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Teaching African Languages Literacy at Foundation Phase Level: Exploring the use of media in teaching and learning IsiZulu

By

Luthando Thwala

A dissertation submitted to the School of Literature Language and Media, University of the Witwatersrand, in partial fulfilment of the requirements for the Master's Degree

SUPERVISOR: Dr. L. Tshuma

August 2021

DECLARATION

I, Luthando Thwala, student number 710827, hereby declare that this dissertation is my own unaided work. It is being submitted for the Master of Science as applicable at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at any other University.



Luthando Thwala **August 2021**

Dedication

To my late parents: Mr Samuel Maine Mkhwanazi and Mrs Elsie Mangubila Mkhwanazi, you left too soon. It was my wish for both of you to witness the fruits of your passion, the knowledge and wisdom you shared with me, as all your parental efforts. This research papers serves to communicate the fact that the dream is now a reality and I hope you know that even when I do not see you physically, you both still are the fuel that keeps me going as you are always in my thoughts due to the very special place you own in my heart. Thank you for giving birth to an individual who turns dreams into realities, me! I will forever love and respect!

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CERTIFICATE OF CONFIRMATION

FOR THE EDITORIAL WORK DONE ON LUTHANDO THWALA'S MA THESIS

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ABSTRACT

This study seeks to highlight the importance of pedagogical content knowledge, the use of correct language instructors to develop and further the aims of the IIAL through a contextual and balanced language teaching approach. This study seeks to eliminate language superiority and further develop undeveloped languages which will result in successful policy implementations.

Language is embedded in culture and effective pedagogies should be employed in constructing knowledge to attain learning objectives, thus. The concepts framing this study are pedagogy, sociolinguistics and constructivism, all functioning as the foundation of language teaching and learning. The literature reviewed in this study foregrounds the importance of cultural cognition in teaching indigenous languages and the effective usage of media to promote language literacy learning.

Findings in this research bring to the fore ideas on how the superiority of English in teaching isiZulu through direct translation leads to the omission and altering of content and context. The highlight of the study is the importance of using qualified language teachers to teach the target language. The employment of language teachers will display the balanced approach in language teaching, using theories that facilitate language learning, displaying pedagogical content knowledge that will eliminate obvious and unacceptable errors on the translated target language.

LIST OF ABBREVIATIONS

CAPS	Curriculum and Assessment Policy Statement
DBE	Department of Basic Education
FP	Foundation Phase
FAL	First Additional Language
IIAL	Incremental Introduction of African Languages
LANGTAG	Language Plan Task Group
LiEP	Language in Education Policy
PANSALB	Pan South African Language Board
SABC	South African Broadcasting Corporation
SAIDE	South African Institute for distance education
SGB	School Governing Body

Table of Contents

Declaration……..i

Dedication……ii

Acknowledgements……iii

Language Editor……iv

Abstract……v

List of Abbreviations…… vi

Table of Contents……vii

Chapter 1 1

Teaching African Languages Literacy at Foundation Phase Level: Exploring the use of media in teaching and learning IsiZulu 1

1.0 Introduction 1

1.1 Background 1

1.2 Research Problem 3

1.3 Research Gap 4

1.4 Aim of the Study 6

1.5 Research Objectives 6

1.6 Research Questions 6

1.6.1 Key Research Question 6

1.6.2 Research Sub-Questions 6

1.7 Rationale 7

1.8 Literature Review 8

1.8.2 Media in Education 10

1.8.3 Cultural cognition in language teaching 12

1.9 Conceptual Framework 15

1.9.1 Concept Clarification 16

1.9.1.1 Sociolinguistics 16

1.9.1.2 Pedagogy 16

1.9.1.3 Constructivism Theory 16

1.10 Methodology 17
1.10.1 Research Design 17
1.10.2 Research philosophical paradigm 18
1.10.3 Research Methodology 18
1.10.4 Research Methods 19
1.10.4.1 Sampling 19
1.10.4.2 Data Collection Method 19
1.10.4.3 Data Analysis Methods 20
1.10.4.4 Data Analysis and interpretation 21
1.11 Quality Assurance 21
1.11.1 Validity and Reliability 21
1.12 Ethical considerations 22
1.13 Significance of the study 22
1.14 Limitations of the study 22
1.15 Delimitations of the study 23
1.16 Chapter outline 23
Chapter 1: Introduction 23
Chapter 2: Framing Concepts 23
Chapter 3: Literature review 23
Chapter 4: Research design and methodologies 24
Chapter 5: Data presentation, analysis and discussion 24
Chapter 6: Conclusion and recommendations 24
1.17 Conclusion 24
Chapter 2 25
Conceptual Framing of language teaching and Learning 25
2.0 Introduction 25
2.1 Constructivism Learning Theory (Jean Piaget 1980) 25
2.2 Pedagogical Content Knowledge (Lee Shulman 1938) 27
2.3 Sociolinguistics (William Labov 1972) 30

2.4 Conclusion 32

Chapter 3 33

Using Television in IsiZulu First Additional Language Teaching and Learning 33

3.0 Introduction 33

3.1 Language Historical Background (South Africa) 33

3.1.1 Indigenous language 34

3.1.2 South African Language in Education Policies 34

3.1.3 National Curriculum and Assessment Policy Statements (CAPS) 35

3.1.4 The Incremental Introduction of African Languages Policy 36

3.2 Language Teaching 37

3.2.1 Contextual Teaching 37

3.2.1.1 Social Cognition 38

3.2.1.2 Cultural Cognition 40

3.3 Media as a stool of teaching literacy 42

3.3.1 Literacy Teaching 42

3.3.1.1 Literacy in Reading 43

3.3.1.2 Literacy in Listening 45

3.3.2 Television as a teaching tool 47

3.3.3 Teaching and learning of IsiZulu literacy at Foundation Phase level 52

3.4 Representation of African Indigenous languages in teaching in African Countries

3.4.1 African Indigenous Language teaching in Tanzania 55

3.5 Conclusion 57

Chapter 4 58

Design and Methodology 58

4.0 Introduction 58

4.1 Research Paradigm 58

4.2 Research Design 59

4.2.1 Research Design: Qualitative Methods Approach 60

4.2.2.1 Research Methodology 60

4.2.2.1.1 Video Content Analysis 61
4.2.2.1.2 Thematic content analysis 63
4.2.2.1.2.1 Language Hegemony 64
4.2.2.1.2.2 Adequate Resources 64
4.2.2.1.2.3 Social Cohesion and Diversity 65
4.3 Sampling 65
4.4 Data-Collection Techniques 66
4.5 Data Analysis 67
4.6 Conclusion 70
CHAPTER 5 71
Data Presentation, Analysis, and Discussion 71
5.0 Introduction 71
5.1 Data Presentation 71
5.1.1 Presentation of video content 72
5.1.1.1 Likert Scale 72
5.1.1.2 Data Categorisation 75
5.2 Data analysis 80
5.2.1 Decontextualisation 80
5.2.2 Contextualisation 81
5.2.2.1 Language Teaching and Learning Resource 82
5.2.2.2 Social Cohesion and Diversity 83
5.2.2.3 Language hegemony 84
5.2.2.4 Development of aural literacy 88
5.2.2.5 Other 91
5.2.3 Categorisation 91
5.2.3.1 Production 92
5.2.3.1.1 Preparation 92
5.2.3.1.2 Lesson instructor 93
5.2.3.1.3 Lesson Presentation 94

5.2.3.2 Relevance 97
5.2.3.2.1 Preparation 97
5.2.3.2.2 Lesson instructor 98
5.2.3.2.3 Lesson Presentation 99
5.2.3.2.4 Classroom Management 102
5.2.3.3 Language Use 103
5.2.3.3.1 Preparation 104
5.2.3.3.2 Language Use 104
5.2.3.3.3 Lesson instructor 105
5.2.4 Compilation 106
5.3 Thematic Data presentation and Analysis: Policy Documents 109
5.3.1 Aims of the LIEP 109
5.3.2 Presentation of Themes from LiEP Aims 110
5.3.2.1. Language hegemony 110
5.3.2.2 Adequate resources 110
5.3.2.3 Social cohesion and diversity 111
5.4 IIAL Policy Data presentation 112
5.4.1 The aims of the IIAL Policy are to: 112
5.4.2 Presentation of Themes from IIAL Aims 112
5.4.2.1 Language hegemony 112
5.4.2.2 Adequate Resources 113
5.4.2.3 Social cohesion and diversity 113
5.5 Thematic Data Analysis 114
5.5.1 Language Hegemony 114
5.5.2 Adequate Resources 118
5.5.2.1 Books as Resources 118
5.5.2.2 Media as Resource 118
5.5.2.3 Teachers as Resource 119
5.5.3 Social Cohesion and Diversity 120

5.6 Conclusion 122

Chapter 6 122

CONCLUSION, FINDINGS AND RECOMMENDATIONS 123

6.0 Introduction 123

6.1 Summary of the Research 123

6.2 Findings measured against the research questions 124

6.2.1 The main research question 125

6.2.2 Media in Education 127

6.2.3 Literacy Skills 128

6.3 Recommendations 128

6.3.1 Recommendations for Policy 128

6.3.2 Recommendations for Practice 130

6.3.3 Recommendations for further research 131

6.4 Conclusion 131

7. Refrences 133

8. Appendices.....144

Chapter 1

Teaching African Languages Literacy at Foundation Phase Level: Exploring the use of media in teaching and learning IsiZulu

1.0 Introduction

Language is a medium of communication, spoken or written, consisting of the use of words or terms in a structured and common way, “It is this greatest purpose – communication - that makes human beings to construct their system of signs and symbols - their language - to make the world meaningful” (Marleku, 2005, p. 1). Culture is a dynamic phenomenon that embraces the totality of attitudes, behaviors, beliefs and worldviews. It is an integral part of every human society; it is what identifies social groups. “One crucial part of culture is language as every culture has a language that best expresses it: there is no culture without a linguistic basis” (Ukwuaba, 2015, p. 5). This means that language is a powerful mechanism to transmit ‘culture’ and also has a role in forming social identity as well as pride. Discussed below is the background, research problem, research gap and aims of the study. Furthermore, research objectives will be presented, research questions and the rationale for this study. Lastly literature review will be briefly outlined, conceptual framework, research methods and quality assurance leading to the conclusion of this chapter.

1.1 Background

The end of apartheid and the subsequent birth of democracy in South Africa in 1994 brought in an era of change in the education department, with indigenous languages being recognized as languages of teaching and learning. In consideration of this study, the indigenous languages spoken off are African languages: isiZulu, isiXhosa, Tshivenda, siSwati, isiNdebele, Xitsonga, Setswana, Northern Sotho as well as Southern Sotho. These languages are all from a linguistically distinct community and are official languages in South Africa, sharing the equal status as English and Afrikaans which were previously considered the only authorised.

South African educational broadcasting drive has been undertaken in the previous decade through the various radio station and television programmes. The birth of the Learn ‘n Live partnership between the SABC and National Department of Education emerged with the development of more educational programmes in its ten African language stations and television broadcasting with different categories. The “SABC Education Television described its strategic vision in 1998 as part of a partnership to ‘launch a schools broadcast service to support the introduction of the new curriculum and teacher training” (SAIDE, 1998). These categories are related to the syllabus, Life-skills programmes as well as the developing of teachers.

The Department of Education introduced measures to teach formerly marginalised languages using media platforms like the SABC. One of the programmes facilitated through the educational program in SABC 2 is the reading of stories in English, explaining them in an African language and teaching key words based on the story. This is done under the initiative by the DBE called the Incremental Introduction of African languages policy (IIAL).

The IIAL was introduced in 2015 and the program is planned to run until 2026. The aims of this initiative are:

1. to promote and strengthen the use of African languages by all learners in the school system through introducing learners incrementally to learning an African language from Grade 1 to 12 in order to ensure that all non-African home language speakers speak an African Language;

2. strengthen the use of African languages at Home Language level;

3. improve proficiency in and utility of the previously marginalized African languages (at First Additional Language level);

4. raise the confidence of parents to choose their own languages;

5. increase access to languages by all learners beyond English and Afrikaans; and

6. Promote social cohesion by expanding opportunities for the development of African languages as a significant way of preserving heritage and cultures.” (IIAL, 2013)

The YouTube video presented on the SABC 2, broadcasted in May 2020: *Lets Learn isiZulu with Busi and Sipho* is a program introduced by the Department of basic

education through their IIAL initiative. The program starts with a greeting in English followed by isiZulu salutations, and after the greetings, the program develops to show a scene change of interpretation starting with isiZulu greetings followed by salutations in English. The introduction of the teacher's name Khosi, the puppet learners Busi and Sipho, is done in English and then followed by isiZulu translation. The learners explain how isiZulu is taught in the program and they make mention of the fact that teacher starts teaching in the English language then followed up with isiZulu. The lesson starts with the facilitator teaching facial parts in English and translating to isiZulu and using keywords in sentences. The singing of rhymes is also initiated in English and then directly translating the rhyme into isiZulu. The facilitator then proceeds to read a story in English about friends which will be then translated in isiZulu. It is imperative to note that it is primarily keywords and phrases that are translated from English to isiZulu.

Furthermore, the representation of African languages in the education program with the aim to educate speakers and non-speakers of African languages, and the evolution of the languages as the important way of protecting culture leaves much to be desired. "Language is a representational system" (Marleku, 2005, p. 3). Representation involves language, an essential part of the process by which meaning is produced and exchanged between members of a culture. The teaching of African languages in the educational program that aims to achieve the objectives of IIAL is taught from the context of the English language rather than its own merits, further perpetuating the imperial status of the English language and relegating the indigenous languages to second class languages, which is contrary to the very lofty aims of enhancing language skills and the usefulness of the previously marginalised African languages. No language or culture should be assumed above other languages in South Africa, mainly because language and cultural equality is an enshrined constitutional prescription.

1.2 Research Problem

The beginning of the new era in 1994 and a new government in South Africa, lead to the adoption of a multilingual language policy, "the constitutional principle of language equity, which stipulates that all official languages must enjoy parity of esteem and must be treated equitably (The Constitution, 1996, Section 6[2])". (Kamwangamalu, 2012). Considering language equity as per the constitution, languages should then be

represented in context with their cultural consideration, however, this is a challenge in the representation of African languages in education programmes. “Language teaching and learning should not only focus on communicative competence in a national context but also intercultural competencies in a complex multicultural world” (Endersen, et al., 2006, p. 8)

Language has power as a mechanism to transmit ‘culture’ and plays a pivotal role in forming and maintaining social identity thus it can never be separated from its cultural concepts nor can it be taught outside its cultural context. “If culture is such a dynamic negotiation site, then there is much in linguistic and cultural actions that need to be understood, and much in learners’ roles and identities that need to be deconstructed and understood” (Kim, 2003, p. 2), It is hard to separate language speakers from their culture, since language is in the first place culturally transmitted and language and culture are intertwined. With acknowledging that languages can be taught in their cultural context, English has been taught in its cultural context and as a language of dominance, it has created a gap which results in teaching African languages in the English culture.

Language is used to represent people, concepts, ideas and feelings. Literacy teaching of isiZulu in the YouTube SABC 2 Incremental Introduction of African Language’s program is not taught from its correct cultural and linguistic context. Pedagogical knowledge and sociolinguistic presentation of isiZulu literacy teaching ascribe to the English language and culture. Teachers and presenters of pedagogy on African indigenous languages in the media spaces find themselves embedded in teaching African languages through the English lens.

1.3 Research Gap

The IIAL is framed by the legislative framework found in the Constitution, section 6 of the South African Schools Act and section 4 of the National Education Policy Act of 1996. The is also the Language and Education Policy of 1997 which emphasizes the notion of multilingualism and the promotion of home languages.

In a research paper written about the IIAL policy, some misunderstandings that are articulated by the policy seem to be an extension of the LiEP. However, both the LiEP

and the IIAL aim to indorse the use of African languages and are both framed by the South African constitution of equality for the 11 official languages. In an article multilingualism and the language curriculum in South Africa the aims of the IIAL are quoted “The Incremental Introduction of African Languages (IIAL) in South African Schools, the explicit aims of which are to improve proficiency in African languages; increase access to languages to all learners beyond English and Afrikaans and promote social cohesion, economic empowerment and the preservation of heritage and cultures ” (Ferreira-Meyers & Horne, 2017, p. 25). The researchers further state that “first and foremost is the promotion of multilingualism, and with it, social cohesion, cultural-linguistic awareness and tolerance. In the case of the IIAL policy, this is articulated within the local project of nation-building (DoE 2013: 6)” (Ferreira-Meyers & Horne, 2017, p. 26). This quote leads to what the researchers believe the IIAL programmes are missing, which is that “Community life takes place mainly in African languages. Learners proficient in African languages are thus able to participate and take leading roles in local institutions and organizations. However, the linguistic skills and knowledge acquired in this formal education system are often not compatible with the linguistic skills and competencies needed in other less formal contexts, especially in the informal sector.” (Ferreira-Meyers & Horne, 2017, p. 26).The researcher's view on the IIAL program is that African languages that were previously disadvantaged should not be improved, implying that teaching them is only beneficial in the local places and their contribution is limited.

Through this research, the gap in the policy is that the teaching of African languages is taught in English. The aim of the present-day study is to close the gap that suggests the implementation of the IIAL program is just for social cohesion and to also learn isiZulu for the sake of ticking equality boxes. This research counters these views by arguing that to teach an African language, one has to deploy the correct pedagogical knowledge and resources in order to advance and promote it as a language of value and contribute to the economy of South Africa.

1.4 Aim of the Study

This research aims to explore the extent to which the YouTube video presented on the SABC 2: ***Lets Learn isiZulu with Busi and Sipho*** meets the pedagogical objectives of teaching isiZulu first additional language literacy in foundation phase.

1.5 Research Objectives

1.5.1 To determine the current active teaching pedagogy used for teaching isiZulu first additional language according to the IIAL program at foundation phase grade 2.

1.5.2 To qualitatively analyze the contextual content of teaching isiZulu first additional language in the IIAL program presented in the teaching of literacy in the SABC 2 YouTube video: ***Lets Learn isiZulu with Busi and Sipho***.

1.5.3 To ascertain the extent to which isiZulu first additional language literacy is presented according to the IIAL program on the SABC 2 YouTube video: ***Lets Learn isiZulu with Busi and Sipho***.

1.6 Research Questions

1.6.1 Key Research Question

To what extent does the YouTube video ***Lets Learn isiZulu with Busi and Sipho*** meet the pedagogical objectives of teaching isiZulu first additional language literacy at foundation phase level?

1.6.2 Research Sub-Questions

1.6.1 What are the current teaching pedagogies in use for teaching isiZulu first additional language according to the IIAL program at foundation phase?

1.6.2 How is the contextual content for teaching isiZulu first additional language in the IIAL program presented in the teaching of literacy in the SABC 2 YouTube video: ***Lets Learn isiZulu with Busi and Sipho***?

1.6.3 To what extent is the presentation of isiZulu first additional language literacy aligned to the IIAL program as presented on the SABC 2 You Tube video: ***Lets Learn isiZulu with Busi and Sipho***

1.7 Rationale

The justification of this study is rooted in exploring the expected outcome as per the IIAL policy objectives in using the media as a tool to deliver the expected outcomes as per LiEP. What further justifies this study is the fact that the methodology employed to teach African languages is contrary and counterproductive to what the Department of Education aims to achieve through the IIAL and in line with the constitution, which is to maintain "the equality of languages" according to Section 6.4 which states that all official languages must enjoy parity of high esteem standards and be treated equitably.

Latest research reports speak to the establishment of African language teaching in order to improve learning outcomes. This comes with the responsibility to teach languages in their context. "a primary goal of a language program is to give the learners competency in communicating with the native speakers of that language" (Hinton, 2011, p. 310). The teaching of language outside its sociological context disadvantages the teaching of language proficiency, which impacts language application within literacy domains. English is perceived to be the language of power exhibiting superiority over other languages.

One of the aims of the IIAL policy is to: "improve proficiency and utility of the previously marginalized African languages (at first Additional Language level)" (IIAL, 2013). This aim further justifies this study, looking at the content presentation of isiZulu reading in the YouTube video: Lets Learn isiZulu with Busi and Sipho, as a researcher with teaching experience I have found that literacy teaching is presented in English which works against the aim of making the language proficient and being able to be utilised at its best form.

The reason for this study is to challenge the misconception that African languages cannot be utilised as sole mediums without English since their development is limited, "Prah argues that in both colonial and post-colonial Africa scientific and technical knowledge has been assumed to be naturally constructed in the European languages, especially English. The discussion around this is that African languages, by their very nature cannot incorporate advanced knowledge and modern science." (Roy-Campbell, 2006, p. 5). Meaning that teaching African language literacy should be done

using English since it is viewed as better developed, and this furthers the underdevelopment of African languages and adds to the knowledge that African languages cannot be viewed as a source of knowledge outside English.

1.8 Literature Review

Language is an important developmental ability that facilitates communication inside or outside the classroom. It is considered the foundation for children's learning experiences, given the diverse status of languages in South African, the technology-driven learning methods, teaching languages at foundation level using media platform continues to put African indigenous languages in recognizable positions. In this review, consideration is given on media in education and cultural cognition in teaching languages.

1.8.1 Historical Development of Language in Education Policies in South Africa

The Language in Education Policy (LIEP) came into effect in 1997 supported by the South African Constitution of 1996. "Two policies are announced herewith, namely the language in education policy in terms of section3(4) of the national education policy act,1996 (ACT 27 of 1996), and the norms and standards regarding language policy published in terms of Section6 (1) of the South African Schools Act,1996. While these two policies have different objectives, they complement each other and should at all times be read together rather than separately" (DoE,1997). Both constitution and the LIEP support equal opportunity and the development of indigenous languages. The Language in Education Policy (LiEP) is based on the principle of additive multilingualism and promotes the utilization of the home language alongside an additional language. The aims of the LiEP are: "to pursue the language policy most supportive of general conceptual growth amongst learners, and hence to establish additive multilingualism as an approach to language in education; to promote and develop all the official languages; to support the teaching and learning of all other languages required by learners or used by communities in South Africa, including languages used for religious purposes, languages which are important for international trade and communication, and South African Sign Language, as well as Alternative and Augmentative Communication; to and develop programs for the redress of previously disadvantaged languages" (LiEP, 1997). However, the department leaves

the final responsibility with the school and the SGB to decide, which then opens up loopholes as the choice made may not be founded on proper research and recommendations.

The DBE published the document “The Incremental Introduction of African Languages (IIAL) in South African Schools” rather belatedly in 2013 (DBE, 2013). This document is viewed as the remedy to the failure of the implementation of the LiEP policy. Contrary to LiEP, IIAL is specific on the target languages, African languages. “The present Language in Education Policy provides for languages to be offered as (1) language(s) of learning and teaching, and as (2) subject(s). The powers of determining a school language policy are vested with the School Governing Body subject to the provisions of the Constitution, the South African Schools Act and any applicable provincial law” (IIAL, 2013, p. 8), the IIAL does not leave the decision to the school governing body but makes it the Department of Education responsibility to make sure the languages are introduced and resources are provided to make sure that the objectives of developing African languages at school level are achieved “The National Catalogue contains textbooks and readers for Home language in all official languages. The Department of Basic Education will work with publishers to ensure that a list of approved textbooks is available to support the incremental implementation of African languages at First Additional Language level” (IIAL, 2013, p. 12 section (8) 2). The IIAL is specific that the policy is across the grades from grade 1 -12 “promote and strengthen the use of African languages by all learners in the school system by introducing learners incrementally to learning an African language from Grade 1 to 12 to ensure that all non-African home language speakers speak an African Language” (IIAL, 2013, p. 5 (1) 1), yet LiEP focuses on foundation phase development of mother tongue language of learning and teaching and then recommends that languages can be introduced alongside home language as a subject. “All learners shall offer at least one approved language as a subject in Grade 1 and Grade 2. (2.) From Grade 3 (Std 1) onwards, all learners shall offer their language of learning and teaching and at least one additional approved language as subjects.” (LiEP, 1997, p. 2 (6) 7).

1.8.2 Media in Education

Media can be used in almost any discipline to enhance learning, both in class, and also for outdoor assignments. The development of any country comes with the improvement of the social, cultural, economic and political spheres for the betterment of the people of the country. However, restraining the researcher's view in language, the “relationship between language, education and economic development lies in the link between language and education, on the one hand, and education and development on the other” (Bunyi, 1999, p. 338). Development which encompasses not just paper and chalkboard resources but media as methodology in teaching languages. Thus, the teaching of languages through the media is a move towards development that will enhance the development of African languages in making their mark in the economic spaces and diversifying cultural teaching.

The use of media as a methodology has set the platform for the long contention of the importance of mother tongue language teaching as well as the perceived attitude of inferiority towards African languages, “teaching the languages through media may be the panacea needed to break through the uninspiring attitude of learning the languages.” (Salawu, 2006, p. 88).

The media in people’s lives considering the current era of the 4th industrial revolution has come to be an indispensable form of reaching out to the masses even in educational spaces, most people pay attention to the broadcasts. Considering the impact of media, it then stands out to be a good instrument to use for teaching language as cited by Salawu “People, generally, use the media for information, education and entertainment. Omojuwa (1997: 211)” (Salawu, 2006, p. 92). The medium makes reading easily accessible to learners in the absence of a traditional classroom teacher. Those who teach or facilitate the teaching of language in the media space should have pedagogical knowledge and classroom skill to be able to teach with an understanding of their audience in order to encourage learning even though feedback is not readily available compared to a traditional classroom setting, “With enough motivation, listening to stories, telling stories and making jokes can be transformed to reading and writing skills, which will ultimately help in promoting language development” (Salawu, 2006, p. 93).

The increase of media education in the United States happened in the late 1960s. In the late 1960s new teachers and administrators in the education spaces realized that mass media would not go away, they had to start something about media education. The phase-in stage about 20 years, until the late 1980s. The transitional stage was in the late 1980's "In this stage, more media education teachers and scholars in the United States participated in the worldwide media literacy movement and attended international, national, and regional conferences or meetings to share knowledge, strategies, research, and curricula of media education" (Guo-Ming, 2007, p. 89). The influence of these developments facilitated the development and understanding of media use in education.

Broadcasting in post-Nigerian independence the regional governments which had established television and radio stations, the federal government established the Nigerian Television Service (NTS) to complement its pioneer radio station (NBS) in 1956, had been renamed Nigerian Broadcasting Corporation (NBC). Cited in the *IOSR journal* "The societal importance of broadcasting is underscored by Folarin (2000) "the planned provision of information, education and entertainment to large and heterogeneous audiences through the medium of radio or television. (p.35)" (Akashoro, et al., 2013, p. 41). There have been educational programmes on radio and television in Nigeria, the University of Lagos received a broadcasting license in February 2002, its purpose was to operate an FM station for educational broadcasting was an indication of change as well as acceptance that media in education is recognized as the methodology to be employed in teaching. Cited by Salawu "The system was also expected to transmit the Nigerian and African cultures, tradition, politics, literature, drama and entertainment (UNESCO, 1974). As expected, the system, at its inception, did very well in the area of education" (Salawu, 2006, p. 90).

Early in 1998, according to the South African Institute for distance education (SAIDE), the South African Broadcasting Corporation and the Department of Education met to develop plans for research projects. The objective was to provide a broadcast service which provided television and radio educational resources in support of curriculum in schools, to support the development of the whole school and provision of a continuous professional development of educators in primary schools as well as high schools. Furthermore, other educational broadcasts like the introduction of Takalani Sesame,

which aimed to engage learners and their parents, promoting basic school readiness, literacy, numeracy, and health and hygiene.

The importance of media in education can no longer be ignored, but it is a form of a requirement to advance educational needs “the requirement that education should take a different view of the mass communication media, take account in its content of the constantly swelling volume of messages they convey, and learn how to turn media techniques and technology to its own advantage” (UNESCO, 1984), through using media in educational spaces for teaching and learning so that more literacy can be attained.

