topic	provided by lecturer or decided on by individual

Table 8:7 – Journal Dialogues Synopsis

A discussion of the influences of dialogue journals on creative email dialogues follows. (Refer to Chapter Two for a discussion of dialogue journals).

In 2012, the second year iZSAL B Ed group grew to over 70 students (Note that the students discussed above are isiZulu II and not iZSAL III). An interesting group, the majority of the students were second language speakers, able to speak and read isiZulu, but not FL speakers – they were not truly iZSAL students either. Amongst this large group were true first additional language students. Although an iZSAL course, the large FAL contingent would not have managed the FL course and thus moved to the iZSAL course. They found iZSAL relatively easy. When introducing new structures or conducting oral lectures, the majority rowdily participated overpowering those who were true iZSAL students. Most of the iZSAL students in the group deregistered, as they felt intimidated and 'stupid'. A few die hards (4 in all) stoically stuck to their intention of learning isiZulu. In the large group, giving these students the attention they needed was difficult. They often did not understand the lecture content fully, as the majority drove the pace of the lecture. Feeling overwhelmed, they nodded understanding when asked.

I encouraged the students to keep journals, which they had to hand in weekly (Refer to Chapter Two, explanation and value of journals). This was a purely voluntary activity; whoever wished to keep a journal could do so. In a quiet aside, I strongly encouraged the four students to participate in this activity, which they did, proving to me once again the value of student motivation, empathetic lecturer student relationships and opening up avenues for dialogue between lecturer and students (Refer to Chapter Two - Student motivation and SAL learning). Luckily, the majority of the FAL speakers did not take part in this voluntary

activity, feeling their knowledge of isiZulu was adequate. Four weekly journals were easier to respond to than seventy.

The students personalised their journals to make them 'theirs'. They could write in their journals in pencil. Written language is 'cast in stone' (Refer to Chapter Two for a discussion of the skill of writing). By writing in pencil, they could change their minds about content, go back and erase what they no longer wanted to say. We dealt with errors in vocabulary, grammar and structure in the same way. This alleviated the need to rewrite the whole piece when making corrections. Pencil is also much more unobtrusive than ink. I commented in pencil for the same reasons (Refer to Chapter Two – section on social constructivism).

The journal writers could write about anything they desired. When asked about how long these texts were to be I replied, "…until you have nothing more to say", not wanting to stipulate parameters. The two examples below show different lengths of text I received. Both students were at the same point in the lectures and both true iZSAL students. When they compared their entries for that week, the student who managed a few lines mentioned writing was not her favourite pastime – even in English. I stepped in to assure her that the length of the extract did not matter; what mattered was that I could read it and understand what she was trying to say.

On the following pages are a series of photographs showing the differences in submissions. The different length of journal entry, language usage and content were irrelevant, what was relevant was that the students were communicating effectively at their own individual ability level.

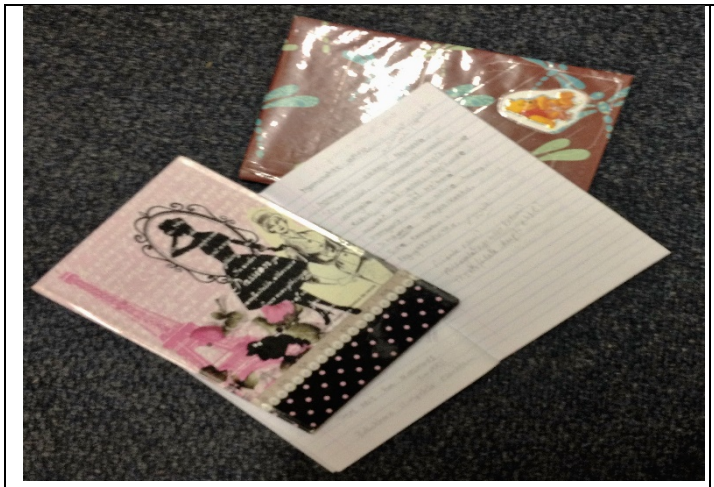


Figure 8: 2 - Example of three dialogue journals written in the mid-2000s by iZSAL students in their second and third years of study. They have been individualised and made more appealing. Students wrote in whatever format they wished and the lecturer had space for comment after each journal entry.

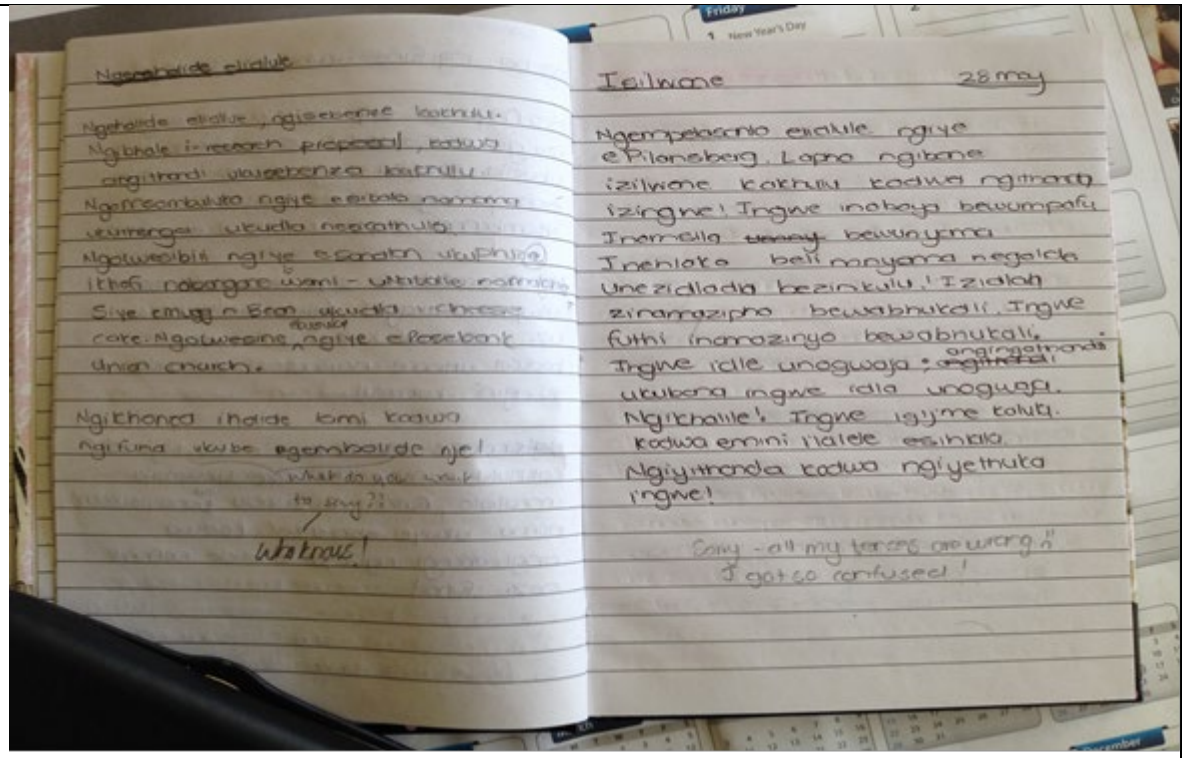


Figure 8:3 - Example of writing in the dialogue journal. Self-chosen topics on these two pages were 'The Holiday Past' and 'Animals'. The comment from the student at the bottom of the entry shows a growing confidence in the relationship between the lecturer and student. This is vital to the learning process in iZSAL as shown in Chapter 2.

Entry length

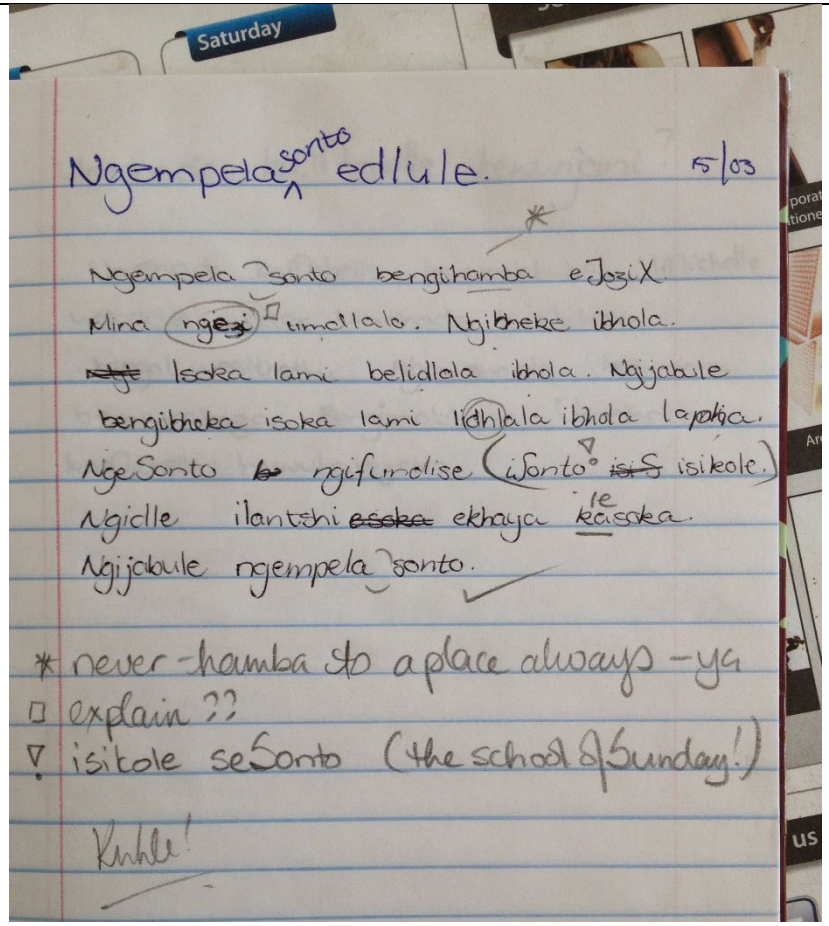


Figure 8:4 - Example of a shorter piece of writing as compared to the one to the right on the same topic.

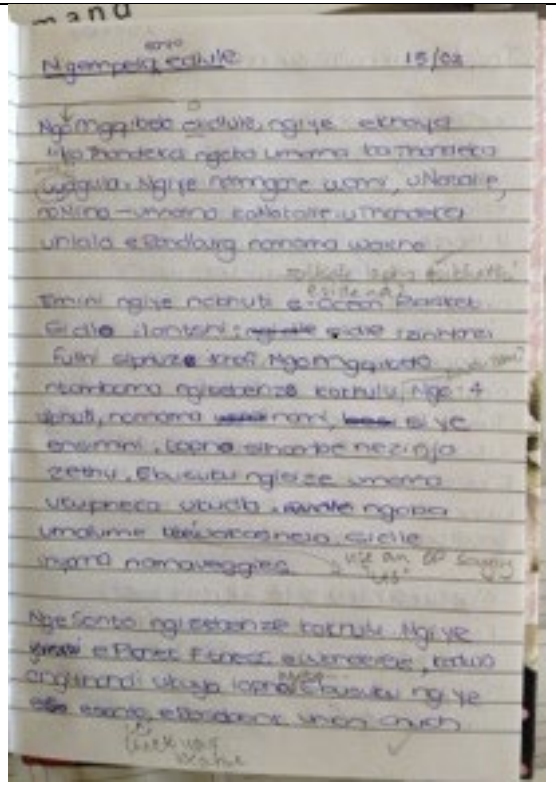
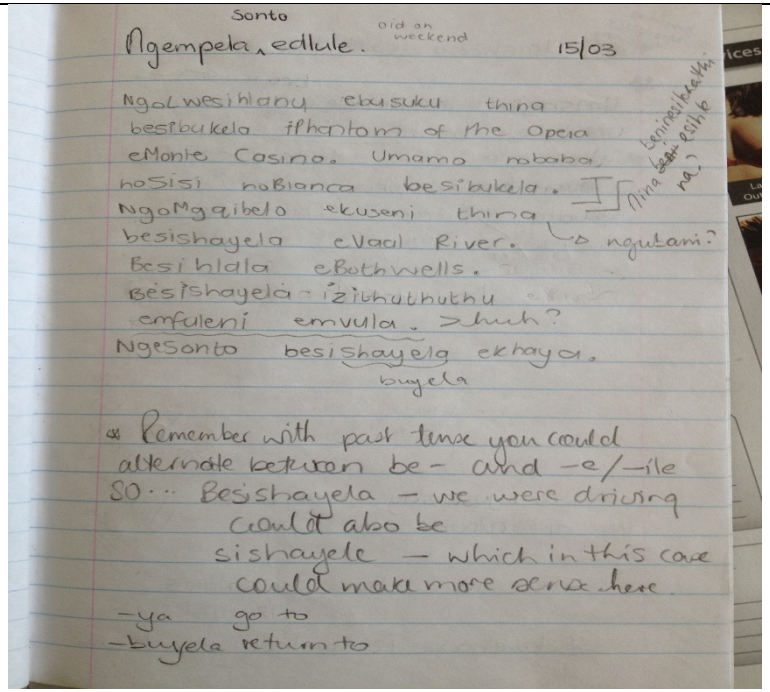
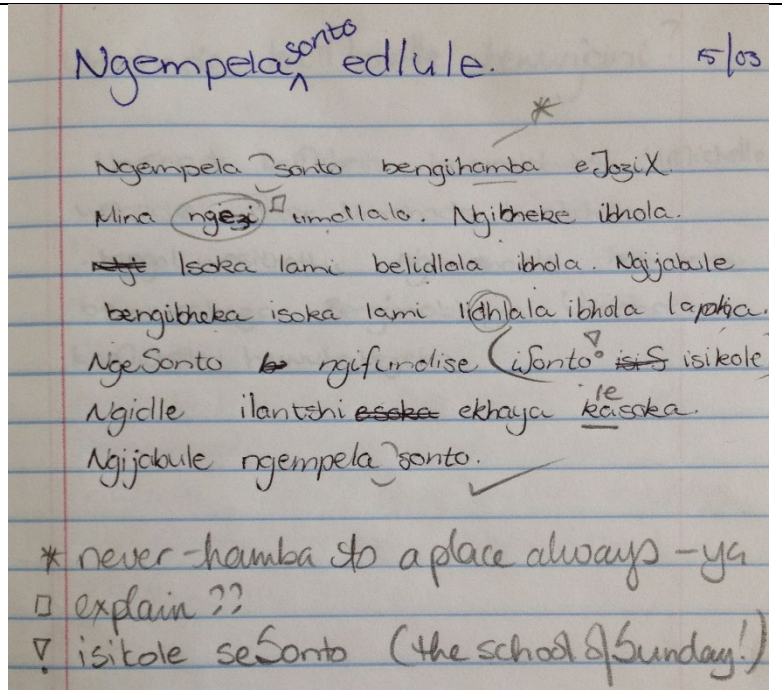


Figure 8:5 - Example of a longer piece of writing as compared to the one on the left on the same topic.

Error correction

When initiating this task, I explained the intention of journals was not for correction (Refer to Chapter Two for a description of the role of grammatical correction in dialogue journals). I would correct errors as they provided a private conduit between the student and me. Lectures did not allow for open discussion of personal language errors, especially in a lecture theatre of 60 or more students. The four-iZSAL students were pleased about this, not wanting to draw attention to what they perceived to be their glaring inability.	In trying to explain errors, I found that there was no space in the text to do so and had to revert to symbols next to the error and then writing the clarification below the text. This was a problem because the text then appeared to be full of errors, which in fact it was not. The appearance of the returned journal initially evoked a negative response from students until they realised why I had responded as I had.
	
Figure 8:6 - Text with corrections	Figure 8:7 - Example of a developing set of 'keys' to error correction

When discussing the writing process with the four young students, I mentioned the fact that often, while writing in iZSAL one wanted to say something but could not. When faced with this problem, one needed to 'find another way to say it' and if this did not provide an alternative, they should write a note to me asking for advice. This route provided a reliable way for me to help the students and developed a dialogue between us (Refer to Chapter Two for a description of dialogue journals).

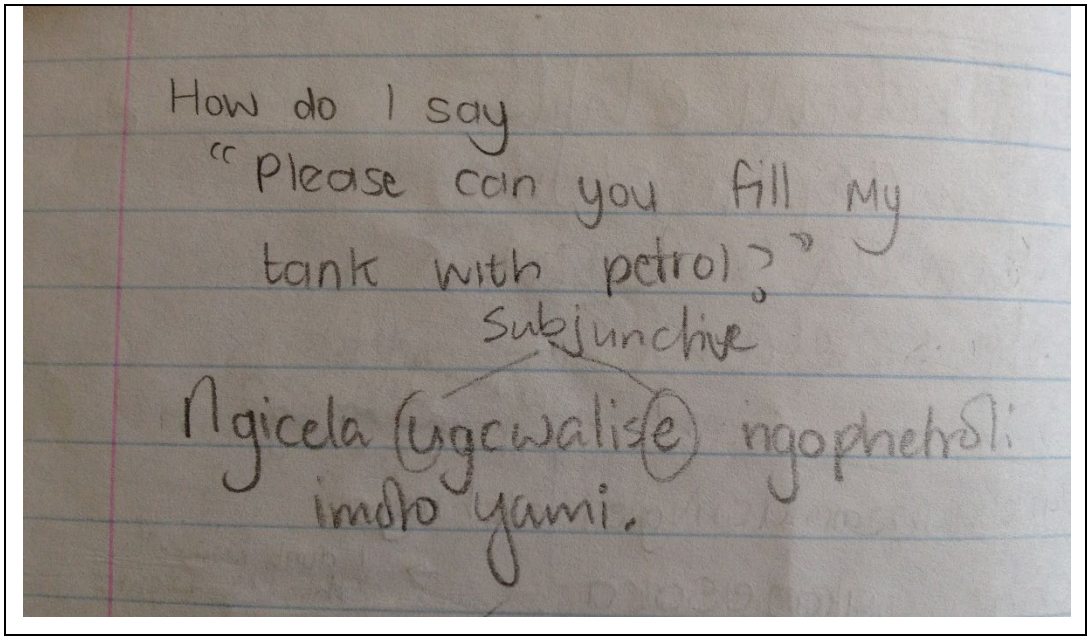


Figure 8:8 - Example of a developing dialogue between the student and lecturer

Although I did not realise it at the time, these approaches and methods resurfaced when I was developing CED. The questions students asked were often regarding language structures they had not covered in class. I questioned if this was perhaps a way of using writing as a language-learning tool beyond the lecture theatre.

The aim of the journals was for me, the lecturer, to keep abreast of where and how this group of students was coping within the larger group. The introduction of new language structures was not the motivation for using dialogue journals. Their role was to reinforce and help with the understanding of existing language knowledge and provide a way of interacting with this group of students.

In subsequent years, I adapted dialogue journals in their traditional sense to maximise the availability of computers for teaching.

8.3 2012 to 2013 CEDs are refined

The developing layout and processes of 2012 and 2013 led to the CEDs of 2014 and 2015. The CEDs from these years are the ones interrogated in the following chapters.

In 2012 – 2013, student registration for iZSAL decreased, making dialogue journals a more manageable teaching approach. Time constraints increased as stipulations were placed on contact lectures by university administration. Together with government legislation stating that all Foundation Phase children in the country had to learn an African language, the need for qualified SAL trained specialised teachers of iZSAL increased (Refer to Chapter One for an account of this legislation). Students completing their third year iZSAL at WSoE required a holistic knowledge of isiZulu. My need to find an alternative form of teaching language, became urgent.

With Iculo as the foundation for the language component of the NL course, I struggled to complete all the language structures to educate well-prepared teachers of iZSAL. The final months of the students' third year of iZSAL became a frenetic time as the pressure to complete the fifth workbook of Iculo increased. Time was short. The speed of delivery and amount of material covered left the students confused and apprehensive. I needed to do something to help students feel confident and competent enough to teach iZSAL.

After the success of dialogue journals in 2011 and the increasing availability of computers, SAL teaching (Refer to Chapter Two – technology in SAL teaching) entered a new phase at WSoE. The period 2012 – 2014 saw me attempting to include, in the iZSAL courses, CEDs as language teaching approaches. The table below is a record of the writing tasks set in 2012 and 2013. The tasks were in essence Creative Email Dialogues.

2012	iZSAL II	U-Andrew noVusi Andrew and Vusi
2013(a)	iZSAL III	Ethekisini eliya eSoweto On a taxi to Soweto
2013(b)	iZSAL II	UGugu uthuthela eGoli Gugu moves to Johannesburg

Table 8:8 - CED tasks of 2012 to 2013

I introduced CED into the second year of iZSAL, taking my lead from earlier years of writing activities in iZSAL at the WSoE. My concern was that students did not have enough of a

language background to write effectively. I did however envisage that, with the correct topic they would be able to learn and consolidate isiZulu from this activity.

I had found that dialogue journals, although not written for correction, were an effective way of identifying problems students were encountering. These problems were not uniform. In the first CEDs of 2012, I identified problems and wrote extensive explanations on how to remedy them and what alternatives existed. This was time consuming. I devised a colour coded error identification key, which I placed at the top of each creative email dialogue trail (Refer to Appendix 10). This meant I no longer had to write out copious notes explaining errors. Blue indicated spelling errors while red highlighted grammar problems, amber requested a translation as meaning was unclear to the reader. Once the students became accustomed to the key, no explanation was required. When responding to my emails, students were encouraged to leave my suggestions but respond in green. Corrections were thus easily identified by the lecturer, who accepted them as correct by turning them black or requested further input from the student if not.

Initially only retaining the latest emails, I soon realised that keeping the email trail from the initial email was expedient as it allowed both students and lecturer to go back into the history of the text. Parties involved in the CED would often do so to check on the route the story was taking. I later also realised students went back over their work to check on new structures they had used and wished to use again but were still unsure of using. The constant rereading of their texts helped in many other areas, improving their reading skill and vocabulary acquisition (Refer to Chapter Two, on the importance of repetition in vocabulary learning).

The aim of the CED became the introduction of new language structures as well as the consolidation of previously learned structures in a communicative environment. Initially I would write out explanations of why something was linguistically incorrect. This became an arduous task as some students made the same mistakes consistently. I then started bracketing the name of the language structure, in red after the problem, but as I did not use grammatical terms in class, many of the students did not know how to correct their errors in this way. The student would not resolve the error and with each submission, it became more obvious that students were guessing in an attempt to self-correct. I ultimately provided a long-winded explanation of the language structure or simply corrected it myself in rust colour. The students had not learnt anything, and the length of the process frustrated all parties involved.

The solution was simple.

All the students had Iculo workbooks. If they had completed the structure in class, it was easy to direct them to the relevant section and page in Iculo. If a Noun Prefix were the problem – I would indicate the chapter (2), followed by the lecture number (3) and possibly state the problem, thus 2:3 Noun Prefix. I did this in red. This method proved effective in many ways; students effectively began self-correcting and while looking for the relevant chapters, often revised work done in earlier years. The more motivated and mature students used this opportunity to improve their isiZulu through revision.

Language structures not yet encountered in class also proved problematic. I had structured earlier creative writing tasks to consolidate language structures already taught in class. These tasks were completed in the last weeks of the course. With the problems mentioned above, completing Iculo Lokhozi was difficult. Using time effectively became a priority if I was to train productive iZSAL teachers. 2012 and 2013 saw the teaching and learning of new material as being one of the major reasons for developing CEDs in their current form. They were an attempt to introduce students to new language structures before covering them in class. This helped time-wise, making teaching of certain structures similar to a revision activity, obviating lengthy introductions and consolidation as the students had already been using the structures in their CEDs. I hoped that if we did not finish Iculo Lokhozi by the end of the year, students would still have enough knowledge of the language structures gleaned from CEDs, to be able to understand and teach them.

In isiZulu II (2012), I tried to channel the students' topics for their CEDs into areas where they could manage tense and simple content. Experience had shown me that the introduction of new language structures was not effective when the students' knowledge of isiZulu was still in its infancy (Refer to the 2011(a) The Big Book task). This surreptitious manipulation of topic was not always successful. As students were young adults, their knowledge of a FL influenced what they wanted to say in their SAL. Breakdowns in writing occurred and they requested help with language structures. I had scaffolded these structures, due to difficulty, into later Iculo workbooks – Possessive and Adjective being two examples. I could not direct the students into Iculo for the answers as Iculo was designed to work in conjunction with lectures, the notes relying on lecture input for understanding. Iculo had not been developed with self-study in mind (Refer to Chapter 7).

Initially I wrote tabulated notes introducing the students to the structure in each individual email as the student faced the barrier of not knowing a language structure. This was time consuming and delayed my email responses. I tried to alleviate the problem by including simple notes in Iculo as self-study sections (see below). This did not solve the problem. The structure was often different from the students' FL, making understanding difficult. I ended 2013 using short notes introducing a structure to the students, in the form of an attachment to the out-going email, based on the same format as those used in Iculo for self-study exercises.

AMANOTHI

Isibabazo (Interjectives/Exclamations)

These notes will tell you about Isibabazo - interjectives

- These words are not grammatically connected to the rest of the sentence, they happen on their own.
- They convey an **urgent** emotion, one which has to be vocalised immediately.
  English examples are…"ow!", "gosh!", "gee!"

The following list contains a few examples of **Isibabazo** in isiZulu.

Izibonelo

• Ngcingci!	Expression of delight.(Wow! Great!)
• Halala!	Congratulations!
• Maye babo!	Oh dear! Alas!
• Hawu! Awu! Hayibo!	No, is that so!
• Ishu!	Ow! My word! (said in pain)
• Mamo! Habe!	How dare!
• Shwele! Nxese! Phepha!	Sorry!
• Yebo! Ehe! Ehene!	Yes!
• Cha! Cha-bo! Qha! Hhayi!	No!
• E!	Hi!
• Wewu! Wowu!	Wow! Gosh!
• X! Nx!	Hey! (said in anger)
• Maye!	Careful!
• Pho!	Well now!
• Nkosi yami!	OMG!
• Ha!	Oh! (said with disappointment)
• Wohe!	Oh wow!

Translate the following sentences into English. Use the above interjectives to help you.

- **Wohe**! Kwakumnandi ukubukela izimoto eziya le, nale, bonke abantu babebukeka bejahile
- **Habe**! Ngigcine nini ukudla okunambithekayo?
- **Ha**! Izinsuku ezimbili ezedlule.
- **Ishu**, ngawa!
- **Pho!** Leli veni elime lodwa lapha phansi komuthi?

Table 8:9 - Example of a language attachment for self-study in CED

8.4 A Classroom to call our own

As student numbers in iZSAL II dropped to a more manageable number and a revamp of the language laboratory was completed, a lecturing venue behind the laboratory became

available. Relatively small, with fanlight windows, it was not an appealing space. As none of my colleagues indicated a desire to use it for their lecturing, I claimed it.

With a stabilised teaching venue, I reintroduced many of the writing approaches I had used when I taught at school, which required a designated venue. One of these was the storyboard, which I reintroduced into the 2012 and 2013 groups. The students were writing stories under umbrella topics, 'Gugu moves to Johannesburg' or 'Andrew and Vusi'. The stories needed to be consistent and interrelated. Each author was allocated a space under their name in a rough chronological sequence of the stories. Authors wrote a synopsis of their story, the main characters (created in the initial brainstorming sessions), milieu and plot. As the CED process progressed, students updated the boards with new and interesting vocabulary they had needed and listing new language structures learned from the CEDs. I hoped that if authors did not understand a structure, or needed one, they would feel less intimidated asking a friend than the lecturer to explain it. It also was an easy reference for me to see who had not yet encountered the need for that structure. I could prompt students into using it in their CED to keep language knowledge constant across the group.

The authors named and described any newly introduced characters on the board. This was done in case other authors wished to use them in their stories.

These boards proved to be invaluable and were integral in the CED process.

In 'Andrew and Vusi', the group decided that every story had to end with the line, "It shouldn't happen this way!" in an attempt to provide teachers using the texts in their classrooms with extension activities. This was the first-time students had suggested a common trait such as this in their texts, showing an understanding that there is a paucity of reading materials available for iZSAL pupils to read. It indicated too that they were thinking of using the texts in their classrooms.

In 2013, I introduced reflexive journals into the CED process in which I encouraged students to record their emotional journey in the completion of their CED tasks. I wanted to see what they were feeling and in which ways to improve the process and the task made less daunting.

I also began keeping a record of submissions, ordered according to date and student. In this diary, I noted what errors they were making in the areas of spelling, language and creative processes. I also kept track of what language structures they requested, as well as how many submissions were required before the structure started to appear correctly in their writing. I did this with the intention of updating Iculo to making the scaffolding of structures more in line with what iZSAL students appeared to need.

I also took note of what structures appeared in their texts and if this correlated with what had been taught in class.

In these two years, I had concurrent CED tasks, one with the isiZulu II group, the other with the isiZulu III students. The final products of these two courses were impressive and the students, in their final journal comments, expressed their personal satisfaction at having completed texts of this magnitude, both linguistically and creatively.

8.5 Conclusion

In this chapter, I related a variety of writing tasks I developed for students of iZSAL at JCE and WSoE during the period 1993 – 2013. Writing tasks were not selected without careful consideration. In an effort to gain maximum teaching and learning from these tasks, each subsequent creative writing exercise grew from careful observation of students' texts. I also tried to create a fabric within the classroom where students had the opportunity to communicate with their lecturer as well as with each other, through flipcharts, discussion, computer (email) and finally leading to the initial CEDs.

Although these are not the only writing tasks iZSAL students completed during this period, the examples above are relevant in various ways to the CED approach that will be described in Chapters Nine and Ten. I identify successes and failures as well as factors important in SAL creative writing, including; motivation and maturity of the students, vocabulary and the role of computers. These successes and failures brought me to the point of researching the value of the CED as a SAL teaching and learning tool.

In 2014, with all the threads developing into the CED web, a new group of iZSAL students registered for isiZulu II. In the following two chapters, I describe the CED process highlighting the learning they gained through Iculo and the subsidiary process of the CED.

CHAPTER NINE: Creative Email Dialogues: Topic Negotiations with the CED Community begin – 2014

9.1 Introduction

Chapter Eight described how I created text writing exercises closely linked to Iculo. These were the first steps towards Creative Email Dialogues and their development as learning tools in the iZSAL classroom. I discuss Iculo in this chapter in relation to iZSAL I and II. I then investigate the CED Community's attitudes and habits towards FAL writing and learning. Finally, I trace the initial phases of the CED task preparation through the CED process in 2014. The students registered at the University of the Witwatersrand for iZSAL II and III in 2014 and 2015. The following two chapters provide information and evidence relevant to the second research question, how do CEDs improve and extend students' knowledge of iZSAL?

1986	Mandate Zulu Stds. 6 and 7				
1987	Mandate Zulu Stds 6 and 7	Choice Zulu introduced Stds 6 and 7			
1988	Mandate Zulu Stds 6 and 7	Choice Zulu Stds 6, 7 and 8			
1989	Mandate Zulu Stds 6 and 7	Choice Zulu Stds 6, 7, 8 and 9			
1990 to 1992	Mandate Zulu Stds 6 and 7	Choice Zulu Stds 6, 7, 8, 9 and 10			
1993 to 2001			Degree and Diploma iZSAL at JCE iZSAL I & II		
2002 to 2013				Degree iZSAL at WSoE iZSAL I,II,III	
2014 to 2016					Degree iZSAL at WSoE iZSAL II,III (CED)

I begin by tracing the development of CEDs in Iculo Lexoxo iZSAL in 2013, then turn to CEDs in the period January to June of 2014.

9.2 Iculo Lexoxo and iZSAL I

I begin this chapter by reminding the reader of the constraints arising at WSoE regarding teaching iZSAL students in 2014. I start by outlining the iZSAL knowledge of those students who continued with iZSAL in 2014, and conclude with examples of writing, drawn from their

final iZSAL I examination. This section ends with an analysis of language use in the extracts to Iculo Lexoxo, providing the reader with a base from which to judge students' language development.

In Appendix 7 the reader can peruse indeces of the five Iculo workbooks. These show the language scope of Iculo. They also show the work students were expected to complete in their three-year iZSAL course.

I created Iculo to meet the requirements of iZSAL at secondary school level. I wrote one book for each year of high school, thus Iculo resulted in five books, as described in Chapter Four.

Following my appointment at the Johannesburg College of Education (JCE) I adapted Iculo for more mature students, as explained in Chapter Seven. In my early years at JCE, I achieved my goal of completing the five Iculo books over the three-year degree or diploma period. I attributed this success to JCE students being more mature and dedicated to their studies than school pupils.

Time constraints imposed by the changing landscape of teacher education (Refer to Chapter three for an account of changes which took place at JCE in the late 1900s and early 2000s), made completing Iculo Lokhozi (the last book – Song of the Eagle) increasingly difficult. I overcame this by creating and including self-study sections, an example of which can be found in Chapter Seven, extra lectures and creative writing exercises. As time passed and time allocations became stringently policed by the administration, it became difficult to complete Iculo Lehobe (Song of the Ringdove), the fourth Iculo book.

Gaps appeared in the students' knowledge of isiZulu because they had not completed the last two workbooks thoroughly. I skimmed through or ignored language sections, for example the remote past tenses and adjectives. I had developed Iculo carefully by scaffolding the language; therefore, more difficult language sections appeared in the later Iculo books, sections that could not be hastily taught or abandoned. Non-completion of Iculo would compromise the quality of the iZSAL teachers I was producing.

