



## **INSTRUCTIONAL STRATEGIES USED IN TEACHING SISWATI LANGUAGE IN THE KINGDOM OF ESWATINI PRIMARY SCHOOLS**

***Lungile Motsa, Sithulisiwe Bhebhe, Zodwa Nxumalo***

*Faculty of Education, University of Eswatini*

*Email ID: lungsmotsa@gmail.com, sithulisiwebhebhe@gmail.com or sbhebhe@uniswa.sz, znxumalo@uniswa.sz*

### **ABSTRACT**

Instructional strategies for effective teaching in the 21st century are intended to be used by school administrators in collaboration with classroom teachers to enhance student achievement. The study sought to establish teachers' views on the instructional strategies used for teaching SiSwati as a first language in primary schools in Eswatini. The study adopted an interpretive paradigm where a qualitative research approach and a multiple case study were used. Schools and teachers were purposively sampled. The study used face to face interviews as a primary research instrument, document analysis and observations supplemented the interviews. Thematic analysis was used to analyse data. The findings of the study revealed that most teachers teaching SiSwati were not specialists in the SiSwati language. The study revealed that the language in Education policy was confusing. This study concluded that most teachers who participated in the study were not competent in effectively teaching the SiSwati language and there was a gap between teacher's knowledge of pedagogies and their implementation in a classroom situation. The study concluded that most common instructional strategies in the teaching of SiSwati were: explicit instruction, group learning. It was recommended that the government of Eswatini needs to ensure that all schools are adequately supplied with the appropriate personnel for teaching the indigenous language. It was also recommended that the policy makers in Eswatini should engage all the relevant stakeholders in policy formulation and implementation, especially teachers to avoid unnecessary confusion.

**Keywords:** *Instruction, strategies, teaching, SiSwati, language*

### **1. INTRODUCTION AND BACKGROUND**

Classroom teachers need to employ appropriate instructional strategies to ensure learning is taking place as well as to enhance student achievement. An effective teacher develops instructional strategies that can be adapted to the needs of learners as they progress towards learning goals (Choutari, 2016). Instructional strategies involve decisions on organizing learners, learning resources and ideas to provide learning (Gill, 2016). In other words, instructional strategies are techniques teachers use to help learners become independent and strategic. These strategies are accompanied by learning techniques which students independently select appropriate ones to accomplish tasks and meet set goals (Kompa, 2012). Thus, there are strategies that best suit the teaching of SiSwati as a first language in primary schools.

Instructional strategies determine the approach a teacher may take to achieve learning objectives. Smith (2012) asserts that the choice of instructional strategies depends on the content, the level of learners and the level of competency expected. Selecting the appropriate instructional strategies provides a teacher with opportunities to strengthen their teaching by identifying those aspects of teaching performance that may need improvement (Ganyaupfu, 2013). Research findings by Choutari (2016) on the effects of instructional approaches on students' academic performance indicate that different strategies work better in different circumstances. Hence, there are appropriate instructions that could be employed to the teaching of SiSwati as an indigenous language of emaSwati and the language of traditional administration, the language of national press and the language of political unity (Mordaunt, 2006).

The Australian Early Years Learning Framework (2009) provides strong evidence for effective teaching strategies. Although each review has a somewhat different focus and emphasis, common elements include: knowing each student and valuing as well as building on their background and prior knowledge; explicitly instructing and intentionally teaching in ways supported by clear planning; fostering higher-order thinking and metacognitive skills; explicitly questioning, and modelling inductive and deductive reasoning; enabling peer collaboration and cooperative learning groups; ensuring there is time for practice, review, and continuity in experiences; using formative assessment and tailored feedback to students; providing opportunities to apply new knowledge and demonstrating growing understandings; combining high expectations of students with a commitment to equity. Two models that incorporate such strategies, and which have been influential in the teaching of literacy, are the Effective Reading in Content Areas (ERICA) model (Morris & Stewart-Dore, 1984) and the Four Resource Model (Freebody & Luke, 2003). The ERICA model consists of four stages: preparing for reading; thinking through the reading; extracting and organising information; and translating information. Each stage equips teachers with ways to deal with particular literacy concerns in the classroom. The Four Resource Model provides a repertoire of social practices or resources, some of which are explicitly taught and others of which are acquired informally or implicitly. These integrative and non-hierarchical practices are designed to foster specific literacy skills for different situations such as school, work, social settings, and home.

