

require straight responses like Yes/No, whereas others may include a rating scale that leads to quantitative assessment. Furthermore, it is important to emphasise that quantitative scoring is limited and can be used to evaluate only a few aspects of the textbook (Mahfoodh & Bhanegaonkar, 2013).

3.6.2.6 Revising and piloting

Evaluation checklists should always be piloted and be open for revision as required. According to Mcgrath (2016), a checklist for evaluation ideally should be piloted and then revised as needed. Piloting should be done by the person who made the list and the checklist should be assessed by another familiar and trustworthy individual.

This study selected to utilise the **checklist method** even though only one person will be doing the evaluation. As stated by Budiarsih (2022), it is allowed to adapt and modify the checklist to suit the needs of the researcher. The modified checklist focuses on the following: aims and objectives of the textbooks, language used in the textbooks (grammar), levels of the textbooks, skills addressed in the textbooks, topics covered in the textbooks, the components of the textbooks, and the situations they are intended for.

When evaluating a textbook, the researcher should be able to consider the textbook that best aligns with the curriculum and syllabus, develops basic competencies, and displays teaching and learning activity. The review of textbooks is essential since it is seen as a significant factor in enhancing the quality of education (Budiarsih, 2022). The evaluation checklist may be qualitative or quantitative in nature. In qualitative checklists, open-ended questions often are used to acquire comprehensive and detailed information about a textbook. It should be noted that, although numeric values are used in the checklist, it is not part of a quantitative process but rather should be seen as an indication of how the textbook is evaluated.

Concerning the creation of a checklist, Mukundan and Nimehchisalem (2012) as cited by Budiarsih (2022) note that two crucial steps should be considered. The first step is to establish the evaluation criteria. The evaluation criteria comprise the checklist's body, which varies depending on the textbook being reviewed. The second step is the relative weight of each condition. In addition, the criteria in the checklist used for this study comprise of seven subheadings:

Textbook visuals: This criterion describes the textbook's physical appearance, including layout, binding quality, font size, and font type (Budiarsih, 2022).

Skills: This criterion explains how the language skills are offered in the textbook as compared to those required by the CAPS document (Budiarsih, 2022).

Exercises and activities: This criterion examines the success of learning activities and exercises in the textbook (Budiarsih, 2022).

Pedagogic analysis: This criterion determines what the goals are for teaching and learning isiNdebele at the senior phase level, and then it compares those goals to the materials in the textbook (Budiarsih, 2022).

Appropriateness: This criterion evaluates how well the materials, language focus, instruction, and learning activities address the needs of the learners (Budiarsih, 2022).

Supplementary materials: This criterion determines whether the textbook provides additional materials, such as an audio CD for a listening activity (Budiarsih, 2022).

General impression: In this section, teachers or assessors provide a general assessment that addresses the sixth preceding criterion (Budiarsih, 2022).

This process ensures a comprehensive and nuanced evaluation that captures the essential elements of a successful EFL textbook. By carefully considering these factors, (Nieuwenhuis, 2015) points out that educators and curriculum developers can make informed decisions regarding the selection and implementation of EFL textbooks, ultimately fostering a more engaging and effective learning environment for learners.

The newly created checklist was used to gather as many different types of data as possible. This checklist was created to generate a score for the textbook under consideration. Scores are not given in absolute terms, but they can be used for comparison if more than one textbook is evaluated (Afshin, Mehrjoofard & Salemi, 2011). The textbook evaluation checklist used for this study consisted of 45 questions and was utilised to evaluate both textbooks. The questions in the checklist assisted me in analysing the data, evaluating the textbooks, and drawing conclusions.

By systematically examining each criterion outlined in the checklist, educators can gain a comprehensive understanding of the textbook's content, methodology, alignment with curriculum standards, and overall suitability for the target audience. Pathak, Jena, and Kalra (2013) assert that this structured approach ensures a thorough and objective evaluation process, empowering educators to make informed decisions regarding textbook selection and

implementation. Ultimately, the checklist serves as a valuable resource for optimizing the learning outcomes of EFL students and promoting their academic success.