1.8.3 Cultural cognition in language teaching

Language teaching is expected to remain a serious matter since language is the tool used for communication as well as identity. The term “culture” within the research scape on language teaching and learning, has diverse definitions that deal with forms of speech acts, sociocultural behaviors, social organizations, knowledge constructs, and ways in which knowledge is transmitted and obtained (Seel N, 2012, p. 882). Culture is sometimes identified with and may find its manifestations in notions of personal space, body language, eye contact, concepts of time, and various customs and traditions. According to (Sharifian, 2009) cultural conceptualizations are properties that emerged out of a group’s interactions across space and time. “People use language to create meaning in their social and cultural environment” (Halliday, 2007), it means that language does not just serve the purpose of communication but also gives identity, it facilitates cultural cognition to those who are learning and speaking the language.

Language learning theory recommends that culture be highlighted as a vital component of language teaching. Sociolinguistic perspective shows that language competency is not only determined by the ability to grammatical and accurately use language but by also the use of that language fitting cultural context. Belgin cites that “In fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs” (Tanrıverdi & Apak, 2008, p. 4). The use of language with all its ramifications i.e., diction, idioms, proverbs and phonology should be mastered.

“The social context of language learning and teaching is greatly impacted by a nation’s political decision to give special status to a particular language or languages” (Rubdy & Mckay, 2009, p. 10), this is the circumstance in South Africa “the constitutional principle of language equity, which stipulates that all official languages must enjoy parity of esteem and must be treated equitably (The Constitution, 1996, Section 6[2])”. (Kamwangamalu, 2012). Adoption of the new constitution which was fostered by the new political era saw African languages sharing equal status with English and Afrikaans, which were previously the dominating languages. African languages are then faced with challenges of being taught using correct teaching strategies to make sure that isiZulu for example is taught in its correct context like the setting of linguistic standards.

The linguistic standards can be standards that are developed by the speech community, in the context of South Africa a speech community can be differentiated by ethnic groups for example Zulu’s, Sotho’s, Tsonga’s and so forth. Cited by Rubdy and McKay “Hymes (1972) contends that members of a speech community must share the same rules of speaking and be familiar with at least one common linguistic variety. Individuals are typically members of several speech communities and alter their norms of language use to conform to other members of the same speech community.” (Rubdy & Mckay, 2009, p. 14) meaning there are standards and norms carried by a language that should be adhered to by those who teach the language, making sure that the linguistic standards are recognized.

Language teaching should endeavor to be competent with native speaker’s language especially cultural cognition “Gumperz’s studies on communication between blacks and whites in the United States and between Indians and British in England demonstrated how differences in language use among speech communities can cause misunderstandings leading to racial and ethnic stereotypes and inequalities in power” (Rubdy & Mckay, 2009, p. 15). This in comparison resonates well with the South African diverse language use, for example, the use of the term “maid” to refer to a helper or *umuntu olekelela ekhaya* sounds offensive yet it’s not offensive nor derogatory in English, the use of a word like “domestic” is better to avoid offence.

Language gives an important understanding of the native speakers' cultural dynamics; historical knowledge is important in order to understand the language. This means in teaching language the cultural and historical perspective needs to recognized in order to teach the language as its native speakers lest we neglect that the "English language was introduced from a colonial position as a panacea for solving the economic and educational problems" (Rubdy & Mckay, 2009, p. 18) resulting in its dominance of other languages assuming superiority.

The importance of electronic and print media for the acquisition of language skills has been acknowledged, since media platforms are seen as leaders is setting agendas or setting pace, the unique and innovative essence of African languages should be seen as exhibited in them. The state where African languages are unconsciously dispersed by using foreign words when there are local substitutes, must be discouraged in African language media programmes. The practice of using foreign words in substituting African words, is a kind of practice that gives the wrong notion that African languages are not complete and are inadequate or rather underdeveloped.

The above being said it continues to give English superiority over African languages. In another Study in New Zealand, 2010 by the Department of Education called *Literature Review focused on Virtual Learning Environments (VLEs) and e-Learning in the Context of Te Reo Māori and Kaupapa Māori Education*, the indigenous language Māori literature shows "the differences in the use of language and symbols – more focused towards tools developed for use in cross-cultural contexts, this theme highlights challenges of (mis)translating or transferring knowledge forms into digital concepts. The literature stresses that quality tools can be impacted by the strength of cultural competence and understanding of the designer" (Tiakiwai & H, 2010, p. 2) in this case told being the medium used to teach.

This study speaks again to the knowledge of pedagogy by those who are online teachers in order to correctly facilitate literacy of indigenous languages in the correct cultural context "language took a prominent role in their thinking because they found that language and language structure could influence the way in which people think; that even when English was used in cross-cultural instructional design, it was important that instructional designers remember that not all understanding of English was equal; and misuse of language, symbols, colors, metaphors could potentially,

even if unintentionally, create offence for learners. Because of this, cultural competence for designers was identified as being critical." (Tiakiwai & H, 2010, p. 13) Cited in the New Zealand repot. "To speak a language is to take on a world, a culture" (Fanon, 1986, p. 38) those who teach the language should be in cognisance of the culture and assume that world.

1.9 Conceptual Framework

The conceptual framework is established on specific thoughts that can be used within the greater theoretical framework. Its linked concepts and all aspects of the conceptual framework are used in the process of this research. It is the researcher's clarification of how the research problem would be probed. "The framework makes it easier for the researcher to easily specify and define the concepts within the problem of the study" (Dickson, et al., 2018, p. 439). Conceptual frameworks can be in graphical or descriptive form explaining the crucial elements to be probed and the presumed relationships of the concepts.

The conceptual framework is beneficial for research, "it assists the researcher in identifying and constructing his/her worldview on the phenomenon to be investigated" (Dickson, et al., 2018, p. 438). It is used when one theory does not frame the researcher's study, but different ideas form a sufficient framework for the study. The concepts that underpin this study are sociolinguistics, pedagogy and constructivism learning theory. These theories are briefly explained in *figure1* below.

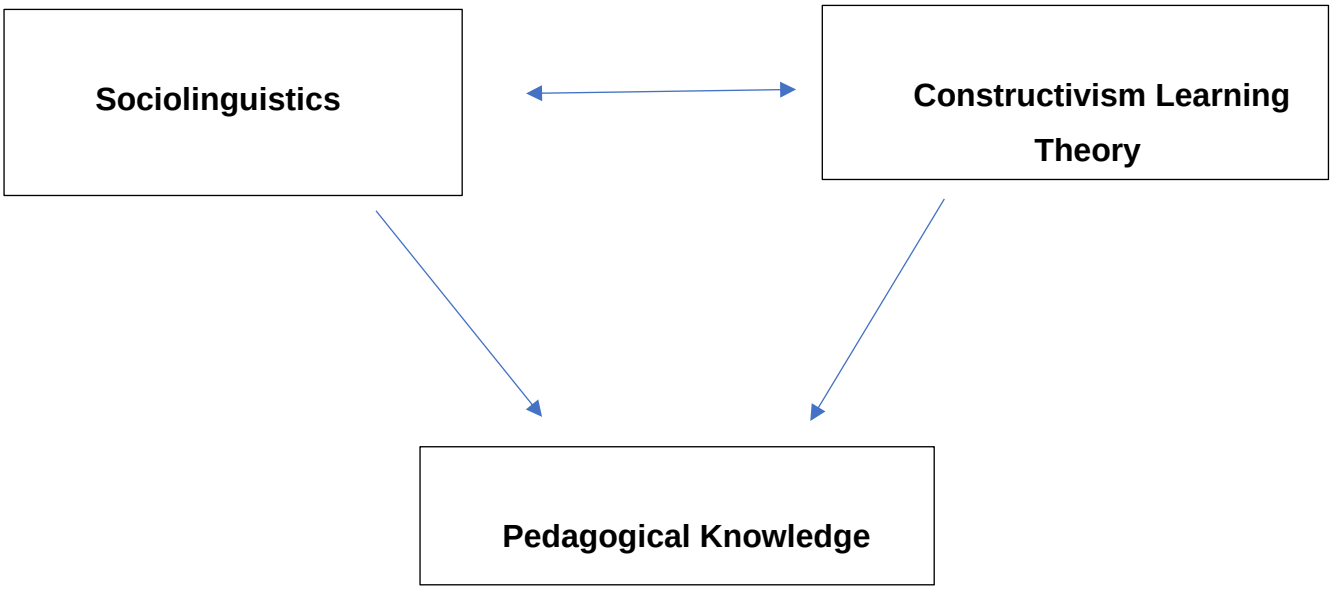


Figure.1. Language learning concepts

The language learning concepts are framed from the linguistics branch of sociolinguistics, which transmits cultures through language teaching. Pedagogical knowledge in teaching plays a fundamental role in teaching language in its context and using media as a methodology to facilitate learning and teaching. Constructivism theory draws from the notion that learners are active participants in the process of learning as facilitated by teachers.

1.9.1 Concept Clarification

1.9.1.1 Sociolinguistics

Sociolinguistics is described as the "descriptive study of the effect of any and all aspects of society, including cultural norms, expectations, and context, on the way language is used, and society's effect on language" (en.unionpedia.org, n.d.). It studies language varieties, their functions and their speakers. As explained by Miriam Meyerhoff "sociolinguistics is about how individual speakers use language, how people use language differently in different towns or regions and about how a nation decides what languages will be recognized in courts or education" (Meyerhoff, 2006, p. 1).

1.9.1.2 Pedagogy

Pedagogy is an approach to teaching, its methodology employed in teaching. In pedagogy the teacher becomes more of a mentor or facilitator in helping students achieve the learning goal, it includes collaboration. In consideration of this research, the researcher will look at language pedagogy. Shulman describes pedagogical content knowledge (PCK) as ''the particular form of content knowledge that embodies the aspects of content most germane to its teachability'' this includes knowledge of representations, analogies etc. that make the content comprehensible, and ''an understanding of what makes the learning of specific topics easy or difficult.'' (Shulman, 1986), language teaching requires content knowledge as well as methodology to facilitate learning and understanding.

1.9.1.3 Constructivism Theory

According to the encyclopedia of learning sciences (2012), Constructivist learning theory takes on several forms, individual, social, cognitive and postmodern but all emphasize that learners construct knowledge using their own activities and that they

interpret concepts and principles in terms of the schemata that they have already developed. (Seel N, 2012, p. 787)

To benefit this study the researcher will focus on social constructivism and cognitive constructivism. Constructivism, Lev Vygotsky (1896-1934) was considered a pioneer in learning in social contexts. As a psychologist, he was also the first to examine how our social interactions influence our cognitive growth. Vygotsky “stated that culture was a primary determinant of knowledge acquisition. He argued that children learn from the beliefs and attitudes modeled by their culture.” (Kurt, 2020).

Language as the basis of learning as such it helps with reading and writing, thus as cited Vygotsky mentions that culture is significant in learning, language is the root of culture, and *individuals* learn and develop within their role in the community” (Kurt, 2020) helping to understand the importance of cultural context in teaching language.

Piaget's theory of cognitive constructivism argues that people produce knowledge and form meaning based upon their experiences, touching on two of the key components which create the construction of an individual's new knowledge are accommodation and assimilation.

Social constructivism and cognitive theory will benefit this study because language learning is constructed through interaction with others. The cognitive theory says that knowledge is actively constructed by learners based on their existing cognitive structures and development. Both the theories aim to achieve learning through a process of development, also knowledge acquisition is based on context and stage of understanding.

1.10 Methodology

1.10.1 Research Design

The methodology to be employed in this research is qualitative approach. Qualitative research focuses on the “social meaning people attribute to their experiences, circumstances, and situations, as well as the meaning that people embedded into texts and other objects”, (Hesse-Biber & Leavy, 2011).

The qualitative approach is based on the interpretive paradigm, it focuses on the meaning that people make and how people experience their world. It is not concerned about generalizing its findings to a larger population but with understanding a particular

group of people. These features make it an appropriate method for using it in the education space where participants are observed in their normal environment. The qualitative component of this study will be grounded data; SABC YouTube video Lets Learn isiZulu with Busi and Sipho. The Incremental Introduction of African language document as published on the Department of Education website in conjunction with Department of Education language policy. The method will provide the researcher with sufficient, understandable, and clear data.

1.10.2 Research philosophical paradigm

The proposed study will be following the interpretive paradigm with a qualitative approach. The “interpretive research builds up rich and elaborate descriptions of the phenomena under study. As it mainly concerns human beings and their interrelationship and contexts, these rich descriptions allow the reader to gain a deep understanding of the phenomena through identification and empathy” (Hussain, et al., 2013). “The relativist ontology adopts that reality, as we know it is constructed intersubjectively through the meanings and understandings, developed socially and experientially” (Fambaza, 2012, p. 61), reality is created and interpreted by individuals according to their ideological positions and cultural beliefs, a single occurrence can have multiple meanings. The methodology will be interpretive “the interpretivist paradigm posits that researchers' values are inherent in all phases of the research process. Truth is negotiated through dialogue” (Cohen & Crabtree, 2006). The interpretive approach will rely on the naturalistic method, in this research as it will be analysing the existing texts: SABC 2 You Tube video: *Lets Learn isiZulu with Busi and Sipho*? In conjunction, it will do a document analysis on the language policy documents from the department of basic education and the IIAL aims documents.

1.10.3 Research Methodology

The methodological approach to this research is qualitative, to explore and describe the teaching of isiZulu on YouTube video Lets Learn isiZulu with Busi and Sipho which is available on the SABC IIAL program. Qualitative data will be collected employing grounded data. This was considered appropriate since the researcher wished to obtain a detailed understanding of how teachers or facilitators teach isiZulu using media platforms. Qualitative research focuses on the “social meaning people attribute to their

experiences, circumstances, and situations, as well as the meaning that people embedded into texts and other objects" (Hesse-Biber & Leavy, 2011).

This type of methodology focuses on the meaning that people make and how people experience their world. It is not concerned about generalizing its findings to a larger population but with understanding a particular group of people. I chose to use qualitative research methodology in this study because "it allows a researcher to investigate a phenomenon holistically, taking a number of variables into consideration" (Lichtman, 2012). "These characteristics make it a suitable approach to use in an educational setting where participants are observed in their natural environment." (Steyn, 2017, p. 57)

1.10.4 Research Methods

1.10.4.1 Sampling

In sampling "there is no 'right' sample size in qualitative research. Small samples are typically used in order to obtain rich data on a phenomenon" (Creswell, 2011). The researcher targets to get information using the correct tool to get answers from the SABC 2 educational program called the Incremental Introduction of African Language, which is available on YouTube channel. SABC YouTube video Lets Learn isiZulu with Busi and Sipho

1.10.4.2 Data Collection Method

Data collection instrument to be utilised as the main source of data collection in this study is the SABC YouTube video Let's Learn isiZulu with Busi and Sipho Incremental Introduction of African language program on SABC 2. Other instruments to be used are secondary documents which include: DoE's Language Education language in education policy document aims 1) "to promote full participation in society and the economy through equitable and meaningful access to education; 2) to pursue the language policy most supportive of general conceptual growth among learners, and hence to establish additive multilingualism as an approach to language in education; 3) to promote and develop all the official languages; 4) to support the teaching and learning of all other languages required by learners or used by communities in South Africa, including languages used for religious purposes, languages which are important for international trade and communication, and South African Sign Language, as well as Alternative and Augmentative Communication; 5) to counter

disadvantages resulting from different kinds of mismatches between home languages and languages of learning and teaching; 6) to develop programs for the redress of previously disadvantaged languages" (LiEP, 1997, p. 2 (4)).

Incremental Introduction of African Language main aims (IIAL) "1. Improve proficiency in and utility of African languages at Home Language level, so that learners are able to use their home language proficiently. 2. Increase access to languages by all learners, beyond English and Afrikaans, by requiring all non-African Home Language speakers to learn an African language; and 3. Promote social cohesion and economic empowerment and expand opportunities for the development of African languages as a significant way of preserving heritage and cultures" (IIAL, 2013, p. 6)which is accessible on the DoE website. The researcher will use the observation process to collect data from the YouTube video, which involves the active acquisition of information from a primary source. "Observation is the systematic process of recording the behavioral patterns, objects and occurrences without necessarily questioning or communicating with them" (Creswell, et al., 2010, p. 83). Observation is used to gain deeper knowledge and understanding of the observed occurrence.

1.10.4.3 Data Analysis Methods

1.10.4.3.1 Content Analysis

Content analysis is a systematic examination of communicative material, especially from the mass media. "Content analysis is a research tool used to determine the presence of certain words or concepts within texts or sets of texts. (Carol , et al., 1994-2012) "Content analysis now is also utilised to explore mental models and their linguistic, affective, cognitive, social, cultural and historical significance", (Carol , et al., 1994-2012) , the researcher chose to use the content analysis to collect qualitative data from the educational media SABC YouTube video Lets Learn isiZulu with Busi and Sipho Incremental Introduction of African language program on SABC 2.

1.10.4.3.2 Conceptual Analysis

Conceptual analysis is a process of coding by selective reduction. "By reducing the text to categories consisting of a word, set of words, or phrases, the researcher can focus on, and code for, specific words or patterns that are indicative of the research

question” (Carol , et al., 1994-2012). “In conceptual analysis, the researcher simply wants to examine presence with respect to his/her research question” (Carol , et al., 1994-2012). The researcher will look at words and phrases' use of language in the SABC YouTube video Lets Learn isiZulu with Busi and Sipho. All of them aim at gaining better knowledge of the language used. The conceptual analysis will help the researcher bring more detail in language use and acquisition, helping to understand that speaking a language does not mean the speaker understands the rules that govern language use.

1.10.4.3.3 Relational Analysis

The relational analysis aims to examine the relationships among concepts in a text. Relational analysis has also been termed semantic analysis (Palmquist, Carley, & Dale, 1997) as cited in (Carol , et al., 1994-2012). The focus of relational analysis is to look for semantic, or meaningful, relationships. The researcher will use the SABC YouTube video Lets Learn isiZulu with Busi and Sipho to look at concepts and how they relate to language use, the use of correct grammar and language context.

1.10.4.4 Data Analysis and interpretation

The analysing of the qualitative data is built on content analysis. The researcher will use the Inductive approach, “which implies that “coding data without trying to fit it in a pre-existing frame or the researcher’s own preconceptions” (Braun & Clarke, 2016). The researcher collects data and sorts relevant information for interpretation and relevance. The researcher’s basis of qualitative content analysis stems from the basis that the researcher is looking at the methodology applied in teaching, the representation of language use and not the response from learners or viewers who have made up the quantitative view

1.11 Quality Assurance

1.11.1 Validity and Reliability

Reliability is “the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable” (Golafshani, 2003) and validity “determines whether the research truly measures that which it was intended to measure or how

truthful the research results" (Golafshani, 2003). Validity and reliability in this study were ensured through following the ideologies of trustworthiness and credibility, the trustworthiness of collecting data and analysis of data. My position as a researcher demands trustworthiness for the benefit of the users of the indigenous language whose languages are constantly questioned about their corpus development as well their worth within the current quest for decolonization in the education system. The collection of data, analysis and the reporting of results go hand in hand with ensuring trustworthiness in content analysis (Steyn, 2017, p. 14).

1.12 Ethical considerations

There are reasons why ethical norms in research are important and should be adhered to, "since research often involves a great deal of cooperation and coordination among many different people in different disciplines and institutions, ethical standards promote the values that are essential to collaborative work, such as trust, accountability, mutual respect, and fairness." (David B. Resnik, 2011, p. 2). The researcher will follow the ethics application process as required by the University of Witwatersrand. However, in the current study, the researcher does not need ethics application since the study is based on available data.

1.13 Significance of the study

This research will benefit the DBE in seeing the gaps and addressing the lack of language policy implementation in South Africa at the media level. This research will benefit the department of basic education in reevaluating the methodology employed in achieving the objectives as set out in the IIAL program.

1.14 Limitations of the study

This study is conducted during the covid19 pandemic. The limitations posed by the pandemic results in methodology changes due to protocols by the education department. Staff from the Department of Education work remotely resulting in challenges in contacting relevant creators of the Incremental Introduction of African Languages program. The limitation will pose a challenge should the researcher require

further clarification from the Department of Education concerning the IIAL program to the SABC media house.

1.15 Delimitations of the study

The researcher outlines the aims of the IIAL program from the Department of Education as they form part of the main reasons why the study is being conducted. The aims and objectives of this study are to bring to the fore the current status of African languages within the programmes formulated by the Department of Education. The adoption of a conceptual framework, as opposed to the theoretical frameworks, strengthens the study, helping the researcher's broader view of the study. With qualitative methodology on data collection. Data collection will be from grounded data that is the SABC YouTube video Lets Learn isiZulu with Busi and Sipho, which will help with the reliability of the data, and the thematic analysis will strengthen the validity and reliability of the data.

1.16 Chapter outline

Chapter 1: Introduction

This chapter describes the background of the study, aims, objectives and the research question. It gives a short literature review and conceptual framework. This chapter further outlines the research methodology and design, data analysis methods and quality assurance of the research.

Chapter 2: Framing Concepts

This chapter provides a discussion of the conceptual framework. The three concepts framing this research study which are constructivism learning theory, pedagogical content knowledge and sociolinguistics. The aim is to give a clear view of how these concepts are suitable for this study and their connection in making language learning attainable.

Chapter 3: Literature review

The chapter presents literature validating the research. Through the arguments from other scholars the role of media in teaching indigenous language isiZulu will be explored, the contextual presentation of isiZulu as well as the effectiveness of the teaching method used.

Chapter 4: Research design and methodologies

This chapter presents the methodology and research protocol that was utilised in this study, research paradigm, and design and data collection instruments. This chapter further provides data analysis, triangulation and reliability of the study

Chapter 5: Data presentation, analysis and discussion

This chapter focuses on the presentation and analysis of the data collected and provide feedback using the themes that emerged from the data are discussed**.**

Chapter 6: Conclusion and recommendations

This chapter presents a summary of the whole study and provide brief findings. The chapter is concluded by the recommendations and conclusion of the study based on the data-gathering techniques used.

1.17 Conclusion

Considering the given contextual information of the study, the teaching of African languages in the education program with the aim to educate speakers and non-speakers of African languages using media as a tool will be explored. The study will focus on the literature review regarding media in language teaching of siZulu, content teaching and the representation of African languages in the applied method of teaching. The literature will discuss international and national views of media methodology in language teaching.

Chapter 2

Conceptual Framing of language teaching and Learning

2.0 Introduction

The conceptual framework of this research is based on three concepts constructivism learning theory, pedagogical content knowledge and sociolinguistics. These concepts are used within the teaching and learning process. Below is a detailed explanation of these concepts, the aim is to give a clear view of how these concepts are suitable for this study and their connection in making language learning attainable. Starting with constructivism leading to pedagogical knowledge and finally the concept of sociolinguistics and its importance in language learning.

2.1 Constructivism Learning Theory (Jean Piaget 1980)

Teaching and learning are a reciprocated method, which is the active participation of learners. “Education is that teachers cannot simply transmit knowledge to students, but students need to actively construct knowledge in their own minds.” (Olusegun, 2015, p. 66). Constructivism is an approach to teaching and learning founded on cognition as the result of knowledge construction, “Constructivism is a learning theory found in psychology which explains how people might acquire knowledge and learn. It, therefore, has direct application to education” (Olusegun, 2015, p. 66) in essence learners come to the classroom environment with prior knowledge. The input from their engagement with the teacher which is the process of learning fits into their already acquired knowledge.

There are two ideas around the constructed knowledge as cited by (Olusegun, 2015) firstly there is no *tabula rasa* on which new knowledge is etched. Rather, learners come to learning situations with knowledge gained from previous experience, and their prior knowledge influences what new or modified knowledge they will construct from new learning experiences. Secondly, cited by (Olusegun, 2015) Learners confront their understanding in light of what they encounter in the new learning situation. If what learners encounter is inconsistent with their current understanding, their

understanding can change to accommodate new experiences. Learners remain active throughout this process: they apply current understandings, note relevant elements in new learning experiences. The process increases the learner's knowledge and understanding of concepts. Constructivism learning theory rests upon two hypotheses that construct knowledge in a learner as an individual, which are accommodation and assimilation.

Assimilating hypotheses works on the notion that the learner fits in the new experience, knowledge into the already existing knowledge "This causes the individual to develop new outlooks, rethink what were once misunderstandings, and evaluate what is important, ultimately altering their perceptions" (Olusegun, 2015, p. 67). Therefore, the learner who is in the process of learning a language foreign to them is able to adjust their prior misunderstanding and perception to the newly revealed knowledge about the culture and use of the target language.

The hypothesis of accommodation is defining the world and new experiences into the present knowledge. "Individuals conceive a particular fashion in which the world operates. When things do not operate within that context, they must accommodate and reframing the expectations with the outcomes" (Olusegun, 2015, p. 67). Accommodation occurs when learners change their existing ideas in response to new information.

The learning process requires teaching, putting the responsibility of facilitation of new knowledge to the teacher as well as the conducive environment. The environment must offer an opportunity for active learning. The basic characteristic of a constructivist learning environment as cited (Olusegun, 2015) "is that knowledge will be shared between teachers and students. Teachers and students will share authority. The teacher's role is one of a facilitators or guides, and learning groups will consist of small numbers of heterogeneous students". (Olusegun, 2015, p. 68) The process of constructive learning provides pedagogical goals which are cited by Olusegun (Olusegun, 2015)

"To provide experience in and appreciation for multiple perspectives, to embed learning in realistic contexts (authentic tasks). To encourage ownership and a voice in the learning process (student-centered learning). To embed learning in social experience. To encourage the use of multiple modes of representation, (video, audio

text, etc.) and to finally encourage awareness of the knowledge construction process." (Olusegun, 2015, p. 68)

The operations of constructivism theory concerning language learning are that children can learn using the frame of reference from their social and cultural spaces presumably communities. "Learners construct new understandings using what they already know. They come to learning situations with knowledge gained from previous experiences". (Mvududu & Thiel-Burgess, 2012, p. 110). This being noted, it means prior knowledge plays a role in learning "Prior knowledge influences what new or modified knowledge they will construct from the new learning experiences" (Mvududu & Thiel-Burgess, 2012, p. 110). Through their prior knowledge, it becomes easy to accommodate or rather assimilate the addition of words to what they already know, then move from assimilation to accommodating more knowledge.

The concept of constructivism theory is that learning is active process rather than a passive one. "Learners negotiate their understanding in light of what they encounter in the new learning situation. If what learners encounter is inconsistent with their current understanding, their understanding can change to accommodate new experiences. Learners remain active throughout this process." (Mvududu & Thiel-Burgess, 2012, p. 110) The participation of learners in the learning process is what brings learning into a more effective perspective and allowing the assimilation of culture and the recognition of social and cultural diversity to be transmitted through learning.

In cognisance of the pedagogical goals of constructivism, the researcher is aware of the importance of pedagogical content knowledge for successful teaching, which is one of the conceptual theories framing this study.

2.2 Pedagogical Content Knowledge (Lee Shulman 1938)

According to Shulman Pedagogical Content Knowledge "embodies the aspects of content most germane to its teachability. Within the category of pedagogical content, knowledge includes, for the most regularly taught topics in one's subject area, the most useful forms of representation of those ideas, the most powerful analogies,

illustrations, examples, explanations, and demonstrations - in a word, the ways of representing and formulating the subject that make it comprehensible to others . . . [It] also includes an understanding of what makes the learning of specific concepts easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning" (Shulman, 1986, p. 9). In the context of this research, the pedagogical content knowledge on review is teacher's language teaching knowledge and application of practices that will achieve the desired objective of language acquisition, and one of the aims of the IIAL program to "promote social cohesion by expanding opportunities for the development of African languages as a significant way of preserving heritage and cultures and increase access to languages by all learners, beyond English and Afrikaans, by requiring all non-African Home Language speakers to learn an African language" (IIAL, 2013, p. 6)

Language teaching constitutes different components and has a structure to be followed, to which teachers must know thereof. The components as explained by (Moats & Foorman, 2003, p. 24) are "Phonological awareness which requires the teacher to differentiate syllables from onsets and rimes, phoneme must be differentiated from letters to clarify for learners the nature of speech to print correspondence, phonic requires variable spelling correspondences at the sound, vocabulary requires an understanding of the semantic organization and the relationships among word structure, grammatical rule, and meaning lastly text comprehension the teacher has to know and explicate such linguistic concepts as text organization, genre, inter-and intra-sentence references, figurative and idiomatic language, and the complex sentence structure found in academic discourse". In the study Measuring teacher's content knowledge of the language and reading conducted in Washington DC, it looked at the components encompassed in language instruction at the phoneme, grapheme, syllable, word, sentence, and discourse levels, it states that "teachers need specific and explicit linguistic knowledge to recognize and address the needs of all children on the continuum of reading and language proficiency." (Moats & Foorman, 2003, p. 24).