Action-oriented tasks is another strategy that provide on-going opportunities for authentic oral interaction among the students, while they are engaged in working together to accomplish a task, solve a problem or be involved in spontaneous oral communication with a purpose or goal in mind. The action-oriented approach requires students to perform a task in a wider social context (Woods, 2014). Some examples of the action-oriented approach are: co-creating problems to solve or tasks to accomplish in authentic situations – for example, being overcharged for an item in a store, making arrangements to meet friends at the cinema, deciding what to make or order for supper with your family, giving/asking for directions and other

appropriate tasks; using various authentic texts to engage students in spontaneous, real-life oral interaction (including, but not limited to: maps, menus, fiction at appropriate reading levels, shopping flyers, catalogues, magazines and podcasts; basing learning tasks on students' needs, real-life interests and experiences; incorporating information and communication technology; providing many visual prompts and anchor charts for support; scaffolding new language appropriately so that students can apply their knowledge and skills in a relevant context which requires oral interaction (Barneji & Lederman, 2016).

Cooperative learning/teaching strategies are also effective in student achievement. These include increased student talk time, confidence in oral interaction and improved social skills and self-esteem. While engaged in cooperative learning activities all students are involved in oral interaction that is chunked, targeted and purposeful which leads to more spontaneity and confidence in their second language ability (Australian Early Years Learning Framework, 2009). Cooperative learning strategies also allow for differentiated instruction, as students are able to enter at the appropriate level of their ability and be engaged and enjoy oral language opportunities that can also be extended to reading and writing activities. It is important to prepare students for success in these activities by co-creating norms for behaviour. Modelling by the teacher (with a co-teacher or a student or by two or more capable students) ensures that students understand what they are to do and how to carry out the activity (Brown, 2010).

Furthermore, cooperative learning strategies work very well with the action-oriented approach as this approach requires students of varying levels to work together in small groups or teams to solve a problem, complete a project, or achieve a common goal. Anderson, Evertson & Brophy (1979) suggested the following examples of cooperative/ collaborative learning activities, Mix and Mingle: students practice a targeted, purposeful oral interaction with several students while moving around the classroom– included in the oral exchanges are manners, respectful, interested greetings, farewells and conversational skills; Inner – Outer Circle: students engage in various oral interactions (spontaneous or following a model) with various partners as they move around the circle. Half the students are in a circle facing outwards and remain in their position, while the other half of the class is in a circle facing partners in the inner circle, but take turns moving along, allowing for multiple opportunities to speak with several partners; Conversation Buddies: an older class is taught oral communication strategies and practices conversation, small, chunked, authentic, purposeful talk, with partners from a younger class.

Explicit instruction is an instructional approach with specific design and delivery procedures (Archer & Hughes, 2010). Explicit instruction, also referred to as direct instruction, should begin with the teacher modelling and explaining a process or concept, providing opportunity for guided practice, and finally allowing students the chance for independence. The teacher begins by modelling, students practice with the guidance and support of the teacher, and then the student works independently. For instance, in order to answer a comprehension question requiring the reader to infer, a teacher using explicit instruction takes students through their thought process step by step. It would be the goal of the teacher to make this strategy conspicuous. There should be no mystery behind the thought process used to answer a question. For this type of instruction to be effective, it is necessary to ensure student participation through discussion (Archer & Hughes, 2010). Explicit instruction provides students with clear expectations and directions; it includes modelling of thought process and problem solving. It provides students with opportunities to see skills broken down step by step and allows students to apply these skills in meaningful ways. Although there have been some mixed results as to whether or not explicit instruction has a positive or negative impact on achievement, the majority of studies show explicit instruction as having a positive impact on student achievement (Baxter & Lederman, 2011). However, there are studies which also find explicit instruction as having a possible negative impact on achievement. This negative impact on student achievement can be seen when explicit instruction is used exclusively for instruction. Students, who receive explicit detailed instruction on how to decode words without ever using the skill when reading a sentence, are less likely to understand how decoding is used in reading.

The researchers were quite in agreement with the views raised by Archer & Hughes (2010), because explicit instruction seems to be one of the best ways to instruct learners on new concepts in siSwati, in the writer's experience this is used as the primary method of instruction and it is them supported by other methods.