The 2013 iZSAL I group was approximately 300 students in size. Their admission to the course was based on their neither being Nguni speakers nor having done an Nguni language at high school. They were in either their first or second year of study at the WSoE. These iZSAL I students were allocated randomly to five lecturers who taught the course. Only three of these lecturers had previous iZSAL lecturing experience. The remaining two lecturers had been allocated to the course to ensure their lecturing allocation was met. They were not iZSAL specialists, but FL speakers and had no passion for teaching iZSAL. Many students expressed resentment at being forced into doing the New Languages course at the beginning of the year.

The iZSAL I course, Iculo Lexoxo, was aimed at teaching and introducing general language skills in the new language to this large group of students. Academic knowledge of the language was not a priority, basic competence was. An oral teaching approach was encouraged in the lecture rooms, although classes numbered 50 students or more. This was not ideal, as lecturers could not connect with all the students for effective learning interactions to occur.

The index of Iculo Lexoxo, available in Appendix 7, shows, as in all the Iculo workbooks, the five chapters that are the basis of each book.

In Chapter One, which is all about 'me', the students learn how to greet, ask and answer questions about themselves and others and discuss their health as well as talk about their choice of profession. Presented orally, the students write in Iculo after the lecture as consolidation exercises. Chapter One takes the first six months of the year to complete.

Chapter Two, is largely academic. It is a vital section related to singulars and plurals and closely related pronouns, taught in a grammar based approach. Without understanding this important component of the language, students would not be able to continue understanding and learning isiZulu. This Chapter provides the grounding for students' self-development. In this chapter, I deliberately explain and use note taking as a methodological approach to teach difficult concepts.

Chapter Three introduces the Simple Past Tense, an easy concept to understand for non-isiZulu speakers. It enables the students to reference language and time.

Chapter Four – The Conjunction ‘and’ and the final chapter, Chapter Five – The Instrumental Adverb ‘nga-‘(which translates into ‘about, by means of’), were all taught by means of an oral/aural approach.

I included a self-study exercise on the Possessive construction as the final activity of Chapter Five. I included this for a number of reasons. Firstly, students requested it often in their writing exercises and consistently used it incorrectly. I felt an early introduction would partially solve this problem. The extensive possessive chapter is found in the fifth workbook.

The students of iZSAL I (2013) were assessed in two examinations at the end of the year making up 50% of their final course mark. The examinations were a lab-aural, conducted in the language laboratory, as well as a written examination that included comprehension, language questions and a written text (Refer to Appendices 4 and 5 for a copy of the examinations).

A pleasing aspect was that by the end of the 2013 course many students expressed an interest in continuing their study of isiZulu.

Unfortunately, because many students wanted to include isiZulu as an additional course, it did not fit into their tight academic timetables. Contact time would need to be at lunchtime, early in the morning before lectures or late in the afternoon after lectures. The attrition due to these constraints resulted in approximately 15 students dropping out within days of starting isiZulu II. From the group of 250 first years, the final number of students registered for iZSAL II in 2014 was 11.

9.3 Writing Habits of the Sample

(Refer to Chapter Three for initial introduction to the student sample).

Concerned that the extensive writing process of CED would deepen feelings of inferiority and frustration regarding writing, I wanted to explore the sample’s habits and feelings about writing, in both the FL and FAL. The following information was obtained from a questionnaire completed by the 7 students making up the sample (Refer to Appendix 10).

Writing habits in the FL

The following questions are numbered and the students' responses are in the table that follows:

1. Do you enjoy writing?
2. What language do you use to write?
3. Would you consider your writing academic or leisure driven?
4. If you had a choice, would you write?
5. How often do you write?

	1.	2.	3.	4.	5.
Buhlebethu	No	English	Academic – notes, assignments. SMSs – all the time	No	Daily
Nomandla	No	English	Academic – notes in class, notes from readings SMS	No	Notes- when I have to SMS – all the time
Lindokuhle	I hate it	English	Nothing for pleasure, only academic. I don't have a cellular phone.	I have to	Every day at Wits.
Phumaphi	Yuck!	English	University notes. SMSs	No	Every day of the term.
Phindile	No	English	IsiZulu notes, ECD credits, essays. SMSs	No	Each day.
Gugu	Yes	English	Notes for Wits, poems, my thoughts	Yes	Every day
Nolwazi	Some-times	English	Study notes Messages Emails at work	Is it a choice?	All the time.

Table 9:1 - Sample's writing habits in the FL

It is clear writing is not a pleasurable pastime in the FL. It is linked to routine academic tasks with little creativity or self-reflection. Gugu and Nolwazi are the exceptions. Gugu enjoys the creative outlet of poetry writing and gathers her thoughts by jotting them down. Nolwazi sees writing as more than an academic requirement.

This background knowledge about the sample's feelings about writing is important, as it explains the resistance I encountered to the initial writing process of the CED.

Writing habits in the FAL

The negative feelings for writing in the FL, clearly translated into dislike of writing in FAL, combined with perceptions of inadequate teaching, these feelings of negativity are evident in the initial stages of the first CED the students undertook.

Grade 12 is the final year of a young South African's school career, pupils study a FAL to this point. When asked if they had written in their FAL since Grade 12, the resounding response was 'NO', except for Nolwazi, who wrote emails due to her part time job.

Once again, FAL writing is not a skill enjoyed by the sample. Perceived as not being a choice, it became a task. Writing highlights the writer's lack of knowledge, 'freezing' one's attempts, leaving readers' time to judge the writing ability. Lindokuhle tells of how writing deepened her feelings of inferiority. This shows the importance of a good relationship between language teacher and language student, where a student needs to feels safe to risk and learn.

Question:	**Did you enjoy writing in your Second Language at school? Why or why not?**
Buhlebethu	No, it is too frustrating to sit and try and work out what to write.
Nomandla	No, it seemed silly and there was no reason to learn it. We did it cos [sic] we had to.
Lindokuhle	No, I was always made to feel ashamed by the teachers that I was not a first language speaker of Afrikaans. I struggled immensely with the language and was always too embarrassed to write in it. My mistakes were there for all to see.
Phumaphi	No, I didn't like the language.
Phindile	No, it was hard and why would I need it in my life?
Gugu	No, because I found it very difficult and I did not enjoy Afrikaans.
Nolwazi	No, it was very difficult and I made many errors.

Table 9:2 - Sample's response to writing in the FAL

The perceived lack of relevance, level of difficulty experienced, missing intrinsic motivation coupled to a lack of confidence all highlighted why the sample did not enjoy writing in their FAL, did not augur well for now learning to write in a SAL. With such strong feelings expressed, the challenge I faced was to make the writing process in iZSAL relevant, enjoyable and non-threatening. Would the CEDs achieve positive results? This negativity concerned me as it would influence the students and how they approached the CED process as it is student driven, requiring careful planning and a great deal of writing.

The CED process has a careful sequence of phases. The process is not to be rushed. The students needed to understand this upfront. Concerned, I asked about the planning process they had followed as pupils while at school. The tabulation overleaf shows their responses.

Planning Mind-map	4
First Draft	7
Editing	3
Final Draft	5

Table 9:3 - Sample's perception of the FAL writing process

Interesting to note is that two students said their first draft was also their final draft. Little thought and correction took place when creating text. Responses reflected ingrained learning, using common words such as 'planning' and 'first draft'. The sequence was constant for all seven students – showing how they perceived writing 'should be done.' Nomandla's comment, "The teacher would give us the topic, we wrote the essay and then we made the plan" reflects the reality.

The table above also shows that very few members of the group considered editing an important step in writing. However, editing is a vital component of the CED process.

With the above insights in mind, I looked to what examples of writing I already had from the sample.

9.4 Sample's iZSAL Writing in the First Year

During the December 2013 holidays, I analysed the writing in the sample's final written examination. I needed to understand what approach I should take to prepare these young people to become iZSAL teachers. This analysis of the writing exercise in the final examination of 2013 was to be a good measure of the impact of later Iculo workbooks on the students and the influence of the CEDs.

Due to the oral emphasis of the iZSAL I course, lack of guidance in writing isiZulu, large class size as well as inexperienced lecturers, I judged the writing on the following traits:-

Unimaginative and restricted vocabulary (as well as spelling errors)
Dislocated sentences (not flowing easily from one idea to the next)
Restricted Grammar (not beyond Iculo Lexoxo)

Texts written by two students in their final first year examination appear below, with an English translation. I used the colours provided above as analysis.

The instruction to the students was,

> "Choose a profession and write a diary of the PAST 4 days of the person's life. Give the heading of each day and then write five things they did on that day. Do not repeat sentences and try to write cohesively. You may use folio paper if you need more space."
>
> (IsiZulu New Language I E2188 – November 2013)

Diary One

Yisonto	**It is Sunday**	**Comments**
Uthisha ugeze imoto ekuseni. Yena udle inyama emini. Udwebe isithombe engadini. Yena unisele izimbali engadini. Yena uthose amaqanda ngoba ulambile.	Teacher washed the car in the morning. She ate meat at midday. She drew a picture in the garden. She watered flowers in the garden. She fried eggs because she is hungry.	**Excellent use of tense, it is maintained for the whole paragraph.** **Conjunction usage is unusual at this level.** **Variety of vocabulary.** **Although sentences hang together in a general theme, there are indications of disjuncture.**
NgoMsombuluko Uthisha ulange ngo-6. Uthisha uphuze itiye nasesinkwa. Uthisha ushayelile. Uthisha ucule washayele. Yena umake amabhuku.	**On Monday** The teacher (something) at 6. The teacher drank tea and (error) bread. The teacher drove. The teacher sang while driving. She marked books.	**Excellent use of the Past Subjunctive.**
NgoLwesibili Uthisha ufundele isitshudeni. Yena uphuze ikhofi emini. Uthisha ubhale izincwadi ehhovisi. Yena ukhulume izitshudeni eklasini. Yena ukhulume othisha estaffroom.	**On Tuesday** The teacher read for student. (error) She drank coffee at midday. The teacher wrote letters in the office. She spoke students (error) in class. She spoke (error) teachers in the staffroom.	**Vocabulary misuse.** **The connective na- is incorrectly used or not at all.**
NgoLwesithathu Uthisha ufundise eMaths eklasini. Yena udle amaswidi emini. Ubukela iTV ebusuku. Udle isapha ebusuku. Yena ulalile.	**On Wednesday** The teacher taught in maths (error) in class. She ate sweets at midday. She watched TV at night. She ate supper at night. She slept.	**In maths – the error of the use of 'in' is common.** **-lala > does not convert easily to the past tense – generalisation of a known rule.** **Repetition of vocabulary and meaning.**

Table 9:4 - Diary Extract written by Buhlebethu – Final Examination 2013

I dissected language use and vocabulary of the same diary according to where they appear in Iculo. The first digit represents the chapter and the second the lecture within the chapter.

Yisonto	**Language**	**Vocabulary**
Uthisha ugeze imoto ekuseni.	3:1/2:4	1.4
Yena udle inyama emini.	3:1/2:4	1:4
Udwebe isithombe engadini.	3:1/2:4	1:6
Yena unisele izimbali engadini.	3:1/2:4	1:3
Yena uthose amaqanda ngoba ulambile.	3:1/2:4	1:5
NgoMsombuluko		
Uthisha ulange ngo-6.	3:1/2:4/5:1	5:8
Uthisha uphuze itiye nasesinkwa.	3:1/2:4/4:1	1:3
Uthisha ushayelile.	3:1/2:4	1:3
Uthisha ucule washayele.	3:1/2:4/3:7	1:3
Yena umake amabhuku.	3:1/2:4	3:2
NgoLwesibili		
Uthisha ufundele isitshudeni.	3:1/2:4	3:2
Yena uphuze ikhofi emini.	3:1/2:4	4:3
Uthisha ubhale izincwadi ehhovisi.	3:1/2:4/1:3	1:3
Yena ukhulume izitshudeni eklasini.	3:1/2:4/3:7	1:3
Yena ukhulume othisha estaffroom.	3:1/2:4/1:3	3:2
NgoLwesithathu		
Uthisha ufundise eMaths eklasini.	3:1/2:4/1:2	3:2
Yena udle amaswidi emini.	3:1/2:4/3:5	4:3
Ubukela iTV ebusuku.	3:1/2:4/3:5	4:3
Udle isapha ebusuku.	3:1/2:4	4:3
Yena ulalile.	3:1/2:4	1:2

Table 9:5 - Analysis of Diary written by Buhlebethu – Final Examination 2013

The topic aimed to get the students to write in the past tense, Chapter Three of Iculo is therefore strongly represented. Chapter Two is also vital for meaning and it is gratifying to see that Buhlebethu had understood the concept and used it effectively. Vocabulary the students used originated from the early stages of Iculo Lexoxo. Buhlebethu displayed a mature knowledge of examination writing, choosing a teacher as her profession – a topic dealt with in class and therefore requiring minimal creativity under examination conditions. The theme for Chapter Three was The School and this provided her with vocabulary and sentence structure necessary for answering the question.

Diary Two

UMsombuluko Udokotela uhamba ngemoto esebenza. Ubhala incwadi ehhovisi. Udla ukudla ngo-2. Udokotela uyakhaya ngo-7. Ulala ngo-11.	**Monday** The doctor goes by car to work.(error) She writes a letter at the office. She eats food at 2. The doctor goes home (error) at 7. She sleeps at 11.	**Although the title dictates the use of the past tense – this student avoids it.** **'to work' is incorrectly used.** **Adverbs of time used extensively.**
ULwesibili Udokotela uyasebenza ngophasi-5. Uya esibhedlela. Usiza abantu. Uya eOcean Basket. Ukhuluma ngeJohn.	**Tuesday** The doctor works at (error) ½ past 5. She goes to hospital. She helps people. She goes to the Ocean Basket. She speaks about John. (error)	**Sentences are simple – the student is playing it safe.** **Chapter 5, (about) consistently incorrect.** **Sentences appear dislocated.**
ULwesithathu Udokotela udlala ibhola. Uya ekhaya. Upheka inyama ekhishini. Uya esibhedlela ngo-12.	**Wednesday** The doctor plays soccer. She goes home. She cooks meat in the kitchen. She goes to the hospital at 12.	**Inclusion of an adverb of time here could have contextualised the extract.** **Sentences appear dislocated.**
ULwesine Udokotela usebenza ntambama. Ukhuluma umama. Uyasiza isalukazi.	**Thursday** The doctor works in the afternoon. She talks mother. (error) She helps (error) the old woman.	**Sentences appear dislocated.** **The use of –ya- is problematic.** **The connective na- is often incorrect or absent.**

Table 9:6 - Diary Extract written by Phumaphi – Final Examination 2013

UMsombuluko	**Language**	**Vocabulary**
Udokotela uhamba ngemoto esebenza.	2:3/5:1	1:4
Ubhala incwadi ehhovisi.	2:1	1:3/1:4
Udla ukudla ngo-2.	2:1	1:3/5:8
Udokotela uyakhaya ngo-7.	2:1	1:8/5:8
Ulala ngo-11.	2:1	1:3/5:8
ULwesibili		
Udokotela uyasebenza ngophasi-5.	2:1	1:3/5:8
Uya esibhedlela.	2:1	1:3
Usiza abantu.	2:1	1:3
Uya eOcean Basket.	2:1	1;3
Ukhuluma ngeJohn.	2:1/5:1	1:3

ULwesithathu		
Udokotela udlala ibhola.	2:1	1:8
Uya ekhaya.	2:1	1:3
Upheka inyama ekhishini.	2:1/1:3	1:3
Uya esibhedlela ngo-12.	2:1/1:3	5:8
ULwesine		
Udokotela uyasebenza ntambama.	2:1	4:3/1:3
Ukhuluma umama.	2:1	1:3
Usiza isalukazi.	2:1	1:3

Table 9:7 - Analysis of Diary written by Phumaphi – Final Examination 2013

As with Buhlebethu's diary, Phumaphi's vocabulary is grounded in the first chapter of Iculo. The most prevalent language concepts come from Chapter Two. Phumaphi had learnt the vocabulary of time and used it at every opportunity.

The content of both diaries is simple, reflecting a basic knowledge of iZSAL after only a single year of study. Both students faced the frustrations experienced by students in their early twenties writing in a language over which they do not have adequate control. In fact, Phumaphi only managed three sentences for her Friday entry, reflecting the challenges she faced. A comment from the external moderator supports this:

Name	Date	Comment
External examiner	29/11 2013	The creative writing is adequately completed and displays a growing ability to manipulate learned materials.

Table 9:8 - External Examiner's Report on iZSAL I Examinations, 2013

I realised that if I wanted to prepare these students adequately, I needed to use the CEDs to complete the language sections needed for the students to become effective iZSAL teachers.

9.5 Creative Email Dialogues in 2014: January to June

My major concern about embarking on the CED process in 2014, the group's second year of isiZulu, was that CEDs would not reduce the pressure on students, but increase it, if introduced too early. I knew the group would not complete Iculo Lehobhe and Iculo Lokhozi in the remaining two-year time span. I considered starting CEDs with the iZSAL II students early in their second year of study. They had completed Iculo Lexoxo, in their first year, but twenty chapters remained.

Experience had shown me embarking on semi-independent creative writing tasks too early in the learning process had its own set of dangers (Refer to Big Book writing activity, Chapter Seven). The biggest drawback was the negative impact on students' confidence in their knowledge of isiZulu. This would influence their writing tasks. The Wallet Task (Refer to Chapter Seven) showed this. I would need time in lectures dedicated to the CEDs to alleviate these insecurities. Students, who were not adequately prepared for the assignment, might produce a below-average final written text displaying little achieved and resulting in negativity (Refer to Chapter Eight Creative Writing Exercise at JCE).

The students had not been taught how to write in their SAL because the approach used in the lecture room emphasised the oral and aural language skills. To prepare the students I needed to introduce more writing exercises. To do this I needed time. I decided to start CED officially after the mid-year examinations.

The new iZSAL II students had heard about the daunting task which lay ahead from students who had already completed iZSAL II. I needed to prepare them for the CEDs in 2014.

As the second year group was much smaller than the iZSAL I group, I was able to accommodate them in a space at the back of the Language Laboratory. Originally an office and storeroom for the Language Laboratory assistant, the space had recently been renovated by breaking down the inter-leading wall. The resultant space was oddly shaped. On the longest wall were whiteboards. Across from the whiteboards were shelves, filled with donated books. High in this wall were skylights that provided light and air. One of the remaining two walls contained storage cupboards. Adjacent to this wall was a smaller wall with a hand basin to one side. In front of the basin and cupboards, I placed mobile pin boards, thus providing more board space. These I used as storyboards for the CED stories. It was not an ideal area but one dedicated to SAL teaching, where material placed on walls could remain and not be removed after each class.



Figure 9:1 - The FAL/SAL years II and III classroom at the WSoE. The photograph on the left, looking south, the right, looking north

For the learning process to be effective in CEDs, venue is an important factor. Experience had made it clear to me that students' learning and my teaching relied on their being comfortable in an environment that they considered their own. I used the first few lectures to 'acclimatise' them to the venue and each other, which is important if we remember the importance of the physical and social environment for learning motivation in Chapter Two, where a lecturer attempts to "make the classroom quiet and without anxiety" (Mahadi and Jafari, 2012, p.234). This enhances the learning experience.

The students had not all been in the same iZSAL I lecture group and were not comfortable with each other, or me as their lecturer. I needed to nurture this new iZSAL II community. I did it carefully. There were three Foundation Phase students (Grades R – 3), four Intermediate students (Grades 4 – 9) and four FET students (Grades 10 – 12). I encouraged them to 'claim' the walls for themselves, putting up subject related posters, pictures and anything of interest which was subject specific – remembering the iZSAL III group were using the same space. I hoped to use tactics I had learned while teaching at school to develop in students a desire to read and to be actively involved in learning isiZulu, a living language and not simply a subject.

I was developing a storyboard with the iZSAL III students at WSoE (Refer to to Chapter Six for a discussion of a developing storyboard and creative writing), in the same venue. This constantly changing visual piqued the interest of the second year group, and, as they became more relaxed with each other and their space, the more they commented and questioned. I used these opportunities to pre-empt my answers with, "When you are writing your story..."

and “Keeping up to date is important for the other writers so you can write about the same characters...”, they found this tantalizing and often asked for more information regarding the iZSAL III work-in-progress. This tactic debunked the fear of the CED task that they had heard and read about in their work programme for the year.

To begin developing a focus on writing with students who had been taught orally and aurally in their first year, I tried to incorporate small writing activities related to Iculo, building on what they had learned in iZSAL I. In Iculo Legwababa Chapter Six, the first chapter of their new workbook, there is a writing activity based on a profession; I used this as a shared writing activity (Refer to Chapter Seven, for a description of shared writing and its positive traits).

In 2000, the writing activity had been ‘uTnarg – The Solver’, described in Chapter Seven. It had been a shared writing exercise where I played the role of the scribe and the students the combined author. I found the exercise contributed positively to the learning process as students did not write individually and so the group hid their insecurities, while their experience of writing developed. Engaged in an interactive activity, students were soon working together and building friendships, identifying the roles they would play in the iZSAL II classroom. Lindokuhle was the ‘word girl’. She had a large vocabulary of isiZulu after only iZSAL I. When the process of group writing stalled due to lack of vocabulary, Lindokuhle would provide an alternative if not the right word. I introduced the battle cry, ‘[I]f it doesn’t work one way find another!’

Nolwazi hardly spoke, but when she did, the group learnt to listen; her knowledge of isiZulu language formation and structure was good. As for Nomandla, when she provided an idea she expected it to be incorporated and was very seldom dissuaded by the group. Phindile was not shy to provide suggestions regarding language and content that were off beat and distracting. When pointing out her confusion and inaccuracies, she laughed the loudest. The group was gelling and their fear of writing receding.

I then began peppering the classroom with the products of previous writing activities: the big books, Gundi’s adventures and others. By making the books available in the teaching venue and by referring to them during lectures and reading excerpts from earlier creative writing tasks, students’ awareness of and desire to start working on their own creations increased.

In March 2014, I started talking about the iZSAL II Creative Email Dialogue task of 2014. I introduced the 5 ‘Ws’ in poster form in the classroom to create direction of thought.

W1 > WHAT is our theme, what is the plot?

W2 > WHY would someone read the stories?

W3 > WHO is involved?

W4 > WHERE did this happen?

W5 > WHEN did it happen?

We discussed these guidelines in relation to the CEDs. I asked the students to think about these suggestions. Taking time to help the students to “… select, share, and evaluate their out of class work...is just as important as covering a lesson in the textbook” (Gilakjani, Leong and Sabouri, 2012, p.11).

I did not dedicate whole lectures to the initiation and sensitisation process, but rather minutes at the end of a lecture when the lecture content was completed. We discussed story line, milieu, characters and projected audience. As the group did not consist primarily of Foundation Phase students, the majority wanted something more ‘mature’ than previous years’ assignment content (Refer to Chapter Seven, for previous tasks). I was concerned mature content would require mature language knowledge and vocabulary which the students did not have.

Discussions about the task began to expand and be more time consuming. Initially I was concerned I was losing teaching time, but rationalised that it was an important initial step in the CED progress. This was a new approach to learning for students; it was a process changing their reality. “[h]elping learners change their reality means moving them toward seeing language learning in a different way...” (Gilakjani, Leong and Sabouri, 2012, p.11).

Most students wanted to write individual unrelated stories. I was uncertain. The students’ isiZulu knowledge was not deep and wanting to use the CED as a teaching tool, I needed them to be in the same narrative time frame, with a common goal. This required them to use similar vocabulary and language sections to develop their stories. Experience in previous years had shown me working on the same episodic story also develops the CED community which was important for shared learning and support. An isolated student does not experience the learning benefits of a CED community, as shown in Chapter Seven. I managed to

convince the group that an episodic story would be more interesting and beneficial to their iZSAL learning process.

There was a false start; the group decided they wanted to follow the adventures of a Grade 5 boy who attended a school for disadvantaged learners. I sent them home to work on ideas. Resultant suggestions were mundane and unexciting. A great deal of discussion followed, with few decisions being made. The spark of creative excitement, vital to the CED process, was absent. The desire to write is an important motivator and relates directly to the amount of effort a writer will put into writing, and directly impinging on learning, as described in Chapter Two.

What to write about?

Nomandla broke the drought. An FET student, she insisted that students in the FET phase would not be interested in a child in Grade 5 – the storyline needed to be more age appropriate. Buhlebethu suggested a Kardashian style drama. I balked, asking how we would achieve the depth of content I was looking for with a reality TV show. Television played a large part in the students' lives, just as it had in the 1980s and 90s. Lindokuhle, frustrated, suggested they kill me for giving them such a hard task. The 'topic' took off amid a great deal of laughter as various methods of killing me were tabled**.**

Murder became the theme of the 2014 CED. This gave focus to the story and the direction it would take. Identification of the audience as teenagers affected the process positively, relying on previous experience described in Chapter Seven and the clear identification of audience, I reinforced the point with the students. This was the first time FET students in an iZSAL group had taken control of a story line. The normal route taken by students was to write for a younger audience, perceiving the language used by writers to be 'simpler'. Audience also influenced the choice of topic. I tended to agree with these thoughts. I was concerned, however, that a more mature audience would not only require more sophisticated language but themes in the CEDs would also need to be more mature. A further concern was that the students were not yet at the FET level linguistically. How could they write for a particular audience if their language knowledge was restricted? My initial reaction was to stop this train of thought, but the spark had been ignited and the students' enthusiasm made me hesitate.

As I listened to the developing discussion, a number of further issues came to mind. The vocabulary used could be based on words relating to murder. Chapter Eleven of Iculo dealt specifically with murder, weapons and newspaper reports. Although at the time of this discussion, the students were only on Chapter Seven, by the end of the year, they would have encountered Chapter Eleven. This was exactly what I wanted the CED to do, to move beyond immediate teaching content to later chapters, making the teaching of a particular chapter or language section more efficient when encountered.

The group were ready to take the writing process to the computer and work on their creations beyond the classroom. I was concerned as they were beyond my reach and I could not assist them immediately with vocabulary and language. Yet research has shown that students "...who used computers…performed better than [those] who used traditional materials…" (Hong, 2010, p.65). Time would tell if this was true for this student group.

The theme of murder lent itself to jargon. There is a great deal of material available in the media related to murder and this would affect the writing process. Jargon is language specific and difficult to translate from one language to another. It could stall the process before it even began. I would need to carefully manage its use and influence, negotiating the students away from content that would make the translation process more difficult. Nomandla provided the first challenge.

She wrote in her journal:

Name	Journal Date	Text
Nomandla	03/11 2014	Grant was convinced that throwing money at me would keep me quiet and take away the tunnel of pain he had put me through. But that pain eats away the bones of my fast food life. My only role was to be a beautiful appendage to his arm. An obedient servant and with all his power he moulded me like putty. I tried several times to get out of this plastic marriage.

Table 9:9 - Example of a text loaded with jargon, CED iZSAL II, 2014.

I had to negotiate this new challenge carefully; difficulty in translating the above would affect the students' willingness to write. Jargon showed me my role in the CED process had changed from director to manager, with the CED becoming a vehicle for learning rather than consolidation.

Deciding on the setting proved to be simple. I did not want the murder situated in a suburban area. Although we were taught in school to write about real life, I was unsure of what common life experiences the students had lived through. The problem, however, solved itself. As noted earlier, all students at the WSoE are required to do Teaching Experience (TE) twice a year. As third year students, the class had the option to complete TE in a rural area of Mpumalanga[52]. Many of them had done so. The home at which they had stayed for three weeks in Mpumalanga inspired them. An isolated farmhouse nestled in the heatwaved bush, with many homemade extensions, nooks, crannies and creaking floors, was the perfect setting for a murder. As a shared experience, this milieu was ideal. For the few who had not been on TE to Mpumalanga, I organised a 'show and tell', in isiZulu, where those who had stayed at the farm, brought three favourite photographs of their time there. One photograph had to include the farmhouse. The students had to tell the class why they had chosen that particular set of photographs and the situations in which they were taken. The photographs were then transferred to the wall in the classroom with suitable isiZulu captions. These oral presentations lasted over a series of weeks. As I did not want to lose lecture time, a few minutes every lecture was sufficient and kept the CED topic alive in the students' minds.

With the 'umbrella' idea in place, finer details were needed. "Why are we writing this, what is the point? Is it a collaboration murder? Why would people want to read our stories?" I asked. The writing task needed body, depth and originality.

The iZSAL group wanted a 'mystery', but there was no mystery – I had been murdered. They understood the problem. How were they all going to write stories sufficiently different and interesting, yet with commonalities, to capture a young reader's imagination? I did not want them working so closely together that some students became passengers in the process; I wanted all of them to create their own stories, wrestle with their individual problems and learn from the process – each in their own way.

Phumaphi gave us a solution to the problem. Her boyfriend had done isiZulu at WSoE a few years earlier. Their CED had been about 'U-Andrew noVusi', described in Chapter Seven. Each story ended with the phrase 'Did it have to happen like this?' The CED community of 2012 had decided that this was a way of linking all the stories as well as providing the teachers, who would use the texts in their classrooms, with possibilities for discussion and

[52] A province of South Africa.

language teaching. The students responded positively to this suggestion, but identifying the common line was elusive.

In an effort to move away from this impasse, I referred to the 'Ws' poster, "Why I should be killed?" The reasons came short and fast, 'dishonest business man', 'philandering husband', 'drug lord', 'isiZulu lecturer' and 'jilted lover', were but a few suggestions. I, understandably, was concerned about the image I portrayed in the lecture room.

Gentle Gugu resolved many of the problems I foresaw, with her unexpected statement, "I don't really want to write about killing anyone..." Further heated discussion followed. Consensus was that no one really wanted to write about the deed itself but rather the lead up to the deed. The mystery became clear, "Who killed Grant Ndlovu and why?" This directly related to characters and motivation. I gave each student an A4 sheet to take home and answer the questions: -

Who am I?
Why do I want to kill Grant Ndlovu?
How did I kill him?

These I would post on the storyboard the following lecture for discussion.

The new clarity of direction brought the students face to face with a problem I had anticipated. The CEDs would require language they had not yet learned in the classroom. They were going to be retelling a tale, therefore using a narrative form and would need to do so in the past tense. They had not yet covered the Remote Past Tenses in class, having only dealt with the Immediate Past Tenses. This would test the new purpose of the CEDs as a teaching tool.

While handing out the sheets, Nomandla mentioned that there would not be much mystery if the victim died from a bullet wound. The person carrying the gun would clearly be the murderer. We chose a generic fatal wound, a gash on the head. Whichever weapon the author chose needed to produce a wound of this sort. This reinforced for me the importance of building a CED community and the negotiations and discussions involved in the CED writing task.

On the storyboard, I put posters containing the facts the group had already decided on. I knew from previous CEDs that these common facts were a prerequisite for a successful writing

experience. Everybody could refer to them so that the stories had a common base. This was important for me as CED manager too, it helped me to guide students with their submissions so that the facts were consistent. I hoped these posters would also stop students from creating unrelated stories, as had happened in earlier years. Such a digression increases the particular student's workload, as they need to bring their creations in line with the rest of the CED community at a later stage.

Facts common to the stories are also important for future readers of the collection. A common schema creates familiarity and helps with accessing SAL reading text, as discussed in Chapter Two. These were living posters and included updates when information changed or expanded. Students were encouraged to refer to them. I mentioned new additions to the posters in class, drawing everyone's attention to the updates. I tried to include vocabulary helpful to the students when they began their dialogues. On the central page, I circled examples of the Remote Past Tense as the students had not yet covered it in class, but did not want them to be afraid to use it in their texts.

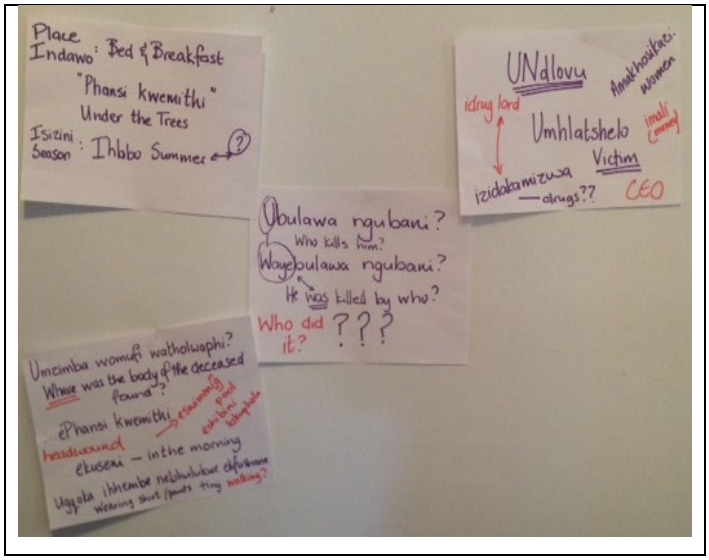


Figure 9:2 - Initial common facts on the white board (with later changes) - 2014

The students attached their A4 sheets to the storyboard in the next lecture. I left them there without discussion for a few lectures. When we did have a class discussion students' responses showed that they had already been discussing what was on the board and had identified a number of issues, amongst themselves. This alleviated the negotiation process in lecture time. They had identified potential problems. All the identified murderers were female, and weapons were duplicated. The aim was to get readers to solve the mystery based on hidden clues in the texts and all the murderers were visitors to the BnB, just as the

Ndlovus were. We needed to negotiate changes. I suggested that at least one suspect should be an employee of the BnB, for variety.

As the students wrote their names on their sheets, their posters are not reproduced here. Nolwazi, however, rewrote hers for the purpose of this research.