3.7 Data interpretation

The process of qualitative data analysis is typically non-linear: all data aspects, including collection, sorting, interpretation, and analysis, are interconnected and not performed sequentially (Nieuwenhuis, 2015). The primary objective of qualitative data analysis is to "let research findings emerge from the key themes inherent to raw data" (Nieuwenhuis, 2015:109). Pathak, Jena, and Kalra (2013) assert that qualitative researchers frequently return to "insight, intuition, and perception" which means that they are learning continually.

The process of qualitative content analysis usually starts at the beginning of data collection. This initiation in the analysis phase will assist me in moving back and forth between generating ideas and collecting data. It also may help one focus on sources that are more useful for answering the research questions (Miles & Huberman, 1994). For valid and reliable conclusions to be drawn, qualitative content analysis uses a set of clear and systematic steps for processing data. Some of the steps are the same as those used in traditional quantitative content analysis as described by Tesch (2013), but others are used only in this method. Depending on the objectives of one's research, having a good content analysis may be more flexible or more standard. Generally, it can be broken down into the following steps, from preparing the data to writing the results in a report. I have outlined below the stages I experienced while attempting to analyse the data.

By embracing this non-linear and fluid approach, I can gain a deeper understanding of the nuances and complexities inherent in the data, leading to richer and more comprehensive research findings.

Stage 1: Data preparation

Roth (2017) states that the initial viewing of the data should not be undertaken with a critical eye, so I did not read the book critically. Firstly, I wanted to familiarise myself with the information, which was very simple as I am a Grade 9 teacher who uses these textbooks for my daily preparations and activities. Reading the data without a critical eye also assisted me in identifying potential codes as stated by Braun and Clarke (2006) as referenced by De Wet (2018).

By approaching the data with an open mind and allowing patterns to emerge, I was able to detect subtle cues that hinted at underlying structures or relationships. This intuitive approach proved particularly valuable in uncovering hidden patterns that might have been overlooked had I been overly focused on preconceived notions or theoretical frameworks. In some instances, seemingly random or insignificant data points revealed themselves to be part of a larger code once I allowed myself to step back and view the data from a more holistic perspective. This process of inductive reasoning, where insights are drawn from specific observations to broader generalisations, played a crucial role in my ability to decipher the hidden messages embedded within the data Roth (2017).

In essence, reading the data without a critical eye allowed me to approach the material with a sense of curiosity and openness, enabling me to identify patterns and codes that might have been overlooked had I been confined by preconceived notions or theoretical frameworks. According to Braun and Clarke (2006) cited in De Wet (2018), this inductive approach, coupled with a willingness to embrace the unexpected, proved invaluable in uncovering the hidden messages embedded within the data.

Stage 2: Define the analysis unit

Before messages can be coded, they must be broken down into units. During content analysis, the unit of analysis is the smallest piece of text that needs to be put into a group. Differences in how units are defined can affect coding decisions and make it difficult to compare results from different studies (De Wever, Schellens, Valcke & Van Keer, 2006). Therefore, deciding on the coding unit is one of the most basic and important decisions one has to make (Weber, 1990). I read the book again, but with my primary research question in mind. In order to begin the coding process, I took as many notes as possible. According to Creswell (2013), there is no maximum number of codes that can be used initially as long as they are all relevant to the data context. According to Braun and Clarke (2006) as cited by De Wet (2018), many codes may be assigned to the same piece of data and ambiguous descriptions should be avoided. During this assignment, I discovered so many codes that I was unable to match these codes with their proper descriptions.

Stage 3: Create categories and a coding system

By utilising related studies or theories, categories and a coding scheme can be derived from the data. Both inductive and deductive methods can be used to create coding systems. In

investigations where no theories exist, categories must be derived inductively from the data. Inductive content analysis is ideal for studies that seek to generate theory, as opposed to those that seek to describe a particular occurrence or validate an existing theory (Zhang & Wildemuth, 2009). In this research, both inductive and deductive coding applies as the checklist is used deductively and inductively based on the textbook. Thus, I worked from the examples in the book and not from the theory.