For the potential negative impact of skills, only explicit instruction has caused teachers to look for ways of connecting skills learning to meaning-based learning. This combination of skills and meaning-based instruction led to the awareness and use of balanced instruction, an instructional strategy discussed later in this review. Students, who are asked questions which explicitly examine one piece of literature without providing connection between other pieces of literature, miss out on the relationship between topics and themes (Kompa, 2012). Positive impacts of explicit instruction are seen in classrooms where the strategy is used effectively. Teachers in these classrooms often use a list of skills which students must learn. These lists could be state standards, common core standards, district standards, or teacher created lists and are often introduced to students through explicit instruction. Kompa (2012) suggests that explicit instruction should be conducted within a framework which gradually releases responsibility to students. This framework begins with explanation, demonstration, guidance, practice, and reflection. Teachers explained why students needed to learn a concept; the teacher demonstrated how to master the concept by breaking the concept down to its key components (Boyles, 2002). This type of instruction requires teachers to model their thought processes and provide guidelines for solving problems or mastering new concepts.

Another instructional strategy, which is important for student achievement in literacy, is connecting new learning with prior or background knowledge. Deng (2007) emphasises that background knowledge has a profound effect on what learners can make sense of and what they cannot. When working to understand text, students bring their own worldview and knowledge about a topic depending on his or her prior experiences, culture, and language. The use of their own viewpoint allows students to make connections between what they know and what they are reading and trying to understand which allow them to connect what they have read to their own lives. Students make connections and see relationships between new concepts and ideas with what they already know. Teachers, who are effective in the use of this strategy, model by making a personal connection to a book, a text to text connection, or a text to world connection. Furthermore, Duke and Block (2012) found that teachers needed to be deliberate with the activation of student background knowledge. Teachers can do this through a variety of ways that include encouraging different points of views, asking why questions rather than who, what, and when questions, and modelling their own thinking. This strategy, like the others in this study, must be part of a deliberate act of the teacher to incorporate this strategy into meaningful learning and connections for learner achievement.

---

## 2. STATEMENT OF THE PROBLEM

Teachers have challenges in applying the appropriate instructional strategies fit for siSwati language as learners still fail to use enriched siSwati vocabulary correctly to construct sentences in composition writing (SPC siSwati ECOS report, 2016). A number of policies have been put in place by the government of Eswatini to speed up the development of siSwati, which is the mother tongue of emaSwati. The latest policy is the MOET Language in Education Policy (2011) which stipulates that siSwati is the medium of instruction in the lower grades of primary education. All the numerous efforts by the Eswatini government in the development of siSwati as an official language seem to be futile. Experience and observation still show that in most primary schools, teachers are still struggling to use the appropriate instructional strategies in teaching siSwati as a first language. Learners still lack proficiency in the command of the siSwati language (SPC siSwati ECOS report, 2015). Based on the foregoing, it appears that the development of

SiSwati as a subject is still lagging behind in Eswatini schools (Magagula, 2016). This ultimately brings to question the teachers' views on the instructional strategies for delivering this critical subject in primary school of Swaziland.

#### **Objectives of the study:**

1. To establish teachers' views on the instructional strategies for teaching SiSwati as a first language in primary schools of Eswatini.
2. To find out teachers' views on the benefits of the instructional strategies for teaching Siswati as a first language in primary schools of Eswatini.

---

### **3. THEORETICAL FRAMEWORK**

The study was guided by the Pedagogical Content Knowledge (PCK) by Shulman (1987). Shulman is popularly known as the father of PCK. He introduced the term PCK and has since become distinctive in teacher education, research, and policy making (Deng, 2007). Shulman (1987) first conducted a review of Pedagogical Content Knowledge abbreviated with PCK defined as the blending of content and pedagogy into an understanding of how particular topics, problem, or issues are organised, presented, and adapted to the diverse interest and abilities of learners, and presented for instruction (Shulman, 1987). The definition of PCK proposed by Shulman above implies that PCK is the type of knowledge that integrate content knowledge and pedagogical in understanding how a topic, issue, or the issue of certain organised, presented and adapted or customised with a variety of interests or the interests and abilities of learners and presented for learning. Further Shulman (1987) defines PCK as a way to know how to present the topic effectively to promote the understanding and learning of students and reduce misconceptions and difficulties about a topic. It can be argued that in PCK (PCK) there are elements of the subject matter (content) and how to teach (pedagogy) or way of representation and formulation of lessons that made him understand others.