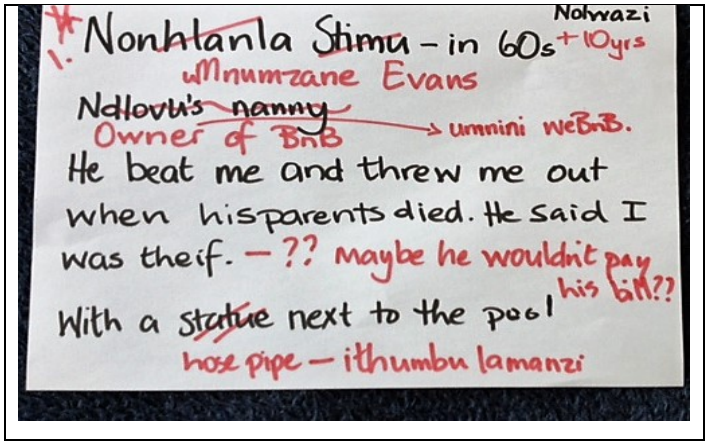


Figure 9:3 - An example of a character development poster - 2014

Nolwazi had chosen a female suspect, Nonhlanhla, who had a definite reason for killing Ndlovu. However, Phindile, another student, had also selected an elderly woman as 'her' murderer. The students had already decided that one of them should find an alternative suspect. With my comments about 'external' suspects and their conclusions that all the suspects were female, Nolwazi, in collaboration with the rest of the CED community, decided on a Mr Evans. As with all the posters, before putting them on the board, key words were written on it in isiZulu. In the next lecture, characters were tweaked to be more interesting; reasons for wishing Ndlovu dead were sharpened; and names and ages allocated.

In the top left hand corner of each student's sheet, I marked the proposed position in the sequence of the episodes. This changed as the young writers' stories developed and more logical positioning became apparent. The storyboard also helped students to see what common incidents could be included in their stories. What had gone before lent itself to use in later stories.

Lindokuhle at this point rocked the boat and put her case forward, creating consternation amongst the CED community. An independent thinker, she decided that poison would be used to kill Ndlovu. Poison from a black widow spider, camouflaged by banana pudding. She had researched it on the internet and decided this was an appropriate way for him to die.

Lindokuhle did not provide a poster for the wall either, she could not decide who she was and why she wanted Ndlovu dead. Too many options crowded her mind and she could not choose one. In the dying moments of the lecture, Lindokuhle nearly shot down the entire group's hard work in flames. The students were incensed but Lindokuhle was adamant. In my personal journal, I wrote:

> Today was bad. Lindokuhle waited until today to dig in her heels, just when I thought we were ready to start. Will have to deal with this next lecture – we cannot go back to the start, she could break up the CED community and the passion they are building up.
>
> (Researcher's personal journal, May 20th 2014).

Nomandla came to the next lecture to do battle. She had conceptualised her story and was not about to abort her efforts. Lindokuhle was just as resolved. The negotiations were intense but I insisted they had to conclude before the end of the lecture or face a vote. Lindokuhle was unhappy about this. Gugu and Buhlebethu once more placated the group. They suggested that the poison be a red herring in Lindokuhle's story, leading her character to believe Ndlovu had been poisoned and when discovering he had not, murdering him physically. Lindokuhle was appeased, but the problem remained as to who her character was and why she wanted to kill Ndlovu. The conclusion was intriguing. The students decided as Lindokuhle was not sure who she was, neither should the reader. Her existence would be hinted at through clues left in all their stories. The story web was becoming involved and my role as the CED manager more intricate. I had to ensure the clues appeared in the other authors' stories and were integrated subtly. The storyboard became a vital tool in the development and cohesion of the episodes. It also needed to be constantly updated by the CED manager. This was an indication of the vitality of the CED community.

On the board, I drew up the following table as a summary of what each writer was doing. One of the drawbacks of working via email is the isolation encountered while writing. I hoped this table would serve to alleviate this isolation as they would see themselves as a contributing writer in the CED writing community (Refer to Chapter Two for technology learning and teaching).

Student	Character	Initial reason for wanting to kill Ndlovu
Nomandla	Vivienne Ndlovu	Wife of the murdered. He had forced her to have an abortion.
Phindile	Thandeka Mnisi	Her daughter had been impregnated by Ndlovu and her son murdered by him.
Phumaphi	Maria Foster	Her husband had died in jail. Ndlovu had engineered his being there.
Nolwazi	Mister Evans	The owner of the BnB. Unsure as to why he would want to kill Ndlovu.
Buhlebethu	A man – unknown.	The gardener at the BnB, fired by Ndlovu years before. On account of this his wife leaves him.
Gugu	Saraya	A young chef at the BnB, whose granny is desperately ill and needs money to buy her medicine.
Lindokuhle	The shadow – a male?	Unknown, Lindokuhle has provided many reasons to kill Ndlovu, she just needs to choose one.

Table 9:10 - A list of writers and their characters before the CEDs of 2014 officially began

The reasons for murderous intentions (column 3) confirmed my belief that the change in audience influenced a shift in content. I was concerned about related vocabulary and students' ability to write about the incidents appropriately for a more mature audience.

With all the pieces of jigsaw in place, the students received the official task:

Umnyango wesiZulu
Unyaka wesibili **Examination Equivalent**

Due Date: Day of the Second isiZulu Examination, November 2014.

Administration.

Final submission (in three different files in your email)

a. this must include the journal you have kept over the period of the assignment
b. a record of all interactions you had via email, with me or anyone else.
c. the final story

Pre-submission: when you are creating your story, remember the following important factors....

a. At any time you may submit ideas or questions to me via email.
b. When you are finished a section (even if it's only a sentence) you may submit it to me (via email) and keep on working on the next section, do not wait for me to return the submission.... this may not be prompt.
c. Your email submissions should clearly state what **number submission** it is and the **date** of submission.
d. Begin each submission on a new page – include previous submissions, so that I can go back and check, if there is something confusing me.
e. Please do NOT leave this until the last minute. I am less likely to respond promptly closer to the submission date as I too will be suffering from exam pressure.
g. Use your submissions to ask questions."How would you say...?" "I want to say...."
h. You may **submit as many times** as you wish.

Task

1. As a class you need to decide on characters, milieu and circumstances. Each one of you will create a character and write a story about them keeping in mind the parameters decided by the class.

NOTE

- Remember to consider the audience of your story. We do not need to use difficult language, but we do need to be creating interesting content, each perhaps with a little "drama".

- As we are developing our readers' vocabulary in the FAL, each of our episodes possibly needs to be based in specific vocabulary.

- Your story needs an appropriate title.

2. A **journal** needs to be kept alongside your efforts where you record your triumphs, frustrations, thoughts and emotions regarding this task.

Where material from the journals is used for research purposes, complete anonymity is guaranteed. These journals will not be shared or discussed with anyone but yourself if you don't wish them to be. Each entry must be dated

Suggestions for journal entries:-

- Pose yourself questions – "how do I ...?" which you can come back to answer later on.
- Consider how you feel, why and in what way this could be alleviated or harnessed. (Was it?)
- Identify specific language challenges which you as an INDIVIDUAL are facing while writing your story.
- Reflect on the progress you are making in your New Language. Compare your first effort to later ones – what changes do you notice that you as a FAL writer have undergone?
- What changes do you notice you as a creator/writer have undergone.
- Are you getting down on paper what you want to say?
- Anything else YOU would like to record as you live the writing process.

Assessment

25% on the record of the creation of the written piece. This includes considering advice in areas of content, construction and language and rising to challenges set.

25% on the journal discussions you have with yourself, the honest reflections and insight shown as the writing process develops.

50% based on the final piece you submit,	appropriateness of the story	/10
	language management	/20
	content	/15
	story lay out	/5

My email is coltman@iafrica.com

IMPORTANT: Please do not get friends to translate whole sections and provide language YOU do not understand.

This is a journey of SELF learning and discovery, perfection does not equal marks, learning does!!

Ngiyanifisela inhlanhla, nibhale kahle!!

Table 9:11 - A copy of the writing task given to the iZSAL II in May 2014

I included the final note at the bottom of the assignment, IMPORTANT, because of my experience of previous assignments. Students' first reaction was often to approach friends who knew isiZulu for translation from English. This was unhelpful for learning. The CED was created for students to establish a personal understanding of their own knowledge of isiZulu. This understanding provides the foundation on which to build future learning of the language through writing. Students are not the same, each one will have a different foundation on which to build. Recognising this individuality is important in the CED process.

Translations and suggestions by FL isiZulu speakers tended to build castles in the sky as students had little understanding of the language provided. These 'imports' into the text were readily identified and intrusive. I had identified this problem years before when I had tried to develop reading materials for my students (Refer to Chapter Six for a description of efforts to create relevant reading material by FL speakers). Experience had taught me each new group of CED writers initially follow the same route until they realised their growth was important and not the production of perfect text.

I emailed the task to the group shortly before mid-year examinations and discussed it the following day in the lecture, drawing special attention to points made about submissions not having to be complete and that emailing single ideas and questions was acceptable. Previous CED exercises had alerted me to the issue that students were accustomed to submitting completed pieces. Their education had trained them to do so. I also reiterated the point that they were actively discouraged from asking other students and friends to translate extracts and vocabulary - this would defeat the purpose of the CED exercise.

I did not lecture the iZSAL students for an extended period after this as they wrote examinations, followed by the mid-year break. This gap was approximately two months. I hoped some of the students would be confident enough to email me initial submissions during this less pressurised time. CEDs were to begin in earnest on their return to the WSoE.

9.6 Conclusion

In this Chapter I described the importance of writing to support and reinforce Iculo, and looked at how Iculo provided the language basis for creative writing in the students' first year of study. This then prompted me to investigate students' feelings about writing in the FL and FAL, in preparation for the CED. I then discussed the venue where I did much of our iZSAL teaching and its importance in the process involved in the groundwork required for the CED writing process in 2014.

The CED task appears to be best planned over two phases. I describe how the first phase involves the incubation of ideas, negotiation of finer details and developing comfortable relationships within the CED community. This initial phase proved vital for the writing of the CEDs.

In the following Chapter, I discuss phase two, the CED writing process, and investigate the growing language knowledge of the students based on the results of the 2014 – 2015 CED task.

CHAPTER TEN: Creative Email Dialogues: The Writing Begins – 2014 and 2015

10.1 Introduction

Chapter Ten describes the initiation of the CED email trail with the iZSAL students of 2014, also describing the students' reactions to the CEDs and how they managed the process. An account of CED task of 2015 including additions and modifications to the 2014 CEDs then follows. The findings documented in this chapter show how CEDs improved and extended the knowledge of iZSAL students and their comments about the CED as a teaching and learning strategy.

10.2 July to December 2014. Writing Begins

The students began the CED writing task in July 2014. Their submissions were tracked, analysed and are presented in the first part of this chapter.

10.2.1 Submissions

Three themes emerged from the research findings reported in the previous chapter.

Inadequate grammar knowledge to be able to write in the fashion they wished.

Vocabulary was weak and therefore the writers struggled to get their meaning across to the reader.

Font colour: Red. The students found this form of 'correction' very intimidating.

Inadequate Knowledge of Grammar

The first email text appeared in my inbox on the 13th of July 2014. It was from Phumaphi and in English. Phumaphi was an organised student and her boyfriend had completed a similar task when he had been an iZSAL student in 2012. She understood the pressures involved in creating iZSAL texts and realised she should not procrastinate.

Date: 13/07/14	Draft 1
Student Draft *"I grabbed my gun and walked to the garden where he was sitting under the tree and…"* Few months before: I'm Maria Foster, my husband Billy Foster aka Smiley is spending the rest of his life behind bars, because of one man, a man he thought he could trust, Grant Ndlovu. Smiley and Grant had a business deal that, if it was successful, would change our lives as we knew it. Grant	

had another plan in mind, even though the deal would have benefitted the company Grant was CEO at, he set up Smiley. Grant worked with the police the whole time.

Grant Ndlovu ruined my life. For months I watched his every move, I studied him and where he went, who his friends are and what he did at home. It was time I took my revenge once I knew everything about him. Grant Ndlovu and his family were going to be at "Under the Tree" where it all took place.

My plan was to attack when he was alone, in the garden, just to make sure there were no witnesses around. I would shoot him in the heart, because that is where he got me when he had set up my poor Billy.

I arrived at "Under the Tree"; Grant was nowhere to be seen. I took this time to scout out the area, get settled in and ready to proceed with my plan of revenge.

I heard him in the hallway, he was getting himself settled in and ready to have a relaxing weekend.
The time had finally arrived; it was time Ndlovu paid for what he did to me and my family!
I grabbed my gun and walked to the garden where he was sitting under the tree and…

Table 10:1 -CED Extract, Submission 1 from Phumaphi

(Phumaphi: 13 July 2014, isiZulu II)

A mature knowledge of language is evident in the extract. What concerned me was how the FL level of the student would translate into isiZulu, where the writer was still at beginner level. Phumaphi knew she did not have the isiZulu grammar knowledge to write what she wanted to say and looked for an escape route. I was disappointed she had not attempted some isiZulu in her text, but her email clearly shows her reticence to tackle the writing in isiZulu.

She was not the only student to approach the task through the mother tongue. The table below summarises the young writers' first submissions.

Name	Sub mission	Date	Language of submission	Length	Personal message to me	Comments from students' journal
Phumaphi	1	13/07 2014	English	Almost Complete Story	Yes	"…I didn't know how to start it. So I decided to write in English first, help(ed) my ideas to flow."
Nolwazi	1	15/07 2014	isiZulu with an English translation as separate paragraphs	isiZulu – 93 words English – 180 words Complete story.	Yes	"I've chosen to write my story in Zulu from the beginning to make sure that I don't write a complicated sentence in English that I can't change to Zulu easily."
Gugu	1	15/07 2014	IsiZulu with an equivalent English paragraph underneath.	isiZulu – 21 words English – 26 words Introduction to the story.	Yes – asked about changing her character	"My character has been assigned and my story line is good to go. Let's do this! Off to a good start."
Lindokuhle	1	18/07 2014	In paragraph form. Each isiZulu sentence is followed by	Story is complete.	Yes – "Thisha, I have no clue how to write this last paragraph in	"I felt rather apprehensive as I began the writing process, believing that I did not have strong imaginative capabilities, and would,

			the English translation in green font, except for the final paragraph which is only in English. Words/phrases not known are highlighted in yellow.		Zulu!"	therefore, not be able to write a narrative that did not follow a generalized pattern, not to mention, that I have always had difficulty in expressing myself effectively – and now I would have to do so in Zulu!
Phindile	1	21/07 2014	isiZulu with an English translation in alternating sentences	Two sentences	Yes – telling me where she sourced the sentences	"I am LOST...I was very excited about the story but now when it comes down to actually writing it I am not so much, as I have no idea what to write and how…I am not a writer!!"
Buhlebethu	1	22/07 2014	English	56 words	No	"I would much rather study for a test than write a story! I find it easier to study than do assignments. Wrote one paragraph in English and gave up. I hate writing..."
Nomandla	1	14/09 2014	isiZulu with an English translation as separate paragraphs	isiZulu – 32 words English – 53 words Paragraph 1.	No	"…I was extremely proud…I was capable of writing in a (new) language."

Table 10:2 - Key features of first submission from the sample group doing isiZulu II, 2014

The students' insecurities about their abilities to complete the task are obvious. The 'email trail' had begun. The general approach to writing appeared to be that the writers were thinking in English and then translating into isiZulu. Research suggests that SAL/FAL students should be encouraged to think in the target language to be successful language learners (Refer to Chapter Two). None of the writers approached the task using isiZulu only as the starting point. Phumaphi did not submit a single isiZulu word in her first email. I accredited this to the students' feelings of insecurity in the new language and that they had not yet acquired enough isiZulu to do so. SAL/FAL students consistently underestimate their knowledge of the target language, not realizing how much they do know. The trick, as a language learner, is to learn how to manipulate the situation and the language required within that situation. The aim is transmission of information in a comprehensible manner, something I hoped the CEDs would show the students. My fear was that this task would become a tedious exercise in translation, with all the incumbent negative traits of language learning via the Translation Method (Refer to Chapter Two for a discussion of the GTM).

Nolwazi, in her journal entry of the 15/07/2014 observed that the, "…only problem was that I didn't know some of the grammar." This showed insight that her writing ability in isiZulu was restricted by her lack of isiZulu language knowledge, but the influence of her FL told her where knowledge of isiZulu could take her. She was coming to grips with the frustrations of being a mature learner of a new language.

The FL is a useful resource in learning a FAL/SAL. However, students' reliance on the FL in the initial emails concerned me as the grammar knowledge of the FL far outstripped that of the SAL. If students were to rely on translation, from FL to SAL, they would lose interest and motivation to complete the course. An example of a few sentences from Buhlebethu's first submission (below) highlights my concerns. The group was still at a basic level, completing Chapter 7 of Iculo - The Present Negative. The emboldened sections are language sections still to be encountered by the iZSAL II class. The final column indicates where to find the language section in Iculo.

Original Text	**Language Section**	**Where this is to be found in Iculo (Relevant chapter is represented)**
Just Another Day in the Garden I tremble as **his footsteps**[1] draw **closer and closer**[2]. The air feels **heavy**[3] with fear of **this**[4] **new**[5] feeling **that**[4]has suddenly been suffocating me **since**[6]I first saw **him**[7]arrive at the bed and breakfast.	1. The Possessive 2. Adverb of Place 3. The Relative 4. Demonstrative 5. Adjective 6. Conjunction 7. Object Prefix	1. 22 2. 19 3. 12 4. 15 5. 20 6. 23 7. 9

Table 10:3 - Example of mature language usage

(Buhlebethu CED iZSAL II, 22/07/2014.)

The list in the third column clearly shows Buhlebethu wanted to write isiZulu far beyond her ability. In SAL learning there is a danger that students do not rate their ability on what they know, but rather on what they do not know. This recognition of inability is perceived as failure, rather than as part of a process of learning. I was walking a fine line with my iZSAL group and at this point could lose them. Yet this was the very reason I had decided to follow the CED route, it provided me with a way of introducing material I wanted students to know by the end of iZSAL III. The volume of unknown language requested by the students had to be controlled, even reduced, or they would be swamped by the amount of new material and become discouraged. I reinforced the writing tactic of "[I]f you cannot say it one way, find

another!" in the classroom, in emails and in private discussions with the students. This encouraged them to turn to language and vocabulary they already knew. In this way, I reduced the amount of unknown language they felt they required to write meaningful 'mature' texts.

In Iculo students are introduced to new grammar sections gradually but must understand word order in isiZulu. I responded by putting their initial attempts into 'Zinglish' (English using isiZulu word order) to show the writer how English sentences would 'sound' in isiZulu. By doing so, I attempted to temper the extensive use of language, as well as vocabulary. I had used this approach in previous years when the writing task had been initiated early in the students' learning of isiZulu (Refer to Chapter Eight for an example of Zinglish). I found this approach sensitized students to the different way language structures functioned in isiZulu and prepared them for language sections they had not yet encountered, yet knew because of their knowledge of another language. Languages do not have a one to one correspondence allowing for easy translation. In an effort to sensitize the students, I used Zinglish. Below is an example of this technique used in a response to Buhlebethu's submission.

Lecturer Response	Date: 31/07/14
Just Another Day in the Garden I tremble because I them hear the footsteps of his. They me approach. The fear of mine it me grabs/hits in the chest of mine. The air is full of fear - or maybe - I smell the fear of mine in the air? When I him saw at the door of the BnB, the breath/air of mine, it left the body of mine.	

Table 10:4 - Lecturer response in Zinglish

(Buhlebethu CED iZSAL II, 31/07/2014.)

The red sections in the response are my suggestions, notice too I question myself, allowing the student choice. I hoped that this process would also help with the translation of the story and in time lead to the production of text in isiZulu.

Vocabulary

Phindile in her first journal entry, 21/07/2014, wrote about her solution to having an inadequate isiZulu vocabulary. She writes, "…I used Nomvula to help me as I didn't really know any of the Zulu words." This was a concern, but not unusual. Students approach perceived 'experts' to solve vocabulary and language problems. Thought to know isiZulu, they consider these sources reliable and unquestionable. Delving into dictionaries or using technological sources such as isiZulu.net are also sources of 'correct vocabulary', none of

which are reliable for reasons stated previously (Refer to Chapter Eight, a discussion of 'knowledgeable' vocabulary sources). I knew I would not be able to prevent this, so decided to ask the young writers to provide a glossary and the source of words used in their texts. I indicated words I wanted glossaries of by highlighting them in the text. Hong cites Myong Hee Ko on the advantages of glosses, "[F]irst, glosses…help readers know new words more accurately….Second, glosses…help readers not be interrupted while reading….Third, glosses…allow readers greater autonomy..." (Hong, 2010, p.61).

I began insisting on the use of a glossary in 2014 for a number of reasons.

- As the text writing took six months to complete, writers often forgot what a word meant if it were not in their isiZulu lexicon and they would spend countless hours repeatedly looking up the same word.
- Glossaries were useful as a filter. If a student used a 'knowledgeable person' as a source of information, there was a possibility they were not learning anything. I found these words, provided by a 'knowledgeable' source were often not understood by the writer and could not be verified in a dictionary. By asking the students for a reliable translation from a dictionary, they would abandon the word after a fruitless search, replacing it with one they knew and understood.
- My ultimate aim was to use the texts produced for reading material in a SAL classroom. The glossary would help readers to access the stories.
- Finally, as iZSAL lecturer, I was often flummoxed by these words. Written as they had been heard by the writer (phonetically), they were often not appropriate in context and might not even be isiZulu. A glossary highlighted these issues and the writer solved them by using an alternative word or phrase.

Glossaries served the purpose of controlling the writer's impulses to use an extensive, irrelevant vocabulary, which did not aid comprehension, but rather restricted it.

Amagama Amasha			
umnikazi – owner	-omile – thirsty/dry	-chapaza – splash	-khathazekile – worried
-nombela – climb	uvalo – anxiety	-shukuza – shake	imvula - rain
-bhicika enxebeni – ooze from a wound		-shaya amanzi – hit the water (something is not right)	

Table 10:5 – Example of a glossary in the final, uncorrected submission

(CED iZSAL II, 2014.)

This example is short and relevant, as I wanted it to be, although not verified by a FL speaker.

Lindokuhle considered the issue of vocabulary in her journal.

Name	Journal Date	Comment
Lindokuhle	09/07 2014	I'm looking up words I already know. Why would I do this? I am isolating every meaning and trying to translate word for word. I have just spent an hour searching for the Zulu word for 'the' in the dictionary.
	10/07 2014	This feels impossible- I've only been doing Zulu for a little over a year, there is no way I know enough Zulu to write a full story-after all- I did Afrikaans for eight years, and I still can't write anything in that. Vocabulary is killing me!!!
	14/07 2014	Just my luck- I want to use the word 'fiancé' in my story, and the Zulu word for it is three words long- next challenge-how on earth am I going to say 'ex-fiancé'? I've come to realize that looking up words in the Zulu dictionary really isn't at all helpful- it provides lists of words all in a language I don't fully understand- I'm at a complete loss as to which one out of the multitude of words I'm supposed to be using?????

Table 10:6 - Student journal extract: Lindokuhle's consideration of issues relating to vocabulary

(Lindokuhle, CED iZSAL II, 2014.)

The font red/The colour of massacre

Initially the CED process is a distressing one resulting in students questioning their ability in isiZulu. The CED community reacted with indignation to my first response when they found large amounts of red in their texts. Red traditionally means wrong! Although red is an aggressive colour associated with the correction of errors, alternative colours had not worked as effectively in previous years. Red's ability to attract and hold the reader's attention is a positive aspect which I capitalized on (Refer to Appendix 10, for the key to colour coding in CEDs), but it does not have a calming effect. This is obvious at the start of the email trail when the writers are still getting used to the lecturer's responses method.

Name	Journal Date	Reaction to lecturer's email response
Buhlebethu	31/07 2014	Panicking. Seeing all that red in Grants reply has got me panicking. Where do I even begin?? Why doesn't he tell me what's wrong and fix it, that's what teachers do, don't they? Switched on laptop. Looked at the story. Too much red. Closed laptop. (Want to cry right now!). The WORK!
Lindokuhle	03/08 2014	Received my first feedback, immediately closed the email- can't look- red splattered everywhere- appropriate though…. given that it's a murder mystery!
Nomandla	04/11 2014	After reading the feedback (during exam season) I was extremely overwhelmed by a note and all the red writing left by my lecturer. Immediately I had a mini break down and my confidence from the submission before felt broken. Although there were compliments hidden in there somewhere, all I could focus on was how I was almost entirely incapable of writing ... I was extremely demotivated and felt as if my Zulu would never be good enough.

Table 10:7 - Student journal extracts, commenting on the first email response

(CED iZSAL II, 2014.)

As the students became more comfortable with the CED process, they came to realise red did not mean wrong, but areas I felt they needed to reconsider. Early in the semester Buhlebethu asked, "Why doesn't he tell me what's wrong and fix it". The aim of the CED was not to provide the correction but to indicate the concern (Refer to Chapter Two for error correction). Self-correction is a powerful learning tool and the CEDs relied heavily on this approach,

leading to continual revision of isiZulu by the students. I also used self-correction as a source of affirmation as students rebuilt confidence in their knowledge of isiZulu.

Green was the students' colour. They wrote new text as well as responded to my remarks in green. Green was how I identified their attempts at improvement and new content. When the isiZulu was appropriate, I converted the text to black. Black was the goal. This, I discovered, was one of the greatest motivations amongst the CED community. In the 9th submission below of Phindile's, this approach is clear. This example is almost completely in black print in the initial paragraphs showing how the process worked. Her later paragraphs are written in green as she develops her story. Green alerted me to what was new in a submission.

Draft 9 Date: 20/11/14

Student Draft

...Kukhona umuntu ngefuna ukuhlangana naye lapho Ngifike ePhansi Kwemithi. Ngiphatha izimpahla zami ekamelweni lami lokulala. Ngiyajabula ukuba lapho ePhansi Kwemithi. Ngilinde impilo yami yonke ukuba lolu suku lufike.

Ngibone uMnumzane Ndlovu. Indoda engize ngayo ePhansi Kwemithi. Indoda bengifuna ukuyibulala. Kufanele afe.Mina ngizokutshela kungani.

Mina ngifuna ukujabulela "iholide" kodwa ngidinga ukwenza uthile. Ngibheka uMunumzane Ndlovu kodwa uNdlovu unabantu njalo. Mina angazi uma ngizo mbulala. Ngisekamelweni lesihlanu, iminyango yasithathu don't know what i am doing here ekamelweni lakhe.

Namhlanje uMnumzane Ndlovu akanabantu engandini. Mina ngibukela yena. Mina ngifuna ukumbulala ngoba, uMnumzane Ndlovu ngubaba umzukulu wami. Indodakazi yami ayimsebenzi. Indodakazi yami ayinamali ukondla indodakazi yakhe.

Indodana yami evakashela uNdlovu e or i ??vakashela uku ngoumntwana wakhe. Yena usongela uNdlovu. Yena ukhulumile noNdlovu yena uzokhuluma namaphephendaba uma akasizi indodakazi yami.

Leyo ndodana yami ayibuya ekhaya. Thina sitholile yisidumba sendodana yami. Emva kwasuku kathathu umzimba sendodana yami ehambila eqeleni.

Emngcwabeni wendodana yami, Ngebukela uNdlovu, Leya ndodana wasibukela thina sigqitshwa indodana yami. Mina ngimbona uMunmzane Ndlovu ngqumeni. Yena ubukeka ujabule. Mina ngiya azi that uNdlovu umbulale indodana yami.

Manje ngifuna ukumbulala uNdlovu.....
Good you're moving quickly – keep it up

Table 10:8 - CED Text, Example of the progression of text from green to black
(Phindile Journal iZSAL II, 2014.)

As the text changed to black print with each submission, so the student's motivation increased. Gugu happily commented in her journal of the 8th of November 2014, "Yay! More black (font) than red. Finally, it's coming together. I am inspired!!!". This simple technique proved effective as a motivator, encouraging the students to strive for the desirable black font.

Colour coding had initially come about as a way of speeding up my turnover time of submitted emails. Instead of continually inserting 'spelling' or 'meaning', I now simply coloured the morpheme/word/section/error appropriately. The more accustomed the students became to this coding system, the easier the writing and correction of texts became.

10.2.2 Unexpected Problems

Verbosity

Verbosity exacerbated the translation process. Inexperienced writers appear to feel that writing in 'high' English impresses the reader and, in some way improves their text. Translation of 'high' English into isiZulu did not result in 'high' isiZulu, but hard to understand, meaningless isiZulu. Lindokuhle, having submitted a completed story, later struggled because of this.

(A year ago, I was a handsome man engaged to a beautiful, but capricious woman.) Kepha, ngobo inomhobholo, inkampani yami ifeyila went under and I lost everything. (As a result of her greediness, my company faltered and buckled, i was destitute. Incensed, she accused me of being intoxicated by the charms of other wanton women.) Oh my this is hard Lindokuhle, rather try – I it used all my money to her give the things which she them wanted – cars, jewellery, holidays, but after a while I was having nothing. All the money of mine was wasted. She was not me believing my money was gone! She said I was it spending on women other.) ikhiye indlu yami and set fire to it. (She me incarcerated in the house of mine. She it caused to burn by means of petrol and set fire to it. Your sentence there is no verb)

Table 10:9 - Student verbosity and lecturer response

(Lindokuhle CED iZSAL II, 30/07/2014.)

The 'sophisticated' writing style made translation almost impossible for Lindokuhle to complete the task meaningfully. I tried to indicate that everyday language achieved the aim of the task just as effectively as trying to sound impressive.

On an administrative level, I was pleased students provided English translations as they often clarified what they were trying to say in isiZulu. Lindokuhle's extract clearly shows this. I again emphasized, "[I]f you cannot say it one way try another!"

Adult content

"If you cannot say it one way try another!" also provided the resolution to another unexpected problem. With a more mature reading audience came more mature content, resulting in unexpected problems. Intensifying these problems was the students' incomplete

language knowledge. A graphic description of the beating of a child (written in English) alerted me to the new problem in one of the initial submissions. The maturity of the perceived reading audience was greater than in previous CED tasks. I needed to keep this in mind as texts began appearing in my inbox. The topic and context of the proposed stories lent themselves to explicit content. I was concerned, not wanting my students to become embroiled in risqué content and vocabulary. Initially I needed to give a blanket warning that they avoid this variety of content. However, after consideration, I decided not to say anything but deal with individual problems when they arose, as putting limits on struggling writers might result in negative effects on the writing process.

Luckily, the writer dropped the story of the child-beating incident without my intervention.

Gugu provided the next foray into risqué content and happily the solution too.

Gugu's character, a young chef at the BnB, has a desperately ill grandmother and no money for medical attention. She sees Mrs Ndlovu's jewelry and decides to steal some, sell it and use the money to pay for hospital bills.

Mr Ndlovu catches her in the act.

Lecturer Response 7/11/2014 Draft 7	Translation (in correct intended form)
"Wenzani inkosikazi" uMnuz Ndlovu wayeutha	"What are you doing miss?" Mr Ndlovu said.
Mina ngaqala ukukhala! Ngangiyamutshela this is the incorrect OP – remember I told you people were making this error these days in speech – uperson OP ngogogo who was wayegulaya, wayedinga imali.	I started to cry! I told him about granny who was ill and needed money.
uNdlovu wahamba kancane kimi wabamba nami ngamahlombe wathi "ungakhathazeki intombi, wayetshela why "waye-" ubani" futhi wanga isihlathi sami, isandla sakhe sasi...	Ndlovu walked slowly to me and grabbed me by the shoulders and said, "You shouldn't worry girl, we won't tell anyone." He kissed my cheek, his other hand was…

An email dialogue between the two of us ensued.

"Gugu you're on a roll, this is good – what happens next?"	
	"He rapes her, that's why she wants to kill him…"
"Oh…so if you know that, why did you stop?"	
	"I don't want to write that!"
"Oh ok…yes I see what you mean…can you change what he does to her?"	
	"Yes, but it doesn't work as well…she cannot want to kill him just cos he wouldn't give her jewellery, that's lame. Also, it'll change my story…not now."
"So then try to find another way of telling the story…"	
	"How?"
"Um, don't say it, suggest it, maybe?"	
	"This is hard ☹ ☹ ☹"

Table 10:11 - Email dialogue between CED manager and student

(Gugu CED iZSAL II, 09/11/2014.)

Gugu's final submission reads as follows (an approximate translation is provided).

Final Draft (uncorrected) 21/11/2014	Translation (in correct intended form)
UMnuz Ndlovu wangisondela kancane wangibamba ngamahlombe, wathi "Ungakhathazeki ntombi ngeke ngitshele ubani" waqabula isihlathi sami, esinye isandla sakhe sasisemhlaneni wami.	Mr Ndlovu approached me slowly, grabbing my shoulders, saying, "Don't worry girl I won't tell anyone" He kissed my cheek, his other hand was on my back.
"Mnumzane??"	"Sir??"
"Oh ngizokunakekela ntombi yami...uma uzimisele ukunginakekela."	"Oh I will care for you my girl…if you are determined to care for me."
Wangishova embhedeni ngamandla.	He pushed me to the bed with strength.
"Usho ukuthini?"	"What do you mean?"
"Sithandwa ukhona na?" kwakuyizwi lenkosikazi lakhe.	"Darling are you here?" it was the voice of his wife.
Wahleka kancane, "Phuma, thatha inyunifomu yakho. Coming my sweet." Wangibukela ngathatha izicathulo zami.	He laughed slightly, "Get out, (and) take your uniform. Coming my sweet." He watched me as I took my shoes.

Table 10:12 - Final uncorrected submission Gugu

(Gugu CED iZSAL II, 18/11/2014.)