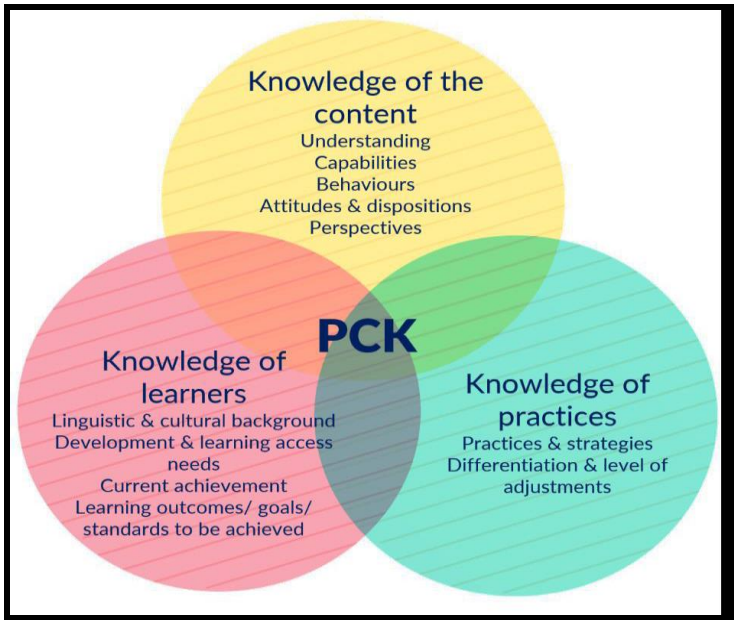


Figure 2.1: Pedagogical Content Knowledge (NTBOS, 2018)

Pedagogical Content Knowledge figure 2.1 describes effective pedagogical practices reinforced by the theory that "the learning environment is caring and productive and it promotes independence, interdependence, and self-motivation. The student's needs, backgrounds, perspectives and interests are reflected in the learning program and students are challenged and supported to develop deep levels of thinking and application, assessment practices are an integral part of teaching and learning and learning connects strongly with communities and practice beyond the classroom." (NTBOS, 2018, p. 18) Moreover, informal assessment of language learning in a classroom setting within the context of this research may be done through learner engagement.

According to Shulman (Shulman & S., 1987) the objectives of PCK are knowledge of educational contexts and knowledge of the purposes of education. "To this conception of pedagogical content knowledge, others have contributed valuable insights on the importance and relevance of the linguistic and cultural characteristics of a diverse student population" (Adela, 2009) In the context of teaching isiZulu using the YouTube video learn isiZulu with Busi, it is an expected attribute for the facilitator to understand the different cultural population who are her/his learners remotely. That knowledge will inspire the application of correct learning tools.

The goals of pedagogy are to facilitate learning embedded in social experience and be entrenched in realistic contexts. To resonate with the contention of this research that learning, and teaching isiZulu should be taught in its context we are then led to the understanding that sociolinguistics understanding should be what the language facilitator displays to be able to help in the contextual learning and teaching of isiZulu.

2.3 Sociolinguistics (William Labov 1972)

Sociolinguistics is “the science that investigates the aims and functions of language in society. It attempts to explain how language differs from one context to another across geographical borders and how people in one context communicate with people in other contexts.” (Bayyurt, 2013, p. 70) .It is how language is used, the diversity of language and its contextual use, the culture and dialects presented by languages. In a society, one descriptive element is their language which intends to communicate their culture and the society they belong to. Through the study science of sociolinguistics, we learn to understand a society of people in a different language and their culture thereof. “When we meet people for the first time in a social context, our first reaction often includes speculation, on the basis of their spoken language, about where they come from, and what social class they belong to” (Bayyurt, 2013, p. 70). Sociolinguistics addresses different fields, language variety and change, diversity and style, language attitudes, language and culture, discourse analysis, language and interaction in social settings, speech changes and in the context of education language planning and policy, the selection of languages to be taught, curriculum development and teacher education. The education of languages should be based on social content because language is spoken by a society and belongs to members of society whose culture is embedded in their spoken language.

In consideration of this research study of teaching African languages literacy at foundation phase level, teaching and learning isiZulu. The importance of understanding the constructive ways of learning and understanding concepts leans upon the knowledge by the facilitator on how to structure knowledge for the benefit of the learners as well as understanding their background. Applying their prior knowledge in teaching them new concepts that they assimilate and also accommodate their acquired knowledge in active participation towards learning.

The theoretical knowledge of how to teach is then accompanied by the ability to facilitate knowledge through pedagogical content knowledge of the facilitator. Pedagogical content knowledge of the facilitator enables the facilitator to teach from a foundation of cultural knowledge of languages thus enabling them to teach within the appropriate context. The justification of this contextual application in this study is the understanding that teaching and learning happen within context.

Table 2.1: Key conceptual frameworks to the study

Research Question	**Key Conceptual Framework (CF)**	**Influence of CF on Research Design**	**Influence of CF on Analysis**
1. What are the current teaching pedagogies in use for teaching isiZulu FAL according to the IIAL program at FP?	Pedagogical Content Knowledge (PCK /Constructivism Learning Theory	Watching Let's learn isiZulu with Busi and Sipho YouTube video	To analyze the appropriate application of PCK by the facilitator /To investigate how theory informs strategies of teaching and learning
2. How is the contextual content for teaching isiZulu FAL in the IIAL program presented in the teaching of literacy in SABC 2 YouTube: Let's learn isiZulu with Busi and Sipho?	Sociolinguistics	Watching Let's learn isiZulu with Busi and Sipho YouTube video	To investigate contextual and cultural language cognition. To also analyze appropriate FAL linguistic teaching and learning.
3. To what extent is the presentation of isiZulu FAL literacy aligned to the IIAL program as presented on SABC 2 YouTube video: Let's learn isiZulu with Busi and Sipho?	Representation	Watching Let's learn isiZulu with Busi and Sipho YouTube video	To analyze how isiZulu is represented in the teaching and learning process

2.4 Conclusion

Through contextual content knowledge and application of theory in the process of teaching and learning, the facilitation and acquisition of language can be achieved. Pedagogical content knowledge, the understanding of applying constructivism in learning and teaching coupled with appropriate tools will achieve the desired results in the acquisition of the target language. Constructivism learning theory gives a clear understanding of how learners consume knowledge and their contribution as active learners. On hindsight the theory is not a perfect model considering that it's modeled in teaching subject concepts and the ability to acquire knowledge from personal prior knowledge. In consideration with the IIAL some learners prior knowledge of isiZulu does not exist or exists at a minimal, actually the language learning in the context of South African history may be met with a negative attitude.

The theory does not address the attitude towards previously marginalised languages, isiZulu to be precise. However, does make room for accommodation of new knowledge. Pedagogical content knowledge as a starting point in teaching language serves as the springboard in understanding the different sociolinguistic composition of society, also the understanding of content makes the use of different strategies effective and to the aid of making the application effective.

The next chapter is chapter 3: Literature Review.

This chapter will provide literature validating the research. Through the arguments from other scholars the role of media in teaching indigenous language isiZulu will be explored, the contextual presentation of isiZulu as well as the effectiveness of the teaching method used.

Chapter 3

Using Television in IsiZulu First Additional Language Teaching and Learning

3.0 Introduction

The objective of this chapter is to provide theoretical literature substantiating the research on language teaching, isiZulu as first additional language. The use of media in teaching indigenous language isiZulu will be explored, the contextual presentation of isiZulu as well as the effectiveness of the teaching method used. The chapter will start by giving a brief historical background of the South African language in the education policy context, language teaching exploring its contextual teaching. Further examine the use of media as a tool of teaching literacy and lastly explore the representation of indigenous languages more specifically isiZulu as a subject of this research.

3.1 Language Historical Background (South Africa)

In December 1995 the Minister of Arts, Culture, Science and Technology announced the establishment of a Language Plan Task Group (LANGTAG) to identify South Africa's language-related needs and priorities. The Minister noted that it had become clear that "'a definite tendency to unilingualism' was emerging in the country even though multilingualism is 'indeed a sociolinguistic reality' in South Africa and even though 'the Constitution provides for the principle of multilingualism" (LANGTAG, 1996). In the LANGTAG final report, towards a National Language Plan for South Africa says that English is given 'power' this power regularly referred to as 'the hegemony of English', it is constantly constructed as creating problems for language policy in South Africa and speakers of South Africa's other languages. Critical reviews of the report say "we believe that the report does not give sufficient recognition to parents' perception that 'access to English' is what their children need, in order to succeed in our society" (S. Granville, et al., 1998).

The language task group was tasked to show the importance of the African language's equal status to the English language. However, in their task, they did not show how

much needs to be invested in making sure that these languages can be used in education at the same status with English, as mentioned by Granville et al. (1998) Parents were not put in a position to uphold the learning and teaching in African languages as important as English. Thus, the superiority of English is still elevated by parents who choose the English as the language of learning.

3.1.1 Indigenous language

The context of indigenous languages as reported in the department of higher education and training report is that "The African continent has some 2 035 indigenous Africa languages (Heine & Nurse, 2000:1) and this total represents nearly one-third of the world's languages. The languages of Africa are classified into four major groups: Afro-Asiatic, Nilo-Saharan, Niger-Congo, and Khoisan. The complex spectrum of the indigenous languages of South Africa is a family of languages comprising an estimated 1 436 languages (Williamson & Blench, 2000), which fall in the Niger-Congo group, although some of the languages spoken in South Africa also come from the Khoisan group.

Africa's languages, therefore, reflect a rich tapestry of cultures which, by definition, particularly in contemporary Africa, strongly suggests that intercultural communication should be one of the central pillars of the development policy in the African Union" (DHET, 2003, p. 7).

3.1.2 South African Language in Education Policies

The Language in Education Policy was introduced on July 14th, 1997, together with the new Constitution of the Republic of South Africa. The government, and the Department of Education, recognizes that our cultural diversity is a valuable national asset hence PANSALB was tasked, amongst other things, to promote multilingualism, the development of the official languages, and respect for all languages used in the country.

LiEP is a policy that facilitates the learning and teaching in the learner's mother tongue "to support the teaching and learning of all other languages required by learners or used by communities in South Africa, including languages used for religious purposes,

languages which are important for international trade and communication, and South African Sign Language, as well as Alternative and Augmentative Communication" (LiEP, 1997, p. 2). However, with English being the language viewed as the language of economics parents still have the preference of English as the language of teaching for their children even though numerous research studies have shown the importance of mother tongue learning in primary education or rather at foundation phase.

The language in education policy is a continuous process within the education space thus it does not work on its own but is developed from time to time to accommodate the curriculum changes and also to be improved towards the implementation of attaining equality of fair treatment of all languages, "language in education policy Document should be seen as part of a continuous process by which policy for language in education is being developed as part of a national language plan encompassing all sectors of society, including the deaf community" (LiEP, 1997, p. 1) this being acknowledged another policy was developed in 2013 in an attempt to continue with the quest to make South African official languages equal not just on policy but by the implementation thereof.

3.1.3 National Curriculum and Assessment Policy Statements (CAPS)

National Curriculum and Assessment Policy Statement (CAPS) is a single, comprehensive, and concise policy document introduced by the Department of Basic Education for all the subjects listed in the National Curriculum Statement for Grades R - 12. CAPS gives detailed guidance for teachers on what they should teach and how to assess. The Department of Education made an announcement on the website, detailing why the decision on making African languages a priority and part of the curriculum. The address from the minister of education "Our Department received a report recommending that as from 2014 all public schools should introduce African languages from Grade R" (WebMaster, 2015).

The Incremental Introduction of African Languages policy intends to promote and develop the previously marginalised languages. Currently, the National Curriculum Statement requires learners to offer two languages, one as a language of learning and teaching and the other as an additional language. One of the two languages should

be offered at Home Language level, and the other at either Home Language or First Additional Language (FAL) level.

The IIAL will require all learners to offer three languages**,** one of which should be an African language. One of the three languages should be offered at Home Language (HL) level. However, depending on the school context, learners can offer two languages at Home Language level or the First Additional Language level. Effectively all learners will therefore offer three languages. The CAPS document informs how teaching and learning should take place, the IIAL policy was finalised and the classroom, as well as television programmes, began from 2015, and the department has reading resources in support of the initiative by the Department of Education.

3.1.4 The Incremental Introduction of African Languages Policy

The introduction of Incremental language policy was introduced with the aims to again promote language equity, this policy was rather specific that African languages are to be taught in schools from grade one through to twelve, the aim is to "promote and strengthen the use of African languages by all learners in the school system by introducing learners incrementally to learning an African language from Grade 1 to 12 to ensure that all non-African home language speakers speak an African Language" (IIAL, 2013, p. 5).

In the context of this research study, the IIAL policy aims to ensure that all non-African home language speakers speak an African language meaning that the teaching may be at a first additional level. "First Additional Language level" – "means the language proficiency level that reflects the basic intercultural and interpersonal communication skills needed in social situations and the cognitive academic skills essential for learning across the curriculum" (IIAL, 2013, p. 3). LiEP as a policy laid the foundation of facilitating the teaching for the purpose of social cohesion and allowing constitutional rights of choice in the language of learning. However, the policy left gaps in areas of development of teachers and supply of resources in teaching African languages, it also did not focus on the development of previously marginalised languages but included even languages that had previously been regarded as superior. Thus, the IIAL policy is embedded in the principles set out by LiEP and the

South African constitution of social cohesion and the development of previously marginalised languages.

3.2 Language Teaching

“Language is used to organize, process and convey information from one person to another, from one embodied mind to another” (Robinson & Ellis, 2008, p. 3). Although learning a language is deliberate, it is a process of acquiring an education of a language. The process of teaching a language requires contextual understanding to pass on that knowledge with an understanding that includes important aspects like social and cultural cognition.

3.2.1 Contextual Teaching

Contextual Teaching and learning involve making learning meaningful to learners by connecting to their real world, it draws from their diverse skills, experiences, and cultures. It then integrates these into what and how learners learn. The theory that frames this research is the constructivism theory. Jean Piaget's theory of cognitive development suggests that children move through four different stages of mental development. His theory focuses not only on understanding how children acquire knowledge but also on understanding the nature of intelligence. Piaget's theory includes four stages of development which are sensory-motor (0-3 years), pre-operational (3- 6 years), concrete operational (7-11 years) lastly operational teens. For this research, we will focus on the concrete operational stage which says children continue into primary school, they become able to represent ideas and events more flexibly and logically. Their rules of thinking still seem very basic by adult standards and usually operate unconsciously, but they allow children to solve problems more systematically than before, and therefore to be successful with many academic tasks. In the concrete operational stage, for example, a child may unconsciously follow the rule: “If nothing is added or taken away, then the amount of something stays the same." This simple principle helps learners to understand certain numeracy tasks, such as adding or subtracting zero from a number, in this stage children mentally “operate” on concrete objects and events.

Considering the operations of this theory concerning language learning, at this stage children can learn using the frame of reference from home language and it becomes easy to accommodate or rather assimilate addition of words to what they already know, then move from assimilation to accommodating more knowledge given their background of knowledge. The paradigm which this cognitive theory leans is the behaviorism approach, which states that all languages must be learned by the child and that language acquisition is a stimulus-response process. Language is conditioned behavior and results in the formation of habit. Children learn language by imitation and comparison, which is based on practice. Thus, the role of imitation, repetition, reinforcement, and motivation are very significant in language learning. Language acquisition is the result of nature and learners will play a major part in this process.

3.2.1.1 Social Cognition

Cognition is a process of perception, attention, memory, and action planning. Social cognition is the ability to pay attention to society's norms and values. In a journal study as reported on the Students Understandings and Preferences of the Role and Place of “Culture” in English Language Teaching: A Focus in an EFL context journal. It is reported that 75 % of Greek-speaking students learning English compared to 18 % preferred British English as opposed to American English. “They stated that they preferred to learn British English while 18% preferred American English, the results suggested that this preference was due to negative attitudes towards American English due to their historical relations” (Devrim & Bayyurt, 2010). This suggests that social cognition gives a clear contextual understanding of how to teach and what to teach to be in cognisance of the social impact language learning may have on learners.

In a study that investigated how American learners acquire the pragmatics of Kiswahili A Cross-Sectional Survey, the study found "showed that pragmatic competence does not necessarily correspond with grammatical competence” (Omar, 1990, p. 2) pragmatic competence means the ability to communicate in a language that is adequate to the socio-cultural context. “studies show that to become an effective speaker of another language not only involves learning a new vocabulary and new

rules of grammar and pronunciation, it also includes the ability to use these linguistic resources in ways that are socially appropriate" (Omar, 1990, p. 3). In some instances, people tend to transfer their socio-cultural aspect to the language they are learning, through that the difference between learners of a language and those who are native speakers differ in that lack of socio-cultural cognition becomes evident "non-native speakers who are grammatically proficient in the target language may be differentiated from native speakers by their lack of pragmatic competence of the target language and/or by their tendency to transfer the pragmatics of their first language into the other language" (Omar, 1990, p. 3). This may also be done by language teachers or facilitators, thus as a teacher social cognition of the target language is of great significance.

Cited in the article Voices of Grade Four teachers in response to Mazibuye Izilimi Zomdabu (Mweli, 2018) "According to sociocultural theory, language is central to learning. Learning is a social process through which human intelligence develops" (Mweli, 2018, p. 42). Understanding and comprehension skills to the sociocultural approach, are facilitated through interactions between the learners and their social environment. According to this research study "most reported a positive attitude towards the use of African languages to teach African learners. In line with the items loaded on the African language preference factor, teachers' responses indicated that using African languages to teach African learners enables them to express themselves better, improves understanding, and allows them to show their intelligence" (Mweli, 2018, p. 44), compared to the use of English as the language of teaching and learning. This echoes the sentiments of this research that languages should be taught in their context which will aid comprehension and confidence in acquiring language proficiency.

Reported in the research is that "Most learners think and understand their worlds in isiZulu, which is the known and familiar language that contains blueprints of their cultural knowledge, cultural values and epistemologies" (Mweli, 2018, p. 46). This is an affirmation that social and cultural cognition should not be taken away by teaching languages separate from the culture vested in them. Through these findings, we are given a booster in understanding why the use of isiZulu in the facilitation of teaching African languages to non-speakers of African languages. In the context of this

research, to attain the IIAL program aims by using isiZulu to teach isiZulu as opposed to using English to teach isiZulu considering the social and cultural cognition that the language brings to achieve social cohesion.

3.2.1.2 Cultural Cognition

In language learning, cultural cognition of the language is of paramount importance. According to Byram & Fleming cited in the TESOL Journal “language and ‘culture’ are interrelated so we should teach the ‘target language culture’ together with the language we are teaching for a better understanding of the native speakers of the target language that we are teaching”. (Devrim & Bayyurt, 2010, p. 7) Culture definition as Cited in the Culture and Language Teaching Through Media article "The National Center for Cultural Competence defines culture as an "integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations” (Goode et al., 2000).” (Tanriverdi & Özlem, 2008)

In a journal study (Devrim & Bayyurt, 2010) as reported on the Students Understandings and Preferences of the Role and Place of “Culture” in English Language Teaching: A Focus in an EFL context, “As for local “culture” most of the students stated that language teachers teaching English in Greece should know Greek and be familiar with the Greek culture.” (Devrim & Bayyurt, 2010, p. 8) This is evident that cultural cognition is of crucial importance to the learners of a language, this will enable the teacher to understand from learner's cultural orientation as well as what is more important to them, also the understanding that the language they are learning does not in any way take away their identity but gives them the power to be able to communicate and learn other languages without compromising their language and cultural identity. In the same study as mentioned above Turkey students “emphasized that English language teachers should be able to speak Turkish, and be familiar with the cultures in Turkey” (Devrim & Bayyurt, 2010). This further intensifies that language and culture cannot be separated, being in cognisance of the cultural background of the learners helps in understanding how to facilitate methods to teach the target

language. In the case of teaching isiZulu, being familiar as a teacher with isiZulu culture with an understanding that the intention is to be able to facilitate learning better. Cultural cognition will enable the teacher to make appropriate examples in lessons in the process help with understanding the language contextually.

In the context of South African primary schools, despite the high proportion of children learning to read in their mother tongue, there is little research on African language literacy development. Through this research and the Department of Education, the initiative thought IIAL to improve the development of indigenous languages, leading to a deeper understanding of how proficiency in African languages can contribute to improved literacy and social cohesion. The challenge that is faced in teaching literacy in African languages is the use of English as the basis to teach reading. The findings in a research article by (Tofaris & Wills, 2019), states that many of the children were not reaching basic levels of reading proficiency. “It was clear that grade 3 children were not reaching well-established norms regarding English: by the end of the academic year, half of the study sample were reading less than 34 words correct per minute (WCPM). By comparison, children in the USA are expected to read 110 WCPM by the end of grade 3. However, these English benchmarks could not be used for African languages because the language structures are very different.” (Tofaris & Wills, 2019). The mentioning by the research on the difference between English and African languages that therefore cannot use the same benchmark to compare them since the language structures are different is evidence that languages should be taught in their context.

In the article (Mweli, 2018) “Voices of Grade Four teachers in response to Mazibuye Izilimi Zomdabu! “The use of African languages in education could ensure the cultural identity of learners and provide access to knowledge through the alignment between worldviews, and ways of knowing. Most African cultures that learners bring into the classroom are not used to support quality learning and teaching. Therefore, in a situation in which English is privileged over African languages as LoLT, it could be argued that the use of English, which is embedded in Anglo-centric culture, denies epistemological access to knowledge to the majority of learners who speak African languages” (Mweli, 2018, p. 39). This further justifies that African languages have to be taught in their cultural context lest we neglect the very essence of the power of language which is “its function as a transmission mechanism of ‘culture’ or, more

popularly, its role in the formation of individual and social identities" (Alexander, 2012, p. 3)

Learning as an active process demands the application of different methodologies and tools in helping and engaging learners. Given the current global changes in the use of different tools in teaching and learning, following the trend below we explore the use of media as a tool of teaching literacy especially the use of Television in teaching isiZulu.

3.3 Media as a stool of teaching literacy

The world today has most children exposed to the use of digital media and they live in digital and media flooded spaces that have an abundance of information and communication. Children at an early age begin to get exposed to technology tools and digital media in their environments such as personal computers, laptops, tablets, and smartphones with an Internet connection, televisions, handheld digital games, and other mobile devices. Cited "Children's curiosity is often aroused by the interaction their family members and those around them have with these technology tools. Thus, technology and digital media (TDM) have become a part of the children's world (Donohue, 2015)." (Ihmeideh & Alkhawaldeh, 2017, p. 139) This is a testament that children have become digital inhabitants because they are born into technology spaces and are quickly cultured into technology life, being able to use gadgets at an early stage. The use of media as a tool has its requirements for those facilitating teaching and learning, the ability to use it to its best maximum. Achieving pedagogical objectives and facilitating learner participation and understanding of content.

3.3.1 Literacy Teaching

The primary years of school are an important phase in the development of lifelong learning and the acquisition of skills. Cited scholars acknowledge the importance of literacy and its impact to further learner development "Literacy is one of the most important academic skills, Literacy can be used as a measure to predict success in both life after school and the educational environment" (Cilliers & Bloch, 2018, p. 2)These skills are a foundation for successful abilities in later schooling and academic years of learners. Early Literacy is the most important skill learners need to have

successful school years, literacy includes reading, writing, speaking, numeracy, and life skills.

“Literacy is considered important as it has the potential to reduce poverty, promote productivity and sustain development (Zhang 2006)”. (Cilliers & Bloch, 2018, p. 1).
In the context of this research paper, we focus on the aspect of reading in literacy to gain knowledge in the target language which is isiZulu. Reading is recommended for improving grammar and language skill "Reading is one of the language skills which is very important to be learned by students. Through this activity, students can improve their language and experience" (Wibowo, Syafrizal, & Syafryadin, 2020, p. 20) “During early literacy acquisition, the child is able to explore the world through books, story-telling and other reading and writing activities” (Nel, Mohangi, Krog, & Stephens, 2016, p. 49). The main elements of literacy learning, and teaching are reading and writing, listening and speaking. In the context of this research, the focus will be on literacy in reading and literacy in listening.

3.3.1.1 Literacy in Reading

Reading is an ability that needs to be promoted and its benefits are the ability to learn a language and be exposed to information that was unknown before. Through reading learners “will get information and ideas which they need to know Moreover, they will be able to know what they do not know before” (Wibowo, Syafrizal, & Syafryadin, 2020, p. 20) and they also develop skills necessary to speak and cognitively understand the target language.

In the south African context reading books in Africa languages are scarce and are a challenge “no books at learners’ homes, scarcity of books in African languages, wrong levels of books available, as well as no books in classrooms” (Nel, Mohangi, Krog, & Stephens, 2016, p. 49) Thus to try and unravel this problem the department of basic education has online books and also through the IIAL program reading to learners in African languages.

“During early literacy acquisition, the child can explore the world through books, story-telling and other reading and writing activities. The learner is able to learn about

enjoyable topics and acquire knowledge and concepts and to experience success in school and elsewhere" (Nel, Mohangi, Krog, & Stephens, 2016, p. 49) With the introduction of the IIAL program the Department of Education aims to help learners acquire language knowledge through reading and story-telling. Through the learning of African languages, learners are also exposed to other languages outside their home language.

In a study done in Japan, assessing adults living in Japan learning English. Below findings were presented: readers can move from elementary levels of vocabulary knowledge in a second language (knowledge of 2000 word families) to a very high level (knowledge of 9000-word families) after a total of 1,223 hours of reading, about one hour a day over three years. Nation concluded that a "vocabulary size of 9,000 words or more is a sensible long-term goal for unassisted reading of un-simplified texts" as it will "provide coverage of over 98% of the running words in a wide range of texts" (p. 2). As per the findings in the Nation study "improving language competence through reading is "feasible if texts at the appropriate level are available" (Krashen & Mason, 2015, p. 18) this concurs with language researchers that reading improves vocabulary. Reading gives better knowledge and more understanding of the language and exposes the reader to a world of ideas and improved vocabulary.

"Reading is a lifelong activity. Those who enjoy reading derive pleasure and satisfaction from it." (Adeniji & Omale, 2010, p. 1) A study conducted in Nigeria numbers of literate pupils in primary schools in Nigeria, notes that about 57 percent of Nigeria's population over age six is literate, that is, can read and write with understanding in at least one language. The literacy rate is higher among the male population (about 66 percent). While the literacy rate ranges between 50 and 82 percent in the southern states, the rate in most of the northern states (excluding Kaduna and Katsina) ranges from 32 to 50 percent. "Reading is a crucial form of communication through which we get most of the information required in teaching and learning situations and in everyday life" (Adeniji & Omale, 2010, p. 2)

Through the early grade reading assessment report, the phases of reading have been outlined. Acquiring reading skills is a process that has multiple phases. Reading

acquisition may take longer in some languages than in others. The first phase, with a basic skill such as letter-sound knowledge, word recognition, and simple decoding of letters into sounds is established. The learner is acquiring a knowledge of the smallest building blocks of reading “Crucial to the development of the foundation laid in this first phase is identifying and storing familiar words by creating a bank of automatic or “sight” words—those that children can recognize on sight.” (Gove & Wetterberg, 2011, p. 9). In the second and third phases, children encounter a printed text that reinforces and helps them internalize language complexities, this includes rules and language patterns that they may know from the oral form of the language.

In a study teaching reading comprehension in selected primary schools conducted in Nigeria Oyo state, reading presented as a tool of language acquisition, not just that but shows how though reading contextual meaning is derived, reiterating the notion that children do not come to school with no prior knowledge but through reading text, is capable to build up from their contextual knowledge which helps, in turn, helps with language development. "Reading is the recognition of printed or written symbols, which serve as stimuli for the recall of meanings built up through the reader's past experience. It has also been described as a process of translating alphabetical symbols into a form of language from which the native speaker has already derived the meaning” (Adeniji & Omale, 2010, p. 2). Through this process, the language teacher uses the children's prior knowledge to teach new vocabulary.