The essence of PCK is a teacher's capacity to turn their content knowledge into powerful lessons and teachings that suit the varied needs of students in their learning environments (Shulman, 1987). It is the form of knowledge that is 'more than understanding the content itself' as it bridges the divide between content and pedagogy (Ball, 2000). In the context of this research, content knowledge is the knowledge held by the content expert, the level of content knowledge of the siSwati language is perhaps what can determine the ability of the teacher to pass on the knowledge to his/her students. An example given is that of the in-depth knowledge that the mountaineer has about their most visited mountain is an example of content knowledge (Baxter & Lederman, 1999). General pedagogical knowledge refers to the broad principles and strategies of classroom management and organisation that are used to teach subject matter (Shulman, 1987).

Pedagogical content knowledge is important for teaching knowledge because this knowledge can help teachers anticipate students' learning difficulties and is ready to provide an alternative model or explanation to overcome the difficulties students hence creating the opportunities for learners to grasp concepts faster than usual. Based on the definition above attributed to Shulman (1987), it can be drawn that the content knowledge or subject matter knowledge possessed by a language teacher should be transformed by utilising various sources such as textbooks with the presentation of the easy concept to help learners understand students. In addition, teachers in transforming knowledge content should use a different representation, and help students make connections between different representations to solve language problems. Teachers should also recognize student's mistakes in thinking and are able to respond student's questions more effectively.

Shulman (1987) further referred to PCK as teachers' interpretations of subject matter knowledge in the context of helping the students' learning. It can therefore be inferred that teachers' understanding of subject matter itself will influence children's learning. In PCK, students will only respond if they are confident with their understanding and will communicate to the teachers. This will help the teachers to easily note when their misconceptions and errors occur. By this way, teachers may be able to overcome their misconceptions and errors immediately. Thus, teachers need to have a proper understanding of the subject they teach. Shulman and other researchers have contributed to our understanding of particular aspects of PCK. Shulman (1986) also stressed the need for teachers to know their students' thinking.

Ball, Thames, and Phelps (2008), identifies the components of PCK, namely (1) Knowledge of Content and Students (KCS), (2) Knowledge of Content and Teaching (KCT), (3) Knowledge of Content and Curriculum. Knowledge of Content and Students (KCS) is the knowledge that combines the knowledge of students and PCK is applicable in a variety of subjects like language arts. Teachers must identify what it looks like and what the students thought would make it difficult to study language arts. When choosing an example, teachers need to predict what will keep students interested and motivated. When determining the assignment the teacher needs to anticipate what the students will be and whether they will have the ease or difficulty. The same concept may be used in the learning of SiSwati language. This is when the teacher uses their content knowledge to anticipate and resolve areas that may likely pose a challenge to language learners during the course of instruction.

---

### **4. REVIEW OF RELATED LITERATURE**

In a study by Archer & Hughes, (2010) which sought to explore the challenges met by teachers while instructing the mother tongue, the respondents' emphasised that they really need books written in their mother tongue so that they will be able to implement and teach the subject successfully. The absence of books written in mother tongue affects the teaching as teachers have no broad materials to refer learners to. The respondents said, the problem is that, there are no books written in mother tongue which are sufficiently provided to the learners for reading and practice purposes. The responses paralleled were consistent with the views of Dekker, Badai & Kaymak (2008) who indicated that no teacher can teach effectively without appropriate materials that are based on two components: established government curriculum goals and pupil's prior knowledge, culture, and value systems. With few books available for most of the 170 languages of the Philippines, materials development appears a daunting task (Dekker, et al., 2008). Similarly, Sunday and Joshua (2010) in their studies captured teachers as being frustrated at the shortage of the learning materials in the first language. Teachers referred to books as one of the most needed materials in the learning process of the pupils. Teaching and learning cannot be effective without adequate and relevant use of instructional materials.

Another key variable in language learning is teachers' commitment. Mata (2013) posits that a teacher's commitment is the most powerful influence in a child's education. With reference to Mother Tongue, primary school teachers are the ones who lay a foundation for the language development because they provide a conducive environment for a child's literacy skills in the first language. However, once the child starts education, other teachers join as language development other languages unfold. That is why highly committed teachers are recommended at foundation level.