In qualitative content analysis, the categories cannot overlap without contradicting the rules of statistical procedures according to Weber (1990) as cited in Zhang and Wildemuth (2009). According to Weber (1990) as referenced by Zhang and Wildemuth (2009), to maintain coding uniformity, particularly when numerous coders are engaged, one should create a coding manual which typically includes category names, explanations or criteria for assigning codes, and examples. Certain coding books include a field for collecting notes as the coding process progresses. Using the continuous comparative method, the coding manual develops and is supplemented by interpretive notes during the data analysis process.

Zhang & Wildemuth (2009) assert that this dynamic approach ensures that the coding process remains fluid and adaptable, allowing for the incorporation of emerging insights and refinements as the analysis progresses. As new data is analysed, the coding manual serves as a reference point, guiding the identification and categorization of relevant concepts and themes. However, Weber (1990) cited by Zhang and Wildemuth (2009) points out that it is not intended to be a rigid set of rules, but rather a living document that evolves alongside the analysis. Interpretive notes play a crucial role in this iterative process, capturing the researcher's evolving understanding of the data and the relationships between different codes. These notes serve as a repository of insights, documenting the reasoning behind coding decisions and providing a valuable record of the analytical journey.

Stage 4: Code all the text and assess coding consistency

When there is enough consistency, the coding rules can be used on the entire collection of texts. During the coding process, I needed to check the code many times so I don't "slip into your own sense of what the codes mean" (Schilling, 2006). Since coding continues as more data is collected, it is likely that new themes and ideas will need to be added to the coding manual. After coding the entire set of data, I needed to ensure that my codes were all the same. According to Zhang and Wildemuth (2009), it is one of the essential tasks during this step. Furthermore, it is not safe to assume that all of the text has been coded the same way,

even if a sample was coded in a consistent and reliable sense (Zhang & Wildemuth, 2009). Human coders can become tired which may lead to mistakes as the coding continues (Zhang & Wildemuth, 2009).

Stage 5: Make conclusions based on coded data

The purpose of this stage is to ensure that the themes are supported adequately by examples collected from the text (Braun & Clarke, 2006) and that the themes selected are relevant and adequate for the data (Creswell, 2013). This step entails making sense of the identified themes or categories, as well as their properties. I drew conclusions and presented my representations of meanings based on the information. Exploring the properties and aspects of categories, recognising relationships between categories, uncovering patterns, and comparing categories to the full range of data may be among the research activities (Zhang & Wildemuth, 2009). Patton (2002) believes that this is a critical step in the analysis process, and its success is almost entirely dependent on the researcher's reasoning abilities.

Stage 6: Report your methods and findings

Patton (2002) states that a researcher must monitor and report his/her analytical methodologies and processes as completely and truthfully as possible for the study to be reproducible. Patton (2002) further emphasises that, in the case of qualitative content analysis, one should report coding choices and practices as well as the methodologies employed to ensure the reliability of the study. Instead of producing counts and statistical significance, qualitative content analysis discovers patterns, themes, and categories relevant to a social reality.

It is difficult to present study findings from qualitative content analysis. Although it is usual practice to utilise representative quotations to substantiate conclusions (Schilling, 2006), one may want to include additional data and display alternatives, such as matrices, graphs, charts, and conceptual networks. Finally, the manner and extent of reporting are determined by the specific study objectives (Patton, 2002).

This is the final stage of the study and it is a continuous and iterative procedure (Maree 2010). Data analysis brings order and importance to the information acquired which assists the analyst in composing and making sense of the data gathered in order to answer the research question (De Vos, Delpont, Fouche & Strydom, 2011). When information has been obtained, it must be organised into themes in order to be analysed and to gain a better

understanding of what has been gathered. Data analysis is the process of organising data and classifying the organised data into themes, classifications, and basic descriptive units (Patton, 2014).

As stated earlier, a textbook is one of the most important references and resources for learners' learning in any educational system as it is used for the formal study of a subject. Therefore, it is necessary to analyse these resources. This is done through content analysis in order to gain a better understanding of the opportunities to learn provided by isiNdebele Home Language textbooks. Qualitative content analysis is the process of categorising verbal or behavioural data for the purpose of classification, summarisation, and tabulation (Prasad, 2008). It should be performed at two levels: descriptive and interpretive.