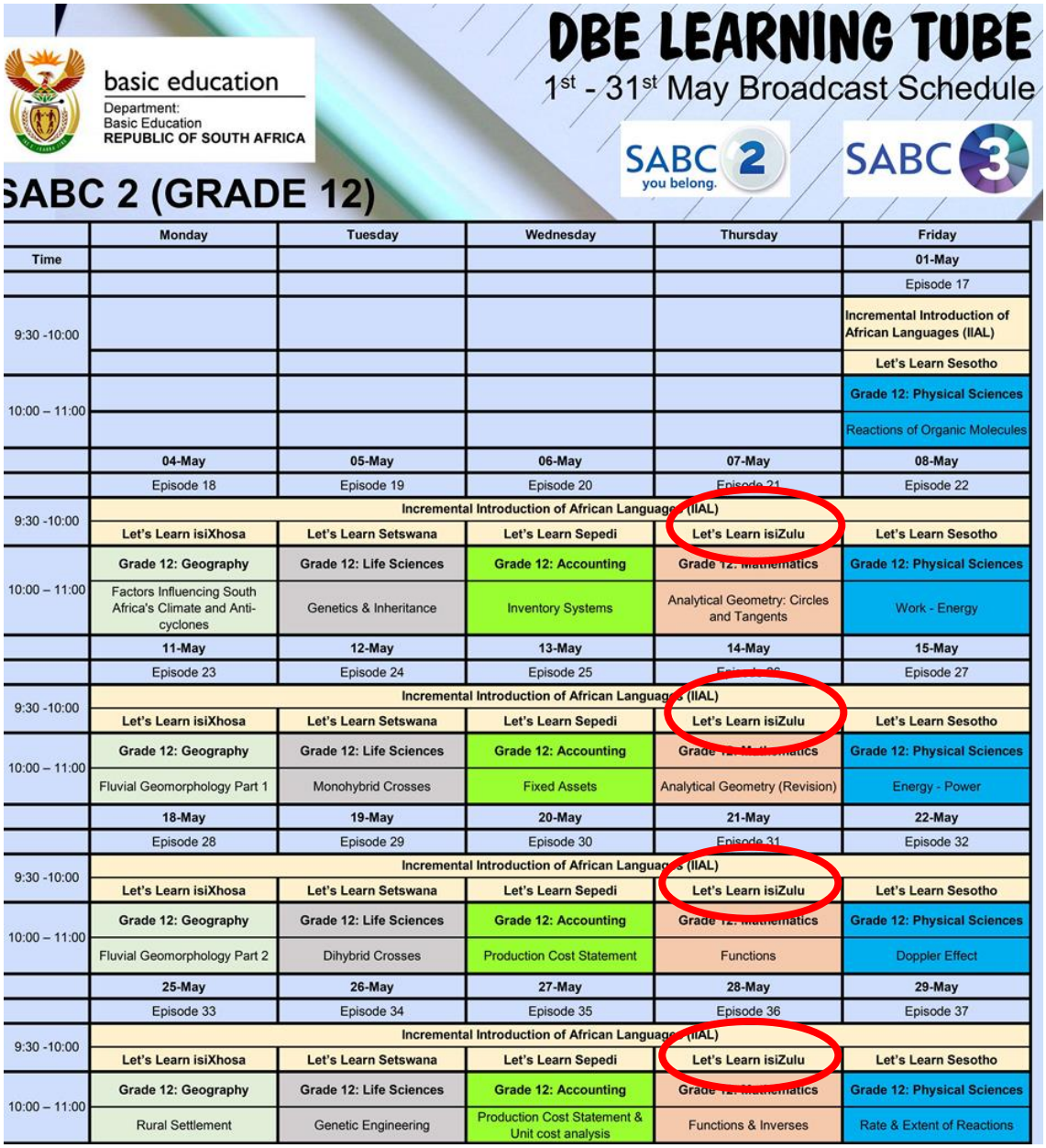
3.3.1.2 Literacy in Listening

Literacy draws on oral language abilities, subsequently different media aids. Literacy skills are nurtured both in homes and in schools. The use of these tools then facilitates engagement which is facilitated by different kinds of response which are a measure of listening abilities. “Children are constantly developing their listening and speaking skills not only in each of the components of Language but also during other subjects. Because listening and speaking are crucial to all learning, it is important that these skills are effectively developed early in a child’s academic life. Hence, in foundation phase, there is time specifically dedicated to the development of these two important skills” (CAPS, 2011, p. 10). Listening prompts responses that create the kind of

engagement teachers and learners should display in learning and teaching literacy. Listening is part of language literacy teaching as it assesses the ability of learners to comprehend teaching, giving evidence to their learning, especially in foundation phase.

Application of different teaching tools facilitate reading and listening, the use of Audio-Visual Material known as (AVM). Audio-Visual Materials are the combination of Auditory and visual materials. This may include Television, Film, and printed material with recorded sounds, motion pictures, video tapes, and demonstrations. AVM can be successfully used in learning and teaching “Audio-Visual Materials can create all of the reading materials more effective and attractive to all students in a classroom. All the learning materials can be represented properly with accurate illustrations with the help of Audio-Visual Materials. These bring variation and diversity among the learning material for the convenience of the students.” (FujitsuLH531, 2013). The use of AVM encourages participation and makes learning easy to remember as cited “Audio-visual resources can play a major role of making learning permanent. Gopal (2010) stressed that “audiovisual methods do seem to facilitate the acquisition, the retention and the recall of lessons learned because they seem to evoke the maximum response of the whole organism to the situations in which learning is done” (Shamsideen, 2016, p. 20)

The SABC broadcasts the IIAL reading programmes, which can be accessed by learners, and parents on SABC2 as well as on YouTube using the Incremental Introduction of African Languages (IIAL) - isiZulu - YouTube for isiZulu learning. The SABC program uses a time schedule that has all grades in one timetable. Television is used as a tool in learning and teaching isiZulu through the IIAL programmes, thus below we explore the use of the tool in the process of learning and teaching.



Time	Monday	Tuesday	Wednesday	Thursday	Friday
					01-May
					Episode 17
9:30 -10:00					Incremental Introduction of African Languages (IIAL)
					Let's Learn Sesotho
10:00 – 11:00					Grade 12: Physical Sciences
					Reactions of Organic Molecules
	04-May	05-May	06-May	07-May	08-May
	Episode 18	Episode 19	Episode 20	Episode 21	Episode 22
9:30 -10:00	Incremental Introduction of African Languages (IIAL)				
	Let's Learn isiXhosa	Let's Learn Setswana	Let's Learn Sepedi	Let's Learn isiZulu	Let's Learn Sesotho
10:00 – 11:00	Grade 12: Geography	Grade 12: Life Sciences	Grade 12: Accounting	Grade 12: Mathematics	Grade 12: Physical Sciences
	Factors Influencing South Africa's Climate and Anti-cyclones	Genetics & Inheritance	Inventory Systems	Analytical Geometry: Circles and Tangents	Work - Energy
	11-May	12-May	13-May	14-May	15-May
	Episode 23	Episode 24	Episode 25	Episode 26	Episode 27
9:30 -10:00	Incremental Introduction of African Languages (IIAL)				
	Let's Learn isiXhosa	Let's Learn Setswana	Let's Learn Sepedi	Let's Learn isiZulu	Let's Learn Sesotho
10:00 – 11:00	Grade 12: Geography	Grade 12: Life Sciences	Grade 12: Accounting	Grade 12: Mathematics	Grade 12: Physical Sciences
	Fluvial Geomorphology Part 1	Monohybrid Crosses	Fixed Assets	Analytical Geometry (Revision)	Energy - Power
	18-May	19-May	20-May	21-May	22-May
	Episode 28	Episode 29	Episode 30	Episode 31	Episode 32
9:30 -10:00	Incremental Introduction of African Languages (IIAL)				
	Let's Learn isiXhosa	Let's Learn Setswana	Let's Learn Sepedi	Let's Learn isiZulu	Let's Learn Sesotho
10:00 – 11:00	Grade 12: Geography	Grade 12: Life Sciences	Grade 12: Accounting	Grade 12: Mathematics	Grade 12: Physical Sciences
	Fluvial Geomorphology Part 2	Dihybrid Crosses	Production Cost Statement	Functions	Doppler Effect
	25-May	26-May	27-May	28-May	29-May
	Episode 33	Episode 34	Episode 35	Episode 36	Episode 37
9:30 -10:00	Incremental Introduction of African Languages (IIAL)				
	Let's Learn isiXhosa	Let's Learn Setswana	Let's Learn Sepedi	Let's Learn isiZulu	Let's Learn Sesotho
10:00 – 11:00	Grade 12: Geography	Grade 12: Life Sciences	Grade 12: Accounting	Grade 12: Mathematics	Grade 12: Physical Sciences
	Rural Settlement	Genetic Engineering	Production Cost Statement & Unit cost analysis	Functions & Inverses	Rate & Extent of Reactions

Figure 3.1 (SABC, 2020)

3.3.2 Television as a teaching tool

The use of media to teach has been done for a while now over the years, "educators have recognized the power of audio-visual materials to capture the attention of learners, increase their motivation and enhance their learning experience" (Cruse, 2006, p. 1). Its pros and cons have been recorded in different countries. "Visual media culture was perceived as a threat to literacy but also touted as a potentially powerful tool for educators" (Goldfarb, 2002, p. 2). "Digitization is radically transforming the way people around the world interact with media content. Television remains the top media

platform” (SABC, 1996) In the context of globalization and the increase of new digital worlds located in our mobile contemporary life has become a requirement for education to move into spaces where literacy is facilitated through media tools to reach different target audiences and help achieve the envisaged literacy goals. The aim of using media as a tool for teaching and learning is to enhance and supplement classroom learning thus “the content and context of the viewing are both crucial elements for engaging students as active learners” (Cruse, 2006, p. 3). This will help reinforce knowledge, also act as supplementary support of the curriculum.

Television has been a platform used for teaching early literacy in many countries. The use of television as a tool has been recommended to help build literacy skills “Television can be used as an effective teaching tool to help build literacy skills, address current social issues and energize classroom dynamics.” (Durham, 2016).

According to the South African Institute for Distance Education (Saide) "Television is essentially a visual medium: it tells its stories in images. As a medium, it 'likes' action and movement rather than words and sounds. It presents complete pictures of people and places. It does not ask you to imagine. In this sense, it is a passive medium – it does most of the imaginative work for you” (Bertram, Ranby, Adendorf, Reed, & Roberts, 2010, p. 95).Programmes can be used for entertainment rather than their intended purpose of educating. The effectiveness of television use as a tool comes with both a warning and an opportunity “First, we must find ways to ensure that learners view television, videos, and films actively. Second, we must use the power provided by the 'completeness' of the medium - the combination of explanation and visual illustration.” (Bertram, Ranby, Adendorf, Reed, & Roberts, 2010, p. 95). As previously mentioned, that media use can also act as supplementary support of the curriculum, it can also be used to help with the carrying out of the content across “television programs carry content that is directly linked to the content knowledge that is taught in different learning area” (Bertram, Ranby, Adendorf, Reed, & Roberts, 2010, p. 99). The IIAL program aims to teach African languages which is the content, learning areas of literacy is reading, speaking, and listening.

According to the early childhood research report, the U.S. Department of Education's Ready to Learn program, CPB, and the Public Broadcasting Service (PBS) have

sought to identify strategies for integrating media content from its educational television programs into curriculum materials intended for use in preschools (Bates, et al., 2012, p. 115). In their review of literacy programmes they found that "numerous instances where children were prompted to engage in comprehension monitoring of the main storyline, and where characters on screen give voice to positive attitudes toward print and print literacy" (Bates, et al., 2012, p. 116) “The strategies they documented, such as activating prior knowledge, reviewing content after it is presented and modeling positive attitudes toward print, are all strategies that other researchers have found can help promote comprehension and increase interest in literacy learning” (Bates, et al., 2012, p. 116). This is evidence that content knowledge by those responsible to facilitate learning helps in making useful use of pedagogy as the art of teaching to produce desired results in learning.

“Television serves as the modern child’s window to his environment and the world in general. The visual elements give its unique feature for effective utilization for children’s programs. The program presenter/teacher can use actors, special set pieces, puppets, interesting make-up and animation, etc. to arouse and attract the attention of the children “ (Olube, 2015, p. 120) in a study that aims to examine primary school children’s response on the use of audio-visual learning processes, done in Port-Harcourt in Nigeria findings show that “the use of audio-visuals in primary schools has many advantages in pupils’ learning process. Responding to research question 4, 18% of the respondents affirmed that the use of audio-visual learning process arouses pupils’ interest in the subject matter, 13% agreed that the audiovisual learning process helps pupils to retain what was taught, 17% noted that the use of audio-visual learning process in the teaching of a subject helps pupils to remember what was taught, 10% said that audio-visual learning process increases heir listening” (Olube, 2015, p. 122), given this report, television as a teaching tool has advantages that benefit early learning.

In the report, (Olube, 2015) one of the advantages mentioned is that "The use of audio-visual has many advantages in primary school pupils' learning process. Such advantages include arousal of interest, retention of the subject topic, remembering/recalling subject topic and increasing the listening ability/attention of pupils to the subject" (Olube, 2015, p. 122). Sharing the same sentiment Salawu notes

that “both radio and television media are also good for instant feedback. This affords the listeners/viewers the opportunity of being able to express themselves in the language rather than just being passive receivers. This is in perfect consonance with the integrative approach to teaching and language learning, which considers the receptive skills (listening and reading) and expressive skills (writing and speaking)” (Salawu, 2006, p. 92)

South Africa uses different programmes on the South African Broadcasting Cooperation in partnership with DBE to foster learning and help with curriculum-based lessons, "established in 1996, SABC Education is a SABC business unit responsible for delivering the educational mandate of the public broadcaster. In true South African social tradition, SABC Education meets this challenge by delivering compelling educational content for diverse audiences in South Africa and the rest of Africa". (SABC, 1996). They have different programming and for the sake of this research, we focus on the formal foundation phase "Formal educational programs affirm and support the development of Foundation Phase learners (ages 5-9) and Intermediate Phase learners (ages 9-13). Formal education programming is required to meet the following standards:

1. it should support the implementation of the national school curriculum by providing resources of excellent quality developed specifically to assist both teachers and learners to achieve nationally set outcomes. It should enhance learning in all the learning areas of the curriculum: literacy, numeracy and life skills (Foundation Phase), languages, mathematics, social sciences, arts and culture, life orientation, natural sciences, and technology (Intermediate Phase);
2. Educational programming should also take account of learners' language needs, including the language needs of deaf learners.” (SABC, 1996).



Figure 3.2 Incremental Introduction of African Languages (IIAL) – isiZulu

This YouTube video is accessible to both learners and parents. Incremental Introduction of African Languages (IIAL) - isiZulu - YouTube for isiZulu teaching and learning. The YouTube video was recorded on the 07 May 2020, running for 26 minutes with 1855 views. The lesson is accessible to all foundation phase learners nationwide.

To successfully facilitate literacy proper planning and better knowledge of the tool in use is very important "Literacy skills will not be achieved without conscious and planned effort. Therefore, in order to make students quickly recognize the letters, distinguish between the letters one and the other, and finally get the ability to read, the introduction of literacy should use media that can attract students' attention so as to help them to improve their reading and writing skills" (Sukma, Mahjuddin, & Amelia, 2017) Below we explore the teaching and learning of isiZulu literacy in foundation phase.

3.3.3 Teaching and learning of IsiZulu literacy at Foundation Phase level

Given the origins of indigenous languages, isiZulu is part of the African languages known as the Nguni language branch which are isiZulu, IsiXhosa, IsiNdebele and SiSwati. IsiZulu is known as the widely spoken African language in South Africa, “it is estimated that there are more than 45 million South Africans, and the Zulu people make up about approximately 22% of this number. The largest urban concentration of Zulu people is in the Gauteng Province and the corridor of Pietermaritzburg and Durban. The largest rural concentration of Zulu people is in Kwa-Zulu Natal. IsiZulu is South Africa's most widely spoken official language.” (SAHO, 2011).

The teaching of isiZulu as a home language and as an additional language starts at primary level which foundation phase. In the context of South African education foundation phase is from grade R- grade 3 of primary school years, the recommended age from foundation phase is from 7 years – 9 years of age. According to the introduction of the IIAL program introduced in schools in 2017 isiZulu should be taught at home language and as a first additional language. IsiZulu as a LoLT has been taught according to the geographical placing of schools. It’s taught mostly in township and rural schools as LoLT. The IIAL program promoted the addition of isiZulu in schools for the purpose of teaching non-speakers of the language.

IsiZulu at home and additional language have to be taught according to different components as suggested by the CAPS document which are Phonemic awareness, sight words, comprehension, vocabulary and fluency. However, the way it is taught in the IIAL program on YouTube misses the context and is placed at communicative language rather than additional language. The importance of language and its historical background has been ascertained, meaning that contextual teaching and methodologies are to be used in a way that will facilitate productive teaching. In cognisance of the importance of language development and teaching in foundation phase, below we look at what language is and its contextual teaching.

The IIAL program for African Languages was introduced in 2013, however, the material in support of the teaching in form of the YouTube video 2020 is available, which creates resource gaps in teaching effectively. The most significant gap the researcher points out through this paper in the teaching of isiZulu on YouTube is the lack of contextual teaching missing some components of language teaching and learning. Also, the teaching of isiZulu using English as the lens of teaching isiZulu an African language, the latter gap furthers widens the gap of recognition of African languages which was left by the colonial and apartheid resulting in language supremacy.

Literacy teaching requires a balanced approach "A balanced approach to literacy instruction requires knowledge of both bottom-up and top-down models" (Mondesir & Griffin, 2020, p. 2). Using the balanced approach in literacy teaching is firstly teaching learners in isiZulu and then explain what learners do not understand in a language they understand. Another approach is the dual medium during our teaching, with the facilitation of using most of the target language. It begins with emergent literacy. Pre-reading skills, using the phonics approach in conjunction with the whole word and sentence method and lastly, the teacher may use stories that consist of repeated words and sounds that are already covered in phonics activities. According to the CAPS document literacy development happens through listening and speaking, reading and writing in foundation phase. Shared Reading (and/or Shared Writing) usually happens in the first 15 minutes of the Reading and Writing Focus time using a "single, enlarged text for the whole class such as Big Books, posters and pictures, or a text on an overhead transparency or individual fiction and non-fiction texts for each learner" (CAPS, 2011, p. 11). Learners will be introduced to a range of stories, poems, rhymes and plays as well as information and graphical texts.

There are two major aims of education; one concerns the individual and the other the needs of society. Through exposure to knowledge societies and languages are built, however, the language imperialism caused by colonialization has resulted in language and cultural loss, depriving those who have been oppressed the chance to share their identity through a powerful tool of language. Language and literacy are very crucial for the development of society, it not about language rights but the deprivation of something innate.

“A society develops into modernity when its citizens are literate in the languages of others. In other words, it is not possible to reach modernity if the languages of literacy and education are only within the dominance of a small minority” (Prah, 2007, p. 4). Languages need to be unlocked, centrally placed to reach their full potential. Acknowledging the importance of languages, identity and their development below we look at the aspect at how the representation of indigenous languages is presented in places where English has enjoyed supremacy.

3.4 Representation of African Indigenous languages in teaching in African Countries

Language allows people to express themselves in who they are, through language we view and are in cognisance of the society. "It shapes the way people structure the world into categories of 'this and that', 'them and us' and how we understand ourselves and experiences in contrast to those of other individuals or groups." (McGloin & Carlson, 2013, p. 2.). Through structures and systems, language is given labels and levels of superiority. Language becomes a channel of political, societal status, and economic power. Through such structures, indigenous languages throughout the globe face the challenges of representation. "Historically, the trajectory of a culture can be read in the language and the evolution of its lexical and morphology" (Prah, 2007, p. 3). “The colonial legacy has rendered African languages impotent in many African countries” (Roy-Campbell, 2006, p. 2), leading to the struggle to be able to teach and use those languages in their purest form, and also be able to develop them to the ability of economic power. Below the researcher will look at the Tanzanian and South African language situation. Tanzania like South Africa has rich language history with its problems in the education of those languages, Kiswahili in particular was made the language of instruction in the first four years of primary education, which a minority of Tanzanian learners were provided with during the German colonial period.

3.4.1 African Indigenous Language teaching in Tanzania

(Roy-Campbell, 2006) gives a historical background that most “African countries' education through the medium of the mother tongue may occur for the first few years of primary school, but the switch is then made to the European language. One of the most notable exceptions to this is Tanzania, which since 1969 has utilised Kiswahili as the medium of instruction throughout primary school. In fact, until recently there were very few primary schools in Tanzania that had English medium instruction, and these English medium schools catered primarily to children of expatriates. Yet, Tanzania, which was, in the 1970s, a beacon of light concerning the language question in Africa, has faltered in this domain. This is evident in the fact that 36 years later, not only does English remain the language of post-primary school education, but English medium primary schools have also proliferated and there has even been discussion about returning to English medium in all the primary schools” (Roy-Campbell, 2006). “African languages are also vehicles for producing knowledge--for creating, encoding, sustaining, and ultimately transmitting indigenous knowledge, the cultural knowledge and patterns of behavior of the society” (Roy-Campbell, 2006, p. 2) This is the initiative that needs to be put out there that African languages can be presented firstly from their rich culture and this can be done through our school language policy.

The teaching of African languages through their lens and maintain their ability to empower. “One result of the disuse of African languages in education, and the devaluation of the knowledge embodied in these languages, is the positioning of Africa as a receiver rather than a contributor” (Roy-Campbell, 2006, p. 3) The colonial history has resulted to this status, receiving the view that the teaching of African languages can be done through English “Prah argues that in both colonial and post-colonial Africa scientific and technical knowledge has been assumed to be naturally constructed in the European languages, especially English.” (Roy-Campbell, 2006, p. 5)

South Africa

Post-apartheid South Africa the new government adopted a multilingual language policy, “the constitutional principle of language equity, which stipulates that all official languages must enjoy parity of esteem and must be treated equitably. The language issue was by declaring 11 official languages African languages: IsiZulu, IsiXhosa, Tshivenda, siSwati, isiNdebele, Xitsonga, Setswana, Northern Sotho, and Southern Sotho plus English and Afrikaans. The government enshrined these languages in the new Constitution, by granting them “equal use” in all sectors of the society. Yet even after so many years of democracy, education is still provided primarily through the English medium and Afrikaans. Africa languages are taught as second or third additional languages. Over the years there has been the development of policies that aims to make sure African languages are kept at the same status as English and Afrikaans, much to the failure of implementation due to political 'language supremacy' and economic powers.

This then leads to African languages being taught in ‘English’, thus furthering ‘language supremacy’. In Bantu education language of learning was in mother tongue however the biggest challenge was that through the policy apartheid government designed curriculum to teach lower quality education, “The policy of racial separation sought to condemn Africans to a mediocre education by circumscribing the development of their languages, thereby providing through those languages only the knowledge the apartheid regime wanted them to have access to.” (Roy-Campbell, 2006, p. 2)

Tanzania has a broadcast called Ubongo “Ubongo is a Tanzanian social enterprise that creates localized edutainment for learners in Africa. “Ubongo” means brain in Kiswahili, and the organization works to find fun ways to stimulate children and the young at heart to use their brains” (Ubongo, 2014) It aims to leverage the power of entertainment, the reach of mass media, and the connectivity of mobile devices, to deliver effectively, localized learning to African families at low cost & massive scale. Ubongo kids currently broadcast Saturday and Sunday at 9 am on TBC1 in Tanzania, Saturday at 10 am NTV in Kenya, Saturday at 9:30 am on RTV in Rwanda, and 4 pm on Saturday and 5 pm on Sunday on Star Swahili across East Africa.

Given the language history of both the countries, the initiatives to reach young minds from both South Africa and Tanzania are applauded, however, both the countries teach the languages using the same model of teaching African languages in English. South Africa can learn from Tanzania that African Languages should not just be about South African but for the African continent kids to strengthen indigenous African Languages. "Ubongo started early last year with a television show focused on teaching math through animated stories and catchy songs in Dar es Salaam, Tanzania. The organization estimates that the show is watched in one of four households with televisions in Tanzania. Across Tanzania, Kenya and Rwanda, the show has 1.2 million weekly viewers. Ubongo is now working on a second show to teach early language and literacy for 3- to 6-year-olds in Africa" (Ubongo, Educating Kids Across Africa…, 2015). Tanzania's focus is not limited to just Tanzania but extends to Africa, which helps in learning African languages beyond our borders.

3.5 Conclusion

In light of the above, language plays a pivotal role in unifying and learning people's cultures. The teaching of language within its prescribed context helps in understanding and also facilitating social cohesion as one of the aims of IIAL. Through contextual teaching, the expansion of African languages as an important way of conserving culture can be achieved. The use of media as teaching tools as well forms part of the developing African languages since the tools are resources towards achieving the desired standard of economic empowerment of these languages. Representation of isiZulu in English is a debate that will still be carried on for a while through researchers until a way of representation of African languages is placed at the equality and esteem as the English language. In looking at how isiZulu is taught and its representation, the next chapter will collect the necessary data.

The next chapter is chapter 4: Research design and methodologies

This chapter outlines the methodology and research protocol that was utilised in this study, research paradigm, and design and data collection instruments. This chapter further provides data analysis, triangulation, and reliability of the study

Chapter 4
Design and Methodology

4.0 Introduction

Literature review in the previous chapters served to give light on language teaching in this case isiZulu as the first additional language. It provided details on the use of media in teaching indigenous language isiZulu, the contextual presentation of isiZulu as well as the different learning and teaching methods. This chapter lays out the methodology and research protocol that was utilised in this study, discussing research paradigm, design and data collection instruments. This chapter further provides data analysis, triangulation and reliability of the study.

4.1 Research Paradigm

Table 4.1: Summary of research design

Research Paradigm		
Epistemology/Ontology	Interpretivism	
Research Design	Qualitative research approach	
Sampling	Incremental Introduction of African Languages (IIAL) - isiZulu - YouTube. IIAL policy aims and the LiEP aims.	
Data Collection Method	Video content analysis and document analysis	
Research Question	**Methodology**	**Value**
To what extent does the YouTube video ***Lets Learn isiZulu with Busi and Sipho*** meet the pedagogical objectives of teaching isiZulu first additional language literacy at foundation phase level?	Watching video and document aim analysis	To obtain knowledge on how isiZulu literacy is contextually taught
DATA ANALYSIS AND INTERPRETATION		
Content analysis: thematic conceptual analysis, relational analysis and document aims analysis.		
QUALITY CRITERIA OF RESEARCH		
Validity and reliability		
ETHICAL CONSIDERATIONS OF RESEARCH		
No ethical consideration: study is based on secondary data		

The study will be following the interpretivist paradigm with a qualitative approach. The interpretive research builds up rich and elaborate descriptions of the phenomena under study. Interpretivists believe “an understanding of the context in which any form of research is conducted is critical to the interpretation of data gathered” (Thanh & Thanh, 2015, p. 25). “The relativist ontology adopts that reality, as we know it is constructed intersubjectively through the meanings and understandings, developed socially and experientially” (Fambaza, 2012, p. 61). In “Interpretive researchers do not seek the answers for their studies in rigid ways. Instead, they approach the reality from subjects, typically from people who own their experiences and are of a particular group or culture” (Thanh & Thanh, 2015, p. 25). Reality is created and interpreted by individuals according to their ideological positions and cultural beliefs, a single occurrence can have multiple meanings. The research study is based on the philosophy and paradigms of Epistemology and Ontology. Epistemology is defined as “knowledge and how people come to know it” (Tshuma, 2017, p. 139)and Ontology: “nature, reality, feeling, existence or being” (Tshuma, 2017, p. 139). The interpretivist paradigm applies to this study as it seeks to find answers in a realistic way.