The researchers are very much in agreement with the views of Archer & Hughes (2010) as they describe the situation currently in Eswatini. By observation, the majority of schools do not have adequate textbooks. Additionally, due to the Free Education Programme, many students have to share the books used for class work and this has an effect on the efficiency of delivery of SiSwati lessons.

Furthermore, in a study by Dicamilla and Anton (2012) teachers lamented the lack of continuous teacher-training which resulted in teachers showing unpreparedness to teach their learners in their mother tongue. The respondents felt that training and seminars for teachers should be provided regularly and academic support from the subject specialist on various issues unique to the teaching of the mother tongue. It was indicated by some of the teachers that having a background in the mother tongue is not nearly enough to teach it proficiently. Training and seminars are critical and through training and seminars, the teacher's knowledge is enriched because they are being involved in the different workshops during seminars. Seminars and training also served as an opportunity for the teachers to learn from and interact with the different participants (Pereira, 2012).

With regards to views of teachers on teaching of languages, Frevert and Pritchard (2015) claim that language teachers should use grade level texts for all learners, and have their students engage in close and wide-angle reading practices. Also they should engage in a range of text-based writing and conversation activities, and have students work in heterogeneous groups and classrooms on text-based tasks. Frevert and Pritchard (2015) suggested in his study that the language teachers should provide opportunities for students to use technology to communicate original ideas and messages, and inspire, allow, and support students to come up with their own questions, own answers, own ideas, own evidence, own syntheses, own comparisons, own opinions, own problems, and own texts.

Mvubu (2010) conducted a study in Swaziland entitled "Examining Curriculum change in English Language teaching from O' Level to IGCSE curriculum". The study was undertaken to explore the curriculum from the General Certificate in Education (GCE), Ordinary Level (O' Level) to the International General Certificate in Secondary Education (IGCSE) with regard to English Language Teaching in four high schools in the Manzini region of Swaziland. The study investigated teacher's perceptions of the curriculum change and how they implemented it. The impact of the training teachers received in preparation of the introduction of the IGCSE English Curriculum was explored. An interpretive research paradigm using qualitative methodology was chosen for the study. Qualitative methods comprising semi – structured interviews and non – participants classroom observations were used for collecting data. The study revealed that English teachers required in-service training as they progressed with their profession in order to teach effectively using various approaches.

According to Abobo and Orodho (2014) the teacher is associated with quality teaching and learning in the classroom. A teacher who possesses negative perceptions impairs the ability of the learners to be able to receive messages from the lesson taught leading to misconceptions. This implies that a teacher's attitude towards what one teaches may affect learner performance either negatively or positively. Therefore careful arrangement of learning experiences and methods of concept presentation is very important in the teaching of the SiSwati language. This is in line with the findings of a study by Ferguson (2011) in South Africa, where it was discovered that lack of commitment by teachers, administration and parents slows down the process of decolonizing African languages.

A study by Ougo (2013) in Kehancha noted that teachers demonstrate different meanings of fidelity in implementing curriculum in their everyday classroom situations. Curtains (2000) suggest that in policy implementation emphasis should be placed on the importance of consulting the end users in the policy implementation stage in order to minimise barriers. Subtoro (2012) asserts that once some steps are skipped in policy formulation there is a high possibility of disrupting the smooth progression of implementation.

---

## 5. RESEARCH METHODOLOGY

This study employed a qualitative approach. A research approach is a plan and procedure that consist of the steps of broad assumptions to detailed methods of data collection, data analysis and interpretations (Creswell, 2007). The study used a multiple case study research design by Yin (2014). The researchers were directly involved with the participants through face to face interviews, and observations. This triggered a lot of contributions as participants described their experience.