The way in which Gugu handled the content of this delicate subject was subtle and showed me, once again, that lack of knowledge of a language should not inhibit the content of a text. The students showed me that they were able to bridge the gap between the lack of language knowledge and content. Using their mature intellect, they were writing about delicate topics, yet learning how to do so effectively without extensive language knowledge. They used every clue they could martial. Here Gugu suggests time has passed before the wife appears by placing the script in short, sharp paragraph lines.

After Gugu had solved her predicament, I took it to the iZSAL II CED community and discussed it. I did not mention her name but did applaud her handling of difficult content. The other members of the CED community listened and learnt – innuendo and text structure were just as powerful meaning indicators as explicit writing. I was pleased too that Gugu had not turned to isiZulu speakers to help her solve her problem.

10.2.3 Solutions in 2014

The Dialogue in Creative Email Dialogues

The role of the dialogue in the CED was an important facet I used to reinforce the learning, as it was a dialogue between a student and her lecturer, built on trust and being comfortable with each other.

Phumaphi initiated a dialogue with me requesting a Language Attachment. Phumaphi's boyfriend had completed the iZSAL III course two years previously and had told her I sent language notes to students who were floundering – thus in her first submission a request for notes on the past tenses accompanied the email. Phumaphi had been one of my students in her first year, she knew me well enough to message personally.

13 July 2014 Hi Grant... Okay so this is the English version of my story because I wasn't sure how to write in Zulu first. Please just read it and let me know if its okay and I can start writing in Zulu I was wondering if you could please send me past tense stuff? Thanks

Table 10:13 - Email trail Submission 1: Phumaphi's dialogue develops

(Phumaphi CED iZSAL II, 13/07/2014.)

Other students kept their interactions with me on a professional level. Nolwazi was much more business-like, initially keeping her interactions short, precise and related to her concerns about CED.

30 August 2014 Grant... **Questions** How do you change a sentence like "yinja" into the negative? Does it work the same way as a verb - Ayinja? And then after that how do you say "it **was** not a dog"? Ayayinja? How do you change a noun to negative? Can you? How do you say that "the farm was a guesthouse?" How do you say "it was a life not easy?" Nolwazi

Table 10:14 - Email trail Nolwazi, Submission 3: A dialogue develops

(Nolwazi, 30/8/2014, isiZulu II, 2014.)

Nolwazi's initial submission had been in isiZulu, including an English translation. The students were finding what was comfortable to them in the initial steps to writing their mysteries and communications with me. These became more relaxed as time passed and relationships grew within the CED community. They became invaluable in the bolstering of egos and smoothing ruffled feathers.

I used other ways to reinforce students' efforts and keep their morale up. In the lecture room, I would mention a student's recent submission and compliment a good idea or language example – doing the particular example on the board for all to see and understand, especially if I sensed the student needed affirmation. On occasion, I would mention an individual had sent me submission number X. This would motivate other students to continue writing or be quietly proud that they had emailed more submissions.

I also took these moments in the classroom to stress that red was not the representation of error but of improvement. I would then ask one or two individuals how they felt when they got an email response, which was black rather than green or red, knowing the response would be positive. I found these interactions important in boosting the students' motivation and confidence (Refer to Chapter Two, student motivation).

In my emails to students when returning a submission, I tried to include positive comments to stimulate their desire to continue working and not demotivate them when they saw 'red'. I tried to write these motivational comments in isiZulu. Examples would include, 'Ntombi

yami othandekayo,' ('*My dear girl')* or 'Halala - ubhale kahle!' (*'Hooray – you wrote well!)* or perhaps 'Kuhle kakhulu, indaba yakho iyangijabulisa.' (*Well done, your story makes me very happy.)* Buhlebethu wrote in her journal on August 14, "Seeing Grant's reply saying "YES! YES! YES!" really has me saying "YES! YES! YES!" about this story. I feel like I am finally getting somewhere." A further value of these comments was shown to me when, on Teaching Experience I noticed one of the CED community using them to mark workbooks in an isiZulu classroom. Reinforcement through dialogue and respect among the CED community was vital for the quality of effort and time given to the CED by the students.

Self-correction was a challenge for the students. Previous CEDs had shown me students' self-correction and searching for explanations in notes or in Iculo was time consuming, but an effective reinforcement of language sections. To help the young writers to be more efficient I began to include the name of the section they should refer to, as seen in table 10:15 below.

Table 10:15 is an example of Phumaphi's email trail in developing her text's introduction. Phumaphi's comments are included as well as those of the CED manager, as an example of a developing dialogue.

Date	Sub-mis-sion	Student Submission	Lecturer Response	Student's Journal Entry	Lecturer's Journal Entry	New Language Sections sent to Student. (Chapter in Iculo included)
13/07 2014	1.	*"I grabbed my gun and walked to the garden where he was sitting under the tree and…"* Few months before: I'm Maria Foster, my husband Billy Foster aka Smiley is spending the rest of his life behind bars, because of one man, a man he thought he could trust, Grant Ndlovu.	*"I grabbed my gun and walked to the garden where he was sitting under the tree and…" I would change this – it's very similar to the end….maybe "where was the gun of mine? I it left on the table!! I it need the gun to it end the story! Tonight G.N will die in the garden!"* I'm Maria Foster, the husband of mine - Billy Foster (the friends of his, they him call Smiley) is in jail. He is wasting the life of his there. It was the man one who him put there, the man one who was the friend of his. That man is Grant Ndlovu.	**11 July 2014** Started writing my story today, freaked out a little bit because I didn't know how to start it. So I decided to write in English first, which seemed to help my ideas flow.	In English rewrote it in Zinglish Lots of grammar which is [still] unknown.	OP 9 Possessive 25 Demonstrative 16
16/07 2014	2.	"Isibhamu sikamiphi?" Mina ngikwesobunxele itafula!! Mina ngidinge isibhamu ukugcina indaba! UGrant Ndlovu uzofa engadini ebusuku!" Mina ngiMaria Foster, indodakami uBilly Foster (abangane baye bona bambiza uSmiley) ngejele. Yena uchithile kampilo lapho. Nguzo indoda ebeka lapho, indoda yinye eyingane kaye. Ukuthi indoda nguGrant Ndlovu.	"Isibhamu sikamiphi what's the kami? of mine - possessive?" Mina ngikwesobunxele this means "left" as in "left/right" you want "leave behind" itafula how do you say "on" – check locative 13?!! Mina ngidinge why -e? isibhamu ukugcina indaba! UGrant Ndlovu uzofa engadini ebusuku!" Mina ngiMaria I **am** Foster, indoda have a look at 5:7/10 which is the possessive to get "of mine"kami uBilly Foster (abangane baye possessive 5:7 plus… bona bambiza uSmiley) ngejele why nge? You want "He is in jail". Yena uchithile why –ile)(kampilo of his – look at possessive) lapho. (past tense continuous – look at attachment) Nguzo indoda ehim – look at Object Prefix attachmentbeka lapho, indoda yinye Adjective eyingane kaye possessive "of his". Ukuthi look at demonstrative indoda nguGrant Ndlovu.	**16 July 2014** Started translating today, kept putting it off because it seemed complicated and I just didn't want to deal with it. First sentence and I started to freak out because I don't know how to translate and what words join with what words and what the translation from English to isiZulu is.	Trying to translate the Zinglish and struggling with a lot of isiZulu she cannot handle. I was afraid that the topic and content is too far advanced in language usage for them to be able to write without major support.	Possessive 25 Adjective 20 Demonstrative 16 Immediate past continuous 14 Both remote tenses. 17/18

Table 10:15 - Copy of Phumaphi's email trail, an example of the CED in action

(CED iZSAL II, 2014.)

Research on Journal Dialogues (Refer to Chapter Two) show students need confirmation when attempting an independent task. The CED manager needed to provide it. Mutual respect and friendly relationships between lecturer and students is an integral part of the CED task. The CED provided immediate and individualised responses to students, which research has shown to be a positive trait in certain writing tasks (Refer to Chapter Two for further discussion of the importance of individual attention – the email journal).

Attachment bank

I identified frequently requested or consistently incorrectly used language sections and created an 'attachment bank'. In each attachment, I explained the section as concisely and clearly as possible, in English (Refer to Appendix 8 for an example of a Language Support Attachment). A knowledge of the basic formation of isiZulu was taken as a given in these notes as using academic concepts, for example 'prefix', 'stem' and 'co-allescance[53]', to help with the explanation (Refer to Appendix Eight).

The final column in Table 10:15 above is an example of the attachments I had emailed Phumaphi. Some students struggled to use the attachments effectively as the errors continued to appear in their texts.

Lindokuhle, who had already studied another degree before deciding on teaching as her career, wrote in an erudite fashion. Misjudging her ability to deal with a number of new language sections, I emailed her more than I did other students. Her journal comments reinforced one of my concerns; I needed to limit the number of new grammar input attachments per email.

Name	Journal Date	Comment
Lindokuhle	09/08 2014	I cannot believe past tense gets more complicated- I'm not coping as it is! Also, the negative remote past completed looks exactly the same as the negative immediate past completed- how am I ever going to tell the difference? Tooooooo much.
	17/08 2014	Tackling adjectives and I'm becoming increasingly annoyed- I'm clueless as to which of the multitude of nouns I'm supposed to be adding 'a' onto to form the adjective! And then there's the relative. But don't forget the quantitative!! Yeeargh!

Table 10:16 - Student journal comments regarding overload

(Lindokuhle Journal iZSAL II, 2014.)

[53] In isiZulu vowels cannot occur in juxtaposition. When this does happen they 'co-allesce' to produce a new vowel. Eg '-a-' next to '-u-' produces '-o-'.

Lindokuhle's comments warned me I would need to improve the language attachment system in 2015. Students needed guided practice in a new language section to understand and apply the principles. Notes, simply for reading, did not work.

The table below records the language attachments I emailed to the students in the 2014 CED trail. I consider here only language not yet taught in class.

Key: Student's name	
Student's name	Code
Buhlebethu	B
Gugu	G
Phumaphi	M
Lindokuhle	L
Phindile	P
Nolwazi	Nl
Nomandla	Nm

Language Section		B	G	M	L	P	Nl	Nm	TOTAL
Object Prefix	Chapter 09	1	2	1	2		1	1	8
Reflexive Prefix	Chapter 09			1					1
Connective Formatives	Chapter 10			1					1
Adverbs of Time	Chapter 10		1						1
Absolute Pronouns	Chapter 11							1	1
Relative	Chapter 12				1	1	1	3	6
The Relative Copulative	Chapter 12						1		1
Locative.	Chapter 13	3	5	2		1	1	3	15
Immediate Past Continuous	Chapter 14	1	1	1	2	1		1	7
Demonstrative Pronoun	Chapter 15	2	1	1		1	2	3	10
Remote Past Completed	Chapter 17	3	5	3	2	3	2	6	24
Remote Past Continuous	Chapter 18	2	4	1	2	2	3	7	21
Locative Phrases	Chapter 19	2	1		1			2	6
Adjective	Chapter 20	3	6	3	1	1	5	5	24
Quantitative Pronoun	Chapter 21			1		1		2	4
Applied Extension	Chapter 22				1		1		2
Intensive Extension	Chapter 22			1					1
Passive Extension	Chapter 22				1			2	3
Causative Extension	Chapter 22		1	1	1			1	4
Subjunctive Mood	Chapter 23			1				1	2
Possessive	Chapter 25	1		1					2

Table 10:17 - Table of Language Aid Attachments emailed to students

(Lecturer's Journal iZSAL II, 2014.)

The table shows the emerging value of the CED, introducing new language to students, when they needed it. The group ended the year on Chapter 11, yet was using content up to Chapter 25 in their CEDs. The high frequency of Language Aid Attachments for Chapters 17 and 18 (Past Tenses) was a result of the 'flashbacks' occurring in the task.

Students appeared to struggle with Language Aid Attachments for a number of reasons:

i. Students struggled to understand concepts without verbal teacher guidance. They were not used to this kind of teaching.
ii. In sequencing Iculo, I placed the more difficult sections in later chapters. Thus, the sections I now expected students to complete independently were by my own definition, more difficult to understand.
iii. The Language Aid Attachments were concise notes without reinforcing exercises. Students could not test their hypotheses about the new sections except in their CED texts.
iv. Lack of reinforcing exercises meant students were not able to generalize the rules they were trying to understand beyond the example generated in the Language Aid Attachment.
v. Students did not know, in their FL, what part of speech they were dealing with and therefore could not use the correct application in the SAL to attain meaning.
vi. Students did not read the attachments thoroughly, often asking for clarification. This gave the impression they needed clear instructions with guided practice in the new language section to understand it.
vii. The CED task took six months to complete. Individual students worked on their texts at varying speeds. Some consistently, others in fits and starts and yet others leaving it to a frenetic rush at the end of the year. Without consistent practice SAL learners forget how to use new language sections. Those who worked in a panic as the deadline approached, did not have time to assimilate the new information or test it for meaning.

My thoughts above suggested reasons why the Language Aid Attachments (LAA) had not been as successful as I had hoped. I needed to reconsider this facet of the CED process in 2015, especially if the motivation to use the CED had shifted to one of teaching and not simply consolidation.

LAAs did appear to achieve some success. An excerpt from Buhlebethu's final uncorrected submission in 2014 shows growth in her isiZulu knowledge when compared to her final 2013 assessment (Refer to Chapter Eight).

Buhlebethu wrote,

IsiZulu Paragraph	Translation (approximate)	Chapter the language occurs in, in Iculo. (if it is beyond chapter 11)
Izinkumbulo zona zigcwalisa ingqondo yami.	The memories flood my mind.	22/25
Ngonyaka phambi kwanamhlanje yena wangimema ehhovisi lakhe elikhulu.	A year before today he invited me to his big office.	25/16/17/13/25/20
Ngefasitela mina ngilibona idolobha eliphelele.	Through the window, I see the whole city.	12/15
Yena wahlala esitulweni sakhe emuva kwedeski lakhe wagqoka isudi elibiza imali eningi.	He sat in his chair behind his desk wearing an expensive suit.	17/13/25/18/20
Ikamelo laligcwaliswa yintuthu evela isugazi lakhe.	Smoke from his cigar filled the room.	18/22/25
Ihhovisi, lalishisa.	The office was hot.	18
Mina ngimile phambili kwetafula.	I stood before the table.	16/19
Amehlo akhe angibheka.	His eyes looked at me.	25
Yena washilo ngezwi eliphansi, “wena uyithathile imali yami!”	In a low voice he said, “You took my money!”	17/19/25

Table 10:18 - Example of language spread in final text (isiZulu uncorrected)

(Buhlebethu, Final Text CED iZSAL II, 2014.)

Buhlebethu’s text shows clearly that within a year her knowledge and ability to transfer meaning via writing had grown. The CEDs’ role to introduce language to the writer appears to have achieved its goal in conjunction with the input from the classroom. Every sentence contains examples of language beyond Chapter Eleven, in other words, untaught language attained through the LAA.

The CED was also effective in helping students revitalise language already learned. They discovered how to use the various language sections to create a web of meaning. This process showed them that the various language sections hung together in a meaningful way but relied on time and effort for this learning to take place.

Number of submissions

The table below shows how many submissions each student made and when.

Name	Number of Submissions	Submission Trail. Dated					
		July	August	September	October	November	Final Submission
Nolwazi	10	15th	4th 30th	13th	21st	11th 12th 20th 20th	21/11
Gugu	14	15th	19th 23rd	1st 10th	20th 27th	2nd 7th 10th 13th 16th 18th	21/11
Phumaphi	15	13th 16th	11th 12th 13th 15th	10th	17th 27th	11th 12th 13th 15th 15th	21/11
Lindokuhle	5	18th		7th 28th		21st	21/11
Phindile	11	21st 22nd	13th	8th 9th		14th 18th 19th 20th 20th	21/11
Nomandla	11			14th	31st	3rd 15th 19th 19th 20th 20th 20th 21st	22/11
Buhlebethu	10	22nd	13th 14th 18th 26th	4th		8th 13th 19th	21/11
CED Manager's responses to Buhlebethu		31st	14th 15th 19th	2nd	4th	9th 15th 19th	
Total no. submissions per month		9 submissions	16 submissions	11 submissions	7 submissions	35 submissions	

Table 10:19 - Record and dates of submissions

(CED iZSAL II, 2014.)

Email dialogues have the advantage of giving students the freedom to submit work when it is convenient to them (Refer to Chapter Two - Task Based Language Teaching). This approach appealed to me as it gave writers the opportunity to take control of their learning and write when it suited them, submitting as many times as they wished. There are however concerns. Previous CED tasks had alerted me to the pitfalls of time management on the part of students. Disciplined students manage the email trail effectively and gain maximum learning. The CED task is not as valuable a teaching tool if the student leaves all the work until the last minute. The strength of the CED is in the steady construction of language knowledge. Experience taught me language knowledge acquired under duress did not seem as deeply engrained as a slow buildup. For this reason, the task is set over six months. The final deadline is the only date given.

The table above shows how different students managed submission of drafts. One of the most important features of the dialogue journal is the lack of insistence on submission. I would have liked to emulate this, but in this research, CEDs play a different role in that they are ultimately graded and are not email dialogues or journals in the traditional sense. They are a teaching tool. If Nomandla had not pushed herself in the closing days of the academic year, she would not have completed the task. She might have attained a poor grade or possibly failed. The iZSAL course and the teaching profession would likely have lost a valuable and innovative young isiZulu teacher. I needed to take cognizance of this danger in my planning for 2015. In her fourth year in 2015, Nomandla and her iZSAL classmates would have a heavier workload. This would impinge on their priorities as many were doing isiZulu as an additional subject. Without careful guidance regarding draft submission, I could lose my young teachers, as they dropped the extra load of isiZulu to focus on their majors and sub-majors.

The average number of submissions is 10.6 per student. October was the month with the least submissions due to students' workload becoming heavier as examinations approached. Apart from August, with 16 submissions, November was the busiest month and the month of final submission of their texts. With most of their examinations completed, the students had time to focus on their writing. What they did not realize was that the rest of the CED community was also actively submitting and the CED manager was inundated with submissions. Turnaround time is important. The penultimate row of the table gives an example of the CED manager's response time to submissions, based on Buhlebethu's submissions. Generally, these were managed within a day, but varied according to other commitments. One of the positive factors about using technology for teaching is the removal of learning from the restrictions of time in classrooms to other spaces. This does not apply to the CED manager, who needs to play his role in email dialogue quickly.

In her final journal entry of 2014, Nomandla identifies some key factors of her email trail.

Name	Journal Date	Comment
Nomandla	21/11 2014	I put it off for as long as I could, this was because I never felt like I had what it took to actually produce what was required. I had very little confidence and faith in myself and my ability to write a story in Zulu. Due to my circumstances I never attended class as much as the others and as much as I would of liked to and so felt very behind and incapable. During my writing I would make a lot of stupid mistakes or a lot of repeated mistakes and this frustrated me but I think it was because I never had the opportunity to practice the rules as much as was necessary before writing. A lot of the rules needed for the writing of my story were new to me and this was my first proper opportunity to work with them and practice them and that meant that again, I had a lot of mistakes and with that a lot of frustrations. However, the more I used and worked with everything, the better things seemed to get. When I look at my journey and where my writing started to where it ended I can honestly say that I am proud of myself and I feel I have grown as [a] FAL writer. I am extremely grateful for the many highs and the even more lows during this journey… The comparison between the final piece and the arrogance of my first submission is unbelievable – and makes me very proud.

Table 10:20 - Nomandla's final journal entry commenting on her CED journey

(Nomandla, CED iZSAL II, 2014.)

10.2.4 Final Submission 2014

Final journal entries reflected the relief students felt on the completion of their CED.

Name	Date	Comment
Buhlebethu	21/11 2014	… it took some getting used to and understanding how the language works. It was quite different to write a story from our normal lectures because here we had to put all the different concepts together whereas in class the concepts are more isolated. I think I learnt a lot in terms of how the language works and how concepts fit together on a whole. Still really glad it's finally complete and I feel relieved.
Phumaphi	15/11 2014	I have loved doing this story, the language has suddenly started to make sense and what we have done in class starts to make sense as a whole … Now just for the touch ups and I'm done! I have enjoyed this – I never write in English – but I've managed this in isiZulu. Watching the others going mad now I am so pleased I started early. This has been a hard but great learning experience. (much harder than an exam!)
Nolwazi	12/11 2014	This story is actually really exciting! I'm starting to enjoy writing and editing because I feel like I'm really starting to understand now. I think I'm almost done! Sho! The amount of isiZulu I feel like I've learnt in such a small space in time is crazy!

Table 10:21 - Final Journal Comments 2014

(Student journals, CED iZSAL II, 2014.)

The final submission deadline was 21st of November 2014.

After marking the texts and calculating the year marks, the various assessments were sent to an external examiner to verify the integrity of the work and the mark awarded.
With trepidation, I awaited the examiner's response. Her comments encouraged me.

> "The students' submissions I have moderated were of exceptional standard. [They] produced an excellent piece of writing that reflected imagination, creativity but more importantly the correct use of the language and the skills evident in the stories. The students performed remarkably well in all categories outlined in the rubric."
>
> (External Examiners Report on 2014 CED texts.)

The 2014 CED task was complete. Encouraged by the external examiner's report, I looked forward to 2015.

10.3 The Creative Email Dialogue Task of 2015

10.3.1 Phase One: Negotiations and Choice of Topic

In the 2014 collection, none of the CED community knew who the murderer was. Every story ended with the protagonist picking up a weapon that could inflict a fatal wound and go in search of the hated Ndlovu. I decided it was logical that the 2015 CED texts should continue this theme. The students however had alternative ideas.

Negotiations began early in 2015. The students did not want to continue with 'Phansi Kwemithi' (The title of the 2014 collection) as they had struggled with themes far beyond their linguistic capabilities. Memories of the struggle fresh in their minds, they cast about for alternative scenarios. Finally, we reached a point where I was able to send them home with their blank sheets of paper to work through their initial ideas and present them to the group the next day. This process had taken three months.

Phindile voiced the feelings of the group the following day. The CED community had spent the lecture combining raw ideas on the students' sheets. Everyone in the group contributed but the spark was not there. It had been a tedious process. "We cannot kill him this year, he's already dead." (Statement noted in lecturer's personal journal April 2015). Laughter ensued. Nomandla interjected, "Yes, give the murderer a prize, good job!" I took the opportunity to ask who should get the prize. We spent the rest of the lecture debating who the murderer of Ndlovu could be. Invigorated, I sent them home with another clean A4 sheet to plan a continuation of Phansi Kwemithi.

The next lecture was lively, the spark of creativity had returned, everybody had something to say and contribute. A wicked web was spun around Ndlovu's death. Using the storyboard in the classroom, the plot grew, with blackmail, underhanded dealings and ulterior motives. Stickits[54] with suggestions were added to the board, debated, removed and replaced. The story exploded with possibilities. Negotiations heated up, intricate links between stories were

[54] Small adhesive piece of paper attached to a work to draw attention to a particular point.

forged and the innovative spirit of the 2014 CED community revived.

Where to start? One of the students referred to the Oscar Pistorius'[55] murder trial. This was the link needed. Someone was in the dock; accused of murdering Ndlovu and the other characters would be called as witnesses. Relieved I pulled out of the discussion as the students took over. The 2015 CED task was underway. The students were nearly ready to begin writing. The 2015 CED was going to be about prosecuting the accused murderer of Ndlovu.

The students were no longer CED initiates; they knew how the CED process worked.

Phase One took much longer than I expected. With Teaching Experience (TE) and midyear vacation upon us, I was concerned the students might lose impetus and forget the intricacies of their stories.

New innovation: summary grid

Gugu made an appointment to see me, as she was struggling to conceptualise her story. During our discussion, she took notes in grid form. Impressed, I asked if I could use it for the group as a whole.

I emailed students the grid, asking them to complete it before TE so they would have a record to remind them of the progress achieved.

Mantombazane,
Have a look at the grid below…put your story down BEFORE you go on prac. It will help because when you come back you won't remember a thing! The grid will also help you to conceptualize more easily…The structure below is Phindile's as an example. Remember content may change.
Good luck AND PLEASE TRY THIS BEFORE PRAC.!
Igama: Phindile

scene	format	Content	Why needed
1.	An admittance form for a hospital. (maybe Nomandla can get one from her mom)	Granny's details – but not many. Name surname age next of kin and reason for being admitted.	Refreshes reader's memory to last year's character
2.	Dialogue between nurse and gogo	As settling gogo into bed, can ask why there, gogo can then also mention how stressed she's about her grandchild who is staying with neighbours because she has no one else. Nurse could ask where the mother is. Granny then tells about daughter and son - nurse asks she would like to have the TV on.	Introduces idea that no one else to look after child.

[55] South African para-Olympic athlete who in 2015 was defending himself in court against charges of murdering his girlfriend.

3.	News on TV	Reporter outside courtroom. Talking about the case which is about to start. The alleged murderer is Mrs. Ndlovu who, according to rumours, did so because her husband refused to have children with her and she was desperate. Reporter ends off with saying how the guests and BnB owner have been called to testify. (don't mention all, one or two but Mr Jones must be one)	Brings out idea of Ndlovu wanting a child.	
4.	Old lady thinking to herself.	How she hates Ndlovu and how he deserved to die. The porter interrupts her to take her to X-ray. - mention here how sick she feels.	Was she the killer?	

Table 10:22: Tabulated Story Grid

(CED iZSAL III, 2015.)

This new management tool helped to keep the CED process on track over the extended period of TE and mid-year vacation.

10.3.2 Phase Two

Submissions

Although the submissions of 2015 started later than those of 2014, it did not mean that fewer submissions were made. However, they appeared to be smoother, more efficient and turnaround time was quicker than in 2014. The 2015 CEDs were easier for the students to embrace, as they knew the process, their characters were already established, and the groundwork was well done. The relationships in the CED community were also already established. These factors contributed to a smoother CED process in 2015 than in 2014.

Attempt to avoid Zinglish

After TE, the CED community began sending their submissions. In 2015, I tried to avoid translating submissions into Zinglish in an attempt to get the writers to start thinking in isiZulu and not writing their stories in English first. Zinglish was not a method I liked. It did however appear to make the writing process easier for the students. Nolwazi commented about my not providing Zinglish after her first submission when she recorded in her journal that being, "...forced to translate myself from English to 'Zinglish' is difficult, but it's extremely helpful to me... because it is allowing me to understand the structure and word order of isiZulu much better. Last year it was all translated to 'Zinglish' for me so I did not have that challenge. This year I need to do it alone." (Nolwazi journal 29/10/2015).

With the security of Zinglish removed, everyone was forced to find a process with which they were most comfortable.

Lindokuhle succinctly identified the problem that mature SAL learners of isiZulu faced: "I think in English! As a result, I am constantly being forced to switch between two languages that couldn't be more different from one another, and struggle immensely to simplify my English thoughts and words and mentally translate them into Zulu words and expressions, Zinglish helps bridge the gap, I need Zinglish!!" (Lindokuhle journal 11/10/2015). It appeared that Zinglish was an integral and necessary part of the CED process.

Vocabulary: A recurring problem

In 2014, students had done what many before them had; they approached 'knowledgeable' isiZulu speakers for help, used isiZulu.net, and consulted the dictionary. These solutions were flawed, as discussed in Chapters Six and Ten. Students solved their vocabulary problems on an individual basis. Nomandla's comment reflected the general feeling of the group.

Name	Date	Comment
Nomandla	19/11 2014	The majority of the time I spend working on my story consists of looking up words and translating words. I started creating my own dictionary and found this useful for when I came across the same words I could just look at my own list.

Table 10:23 - Student journal extract, Comments on vocabulary

(Nomandla, CED iZSAL II, 2014.)

The time students spent researching vocabulary concerned me. In 2014, Gugu had noted in her journal that "I looked up a word today and checked with my friend, she said it's wrong, people don't use that word anymore, but the dictionary says its right. Which one do I use?" I wanted my students to use vocabulary relevant to spoken isiZulu.

New Innovation: Pre-writing texts.

I spent an afternoon on the internet looking for articles on News 24 isiZulu based in a courtroom. I hoped to identify common everyday vocabulary and phrases students could use in their writing. I provided translations of vocabulary relevant to the article beneath it. From this list, I identified words and phrases appearing in a number of articles (see below) and placed them in a separate list. I used red to highlight the words translated, recalling that Hong (2010, p.66) had found that "…reading comprehension was significantly better for students receiving vocabulary assistance during reading…." My hope was that this new vocabulary would be transportable and resurface in the students' texts.

As the CED trail began, I emailed the CED community a set of 10 articles, encouraging the students to read them, not only for inspiration and to introduce new vocabulary, but also to foster reading isiZulu and the chance to see vocabulary in context. I hoped too that the articles would provide the CED community with written examples they could use in the structure of their own texts.

Ubuyela enkantolo osolwa ngokubulala umqwayizi

2015-06-17 08:03

Cape Town - Umdwebi odume umhlaba wonke, uZwelethu Mthethwa, uzobuyela enkantolo lapho ummeli wakhe ezothi imifanekiso ye-CCTV okuthiwa yaqopha ukubulawa kukamufi ayithembekile.

UMthethwa uyaphika ukuthi wakhahlela umahosha uNokuphila Kumalo, 23, waze washona eWoodstock, eKapa, ngo-2013.

Icala lihlehlisiwe eNkantolo eNkulu yaseWestern Cape ngoMsombuluko.

UMbuso usola ukuthi lo mfanekiso we-CCTV waqopha uMthethwa emisa imoto yakhe yohlobo lwePorsche 911 Carrera emnyama eduzane kukaKumalo ezintatha.

Kuthiwa ummangalelwa wabonakala ephuma emotweni yakhe wakhahlela kaningi uKumalo emgxoba nangezinyawo. UKumalo wabulawa ukushaywa kabi.

- News 24

Umqwayizi	prostitute	Umdwebi	artist	-duma	famous
ummeli	lawyer	Imifanekiso	pictures	-qopha	record
-thembekile	trust worthy	-phika	deny	ummangalelwa	the accused
kuthiwa	it is said	-gxoba	squash		

umhlaba wonke	the whole world	- khahlela umahosha	kick the whore
Icala lihlehlisiwe	the case has been postponed	eNkantolo eNkulu ya-	the high court of…

Table 10:24 - A News 24 article used as a vocabulary and idiom resource

(CED iZSAL III, 2015.)

As the email trail progressed, I often, in my email responses, referred students to the articles. I did however feel many of the group had forgotten about them. The articles were not as effective as I had hoped.

Lindokuhle provides the defining comment regarding the students' lack of vocabulary. "I've been trying…not to resort to the dictionary as much as I have, and although extremely

tempting to use…this latest submission (where I used less of my dictionary) may have been the fastest and easiest one I've done yet" (Lindokuhle journal 22/11/2015).

New Innovation: Language Aid Attachments (LAA) and Language Support Attachment (LSA).

In its new form, the CED was intended to be a language-teaching tool. To enable me to do this I used attachments in return emails. In previous years, I had attached LAA to students' submissions after editing and isolating what language knowledge would help the writer.

In 2014 language attachments had begun to play two roles as the dialogues progressed, one of revision/consolidation, the other of language introduction. The revision/consolidation attachment I considered a Language Support Attachment (LSA). Attachments introducing new language I filed in the Language Aid Attachments (LAA) file on my computer. As the dialogue trail progressed in conjunction with syllabus taught via Iculo, so the LAA became a LSA.

In 2014, the number of attachments in a return email was extensive, playing the role as both support and aid. I was afraid this number of attachments had intimidated the students, as they did not appear to obtain much from them. I decided to change the CED attachment sequence in an attempt to limit the number of attachments in 2015.

I limited Language Support Attachments (LSA) by introducing a sequence before making any LSAs to an email.

a. When errors of language already learned in a text occurred, I identified the chapter and section where it appeared in Iculo. I hoped this would help students avoid wasting time searching for the relevant section in Iculo.
b. If the student still struggled with the concept in their next submission, I emailed them an LSA together with a memorandum (a new approach developed in 2015).
c. If the problem persisted, I asked the writer to make an appointment to see me.

I also revised the LAA in 2015. I found I had sent the same language attachments in 2014, to the same students (Refer to Appendix Eight, for LAA attachment). These explanatory notes were inadequate when introducing students to a new section. They needed more. One of the

major problems was students did not interact with the new section, simply reading the attachments did not lead to understanding.

I restructured the LAAs to get the students to work actively with the new language section. I broke the language section down into lessons, relating to those found in Iculo. Each lesson had a short explanation, followed by exercises. The lesson ended off with a request that students return the completed LAA to me. On receipt of this, I emailed the next lesson, including the memorandum for the previous exercises. This, I hoped, would ensure students worked with the new language section. I did not mark their language exercises, only checking completion of the task. This helped alleviate my work pressures. It also assisted the students with the pressures of final year as they could submit their exercises when they wished.

An extract from an example of a new LAA format is below, where preknowledge is reactivated.

ISAHLUKO *15* 15:amanothi

Lesson 1 : This section is called the **DEMONSTRATIVE/ISABIZWANO SOKUKHOMBA**

It means….	”this/these”	(position 1)
	“that/those”	(position 2)
	“that/those way over there”	(position 3)

1. Can you complete the following?

   a + a = _____ a + e = _____ a + i = _____

   a + o = _____ a + u = _____

2. Give the plural of the following nouns, their noun prefix and their translation.

i(li)-	iwodi	*a ward*	*ama-*	amawodi	*wards*
_____	ibhandishi	_____	_____	_____	_____
_____	umbhede	_____	_____	_____	_____

As soon as you are, done email it back. I’ll then check you’re on the right track and send you lesson two…
Try 15:1 in your workbook.