I adopted the data analysis stages of Zhang and Wildemuth (2009) as outlined in the above section. Before assigning a score based on the specified checklist, I meticulously reviewed the assigned textbooks. As I studied the book, I made notes and realised that the procedure would be too time consuming. Consequently, I decided to collect notes using the checklist criteria. Secondly, I repeated the examination of the data, line by line, in order to familiarise myself with the data. Lastly, I searched the data for similarities between the two books, grouped them together, and generated color-coded codes. Similar code meanings were sorted into categories which then were divided into themes (Creswell, 2013). The significance of textbooks to the teaching and learning process, as well as isiNdebele as one of the official languages, was described in a manner that made it easy for readers to comprehend. As I recorded all the information from the textbooks, I searched for themes that arose from the data and categorised them according to the research questions.

By carefully examining the content and organisation of the textbooks, I was able to uncover recurring themes that shed light on the overall approach and effectiveness of each textbook. In essence, the process of thematic analysis allowed me to uncover the hidden patterns and underlying meanings within the data, providing valuable insights into the strengths and weaknesses of the two EFL textbooks under investigation.

By categorizing these themes according to the research questions, I was able to gain a comprehensive understanding of how each textbook addressed the specific needs and challenges faced by EFL learners. This analysis provided a foundation for drawing informed conclusions about the effectiveness of each textbook and making recommendation for their future use in EFL instruction (Creswell & Poth, 2016)

3.8 Quality criteria

3.8.1 Trustworthiness

In qualitative research, trustworthiness is employed as validity is used in quantitative research. In this section, I explained how my research rigour was strengthened. Credibility, conformability, triangulation, and transferability are all aspects of trustworthiness (Patton, 2014).

3.8.1.1 Credibility

Bengtsson (2016) defines credibility as the level of trust that may be placed in the validity of the study findings. It analyses whether the research findings contain reliable information generated from the original data. In this study, I sufficiently motivated all of my research decisions.

3.8.1.2 Transferability

According to Twycross and Shields (2005), transferability refers to the degree to which the findings of qualitative research can be extrapolated to various contexts and participants. The comprehensive depiction provided by the researcher enhances the ability of a prospective reader to assess the transferability. As stated in the first chapter, I am confident that conducting my study in a different location, such as Daveyton in Gauteng, would yield similar findings. This is because isiNdebele is taught in this area as well, and it shares similarities with the community under investigation as individuals are exposed to more than one language.

3.8.1.3 Confirmability

According to Bengtsson (2016), conformability can be defined as the degree to which other researchers can confirm a research study's findings. The primary objective of this study was to establish the verifiable origin of the data and interpretations to ensure that they were not subjective constructs of the researcher's mind. Hence, if another researcher replicates the study, employing identical research methodology, literature review, and reference materials, it is plausible that the researcher's findings would align with the original conclusion.

3.8.1.4 Dependability

Qualitative research favours dependability over reliability according to Nieuwenhuis (2015) and relies on credibility in the majority of cases (Lincoln & Guba, 1985). If the proper approaches have been used to establish credibility as described by Lincoln and Guba (1994) and the possibility of change is not disregarded, it is not necessary to address dependability directly (Maree, 2016). The parameters of my research were established during the literature review and adjustments were made throughout the data collection process. This demonstrates the research's applicability to the actual world which is a valuable technique applicable to case studies (Yin, 2009).

Maree (2016) asserts that qualitative research is inherently context-bound and focuses on understanding the unique experiences and perspectives of individuals or groups. This emphasis on context and subjectivity means that it is not always possible to replicate the same findings under different conditions or with different participants, as is often the goal of quantitative research. Moreover, Yin (2009) adds that qualitative research often involves a deep and nuanced understanding of the data, which can be difficult to codify or standardise. This means that there may be some variation in how different researchers interpret the same data, even if they are using the same analytical methods. This variation is not necessarily a sign of weakness, but rather a reflection of the richness and complexity of the data.