The population of the study was composed of SiSwati teachers who were purposely selected from four primary schools located in the Manzini region; one teacher from each school will participate in the study. The Manzini region is ideal because it is the most central and has the largest population in Swaziland (Dlamini, 2012). Although the schools are from the same region, they differ from each other in many ways, for instance the type of learners, number of streams, management style and learners' early childhood education background. School A was selected because it was a large public school which serves multicultural learners from medium to a higher socio economic background. So in such a school there is a special selection criteria for beginner learners on top of the one stipulated in the school guide and regulations. School B was the largest in the region with four streams. It is also a large semi-urban government-aided school located next to Matsapa industrial site which consists of learners from the locations supplying the industrial site with labour. School C is a semi-rural school which serves children with low-medium socio-economic status. The selection yardstick for beginner learners is age only. School D is a rural community situated in one of the remote areas where the community strives to have an upper hand in governing the school. It was conveniently located for the researchers to access, because they are employed in the same region.

In this study data was obtained through the use of suitable data collection methods for qualitative research. These include the interviews, observation and document analysis. Using these data collection methods produce data that enable me to use thick descriptions of the phenomenon being studied and also help me to gain insight by interacting with the participants in their natural setting (Bisman & Highfield 2012). The use of the different data collection methods allowed us to triangulate the data collected. According to Mushoriwa (2009), triangulation involves multiple and different data collection methods, participants and theories to obtain corroborating evidence.

The study used thematic analysis to analyse data obtained from the teachers on the teaching methods employed by primary school level SiSwati teachers in teaching the SiSwati language. Thematic analysis by Braun & Clark (2013) is a widely used qualitative data analysis method. It is one of a cluster of methods that focus on identifying patterned meaning across a data set. The purpose of thematic analysis was to identify patterns of meaning across a data set that provides an answer to the research question being addressed (Babbie, 2013).

---

## 6. FINDINGS AND DISCUSSIONS

The findings of the study revealed that there was insufficient specialised training on the instructional strategies for teaching the Mother Tongue in teacher training institutions of Eswatini. Primary school teachers in Eswatini are trained to teach all subjects because the government hires them to teach all subjects at primary school level. A majority of the interviewed teachers who participated in the study revealed that subject specialisation only takes place during the final year. Only a single participant in the study stated that specialising in the Mother Tongue starts from year one up to the final

year in the institute they trained in. The findings of the study are in line with the Guide to School Regulations and Procedures (1977) which compels primary school teachers of Eswatini to teach all subjects. The findings are contrary to the PCK theory by Schulman (1987), which places emphasis on the blending of pedagogies and subject matter to promote effective teaching.

The findings of the study revealed that there was an anomaly in the deployment of teachers in primary schools of Eswatini. The findings of the study revealed that the Teaching Service Commission which is the board responsible for employing teachers in the kingdom of Eswatini sometimes overlooks the qualification of primary school teachers. The study found that some participants were trained in other fields, not in the teaching profession. Some of the teachers who participated in the study were actually trained to teach in high schools, but they are teaching in primary schools, due to an influx in their specific fields. Abobo and Orodho (2014) noted that a teacher who is not well versed with the subject matter impairs the ability of the learners to receive messages from the subject, leading to wrong interpretation of concepts. This is contrary to the PCK theory, Schulman (1987) which points out that an effective teacher is the one who integrates teaching strategies, subject content and knowledge when delivering a lesson.

On another note, the findings of the study reflected that a majority of participants are not aware of the contents of the language policy (2011) which stipulates that teachers should give instruction in the Mother tongue. They continue giving instruction in English and this affects the learning of SiSwati at primary school level. The study revealed that the language in education policy was haphazardly implemented. This implies that prior to the time of implementation; there was no plan for sensitising and engaging all the necessary stakeholders involved in implementing the policy on mother tongue. It is worth mentioning that the top-down approach to policy formulation results in confusion during the implementation stage. This is in line with Curtains (2000) who maintains that emphasis should be placed on the importance of consulting the end users in the policy formulation stage in order to decrease implementation barriers. Subtoro (2012) asserts that once some steps are skipped in policy formulation, there is a high possibility of disrupting the smooth progression of implementation. This gives light to the reason behind the teachers' negative effects on the implementation of policies, thus they end up ignoring the acquisition of the necessary skills and knowledge on the best pedagogies to be adopted in order to improve the teaching of SiSwati.

---

## 7. CONCLUSIONS DRAWN FROM THE STUDY

Based on the findings of the study, it is conclusive that teachers are not competent to effectively instruct learners in the SiSwati subject. Teachers lacked training to improve their level of competence. It is also the conclusion of this study that there was an anomaly in deploying teachers in primary schools. This has been seen as a significant contributing factor to the failure to select the appropriate teaching methods of teaching SiSwati as a first language in primary schools. This study also concluded that there is a lot of confusion among teachers regarding the language in education policy and its implications on the choice of instructional strategies in the teaching of the SiSwati subject.