Considering that the study intends to establish to what extent did the YouTube video ***Lets Learn isiZulu with Busi and Sipho*** meet the pedagogical objectives of teaching isiZulu first additional language literacy at foundation phase level? it was of vital importance to consider a research design that gives desired answers. Below are details of the current study design.

4.2 Research Design

Research design is how the researcher proposes to conduct the research. “The choice of research is based on the researchers’ assumptions, research skills and research practices, and influences the way in which data is collected” (Maree, 2010, p. 70) Thus a research design confirms a constructed way in which data will be collected and analysed. The study utilised a qualitative methodology, for the reason that the research questions seek to answer “what’, “how”, and “why”.

4.2.1 Research Design: Qualitative Methods Approach

There is a variety of research methods a researcher may choose, the researcher may "select the one that is congruent with their philosophical assumptions and most appropriate for generating for generating the kind of data required to answer the research questions" (Maree, 2010, p. 70). The qualitative research approach as a research methodology is "concerned with understanding the process and the social and cultural contexts which underlie various behavioral patterns and mostly concerned with exploring the why questions of research" (Maree, 2010, p. 51). The purpose of this method of research is that it provides a better understanding of a research problem, "Qualitative research, thus, refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things. In contrast, quantitative research refers to counts and measures of things, the extents and distributions of our subject matter: how large a thing is, how many of them there are, or how likely we are to encounter one" (Lune & Berg, 2017, p. 12). The advantages of qualitative research include "Following firmly the original set of research goals, arriving at more objective conclusions, testing hypothesis, determining the issues of causality, achieving high levels of reliability of gathered data due to controlled observation" (Matveev , 2002, p. 61). Its disadvantages are that "Limited outcomes to only those outlined in the original research proposal due to closed type questions and the structured format and not encouraging the evolving and continuous investigation of a research phenomenon" (Matveev , 2002, p. 61)

4.2.2.1 Research Methodology

Research methodology is the type of procedures or methods used to identify, select, process, and analyze information about a topic. "Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it, we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them" (Kothari, 2004, p. 8) In this research the researcher uses video content analysis and thematic content analysis.

4.2.2.1.1 Video Content Analysis

“Content analysis is a research tool used to determine the presence of certain words or concepts within texts or sets of texts. Researchers quantify and analyze the presence, meanings and relationships of such words and concepts, then make inferences about the messages within the texts, the writers, the audience, and even the culture and time of which these are apart.” (Carol , et al., 1994-2012, p. 2). The use of content analysis gives the researcher a high level of interrogation of information, since the researcher is able to play and replay the video content to answer the research question.

The content video analysis methodology within the education space has limited sources leading the researcher to utilise information provided by those in the field of sports and health, since the recording and analysis are constantly used in those fields. There are advantages in using the video content analysis “the main reason why video is used is to provide an objective record of performance, providing evidence that can be reviewed and analyzed” (Mooney , et al., 2015, p. 134)

The researcher opted for the video content analysis due to the advantages presented by the method and further justified the research reliability of data. The advantages as presented are “less intrusive method for data collection (avoiding the observer effect), providing enough detail to analyse the work environment and human interactions qualitatively and quantitatively, and the potential for multiple viewing/reviewing. It generates a large amount of data and allows researchers to capture activities in much of their complexity in their natural settings over an extended period of time” (Asan & Montague , 2014, p. 164)

Step by step processes to be followed in this method:

Step 1: Watch the video Incremental Introduction of African Languages (IIAL) - isiZulu - YouTube, the video is 26 min 49 sec watch it the first time without any preconceived ideas

Step 2: Watch the video again to start constructing meaning and familiarizing yourself with how the lessons are divided

Step 3: Re-watch the video looking out for different categories of the process, category one is relevance

Step 4: Watch the video in different parts to see the production outline

Step 5: Re-watch the video to get dictation and dialogue

Step 6: Watch the video for the last time in segments to get the overall lesson structure and presented themes

Step 7: Consolidate all information obtained from steps 2 - 6

While watching the video there, the researcher will use the appropriate data collection schedule (Appendix 3) with pre-watching questions which will focus on the objectives of the video. The researcher prepares to watch the video with a conceived idea of 'why'. The researcher proceeds to the post-watching questions which are answered at the end of watching the video to review the objectives stated in the pre-watching stage. While the researcher uses the Likert scale, "The original Likert scale is a set of statements (items) offered for a real or hypothetical situation under study. Participants are asked to show their level of agreement (from strongly disagree to strongly agree) with the given statement (items) on a metric scale. Here all the statements in combination reveal the specific dimension of the attitude towards the issue, hence, necessarily inter-linked with each other" (Joshi, Kale, Chandel, & Pal, 2015, p. 397). Below are the variables with a set of statements to be answered while watching the video using the Likert scale:

Preparation– The video presentation was prepared with no glitches. Checking the presentation and use of activities within the contextual presentation of the lesson

Language use - Does the instructor know the language she/he is presenting, is it appropriate within the lesson context

Lesson Instructor – The lesson instructor should be able to present content knowledge, use appropriate teaching and learning methods. Proper vocal cues in reading isiZulu. Note that the researcher uses instructor as opposed to the title of a teacher or educator as the qualifications and position of the lesson instructor are unknown to the researcher.

Lesson presentation - The ability to present a lesson is dependent on the instructor's knowledge of content and the ability to teach contextually, the presentation of the lesson, the balance of activities to the cultural context

Classroom management – The involvement of learners in the learning process, the ability of the instructor to create an inclusive classroom and encouraging learner participation

Use of technology- The use of technology to present the lesson and also how appropriate is the use of technology in the lesson presentation

The last section of the part of the data collection schedule is open-ended, using themes in answering the strengths and improvements of the video content. The video content analysis process requires the researcher to engage with the content over and over to collect rich data. Below is the thematic content analysis the researcher will apply in analysing the aims of the IIAL and LiEP policies upon which the video production is embedded upon.

4.2.2.1.2 Thematic content analysis

The context of this research the 'what' and 'how' are the main questions through descriptions. "Thematic analysis is a data analysis strategy that is a commonly used approach across all qualitative designs and is the subject of this methodology review. Thematic analysis is a method of identifying, analysing, and reporting patterns (themes) within data. It is described as a descriptive method that reduces the data in a flexible way that dovetails with other data analysis methods. It is used commonly because of the wide variety of research questions and topics that can be addressed with this method of data analysis" (Castleberry & Nolen, 2018, p. 808). Moreover, qualitative research habits a naturalistic approach that seeks to understand the phenomena in context, the following section details the sampling techniques employed in this study. The advantages of thematic content analysis are that, "the method is simple and simpler than other qualitative research methods.

A high level of flexibility and simplicity and tangibility of the analysis phase has made less experienced researchers in qualitative studies not hopeless and have attracted them towards this method. On the other hand, a good thematic analysis can highly help in both reflecting and clarifying the reality. The results of this method are understandable for the public who have a low education level" (Javadi & Zarea, 2016, p. 39).

The documents to be analysed are the IIAL and the LiEP Policy documents. The focus is on the aims as per the below themes on each policy document.

4.2.2.1.2.1 Language Hegemony

According to IIAL "to promote and strengthen the use of African languages by all learners in the school system by introducing learners incrementally to learning an African language from Grade 1 to 12 to ensure that all non-African home language speakers speak an African Language; strengthen the use of African languages at Home Language level; improve proficiency in and utility of the previously marginalized African languages First Additional Language level)" (IIAL, 2013, p. 5). Also, as per the LiEP aim "to pursue the language policy most supportive of general conceptual growth amongst learners, and hence to establish additive multilingualism as an approach to language in education; 3.to promote and develop all the official languages" (LiEP, 1997, p. 2)

4.2.2.1.2.2 Adequate Resources

According to IIAL "to raise the confidence of parents to choose their own languages; increase access to languages by all learners beyond English and Afrikaans" (IIAL, 2013, p. 5). The LiEP also supports the development of indigenous languages "to develop programs for the redress of previously disadvantaged languages" (LiEP, 1997, p. 2).

4.2.2.1.2.3 Social Cohesion and Diversity

As per the IIAL “to promote social cohesion by expanding opportunities for the development of African languages as a significant way of preserving heritage and cultures” (IIAL, 2013, p. 5). According to the LiEP policy “to promote full participation in society and the economy through equitable and meaningful access to education” (LiEP, 1997, p. 2). The video content analysis and the thematic content analysis are the approaches the researcher uses to collect data, below sampling is embedded on the consideration of the advantages presented above by both the analysis as well as, on the researchers desire to acquire reliable and relevant data.

4.3 Sampling

Sampling decisions are made for the purpose of obtaining rich information the researcher targets to get information using the correct tool to get answers from. “Sampling refers to the process used to select a portion of the population for the study” (Maree, 2010, p. 5). This study is focused on non-probability and purposive sampling than the probability or random sampling approach because it would be the most demonstrative way of looking at the source of information. “Probability sampling means one can generalize to the population defined by the sampling frame. Non-probability sampling means one cannot generalize beyond the sample” (Acharya, Prakash, Saxena, & Nigam, 2013, p. 333). Non-probability is defined as a sampling technique in which the researcher selects samples based on the subjective judgment of the researcher rather than random selection. It is a less stringent method.

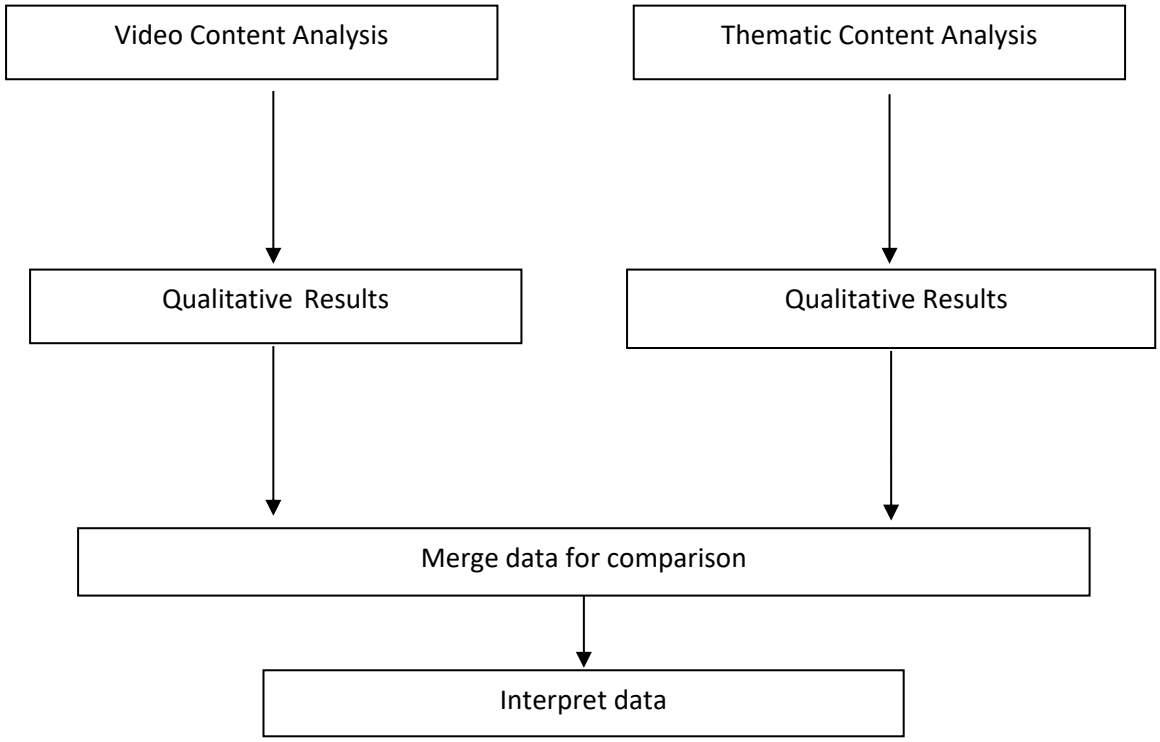
This sampling method depends heavily on the expertise of the researchers. It is carried out by observation, and researchers use it widely for qualitative research. “Non-probability sampling includes Convenience/purposive sampling, Quota sampling, Snowball sampling, etc.” (Acharya, Prakash, Saxena, & Nigam, 2013, p. 332).The purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant possesses. “It is a non-random technique that does not need underlying theories or a set number of participants” (Etikan, Musa, & Alkassim, 2016, p. 2) and also appropriate for this research study “It is typically used in qualitative research to identify and select the information-rich cases for the most proper utilization of available resources” (Etikan, Musa, & Alkassim, 2016,

p. 2).The researcher found this suitable as it permitted for the collection of rich and appropriate data through available sources, the SABC 2 educational program called the Incremental Introduction of African Language, which is readily available on YouTube channel. SABC YouTube video Lets Learn IsiZulu with Busi and Sipho. The secondary data, IIAL document, and Language in education policy document. The below section will give details of data collection instruments.

4.4 Data-Collection Techniques

The researcher will make use of grounded data of 1 YouTube video. Incremental Introduction of African Languages (IIAL) - isiZulu - YouTube. IIAL policy aims and the LiEP aims. Below are the steps the researcher aims to follow in collecting data in the IIAL video.

Table 4.2 Data collection process model



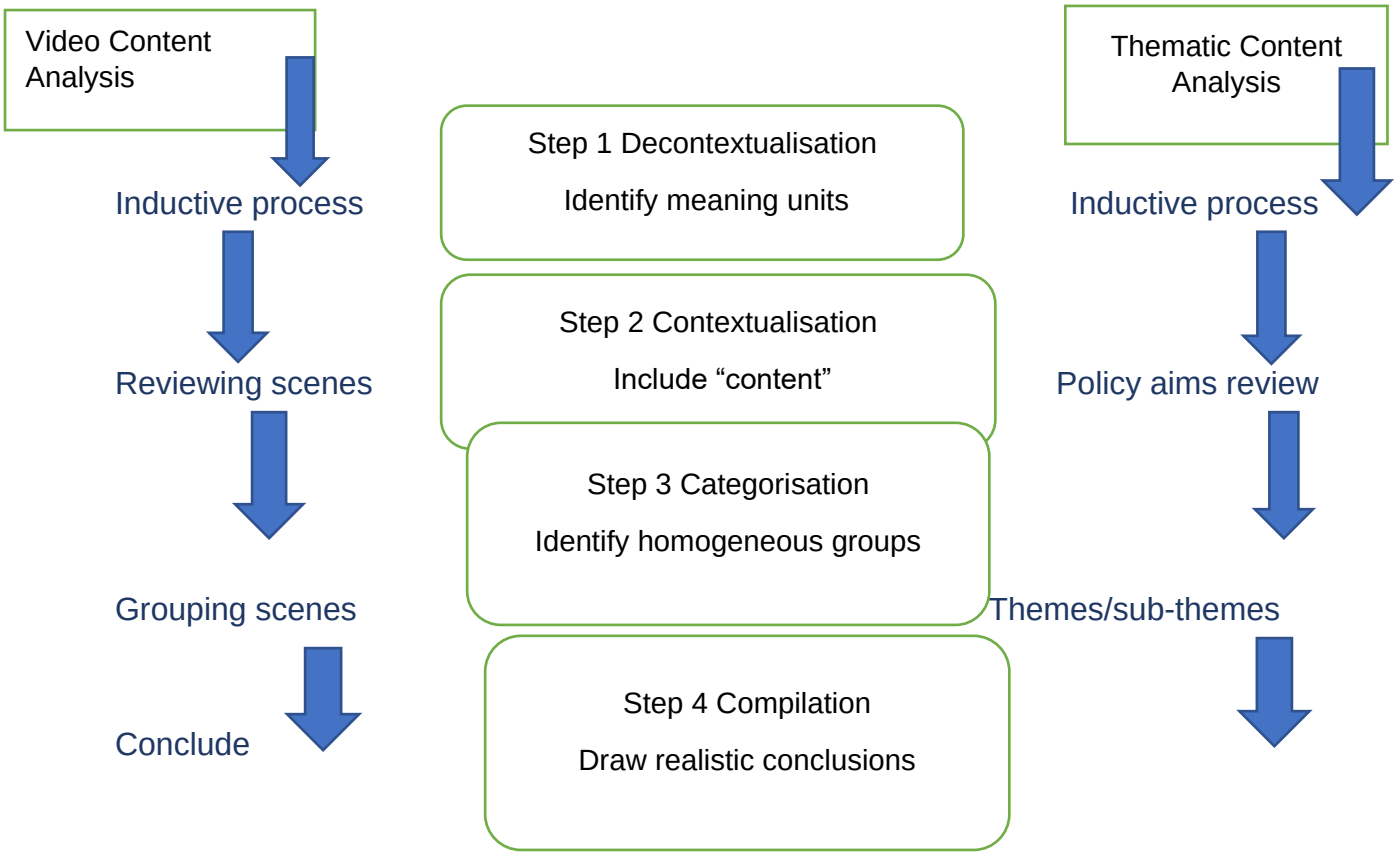
Based on Wittink *et al*. (2006)

Figure 4.2 Data collection process model shows the central structure assumed for data collection in this study. It represents the converging ideas of video analysis and thematic content analysis on the secondary data used in this research study. The use of these data collection techniques supplemented the data collection through different approaches and from different sources confirming the researcher's rich data collection through different methods.

4.5 Data Analysis

The researcher will use qualitative data analysis since the research is based on the qualitative data collection method. (Burnard, 1995) cited "In qualitative research, several analysis methods can be used, for example, phenomenology, hermeneutics, grounded theory, ethnography, phonomyography and content analysis" (Bengtsson, 2016, p. 8) , utilising the inductive process in analysing the data collected from both the video content and policy documents(thematic) "Inductive reasoning is the process of developing conclusions from collected data by weaving together new information into theories. The researcher analyses the text with an open mind to identify meaningful subjects answering the research question" (Bengtsson, 2016, p. 10). Below is a data analysis process the researcher used.

Table 4.5.1 Data analysis process (Bengtsson, 2016)



Step 1 Decontextualisation, the researcher must be familiarized with the data, by watching the video, reading the aims of both the documents to be analysed. Then the researcher will use the data to break it down into small data that can be coded and identify meaning units “A meaning unit is the smallest unit that contains some of the insights the researcher needs, and it is the constellation of sentences or paragraphs containing aspects related to each other, answering the question set out in the aim” (Bengtsson, 2016, p. 11). Given the small units, the researcher generates labels for example scene 1 of the video, and also from the documents example of the label may be a section of the aims of the number of the aim. In the context of this study, the researcher will use scene 1 or 2 of production. In the case of aims, the researcher will use the aims as numbered in the policy documents. “Codes can be generated inductively or deductively, depending on the study design” (Bengtsson, 2016, p. 12), from this step we right along move to contextualization.

Step 2 Contextualisation, meaning units have been identified, now the researcher has to check if the whole content has been covered in relation to the research aims. In this study, the researcher will repeat the watching of the video and decide which information has to be included or excluded. In the documents, this can be done by annotating what needs to be categorised also aiming to be in relation to the aim of the study. The researcher needs to immerse themselves in the process in order to have sufficient and reliable data for analysis and conclusion “When the researcher is deeply involved with the data, everything seems to be of importance. Nevertheless, a process of distancing is necessary, and the researcher must allow him or herself to let go of the unimportant information that does not correspond to the aim of the study” (Bengtsson, 2016, p. 12). When the contextualization process is achieved, we move towards labeling our data.

Step 3 Categorisation, the grouping and labeling step are appropriate to help categorise data according to its commonality and themes. “There are no informal ways to describe specific strategies when categorisation is performed. However, all categories must be rooted in the data from which they arise.” (Bengtsson, 2016, p. 12). In this study the researcher will use the relevance, production and lastly language use in the video content analysis (Appendix 4) for the video content analysis schedule. The thematic analysis will use the themes the researcher derived from the data collection language hegemony, adequate resources and social cohesion (Appendix 5). The themes are embedded on the aims of the study “How the researcher knows when the categorisation is good enough depends on the aim of the study, and the categorisation is finished when a reasonable explanation has been reached” (Bengtsson, 2016, p. 12), moreover in the inductive process the researcher analyses the text with an unbiased view in order to recognize meaningful subjects answering the research question. We move right along towards concluding our process.

Step 4 Compilation, the final step is the compilation, reaching a reasonable conclusion based on the collected data. “Once the categories are established, the analysis and writing up process begins. One difference between the various qualitative analysing methods is how the researcher relates to the analysing process itself and adapts to the results” (Bengtsson, 2016, p. 12). A reasonable conclusion is a result of data collected in response to the aims of the study. The researcher analysed the data scene after scene and through each theme presented by the aims of the policy documents as per categoriesd themes. This process enabled the researcher to thoroughly examine the data and collect information considered relevant for the study. The process of following the step-by-step video watching and data process analysis, allowing the researcher to keep reading policies and watching the contents of the video, and categorizing relevant data resulted in desired reliability in the collection of data. The use of more than one approach collection gave the researcher more reliable data, thus below the researcher puts an emphasis on the reliability of the data collection process

4.5 Triangulation and Reliability

“Triangulation in research is the use of more than one approach to researching a question. The objective is to increase confidence in the findings through the confirmation of a proposition using two or more independent measures (Heale & Forbes, 2013, p. 98). When collecting data, the researcher used a variety of methods, video content analysis and thematic content analysis to extract data to increase reliability.

4.6 Conclusion

This chapter offered the qualitative research approach research design and the video content analysis and thematic content analysis methodologies applied in this study. Sampling, data collection techniques and video data collection steps and themes were expounded. The conclusion shared the triangulation and reliability of the methods used in the collection of data in this study.

The next chapter is chapter 5: Data Presentation, Analysis, and Discussion

This chapter will focus on the presentation and analysis of the data collected and provide feedback using the themes and sub-themes that emerged from the data are discussed**.**

CHAPTER 5
Data Presentation, Analysis, and Discussion

5.0 Introduction

The preceding chapter described the methodology and research protocol that was utilised in the study, the discussion of the research paradigm, design, and data collection instruments investigating the use of media in teaching isiZulu first additional language. This chapter will give attention on the presentation and analysis of the data collected and the discussion thereof. Below the researcher will firstly present the video content data, followed by the video content analysis. After the video content and video content analysis, the researcher will present the thematic data and thematic data analysis. This research aims to explore the extent to which the YouTube video presented on the SABC 2: ***let's Learn isiZulu with Busi and Sipho*** meets the pedagogical objectives of teaching isiZulu first additional language literacy in the foundation phase.

5.1 Data Presentation

Data was collected using the video content analysis schedule, the first questions are the pre-watching questions, followed by some variables recorded while watching the video. These variables are graded using the Likert scale. The strengths and weaknesses of the video content will be categorically discussed and lastly, the post-watching data analysis will be discussed. The researcher followed the step by step processes **Step 1**: Watch the video Incremental Introduction of African Languages (IIAL) - isiZulu - YouTube, the video is 26 min 49 sec watch it the first time without any preconceived ideas **Step 2**: Watch the video again to start constructing meaning and familiarizing with how the lessons are divided **Step 3**: Re-watch the video looking out for different categories of the process, **Step 4**: Watch the video in different parts to see the production outline, relevance and language use categories. The watching of the video took more than 26 min program, it took almost 3 hours of watching and over a few days, and constantly going back between the scenes to get relevant data collection and presentation.

5.1.1 Presentation of video content

Table 5.1 Pre and Post watching questions and responses

Pre- watching Questions	Responses
What are your objectives of the video *Let's Learn isiZulu with Busi and Sipho*?	To teach isiZulu first additional language in grade 2 To engage learners in learning isiZulu first additional language using different activities To improve proficiency in isiZulu first additional language listening, speaking and reading
How do the objectives for *Let's Learn isiZulu with Busi and Sipho* relate to the goals of language teaching?	They partially relate in terms of teaching the language in words and greeting, however, it misses the cultural values embedded in language teaching and learning. The other part the video lesson misses is the presentation of isiZulu first additional language as a language not a follower of the dominance of the English language.

The table above is the pre-watching questions and responses. These questions were formulated before the watching of the video to determine the purpose and the objective of the video lets learn isiZulu with Busi. The main focus is the objectives of the video and its ability to meet the goals of language teaching.

5.1.1.1 Likert Scale

Below the Likert scale is the tool used to collect data while watching the video lets learn isiZulu with Busi and Sipho. The ratings being 5 for outstanding, 4 for good, 3 for average, 2 for poor and lastly 1 for very poor.

Table 5.2 Variables recorded by the researcher while watching video lets learn isiZulu with Busi and Sipho

A: PREPARATION		5	4	3	2	1
1	There was an appropriate balance of structured and open-ended/communicative activities				x	
2	The exercises and activities were introduced in context.				x	
3	The plan was geared toward real/authentic language use.			x		
B. LANGUAGE USE						
1	The instructor used the target language in the classroom appropriately and effectively.					x
2	The instructor showed knowledge of isiZulu first additional language in the video appropriately and effectively				x	
3	The use of isiZulu first additional language was appropriate to learners needs				x	
C. LESSON INSTRUCTOR						
1	Does the instructor display content knowledge				x	
2	Is the instructor audible and able to explain concepts using vocal cues in reading				x	
3	The visuals in the presentation match well with the content communicated, and they help carry the lesson.		x			
4	Did the instructor present reading and teaching isiZulu first additional language knowledgeably				x	
D. LESSON PRESENTATION						
1	The lesson was presented effectively and clearly			x		
2	The activities/exercises chosen to achieve the objectives were effective			x		
3	There were smooth transitions between activities			x		
4	The time allotted for activities was appropriate				x	
5	The amount of teacher talk and learner talk was appropriate				x	
6	Cultural instruction was integrated into class activities				x	
E. CLASSROOM MANAGEMENT						
1	Are the activities appropriate for small groups/pairs?			x		
2	Do the activities encourage learner participation			x		
3	Do the activities allow the instructor to divide his attention among learners appropriately?				x	
F. USE OF TECHNOLOGY						

1	Use of technology (video, audio, web materials) was appropriate given the material being presented			**x**		
2	The use of technology was particularly creative, i.e., it accomplished something that could not have been done as easily with other media			**x**		
3	Use of technology is limited in the classroom, but used appropriately outside the class (e.g., for drilling, background)			**x**		
4	The use of audio-visual & tech materials was effective			**x**		

KEY: 5 - *Outstanding*; 4 - *Good*; 3 - *Average*; 2 – *Poor; 1 - Very Poor*

5.1.1.2 Data Categorisation

Below is the data categorisation analysis, with the relevant categories which will be explained under the data analysis category. The data in the categorisation is from the responses on the Likert scale. The categorisation of different variables was done while in step 3 of the video watching process for data collection purpose, highlight the importance of each variable employed to analyse presented data

Table. 5.3 Data Analysis - Categorisation of data

Production Category				
Category	**PREPARATION**	**LESSON INSTRUCTOR**	**LESSON PRESENTATION**	**USE OF TECHNOLOGY**
Production	There was an appropriate balance of structured and open-ended/communicative activities	The visuals in the presentation match well with the content communicated, and they help carry the lesson.	The lesson was presented effectively and clearly. There were smooth transitions between activities. The time allotted for activities was appropriate. The amount of teacher talks and learner talk was appropriate.	The use of technology (video, audio, web materials) was appropriate given the material being presented. The use of technology was particularly creative, i.e., it accomplished something that could not have been done as easily with other media. Use of technology is limited in the classroom, but used appropriately outside the class (e.g., for drilling, background). The use of audio-visual & tech materials was effective.

Relevance Category				
Category	**PREPARATION**	**LESSON INSTRUCTOR**	**LESSON PRESENTATION**	**CLASSROOM MANAGEMENT**
Relevance	The exercises and activities were introduced in context for example the singing of body parts after the lesson on naming some face parts.	The instructor display content knowledge The instructor is audible and able to explain concepts using vocal cues in reading	The lesson was presented effectively and clearly. The activities/exercises chosen to achieve the objectives were effective. Cultural instruction was integrated into class activities.	The activities appropriate for small groups/pairs The activities encourage learner participation The activities allow the instructor to divide his attention among learners appropriately

Language Use Category			
Category	**PREPARATION**	**Language Use**	**LESSON INSTRUCTOR**
Language Use	The plan was geared toward real/authentic language use.	The instructor used the target language in the classroom appropriately and effectively. The instructor showed knowledge of isiZulu first additional language in the video appropriately and effectively. The use of isiZulu was appropriate to learners' needs.	The instructor present reading and teaching isiZulu first additional language knowledgeably

RESEARCHER COMMENTS:

STRENGTHS of the video:

As a Language Teaching and Learning Resource: The video as a language teaching tool is very good because it can reach a lot of audiences outside the traditional classroom. The time allocated to the video is sufficient which makes it effective in delivering the intended content

Social Cohesion and Diversity: The video teaching does not show much of social cohesion, making it difficult for one's opinion on that however, it does show the diversity of languages in the first scene where the use of different African languages is used when greeting. This diversity shows that South Africa has diverse indigenous languages. The use of both boys and girls as learners also forms part of diversity.