Despite these limitations, qualitative research can still be highly dependable, as long as researchers are transparent about their methods, findings, and limitations. Dependability in qualitative research means that the research can be trusted to produce credible and meaningful results, even if those results are not generalizable to other contexts or populations (Lincoln and Guba 1994).

3.9 Ethical considerations

The field of research ethics pertains to the ethical obligations of researchers towards maintaining honesty and demonstrating respect towards all individuals who participate in their research endeavours. In every research project, it is imperative to prioritise confidentiality, anonymity, and respect. According to the study conducted by Fleming and Zegwaard (2018), it is imperative for researchers to seek permission to access the research area in order to gather data, while also prioritising the prevention of any potential injury to the participants. This study concentrates on textbooks rather than human subjects. As a result,

ethical approval was sought exclusively for the utilisation of publicly available published materials. Prior to commencing this research, ethical clearance was obtained from the Research and Ethics Committee of the Faculty of Education at the University of Pretoria.

In addition to obtaining ethical clearance, the researcher also took meticulous care to respect the intellectual property rights of the textbook publishers. This involved obtaining permission to use copyrighted materials and ensuring that all sources were properly cited. The researcher also adhered to fair use guidelines, ensuring that the use of copyrighted materials was limited to educational purposes and did not infringe upon the publishers' rights.

By carefully considering ethical considerations and obtaining the necessary approvals, the researcher ensured that the study was conducted with integrity and respect for all parties involved. This commitment to ethical research practices is crucial for maintaining the credibility and value of the study's findings (Fleming and Zegwaard 2018).

3.10 Conclusion

In this chapter, the research strategy and methodologies employed are outlined in detail and the decisions regarding data gathering methods and analytic approaches are justified. The data is discussed, examples are provided, and the findings are interpreted in the following chapter.

CHAPTER 4: DATA ANALYSIS AND RESULTS

4.1 Introduction

In the previous chapter, the methodology, paradigm, and approach of the study, as well as the data collection techniques, were described. In this chapter, the conclusions drawn from the generated data are presented. The data are presented in accordance with the analytical technique described in the previous chapter. Firstly, I present the evaluation checklist for the sampled textbooks (adapted from Afshin, Reza, and Mohammad, 2011) as the first level of analysis. Secondly, I report on the content analysis according to my secondary research questions pertaining to the requirements of the CAPS document, the authenticity of the material, and the nature of the questioning in the two textbooks.

Using a qualitative research methodology, this study examined the learning opportunities provided by isiNdebele Home Language textbooks. The process of data analysis is the essential component of any research study, since it provides meaning and structure to the large amounts of data collected for the study (De Vos, 2005). Patton (1990) describes data analysis as the process of giving order to data and organising it into patterns, categories, and fundamental descriptive units. According to De Vos et al. (2011), data analysis entails recounting and interpreting collected data. The approach of data analysis I employed for this study is qualitative content analysis.

Data are presented using illustrative quotes. Quotes are “raw data” and should be compiled and analysed, and not merely listed. There should be an explanation of how the quotes were chosen and how they are labelled. Analysis of the data for the current study was guided by an interpretive paradigm to analyse the two textbooks against the EFL textbook evaluation. In analysing and interpreting the textbooks, I tried to be aware of my own biases while considering that I am a teacher. Continuous self-reflection and reflexivity on the analytical process and the obligation to consciously observe my own processes assisted the illumination of data.

As stated in the previous chapter, the checklist approach was chosen for this study even though only one person conducted the evaluation. The criteria were graded on a scale of 1 to 10 in the score column's blank area. The textbook received a score of 1 to 2 (poor) if the information requested by the question was absent. The textbook received a score of 3 to 4 (moderate) if some of the information required by the question was provided. A score of 5 to

6 (adequate) was granted if the information required was provided but it was insufficient to support the learners' learning. A score of 7 to 8 (meritorious) was granted if the information required was available but not properly in place. The textbook receives a score of 9 to 10 (outstanding) if it contained all the information required by the question and was sufficient to assist teaching and learning. A space was provided for the evaluator's comments as well.