---

## 8. RECOMMENDATIONS FOR POLICY AND PRACTICE IN EDUCATION

It is recommended that capacitating teachers to learn more instructional strategies can be beneficial in improving teachers' views on the instructional strategies for teaching SiSwati as a first language among primary schools. The study revealed that the training of teachers on new and more effective instructional strategies through in-service training would improve the quality of teaching and ultimately improve the academic performance of learners. It is recommended that the MOET makes strides in ensuring that current teachers of the SiSwati language in primary schools are trained and equipped with the most effective methods of teaching the mother tongue. As a short term recommendation it is critical that the MOET explore the deployment of subject specialists for every primary school. Such specialists will assist current teachers to improve their competences and knowledge in the SiSwati subject.

---

## REFERENCES

- [1] Abobo, F. & Orodho, J.A. (2014) Life skills education in Kenya: An assessment of the level of preparedness of teachers and school managers in implementing life skill education in Trans-nzoia district, Kenya. *International organization of scientific research (IOSR) Journal of Humanities and social Science research(IOSR-JHSSR)*
- [2] Anderson, L., Evertson, C., Brophy, J. (1979). *An experimental study of effective teaching in first grade reading groups*. 79 (4), 193-223.
- [3] Archer, A.L. & Hughes, C.A. (2010) *Explicit Instruction: Effective and Efficient Teaching*. New York: Guilford press
- [4] Babbie, E. (2013). *The Practice of Social Research*, 13th ed., Wadsworth: Cengage.
- [5] Ball, D.L. (2000). Bridging practices intertwining content and pedagogy in teaching and learning to teach. *Journal of Teacher Education*, 51(3), 241-247.
- [6] Ball, D.L., Thames, M.H., & Phelps, G. (2008) Content Knowledge for Teaching: What makes it special? *Journal of Teacher Education* 59(5), 389-407.
- [7] Banerji (2013). Improving literacy: The case of Pratham's Read India program. *Universal Journal of Educational Research* 6(2): 333-339. DOI: 10.13189/ujer.2018.060217.
- [8] Banerji, R. & Chavan, M. (2016). Improving literacy and math instruction at scale in India's primary schools: The case of Pratham's Read India program. *J Educ Change*; 17:453-475. DOI 10.1007/s10833-016-9285-5.
- [11] Baxter, J.A., Lederman, N.G. (1999) Assessment and Measurement of pedagogical content knowledge. In N.G Lederman & J. Gess-Newsome (Eds.) *Examining pedagogical*
- [12] Boyles, N. (2013) *Closing in on close reading*. *Educational Leadership*, 70(4), 36-41.