Regarding Language Hegemony: The video shows the reality of which language takes the dominating position in language knowledge, teaching, and learning in South Africa. The strength in it is that it explicitly defines how African languages are represented in teaching and learning spaces

Development of Aural Literacy: The strength is this aspect lies with the instructor's ability to give the aural literacy, the production did not show any visual or information that warranted the development of aural literacy however the instructor was able through reading gestures to give the gestures and great vocal sounds and also the use of different sounds in puppet presentation.

Other: The strength of the video is that the DBE together with SABC has tried to reach unreachable learners beyond the traditional classroom but through a medium loved by children especially using resources like puppets.

SUGGESTIONS FOR IMPROVEMENT:

As a Language Teaching and Learning Resource: The tool as a language teaching and learning resource needs to be placed and accessible not just to a certain ethnic group but be used to diverse viewers and also the participating learners need to be diversified. The video needs to be more interactive as the instructor talks more with puppets but does not actively involve viewers.

Social Cohesion and Diversity: The video has an insignificant presentation of social cohesion because the ethnic group represented by the video is not diverse. In my opinion use of one ethnicity does not promote social cohesion nor diversity

Regarding Language Hegemony: isiZulu first additional language should be used as the leading language instead of English or rather gradual leading of isiZulu first additional language. The lesson sounded like an English class lesson instead of isiZulu first additional language. The hegemony of English in isiZulu teaching needs to be minimized. The direct translations from English to isiZulu created a lack of understanding in learning isiZulu first additional language.

Development of Aural Literacy: The use of vocal cues when reading can improve the sound, emotional, and engagement of learners in the story. The instructor did show pictures of the book but the sounds and expressions to engage with the emotions of learners in literacy needs more emphasis

O**ther**: The representation of indigenous languages as one language or being stereotyped all as one. The introduction greeting on the video is in indigenous languages, causing some misunderstanding that is about all indigenous languages or isiZulu only. This turns to group African languages in the same basket.

Table 5.3 Post watching questions and responses

Post- watching Questions	
1. To what extent does the video *Lets Learn isiZulu with Busi and Sipho* achieve the set objectives	To a minimal extent because it does not show how learners engage with the teacher's acceptance by doing activities that seem too short to be able to achieve the objectives of language learning. Also, the teaching of isiZulu first additional language is done through English. The lesson is confusing is it's more like an English lesson than isiZulu lesson.
2. Is there anything that the video should have presented differently	Yes, the instructor uses puppets which are okay, however, the learners are not present in the scenes except when there's an activity. The activities are in English first and followed by the isiZulu which then confuses the whole aim of learning isiZulu first additional language, which could be done differently by applying a different technique. The technique that could have been used is the presence of learners while reading the story, also she could have introduced concepts for example body parts, senses since the lesson on some face parts was influenced by the puppet Busi's inability to smell.

5.2 Data analysis

Qualitative data analysis process follows an inductive process “The primary mode of analysis is the development of categories from the raw data into a model or framework that captures key themes and processes judged to be important by the researcher” (Thomas, 2003, p. 3), and data collected in this study were analysed using open and axial coding. Allen, M. (2017) states that “axial coding is a qualitative research technique that involves relating data together to reveal codes, categories, and subcategories ground within participants’ voices within one’s collected data. In other words, axial coding is one way to construct linkages between data”. (Gallicano, 2013) States that “open coding basically, you read through your data several times and then start to create tentative labels for chunks of data that summarize what you see happening”.

5.2.1 Decontextualisation

The objective of the video Lets *Learn isiZulu with Busi and Sipho* are the driving force for watching the video and what it entails, these objectives are formulated by the purpose of this research study. The objectives form part of the pre-watching process which is decontextualised from the context of the lesson presented in the video. The objectives presented by this research study to determine the current teaching pedagogy in use for teaching isiZulu first additional language. To qualitatively analyse the contextual content of teaching isiZulu first additional language and lastly to ascertain the extent to which isiZulu First additional language literacy is presented in the video.

The lesson, learn isiZulu with Busi and Sipho below scene gave the objective of the video. The objective is the learning and teaching of isiZulu first additional language in grade 2, to engage learners in learning isiZulu first additional language using different activities and to improve proficiency in listening, speaking and reading of isiZulu first additional language. Since the study is about learning isiZulu first additional language then the preceding question is how the objectives for *Let's Learn isiZulu with Busi and Sipho* relate to the goals of language teaching? Which are to acquire basic functional language proficiency in listening, speaking, reading, and writing to communicate with speakers of the language. Recognize culture-specific perspectives and values embedded in language behaviour. (Barnard, 2004) "The goals of language teaching may be to develop the linguistics competence of learners: that is the knowledge of how the target language works-its linguistics organisation, the second goal is communicative competence which could be the development of learners ability to use the target language appropriately, to communicate meaningful messages according to the social context"(p. 212)

5.2.1 Introduction scene



5.2.2 Contextualisation

The content presented in the video propelled the researcher to look in context while watching the video the strengths and what could be improved in the use of the video as the language teaching and learning resource, social cohesion, and diversity, development of aural literacy, and the language hegemony. All these aspects are viewed from the content presented and in view with teaching and learning isiZulu first additional language.

5.2.2.1 Language Teaching and Learning Resource

The video as a language teaching tool can reach larger viewers in teaching isiZulu first additional language, also it enables the teacher to use different resources without any disturbances, like the use of puppets allowing the instructor to engage at the level of learners understanding “Teachers should use the videos that the prepare or videos from the video-sites such as youtube.com, ted.com, schooltube.com, learner.org, etc. With these videos, they have a chance to bring the world to their students.” (Başal , 2013, p. 11). Below is evidence of how teachers bring the world to their learners because they get to participate live with those who are part of the classroom activities. However what needs to be improved is that the video only has a particular ethnic group, the lack of interaction between learners and instructors creates a bit of a disconnect, the learners are only featuring in activities. “In online education, interactive materials can be developed for creating better learning opportunities. In this learning and teaching platform, the responsibility of material development is mostly on the shoulders of the teachers. Therefore, language teachers should have the necessary skills for developing effective materials” (Başal , 2013, p. 11). There is no dialogue between the instructor and learners , but it’s between the instructor and puppets

Figure5.2.2.1.1 learners participating in activities

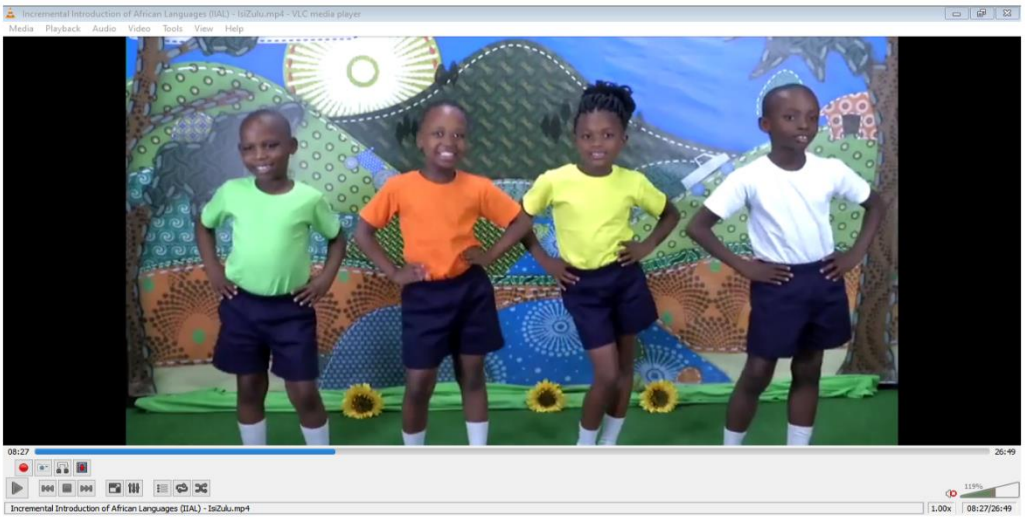


Figure 5.2.2.1.2 The instructor engaging learners using puppets



5.2.2.2 Social Cohesion and Diversity

"This phenomenon, named "social cohesion", is ascribed to the existence of social ties that, according to theorists, bind or hold people together. The purpose of institutions and social structures is to sustain social ties and the bonding between individuals. The existence of networks is viewed as sustaining individuals so that they may avoid exclusion from society" (Mekoa & Busari, 2018, p. 112) In consideration of the above description of the phenomenon of social cohesion, the strength in the video lies in the fact that education is an institution that brings people together, however, the lack thereof in the video is the exclusion of other ethnic groups with the intention to build social cohesion especially in a diverse country like South Africa. Classroom activities show only one ethnic group, puppets and the instructor who is also the same ethnic group. This observation shows the weakness in achieving the aim of the IIAL program "promote and strengthen the use of African languages by all learners in the school system by introducing learners incrementally to learning an African language from Grade 1 to 12 to ensure that all non-African home language speakers speak an African Language;" (IIAL, 2013, p. 15). Furthermore, diversity in the video content is represented by the inclusion of different gender i.e., both girls and boys. Another aspect of diversity that can be viewed as a strength is the greeting in different African languages at the beginning of the video giving the aspect of diverse African languages. According to the Merriam-Webster dictionary, diversity is the condition of having or being composed of differing elements: variety. Especially: the inclusion of different

types of people (as people of different races or cultures) in a group or organisation programmes intended to promote diversity in schools, in context of this meaning the scenes on the video show learners of one ethnic group. This then leads us to the aspect of language hegemony displayed in the video.

Figure 5.2.2.2 The greeting in different African languages



5.2.2.3 Language hegemony

Language dominance has been a contention in the field of language in education thus the development of policies like LiEP and IIAL to try and curb the issue surrounding language hegemony. However, the contention seems to be in favour of the superior language which in this instance is English even though the policy aims of the IIAL in introducing the indigenous African languages was to “increase access to languages by all learners beyond English and Afrikaans” (IIAL, 2013, p. 5) however, the video lesson is presented in English and isiZulu become the second language used. These scenes show how much the English language continues to be in the leadership of African languages yet the policies and the program aims are to teach isiZulu first additional language, yet the very target language is less used and translated. The two below scenes are a song activity that is first sung in English about body parts “heads shoulders knees and toes” and then the isiZulu song is sung after the English song in direct translation of the English song, making it about English than isiZulu and also failing to have isiZulu songs about body parts which makes English the dominating and leading language.

The isiZulu song about body parts goes like this

Ikhanda, Amahlombe

iSifuba, lukhalo

Madolo nesinzwane

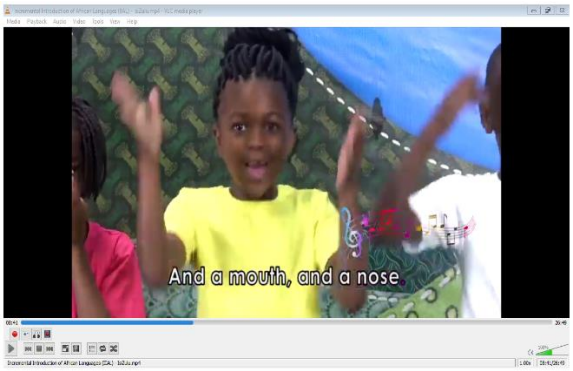
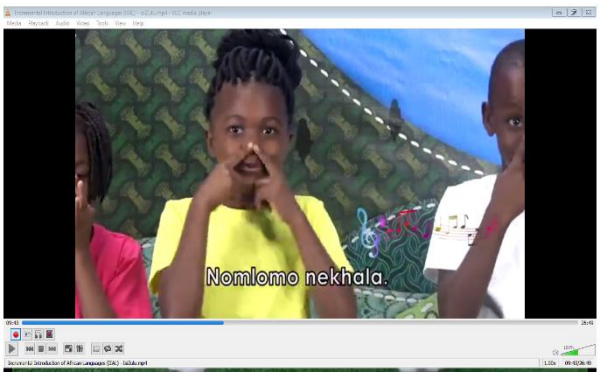
Zinyawo nezinzwane

Amehlo, umlomo nekhala

The song is more detailed in body parts as it includes the waist, the legs before the toes, giving the body parts lesson more details in isiZulu first additional language. The directly translated one misses the pre-fix in nouns which are necessary for understanding words.

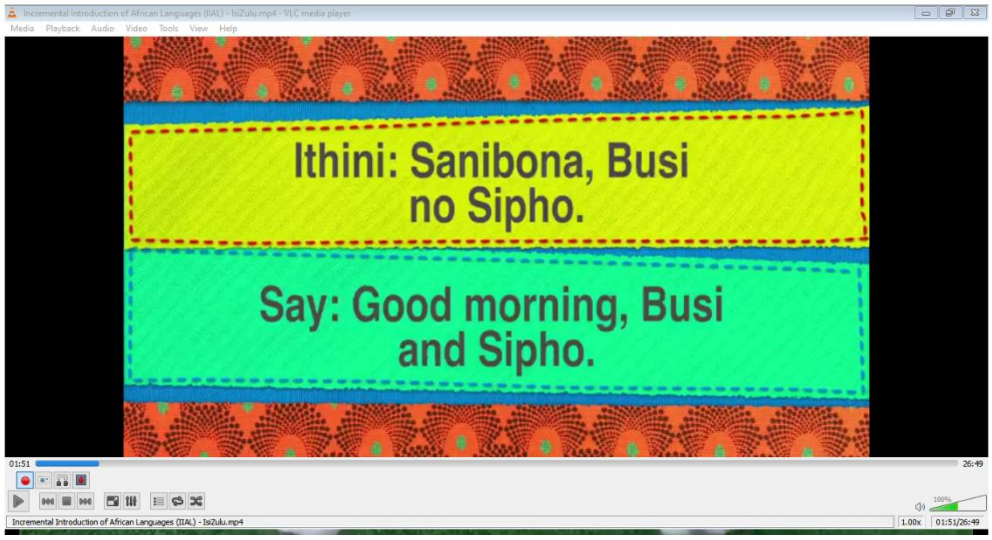
Looking at the below isiZulu song translated from English song as per below shows the loss of correct language use: “dolo nzwane” directly translated from English “knees and toes “sounds like one part of the body if one does not have the liberty to watch the video seeing the learners pointing at the video, which losses the meaning in translation and also the “dolo nzwane” is in singular yet the English version is “knees and toes” which is plural. Another aspect is teaching some concepts that will permanently be engraved in learners and become difficult to unlearn. The literature review under literacy in listening “Audio-visual resources can play a major role of making learning permanent”. Gopal (2010) stressed that “audio-visual methods do seem to facilitate the acquisition, the retention and the recall of lessons learned, because they seem to evoke the maximum response of the whole organism to the situations in which learning is done” (Shamsideen, 2016, p. 20), in the below content translation for the toes as nzwane is not appropriate as the correct word is *uzwane* for one toe and *izinzwane* for plural, this then makes the meaning of the word and the writing of the word nzwane be lost in translation as well as context. The learners will have confusion in understanding the difference between nzwane and zwane if not correctly taught. The context of teaching isiZulu first additional language "Reading is one of the language skills which is very important to be learned by learners. Through this activity, students can improve their language and experience" (Wibowo, Syafrizal, & Syafryadin, 2020, p. 20), as stated in the literature view reading the subtitles by learners helps them understand grammar yet the subtitles are incorrectly placed. The omission of a prefix in the words *i/ama-dolo, u/izi-nzwane* results in loss of meaning and understanding.

Figure 5.2.2.3.1 The song on body parts directly translated from English to isiZulu

English Version	isiZulu Version
	
	

Furthermore, the translation on the video seems to be deceiving as the audio starts with English and is followed by isiZulu yet the screen translation starts with isiZulu and is followed by English, creating an illusion that isiZulu is taught as its language yet it is taught as a secondary language to the dominance of English.

Figure 5.2.2.3.2 Direct translation from IsiZulu to English



Through research, the use of the mother tongue in facilitating learning of the target language is acceptable to some degree while gradually teaching more acquisition of the target language. The strategy as cited (Ostovar-Namaghi & Norouzi, 2015)"cross-lingual strategy", which allows judicious use of learners' first language or mother tongue" (p.615). The use of mother tongue or L1 to help facilitate learning has its advantages "Taking the theories and empirical findings into account, it is suggested that teachers use learners' mother tongue judiciously and optimally to (1) Arouse a sense of security in learners since without their mother tongue they are not able to express themselves completely, especially in lower levels of proficiency; (2) Build background in reading, listening, speaking, and writing tasks and activities; (3) Maximize intake by using L1 to make the input comprehensible; (4) Avoid giving learners the feeling of identity-threatened by the total rejection of their mother tongue; (5) Avoid any possible incomprehension or misunderstanding" (Ostovar-Namaghi & Norouzi, 2015, p. 620).

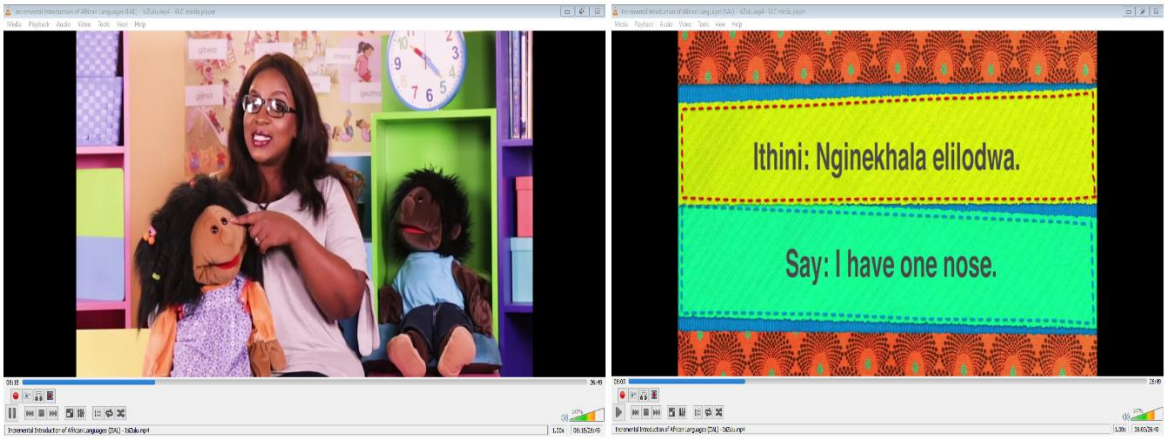
In the context of this argument, English is viewed in a dominant position since the instructor does not gradually use the target language as a language to be learned but continues with the same strategy of language L1 to help understand the target language. In consideration to what language scholars say that input determines output in language acquisition, judicious use not complete use, is advisable to increase the input and language acquisition, meaning that if there are concepts the learner does not understand the instructor will then explain the target concept in mother tongue and then proceed with the target language, as cited Krashen (1981), “language learners develop their competence if teachers expose them to lots of comprehensible input. If the input is not comprehensible enough, the acquisition will not be complete. To do so, the mother tongue can be a helpful tool. For instance, if the text is too difficult for the students to comprehend or if its comprehension depends on having some background knowledge, the teacher can build this background using students’ mother tongue” (Ostovar-Namaghi & Norouzi, 2015, p. 617). In this research video, the content for 26 minutes is driven by English and translated in isiZulu resulting in English being the dominating language, yet the target language is isiZulu first additional language.

5.2.2.4 Development of aural literacy

Aural Literacy is related to the ear or sense of hearing. It refers to critical listening skills and the analysis of sounds and their impact on our emotions and our actions. The development of aural literacy develops the ability to read and subsequently helps with comprehension “Reading specialists have long understood the significance of auditory and aural skill processing for successful reading” (Hansen & Milligan, 2012, p. 75). Aural development in literacy is the ability to develop learners’ skills to be able to hear the sounds which we call phonological awareness in reading. “Understanding the sounds of language is at the heart of the reading process. Auditory discrimination skills, specifically, phonological and phonemic awareness, provide the foundation for both reading and language” (Hansen & Milligan, 2012, p. 77) . Through phonological awareness learners are able to sound words in spoken language, also the segmentation of words, and lastly the ability to spell the word correctly thorough sounding it, through the aural process language learning and speaking develops.

The scene below is when the instructor asks learners to repeat after her about the body part ‘nose’ the sounding of the nose to be able to learn through sounding of the word was not justified. The instructor just said *‘ithini ikhala’* did not emphasize how to sound the word and how to pronounce the word defeating the purpose of developing aural literacy. The learners will know *ikhala* but the ability to sound it and spell it might be a challenge since nothing is done by the instructor to teach the sounding of words while saying them.

Figure 5.2.2.4.1 The instructor using the puppet to point at the nose and direct translation from IsiZulu to English



The process of teaching language involves the sounding of words especially new words to improve vocabulary, in the scene below the instructor asks learners to follow her on saying the sentences. However, does not help them understand the words umngani/friend missing an opportunity to help aural development by sounding the words and saying it for understanding and language development. Learners need to understand that words form sentences and words needs to be understood in order to understand what you are saying, so following a stated sentence from the instructor may not achieve the desired results “Before understanding that words consist of phonemes, children must be aware that sentences separate our thoughts, sentences contain separate words, and these separate words in a certain order create the meaning of a sentence” (Hansen & Milligan, 2012, p. 78).

As stated in the literature review of this study “Crucial to the development of the foundation laid in this first phase is identifying and storing familiar words by creating a bank of automatic or “sight” words—those that children can recognize on sight.” (Gove & Wetterberg, 2011, p. 9), thus the researcher points out that the instructor missed the opportunity to teach the words that would help the learners sound, spell and understand while in the process developing language reading and comprehension. Hearing the words sound from the instructor would help develop aural literacy and intern they would learn to be able to learn through sounding the words outside the classroom, which will be the process of developing language.

Figure 5.2.2.4.1 The direct translation from IsiZulu to English of the sound umngane



5.2.2.5 Other

The aspect of other as given on the research questions is about the representation of teaching isiZulu first additional language in the video. The representation of the target language brings questions of how the language is taught and the view of the language. The response says, ‘the representation of indigenous languages as one language or being stereotyped all as one.’ This response is shown in the first scene: the greeting in different indigenous languages, as stated in the literature review of this research “It shapes the way people structure the world into categories of 'this and that', 'them and us' and how we understand ourselves and experiences in contrast to those of other individuals or groups." (McGloin & Carlson, 2013, p. 2.) , while the scene of the use of South African indigenous languages in the greeting is diverse and shows cohesion, it also gives an idea of stereotyping African languages as homogeneous

The lesson is about isiZulu why use all African languages to greet? Is the question the researcher asks to understand the thinking behind it, of course given the notion that African languages are the same, end up being misunderstood that they are different in culture and context which often leads to misled understanding, and then not given the chance to be understood in their context. “There is no country in this world that is linguistically homogeneous. On the contrary, given the multiplicity of languages, multilingualism is the norm. Even seemingly monolingual contexts are subject to dialectal or sociolect variations” (Ouane & Glanz, 2010, p. 24)because of this statement we realise that each language should be treated with the distinction it deserves, there might be similarities but differences in context and linguistic utterance, in contrast to this view and comparison to teaching English we never use other languages like Afrikaans grouping them as a ‘foreign language’ when teaching English lessons.

5.2.3 Categorisation

Using the Likert scale, the coding and categorisation were done from variables used on the scale. The categorisation is embedded in the data collection from the video content. Below are the categorisation and analysis according to the categories.

Analysis according to Categories

Below is the explanation of data according to the categorisation in figure 5.2 above, the data is analysed according to the given variables and the rating on the Likert scale starting with production, relevance, and language use.

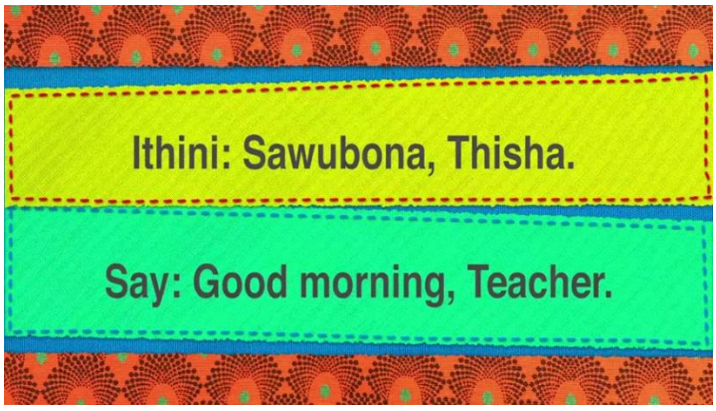
5.2.3.1 Production

Production is a process of combining resources or different materials as input to create a desirable product or output. In this case, we are looking at different variables that made the video possible to deliver a lesson in isiZulu for viewing by different language speakers to teach isiZulu first additional language. Below we will look at preparation, lesson instructor, lesson presentation, and lastly the use of technology in analysing the given data.

5.2.3.1.1 Preparation

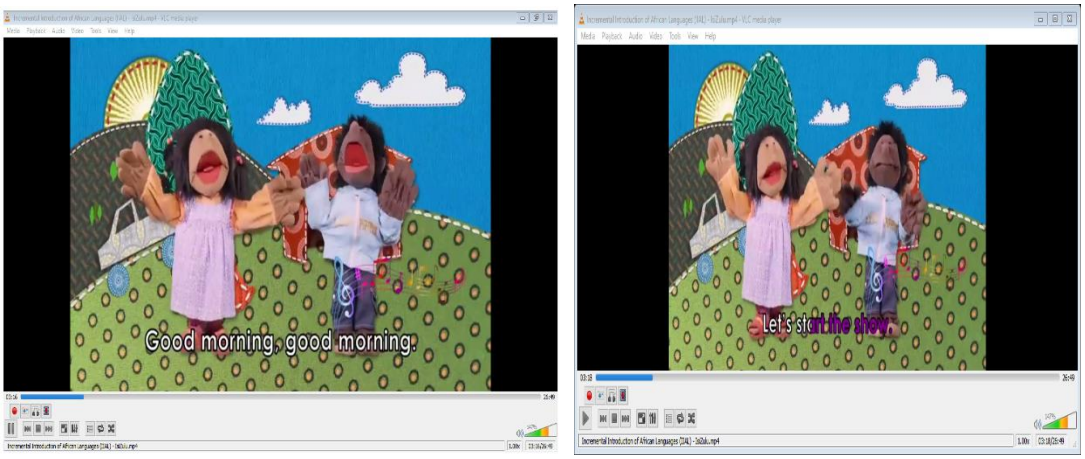
The rating on the Likert scale for the preparation question 1 : there was an appropriate balance of structured and open-ended/communicative activities? Was given a rating of 2 meaning poor. The video content does not give any open-ended communicative activities, what happens is the teacher introduces a concept and the activities, but the structure is not well carried out. The beginning of the lesson starts with the teacher introducing herself as teacher Khosi and introducing the puppets Busi and Sipho as her friends, and instructs the learners to greet her and her puppet friends Busi and Sipho.

Figure 5.2.1.1.1 The greeting lesson from IsiZulu to English



This means the first instance is the teaching of the concept of greeting. Then the lesson proceeds with instruction as the puppets have to explain how the lesson will run with teacher Khosi teaching in English followed by isiZulu. After the introduction to another greeting song. The concept of greeting is done with the activity of singing and learners are told to start the show instead of a lesson.