4.2 Textbook evaluation checklist

Table 4.1: Evaluation of *Via-Afrika*

Textbook Evaluation Checklist		
<p>This checklist is designed for evaluating isiNdebele Home Language textbooks used in the KwaMhlanga South West circuit</p> <p>Name of evaluator: Busisiwe Pretty Jiane</p> <p>Title of the textbook: <i>Via-Afrika IsiNdebele ilimi Lekhaya</i></p> <p>Publisher: ViaAfrika Publishers</p>		
Criteria for evaluation	Score	Comments
<p><i>A. Textbook visuals:</i></p> <ol style="list-style-type: none"> 1. Is the textbook available locally? 2. Is it affordable? 3. Is the physical appearance intriguing and appealing? 4. Is the design simple and well organised? 5. Are the headings properly utilised? 6. Is the weight, size, and title appropriate? 	$\frac{10}{10}$ $\frac{8}{10}$ $\frac{5}{10}$ $\frac{5}{10}$ $\frac{5}{10}$ $\frac{5}{10}$	<p>The textbook is cost-effective and available in bookstores. This book is attractive. Simple and organised. Weight is suitable for Grade 9 learners. The chosen title for this book lacks appropriateness since it fails to provide substantial information regarding the content within the textbook. Instead, it merely consists of the publisher's name and a generic indication that it is a home language textbook.</p>

<p><i>B. Skills</i></p> <ol style="list-style-type: none"> 1. Are the skills outlined in the textbook relevant to the curriculum? 2. Is the textbook adequate in terms of guiding students as they learn these skills? 3. Do the skills presented in the textbook cover a wide range of cognitive skills that will be challenging for students to learn? 4. Is the textbook's balance of skill development in listening, speaking, reading, and writing appropriate for the learners and learning situation? 5. Is enough emphasis placed on skill integration? 	<p>$\frac{10}{10}$</p> <p>$\frac{6}{10}$</p> <p>$\frac{6}{10}$</p> <p>$\frac{4}{10}$</p> <p>$\frac{1}{10}$</p>	<p>Language learning skills are not outlined perfectly because they are used as objectives. To ensure learners know what to expect at the end of each chapter, an appropriate textbook should state clearly the learning objectives for each chapter. In order to prevent confusion, the objectives and the skills should not be in conflict. They also should be clearly stated. For instance, it should be clear which of the four language acquisition skills each activity targets.</p>
<p><i>C. Exercises and activities</i></p> <ol style="list-style-type: none"> 1. Do the activities and exercises in the textbook help students develop their language skills? 2. Is there a good balance of controlled and uncontrolled exercises? 3. Is the format of the exercises and activities varied enough to keep learners motivated and challenged? 4. Are there activities for interacting with others and developing communication strategies? 	<p>$\frac{7}{10}$</p> <p>$\frac{8}{10}$</p> <p>$\frac{6}{10}$</p> <p>$\frac{8}{10}$</p>	<p>The provided information is deemed to be adequate and pertinent. There is a discernible balance between uncontrolled and regulated activities. The book does not provide a summary or definitions for newly introduced vocabulary.</p>

<p>5. Are new structures introduced in a systematic and meaningful manner?</p> <p>6. Is the definition of new vocabulary provided in context?</p> <p>7. Is there enough work on individual sound recognition and production for pronunciation practice?</p> <p>8. Is a summary of new and revised grammar available?</p>	<p>$\frac{4}{10}$</p> <p>$\frac{2}{10}$</p> <p>$\frac{3}{10}$</p> <p>$\frac{1}{10}$</p>	
<p><i>D. Pedagogic analysis</i></p> <p>1. Is the textbook methodologically consistent with current global language learning theories such as constructivism theory and practices?</p> <p>2. Are there a sufficient number of formal learner achievement tests in the textbook?</p> <p>3. Is the book allowing students to use isiNdebele outside of the classroom?</p> <p>4. Is the book challenging enough for learners?</p> <p>5. Are there mechanisms in place to provide learners with regular feedback?</p> <p>6. Is new material reviewed and reused throughout the book?</p> <p>7. Is the book sufficiently aligned with the school's curriculum?</p> <p>8. Is the time frame specified adequate?</p>	<p>$\frac{1}{10}$</p> <p>$\frac{10}{10}$</p> <p>$\frac{4}{10}$</p> <p>$\frac{5}{10}$</p> <p>$\frac{10}{10}$</p> <p>$\frac{2}{10}$</p> <p>$\frac{6}{10}$</p> <p>$\frac{4}{10}$</p>	<p>Insufficient in its capacity to facilitate effective learning for the learners. Time frame is not clearly indicated.</p> <p>Formal learners' achievement tests are available. There are established systems in place to ensure that learners receive consistent feedback. These mechanisms include a teacher's guide that assists teachers in providing appropriate feedback to learners on every activity.</p>