Table 10:25 - Demonstrative, Lesson 1, LAA

(CED, LAA, 2015.)

Due to the use of this new process, the students appeared to need fewer emails from me, the CED manager, before the new language section appeared in their texts. In conjunction with this new approach, I provided each student with a whole set of Iculo workbooks so that they could refer to language sections we had not covered in lectures. At the end of the lesson above, the final instruction suggests that students attempt related exercises from Iculo.

10.3.3 Fees Must Fall

In the closing months of 2015 the academic programs of many tertiary institutions in South Africa were disrupted. Wits University was one of those institutions. Student unrest over institutional fee increases caused a whiplash effect. Students protested, sometimes violently. The safety of those attending lectures could not be assured. The fourth year students were worried, it appeared they might not complete their courses by the end of the academic year. The University Administration appealed to staff members to continue lectures via email. The CED strategy and process was perfectly placed to pick up the challenge.

Students' creative texts indicated which LAAs they needed. I started recommending language sections still to be covered in lectures in the closing months of the year, requesting that they try to use them in the email trail and providing an LAA to initiate the process. The revision of the format of the LAA in 2015 had been prodigious. The CED community reacted to this unexpected new approach.

Name	Date	Comment
Gugu	20/11 2015	NO NO NO! My story's done, it's too late to change it now, Grant what are you doing?
Phumaphi	21/11 2015	Grant keeps adding things…. I am starting to doubt I will finish by the time I need to.
Buhlebethu	23/11 2015	Why has he suggested language I didn't ask for or need, what is this?!

Table 10:26 - Students' journal reactions to direct inclusions

(CED iZSAL III, 2015.)

The CED community did not expect intervention of this sort from the CED manager, but in an attempt to complete the syllabus and students unable to attend lectures, it offered me an alternative. Although their initial reaction to this change was negative, their high levels of motivation soon reversed their negativity and they embraced the change.

Submission date of the examination equivalent dawned and apart from Nomandla, all students submitted their tasks on time. The following comments from their journals, speak of their feelings on submission.

Name	Date	Comment
Nolwazi	24/11 2015	I have finished editing the last draft of my story – draft 12. It seems to have gone so quickly. I enjoyed writing the story this year. It was just fun and being able to use the knowledge that I have learnt from 3 years of doing isiZulu was rewarding. I do not speak isiZulu often so I feel that I don't access what I have learnt often. This assignment changed that. It has benefitted me largely because I find it much easier to use the language now. Grammar and vocab are clearer because I am using them so often in my writing.

		It has also been very interesting using this 'new' learning approach – I never thought I would be able to command such a lot of isiZulu in just three years. I also liked the fact that Grant reacted to what I needed and made me feel that I had his 1:1 attention and aid. This year writing has been so much fun and rather exciting. I would love to read what everyone else has written as well….
Gugu	25/11 2015	Finally all done! So proud of myself and what I have produced. It has been much easier second time round and also it went much faster. Really happy with my story and effort. I don't even write in English and look what I've done! And learnt!
Lindokuhle	25/11 2015	In spite of the numerous frustrations and the tediously slow start, I enjoyed how things suddenly come together and begin to take shape. I am gradually feeling more and more comfortable and confident, and, in fact, much better about my Zulu writing than I did in the beginning (or, as a matter of fact, than I did last year), and would even go as far as to say, I'm beginning to enjoy doing it.

Table 10:27 - Students' journal Final Entry 2015

(CED iZSAL III, 2015.)

The iZSAL III students had completed the five Iculo workbooks in three years under difficult conditions.

The following comments pertaining to the CED process were received from the external examiner from the University of KwaZulu Natal.

> "It was a joy to moderate the sample stories as all the necessary procedures had been implemented in an exemplary manner. There was a clear link between the purpose of the module and the way it had been addressed by the students. [The lecturer] provided excellent support to students through unambiguous, comprehensive feedback with explicit guidance on the strengths and weaknesses of the story writing. The work of students was excellent. I feel this process is most enjoyable..."
>
> (External Examiner's report, isiZulu SAL III, November 2015.)

These unsolicited comments confirmed my belief in a process that had developed over time. It yielded positive results for both the student participants who had learned much in the process and for the lecturer who had developed an original approach to teaching writing in iZSAL course at a tertiary level.

10.4 Conclusion

The preceding chapters described the use of the CEDs over a two-year period. In this chapter, I described the email trail in the CED process of 2015 and showed students' responses to the CEDs as well as how they managed the CED process.

The CED process resulted in sound learning, confirmed by the external examiner in her report on the final submissions of the stories created by the individual students in the 2015 isiZulu SAL class.

In the following Chapter, I conclude the study and discuss the research findings in relation to the theories of FAL acquisition presented in the literature reviewed in Chapter Two.

CHAPTER ELEVEN – DISCUSSION AND CONCLUSION

11.1 Introduction

11.2 Questions related to this Research

11.2.1 Why was this research conducted?

Never in the history of South African education have African Languages been at the centre of national debates, both politically and socially, as they are today. National policy is dictating changes in language teaching. One of the major changes since 1994 is for African Languages to become a mechanism of social cohesion and at the same time to be given their rightful status in the South African language teaching landscape.

One of the major education policy changes is the introduction of an African Language (e.g. isiZulu, isiXhosa and Sesotho, but not Afrikaans which is only offered at FAL/HL level) from Grade One. Schools are required to put policy into practice to accommodate these requirements. This means many teachers need to be trained to teach a SAL. Home Language speakers are not necessarily equipped to teach their HL as a SAL (Cook, 2008). Many student teachers entering university, as well as practicing Foundation Phase teachers in South Africa, do not have a background in an African Language. Very few newly qualified teachers have been trained to take on this challenge.

At the WSoE, as human resources dwindle, lecturers are being forced to discover new and innovative ways of meeting the required standards set for teacher education. Technology is one way to address some of these challenges.

This research was specifically undertaken to identify whether innovations in iZSAL courses offered at WSoE have been successful in teaching isiZulu at SAL level. It traces the development of an iZSAL course, Iculo, from its genesis, in the late 1980s, to 2015.

11.2.2 What was the problem that prompted this research?

The problem that prompted this work was to verify whether the CED was successful as a strategy in teaching iZSAL. I describe the evolving Iculo and CED in order to show its pedagogical roots and subsequent development. I trace these roots back to my early years of teaching iZSAL. CEDs evolved from methods, approaches and strategies I employed to achieve pupil learning, rooted deeply in SAL pedagogy which I adapted to iZSAL learning.

Investigating various exercises, strategies and approaches in teaching SAL, I created and began using the CED, in a basic form, as a strategy in the early 2000s. By 2015, the CED had become a hallmark of the iZSAL course. The value of this strategy however, needed to be validated.

Successful pedagogies applicable to teaching iZFAL or iZSAL have been sparsely researched. In an area where the general belief is that one shoe fits all, the shoe, unfortunately, is of European language teaching origins. If the approach works for English SAL students, it should also apply to iZSAL, is the supposition. This is not the case. This research affords insights into the experiences of an iZSAL teacher/lecturer of isiZulu of both FAL and SAL at school and tertiary levels, learning through trial and error which pedagogies are successful in iZSAL teaching. It also provides examples of various teaching strategies culminating in the creation of the CED.

CEDs focus specifically on the writing skill more than the reading skill. This is a departure from the mainstream SAL/FAL approach. Faced with imposed time constraints, the CED removes the skills of writing and reading from the oral and aural orientated lecture room. It does not infringe on student-lecturer contact time. Writing and reading, in this strategy, incorporates technology, allowing for individual remediation and tuition, as well as independent language learning. Lawrence (2016) supports this suggestion, based on his own research, that technology based learning "…proved to be a worthwhile and satisfying experience for students who lack not only proficiency and exposure, but also the confidence to use the target language" (Lawrence, 2016, p. 17).

11.2.3 Why was I perfectly placed to conduct this research?

As a teacher and lecturer of iZSAL/iZFAL of 34 years, my experience builds validity and credibility in this area of research. Not only have I spent my career in the iZFAL/iZFAL field but I was also one of the first students in the then TED, in the late 1970s, to attain a school leavers certificate which included iZSAL. At that time, my high school was one of two in Johannesburg that offered this option.

Starting my career in a time when teaching iZSAL in a 'white' school was seen as an anomaly, resources and support were limited. Textbooks were FL orientated, as was the media. My creativity as an iZSAL teacher was stretched as I tried to produce relevant

materials for the classroom. My early years as a high school teacher were filled with the development of a course for iZSAL pupils which integrated the four language skills in its approach. Reading materials were a particular concern, as there was a paucity of suitable texts, in isiZulu for SAL learners.

My transition to university lecturer of iZSAL and the incumbent adaption of my teaching style as well as the courses I had developed at school was an important transition in my life as an iZSAL educator. As a junior member in a department of iZSAL experts and proponents of the audio-lingual method, my skills in teaching iZSAL were both challenged and enhanced.

As circumstances at WSoE changed and technology upgraded, together with constantly decreasing contact time with students due to policy changes, my lecturing mode was challenged, as was my conscience. Were my students being adequately prepared as iZSAL teachers? Were they competent enough in isiZulu to teach iZSAL? Faced by these challenges, the CED strategy became more pertinent.

As author of this research, I am both lecturer and researcher. The roles of lecturer and researcher are sometimes difficult to separate. The CED strategy required I initiate and fulfil the roles of guide, muse, prompt and, over time, confidant. Without these traits guiding the CED community, the CED loses much of its value.

As the research developed, the roles of lecturer, confidant, guide, reading audience and researcher became more defined, but were closely intertwined. As researcher I needed to keep in mind that I remained detached, yet integrated at all times in the research.

Circumstances, experience and intuition placed me in a perfect position to undertake this extensive research.

11.2.4 To whom would this research be relevant?

My intention is that this study will encourage course designers to develop appropriate iZSAL/iZFAL courses as well as open the eyes of policy makers who often do not differentiate between SAL and FAL language levels when making policy decisions. I consider this research to be informative to several stakeholders in the field of indigenous African Languages teaching, not only SAL and FAL but FL too. I invite educators and course

designers to consider the conclusions drawn through my experiences and to consider their relevance to particular language teaching circumstances. The use of technology in language teaching brings it into the 21st century, to good effect. Although I do not proclaim the CED strategy to be perfect, I hope it provides the first steps towards innovations and initiatives in iZSAL teaching. Researchers interested in technology as a strategy for empowering students to learn FAL/SAL will find the CED interesting at least, inspiring at best.

This research, in an under researched discipline, iZSAL, also provides insight into the possibilities available to researchers. It makes a substantial contribution to the research, not only in iZSAL, but also in the field of learning and teaching a SAL.

11.2.5 What design and methodological approach did I use?

This research is a chronological account of the development of an iZSAL language course (Iculo) and ultimately the CED strategy evolving from it. The evaluation of the CED is based on the work of seven iZSAL students over a two-year period. Thus, the research, in the final chapters, ends with a case study. Here events and routines are investigated and recorded (Morgan and Sklar, 2012). The case study captures both the development of the Iculo iZSAL course and evaluation of the CED, to support the aims of Iculo. By using an incremental approach, I 'improved' adaptions to the CED strategy based on issues and concerns arising from the first year of studying CED samples. This resulted in the refinement of advanced language notes to include exercises for reinforcement, as well as insisting on a time frame for submissions. A further example would be the incorporation of a glossary, allowing the students to acknowledge their consulting external 'experts' for vocabulary and language.

11.2.6 How is this thesis organised?

This thesis has eleven chapters presented chronologically. The table below clearly depicts the organisation of the thesis as related to the years of study.

Chapter 1		Introduction to the Study				
Chapter 2		Literature Review				
Chapter 3		Research design Case study Methods				
Chapter 4	1986	Mandate Zulu Stds. 6 and 7				
Chapter 5/6	1987		Choice Zulu introduced Stds 6 and 7			
Chapter 5/6	1988		Choice Zulu Stds 6, 7 and 8			
Chapter 5/6	1989		Choice Zulu Stds 6, 7, 8 and 9			
Chapter 5/6	1990 to 1992		Choice Zulu Stds 6, 7, 8, 9 and 10			
Chapter 7/8	1993 to 2001			Degree and Diploma iZSAL at JCE iZSAL I & II		
Chapter 7/8	2002 to 2013				Degree iZSAL at WSoE iZSAL I,II,III	
Chapter 9/10	2014 to 2016					Degree iZSAL at WSoE iZSAL II,III (CED)
Chapter 11 Conclusion						

Chapter One served as an introduction to the study. The 'problem', which gave rise to the study, was unpacked. From this discussion, I identified the research aims and questions. The importance of the study was outlined, including contexts, both macro and micro, explained. I also discussed the most appropriate research design.

In **Chapter Two**, literature available relating to SL/FAL theories and methodologies relevant to the creation of Iculo and its rider, the Creative Email Dialogue (CED) presented in Chapter One, were discussed. Presenting terminology common to FAL/SL theory, I clarified the difference between the two approaches. With this framework in place, Second Language Learning Theories, relevant to the parameters of learning and teaching a FAL/SL/SAL and

therefore Iculo and CED were discussed. I investigated how these theories influenced classroom methodologies relevant to SL/SAL. I concluded the chapter with a detailed extrapolation of methodologies pertinent to the development and process of CEDs, including journaling, motivation of students, task based learning and vocabulary teaching.

Chapter Three introduced the Research Design and Methodology of the study. I provided reasons for the choice of research methods used. I also provided an extensive discussion of the methods of data collection and analysis to support this choice. The multiple data sources presented to validate this research were also described. This led to the conceptualisation and formulation of a theoretical framework. I also provide the background of the study. Later in the chapter, I gave an account of the sample, and how ethical issues arising in the research were addressed and minimised. I also identified the research questions and the resultant aims of this research.

In **Chapter Four** I provided an account of the beginnings of Iculo as a Mandate Zulu resource suitable for pupils in Standards 6 and 7. Necessity forced me to come to grips with a vague syllabus, drawing from intuition and experience, I created an alternative, one I decided appropriate for teaching Mandate Zulu pupils. I did not realise that these initial, experimental steps were leading to the development of an iZSAL language resource – the Iculo series. With experience and after many 'bad lessons', I learnt (and am still learning) that popular language theories of the day were not always effective. With classroom experience, knowledge and growing confidence, I found my voice as a teacher, based on grammar translation, communicative approaches and constructivism.

Chapter Five described the development of Iculo over the period 1987 – 1992. I looked at the challenges and learning involved in teaching iZSAL in TED schools in the late 1980s and early 1990s. In doing so, I considered the demands placed on the teaching process by the requirements of the final matriculation examination. Broadly focusing on language learning, the chapter followed the development of Iculo in conjunction with the teaching of reading. I also consider my continuing struggle to improve my pupils writing skills in preparation for their final assessment.

In **Chapter Six**, I highlighted the difficulties of writing in iZSAL. These difficulties combined with the need to use classroom periods to teach grammar required various

approaches to encourage pupils to write in as many forums as possible to improve their grasp of the target language. The lack of appropriate reading material for iZSAL pupils made me determined to use pupils' efforts as reading materials appropriate for other iZSAL learners. These tasks related directly to the growing Iculo, conceived as parallel activities to language learning. A symbiotic relationship developed. The experience of teaching at high school had shown me that writing was a valuable skill in the acquisition of iZSAL, not only for consolidation purposes, but also for teaching reasons.

In 1994, I attained a post at the Johannesburg College of Education (JCE) as an iZSAL lecturer in an established African Languages Department. At tertiary level the Iculo course faced unexpected challenges. In the following four chapters, I continued to trace the development of Iculo as I adapted it to tertiary iZSAL teaching and learning. I also emphasized the growing importance of writing skills in teaching iZSAL.

In **Chapter Seven** I described how Iculo, a high school iZSAL language programme, was reinvented as a tertiary course at JCE. Initially frowned upon for being too grammatically orientated in its approach in a world where AM was current, I resuscitated it in response to significant structural and institutional changes, in addition to the policy changes noted in previous chapters. These changes, in teacher education and new approaches to learning, were made more pressing when combined with resource limitations, including staff available to teach growing numbers of students. Lack of wider understanding of the requirements of teaching an African Language led to the demise of the supportive collegial environment I had been accustomed to in my early years at JCE. These constraints led me to develop new methods in teaching iZSAL, using independent learning approaches.

Chapter Eight is a turning point. It showed how the students under my guidance seized the initiative in their learning as I moved away from the constraints of autocracy. I related a variety of writing tasks I created for students of iZSAL at JCE and WSoE during the period 1993 – 2013. These writing tasks were selected after careful consideration in an effort to gain maximum benefits for teaching and learning. Subsequent creative writing exercises grew from observation and results of previous tasks. I also tried to create a fabric within the classroom, where students had the opportunity to communicate with their lecturer as well as with each other, through flipcharts, discussion, computer (email) and finally the initial CEDs.

The examples provided were not the only writing tasks iZSAL students completed during this period, but were ones relevant to the CED approach described in Chapters 9 and 10 in various ways. I identified successes and failures as well as factors important in SAL creative writing, including motivation and maturity of the students, vocabulary and the role of computers. These successes and failures brought me to the point of researching the value of the CED as a SAL teaching and learning tool.

I also describe the CED process, highlighting the learning students gained through Iculo and the subsidiary process of the CED.

Chapter Nine is descriptive of how writing supports Iculo. I considered how Iculo was the language basis of creative writing in the sample students' first year. This prompted me to investigate the students' feelings about writing in the FL and FAL, in preparation for the CED task. I then discussed the venue where I did much of my iZSAL teaching and its importance.

The CED task appeared to be best planned over two phases. I describe how the first phase involved the incubation of ideas, negotiation of finer details and developing comfortable relationships within the CED community. This initial phase proved vital for writing the CEDs.

In this, the penultimate chapter, **Chapter Ten**, I describe the email trail in the CED process of 2014 and showed students' responses to the CEDs. The CED process resulted in sound learning, confirmed by the external examiner in her report on the final submissions of texts created by the individual students in the 2015 isiZulu SAL class.

Chapter Eleven concludes the thesis. It discusses the research findings. Organised according to the research questions, it provides insight into the limitations and strengths of the research and makes suggestions for additional research.

11:3 Research Questions and Findings

The two research questions that this work answers are:

Research Question 1: How and why did the Creative Email Dialogue develop as a strategy for learning and teaching iZSAL?

Research Question 2: How do Creative Email Dialogues improve and extend the knowledge of iZSAL students?

11.3.1 Research Question 1: How and why did the Creative Email Dialogue develop as a strategy for learning and teaching iZSAL?

Being an iZSAL teacher in the early 1980s was not an easy career choice. In the apartheid era, teaching iZSAL in a 'white' government school did not garner much official support. Provided with a vague syllabus, the iZSAL teacher needed to rely on her/his knowledge, innovation and creativity, to make the language meaningful in the classroom. To achieve a modicum of success, as an uninitiated teacher, I created isolated lessons and themes to teach the pupils isiZulu. My intention in the early days of my teaching career was not to create an isiZulu course.

The first isiZulu I taught at school was compulsory, 'Mandate Zulu'. Preparing lessons to teach this 'conversational' syllabus forced me to rely on my creativity, knowledge and determination to offer my pupils lessons of value. Mandate Zulu, after a year of teaching it, resulted in a smorgasbord of isiZulu lessons and themes as well as a great deal of frustration. (Chapter 4) These lessons and themes were the genesis of Iculo. The early years taught me how and in what order isiZulu language sections should be scaffolded. Having been taught and trained in the GTM, these decisions were often based on grammar knowledge and not the eclectic use of isiZulu.

Frustrated by the lack of academic rigour in Mandate Zulu, I campaigned for iZSAL to be offered to Grade 12 students at the school. A farsighted headmaster and my popularity with the pupils ensured a new challenge, iZSAL as an option to Grade 12, starting in the G8 and G9 classes the following year.

I revised and expanded the Mandate/Conversational isiZulu teaching materials in response to this new challenge. Over the next 6 years, this became my emphasis, as I had to master the growing content of each consecutive grade. To survive I focused on the new grade of each consecutive year, developing new themes in which to embed the language to be learnt, reflecting my methodological training in the early 1980s, each new year saw further recycling and improving of the teaching material. Common sense told me the more effort I put into a

section of language to be taught the less time I would have to spend on it in later years. Trial and error, experience and intuition helped scaffolding the content.

My pedagogic training had engrained in me the need to teach the four language skills, listening, speaking, reading and writing. The syllabus and final matriculation requirements dictated the emphasis I placed on each skill. I developed themes to reflect these requirements, incorporating listening, speaking, reading and writing exercises. Due to the lack of iZSAL materials, I created exercises, often reflecting a grammar based approach and reducing the writing exercise to a minimal exercise, done to tick the required box. I did not fully understand the value of teaching writing.

With the introduction of common threads through all the themes, I introduced the Mfeka family, the incidents in their lives in Johannesburg, family crises, their holidays; I unwittingly created many parts of what would become a whole. My efforts were beginning to reflect the traits of an iZSAL course, initially created as a tool for survival.

Writing exercises continued to worry me, as my experience grew, so did the realisation that writing skill was not only needed for consolidation but could also be used for teaching. The lack of reading material appropriate for iZSAL pupils spurred me on to create writing exercises where materials produced could be used for reading materials by iZSAL pupils. The pressure of teaching new language concepts in the classroom, meant that there was not much time for writing, coupled to my strong belief that creative writing not be assessed under examination conditions. Texts needed to be relevant. This forced me to look for opportunities for writing, linked to the Iculo themes. Using my classroom and pin boards around the school as venues for the presentation of written material, I encouraged my pupils to write. I soon realised their writing closely reflected what they had learned in Iculo. Language, vocabulary and idiom, recently embedded, surfaced in their extracts. I began planning my writing exercises to run parallel to the Iculo content and context, as a supporting, teaching and reinforcement tool.

As yet unnamed, Iculo was partially forgotten, when I attained a junior lectureship at the Johannesburg College of Education. Here iZSAL pedagogy was strongly Audio-lingual and a conversational course existed. Iculo was frowned upon because of its unpopular grammatical bias. Writing was not a major trait in this course.

Unexpectedly finding myself co-ordinator of the senior iZSAL courses the following year I once again needed to fall back on my resources. Iculo came to the rescue. The existing course, although successful in creating iZSAL speakers, did not create well-rounded iZSAL teachers. To be effective teachers, the students needed to be taught the grammatical side of the language as well, in a more formal way. Impressed by the success of the AL lectures, I adapted Iculo to partially reflect this method, but time did not allow for completion of the required language knowledge. Writing, as the most underutilized skill in my course provided an answer.

The amalgamation of JCE and the School of Education of the University of the Witwatersrand, as well as new legislation on teacher education degrees in South Africa, required further adaptations to Iculo, especially around independent learning. Contact time with the students was reduced, but technological possibilities increased with the upgrading of computer facilities at WSoE. As Gilakjani, Leong and Sabouri (2012) state, students need "…a minimum of four hours a week of quality contact with a language in order to make progress..." and "… more language instruction than teachers can provide in their classrooms". To address the problem teachers need to help "… learners find quality 'homework' …essential to maintain[ing] quality learning in the classroom" (Gilakjani, Leong and Sabouri, 2012, p.10).

I developed various writing tasks to accommodate the reduced time in lectures, especially in the second and third year of study. (Refer to Chapter Eight) Many of these tasks were planned alongside Iculo and based on research done on journals as a tool for reinforcing language learning. These were the bones of what would later become the CED. Indeed, as Manchon, cited in Fernandez Doboa (2014), says, "... the value of collaborative writing activities are [sic] an opportunity not just for 'learning to write' but also for writing to learn [language] ..." (Fernandez Doboa, 2014, p. 515).

I did not want these writing exercises to be meaningless exercises; I wanted the texts produced to be useful as reading material for other iZSAL learners. Knowledge of the audience influenced how the pupils wrote the texts. This also influenced my approach to the setting of creative writing tasks. The first requirement was that students' creative texts had to be usable in their classrooms, both to student teachers and to qualified practitioners. This requirement meant writing 'exercises' had to be carefully structured and monitored. As I

wanted the texts to be of a good quality, I encouraged the students to submit their drafts electronically, as many times as they wished, thus setting up a dialogue between the two of us. The intention, organisation and monitoring of these tasks became the skeleton around which CEDs grew closely linked to Iculo.

11.3.2 Research Question 2: How do Creative Email Dialogues improve and extend the knowledge of iZSAL students?

Throughout my teaching career as an iZSAL teacher and lecturer, my perception of the role played by writing has changed. Initially I saw it as an irritant, needing to be done to tick the required administrative box; my emphasis in the classroom was listening and speaking. Experience however taught me writing was an important skill. It reflects the students' language knowledge, provides a space for consolidation of newly learnt content, and gives the pupils/students a safe space to practice their language in a realistic and supportive environment.

The literature indicates that email dialogues are an eclectic teaching tool. They expand a student's cultural knowledge due to the milieu in which the target language is used; increase self-knowledge and acceptance, as well as advance the ability of how to communicate through writing in the target language. The CED came into existence because of this process but I needed it to play an additional role, that of language teacher or initiator. I wanted to use CEDs as a tool to teach students new language concepts, as they required them, while writing.

The question remains as to whether CED does achieve this role of language initiator. Chapters nine and ten identify the CED as having two phases. The first phase involves the incubation of ideas, negotiation of milieu; characters, story, links, situation – the finer details of a story. It also serves to foster comfortable relationships within the CED group. Students found this process invaluable as it made it easier for them to conceptualise their CED texts as well as the direction the task was to take. It provided an unthreatening community within which they could learn, as they were not facing the task alone or with unknown fellow writers. This initial phase between students who did not know each other, underlined that negotiations, frank cajoling and on occasion angry confrontation between the new members

of the CED community, as they tried to find common ground in which to base their stories, was vital to the writing of the ensuing CED.

Very little language learning occurred in phase one, but the quality of the final texts and the amount of language learnt in the second phase, was dependant on the strength of the foundations put into place in phase one. This incubation period involved the whole group.

Phase Two is not as 'social' as Phase One. During this phase, the CED dialogue is almost solely between lecturer (the CED manager) and student. It is lonelier and more intense as the focus is on the individual's ability, creativity, learning, efforts in text writing and the CED Manager's guidance. Phase Two also reflects whether the CED is achieving its full potential as a teaching tool.

A positive trait of the CED is that the lecturer has a record of language attachments sent to each individual student, for remediation or for extension. This record is interesting in many ways. As creator of the Iculo series, I needed to take heed of the language sections students requested, to use in their texts. I adapted later editions of Iculo to accommodate these needs.

I often needed to resend language attachments. This suggests that providing explanatory notes only was not adequate to introduce the iZSAL II students to a new section. To extend their language knowledge, they needed more practice.

Several factors influenced the need to repeatedly send the same attachments;

- time elapsed between submissions – this means students have forgotten how to use the new construction, and their motivation to do so waned, a danger in iZSAL learning, "L2 learners need to maintain their commitment and effort over a long period, often in the face of adversity" (Gilakjani et al., 2012, p. 14).
- when creating new text – not knowing what part of speech one is dealing with and therefore unable to use knowledge already provided. Students did not realise they had already encountered the notes on the language section,
- not reading academic language with comprehension (the language attachment),

- not having sufficient practice in a particular language construction,
- the language section is difficult for a iZSAL learner to understand because it is so different from the FL.

To remedy the above, as resending an attachment suggested the CED as a language innovator was not successful, I changed the system in 2015. I sent the attachment, if errors persisted in language use; I sent the attachment again in case the student had not read the contents of the email. If errors still occurred, I scaffolded the language section, sending a single rule with examples to be completed, when the student sent the completed exercise back I returned it with a memorandum and the next rule with exercises to be completed and so on.

This was successful. The number of instances of repeated sending of attachments, on average, halved. I attributed this to the fact that the student was doing the exercises and thereafter used the language section, in context, appropriately and correctly. This process also prompted students to ask me to send them language attachments of language already learnt for revision, suggesting the LAA in 2015 answered their needs. If the language had already been taught I tended to refer the students back to the relevant chapter in Iculo rather than send a Language Aid Attachment. This proved an effective way of getting them to continually dip into work already completed in class and in need of refreshing.

Nolwazi identified the differences LAAs played, in her 2015 journal:

> Another thing that has helped me this year is that I still have all the notes which were sent to me last year when we did our initial story. I refer to these often. It saves me time instead of looking through my isiZulu books and trying to find where the section I am searching for is, but then there are also new ones we haven't done yet, the exercises help a lot
>
> (Nolwazi journal 30/10/15).

She continues, saying:

> [The lecturer] helps by putting into the editing where I can find the notes in Iculo. This helps time wise and gets me to look back – and remember – with this kind of overview I am understanding how the language hooks together
>
> (Nolwazi journal 30/10/2015).

Buhlebethu wrote,

> ...but I did have to go back and look at notes I made and work I did in my book, Grant's suggestions of where to look in Iculo are very helpful.
>
> (Buhlebethu journal 04/10/2015).

Students appeared to value this LAA process, taking pride in language sections they knew, which their colleagues might not yet have covered. More than once in the classroom I would be privy to a discussion about who had completed what language section. These language sections created islands of knowledge in the CED Community, referenced to Iculo. The completed exercises sped up our progress when the group reached an island in Iculo in class in a formal language lesson, as those in the know seemed to understand much more easily.

By the end of 2015, the class had completed to the end of Chapter 20 officially, but certainly had a working knowledge of Chapters 21 -25, because of the CEDs. It was the first time I had achieved this in a number of years under the new BEd curriculum. The CED appears to have been an effective language initiator and consolidator. This finding validates a statement by Fernandez Dobao:

> The study of L2 interaction focussing on collaboration draws on the sociocultural claim that learning is a socially situated activity. Higher cognitive functions appear first on the intermental or social plane and, only later, on the intramental or psychological plane (Vygotsky, 1978). The learner, a 'novice', carries out new functions first in collaboration with a more capable individual, an 'expert'. The graduated assistance provided by the expert so that the novice can perform beyond his or her actual level of development is known as 'scaffolding' (Wood, Bruner, & Ross, 1976). Learning occurs through a gradual process of internalization, as the learner moves from assisted to independent performance, that is, becomes able to do independently what originally he or she could only do with the help of others.
>
> (Fernandez Dobao, 2014, p. 498).

The change of intention of the CED of 2015, from emphasising consolidation of language learned in the classroom, to include one of language initiator, was challenging for students yet conducive to learning. The *Fees Must Fall* protests, of 2016, further reinforced the value of the CED task, as it became the only conduit for teaching.

In 2015 the writers were confident within the CED community and the space provided by it to be free to make mistakes, revitalise language knowledge already learnt, try new ideas and question why certain aspects of language were appropriate and others not in particular instances. The students in their aim to learn isiZulu valued these traits of the CED. They were all aware that they had a common goal, to improve their knowledge of isiZulu, yet appreciated the fact that the CED allowed them to do so at their own pace and capacity.

Modifications made to the CED process based on observations made in 2014 were -

- Short thematic pre-writing texts sent to the students via email, were not as effective in vocabulary development as I had hoped and need to be integrated more into the email process in years to come.
- Glossaries forced the students to reconsider their vocabulary selection and use. This made them work with what they knew and not what they were told by external 'specialists'.
- LAA and LSA grew to include simple exercises and prodigious scaffolding. These exercises needed to be completed if the next exercise was to be emailed. This proved to be effective, especially with this highly motivated group.

Although students' texts showed evidence of the knowledge of new language sections, there is no definite evidence that these have been internalised. The very nature of the CED is one of support and guidance towards understanding. Whether or not the student would be able to function independently has not yet been tested. The consolation is that the students, as young academics, will not end their learning when completing university and, as academics will understand that language beyond their existing knowledge exists and should they wish to continue their learning of isiZulu, they will know they have been provided with the tools to do so. As a teacher of iZSAL one of the first truths I learnt was that only when you teach do you truly learn a language. Thus, these young practitioners will be able to teach themselves when in need due to the skills they have been introduced to through the CED.

11.4 Further Considerations

11.4.1 Strengths of the Research

One of the major strengths of this study is the amount of data drawn from various sources to verify the research and findings. The varied data resources provide sources for in-depth data analysis, providing 'rich and descriptive' research discussion. These have strengthened the validity of this study.

The study reveals the importance of interpersonal relationships, between students and lecturer and between the students themselves, thus my attempts in Phase One to establish trusting relationships. I have shown how, in Phase Two, the CED begins much more efficiently due to the already established relationships in the CED community (Refer to Chapters 9 and 10).

The clear and detailed description of the ingredients of Phase One and Two may prove helpful to other teachers/lecturers and researchers planning on embarking on the same course.

Students are introduced to a new form of learning and teaching – perfection does not result in a top mark. Learning through trial and error is the aim, making use of what knowledge one has of isiZulu, extending it and learning how to communicate by means of it.

A further strength of this study and the CED is recognising and valuing of self. Knowing when one cannot communicate because of being language deficient is not a crime but a challenge to find out 'how' to overcome it. Asking for help is encouraged, but it often takes students a number of submissions before they actually ask the CED Manager a direct question. Students also learn to be self-sufficient learners. By not providing answers to incorrect language usage, idiom or spelling, students were thrown onto their own resources; initially many fumbled but finally succeeded. Being faced by a question as to why something was a concern to the CED Manager initially resulted in frustration for the students, as they were accustomed to questions being answered, not responded to by further prompting. I constantly pushed them to the knowledge that is within themselves through responses, forcing them to think and possibly look for an alternative, they already were in possession of a language and when they found nothing in their reserves, alternative academic sources were available. They were learning how to adhere to the battle cry, '[I]f you cannot go one way find another'. The concept of 'life-long learner' is vital for a language teacher to embrace.