Figure 5.2.1.1.1 The greeting song by puppets



5.2.3.1.2 Lesson instructor

The visuals in the presentation match well with the content communicated, and they help carry the lesson, the rating on this question is 4 sighting a good display of visuals. Through the visuals, the instructor was able to show the eyes, nose, and head. However, the display of mouth against the mouth visual may be confusing in that the visual may be for naming teeth instead of a mouth. The visual display below of the lion, the little rat as per the real story, helped in showing the picture of how the characters look and also to help engage learners in the reading process. “Picture books can provide children with free space of imagination and creation, allowing them to create multidimensional meaning of the text through the reading process” (Hashemifardnia, Namaziandost, & Esfahani, 2018, p. 249) .

Figure 5.2.1.1.2 The visual displayed in the lessons



5.2.3.1.3 Lesson Presentation

The lesson was presented effectively and clearly. There were smooth transitions between activities. Both the questions were allocated a 3 which is average. The teacher was able to present what was expected in terms of teaching the content and was able to give expression where necessary. The instructor's reading of the picture book followed the appropriate expectation of reading and engaging. "When we read a picture book, we look at the pictures and we read the words and our eyes move back and forth between the two as we piece together the meaning of the text". (Hashemifardnia, Namaziandost, & Esfahani, 2018, p. 249).

The lessons were followed by the activities relating to the lessons, first, the naming introduction and greeting were followed by the greeting song. The lesson of facial parts was followed by the body parts song which was a good and acceptable transition in order to facilitate understanding of the concepts presented. Presented in the literature review is the importance of audio "Audio-visual resources can play a major role of making learning permanent. Gopal (2010) stressed that "audio-visual methods do seem to facilitate the acquisition, the retention and the recall of lessons learned because they seem to evoke the maximum response of the whole organism to the situations in which learning is done" (Shamsideen, 2016, p. 20). The ability to re-enforce through the singing and sounds from the engagement of learners helps with learning and language development.

The time allotted for activities was appropriate and the amount of teacher talks, and learner talk was appropriate were both given a 2 rating as poor. This rating is a result of the video taking 26 min 49 sec, which may be too long for a lesson that seems to have different concepts of language learning, below is time allocation as per the CAPS document for example. The time allocation from the department is not dictatorial however serves as a guideline on how to allocate time per week, in consideration of

the presented lesson, the instructor starts the lesson with a greeting song, introduces a speaking concept of body parts from a concept of senses and then the reading and lastly, the lesson goes to asking questions about weekend activities and a homework activity of drawing pictures of friends and what they are doing.

The video has translations and activities, which presents the teaching of language as too congested as too many concepts are introduced in one lesson, causing the learners to have too many concepts to be able to talk about what they have learned in the isiZulu first additional language lesson. Listening and speaking, reading, and phonics are all included in one 26 min lesson.

Table 5.2.1.1 Time allocation for first additional language

First Additional Language			
	Grade 1	**Grade 2**	**Grade 3**
Listening & speaking	1 hour 30 minutes	45 minutes	1 hour
Reading & Phonics	30 minutes	45 minutes	1 hour
Writing		30 minutes	30 minutes
Language Use			30 minutes
Hours per week	**2 hours per week**	**2 hours per week**	**3 hours per week**

(DBE, 2011, p. 9)

5.2.3.1.4 The Use of Technology

The use of technology (video, audio, web materials) was appropriate and creative given the material being presented thats it accomplished something that could not have been done as easily with other media. Use of technology is limited in the classroom, but used appropriately outside the class (e.g., for drilling, background). The use of audio-visual & tech materials was effective. The above questions were all rated 3 which is average. The use of technology in the era of virtual teaching and learning is an important tool for teaching especially when the target is to reinforce what has been taught in traditional classrooms.

The video achieved something which could still be done by radio in rural areas, with the diverse socio-economic situation in South Africa where some learners may not have access to YouTube even in schools, radio and teacher activities may also achieve what the video planned to achieve or even better in a classroom setting. In consideration of some research that “Literacy skills will not be achieved without conscious and planned effort.

Therefore, in order to make students quickly recognize the letters, distinguish between the letters one and the other, and finally get the ability to read, the introduction of literacy should use media that can attract students' attention to help them to improve their reading and writing skills" (Sukma, Mahjuddin, & Amelia, 2017) the use of technology is to attract and create interest in learning and also to reinforce the lesson that is taught at school.

The drilling outside the classroom is effective because learners learn by repetition. In consideration of the literature stated in this research that “Television serves as the modern child’s window to his environment and the world in general. The visual elements give its unique feature for effective utilization of children’s programs. The program presenter/teacher can use actors, special set pieces, puppets, interesting make-up, and animation, etc. to arouse and attract the attention of the children “ (Olube, 2015, p. 120). The use of technology in this regard has served its purpose and that is to educate and ignite participation despite some factors that may be known to language educators or specialists when looking at the lesson presentation.

5.2.3.2 Relevance

The relevance is about the lessons being able to present the lesson with the context of grade 2 learners, also the relevance of activities in connection to concepts introduced. Below we look at the preparation, lesson instructor, lesson presentation, and lastly classroom management

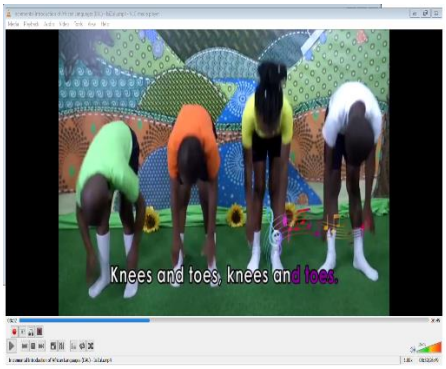
5.2.3.2.1 Preparation

The exercises and activities were introduced in context. The rating given in this aspect is 2 meaning poor, the 1st activity is in line with eth concept of senses or body parts. The lesson is about Busi being unable to smell, the learners are now introduced to the concept of senses or body parts, but the instructor did not let the learners know of the concept. The researcher was unclear while watching the lesson because the puppets speak about being unable to smell and then the instructor speaks about parts of the facial body, then proceeds with the puppet saying they are unable to smell maybe a song about other body parts/i*zinxenye zomzimba* will cheer them, now this continues to create misunderstanding on which concepts is taught because body parts are a concept on their own, which can be integrated with functions of our body parts in terms of senses

Figure 5.2.1.2.1 The visual display of face parts



Figure 5.2.1.2.2 The singing of the body parts in English and isiZulu

English Version	isiZulu Version
	

5.2.3.2.2 Lesson instructor

The rating of the following questions on the Likert scale is 3, does the instructor display content knowledge? Is the instructor audible and able to explain concepts using vocal cues in reading? giving it an average score. The lesson instructor displayed some knowledge and the ability to explain some concepts and use vocal cues and expressions when presenting lessons. The literature collected shared the advantages of audio-visual lessons, "the use of audio-visual has many advantages in primary school pupils' learning process. Such advantages include arousal of interest, retention of the subject topic, remembering/recalling subject topic and increasing the listening ability/attention of pupils to the subject" (Olube, 2015, p. 122)

Sharing the same sentiment Salawu notes that “both radio and television media are also good for instant feedback. This affords the listeners/viewers the opportunity of being able to express themselves in the language rather than just being passive receivers. This is in perfect consonance with the integrative approach to teaching and language learning, which considers the receptive skills (listening and reading) and expressive skills (writing and speaking)” (Salawu, 2006, p. 92). This is evident in how the instructor facilitated the reading session, she was using sounds and changes in vocal tones to help in the understanding of the story and the shift of characters. The shouting acknowledging the change in tone as well as the use of punctuations to help facilitate sound reading.

Figure 5.2.1.2.2 The illustration of vocal tones on the exclamation



5.2.3.2.3 Lesson Presentation

The lesson was presented effectively and clearly. The activities/exercises chosen to achieve the objectives were effective. Cultural instruction was integrated into class activities. These statements on the data collection scale were rated 3 and 2 respectively, representing average and poor performance a far as cultural integration in-class activities are concerned. The lessons as expected were presented on average as the covered aspects they needed to cover like body parts, descriptions and explanations using cations like in the activities like the singing of body parts, the singing about friends and the showing of a picture from the story reading book. However, the captions for reading in the improvement of vocabulary did not do justice as the grammar and spelling use does not meet the standards required in isiZulu first additional language for example the word '*ngiyibhukelile'* is incorrect spelling and grammar use.

“Studies suggest that captioned television is a motivating medium for improving the vocabulary and comprehension skills of below-average readers and bilingual students” (Koskinen, Wilson, Gambrell, & Neuman, 1993, p. 38). Since comprehension and understanding are the main objectives in reading and vocabulary improvement leans upon the correct use of grammar and spelling writing.

Another aspect is contextual sentences, the sentences presented in the isiZulu show the noun and the verb yet the English sentence which isiZulu is translated from has no noun, which then creates a disconnection in language understanding. For example, the scene below says ‘Yes I did’ leaving the viewer asking what was done and in isiZulu, the verb *ngilidlalile* is suggestive that the story or lesson is about playing soccer or a game. The other is the direct translation of the song the more we are together, the isiZulu version directly translated from English when singing it says ‘the more we are together and isiZulu captions say *‘kaningi siba ndawonye’* which is opposite what the audio says *‘uma sindawonye’* creating confusion in the learning process. The activities are done to reinforce yet they confuse.

The cultural instruction was integrated into class activities aspect was rated to be poor meaning that there is nothing in the lesson that facilitated the isiZulu language culture in the lesson, this is evident in the lesson done, that it is done through the English cultural context as the songs are in English followed by the direct translation in isiZulu “Culture is inextricably linked to language. Without language, culture cannot be completely acquired nor can it be effectively expressed and transmitted. Without culture, language cannot exist” (Kim, 2003, p. 1). The integration of culture is derived from the intended lesson since culture is not tangible. However, the instructor could have taught a Zulu ubuntu dynamic through an idiom, phrases, or proverbs like the simple phrase "Umuntu ngumuntu ngabantu", which means a person is a person through other people.

Figure 5.2.1.2.3.1 The display of isiZulu spelling and grammar words

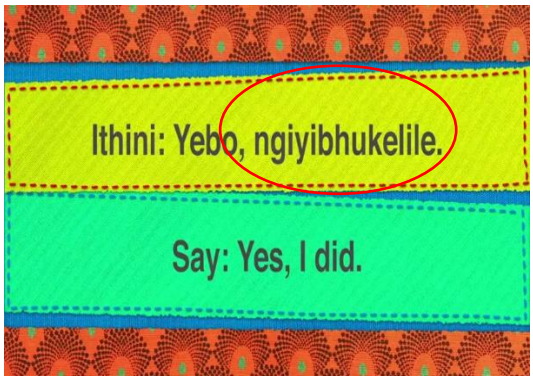




Figure 5.2.1.2.3.2 The song about friendship English and isiZulu version

English Version	





IsiZulu Version



5.2.3.2.4 Classroom Management

The rating was average and poor respectively based on the questions that are the activities appropriate for small groups/pairs? Do the activities encourage learner participation? Do the activities allow the instructor to divide his attention among learners appropriately? The average rating on small class activities is based on the fact that learners are able to move around and still be comfortable in singing and dancing while participating in activities and also in pairs as there are four learners which, makes the two pairs. However, in the last part of the song where the song is about friends there only three participates discouraging pairs, and also the participants are suddenly girls only in a song about friends, which may result in an assumption of exclusion of the other gender.

The average in learner participation is a result that learners do dance and show action, also the video encourages participation from viewers at home. Even though, “both radio and television media are also good for instant feedback. This affords the listeners/viewers the opportunity of being able to express themselves in the language rather than just being passive receivers. This is in perfect consonance with the integrative approach to teaching and language learning, which considers the receptive skills (listening and reading) and expressive skills (writing and speaking)” (Salawu, 2006, p. 92), the participants in the lesson participate by showing action but do not display the aspect of speaking, they just follow the rhythm of song but do not sing along which negatively impact son learner participation.

Figure 5.2.1.2.4 Learners actively participating in classroom singing activity



The arrows on the above figures are pointed at the mouths of learners to show that they do not speak/sing in the activity. Literacy includes speaking, miming could still be acceptable to see if learners understand what they are singing in speaking form. As stated in the literature review “Children are constantly developing their listening and speaking skills not only in each of the components of Language but also during other subjects. Because listening and speaking are crucial to all learning, it is important that these skills are effectively developed early in a child’s academic life. Hence, in the Foundation Phase, there is time specifically dedicated to the development of these two important skills” (CAPS, 2011, p. 10), speaking is a skill that needs to be developed.

Lastly, the instructor can some degree to give attention to the puppets and the learners. However, while going through the reading only one puppet is participating, the puppet called Sipho. Busi is not active leaving the learners and viewers assuming it's because of sickness since she said she can’t taste. The instructor does not advise the departure of Busi and her later presence in the lesson.

5.2.3.3 Language Use

Language in the video content is important because the purpose of the lesson is language learning of isiZulu first additional language, the use of isiZulu will be analysed. Using the language used as the variable, preparation, and lastly lesson instructor variable.

5.2.3.3.1 Preparation

The plan was geared toward real/authentic language use, is the question asked in data collection rating an average of 3, meaning the teacher used the language of isiZulu authentically and purposely in the direction of teaching isiZulu additional language to non-speakers by using the correct greeting words, the introduction and the appropriate facial parts of the body well described. In reading and language use the instructor uses tone to express and emphasize certain words. However, the tones in the pronunciation of the name 'Busi' is unnatural in isiZulu compared to how she pronounces the name when using it in English.

Figure 5.2.1.3.1 The display of the name Busi as pronounced in the video using expressive tone



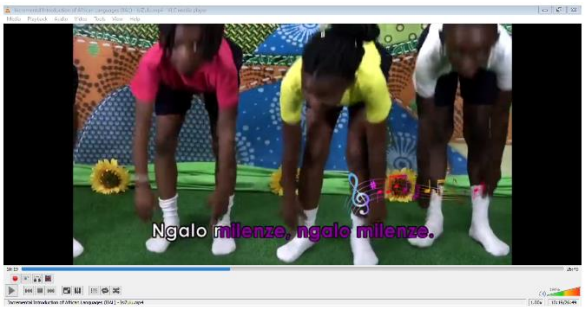
5.2.3.3.2 Language Use

The use of language answered the questions, the instructor used the target language in the classroom appropriately and effectively? and the instructor showed knowledge of isiZulu first additional language in the video appropriately and effectively, both with a rating of 1 and 2 respectively. This is a poor rating which was a result of how language is presented in the lesson. Appropriately in the line with language and grammar as well as pronunciation. Effectively is in line with success and merit. The language used followed English to facilitate lessons however the subtitles also were incorrectly spelled leaving the success of the language in question because the instructor should have checked the lesson before the presentation of such errors.

The scene below is intended to name eyes and ears in isiZulu. However, the ayes are correctly written, but the ears are spelled so incorrectly it is grammatically incorrect and an unwelcomed standard, *nendlebe* would have been used with ne- as a prefix and -*ndlebe (noun)* as the body part instead of the word *neendlebe* which has no meaning. The song is about body parts in isiZulu, the pointing of the body parts is confusing to the learners, the subtitles say *ngalo mlenze* and yet the pointing is not in the *ngalo* but on toes, and *umlenze* is not appropriately pointed.

Figure 5.2.1.3.2 The display of the spelling words and active learners pointing at different body parts





5.2.3.3.3 Lesson instructor

Did the instructor present reading and teaching isiZulu additional language knowledgeably? this question on data collection collected a rating of 2 meaning poor, the presentation of isiZulu additional language in reading needs the instructor to work on it because the subtitles used in the lesson are supposed to be corrected by the instructor starts the lesson reading develops language understanding. The below scene is when the reading was starting and the word asifundeni is translated and let's learn instead of let's read as it was story reading time. Then in the story, the teacher reads a story of a lion and a rat, and in the part where the lion falls into the hunter's trap, the teacher says *'emgibeni lomzingeli'* instead of *ogibeni lomzingeli*. The reference from the above encounters shows poor use of reading and teaching knowledgeably.

In reference to the literature presented in the research about treading "Reading is one of the language skills which is very important to be learned by students. Through this activity, students can improve their language and experience" (Wibowo, Syafrizal, & Syafryadin, 2020, p. 20) “During early literacy acquisition, the child is able to explore the world through books, story-telling, and other reading and writing activities” (Nel, Mohangi, Krog, & Stephens, 2016, p. 49), the presentation of isiZulu reading in the video then leave the learners disadvantaged in fluency and a better understanding of the isiZulu additional language.

Figure 5.2.1.3.3 The translation of isiZulu to English



5.2.4 Compilation

In the accumulation of the above data, the final analysis is from the post watching question to what extent does the video *Lets Learn isiZulu with Busi and Sipho* achieve the set objectives and the response is that to *a minimal extent because it does not show how learners engage with the teacher accept by doing activities that seem too short to be able to achieve the objectives of language learning. Also, the teaching of isiZulu first additional language is done through English. The lesson is confusing is it’s more like an English lesson than about isiZulu.* The stated objectives of the IIAL program according to the DBE stated in the Republic of South Africa parliament website “The objectives of IIAL include strengthening the use of African languages at a home language level, improving proficiency in and utility of the previously marginalised African languages and expanding opportunities for the development of African languages to help preserve heritage and cultures” (Lukani, 2017).

Given the response and the stated objectives, the researcher's analysis of the data is that the teaching of isiZulu additional language followed the teaching methodology stated in the literature review of this research as the balanced approach in teaching literacy. Literacy teaching requires a balanced approach “A balanced approach to literacy instruction requires knowledge of both bottom-up and top-down models” (Mondesir & Griffin, 2020, p. 2), the balanced approach in literacy teaching is firstly teaching learners in isiZulu language and then explain what learners do not understand in a language they understand.

Another approach is the dual medium during our teaching, with the facilitation of using most of the target language. It begins with emergent literacy. Also, the time allocated of teaching more than on concept left the researcher with the contention that why is a lesson so over presented when the allocation of time as per the department of basic education through the CAPS documents. Suggesting how the teaching of language can be facilitated using the suggested time allocation to literacy development listening and speaking, reading and phonics and writing.

The other question is there anything that the video should have presented differently *Yes, the instructor uses puppets which are okay, however, the learners are not present in the scenes except when there’s an activity. The activities are in English first and followed by the isiZulu which then confuses the whole aim of learning isiZulu, which could be done differently by applying a different technique*. Looking at the data presented for the second question the researcher again observes the objectives stated in the IIAL program, with one of the objectives being “improving proficiency in and utility of the previously marginalised African languages and expanding opportunities for the development of African languages to help preserve heritage and cultures” (Lukani, 2017) .

The difference that can be made in presenting the teaching and learning of the target language which is isiZulu additional language is using the balanced approach of dual-medium during teaching, gradually increasing the use of the target language than the use of English, as cited “Atkinson (1987) recommends using the L1 equivalents for eliciting language and comprehension checking by both teacher and student in the form of “How do you say in English?” Thus, first language use can facilitate the flow of communication in the target language” (Ostovar-Namaghi & Norouzi, 2015, p. 617), by the end of the set time of 26 min and 49 sec. at least the more dominating language should be isiZulu.

This research aims to explore the extent to which the YouTube video presented on the SABC 2: ***let's Learn isiZulu with Busi and Sipho*** meets the pedagogical objectives of teaching isiZulu first additional language literacy in the foundation phase. In consideration of the aim, the data collected, and analysis clearly shows that the pedagogical objectives of teaching isiZulu first additional language are not at the highest level but an average, since the facilitator does her bit to present lessons as expected, and the use of the resource to facilitate learning is acceptable creating dialogue and learner participation the process of learning. However, the hegemony of English is what lowers the rating in the criteria of pedagogical acceptance. The teaching approach in making sure that the target is language learning is gradually achieved does not do justice in meeting the pedagogical obligation of teaching isiZulu first additional language in its context.

5.2.5 Summary

Video content analysis presents the opportunity to explore the data in a more decontextualised, contextualised, categorically, and finally compiling the analysis in the context of what the aim of the research is. The presentation of data and analysing it through production, relevance, and language use required the continuous viewing of the video, giving the researcher the ability to explore and interrogate the content to achieve the desired data collection and analysis that meets the aims of the research. Below is the thematic analysis of the LiEP and IIAL policies in response to the data collection.

5.3 Thematic Data presentation and Analysis: Policy Documents

The previous section focused on the video content data presentation and analysis. Below we will look at the thematic data presentation and analysis thereof. The data presentation is from two policies namely the LiEP and the IIAL policies and the data presentation will begin with the LiEP followed by the IIAL. The themes of both policies are only focused on the aims of the policies which are related to the variables assessed while analysing the video.

5.3.1 Aims of the LIEP

The main aims of the DBE's policy for language in education are:

"1.to promote full participation in society and the economy through equitable and meaningful access to education;

2.to pursue the language policy most supportive of general conceptual growth amongst learners, and hence to establish additive multilingualism as an approach to language in education;

3. to promote and develop all the official languages;

4.to support the teaching and learning of all other languages required by learners or used by communities in South Africa, including languages used for religious purposes, languages which are important for international trade and communication, and South African Sign Language, as well as Alternative and Augmentative Communication;

5. to counter disadvantages resulting from different kinds of mismatches between home languages and languages of learning and teaching;

6. to develop programmes for the redress of previously disadvantaged languages"

(LiEP, 1997)

The LIEP aims to help learners be taught in their mother tongue which includes African languages and it endorses "(a) multilingualism; (b) the building of a non-racial nation; (c) an additive approach to language in education, giving individuals the right to choose the language of learning and teaching (LoLT) at their school if it is practicable for the school to accommodate the choice of LoLT; and (d) the promotion of the use of learners' home language and at the same time to provide access to other languages." (IIAL, 2013, p. 8)

5.3.2 Presentation of Themes from LiEP Aims

5.3.2.1. Language hegemony

The aims 1 and 3 themed under language hegemony are to “promote full participation in society and the economy through equitable and meaningful access to education and to promote and develop all the official languages” (LiEP, 1997, p. 2). Below are the question and data collected in line with the theme.

When and why was the policy implemented?

The policy was implemented in 1997, according to policy wording the LiEP is conceived of as an integral and necessary aspect of the new government’s strategy of building a non-racial nation in South Africa. It is meant to facilitate communication across the barriers of color, language, and region, while at the same time creating an environment in which respect for languages other than one’s own would be encouraged

5.3.2.2 Adequate resources

The aims 5 and 6 themed under adequate resources are: to counter “disadvantages resulting from different kinds of mismatches between home languages and languages of learning and teaching and to develop programmes for the redress of previously disadvantaged languages” (LiEP, 1997). Below are the question and data collected in line with the theme.

How long was the policy been running and What are the challenges of the policy so far?

The policy has been running since its inception in 1997 and the challenges so far are the implementation of some of the policy in some cases especially in the use of African languages

5.3.2.3 Social cohesion and diversity

The aims 1 and 4 themed under social cohesion and diversity are: “to promote full participation in society and the economy through equitable and meaningful access to education and to support the teaching and learning of all other languages required by learners or used by communities in South Africa, including languages used for religious purposes, languages which are important for international trade and communication, and South African Sign Language, as well as Alternative and Augmentative Communication” (LiEP, 1997). Below are the questions and data collected in line with the theme.

What does the policy aim to achieve?

The policy aims to achieve the promotion and development of all the official languages and also “to support the teaching and learning of all other languages required by learners or used by communities in South Africa, including languages used for religious purposes, languages which are important for international trade and communication, and South African Sign Language, as well as Alternative and Augmentative Communication” (LiEP, 1997)

Is the policy an extension of any policy or is it a new policy? If an extension, please elaborate

No, it’s not an extension of any policy but can be used in reference to the norms and standards regarding language policy published in terms of section 6 (1) of the South African school’s act 1996. According to the policy wording, while these two policies have different objectives, they complement each other and should always be read together rather than separately

5.4 IIAL Policy Data presentation

5.4.1 The aims of the IIAL Policy are to:

1. “improve proficiency in and utility of African languages at the Home Language level, so that learners are able to use their home language proficiently.

2. increase access to languages by all learners, beyond English and Afrikaans, by requiring all non-African Home Language speakers to learn an African language; and

3. promote social cohesion and economic empowerment and expand opportunities for the development of African languages as a significant way of preserving heritage and cultures”. (IIAL, 2013, p. 6)

The IIAL aims are embedded in the LIEP foundation which is also entrenched in the South African constitution to promote multilingualism and social cohesion. Thus, the aims of the IIAL policy are not in contrast with the LiEP policy because both the policies vouch for multilingualism which is a means to promote social cohesion.

5.4.2 Presentation of Themes from IIAL Aims

5.4.2.1 Language hegemony

The aim number 1 themed under language hegemony is: “to improve proficiency in and utility of African languages at the home Language level so that learners are able to use their home language proficiently” (IIAL, 2013). Below are the questions and data collected in line with the theme

When and why was the policy implemented?

The draft policy was finalized in September 2013 and implemented in 2015, “to promote and strengthen the use of African languages by all learners in the school system by introducing learners incrementally to learning an African language from Grade 1 to 12 to ensure that all non-African home language speakers speak an African Language” (IIAL, 2013)

What does the policy aim to achieve?

To achieve a multilingual education system and the strengthening of African language teaching to improve learning outcomes. Through teaching and learning African languages the policy will help learners acquire and understanding diversity in society while building learners and parents confidence in choosing to learn African languages

5.4.2.2 Adequate Resources

Aim number 2 themed under adequate resources is: increase access to languages by all learners, beyond English and Afrikaans, by requiring all non-African Home Language speakers to learn an African language**.** Below are the question and data collected in line with the theme

How long was the policy been running and what are the challenges of the policy so far?

The policy has been running since its implementation in 2015 and the challenges so far are the issue of resources i.e. appropriate books and teachers which are tools to help the process of policy implementation. The administering of policy implementation and constant review of the success and failures of the policy.

5.4.2.3 Social cohesion and diversity

Aim 3 themed under social cohesion and diversity is “to promote social cohesion and economic empowerment and expand opportunities for the development of African languages as a significant way of preserving heritage and cultures” (IIAL, 2013)**.** Below are the question and data collected in line with the theme

Is the policy an extension of any policy or is it a new policy? If an extension please elaborate

No, it’s not an extension of any policy but can be seen as a policy that does not function in isolation from other policies within the education space. It is embedded in Language in education policy as well as parts of the South African constitution.

5.5 Thematic Data Analysis

Thematic analysis is the most common form of analysis in qualitative research, it emphasizes pinpointing, examining, and recording themes within data. “Thematic analysis is also useful for summarizing key features of a large data set, as it forces the researcher to take a well-structured approach to handle data, helping to produce a clear and organized final report” (Nowell, Norris, White, & Moules, 2017, p. 2). Below are the themes formulated from grounded data and the collected data were categorised accordingly.

5.5.1 Language Hegemony

The language in education policy is represented in the National Education Policy Act (Act 27 of 1996) that empowers the Minister of Education to determine a national policy for language in education. “Language in education plays a significant role in teaching and learning a language, and thus it has been a major issue of research in the language in education policy worldwide.

South Africa is one of the countries that has become a centre of discussion in the language in education policy issues for its unique multicultural and historical account that contributes to shaping the country’s language in education policy as it is today. Like most African nations, South Africans are multilingual.” (Nugraha, 2018, p. 568). In consideration, of the status of language in South African and the historical language context, the use of African languages should be getting more priority with minimal challenges. However, the introduction of more policies like the IIAL is evidence of challenges with the implementation of such policies. As cited De Wet (2002), “in his study conducted in South Africa, there are socio-linguistic issues that affect the choice of the English language over indigenous African languages as languages of Learning and Teaching, and these include science and technology, education, politics, trade and industry, and cultural activities” (Ndebele, 2014, p. 108) , these contextual issues render English as an economic language further disadvantaging the development of indigenous languages.

The aim from LiEP “The policy was implemented in 1997, according to policy wording the language in education policy is conceived of as an integral and necessary aspect of the new government’s strategy of building a non-racial nation in South Africa. It is meant to facilitate communication across the barriers of colour, language, and region, while at the same time creating an environment in which respect for languages other than one’s own would be encouraged” (LiEP, 1997) and The LiEP mentions that “to facilitate communication across barriers of colour and language region while creating an environment in which different languages are respected either than own” (LiEP, 1997), this comes after the knowledge or rather teaching and learning is facilitated in English in most school giving the picture of English as the language which is effective in teaching and learning.

