

**Learning to Teach through Mother Tongue:
PGCE Student's Experiences in one South African University****Nontokozi Mashiyaj¹ and Sithabile Ntombela²**¹*University of Zululand, South Africa*²*University of KwaZulu-Natal, South Africa**E-mail: ¹<mashiyaj@unizulu.ac.za>, ²<Ntombelas1@ukzn.ac.za>***KEYWORDS** Transformation. Ex-model C Students. Foundation Phase. Teaching and Learning

ABSTRACT This paper reports on a case study of students who obtained their basic education from previously advantaged schools (ex-model C). They were enrolled for Post Graduate Certificate in Education in one South African University. The focus of the study was to understand their experiences of learning to teach Life Skills through mother tongue (isiZulu). This qualitative study was located within the interpretive paradigm. Using purposive sampling, two students were identified. Data was generated through students' narratives. Students were asked to write about their experiences of learning to teach through isiZulu. Data was analysed and the results revealed that both students appreciated the initiative, however they lacked confidence and competence in the use of isiZulu as a Language of Learning and Teaching (LoLT). The study concluded that students who do not have adequate background of isiZulu as a LoLT should be dissuaded from taking this module or should be given extra support to enable them to reach the required levels of competence.