Allowing someone to vet your work and thoughts in the spirit of learning is daunting. The students were challenged to embrace a new way of learning, to move out of their known strictures and face the unknown. By achieving this, they developed a better understanding of isiZulu, of themselves and of teaching iZSAL.

I have documented the reactions of students to the CED, especially to my comments and prompting. Their responses were not always positive, but by fighting through them, they grew as iZSAL students and practitioners. Constant support and reassurance was required to bolster flagging egos when submission after submission was seen to be destroyed by 'the red' comments. When they realise this is the norm and that by not risking they will not grow, a barrier of self-doubt is removed. Such thoughts may prove helpful to other iZSAL course

designers when considering the whole student. The proof of improved student motivation is undeniable.

The study of the CED highlights the importance of consistent application over an extended period of time and not intermittently. The CED community substantiates this. It shows the importance of working closely over an extended period with the lecturer and fellow writers as they grapple to understand the value of newly acquired language in use. This study points clearly to the value of students working with an 'expert' in the initial phases of the CED, one who helps to guide them to knowledge and independence.

This study provides broad documentation of the origins and use of the CED. It shows the developing CED in collaboration with Iculo. It has clarified how knowledge of language use is extended through self-understanding and based on one's own pace. It highlights how students have been given the independence of self-learning, as well as shown how at any language level, iZSAL students can produce relevant and interesting text – "[I]f you cannot say it one way find another".

11.4.2 Limitations of the Research

I have used a case study to consider the value of the CED, couched in an ethnographic retelling of how the CED came about. The case study has both strengths and weaknesses; one needs to remember this when considering the findings of a study.

The strength of this case study is that it allowed me to describe the development of the CED from the creation of simple sentences in isiZulu to the writing of 8 – 10 page chapters in isiZulu by iZSAL students after only three years of studying isiZulu. The ultimate aim of this study is to judge the value of the CED as a way of enhancing the learning and teaching of iZSAL. The CED provides an alternative strategy to the teaching of SALs, outside the classroom.

The findings of this study cannot be generalised externally. The research is limited to the use of CED within the WSoE, iZSAL II and III courses, 2014-2015. As the sample is only seven individuals and they are not representative of the whole SAL learning community at WSoE, findings cannot be generalised to all FAL/SAL learners. The CED case study is intended to be a starting point for other researchers to develop and test further hypotheses and is not

definitive. This study adds to knowledge in the field of iZSAL teaching, creating its own niche, where writing becomes the language initiator, independent of the constraints of the classroom. Although circumstances in education institutions vary, the knowledge garnered from this study will be valuable to other teachers of iZSAL in particular and SAL teachers in general as well as researchers working in the fields of iZSAL and course development.

A possible weakness, and a likely one in the CED, is the importance of close relationships in the CED community. This however could also be a positive aspect of the CED as a teaching strategy, as the motivation of all participants to do their best for the group, obviously has positive aspects.

Being aware of limitations during research helped me to contain them. The relationships within the CED community could have influenced data collection. The students were wary of my role as both researcher and lecturer, as ultimately, I had to allocate an official assessment to their work. This relationship became easier as they became accustomed to my presence and realised that they were not being disadvantaged by making errors and asking questions via their email dialogues. As a researcher, I was aware of this. Tracking the students' journals, it did not take many entries to see that my name soon turned from 'Mr Coltman' to 'Grant' as their familiarity with my role and the process increased. With the development of mutual trust, true learning began to take centre stage.

One of the more sublime points, and possibly a negative one, of this study is the capabilities and dedication of the CED manager. This individual needs to be a specialist in the grammar and pedagogy of SAL. In conjunction with this, the CED manager must be a humanist; the close relationships, egos and perception of self of the individuals within the CED community need to be 'managed' skilfully for maximum creativity. The complete self-efficacy of the manager within the group is important, as someone who needs to be in the background throughout the CED process, unobtrusively guiding and managing the process. An ability to respond to a set of submissions from different students, helping each to create their own story, and not confusing the developing CEDs within the story web is an exciting challenge. Finally, a passion for learning and creativity is a strong requirement as students find their own iZSAL writing voice, taking the responsibility of learning from the lecturer into their own hands. These traits are vital if the learner writers are to take control of their own learning path.

The CED data covers a lengthy period (from 1986 until 2015). This extended period could be considered a limitation as the data and circumstances may not be easy to recall. The quality and quantity of data reserves however allowed for cross-referencing and verification. This study was undertaken, keeping these strengths and weaknesses in mind.

11.4.3 Suggestions for Future CEDs

When considering the successes and failures of the CED cycle of 2014 and 2015, and reflecting on the changes which have already been made, what follows are suggestions for further changes resulting from this research.

The first change that needs to be made is that the colour of suggestion needs to be green after reading the students' journals and discovering their dread of red. Red had, and continued to have negative responses from the students.

Administratively and in production:-

- time management proved to be a major stumbling block in the CED process and needs to be stringently managed. With only a due date given, students, except the most motivated, were slow to start the process, leaving the CED work to the last minute, which negates the value of the CED as a teaching tool. Nomandla's CED history is an example of this. In 2015, I initiated the CED process early in the year, hoping to spread the dialogues over a longer period, the students however were slow to begin emailing me.

  Although Nomandla made one of the first submissions, she did not maintain this early impetus and her studies caught up with her. Not coping with the pressures, she sent in submission 7 with the message that although she had not finished her story, as she would have liked, time had run out. She could not manage the pressure of her workload. As CED Manager, and confidant, I had begun to express my concerns to her via CED a few weeks prior to the deadline, to no avail. Efficient time management is important as far as CEDs are concerned. Nomandla passed but not as well as she could have. Perhaps providing submission milestones as well as a final deadline would help students like Nomandla.

- With multiple submissions, the CED Manager spends many hours assessing and responding to each individual. There needs to be a way of alleviating this pressure as the deadline approaches and most of the students start working on their texts. A possibility is to get members of the CED community to send one or two submissions to their peers for comment, thus alleviating the pressure slightly. If structured appropriately, peer assessment would be educationally valuable to all members of the community.
- The reading extracts I made available to the students in early 2015, once the theme of the stories had been identified, were not used to their full potential. I had hoped the students would use these resources, both for vocabulary and idiom development. As time passed, it became obvious they had not done so. In a later CED processes, extracts could become a prequel to the writing process, with exercises specifically created around them. This would help to expand the students' vocabulary, as well as giving them insight into how isiZulu is written in the media as many of the extracts come from Indaba.24[56] .
- With the LAA and LSA attachments, I was guided by the student's own requirements and requests, which meant that each student's language learning was individualised and adapted to their needs. This means that not all members of the CED Community cover all chapters of Iculo Lokhozi, some would be better prepared than others. An answer to this is that the CED Manager needs to know what language sections should be covered and makes sure that s/he prompts young writers to use them, allowing for a LAA initiation to occur.
- A further suggestion is related to teaching location. With the move towards more independent learning, establishing a blog with the CED community members as writers seems a promising alternative. Students would submit their texts onto the blog, the CED Manager could nominate members to respond and make suggestions for improvement and correction. In the background, the CED Manager would still provide the LSA and LAA attachments. This would mean that the CED Manager is no longer the pivot of the process. In an open forum, the whole community would be provided with language initiators, thus keeping the group abreast of new language.

[56] An online isiZulu news portal

Using a Blog format, the text could simply revolve around submission of paragraphs, called a 'chain novel/story'. A chain story "…is a great way to build the students' confidence in writing and make the students get involved during teaching and learning process. Chain stories technique is interesting, because the students are not bored during teaching and learning process" (Suryani, 2018, p. 2). The CED Manager would nominate the next writer to submit a paragraph. The chain story provides an opportunity for learning and developing language and writing skills. The whole CED community would need to be keeping up with the story so that they can pick up and contribute when nominated. This would help with time management, while also increasing the social learning of the CED. The blog would unite all members in a common story and on a common site.

Opportunities for future CEDs are as limited as a lecturer's imagination and technological abilities.

11.4.4 Suggestions for institutions and the teaching of iZSAL as based on CED findings

South African tertiary institutions, as well as schools are beginning to embrace the inclusion of a SAL in their curriculums. In a move to encourage students and pupils to become 'multilingual' and with a nod towards government policy, there is talk of 'conversational' vernacular courses. This in itself is contentious – what does 'conversational' mean? Is it not 'Mandate Zulu' with a new name? These problems were highlighted in Chapter Four.

- The CEDs have proven that the smaller the group the more meaningful learning and understanding occurs. In the present environment of large classes of over 100 students to one lecturer, learning occurs only in motivated students. As conversational courses tend to be compulsory, the motivation of students is minimal. For true learning to occur, classes need to be 30:1. The environment in a smaller class also encourages students to continue with the vernacular into later years.
- The qualification of the lecturer is paramount. A dangerous misconception is that FL speakers are able to teach their language at SAL level. A FL speaker CANNOT step into a SAL classroom and conduct a meaningful learning experience without thorough training in SAL pedagogies. Being a mother tongue

speaker does not mean one is naturally a SAL facilitator. Being a well-trained and knowledgeable teacher of any language background will not help unless SAL pedagogies are in place. This thesis has shown that the training and intricate knowledge of a language is vital for the language to be transformed into manageable SAL teaching material – something SAL training enables. Proper training in SAL principles will also help facilitators with understanding the importance of scaffolding content.

- Universities tend to situate lectures in available venues. This work has shown in a number of instances the importance of a dedicated venue, where the student is surrounded by literacies relevant to the language being taught and required resources (magazines, dictionaries, pictures etc) are easily available.
- Time allocated to conversational vernacular is important. As curriculum and timetable architects integrate the course into the teaching environment, its perceived value is reflected in the time allocated to learning 'conversationally'. At Wits in 2018, the class was scheduled on a Tuesday afternoon, three consecutive lectures, running into early evening. The intensity of the lectures and 'newness' of their content means that within an hour and a half the students are drained, mentally and physically as 100% participation is required. One must also consider the lecturer who is trying to impart knowledge as efficiently as possible to over a 100 unmotivated, tired students. This results in the lecturer needing to discipline students, losing the important collegiality of a SAL classroom.
- Schools too are allocating two periods of conversational isiZulu over a two-week period, often with the proviso that there is no writing as it is 'conversational' and not reflected on the report card. Does this not smack of Mandate Zulu of the late 1980s as discussed earlier in this thesis? (Refer to Chapter 4) Iculo has shown single periods are more productive. Three periods in a row require a wide variety of activities to be in place to keep the students engaged, which means using the four different language skills, yet to policy makers, conversational isiZulu suggests only oral and aural.
- The cultural diversity and painful history of South African society also needs to be kept in mind by conversational course planners. The perception is that international SAL courses are successful and by transposing them onto the South African learning landscape ensures success. This is not the case. A single example

being beginner courses in FAL and SAL traditionally rely on situational occurrences where language interactions occur; the shop, the kitchen and the garage being prime examples. Due to the stratification of South African society, the perception is that people of particular backgrounds play certain roles in society. Conversational courses could mirror this and entrench cultural generalisations rather than breaking them down.

- A further problem at cash strapped universities is that SAL is offered as academic courses as a first year credit, but if the student should consider taking iZSAL as an academic II, these SAL students join the mother tongue course. Not only is this short sighted, as it immediately excludes a cohort of students from continuing in their study of the SAL but more particularly reflects ignorance about true language learning and teaching. An iZSAL student will not cope in a FL course after only one year of isiZulu, 115 hours of contact time (Chapter One), they need to continue in a SAL course, moving to FAL and then finally into FL over an extended period of time.

In an effort to encourage non-mother tongue language speakers to embrace a vernacular, and thus social cohesion, we are failing abysmally.

11.4.5 Opportunities for Further Research

The CED strategy is an innovation in iZSAL learning and teaching, but should not be accepted without question. Teachers' imagination and creativity are the gateway to further research in the under researched iZSAL field. Opportunities for further research abound due to this initial CED study.

- Baseline data could be sourced and used to establish if the students retain their learning from the CED. Learning a language requires repetition and constant use for a specific grammar section to become embedded. Will the students retain this knowledge, acquired by CED?
- As all the members of the CED community are teachers or training teachers, it would be interesting to see if, in their own classrooms, they use or adapt the CED. Traits of the CED can be used across many subject disciplines. Has this process opened their eyes to alternative ways of teaching and learning?

- As one of the outcomes of the CED closest to my heart, research is needed regarding the created texts. Are they being used in iZSAL classrooms, and if so whether they are effective in promoting reading?
- Technology is changing the face of teaching. I found when I was slow to respond via email some students turned to WhatsApp to get in touch with me, to request immediate responses. How successful was this? It certainly seemed to be effective, the dialogue was much faster and misconceptions easily corrected. The following is an example of an interaction between Phumaphi and myself. She was working with an LAA dealing with the adjective.

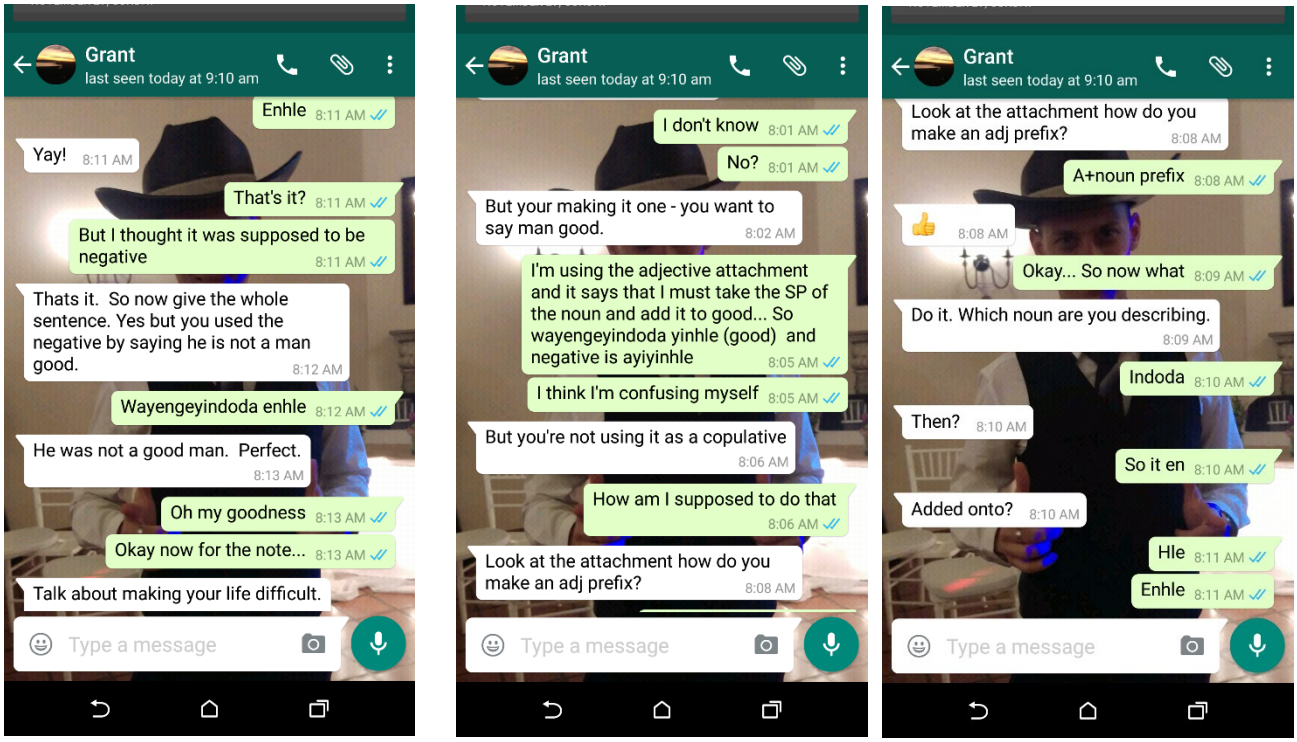


Figure 11:1 - Screenshot of interaction via WhatsApp.

The possibilities of using different modes of technology and investigating their roles in teaching and learning are limitless. Lawrence (2016) states, “WhatsApp is quick, discreet and uncomplicated, and MALL [Mobile-Assisted Language Learning] is without any doubt the next step in the evolution of education technology” (Lawrence, 2016, p. 17).

Buhlebethu in one of her journal entries wrote,

Name	Journal Date	Comment
Buhlebethu	13/08 2015	"Here I am sitting in Greenside[57] with a cup of coffee and my murder☺. Who ever thought I would be learning isiZulu in such a vibe! It all makes it so much fun. I'll stay here and write all day☺ ☺. (and I can ask the waiters for help LOL)"

Table 11:01 – Buhlebethu's journal entry commenting on venue

(Buhlebethu, CED iZSAL III, 2015.)

Teaching iZSAL at various levels has shown me that the venue of teaching is important to the motivation of the students. It makes the language situation more relevant to the learning of the target language. Buhlebethu's comment made me consider just how important different venues affect motivation and thereby learning. With technology moving beyond the concrete constraints of classrooms and lecture halls, the entire world has become a teaching venue. Research into learning in a classroom as compared to an external venue is available, but does technology makes learning a language outside the classroom more effective?

11.5 Conclusion: A Final Comment

The final word I leave to Nolwazi, who, in her ultimate journal entry of 2015 gave a personal synopsis of her CED journey, identifying what she had learned from it.

- It showed us how the language worked out of the classroom in real life and made me think about how important context is for meaning.
- It was also a constant revision of work all the way back to first year that I had forgotten about.
- Using different language sections made me use them with meaning, in conjunction and soon highlighted my misunderstanding about certain things – the interaction with Grant, gave me the safety of not knowing and not being judged and being able to make mistakes…and after we emailed each other, fixed them.
- The fact that this took months to do offered a place for me to try out the isiZulu as we learnt it in lectures.
- It encouraged me to 'think in isiZulu'
- Grant made me say 'I can' and I did…

Table 11:03 - Nolwazi journal Final Entry

(CED iZSAL III, 2015)

[57] Greenside, a suburb of Johannesburg where students enjoy socialising.

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APPENDIX ONE – Mandate Zulu Syllabus

GUIDE-LINES FOR THE TEACHING OF A BANTU LANGUAGE AS MANDATORY SUBJECT IN STANDARD 6 AND 7

1. AIMS

1.1 The aim of teaching a Bantu language in the junior secondary phase is to have the pupil acquire adequate proficiency in the language to enable him to communicate with Blacks in their own language. To this end priority should at all times be given to speaking, and to listening with comprehension, no matter what techniques for language acquisition are used.

1.2 Since teaching time is limited to one period per week, presentation should be geared to effectiveness and the teacher must define very clearly exactly what he intends to achieve in each period. This presupposes thorough planning.

1.3 The specific objectives of language teaching are: comprehension and command of the language, acquisition of the skills of speaking, listening with comprehension, reading and writing (to a limited extent), with primary emphasis on speaking and understanding. (Integrated language tuition)

2. APPROACH

2.1 Oral programme

Suitable themes, situations, paragraphs and passages for reading based on everyday subjects should be used in the implementation of the following aspects of the programme for oral work.

2.1.1 Inculcation of vocabulary and structures

2.1.2 Questions and answers, involving i.a. comprehension of passages read

2.1.3 Conversation (dialogues): pupils converse in pairs or groups

2.1.4 Speaking in chorus

2.1.5 Listening skill: pupils listen to the teacher reading, and try to understand and reproduce what they hear

.../2

APPENDIX TWO – TED Choice Zulu Syllabus

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INTRODUCTION

The syllabus is based on the principle that both language presentation and language learning should be functional, i.e. the tuition should aim at the effective usage of the language itself.

If meaningful progress in tuition is to be ensured, those units of usage (sentence structure) with the highest frequency in colloquial language should form the starting point for the learning of that language.

It is strongly felt that language tuition should move away from the idea that the components of a syllabus (language comprehension, composition, literature as fields of study within their own right) should be taught as isolated units. It is felt that an approach that will promote the acquisition of language skills by pupils will be far more effective. In an approach of this kind the pupil becomes the central figure; he is, after all, the one who has to assimilate the knowledge and master the skills - under the guidance of the teacher.

The top priority in language learning must always be the effective usage of the language itself. This approach supplements the traditional approach to the tuition of a third language. Traditionally third language teaching aimed at the inculcation of a knowledge of the forms and structures of the language.

There can, however, be no specific divisions within a language. In the learning of a language the concern is not so much with the acquisition of linguistic facts as such, but with linguistic facts (in a communicative situation) as a means whereby language skills can be mastered. It is for these reasons that five language skills have been identified. They are as follows:

- Listening and speaking (listening comprehension)
- Reading and speaking (reading comprehension)
- Reading and writing (the testing of silent reading - this also promotes writing skills)
- Speaking and writing (linguistics which lead to speaking and writing)
- Reading, speaking and writing (reading matter/literature)

1. AIM

1.1 General aims

The aim is to promote and co-ordinate language skills (listening with comprehension, speaking, reading and writing) within the pupil so that he

2/.....

- will be able to use the Bantu language as a means of communication;

- will be able to realise and utilise the value of the Bantu language as a culture bearer;

- will gain insight in the structure of a non-European language;

- will be able to contribute towards better race relations, understanding and respect for the other culture.

1.2 Specific aims

The specific aims are to establish and to extend the pupil's

- comprehension and control of the language
- oral skills
- reading skills
- writing skills

2. APPROACH

2.1 Oral skills

Oral skills comprise

- the inculcation of vocabulary and structures;

- setting and answering of questions, also on parts read;

- choral speaking;

- listening exercises;

- telling/retelling/interpretation of stories/anecdotes in the language;

- conversations/dialogues/monologues.

2.2 The writing programme

The writing programme comprises

- extending the pupil's vocabulary range; this is of primary importance as the African languages show no resemblance whatsoever to the European languages. (Vocabulary is learnt orally but is established in the context of a sentence only by means of written work.)

- that every piece of written work relating to sentence structures, the system of linking, etc. must be prepared beforehand by means of oral exercises;

3/.....

- that independent composition work in the form of sentences and paragraphs (not essays) must receive regular attention;
- that written exercises can be time-consuming and should, therefore, be thoroughly planned. They should also be restricted to representative examples which will aid the pupil in making work which has already been dealt with, a part of himself.

2.3 Speaking and writing (language study/linguistics as an aid in the speaking and writing programmes)

Learning the living language is of primary importance. This will necessitate a comprehension of certain linguistic phenomena, with the qualification that the grammar will be functionally taught from the mother tongue and not the language from the grammar.

The speaking programme (inculcation and usage of sentence structures) is inevitably followed by logical systematisation and classification.

2.4 Aids

Profitable use can be made of some of the following:

drawings, action pictures, language cards, vocabulary cards, tape recorders, overhead projectors, sound-slide projectors, language laboratories, recordings, text books, etc.

2.5 Evaluation

Evaluation ought to be in accordance with and in the spirit of the aims of this syllabus.

APPENDIX THREE – TED Requirements for Choice Zulu Standards 6 - 10

SECTION : LINGUISTIC PROG[illegible]

1. Premises:

Linguistic study must not be an end in itself but rather a means of imporving proficiency in langauge usage. Linguistic studies must not be removed from the language itself but instead, the rules of the language should be obtained inductively from the language itself. In this way, linguistic rules are merely a way of learning the language more [illegible] and systematically.

Since Zulu is a Third language and an academic matriculation subject, a certain academic level must be attained and certain linguistic sections must be mastered in each standard. The stress, nevertheless, still falls on the USE of the language.

2. Indication for the implemantation of the Linguistic Programme in the different standards:

2.1 The Zulu subject-matter is devided into different categories below

2.2 The standards involved are indicated column-wise

2.3 An "x" in the standard column implies that the tution of the linguistic matter for the standard involved, must be started in that specific standard and must by means of revision and more intensive study, be continued up to the end of Std. 10 (last column).

3. The following is meant for the teacher.

The stress is on function, form and utility and NOT on terminology. Nevertheless not only the common but also the formal terms are used, especially as the available text books favour the more formal terminologies.

APPENDIX A ZULU: LINGUISTIC PROGRAMME

	STANDARD				
	6	7	8	9	10
1.1 THE NOUN					
1.1.1 The class system					
a. All classes i.e. classes 1 - 17					
b. Pay special attention to the following:					
i. mass nouns (i.e. nouns which do no differentiate between singular and plural, e.g. Amánzi, ubisi, etc.), and					
ii. Nouns in class 9 which take the plural of class 6, e.g. indoda: amadoda	X				
1.1.2 Derivation of nouns					
1.1.2.1 Locative nouns (derived from nouns):					
i. Derived from nouns of classes 1 and 2 with the locative prefix ku-, e.g. kumuntu.					
ii. Derived from nouns in other classes with					
(a) the broken locative formatives e---- ini e.g. amadoda : emadodeni					
(b) the locative prefix e-, e.g. umnyango : emnyango					
(c) the locative prefix O-, e.g. ulwandle : Olwandle.					
iii. Sound changes by forming the locative under ii above, e.g. mb > nj : umthombo : emthonjeni m > ny : umlomo : emlonyeni, etc.					
iv. Locative place names e.g. eMngungundlovu (Pietermaritzburg) eThekwini (Durban) etc.				X	
1.1.2.2 Deverbative nouns					
i. Personal deverbatives (in classes 1 and 2) with ending -i, e.g. -hamba : umhambi, etc.					
ii. Non-personal deverbatives with ending -O, e.g. -thwala : umthwalo, etc.				X	

	STANDARD				
	6	7	8	9	10
1.1.2.3 Diminutives					
i. Diminutives with sound changes (The same rules apply to these as mentioned above by 1.1.2.1 (iii)), e.g. m > ny : umlomo : umlonyana ph > sh : iphepha: ipheshana, etc.				X	
ii. Diminutives without vowel strengthening isitsha : isitshana, etc.			X		
1.1.2.4 The indication of gender					X
2. PRONOUNS					
2.1 The demonstrative pronouns					
i. All three positives, e.g. class 1 : lo : lowo : lowaya		X			
2.2 The quantitative pronoun					
2.2.1 The inclusive quantitative pronoun -nke					
i. The quanlificative use of it with subjects and objects, e.g. bonke abantwana bayagula sifuna konke, etc.					
ii. The predicative use of it, e.g. babonke zizonke, etc.					
iii. The use of it with the meanings of "the whole" and "each/every", e.g. yonke indlu "the whole house" wonke umhlaba "the whole world" zonke izinsuku "every day", etc.			X		
2.2.2 The exclusive quantitative pronoun -dwa					
i. The use of it with "copulative" subjects, e.g. Ngabafazi bodwa abafikileyo It is just the women who turned up.					
ii. The use of it with objects, e.g. Thatha umbila wodwa Kwafa abantu bodwa, etc.					

	STANDARD				
	6	7	8	9	10
iii. The adverbial use of it in which case it has the meaning of "alone", e.g. Ngizofika ngedwa. "I shall come alone" Badlala bodwa "They play alone" etc.			X		
2.2.3 The Absolute Pronoun					
i. (a) The personal forms as well as classes 1 and 2	X				
(b) Classes 3 - 17		X			
ii. In use of these pronouns their contrasting function must be stressed above all, e.g. UFred uthanda ubisi kepha uSarah yena akaluthandi "Fred likes milk but Sarah on the contrary does not like it."					
iii. By reduplication, e.g. inkabi yonayona (the very same, true, pure, thorough bred ox)				X	
2.2.4 The abbreviated (absolute) pronouns in combination with particles, e.g. Unomfazi? : Yebo, nginaye "Do you have a wife?" : "Yes, I have one" Ufike ngesitimela? : Cha, angifiki ngaso "Did you come by train?": "No, I did not come by it"		X			
2.2.5 The Demonstrative Copulatives All three degrees, e.g. nangu : nango : nanguya here he is : there he is : he is yonder Alternate forms in case of some of the nasal classes occur, e.g. class 2 nampa as well as naba 5 nanti as well as nali 11 nantu as well as nalu					
2.2.5.1 In combination with verbs (usually in the participial mood), e.g. Nango u Fred ekhuluma nobaba "There is Fred while he is talking to my father." "There Fred talks to my father." Nango u Lizzi emi emnyango "There Lissy stands at the door." etc.					X

STANDARD

6	7	8	9	10
	X			
		X		
	X			
		X		
	X			
			X	
X				

3. THE POSSESSIVE

3.1 The possessive pronouns of all classes including the different personal classes

3.2 The possessive concords of all classes including those of the locative classes

3.2.1 The use of the possessive concords with possessive pronouns (Mark the coalescence of vowels by -ithu "our" and -inu "your"), e.g.

umfazi wami : umfo wethu
phambi kwakho : phambi kwethu

3.2.2 The use of the possessive concord together with nouns

Pay here also attention to:

i. Vowel coalescence between the possessive concord and the noun prefix

ii. The posessive concord of the locative classes with proper nouns, e.g.

phezu kwetafula
phansi kombhede, etc.

3.2.3 The use of the posessive concords in connection with locative nouns (with the prelocative -s-), e.g.

abantu basedolobheni "townsfolk"
izinhlanzi zasolwandle "see-fish" etc.

3.3 The use of the possessive concord to express the English compound noun, e.g.

ikamelo lokuhlala "sitting room"
imbiza yensimbi "iron pot"
inyama yenkukhu "fowel meat" etc.

4. THE VERB

4.1 Equality and similarity in the verb

4.1.1 Subject concords

a. Forms of the different subject concords of the different classes including their forms before vowel verb stems.

b. Illustrate also the prenominal function of these subject concords, e.g.

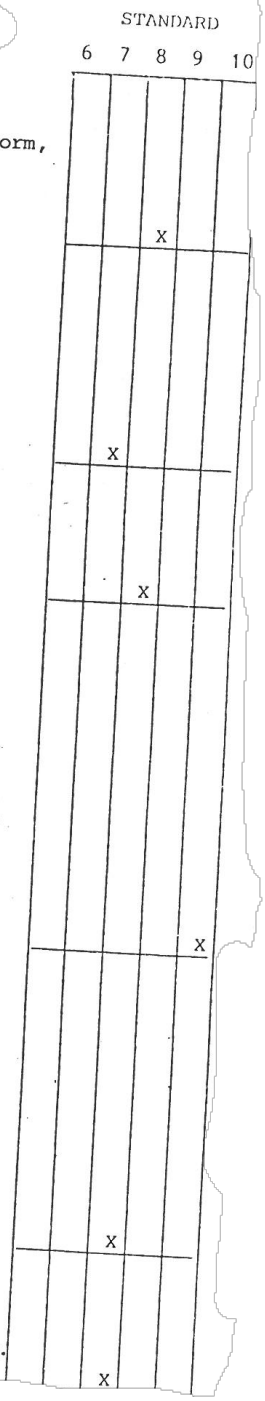
"uJohn ufikile na?" : "Yebo, ufikule."
"Did John come?" : "Yes, he came"

	STANDARD				
	6	7	8	9	10
a. Forms of the different object concords of the different classes including their forms before vowel verb stems.					
b. Illustrate also the prenominal function of these object concords, e.g.					
Ufuna leli bhuku? : "Yebo, ngiyalifuna "Do you want this book?": "Yes, I want it."		X			
4.2 Moods (Types of sentences)					
4.2.1 The Imperative (command sentence)					
a. Positive					
i. Singular and plural					
ii. With monosyllabic verb stems e.g.					
Yima!/mana! : "Stand!"	X				
iii. With object concord, e.g.					
Mbize! : "Call him!"					
b. Negative with musa, e.g.					
mus'ukuhamba! "don't walk!"		X			
4.2.2 The Verb					
The basic tenses of Zulu in the positive and negative of the Indicative Mood					
4.2.2.1 The present tense					
(a) the long form with "ya", e.g.					
Positive: umfazi uyapheka/ uyapheka umfazi					
Negative: umfazi kapheki/ akapheki umfazi	X				
(b) the short form without "ya"					
Positive: Abafazi bapheka ukudla Bapheka ukudla abafazi					
Negative: Abafazi (k)abapheki ukudla	X				
4.2.2.2 The future tense					
(a) The remote future tense					
Positive: Ngiyo(ku)bona (I shall see - no definite time)					
Negative: (K)Angiyu(ku)bona	X				

		STANDARD				
		6	7	8	9	10
(b)	The immediate future tense (soon/ere long)					
	Positive: Ngizo(ku)bona					
	Negative: (K)Angizu(ku)bona	X				
4.2.2.3	Compound past tenses					
(a)	The be-past tense					
	Positive: bengihamba (I was walking)					
	Negative: bengingahambi (I was not walking)			X		
(b)	The remote past tense continuous					
	Positive: Ngangihamba (I was walking in the past)					
	Negative: Ngangingahambi (I was not walking in the past)			X		
4.2.2.4	The remote/narrative past tense					
	Possitive: ngabona umfana (I saw a boy)					
	Negative: (k)angibonanga (I did not see)			X		
4.2.2.5	The perfect					
(a)	Long form					
	Positive: Uphuzile (He drank)	X				
	Negative: Akaphuzanga (He did not drink)		X			
(b)	Short form					
	Positive: Uphuze kakhulu (He drank a lot)	X				
	Negative: Akaphuzanga (He did not drink much)		X			
4.2.2.6	<u>The stative verbs</u>					
(a)	The following stative forms are dealt with:					
	-ile : -lambile					
	atha > ethe : -phethe					
	ana > ene : -zwene					
	ala > ele : -limele					
	ama > eme : -phakeme e.g.					
	Positive: Uphuzile (He is intoxicated)					
	Negative: Akaphuzile (He is not intoxicated)					
	These forms do not change in the negative			X		

(b) Pay also attention to verbs ending in -i by the stative form, e.g.