This research aims to explore the extent to which the YouTube video presented on the SABC 2: ***let's Learn isiZulu with Busi and Sipho*** meets the pedagogical objectives of teaching isiZulu first additional language literacy in the foundation phase. Pedagogical objectives are to promote student learning. In consideration of learning “the learning environment is caring and productive and it promotes independence, interdependence, and self-motivation.

The student’s needs, backgrounds, perspectives, and interests are reflected in the learning program and students are challenged and supported to develop deep levels of thinking and application, assessment practices are an integral part of teaching and learning and learning connects strongly with communities and practice beyond the classroom.” (NTBOS, 2018, p. 18). This means the aim to facilitate communication across the barriers of race, language, and area, while at the same time creating a setting in which all languages are respected, is in support with what pedagogical objectives aims to achieve in making sure that learning is not just in the classroom but goes beyond the classroom.

Understanding that respecting other languages and making sure that those languages have space in society at equal par with English and Afrikaans and as part of the official languages.

In line with the teaching of isiZulu first additional language in the video, the theme of language hegemony is derived from the fact that the use of English is dominant, isiZulu is not fully used as English. Noted in the literature review “studies show that to become an effective speaker of another language not only involves learning a new vocabulary and new rules of grammar and pronunciation, it also includes the ability to use these linguistic resources in ways that are socially appropriate” (Omar, 1990, p. 3) . This further illustrates the pivotal role of language learning, that it goes beyond just speaking but respect for the language beyond your own, the understanding of others language beyond just communication but an environment that allows speaking with the social and cultural cognition of the target language, through that the pedagogical objective will be achieved since language will be learned in its context.

The IIAL aims “To achieve a multilingual education system, the strengthening of African language teaching to improve learning outcomes” (IIAL, 2013). The learning outcomes are the objectives of language learning and teaching, learning a language within its cultural and contextual cognition. In the IIAL video, the strengthening of the African language was not achieved due to the dominance of English, the gradual dominance of the target language isiZulu was not done. Mentioned in the literature review is that “One result of the disuse of African languages in education, and the devaluation of the knowledge embodied in these languages, is the positioning of Africa as a receiver rather than a contributor” (Roy-Campbell, 2006, p. 3) . This again illustrates how much of the learning and teaching in English has been engraved in our society forgetting that the facilitation of learning African languages is policy-driven and implementation should consider methodologies that facilitate the achievement of the presented content.

The use of African languages has been met with negativity, in that even though learning outcomes can be achieved the issue is, are these languages able to foster economic and social development, yet they are not given a chance to prove their worth and be taught as their own without English being their lens. “Economically, English is viewed as capable of facilitating economic prosperity and mobility as most jobs would require graduates who are able to converse in the language. Socially, a person is esteemed and deemed educated if he or she is fluent in the English language. Politically, English is understood to have the capability of uniting different people who speak different languages and belong to different ethnic groups. On the other hand, indigenous African languages are viewed as having no economic value, divisive and associated with lower-class individuals in society” (Ndebele, 2014, p. 115).

Given such thoughts, English continues to dominate yet “indigenous African languages, just like any other language, possess the capacity to function in any domain and can accommodate and express foreign concepts from other languages.” (Ndebele, 2014, p. 115) and this can be achieved and facilitated by the strengthening of African language teaching to improve learning outcomes and further developing corpus, to afford indigenous languages the same level of superiority.

5.5.2 Adequate Resources

To achieve the desired aim of both the LiEP and the IIAL policy resources needed to facilitate learning teaching have to be sufficient and available for teachers and learners. Inadequate resources delay the implementation process resulting in the failure or criticism of the policy as unattainable. Resources referred to, to facilitate learning teaching are appropriate books and support material as well as qualified language teachers.

5.5.2.1 Books as Resources

The Department of Education has provided books to enable the learning and teaching of African languages, this was done to make sure that the introduction of languages is not hindered by resources. It is also done to make sure the aim of IIAL, “to increase access to languages by all learners, beyond English and Afrikaans, by requiring all non-African Home Language speakers to learn an African language” (IIAL, 2013) is met with preparation and suitable learning and teaching tools. The department of basic education through the Thutong portal Thutong: National Education Portal (doe.gov.za) shares resources like books, workbooks, planning, and information, and they aim to deliver information, curriculum, and support materials to the South African schooling community.

5.5.2.2 Media as Resource

The aim of LiEP in line with the availability of resources is to “develop programmes for the redress of previously disadvantaged languages and to counter disadvantages resulting from different kinds of mismatches between home languages and languages of learning and teaching” (LiEP, 1997). This means the resources go beyond the traditional classroom setup but include a program such as YouTube videos like the learn lean isiZulu with Sipho and Busi and other educational programmes. These programmes will not just facilitate learning and teaching but also help to make sure that the policy aims of countering the disadvantages of different mismatches are addressed by using the correct language facilitation.

The use of media to teach has been done for a while now years, “educators have recognized the power of audio-visual materials to capture the attention of learners, increase their motivation and enhance their learning experience” (Cruse, 2006, p. 1), as stated in the review, this tool cannot be ignored in this era of digital transformation despite any socio-economic challenges, digital spaces have become a resource that transports knowledge and understanding of concepts for learners. In the same breath as mentioned by the SABC “Digitization is radically transforming the way people around the world interact with media content. Television remains the top media platform” (SABC, 1996), transformation means the ability to bring change, and in the education space change for using this tool as a method to achieve pedagogical objectives of language teaching.

5.5.2.3 Teachers as Resource

There is no greater way to facilitate language learning without the use of a qualified language teacher. This enables pedagogical methodologies to be effectively used and the aim of” increased access to languages by all learners, beyond English and Afrikaans, by requiring all non-African Home Language speakers to learn an African language” (IIAL, 2013) is not disadvantaged by employing the skills of instructors or teachers who are not qualified or knowledgeable in the language teaching. The DBE started its support since the pilot project and total implementation of the IIAL program through workshops and training. “The DBE hosted a week of intensive training for the National Core Training Team. The workshop was held at the Premier Hotel in Johannesburg from 17 to 21 November 2014 and was attended by 66 core trainers from all provinces.

The training workshop focussed on the review of the Grade one pilot implementation, and the top-up training program for Grade two. Priority was given to unpacking of Grade two CAPS, first Additional language requirements, the teaching of phonics in African languages, reading methodologies, a scaffolded approach to teaching writing in the early grades, school-based assessment, development of lesson plans, and the mediation of the DBE Workbooks and other IIAL resources (Big Books, posters, audios). The sessions included simulations of micro-teaching lessons on shared reading and writing, group guided reading and phonics." (Education, 2014). The training was in line with making sure that all resources needed by teachers and learners are in place and that teachers understand their role in delivering a lesson.

5.5.3 Social Cohesion and Diversity

The aim themed under social cohesion and diversity as stated by the LiEP and the IIAL is firstly the "promotion and development of all the official languages and also to support the teaching and learning of all other languages required by learners or used by communities in South Africa, including languages used for religious purposes, languages which are important for international trade and communication, and South African Sign Language, as well as Alternative and Augmentative Communication" (LiEP, 1997) and also to "promote social cohesion and economic empowerment and expand opportunities for the development of African languages as a significant way of preserving heritage and culture". (IIAL, 2013). The IIAL policy is embedded in the LiEP policy and thus does not function in isolation. Both the policies are founded on the principles of the South African constitution. "The Language in Education Policy, which is entrenched in the Constitution, clearly recognises and elevates the eleven designated languages in South Africa regarding their educational use and their use within the home and public environments.

The protection of the eleven official languages, as well as the previously disadvantaged indigenous languages, is entrenched in the following Acts and policy documents: (1) The Constitution (Act 108 of 1996) stipulates (a) in Section 6.4 that all official languages must enjoy parity of esteem and be treated equitably; and (b) in Section 29(2) that everyone has the right to receive education in the official language or languages of their choice in public educational institutions where education in that language is reasonably practicable." (IIAL, 2013, p. 6). Social cohesion and diversity can be built through multilingualism which demands contextual learning and teaching of indigenous languages in the context of this research the contextual teaching of isiZulu first additional language will facilitate the understanding of the language with its cultural and social foundation.

"Multilingualism is an important tool for social cohesion, and for individual and social development. Community life takes place mainly in African languages. Learners proficient in African languages are thus able to participate and take leading roles in local institutions and organizations. However, the linguistic skills and knowledge acquired in this formal education system are often not compatible with the linguistic skills and competencies needed in other, less formal contexts, especially in the informal sector" (IIAL, 2013, p. 6) In line with achieving the pedagogical objectives of teaching and learning isiZulu first additional language, it cannot be separated from the fact that those objectives should be to facilitate and build a community and society that is economically viable through the understanding that languages play a pivotal role in learning and equipping learners for economic independence and contribution to the greater success of south Africa.

Diversity is the understanding that we are different in culture and race. However, our difference does not mean we cannot work together in achieving greater results to enable growth and cohesion. “Language is not only a vehicle to facilitate communication, but it is also an embodiment of a people’s culture, their cognitive memory, their indigenous knowledge systems, their history, their values, and beliefs. Based on this fundamental importance and significance, it can be argued that a language cannot be separated from its speakers as it is a symbol of their identity” (Ndebele, 2014, p. 116) , through that contextual learning of languages that represent the diversity of our society is not just leaning but understating their social and cultural definer and, in the process, building the cohesion needed to achieve harmony as a diverse society. “Language teaching and learning should not only focus on communicative competence in a national context but also intercultural competencies in a complex multicultural world” (Endersen, Lund, & Risager, 2006, p. 8) this should be the driver of achieving cohesion and acknowledging diversity.

5.6 Conclusion

Thematic analysis of the aims of policy documents LiEP and IIAL brought forth illumination of how the aims of this research which is to explore the extent to which YouTube video presented on the SABC 2: ***let's Learn isiZulu with Busi and Sipho*** meets the pedagogical objectives of teaching isiZulu first additional language literacy in the foundation phase, can gradually be achieved through the acknowledgment of language hegemony and addressing the imbalance through understanding the principles that govern teaching and learning of languages. The cognisance of governance by policies that are put in place to help facilitate and accomplish teaching and learning by providing adequate resources towards achieving the objectives of teaching languages and in turn acknowledging our multilingualism which is a result of diversity, through that, we will be able to achieve social cohesion and attaining the outcome that will foster equality and economic growth.

The next chapter is chapter 6: Conclusion, Findings and Recommendations

This chapter will present a summary of the whole study and provide brief findings. The chapter is concluded by the recommendations and conclusion of the study based on the data-gathering techniques used

Chapter 6
CONCLUSION, FINDINGS AND RECOMMENDATIONS

6.0 Introduction

This chapter gives a full summary of the entire study and provides brief findings as well as the recommendations of the study based on the data-gathering techniques used in the study. It provides a discussion on how the YouTube video ***Lets Learn isiZulu with Busi and Sipho*** meets the pedagogical objectives of teaching isiZulu first additional language literacy at foundation phase level. These findings, conclusions and recommendations are discussed in consideration of the conceptual framework assumed in this as well as the presented literature review. The results and findings are from the video content and thematic analysis. These findings and results revealed the importance of contextual language learning, a vital aspect in teaching and learning literacy in foundation phase. These findings and results bring to the fore the gap the importance of a balanced literacy approach to achieve the pedagogical objectives.

6.1 Summary of the Research

Chapter 1 provided the description and the background of the study, the aims and objectives as well as the research question. It gave a background of the study proving the South African language history and the development of the partnership between the SABC and the Department of basic education. The chapter provided a brief literature review and conceptual framework. The chapter further outlines the research design and methodology, data analysis and trustworthiness of the research.

Chapter 2 conceptual framing of language teaching and Learning was provided in this chapter. The concepts are constructivism learning theory (Jean Piaget 1980), pedagogical content knowledge (Lee Shulman 1938), and sociolinguistics (William Labov 1972). Amid many language theories and frameworks relating to various fundamentals of language teaching and learning, these conceptual frameworks were considered relevant and appropriate in the current study as they can be engaged in different language contexts even within South Africa.

Chapter 3 the literature review focused on the different scholars' ideologies on language teaching and learning in foundation phase. The focus is the importance of having foreign or additional language pedagogical knowledge to facilitate language acquisition. The researcher regarded the literature review as a pivotal contributor in helping equip language teachers on how to foster learning and teaching languages and enhancing the process of language acquisition.

Chapter 4 the chapter presented the qualitative research approach research design and the video content analysis and thematic content analysis methodologies applied in the research. Sampling, data collection techniques and video data collection steps and themes were elaborated upon and concluded with the triangulation and reliability of the methods used in the collection of data in this study

Chapter 5 Data presentation, analysis chapter focused on the presentation and analysis of the data collected and the discussion. The presented data from the video content and the video content analysis of the YouTube video presented on the SABC 2: ***let's Learn isiZulu with Busi and Sipho***. Followed by the thematic data presentation collected from policy documents LiEP and IIAL, and analysis categorised in different themes, presenting and analysing data in a structured way.

Chapter 6 the current chapter provides consolidated findings a well as recommendations of policy and practice. The researcher hoped the study contribute meaningfully to the ongoing contention of the significance of African languages as well their equal status, not just on record but in practice. Their recognition as a contribution to social cohesion and economic growth. The conceptual framing, reviewed literature, the interpretivist paradigm followed by the content analysis and thematic conceptual analysis which informed the research design, data collection, analysis as well as the interpretation of the data collected. The main concerns of the study were addressed and the research questions were answered.

6.2 Findings measured against the research questions

This study aimed to explore the extent to which the YouTube video presented on the SABC 2: ***let's Learn isiZulu with Busi and Sipho*** meets the pedagogical objectives of teaching isiZulu first additional language literacy in foundation phase. Below are details of the findings of the main question and the three sub-questions

6.2.1 The main research question

To what extent does the YouTube video ***Lets Learn isiZulu with Busi and Sipho*** meet the pedagogical objectives of teaching isiZulu first additional language literacy at foundation phase level?

The study concludes that the extent to which the video meets the pedagogical objectives needs more understanding of the importance of language identity and representation. The objectives of teaching isiZulu first additional language in grade 2 are to engage learners in learning isiZulu first additional language using different activities and also to improve proficiency in isiZulu first additional language listening, speaking and reading.

The Pedagogical objectives of teaching isiZulu at foundation phase level according to findings are to promote student learning. To promote communication across the obstacles of color, language, and area, while at the same time creating a milieu in which respect for languages of others besides your own, is in support with what pedagogical objectives aims to achieve in making sure that learning is not just in the classroom but goes beyond the classroom.

Below research sub-questions were formulated to give more details on how language teaching is connected to understanding contextual content and representation as it carries the identity and culture of the target language speakers.

Research sub-questions

What are the current teaching pedagogies in use for teaching isiZulu first additional language according to the IIAL program at Foundation phase?

The current teaching pedagogies rest upon the theory in the conceptual framework employed in this research, the constructive learning theory “Constructivism is a learning theory found in psychology which explains how people might acquire knowledge and learn. It, therefore, has direct application to education” (Olusegun, 2015, p. 66). As explained in chapter 2 of this research study, learners confront their understanding in light of what they encounter in the new learning situation. If what learners encounter is inconsistent with their current understanding, their understanding can change to accommodate new experiences. Learners remain active throughout this process. In consideration of the above-given explanation the findings in this research show that the teaching pedagogy did not follow a balanced approach in teaching isiZulu first additional language literacy, instead used the dual medium teaching approach with English being the leading language instead of the target language.

How is the contextual content for teaching isiZulu first additional language in the IIAL program presented in the teaching of literacy in the SABC 2 YouTube video: ***let's Learn isiZulu with Busi and Sipho***?

The contextual presentation of teaching isiZulu's first additional language in the video neglected the target language contextual understanding. According to the findings, the teaching of isiZulu was more presented in English. The supremacy of English was prevalent in such that activities were first presented in English followed by the target language. The grammar use was directly translated from English, missing the opportunity to teach the cultural context of the target language as well as the understanding that language is embedded in the culture. Alluded in this research on the sociolinguistic concepts “In fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs” (Tanrıverdi & Apak, 2008, p. 4) meaning the context of language learning is embedded on the knowledge of its cultural background, as mentioned, “People use language to create meaning in their social and cultural environment” (Halliday, 2007).

To what extent is the presentation of isiZulu first additional language literacy aligned to the IIAL program as presented on the SABC 2 YouTube video: ***let's Learn isiZulu with Busi and Sipho***?

The extent to which isiZulu first additional language literacy teaching aligns to the IIAL program can be given through a closer look at the 2 selected aims of the IIAL policy which are "(2) to increase access to languages by all learners, beyond English and Afrikaans, by requiring all non-African Home Language speakers to learn an African language; and (3) promote social cohesion and economic empowerment and expand opportunities for the development of African languages as a significant way of preserving heritage and cultures" (IIAL, 2013, p. 6). The findings in chapter 5 records that the increase of access is not very clear since the presence of learners who are speakers of English and Afrikaans is not present in the video, one ethnic group is present which does not represent the diversity of South African language speakers as profiled by race. In consideration to the third aim, the presentation of isiZulu additional language was such that it is still dominated by economically empowered languages as the opportunity to develop the language through the video was missed, since the language that took the lead in English at the expense of the target language further contracting its ability to develop and be known in its cultural context.

6.2.2 Media in Education

Media as a tool has achieved its purpose of transmitting information and knowledge as a mass medium. However, its success as a tool to teach language especially African languages will be determined by employing suitable resources like the instructor who has the understanding of the media as a resource, to employ it in achieving the desired results and also seeing themselves as pedagogies, as they play an important role of imparting knowledge "In acknowledging that our teaching practices are informed by our life histories and that our identities impact our pedagogies, we as educators can strategically position ourselves to tap into identities as a pedagogical resource" (Motha, Jain, & Tecle, 2012, p. 13), to be able to teach the language with contextual understanding, not from prescriptive knowledge but through teaching practices that aim to impart knowledge and the understanding that language carries an identity.

6.2.3 Literacy Skills

The basic literacy observed are reading, listening and speaking. These skills are developed through interaction between the instructor and the learners. The program aimed to facilitate these skills did not do justice since the reading was not done in the target language but through the medium of English language defeating the aims of acquiring literacy in the target language. Reading facilitates listening and speaking which forms part of language literacy teaching as it assesses the ability of learners to comprehend. To ascertain the impact the video had in acquiring some literacy skills in the target language could not be measured since the classroom diversity was in question and also the target language spelling and grammatical errors did not do justice to the acquisition of the target language.

6.3 Recommendations

The findings presented in this chapter focus on crucial aspects that the DBE, the SABC and the policymakers need to consider to improve the teaching and learning of African indigenous languages and their presentation in media spaces. Below are policy recommendations, recommendations for practice as well as recommendations for further research.

6.3.1 Recommendations for Policy

The Incremental Introduction of African Languages (IIAL) policy was put in place in 2013 and the commencement from 2015 to 2022. Noted that the introduction of this policy was not in isolation but backed by the legislature through the Language in Education Policy, which is entrenched in the Constitution which recognizes and elevates the eleven designated languages in South Africa regarding their educational use and their use at home and public environments. In consideration of already existing policies and backed by the constitution towards the development and support of African languages, this recommendation is aimed at the policymakers.

Policymakers

The objective of this recommendation is to improve the IIAL policy, the incremental introduction has been in place since 2015, we are in 2021 and the policy has not yet recorded any incremental growth. The last communication was through a media release in 2017. "The Minister said that on 18 May 2017 the Council of Education Ministers (CEM), which consists of the Minister, the Deputy Minister and all Provincial MECs for Education, approved that all 3,558 identified schools should implement the IIAL in Grade 1 in 2018. This release states the implementation date as in 2018 yet the policy document states" (Education, 2017). The "IIAL policy will be implemented incrementally commencing in Grade 1 in 2015 and will continue until 2026 when it will be implemented in Grade 12" (IIAL, 2013, p. 5). The disconnection of the implementation and the lack of communication on the delay and any challenges faced by the department creates a lack of confidence and trust in how the policy will be successful.

The researcher recommends that the public is made aware of the progress to date since the policy is left with 5 years to full completion according to the stipulated date, current challenges and critical analysis of the policy through publications accessible in the department of basic education website. The question to be answered is where are we now in seeing the full implementation of the policy? Yes, in consideration of the contextual issues of covid-19 maybe the classroom implementation may have been delayed, however, the department could have utilised the media space to facilitate the implementation for higher grades, since the YouTube available currently under the IIAL programmes are for the foundation phase, if there are any for higher grades, they are not easily accessible on the internet. The marketing and growth of viewership in the current videos since we are sitting on - incremental Introduction of African Languages (IIAL) – isiZulu 1,940 views7 May 2020, also more lesson, since viewers can access the May 2020 video, where are the latest lessons? The success and failure of the policy will take radical implementation since through the findings in this research we realize that African languages are faced with the challenge of being secondary to English.

6.3.2 Recommendations for Practice

The objective of the recommendation is to improve the implementation of the policy. Through the findings, the researcher recommends that the instructors employed to teach African languages, in context to this research knowledge of isiZulu is vital. The spelling and grammatical errors outlined in the findings from data analysis do not give confidence in learning the language. The understanding that language is embedded in culture and thus should be taught in its context is vital. The researcher recommends the balanced dual approach in teaching isiZulu first additional language with the increase in the use of the target language instead of using English as a dominating language through to the end of the lesson.

The production should involve qualified teachers. “Teachers need specific and explicit linguistic knowledge to recognize and address the needs of all children on the continuum of reading and language proficiency.” (Moats & Foorman, 2003, p. 24) Pedagogical content knowledge will help eliminate unpleasant errors in teaching language.

6.3.3 Recommendations for further research

Through this study, the researcher foresees providing a platform for future in-depth research studies on the radical implementation of African languages. Policies have been formulated but policy implementations have been slow allowing critics to quickly see failure.

The department of higher education and training (DHET) introduced a language policy in 2002, “the Department of Education (DoE) promulgated the language policy for higher education (LDHE). The policy aimed to promote multilingualism and institutional policies and practices. The policy noted that “the role of language and access to language skills is critical to ensure the right of individuals to realize their full potential to participate and contribute to the social, cultural, intellectual, economic, academic and political life of South African society” (DHET, 2018, p. 10). The gap for further research arises from the fact that foundation phase language proficiency informs proficiency in higher learning, the failure in the foundation phase of African language contextual learning and language proficiency may result in a lack of confidence in learning the language in higher education, thus through this research, the researcher aims to provoke scholars to research the role of foundation phase proficiency in the language being the springboard for learners to have the confidence to further their higher education using African languages especially in metropolitan areas.

6.4 Conclusion

This study explored to what extent to which YouTube video presented on the SABC 2: *let's Learn isiZulu with Busi and Sipho* meets the pedagogical objectives of teaching isiZulu first additional language literacy in foundation phase? The instructor’s language knowledge cannot be ignored. Since this knowledge will inform how the objectives of language learning can be achieved teaching and knowledge.

The research study contests that the department of basic education together with the SABC uses the appropriate facilitators to foster language learning and involve them in lesson planning. Since the basic department website has resources for the IIAL languages for example lesson plans, big books, and worksheets, this will enable the instructor to follow and apply the standards set out in language teaching and learning through the CAPS document, in that way the policy will be backed by a curriculum that governs South African teaching and learning. One of the criteria for the selection of an instructor is that they should meet pedagogical content knowledge (PCK).

Through this vital knowledge, the instructor will be able to foster learning and teaching within the sociological context in language teaching and will apply appropriate theories to foster learning and teaching “The teacher is of course an artist but being an artist does not mean that he or she can make the profile, can shape the students. What the educator does in teaching is to make it possible for the students to become themselves.” (Horton, Bell, Gaventa, & Peters, 1990)

To be concise, the study asserts that pedagogical objectives of teaching isiZulu first additional language literacy in foundation phase is dependent upon content knowledge. The IIAL policy is a step towards language equity however to meet its objectives all role-players should display the required knowledge and excellence in the execution of teaching languages at their best.

7. References

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8. Appendices

Appendix 1

Data Collection Instrument: Video Content Analysis Schedule

Title of Video……

Intended Class: …… Duration of Video: ……..

Observer…….. Date: ……

Pre-Video Watching Questions for the Researcher

1. What are your objectives for today's lesson?

……
……
……

2. How do the objectives for today's lesson relate to the goals of the course?

……
……
……

Post Video Watching Questions for the Researcher

1. To what extent did you achieve your objectives?

……
……
……

2. Is there anything that you would have done differently?

……
……
……

Variables recorded while watching video

A: PREPARATION		**5**	**4**	**3**	**2**	**1**
1	There was an appropriate balance of structured and open-ended/communicative activities					
2	The exercises and activities were introduced in context.					
3	The plan was geared toward real/authentic language use.					
B. LANGUAGE USE						
1	The instructor used the target-language in the classroom appropriately and effectively.					
2	The instructor used the target-language in the classroom appropriately and effectively					

3	Use of isiZulu was appropriate to student needs					
C. LESSON INSTRUCTOR						
1	Does the facilitator display content knowledge					
2	Is the facilitator audible and able to explain concepts using vocal cues in reading					
3	The visuals in the presentation match well with the content communicated, and they help carry the lesson.					
4	Did the facilitator present reading and teaching isiZulu knowledgeably					
D. LESSON PRESENTATION						
1	The lesson was presented effectively and clearly					
2	The activities/exercises chosen to achieve the objectives were effective					
3	There were smooth transitions between activities					
4	The time allotted for activities was appropriate					
5	The amount of teacher talk and student talk was appropriate					
6	Cultural instruction was integrated into class activities					
E. CLASSROOM MANAGEMENT						
1	Are the activities appropriate for small groups/pair?					
2	The use of audio-visual & tech materials was effective					
3	Do the activities encourage student participation					
4	Do the activities allow the instructor to divide his attention among students appropriately?					
F. USE OF TECHNOLOGY						
1	Use of technology (video, audio, web materials) was appropriate given the material being presented					
2	Use of technology was particularly creative, i.e., it accomplished something that could not have been done as easily with other media					
3	Use of technology is limited in the classroom, but used appropriately outside the class (e.g. for drilling, background)					

KEY: 5 - *Outstanding*; 4 - *Good*; 3 - *Average*; 2 – *Poor;* *1 - Very Poor*

RESEARCHER COMMENTS:

STRENGTHS of the video as a teaching and learning resource:

a) ……
b) ……
c) ……
d) ……

e) ……

SUGGESTIONS FOR IMPROVEMENT:

a) ……
b) ……
c) ……
d) ……
e) ……

Appendix 2

Data Collection Instrument: Thematic Content Analysis Schedule

Document Name: ……

Intended Class……. Section of……..

Observer: Date……...

1. **When and why was the policy implemented?**

2. **What does the policy aim to achieve?**

3. **Is the policy an extension of any policy or is it a new policy? If an extension please elaborate**

4. **How long was the policy been running and What are the challenges of the policy so far?**

Appendix 3

1 IIAL Video Watching process

Step 1 Relevance

- The process of data collection starts with the sounds of the video, and allow the watching process to give information about its familiarity to the target community. Observing sound effects and quality
- The relevance of the video on the target community, and age appropriate
- Visual – what ethnicity is it portraying, colours and patterns relevant to the target community in the context of this research grade 2 learners

Step 2 Production

- The target community aimed at by the video, is it for urban or rural viewers
- Is the production in consideration of the IIAL aims and objectives of teaching isiZulu?
- The quality of the production

Step 3 Diction and dialogue

- The quality of words used on both English and isiZulu
- Facial expressions of facilitator
- Accent used on language, regional or local.

Appendix 4

Video Data Analysis

1 Production in the video

2 Relevance of video

3 Language Use in Video

Researchers Comments

Strengths of the video:

As a Language Teaching and Learning Resource

Social Cohesion and Diversity

Regarding language Hegemony

Development of Aural Literacy

Other

Suggestions for Improvement

As a Language Teaching and Learning Resource

Social Cohesion and Diversity

Regarding language Hegemony

Development of Aural Literacy

Other

Appendix 5

Thematic Data Analysis

1. Language Hegemony

2. Adequate Resources

3. Social Cohesion and Diversity