

Full text open access online (Since 2009)

©  Kamla-Raj IJES 2025

PRINT: ISSN 0975-1122 ONLINE: ISSN 2456-6322

Int J Edu Sci, 50(2): 46-60 (2025)

DOI: 10.31901/24566322.2025/50.02.1410

Teachers' Perspectives of Teaching Reading in the Intermediate Phase IsiZulu Home Language Classroom

Sicelo Ziphozonke Ntshangase¹ and Martha Khosa²

¹ *University of KwaZulu-Natal, School of Education, Language and Arts Education, P/Bag X03, Ashwood, 3605, KwaZulu-Natal, South Africa*
<https://orcid.org/0000-0002-8540-8413>

² *University of the Free State, Faculty of Education, Language in Education, PO Box 339, Bloemfontein, 9300, South Africa*
<https://orcid.org/0000-0002-7294-2182>

E-mail: ¹<Ntshangases2@ukzn.ac.za>, ²<KhosaM@ufs.ac.za>

KEYWORDS Focus Groups. isiZulu Curriculum. Pedagogy. Reading. Theory Practice Gap. Tripolar Education

ABSTRACT Numerous studies have been published on the challenges that South African teachers face in teaching reading, and an interactive pedagogical interventional approach has been proposed. This qualitative study aims to understand the perspectives of isiZulu Home Language teachers regarding what informs their pedagogy of teaching reading in the Intermediate Phase. Data were generated using focus group discussions with 13 teachers. Guided by the theory-practice gap, the paper reveals that pedagogy is not lost in translation due to the lack of teachers' content and pedagogical knowledge, as many researchers have suggested. Underlying factors exist, including incomprehensible learners' workbooks, the misfit between curriculum and practice, and insufficient reading hours allocated in the annual teaching plan. The paper concludes that unless these issues are addressed, the pedagogy of reading in the isiZulu Home Language classroom will continue to be lost in translation.