-mi "stand"
-suthi "satisfied appetite"



5. COPULATIVES

5.1 Copulatives establishing identity

5.1.1 Mainly those derived from nouns, e.g.

u Fred ungutisha "Fred is a teacher"

5.1.2 Pay attention to the different forms of these copulatives in the negative, e.g. among others

UFred akangutisha) "Fred is not a teacher"
UFred akasiye utisha)

5.2 The existencial copula (there is/are)

Positive: (two forms):

a. Kukhona ucigo na?)
b. Kunocingo na?) "Is there a telephone?"

Negative: (three forms):

a. Cha, akukho ucingo) "No, there is not a telephone"
b. Cha, akunacingo)
c. With subject concord, e.g.

Cha, alukho. "No, there is not one"

5.3 The descriptive copulatives

5.3.1 Descriptive copulatives of:

a. proper adjectives

(i) in predicative application (positive and negative)
e.g. USam mdala "Sam is old"
USam akamdala "Sam is not old", etc.

(ii) in qualificative application (only positive)

umfana omude "the boy who is long, i.e. the long boy"

b. "Relative" Adjectives

(i) In predicative application (positive and negative)

e.g. indwangu imanzi "the cloth is wet"

indwangu ayimanzi "the cloth is not wet" etc.

(ii) The qualificative application mainly (positive only)

e.g. indwangu emanzi "the cloth which is wet" etc.

c. Possessives

Do the positives as well as the negatives, e.g.

Ngelakho na lelibhayisikile?
"Is it yours, this bicycle?"

The short as well as the long negative form (i.e. with the pronoun as in (i) below) must be discussed:

(i) Cha, akusilo elami
OR
(ii) Cha,
"No, etc.

d. Locatives

For example:

basendleni - "they are in the house"
baphandle - "they are outside"

6. QUESTIONS

a. The words for questions : ubani? (who?);

-ngaki? (how many?); -phi? (which?)

i. Use these question words to question subjects and objects. Note these words are used predicatively (copulative) when questioning subjects, e.g.

Ngubani onemali? (Who has money?)

Ngumuphi umntwana ogulayo?
(Which child is ill?)

ii. Use the question word -phi? also to question locatives, e.g.
Uhlala kuyiphi indawo? "At which place do you stay?"

STANDARD

6	7	8	9	10
	X			
		X		
				X
		X		
X				

STANDARD

6	7	8	9	10
x				
			x	
			x	

b. The question words:

-phi? (where?) kangaki? (how many times?)
-ni? (what?) kangakanani? (how long?)
njani? (how?) nini? (when?)
kanjani? (in which way?)

c. The question word: why? = Yini (indaba)? (followed by the participial) or ngani? or -elani?

Example:

Yini (indaba) engafikanga izolo? "Why did'nt he come yesterday?"

Awusebenzi ngani? "Why do'nt you work?"

Ukhalelani? "Why do you cry?"

d. The question word -ni? "Which kind?"

Ufuna nhloboni? "Which kind do you want?"

e. The question word yini? "what is it?"

Yini umsebenzi wakho? "What is (it) your work?"

7. ADVERBS

7.1 Adverbs of TIME e.g. names of the days, months etc.

7.2 Adverbs of PLACE (See locative nouns 1.1.2.1)

7.3 Adverbs of MANNER, e.g. those formed by ka-
e.g. ka-hle; ka-njani? etc.

8. BONDING PARTICLES

a. The instrumentalis, nga, "with; regarding; by means of"

b. The assosiative na "together with"

c. The conjunctive na - "and (also)"
Attend here to the cases of two or more subjects or objects, e.d.:

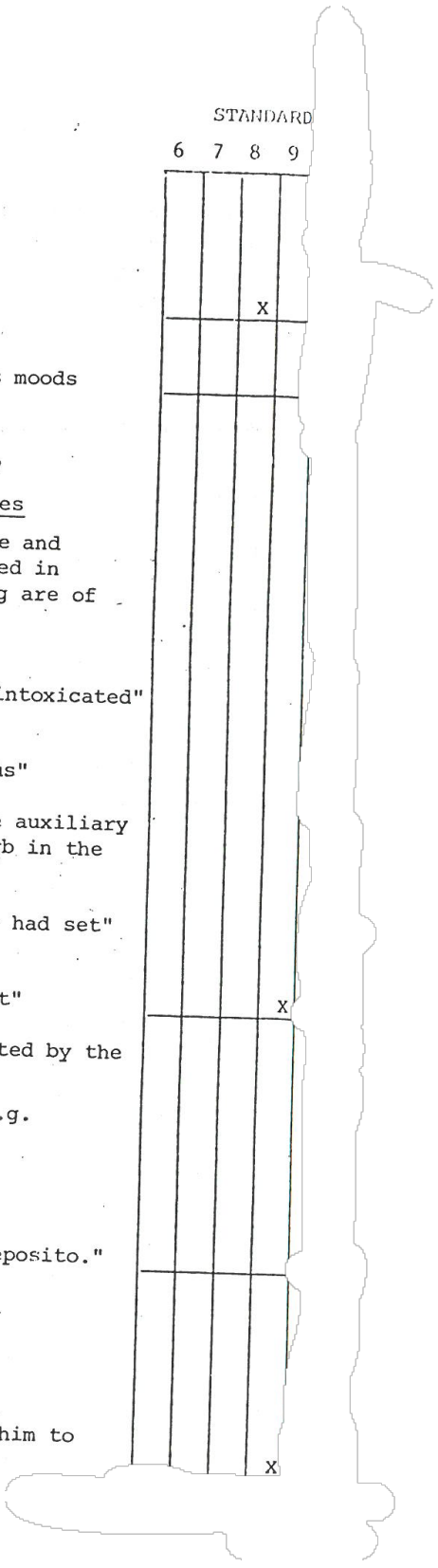
i. person + person = ba-, e.g.
Ubaba nomama bayasebenza

ii. animal + animal = zi, e.g.
Inja nekati azithandi

	STANDARD				
	6	7	8	9	10
iii. person + animal : The animal noun is dealt with an associative clause <u>after</u> the verb, e.g. Ubaba uhamba nenja	x				
d. The <u>possessive</u> <u>na</u>, e.g. <u>Une</u>mali na? "Do you have/possess money?"		x			
e. The formatives <u>njenga</u> "just like" and <u>nganga</u> "as big as"				x	
f. The <u>locative formative</u>, <u>ku</u>-/<u>ki</u>- (the latter before some absolute pronouns) "by"				x	
g. The formative of comparison, <u>kuna</u>-, by <u>Degrees of Comparison</u>, e.g. Inja inkulu <u>kune</u>kati "The dog is bigger than the cat" Mkhulu <u>kuna</u>mi "He is bigger than I" (kuna i.e. locative <u>ku</u>- and connective na-)				x	
N.B. Use the bonding particles in connection with: i. proper nouns, vowel coalescences as well as ii. abbreviated pronouns, e.g. Unebhayesikili na? : Yebo, nginalo "Do you have a bicycle?": "Yes, I have one.		x			
9. THE NUMERALS					
9.1 <u>Cardinal/Main numerals</u> (<u>predicative</u> use as well as <u>qualificative</u> application)					
a. 1 - 5 Proper adjectives	x				
b. 6 - 10 Nouns		x			
c. 11 and onwards: e.g. 20, 50, 100, 1 000, etc.				x	
9.2 <u>Ordinal numerals</u> (first, second, third etc.) e.g. Ibanga lesithatu "Std 3" Ibanga lesihlanu "Std 5" etc.					
9.3 <u>Adverbial numerals</u> (once, twice, etc.) e.g. kanye "once" kabili "twice", etc.			x		
10. INTERJECTIONS By these confirmation, negation, doubt, joy, fear or surprise are expressed. E.g.: Mehlomadala! "My world!" Cha! "No!" Hayi! "No!", "Stop!" Hawa! "My goodness!" etc.	x				

	STANDARD				
	6	7	8	9	10
11. IDEOPHONES					
Attend to ideophones which are common in every day speech, as well as those from prescribed books.					
Discuss ideophones:					
i. in connection with the auxiliary verb -the, e.g.: Uthe du! "He kept silent" "He kept quite quiet". Uthe mpo! "He is chock-full"					
ii. In combination with verbs as well as non-verbs: Limhlomphe qhwa! "It is as white as snow" Uqonde ngqo! "You must go straight ahead" etc.			X		
12. VERBAL SUFFIXES					
12.1 The perfect suffixes. Cf. 4.2.2.5 above	X				
12.2 The applied, -el, (for, to, on behalf of)			X		
12.3 The reciprocal, -an, (each other)			X		
12.4 The causative, -is (let, make, help)			X		
12.5 The passive (including patalization)			X		
2.6 The intensive forms of the verb with -isisa and -elela, e.g. khombisa (point phuma (come out, appear) khombisisa (point out) phumelela (come out well, be successful)			X		
12.7 The neuter, -eka and -akala, e.g. shisa (burn) shiseka (inflammable) shisakala (become inflammable)				X	
12.8 The passive perfectum prefixes			X		
12.9 The stative -ama c.f. fukama (breed) phakama (dissolve - intransitive)			X		
12.10 The relative suffix (c.f. 16.2.6 below)		X			
12.11 Combinations of these verbal suffixes, e.g. boniselanwa (bona + is + -el + -an + -wa)					

	STANDARD				
	6	7	8	9	10
12.12 The neuter (stasional derivative) (neutro passive/quasi passive) The most common applicable "neutral suffix", -eka e.g. thanda (love): thandeka (lovable) funda (learn): fundeka (legible) (See 12.7 above)				X	
13. VOWEL STRENGTHENING IN THE FOLLOWING CASES (nasalization, palatalization, vowel coalescence, elision)					
13.1 Passives			X		
13.2 Diminutives				X	
13.3 Adjectives		X			
13.4 Locatives		X			
13.5 Nouns of classes 5 and 6 b, p, f and v undergo partly-assimilation	X				
14. THE INFINITIVE					
The nominal and verbal functions of the infinitive, positive and negative	X				
14.1 Auxiliary verbs with the infinitive					
Concentrate here on auxiliaries used most in every day speech. E.g. funa (want, like); thanda (want, love); zama (try); phuza (nearly); fanele (aught)	X				
Other auxiliaries to be dealt with are e.g. Ake for friendly requests, e.g. Ake ungisize "Help me please!"					
The narrative auxiliary - se - (and then), e.g. Ngase ngifika lapho.." Then when I arrived there..."			X		
Auxiliaries from the prescribed books can be dealt with in a cursory way					X
15. THE DIFFERENT MOODS					
15.1 The indicative					
15.2 The infinitive					
15.3 The imperative					
15.4 The potential					
15.5 The participial					



15.6 The subjunctive

15.7 The hortative

16. Auxiliary (deficient) verbs followed by the various moods

17. THE PARTICIPIAL (subordinate clause)

a. The participial in unnoticed subordinate clauses

The semantic relation between the main sentence and the participial sentence are generally expressed in English by various conjunctions. The following are of the most important conjunctions :

(i) while: Bamfice edakiwe
"They found him, while he was intoxicated"

(ii) without: Ungene nje engasibingeleli
"He entered, without greeting us"

(iii) after : (usually in connection with the auxiliary -se "already" and the main verb in the plu-perfect)
e.g. Bafike selishonile ilanga.
They arrived after the sun already had set"

(iv) before: Bafike lingakanshoni ilanga
"They arrived before the sun set"

b. The participial in subordinate clauses introducted by the following of the most important conjunctions:

Uma: with the temporal meaning of "when/if", e.g.
Uma efika mtshele ukuthi ngiyamfuna.
"When he arrives, tell him I want him"

Uma: with conditional meaning of "if", e.g.
Ungayithatha manje uma ubeka idipozi.
"You can take it now, if you put down a deposito."

ngesikhathi: "when" (The same as uma above)

lapho : "and then/as" (The same as uma)

mhla : "the day when/as ----"

Ngimbonile mhla bemyisa kudokotela
"I saw him the day when they took him to doctor"

	STANDARD				
	6	7	8	9	10
17.1 THE SUBJUNCTIVE (subjunctive subordinate clauses)					
(a) Subjunctive subordinate clauses expressing a wish, an aim or a command, and which are introducted by the conjunctions ukuba, ukuthi and ukuze respectively e.g. Sifisa ukuba Unkulunkulu abe nawe "Our wish is that God may be with you!"					
(b) Subjunctive subordinate clauses which express a usual habitual action, e.g. Ngivuka ngigeze ---------- "I get up (and) then I wash myself ----------"					
(c) Subjunctive subordinate clauses expressing a following up (consecutive) action "and------(then)", e.g. Ngena uhlale! "Come in and (then) sit down!"					
(d) Subjunctive subordinate clauses which in connection with the hortative formative ma express a friendly command or request, e.g. "Mtshele makasheshe! "Tell him he must make haste!"					
(e) Questions for permission expressed by the subjunctive, e.g. Ngilenze itiye na/ "Must I make tea?"					
(f) Subordinate clauses which follow after certain conjunctions, for example hleze "before/otherwise", e.g. Mduduze hleze akhale "Comfort her, before she starts crying"					X
17.2 THE INFINITIVE					
See 14.11 above				X	
17.3 THE RELATIVE					
a. The direct relative		X			
b. The indirect relative					
(i) Where the antecedent is an object, e.g. Umfazi engimshadile muhle "The wife who I married is pretty"					

(ii) Where the antecedent is an instrumental object (with -nga), e.g.

Ummese engisike ngawo ubuthuntu

"The knife with which I cut, is blunt"

(iii) Where the antecedent is a locative extension, e.g. Likhulu idolobha engikhulele kulo

"The town in which I grew up, is big".

17.4 The same tenses under 4.2.2 apply also to the direct and indirect relative.

18. COMPOUND TENSES AND MOODS

a. The auxiliary verb -be-

Concentrate here mainly on:

(a) the near by incomplete past, as e.g. in:

bengisebenza "I was working"

(b) the near by stative past, as e.g. in:
bengilambile "I was hungry"
ubengadakiwe "he was not intoxicated"

(c) the remote incomplete past, as e.g. in:
ngangisebenza eJosi "then I worked in Johannesburg
or the variant form (with -be),
ngabe ngisebenza eJosi.

(d) Other compound tenses and moods from reading matter can be dealt with on a cursory base

b. The auxiliary verb -se "already"

Concentrate on the application of this verb in the Indicative Mood, e.g.
UJohn usefikile "John already arrived"

Note that the negative of this auxiliary is formed by the aspectual morphem -ka- "not yet", e.g.

UJohn akakafiki "John did not yet turn up"

19. BONDING PARTICLES (ASPECTUAL MORPHEMS)

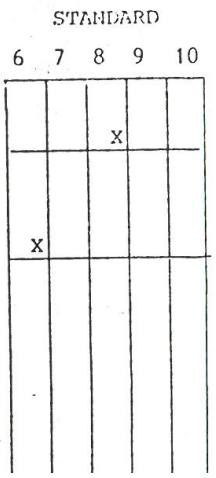
19.1 Instrumentalis (nga - "with")



	STANDARD				
	6	7	8	9	10
19.2 Other (prepositions/bonding elements) as: nga : with, as for (to), as regards, regarding, concerning, with regard to, by means of na : with, together with, and, also njenga: just like	X				
Vowel coalescence with these: a + u > o a + a > a a + i > e	X				
19.3 The progressive implication: -sa- (still; no more) ngisabona : angisaboni				X	
In connection with the copulative: Umfana usemcane "The boy is still small" se- "now" : sengibona "I see now" already : besengibone "I saw already" Negative: -ka- angikaboni - "I see not yet" bengingakaboni - "I have not yet seen"				X	
20. REDUPLICATION OF VERBS e.g. -funafuna : search a little -dlayidla : nibble -gigigijima : run slowly, jog			X		
21. Idiomatic sayings and regular phrases as they appear in reading matter. Some regular phrases as for example, "What is your name" can be dealt with at an earlier stage.			X		
22. Proverbs from reading matter			X		
23. PHONETICS (ONLY FOR HIGHER GRADE) Not a detailed study of phonetics is required, but only transcription from and into Zulu. Pay also attention to vowel elision which occurs widely in the pronunciation of Zulu, e.g. Ngifun' umsebenzi is'kole (instead of isikole), etc.					X
24.1 The official writing system of Zulu according to the Terminology and Spelling Rules (Department of Education and Training)	X				

24.2 Deal also with the use of a Zulu Dictionary.

25. A condensed outline of the main Bantu Language Clusters in the R.S.A.



APPENDIX FOUR – iZSAL Matric Paper 1 1991

1991

HG/1

ZOELOE HOËR GRAAD
ZULU HIGHER GRADE
(EERSTE VRAESTEL/FIRST PAPER)

HG 23/1

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HIERDIE EKSAMENVRAESTEL BESTAAN UIT 9 BLADSYE
THIS EXAMINATION PAPER CONSISTS OF 9 PAGES

TRANSVAALSE ONDERWYSDEPARTEMENT
TRANSVAAL EDUCATION DEPARTMENT

SENIORSERTIFIKAAT-EKSAMEN NOVEMBER 1991
SENIOR CERTIFICATE EXAMINATION NOVEMBER 1991

b.o./P.T.O.

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ZOELOE HOëR GRAAD
ZULU HIGHER GRADE
(Eerste Vraestel/First Paper)

HG 23/1

TRANSVAALSE ONDERWYSDEPARTEMENT
TRANSVAAL EDUCATION DEPARTMENT

SENIORSERTIFIKAAT-EKSAMEN NOVEMBER 1991
SENIOR CERTIFICATE EXAMINATION NOVEMBER 1991

TYD: 2½ UUR
TIME: 2½ HOURS

Abahlolwayo bayaxwayiswa ukuthi bazokwemukwa imiklomelo uma benza umsebenzi ngobuvamba.

Netheid en duidelike aanbieding sal in die kandidaat se guns tel.

Neatness and clear presentation will count in the candidate's favour.

ISIQEPHU A

1. **Humusha ngesiBhunu noma ngesiNgisi.**

   Isibonelo: **Yebo**
   Ja/Yes

   1.1 Angazi
   1.2 Angikwazi
   1.3 Ushukela uphelile
   1.4 Ushonile
   1.5 Ngidiniwe
   1.6 Ngilimele (6)

2. **Phendula ngesiZulu.**

   Isibonelo: **Bayaganga na? Yebo ___**
   Yebo, bayaganga.

   2.1 Ulambile na? Cha ___
   2.2 Womile na? Yebo, mina ___
   2.3 Izicathulo zenziwa ngalesisikhumba na? Cha ... (3)

3. **Phendula imibuzo elandelayo ngokusebenzisa amagama asezikokeleni (tussen hakies/in brackets)**

   Isibonelo: **UPiti unemoto enjani? (dala)**
   Endala

   3.1 Wena uhamba ngesithuthuthu esinjani? (khulu)
   3.2 Kusafuneka izingcezu ezingaki? (thathu)
   3.3 Mangaki amaqanda asefrijini? (bili)
   3.4 Unjani uShesha? (bi)
   3.5 Elinjani? (mhlophe)
   3.6 Unjani lo mbhede? (ngcono) (6)

4. Phendula imibuzo elandelayo. Sebenzisa isabizwana soqobo esifinyeziwe (verkorte absolute voornaamwoord/abbreviated absolute pronoun) sebizo (selfstandige naamwoord/noun) elidwetshelwe empendulweni yakho.

Isibonelo: Uzohamba nabafana na?
Yebo, ngizohamba nabo.

4.1 Nesalukazi sizoya eGoli na?
Yebo, na___ sizoya eGoli.

4.2 Inkosi izohamba ngebhanoyi na?
Yebo, izohamba nga___.

4.3 Lomfana uyaganga na?
Yebo, na___ uyaganga.

4.4 Zizodlala lezizingane na?
Yebo, na___ zizodlala. (4)

5. Phendula imibuzo elandelayo. Sebenzisa isabizwana sokubala esinomsuka u-dwa (kwantitatief met die stam -dwa/quantitative with the stem -dwa) samagama adwetshelwe (onderstreep/underlined).

Isibonelo: Kwafa izinkomo ezingaki?
Kwafa (inkomo) e___ nje.
Kwafa (inkomo) eyodwa nje.

5.1 Uzosusa amatafula amangaki?
Ngizosusa (itafula) eli___ nje.

5.2 Uthisha ujezise zonke izingane na?
Cha, ujezise abafana ___.

5.3 Ingane idle konke ukudla na?
Cha, idle amazambane ___. (3)

Phendula imibuzo elandelayo. Sebenzisa isabizwana sokukhomba 2 (demonstratief 2/demonstrative 2) nesivumelwano esilungile (regte skakel/the correct concord).

Isibonelo: Ufuna liphi ibhuku?
(___ ___setafuleni).
Lelo elisetafuleni.

6.1 Ngishise ziphi izibi?
___ ___semgqomeni.

6.2 Uzothenga buphi ubuhlalu?
___ ___bomvu

6.3 Uthish'omkhulu ufuna baphi abafana?
___ ___khulu (6)

b.o./P.T.O.

7. Bhala umsuka(isiqu) wesabizwana sobumnini (besitlike stam/possessive stem) esilungile samagama asezikokeleni (hakies/brackets) bese (dan/then) UHUMUSHA impendulo yakho ngesiBhunu noma ngesiNgisi.

Isibonelo: Lilokwe la(mina) leli
Lilokwe lami leli
Dit is my rok hierdie/This is my dress.

7.1 Ungasibeka lesi situlo ngemuva kwa(wena).
7.2 Uzongena phambi kwa(uJames).
7.3 Yimoto ya(nina) le. (6)

8. Phendula imibuzo elandelayo kepha ungaphinde ubhale amabizo (selfstandige naamwoorde/nouns).

Isibonelo: Uthose amaqanda na? Yebo ___
Yebo, ngiwathosile.

8.1 Uvale umnyango na? Yebo ___
8.2 Ufuna izitambu na? Yebo ___
8.3 Udokotela wakujova na? Yebo ___
8.4 Amaphoyisa azobopha uPiti na? Yebo ___ (4)

9. Humusha ngesiBhunu noma ngesiNgisi.

9.1 (a) Uthini?
(b) Utheni?
(c) Angishongo lutho.

9.2 (a) Uyezwa na?
(b) Cha, angizwa kahle.

9.3 (a) Isitimela sifikile na?
(b) Cha, asikafiki. (7)

10. Gcwalisa. Sebenzisa amagama angezansi. (onderstaande woorde/words below)

Isibonelo: amabili; Ngifuna ama-apula.

1A: Ufunani?
B: ___

Ngifuna ama-apula.

2A: Amangaki?
B: ___

Amabili

(USipho ushaya ucingo (telefoneer/telephone)

EGood stores; ngu-4; ngo-4; uye esitolo; noJohn; ehhovisi; nguSipho; akekho

10.1 A: Ngubani okhulumayo?
B: _____

10.2 A: Ufuna ukukhuluma nobani?
B: _____
Ukhona yini?

10.3 A: Ngiyaxolisa. _____
B: Uyephi?

10.4 A: _____
B: Uye kusiphi esitolo?

10.5 A: _____
B: Uzobuya ngasikhathi sini?

10.6 A: _____ (6)

11. **Yakha imibuzo ezophendulwa ngamagama adwetshelwe phansi (onderstreep/underlined)**

Isibonelo: **Uthisha ubiza uSipho.**
Uthisha ubiza ubani?

11.1 Ngiwabeke amapuleti etafuleni.
11.2 Abafundi bazobhala isivivinyo namhlanje.
11.3 Ubizwa nguthisha.
11.4 Yebo, ngiyagula.
11.5 Cha, angisiyena uPiti.
11.6 Ngifuna umsebenzi.
11.7 Kubiza amarandi angu-20.
11.8 Yinja kaPiti.
11.9 Namuhla ngu-6 November.
11.10 Ngizohamba ngesithuthuthu. (10)

12. **Phendula imibuzo elandelayo ngokuyiphikisa (negatief/negative)**

Isibonelo: **Umoya uvela eNingizimu na?**
Cha, awuveli eNingizimu.

12.1 Ingane idlile na?
12.2 Nina nizoba lapha na?
12.3 Lihle leli lokwe na?
12.4 Unemali na?
12.5 Kumnandi ukuhlala epulazini na?
12.6 Izinja zaluma lomuntu na?
12.7 Kwakukhona izingane zesikole sethu na?
12.8 Ngizobuya masinyane. Ngikulindele na? (8)

13. **Khetha (kies/chose) isimo/isakhi (vorm/formative) esilungileyo (regte/correct) kwezibhalwe ezikokeleni usibhale phansi.**

Isibonelo: **Cha, (ngi-, angi-, ngiya-) funi.**
angi

13.1 Musa (a-, u-, uku-) banga umsindo.
13.2 Bonke bafikile ngaphandle (kwa-, kuka-, ka-) Josefa.
13.3 Masingen (-a, -i, -e)
13.4 Yebo, yena (u-, a-, e-) ngangena.
13.5 Ngingahamba manje na? Cha, ungehamb (-e, -a, -i)
13.6 Ngisize uma ngingakhulum (-a, -e, -i) ngokufanele. (6)

b.o./P.T.O.

14. Humusha ngesiZulu.

14.1 (a) Wie is daar? Dit is ek, Thandi.
Who is there? It is me, Thandi.

(b) O, goed. Kom binne!
Waarmee kan ek jou help?

O, good. Come inside!
What can I do for you?

(c) Kan ek asseblief dokter toe gaan?
May I go to the doctor?

(d) Wat makeer?
What is wrong?

(e) My maag is seer.
My stomach aches.

(7)

14.2 (a) Is die kos gaar?
Is the food ready?

(b) Nee, die kos is nog nie reg nie.
No, the food isn't ready yet. (2)

14.3 (a) Ek sal betyds terug wees.
I will be back in time.

(b) Jy sal jou salaris vandag kry.
You will get your salary today. (3)

14.4 (a) Jane sal u help.
Jane will help you.

(b) Gaan roep haar asseblief.
Please go and call her. (2)

14.5 Onthou jy nog vir Lindiwe? Sy is dood.
Do you still remember Lindiwe? She is dead. (2)
[15]

15. Phendula le mibuzo ngesiBhunu noma ngesiNgisi.
Beantwoord die Zoeloevrae in Afrikaans.
Answer the Zulu questions in English.

Isibonelo: Usebenzaphi?
Ek werk by die Goeie Hoopfabriek.
I work at the Good Hope factory.

15.1 Linjani izulu kini?
15.2 Nikhulumani ekhaya?
15.3 Kuyini?
15.4 Umfunelani?
15.5 Uneminyaka emingaki? (5)

16. **Funda nasi isigaba bese uphendula imibuzo elandelayo.**
Lees die volgende stuk en beantwoord die daaropvolgende vrae.
Read this passage and answer the questions that follow.

"Imvubu (1) enkulu yayihlala (2) kulowo mfula ihlala (3) yenza amancoko (jokes/grappe) (4) kithi. Hhayi ukuthi nje (5) yayihuba iye (6) emzini ebusuku idle (7) onke amathanga esitshalweni (8) sethu (9) samathanga. Kodwa (10) okubi kakhulu (11) yayivama ukulala ngomhlane (12) wayo, ngaphansi (13) kwamanzi, (14) ilindele izikebhe zethu (15) ukuza. Yayibi isikhahlela-ke ngemilenzekazi yayo (16) ekhuluphele ibisithi gxumbu emanzini."

Yayihleka kakhulu, kangangoba onke amaqhugwane emzini ayezamazama, amanye awe phansi' ...

16.1 Benoem die onderstreepte gedeeltes in (1), (3), (10), (11), (14) en (15).

Name the underlined parts in (1), (3), (10), (11), (14) and (15).

Voorbeeld: yayihlala werkwoordstam
Example: yayihlala verb stem (6)

16.2 Van watter woord is die onderstreepte skakels in (5), (7), (9) (12), (13) en (16) afgelei?

From which word is the underlined concord in (5), (7), (9) (12), (13) and (16) derived?

Voorbeeld/Example: izikebhe zethu - izikebhe (6)

16.3 Vertaal in Afrikaans:
Translate into English:

16.3.1 kithi (4)
16.3.2 kulowomfula (2)
16.3.3 sethu (8) (4)

16.4 Gee die selfstandige naamwoord waarvan "emzini" (6) afgelei is.
Give the noun from which "emzini" (6) is derived. (1)

16.5 Gee DRIE ander selfstandige naamwoorde uit die stuk wat in die lokatiewe vorm verskyn.

Give THREE other nouns in the passage that appear in the locative form. (3)
[20]
[115]

b.o./P.T.O.

ISIQEPHU B

17. Phendula umbuzo 17.1 noma 17.2 ngesiZulu.

17.1 U word gevra om kennisgewingborde op te rig. Elkeen moet betaan uit 2 kort sinne in Zoeloe. Kies enige 3 van die volgende:

17.1.1 'n Sekere winkel sal die volgende dag gesluit wees
17.1.2 Nat verf
17.1.3 Nuwe aangeplante gras
17.1.4 Pad gesluit weens slegte weer
17.1.5 Gevaar
17.1.6 Beloning uitgeloof vir inligting

17.1 You are asked to put up notices. Each one must contain two short Zulu sentences. Choose any 3 of the following topics:

17.1.1 A certain shop will be closed the following day
17.1.2 Wet paint
17.1.3 Newly planted lawn
17.1.4 Road closed on account of the bad weather
17.1.5 Danger
17.1.6 Reward for information

17.2 Skryf 'n boodskap van SES sinne in Zoele waarin u 'n ouer laat weet dat sy/haar kind in die hospitaal is.

17.2 Write a message consisting of SIX Zulu sentences in which you inform a parent that his or her child is in hospital. (10)

18. Bhala ingxoxo (dialoog/dialogue) engevi emigqeni engu-20 ngesihloko (onderwerp/topic) ESISODWA (1) ozikhetha kwezilandelayo. Lowo nalowo abe namathuba (beurte/turns) alishumi (10) okukhuluma.

18.1 Kwenzenjani? (Wat het gebeur?/What happened?)
18.2 Ngiyakuncenga (smeek jou/beg you) Musa ukungi.../ungangi... (25)

19. Phendula umbuzo 19.1 NOMA (of/or) 19.2 NOMA 19.3

19.1 Bhala indaba (opstel/composition) ibe YINYE (1) ngesihloko (onderwerp/topic) ESISODWA (1) kwezilandelayo. Lendaba ibe namagama angaphakathi kuka-250 no-300. (imigqa engaphakathi kuka-30 no-45) (30-45 reëls/30-45 lines).

19.1.1 ... wathi yingozi kuphela. Ungesabi.
19.1.2 Ngisakhumbula ...
19.1.3 Umhlobo wami.
19.1.4 Imfundo (40)

NOMA

19.2 Bhala isigaba (skryfstuk/passage) sibe SINYE (1) ngezihloko EZIMBILI (2) ozikhetha kwezilandelayo. Leso naleso isigaba sibe namagama angaphakathi kuka-120 no-130. (imigqa engaphakathi kuka-15 no-22/15-22 reëls/15-22 lines).

19.2.1 ... wathi yingozi kuphela. Ungesabi.
19.2.2 Ngisakhumbula ...
19.2.3 Umhlobo wami
19.2.4 Imfundo. (20+20) (40)

NOMA

19.3 Bhala incwadi EYODWA (1) ngesiZulu KANYE NESIGABA ESISODWA (1)

19.3.1 Bhala incwadi EYODWA (1) ngesiZulu ngesihloko ESISODWA (1) osikhetha kwezilandelayo. Incwadi ngaphandle kwekheli (adres/address) nesiphetho (slot/ending) ibe namagama angaphakathi kuka-120 no-150 (imigqa engaphakathi kuka-15 no-22/15-22 reëls/15-22 lines).

(a) UmZulu othile ukubhalele incwadi ecela ukuthi usize umntanakhe (sy kind/his child) oswela (ontbreek/lack) imali yokuqhubeka (voortgaan/progress) ngemfundo (onderwys/education) yakhe. Mbhalele incwadi umchazele ukuthi uzomsiza kanjani umntanakhe.

(b) Ubhalele/ufonele umZulu umcele akufunele umshayeli weloli othembekile. Wakuthumela umuntu. Umbhalele umbonge umtshele lomuntu usebenza kahle ngempela.

19.3.2 Bhala isigaba sibe SINYE (1) ngesiZulu ngesihloko ESISODWA (1) osikhetha kwezilandelayo. Lesi sigaba sibe namagama angaphakathi kuka-120 no-150 (imigqa engaphakathi kuka-15 no-22/15-22 reëls/ 15-22 lines).

(a) ... wathi yingozi kuphela. Ungesabi.
(b) Ngisakhumbula ...
(c) Umhlobo wami
(d) Imfundo (40)
[75]

TOTAAL/TOTAL: 190

APPENDIX FIVE – iZSAL Matric Paper 1 1991

1HG/2

ZOELOE HOëR GRAAD
ZULU HIGHER GRADE
(TWEEDE VRAESTEL/SECOND PAPER)

HG 23/2

HG 23/2	HG 23/2	HG 23/2
HG 23/2	HG 23/2	HG 23/2
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HG 23/2	HG 23/2	HG 23/2
HG 23/2	HG 23/2	HG 23/2

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THIS EXAMINATION PAPER CONSISTS OF 7 PAGES

TRANSVAALSE ONDERWYSDEPARTEMENT
TRANSVAAL EDUCATION DEPARTMENT

SENIORSERTIFIKAAT-EKSAMEN NOVEMBER 1991
SENIOR CERTIFICATE EXAMINATION NOVEMBER 1991

b.o./P.T.O.