- [13] Braun, V. & Clarke, V. 2006. Using thematic analysis in psychology; *Qualitative Research* <http://www.com.informaworld.com/tupp/content=a79512719frm-title.link>
- [14] Brown, K. (2010). Teachers as Language Policy Actors: Contending with erasure of lesser used Languages in schools: *Anthropology and Education Quarterly*: 41 (3), 298-314.
- [15] Choutari, N. (2016). *Strategy and Challenges for teaching the Poem at Secondary Level*. Retrieved from <http://learner.org/resources.20/10/2016>.
- [16] Cresswell, J.W. (2007). *Research design. Qualitative, Quantitative and mixed methods approaches*. www.sagepublication.com downloaded 28 June 2018. Qualitative Research. Boston: Sage Publications Inc.
- [17] Curtain, R. (2000). *Good Public Policy Making: How Australia fares. A journal of policy Analysis and Reform* 8 (1): 33-46.
- [18] Dekker, D., Budai, G. & Kaymak, U. (2008) *Initial Results of the Lubuagan project*. Paper presented to the first MLE Conference on February 18-20, 2001 It cagayond de Oro, Minadonoo.
- [19] Deng, Z. (2007) Transforming the subject matter: Examining the intellectual roots of pedagogical content knowledge. *Curriculum Inquiry*, (3), 279-295. of beginning and advanced second language learners. *International Journal of Applied Linguistics*, Vol 22(2), 160-188.
- [20] Dlamini, P. (2012) Examining The Use of Mother Tongue As A Medium of Instruction; An Interplay Between, Policy and Practice. Unpublished Master's Thesis. University of Swaziland
- [21] Duke, N. and Block, M. (2012). *Improving Reading in the Primary Grades*. Upper Saddle River: New Jersey: Pearson Education, Incl.
- [22] Examination Council of Eswatini SPC *SiSwati First Language Examiner's Report* (2015). SiSwati Paper 1: Composition and Letter Writing.
- [23] Examination Council of Eswatini SPC *SiSwati First Language Examiner's Report* (2016). SiSwati Paper 1: Composition and Letter Writing.
- [24] Ferguson, R. (2011) *Teacher development for religious and cultural diversity in citizenship education*. Unpublished doctoral thesis, University of Witwatersrand, Johannesburg.
- [25] Ganyaupfu, E.M. (2013). Teaching Methods and Students' Academic Performance, *International Journal of Humanities and Social Science Invention*, 2(9): 29-35.
- [26] Gill, H. (2016). Standards and pedagogical norms for teaching English in Malaysia. *World Englishes* 12 (2), 223 – 238.
- [27] Kompa, J. (2012). *Disadvantages of teacher - centred learning*. Retrieved from <http://joankompa.com>. 09/10/2018.
- [28] Magagula, S. (2015). Exploring the Contribution of the SGCSE Literature Program Towards Learners' Writing Competencies. Unpublished Masters' Thesis: University of Swaziland.
- [29] Magagula, T. (2016). The Influencing Factors in the Teaching of SiSwati Poetry at Senior Secondary Schools: Teachers' Perspectives. Masters' Thesis: University of Kwazulu Natal.
- [30] Mata, L. (2013) *Early Childhood Assessment: Classroom Documentation*. The Australian Federation of Modern Languages Teachers Association. Tasmania
- [31] Mordaunt, L. M., O.G. (2006). *Swaziland Language Policy*. USA. University of Nebraska.
- [32] Mushoriwa, T. D. (2009). *Educational Research, (IDE-EDF 322) Module*: Institute of Distance Education, University of Eswatini: Kwaluseni.
- [33] Mvubu, E.S. (2010). Examining Curriculum Change in English Language from O'level to IGCSE Curriculum. Masters' Thesis: University of Swaziland.
- [34] Ougu, J. (2013). Institutional factors influencing implementation of life Skills education curriculum in public primary schools in Kehancha division. UoN, Med project. (unpublished)
- [35] Pereira, L. (2012). A Critical Realist Exploration of the Implementation of the I/GCSE curriculum in Swaziland: Doctoral Thesis: Rhodes University.
- [36] Shulman, L.S. (1986). Those Who Understand Growth in Teaching. *Harvard Education Review*, 49,(5), 8-27
- [37] Shulman, L. S. (1987). Knowledge and Teaching : Foundations of the New Reform. *Harvard Educational Review*, 57(1), 4-14.
- [38] Smith, W. R. (2012). Culture collaboration; Developing a professional learning community to generate marked gains district wide. Education digest: *Essential Reading Condensed for Quick Review*, 77 (9), 23.
- [39] Subtoro, A. (2012). Understanding complexities in public policy making process through policy cycle model: A system dynamics I. Presented at Conference of WCSA-Word Complexity Science Academy, September 26-27, Palemo, Italy.

- 
- [42] Sunday, A & Joshua ,A(2010) Assessment of Resources and instructional materials in South Western Nigeria. Nigeria Euro Journals Publishing,Inc .
- [43] Swaziland Ministry of Swaziland & Training (1977) A Guide to School Regulations and Procedures Document. Mbabane: Government Press.
- [44] The Swaziland Education and Training Sector Policy (2011). Ministry of Education and Training. Swaziland: Mbabane
- [45] Woods, N. (2014). Higher Order Thinking Skills? Thinking in the English Classroom. *Journal of Education*. Retrieved 18.09.2016. among Tibetan Refugee Adolescents. *Journal of Refugee Studies*. 25(4). doi:10.1093/jrs/fer056.
- [46] Yin, R.K. (2014). Case Study research design and methods(5<sup>th</sup>.ed.) Thousand Oaks,CA: Sage