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ZOELOE HOëR GRAAD
ZULU HIGHER GRADE
(Tweede Vraestel/Second Paper)

HG 23/2

TRANSVAALSE ONDERWYSDEPARTEMENT
TRANSVAAL EDUCATION DEPARTMENT

SENIORSERTIFIKAAT-EKSAMEN NOVEMBER 1991
SENIOR CERTIFICATE EXAMINATION NOVEMBER 1991

TYD: 2½ uur.
TIME: 2½ hours

Abahlolwayo bazokwemuka imiklomelo uma benza umsebenzi ngobuvamba.
Punte sal vir slordige werk afgetrek word.
Marks will be deducted for slovenly work.

ISIQEPHU C

Phendula YONKE imibuzo.

ITHEMBA LOKUGCINA - M.T. Mkhize

1. Phendula imibuzo ngesiZulu.

1.1 UShesha wafa kanjani? (2)
1.2 Wasebenza kuphi uMaChiya? (2)
1.3 ULindile waphuma esikoleni waya ukuyofundelani? (2)
1.4 ULindile wafunda kuphi umsebenzi wakhe? (2)
1.5 UMangoba wafuna ukuya kuphi uma esephumelele uMatibiletsheni? (1)
1.6 Kwenzenjani ukuthi uManqoba avele phambi kwemantshi eMzinto? (2)
1.7 UManqoba wathola sigwebo (boete/fine) sini kulelicala lesikweletu? (2)
1.8 UManqoba watholaphi umsebenzi wokuqala eThekwini? (2)
1.9 UThulisile wafundela izifundo zani eKolishi lamaSulumane? (2)
1.10 UMahlofula wamthembisani uManqoba? (2)
1.11 UManqoba noDoreen benzani kuqala ukuze bahole imali? (2)
1.12 Bangobani ababeshone (sterf/die) engozini yemoto? (2)
1.13 Unina kaLindile wafela kuphi? (1)
1.14 Uyise kaLindile wafa kanjani? (2)
1.15 Ekugcineni uManqoba wathola liphi ilayisense? (2)
1.16 UVelani, indodana kaMkhize, wenzani ngezinto zikayise? (2)
(30)

2. Khetha impendulo elungile uyibhale phansi.

2.1 UShesha wangcwatshwa (begrawe/burried)

A emagcekeni akwayise B emangcwabeni kaHulumeni
C kwaZama

2.2 UManqoba wawenza egalofini

A amarandi amahlanu nesibili B amarandi amathathu nesine
C amarandi amabili nesihlanu

2.3 Uyise wendodana kaThulisile

A wayenguManqoba B wayenguDumezweni
C wayenguShesha

2.4 UManqoba wafuna ukufundela ukuba

A ngudokotela B ngummeli
C nguthisha

2.5 Uyise kaManqoba waya esikoleni

A iminyaka emine B iminyaka emithathu
C unyaka owodwa

2.6 UManqoba walahleka umsebenzi wakhe wokuqala eThekwini ngoba

A wayevilapha B wayengenasipesheli
C wayengakwazi ukushayela imoto.

2.7 KwaMahlofula uManqoba wathanda kakhulu

A uThulisile B uLindile
C uDoreen

2.8 Lezi zinto ezazithengiswa ngoManqoba, bazithenga

A kumaWolisela B emafektri
C ezitolo ezinye

2.9 Isibongo uqobo sikaLindile

A sasinguMkhize B sasinguMfungelwa
C sasinguNdlovu

2.10 Ekugcineni uMaSithole wahlala

A kwaMkhize B kwaManqoba
C eMlazi (10)

3. Chaza izaga (spreekwoorde/proverbs) ezilandelayo ngesiBhunu noma ngesiNgisi.

3.1 Siyoyicela ivuthiwe
3.2 Amandla esambane wonke lawo
3.3 Ulwandle lwase lugcwele kakhulu (5)

b.o./P.T.O.

4. Phendula le mibuzo ngesiBhunu noma ngesiNgisi.

4.1 Beskryf die rol wat Shesha in Manqoba se lewe gespeel het.
Describe what part Shesha played in Manqoba's life (10)

4.2 Thulisile en Rosetta het daartoe bygedra dat Manqoba en Lindile mekaar weer ontmoet het. Verduidelik.

Thulisile and Rosetta contributed to Manqoba and Lindile's meeting one another again. Explain. (10)
(20)

IGODA IBANGA 2 - **S. Nyembezi**

5. Phendula imibuzo ngesiZulu.

5.1 Wangiweza phela

5.1.1 Inkosikazi yayinabantwana abangaki? (1)
5.1.2 UChakijana wasebenzani ekhaya lenkosikazi? (2)
5.1.3 Kungani uChakijana wayengasafuni ukuzingela? (2)
5.1.4 Umfula wawunjani lapho uChakijana efika khona (2)
5.1.5 UChakijana wayeziphendula abe yini? (1)
5.1.6 Yenzani inkosikazi lapho ifika emfuleni? (2)
(10)

5.2 Inganekwane ephepheni

5.2.1 Lamantombazana azibamba kuphi izinyoni? (2)
5.2.2 Enzani amantombazana ngezinyoni emzini wezimu? (2)
5.2.3 Kwenzekani ukuze umntanenkosi aphindele emzini wezimu? (2)
5.2.4 Amanye amazimu enzani ngezimu elaliwabiza? (2)
5.2.5 Kungani la mantombazana amabili abulawa? (2)
(10)

5.3 UNonhlanhla esibhedlela.

5.3.1 ODeleni babefuna ukuyokwenzani esibhedlela? (2)
5.3.2 Kwakukhonani esangweni lasesibhedlela? (1)
5.3.3 Imoto yesibhedlela isebenzani? (1)
5.3.4 Bangobani abasebenza esibhedlela? (2)
5.3.5 UNonhlanhla uthanda ukuba yini? (1)
5.3.6 Ngalelo langa uNonhlanhla wenzani ngaphambi kokuba alale? (2)
(10)
(30)

6. Khetha impendulo elungile uyibhale phansi.

6.1 UMamba kaMaquba waguquke

A waba yinyoka
B waba ngumuntu
C waba wumuthi

6.2 NgesiZulu kuthiwa umuntu

A uyabeletha
B uyazala
C uyephuka

6.3 Umntwana wenkukhu

A yiphuphu B yiwundlu
C yitshwele

6.4 Isilimo (groente/vegetable) esishiswa yisithwathwa (ryp/frost) sifana

A notamatisi B nekhabishi
C nophizi (ertjies/peas)

6.5 Abantwana bakaNanana uSondonzima

A wababulala B wabaxosha
C wabaginga

6.6 Kuthe lapho uSondonzima ephefumula kwase kuphuma

A igazi B intuthu
C uthuli

6.7 Le ndoda eyayibesaba kakhulu abathakathi ngobunye ubusuku yagalela

A umthakathi B umlenze wayo
C umnyango

6.8 Le ndoda eyaphuza esizibeni senyoka yathembisa inyoka

A umfowabo B umfana wayo
C udadewabo

6.9 Umningi waxosha uBhadazela ngoba wathatha

A inzawu B isibane
C iqanda

6.10 Ebangeni lesibili izingane

A zacishe zaphumelela zonke B zaphumelela zonke
C zaphumelela ezinye nje (10)

7. **Chaza izaga nezisho ezilandelayo ngesiBhunu noma ngesiNgisi.**

7.1 Kusempondo zankomo
7.2 Phakathi kwamabili
7.3 Ukuhlaba umxhwele
7.4 Indoda yayilala obenyoni
7.5 Lalikhipha inhlanzi emanzini (5)

b.o./P.T.O.

8. **Phendula le mibuzo ngesiBhunu noma ngesiNgisi**

8.1 In die stories 'Impungushe nemfene' en 'Wangiweza' is daar 'n bedrieër. Noem die bedrieër in elke storie en beskryf kortliks vir wie hulle bedrieg en hoe hulle dit doen.

In the stories 'Impungushe nemfene' and 'Wangiweza', there is a trickster. Name the trickster in each story and describe briefly whom they trick and how they do it. (10)

8.2 In die Europese sprokies is hekse dom en boos, maar in die Zoeloesprokies is dit die mensvreters wat dom en boos is. Illustreer hierdie stelling met die sprokie 'Ekanina kaJabulani' (Die meisies wat gaan biesies sny het en die mensvreter).

In European fairy tales, the witches are foolish and evil, but in Zulu folk tales the cannibals are. Illustrate this statement with the folktale 'Ekanina kaJabulani' (The girls who went to cut long swamp rush and the cannibal). (10)
(20)

ISIQEPHU D

9. **Funda kahle nasi isigaba esilandelayo bese uphendule YONKE imibuzo ngesiBhunu noma ngesiNgisi.**

INCWALA (Seremonie van die eerste vrugte)
(Ceremony of the first fruits)

Isizwe samaSwazi simiswe ngenhlangano enkulu, le nhlangano ingumkhosi omkhulu obopha ndawonye amaSwazi obizwa ngokuthiwa iNcwala. Uhlangana njalo ekwethwase kwehlobo (entwasanhlobo) Ukudla sekuvuthwa.

Kuqala encane abathi: "Inkosi iyakhafula". Kufika izinyanga ziyelaphe eziqondene nokukhafula. Zona zihlanganisa imithi iNkosi ezokhafula ngayo. Ivuke ekuseni ikhafula ilanga lapha liphumayo, nantambana lapha lishonayo.

Lifike-ke ilanga elikhulu sekubuthene onke amabutho, iNkosi isidla uselwa (kalbaas/calabash) olungamili yonke indawo, olumila phansi koBombo. (Lebomboberg/Lebombo Mountain). Lolu selwa aluvuthwa nxa luphekwa ngabantu nje, luvuthwa nxa luphekwa iNkosi yona eludla yodwa selelashwe izinyanga. Amabutho ayagida njalo. Emadlangaleni (barakke/barracks) awo kunuka usi (reuk/smell) lwenyama, iNkosi iwahlabele izinkomo, abafazi namantombazana balethele abakubo ukudla. Phakathi nayo iNcwala, ngoba kuphela izinsuku eziyisikhombisa idlalwa, kukhethwa ilanga lenkunzi emnyama ezobulawa ngezandla ngamabutho, ayibambe ayidubuze ize ife, bese yosiwa khona esibayeni kuthi amathambo ayo aqoqelwe ndawonye kungabikho nelilodwa eliphumele phandle. Kubaswe umlilo phakathi nesibaya ashiswe, kuthi lapha isisi (reuk/smell) sawo siqongile (opstyg/rise) kwenanela (juig/cheer) lonke ibandla libongela iNkosi nesizwe, lifisela iNkosi impilo enhle.

(J.L. Dube)

9.1 Wanneer vind die seremonie van die eerste vrugte plaas? (2)

9.2 Wanneer en in watter rigtings spoeg die koning? (2)

9.3	Waar groei die kalbas wat die koning eet?	(2)
9.4	Wat is so besonders aan hierdie kalbas?	(2)
9.5	Wie verskaf die vleis en wie verskaf die gewone kos aan die soldate?	(2)
9.6	Hoe lank hou hierdie fees aan?	(1)
9.7	Wat gebeur op die dag van die bul?	(4)
9.8	Wat maak hulle met die bene van die bul?	(2)
9.9	Wanneer word die koning 'n mooi lewe toegewens?	(2) (20)

9.1	When does the ceremony of the first fruits take place?	(2)
9.2	When and in what directions does the king spit?	(2)
9.3	Where does the calabash which the king eats grow?	(2)
9.4	What is special about this calabash?	(2)
9.5	Who supplies the meat and who supplies the ordinary food to the soldiers?	(2)
9.6	How long does this feast last?	(2)
9.7	What happens during the day of the bull?	(4)
9.8	What do they do with the bones of the bull?	(2)
9.9	At what stage of the ceremony does the gathering of men wish the king a pleasant life?	(2) (20)

TOTAAL/TOTAL: 150

APPENDIX SIX – Personalised Linguistic Sequencing

Standard 6/Grade 8

	Ingxezu yesiNgisi	Isibonelo	Ingxezu yesiZulu
1.	Vocative	Sawubona ___mama	
2.	Present Tense		Inkathi yamanje
	Long Form	Ngiyahlala.	
	Short Form	Ngihlala ekhaya.	
3.	Personal Absolute Pronouns	Mina Nina Thina Yena Wena Bona	
4.	Questions	Uthanda isikole na? Ubona ubani? Ubonani? Uzofika nini? Bahlalaphi?	Imibuzo
5.	Phrase questions	i "uhlalaphi?" ii. "lithini ikheli lakho?" iii. "Kuphi eGoli?"	
6.	Noun Prefixes Singulars and Plurals	a. um(u)—/ aba— b. u— /o— c. i(li)—/ ama— d. in— / izin—	amabizo Ubunye nobuningi
7.	Subject Prefixes	a. u—/ ba— b. u— /ba— c. li—/ a— d. i— / zi—	isivumelwano senhloko
8.	Adverbs of Time	Bageze izolo.	isandiso
9.	Connective na- And questions… Also with Personal Absolute Pronouns	Ngidlala ibhola nerugbi. Udlala ibhola nani futhi? Uhlala nobani? Ukhuluma nami.	Nemibuzo…
10.	Instrumental Adverb And questions… Also with Personal Absolute Pronouns	Ngidlala ibhola ngebhola. Udlala ibhola ngani? Uxoxa ngobani? Baxoxa ngabo.	
11.	Associative Copulative	Nginemoto.	Isibanjalo
12.	Adverbs of Manner	Bahleka kakhulu.	Isandiso sesimo
13.	Conjunctions	Kodwa/ngoba	Izihlanganiso

Standard 7/Grade 9

1.	Locatives.	Bhala ebhodini.	Undaweni
2.	Perfect Past. Immediate Past Completed	Positive: Uphuzile. Uphuze itiye. Negative: Akaphuzanga. Akaphuzanga itiye.	Inkathi edlule
3.	Present Tense Negative	Negative: Akaphuzi. Akaphuzi itiye.	Ukuphika
4.	Infinitive	Ngithanda ukuphuza.	
5.	Object Concords	Ngiyabathanda.	Isivumelwano sikamenziwa
6.	Descriptive Copulative based on the Loc i. Pos. ii. Neg.	 i. Ngisekhaya. ii. Angikho ekhaya.	Isibanjalo esichazayo
7.	Possessive	Yimali yami.	Ongumnini
8.	Future i. Positive ii. Negative	i. Ngizophuza. ii. Angizuphuza.	Inkathi ezayo
9.	Remote Future i. Positive ii. Negative	 Ngiyophuza. Angiyuphuza.	Inkathi eyofika
10.	Vowel Commencing Verbs	-esaba/-osa/-ala	Izenzo eziqala ngonkamisa
11.	Remote Past Completed. i. Pos. ii. Neg.	 Positive: Waphuza. Negative: Akaphuzanga.	Inkathi eyadlula
12.	Identificative Copulative i. Pos.	 i. yinja/ngumama	Isibanjalo
13.	Verbs with Latent “i—”	-zwa/-mba/-ma/-za/-wa	
14.	Locatives. i. from nouns. ii. from A.P. iii.Palatalizat ion. iv. Ass. Cop. a. Pos. b. Neg.	Locatives. i. esihlahleni ii. kubo/kithi iii.emlonyeni iv.a. usemotweni. b. akekho emotweni	Undaweni iii. ukulwangisa
15.	Reflexive Prefix	Abafana bayazifunisa isiNgisi.	

Standard 8/Grade 10

1.	Absolute Pronouns With: i. Possessive ii. Locative iii. Identificative iv. Connective na- v. Instumental adverb vi. Associative Copulative vii.Formatives	Mina/lona/kona/yena i. yami/yalo/yako/yakhe ii. kimi/kulo/kuko/kuye iii. yilo/yimi/yiko/nguye iv. nami/nalo/nako/naye v. ngami/ngalo/ngako/ngaye vi. unami/unalo/unako/unaye vii njengami//ungangalo/kunaye	Isabizwana soqobo
2.	i. Adjectives ii. Copulative Adjective. a. Pos. b. Neg.	i. enkulu/esibi/abaningi ii. Copulative Adjective. a. yinkulu/sibi/baningi b. eayiyinkulu/asisibi/ababaningi	isiphawulo
3.	Progressive –sa- i. "—sa—" ii. with copulatives.	i. Ngisakhuluma. ii. Ngisenomama	
4.	Relatives i. Copulative Positive Negative	Abamhlophe/ezimbalwa/okumnandi i. bamhlophe/zimbalwa/kumnandi ii. abamhlophe/azimbalwa/akumnandi	Isibaluli
5.	Demonstratives With: i. Possessive ii. Locative iii. Identificative iv. Connective na- v. Instumental adverb vi. Associative Copulative vii. Formatives	Leli/ lo/lowo/leso/leziya With: i. Inja yaleli/ yalo/yalowo/yaleso ii. kuleli/ kulo/kulowo/kuleso iii. Yileli/ yilo/yilowo/yileso/yileziya iv. Naleli/ nalo/nalowo/naleso v. Ngaleli/ngalo/ngalowo vi. Nginaleli/nginalo/nginalowo vii. Kunaleli/ungangalo	Isabizwana sokukhomba
6.	Applied Extension.	Izinsizwa zisebenzela ubaba.	Impambosi yokwenzela.
7.	i. Causative Extension. ii. like	ii. Izinsizwa zisebenzisa umkhuba. iii. Izinsizwa zisebenzisa okwenja.	Impambosi yokwenzisa
8.	Adverbs of Place Locative Phrases	Uhlala phambi kwami.	Isandiso sondaweni

Standard 9/Grade 11

1.	Stative Verbs	Bakhathele. Abakhathele.	Isiqu sesenzosimo
2.	Situative Mood(Participial) i. Normal a. Pos. b. Neg. ii. Conjunctions. iii.Concurrent Actions. iv.Interrogative. v.Aux. Verbs	 i. Normal a. Abafana begeza. b Abafana bengagezi. ii. Umama uhleka uma ephasa. iii.Umama uhleka ebukela iTV. iv.Yini umama ehleka? v. Umngane ulokhu ebuyela.	Indlela yesimo Ukuphika Izihlanganiso
3.	Imperative With the Object prefix	Phuza itiye!/Phuzani itiye! Musa ukuphuza itiye!/Musani ukuphuza itiye! Liphuze!	Indlela ephoqayo
4.	Immediate Past Continuous. i. Pos. ii. Neg.	Immediate Past Continuous. i. Abafana bebebingelela. ii. Abafana bebengabingeleli.	
5.	i. Remote Past Continuous a. Pos. b. Neg. ii. R.P.C. with Cop. a. Pos. b. Neg.	i. Remote Past Continuous. a. Abafana babesibingelela. b. Abafana babengasibingeleli ii. a. Pos. ngangisekhaya b. Neg. ngangingekho	
6.	Subjunctive i. Pos. ii. Neg. iii.Consecutive Actions. iv. Imperative. v. Conjunctions. vi .Hortative.	Subjunctive i. Pos. Ageze. ii. Neg. Angagezi. iii.Umama uhleka abukele iTV. iv. Phuza itiye, ugeze inkomishi! v. Ngicabanga ukuthi ahambe manje. vi. Masiphuze.	Indlela encikayo
7.	Potential Form. i. Pos. ii. Neg.	Potential Form. i. Umalume angakhuluma isiRashiya. ii. Umalume angekhulume isiRashiya.	
8.	Exclusive i. —se— ii. —ka—	Exclusive i. Sengifikile. ii. Angikafiki.	
9.	Passive Extension. i. General. ii.Mono../VCV Stems iii.Perfect Ext. iv. Palatalisation v. Plus Agent.	Passive Extension. i. Lifundwa. ii. Lidliwa./Lebiwa. iii.Lifundiwe. iv. Lisetshenziswa. v. Lisetshenziswa yimi.	Impambosi yokwenziwa.
10.	Neuter Extension.	Lifuneka./Libonakala.	Impambosi yokwenzakala.

Standard 10/Grade 12

1.	Reciprocal Ext.	Siyabonana.	Impambosi yokwenzana.
2.	Intensive Ext.	Siyabonisisa.	Impambosi yokwenzisisa.
3.	Reduplication		
4.	i. Quantitative i. Copulatives ii. Counting	i. Bonke/bodwa ii. Babonke/babodwa iii. Bobabili/zozintathu	Isabizwana senani isabizwana sokubala
5.	Emphatic Possessive	yibhuku lakho na? yebo ngelami.	
6.	Enumerative. i. —phi? (which?) ii. —ni? (what,What kind?)	Enumerative. i. Yiphi indoda? ii. Limi luni?	Inani
7.	i. Diminutives. ii. Palatalisation	i. Umfanyana. ii. Isikhashana.	Inciphiso Ukulwangisa
8.	Feminine.	Indodakazi	Ubulili besifazane
9.	Augmentative.	ikhandakazi	Isikhuliso
10.	Interjectives	Hayi-bo/hawu	Isibabazo
11.	Ideophones	Cwaka du./ngisize tu	Isenzukuthi
12.	Copulatives i. Associative Copulative ii. relative Copulative iii. Adjective Copulative iv. Locative Copulative v. Identificative Cop.	Copulatives i. Nginemoto anginalori. ii. Imoto imhlophe ayimnyama. iii. Imoto yinhle ayiyimbi iv. Imoto isegalaji ayikho ekhaya. v. Imoto iyiFord ayiyiyo iToyota.	isibanjalo

APPENDIX SEVEN – Contents of Iculo, books one and two.

Book One : Iculo Lexoxo (The Song of the Frog)

Isahluko One : Chapter One
Greetings
Personal Information
Health
Sentence Structures

Isahluko Two : Chapter Two
Nouns and Noun Prefixes
Verbs
Subject Prefixes
The Mfeka family

Isahluko Three: Chapter Three
The Immediate Past Tense Completed
Past Subjunctive

Isahluko Four : Chapter Four
The Connective na- (and)

Isahluko Five : Chapter Five
The Instrumental Adverb nga- (by means of)

Book Two : Iculo Legwababa (The Song of the Crow)

Isahluko Sesithupha : Chapter Six
The Identificative Copulative

Isahluko Sesikhombisa: Chapter Seven
The Negative Present and Past

Isahluko Sesishiyagalombili: Chapter Eight
The Future, Positive and Negative

Isahluko Sesishiyagalolunye: Chapter Nine
The Imperative
The Object Prefix
The Subjunctive

Isahluko Seshumi : Chapter Ten
The Associative Copulative
Introduction to Poetry

APPENDIX EIGHT – A Language Attachment

The Adjective/Isiphawulo

An Adjective in isiZulu consists of two parts:
a. An Adjectival Prefix
b. An Adjectival Stem

In isiZulu we put the Adjective AFTER the word it's describing; the boy big

The Adjectival Prefix agrees with the noun prefix of the noun to which it is referring.

Isibonelo: **Um**fana **om**khulu

om- > adjectival prefix

-khulu > adjectival stem

1. THE ADJECTIVE PREFIX

1.1. The Adjectival Prefix is based on the noun prefix, you add an a- to the prefix.

eg: **um**fula **om**dala "the old river" a- + um— = *om*—
isitimela **esi**de "the long train" a- + isi— = esi—
amafasitele **ama**sha "new windows" a- + ama— = ama—

1.2. The Adjectival Prefix om- and omu—

Omu - is used when the adjective stem consists of only one syllable (ie it is monosyllabic.)

-hle	"nice, pretty, beautiful, good"	-bi	"ugly, bad, wicked, evil"
-sha	"new, young"	-de	"long, tall"
-nci	"tiny"	-ne	"four"
-nye	"some, other, another"	-ncu	"tiny"

Eg umama omubi **NOT** *umama ombi

but umama omdala

-dala is not monosyllabic, so the omu- form of the adjective prefix is not used.

1.3. The Adjectival Prefixes en-/em- and ezin-/ezim-

en- and **ezin**— prefixes occur with most adjectival stems:

eg	indlu yepulazi endala	"an old farmhouse"
	izindlu zepulazi ezindala.	"old farmhouses"
	inja enhle	"a nice dog"
	izinja ezinhle	"nice dogs"

em- and **ezim**- are only used with adjective stems which begin with ***b*** or ***f***.

eg	inja embi	"a bad dog"
	izinja ezimbili	"two dogs"
	indlu emfushane	"a low house"

Adjective Stems

-bi	bad/ugly/evil	-khulu	big
-bili	two	-ncane	small
-dala	old	-nci	very small
-de	tall/long	-ncinyane	small
-fuphi	short	-ne	four
-fushane	very short	-ngaki?	How many?
-fishane	short	-ningi	much/many
-hlanu	five	-nye	some/one/other
-hle	good/nice/pretty beautiful	-sha	new/young/fresh
		-thathu	three

APPENDIX NINE – Questionnaire for Students

Please complete the following. Be as honest/brutal as possible.

Information about you as a writer

*Which year of study are you completing?*_____

*What phase are you registered for?*_____

*Have you ever registered for other tertiary courses? If so, what?*_____

*How old are you?*_____

*Do you need isiZulu to complete your degree?*_____

*What is your home language?*_____

*What was your second language in matric?*_____

*Do you enjoy writing?*_____

*What language do you write use to write in?*_____

What do you write? _____

*How often do you write?*_____

Would you consider your writing academic or leisure?

_____

*If you had a choice, would you write?*_____

Since matric, have you ever written in your Second Language, if so – what?

_____

Did you enjoy writing in your Second Language at school? Why/why not?

_____

_____

At school did you find writing in your Second Language valuable? Why?

_____

_____

What did you write?

_____

Briefly describe the writing process you went through, at school, in the production of First Additional Language texts. (Planning, etc)

_____

_____

_____

_____

What was the most difficult thing for you in writing in the First Additional Language?

_____

_____

_____

_____

What do you consider the value of writing, in any language?

_____

_____

_____

Why did you decide to continue with isiZulu into your second and third year?

_____

When you registered for your BEd, did you see yourself studying iZSAL? _____

*Have you ever written an extended isiZulu text?*_____

Izindaba zakho: (your stories)

I would like to use your creative writing exercises done over the past years, as material in my research...

Would you be against this? _____

Please supply an isiZulu non de ploumb to be used to refer to you if your work is utilised, to maintain complete anonymity

*What is it?*_____

Why did you choose it? _____

In your email diaries – the stories you have written/are writing

*What were the most challenging things about it? Why?*_____

_____

_____

*How could these challenges be addressed ?*_____

_____

_____

_____

*What did you enjoy about doing them?*_____

_____

_____

_____

if you consider you have only done isiZulu for _____ years, what do you feel of your final written product?

_____

_____

*Why?*_____

_____

Did you feel you learnt anything from writing them? If so what?

_____

_____

_____

Thank you for taking on this role so valiantly – your creative work is great to read, as was watching you develop as the year progressed – I am consistently amazed and proud of what you have achieved

Halala mantombanzane ami!!!

Signed : _____ *Name:*_____

APPENDIX TEN – A Description of the CED process

The Creative email dialogue

Components of the creative email dialogue process

The table below serves to describe the different threads of a CED's process.

	COMPONENTS
1.	Initiation/Pre-text writing activities Topics are discussed and finalised with students in the classroom in group discussions. Choices are made. 1. Topic/Theme 2. Is it a stand-alone text or is the whole group going to create interwoven fictional texts? Place/time/genre/characters 3. Plot/story-line Structure/format of texts – diaries/emails etc 4. Common links between individuals' texts 5. Submission dates 6. Information boards are placed in the teaching venue where students place information regarding their stories so all writers can see what their fellow writers are doing. Information boards are placed in the teaching venue where students pin information regarding their stories as they develop so that all writers can see what individual's story lines include and could be utilised in their stories. 7. Chosen audience. Chosen audience so they are age appropriate texts are written.
2.	Submissions via email 1. Students are encouraged to start writing as soon as possible be it single thoughts/sentences/ideas/questions/suggestions regarding the writing process, to the CED manager/lecturer via email. This can be in the FL. 2. On receipt of lecturer's response, the writer acts upon the feedback and resubmits. This can happen as many times as a student desires.
3.	Responses via email The lecturer responds to each email appropriately. 1. As the writing process begins, suggestions are made, errors indicated (not corrected – but directions are given as to where in the course workbooks explanations can be found), new grammar areas are provided together with explanatory notes when it becomes apparent through the student's writing that s/he would benefit from the

	knowledge of that particular language section, consistent errors clarified. New self-study language sections, beyond those covered in the classroom, are provided and students are requested to give evidence of understanding by using these in their next submission, at predetermined intervals. 2. The lecturer/researcher also acts as the CED manager, ensuring that the individual stories are interwoven – if that is what the group has decided. Students are encouraged to go back and revise and rework their texts as their grasp and understanding of the language deepens. 3. Issues regarding culture, content and idiom are addressed in the creative email dialogue.

The 'Dialogue' in the Creative email dialogue

Below is an example of the first email in what becomes a fully fledged dialogue as the writing develops. This is what is seen as the dialogue process. Students are provided with a key for colour-coded responses. A platform for discussion and learning develops. Questions are asked and answered, by both the teacher and the student as the writing process is negotiated.

At the end of your essay, please place the words you have needed to source, in green with their English.

Language issues (red)

Spelling problems (blue)

Suggestions (purple)

Explain the meaning (when the teacher is uncertain of meaning)

Teacher made corrections

When you respond, question, try out an idea or fix up an issue, please do so in green – but leave the recommendations of the teacher. Copy the essay and work on it.

Student Submission 1
Date: 15/02
uNelson Mandela walwa ukuze sonke sikwazi ukuya esikoleni kodwa manje ukuthi yena ufile ithemba lifile futhi.
Unyaka odlulileyo eWITS University abafundi abaningi babeshaye ngomthetho(were protesting – is this right thisha?) ngoba iWITS yacela imali eningi ukufunda laphaya

Teacher Response: Submission 1
Date: 16/02

Isihloko?

uNelson Mandela walwa ukuze sonke sikwazi ukuya esikoleni kodwa manje ukuthi yena ufile ithemba lifile futhi. Remember an intro is supposed to 'grab' the reader, I would start my intro with 'Ithemba lifile…..' (hope is dead) and the rest would form a part of your second paragraph – what do you think?

Unyaka odlulileyo eWITS University only wits? abafundi abaningi babeshaye ngomthetho(were protesting is this right thisha?) ngoba iWITS yacela imali eningi ukufunda. laphaya

APPENDIX ELEVEN – Consent Letter and Student response

4.1 INFORMATION SHEET STUDENT

DATE:

Dear IsiZulu Student

My name is Grant Coltman and I am a lecturer in the School of Education at the University of the Witwatersrand.

I am doing research on the development of language development through email dialogues, titled **CREATIVE EMAIL DIALOGUES AS A STRATEGY FOR LEARNING AND TEACHING ISIZULU AS A SECOND ADDITIONAL LANGUAGE: A CASE STUDY.**

My investigation involves tracing your writing development in iZSAL over the years in which you study iZSAL at the WSoE. In iZSAL II and iZSAL III, I will be following your language development as reflected through your email dialogues between us and your fellow students.

Please would you be a part of this programme to improve the iZSAL course for isiZulu student teachers who will follow you in years to come. I also invite you to possibly participate in a focus group discussion and make your email dialogues available to me to use as research data.

Remember that you do not have to participate in the email dialogue research. Also, if you decide halfway through that you prefer to stop, this is completely your choice and will not affect you negatively in any way.

I will not be using your own name but I will make one up so no one can identify you. All information about you will be kept confidential in all my writing about the study. Also, all collected information will be stored safely and destroyed between 3-5 years after I have completed my project.

I look forward to working with you.

Please feel free to contact me if you have any questions.

Thank you

Grant Coltman

WSoE

Grant.coltman@wits.ac.za

(011)717 3205

082 674 5355

Student Consent Form

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

CREATIVE EMAIL DIALOGUES AS A STRATEGY FOR LEARNING AND TEACHING ISIZULU AS A SECOND ADDITIONAL LANGUAGE: A CASE STUDY.

My name is: _____

Permission to review/collect documents/artifacts	**Circle one**
I agree that my email dialogues and my focus group discussion notes may be used for this study.	YES/NO
Permission to observe you in class	
I agree to be observed in class.	YES/NO
Permission to be audiotaped N/A	
I agree to be audiotaped during the focus group discussion	YES/NO
I know that the audiotapes will be used for this project only	YES/NO
Permission to be interviewed N/A	
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
Permission for questionnaire/test	
I agree to fill in a question and answer sheet or write a test for this study.	YES/NO

Informed Consent

I understand that:

- my name and information will be kept confidential and safe and that my name will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- I can ask not to be photographed and/or videotape N/A
- all the data collected during this study will be destroyed within 3-5 years after completion of my project.

Sign_____ Date_____

APPENDIX TWELVE – Ethics Approval

Wits School of Education

27 St Andrews Road, Parktown, Johannesburg, 2193 Private Bag 3, Wits 2050, South Africa. Tel: +27 11 717-3064 Fax: +27 11 717-3100 E-mail: enquiries@educ.wits.ac.za Website: www.wits.ac.za

21 December 2015

Student Number: 0950074

Protocol Number: 2015ECE024D

Dear Grant Coltman

Application for Ethics Clearance: Doctor of Philosophy

Thank you very much for your ethics application. The Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate, has considered your application for ethics clearance for your proposal entitled:

Extending the learning of Isizulu second additional language students using email dialogues: A case study

The committee recently met and I am pleased to inform you that **clearance was granted**.

Please use the above protocol number in all correspondence to the relevant research parties (schools, parents, learners etc.) and include it in your research report or project on the title page.

The Protocol Number above should be submitted to the Graduate Studies in Education Committee upon submission of your final research report.

All the best with your research project.

Yours sincerely,

MMaseko

Wits School of Education

011 717-3416

cc Supervisor – Prof Jane Castle and Dr Jean Place