<p><i>E. Appropriacy</i></p> <ol style="list-style-type: none"> 1. Are the materials, instructions, language focus, and activities appropriate for the learners as a whole? 2. Will the textbook meet the learners' long-term and short-term objectives? 3. Is the material relevant to assist the learners in reaching their objectives? 4. Is the material conducive to interactive learning? 5. Is the material appropriate from a sociocultural perspective? 6. Are the input levels for vocabulary and comprehension well-graded? 7. Is the content age-appropriate? 8. Is the material applicable in real life? 	<p>$\frac{7}{10}$</p> <p>$\frac{5}{10}$</p> <p>$\frac{2}{10}$</p> <p>$\frac{5}{10}$</p> <p>$\frac{6}{10}$</p> <p>$\frac{4}{10}$</p> <p>$\frac{6}{10}$</p> <p>$\frac{7}{10}$</p>	<p>Instructions are clear and readable. No marks are provided for the informal assessment; marks are available exclusively for the formal assessment.</p>
<p><i>F. Supplementary materials</i></p> <ol style="list-style-type: none"> 1. Is there a teacher's book available, and does it provide useful and comprehensive guidance, as well as alternative activities? 	<p>$\frac{10}{10}$</p>	<p>The textbook includes a teacher's guide, but unfortunately, the learners' workbook is not accessible. Consequently, learners are required to do their exercises and assignments in their classwork books when utilising this textbook.</p>

<i>G. General impression</i>		
1. Is there a clear set of goals and instructions?	$\frac{7}{10}$	Although the instructions are clear, there are not enough enjoyable activities displayed. Also writing skills are taught much more than any of the other skills.
2. Is there a reasonable balance and range of skills and activities?	$\frac{8}{10}$	
3. Does it engage learners in enjoyable activities or evoke their interest?	$\frac{4}{10}$	
4. Is there a wide range of communicative activities available?	$\frac{6}{10}$	
5. Is it encouraging the use of the information/opinion gap?	$\frac{2}{10}$	
6. Is the book encouraging readers to take responsibility for their own learning?	$\frac{6}{10}$	

Table 4.2: Evaluation of *Nasi-ke Isikhethu*

Textbook Evaluation Checklist		
This checklist is designed for evaluating isiNdebele Home Language textbooks used in the KwaMhlanga South West circuit		
Name of evaluator: Busisiwe Pretty Jiane		
Title of the textbook: <i>Nasi-ke Isikhethu</i>		
Publisher: Maskew Miller Longman		
Criteria for evaluation	Score	Comments

<p><i>A. Practical consideration</i></p> <ol style="list-style-type: none"> 1. Is the textbook available locally? 2. Is it affordable? 3. Is the physical appearance intriguing and appealing? 4. Is the design simple and well organised? 5. Are the headings properly utilised? 6. Is the weight, size, and title appropriate? 	$\frac{10}{10}$ $\frac{8}{10}$ $\frac{3}{10}$ $\frac{4}{10}$ $\frac{1}{10}$ $\frac{6}{10}$	<p>The textbook is readily accessible within the local area and is priced at an affordable rate. However, the physical appearance of the textbook is not captivating. The book exhibits a lack of organisation and fails to effectively utilise headings. The chosen title of this textbook can be considered to be appropriate since it provides a brief indication of the book's content. "<i>Nasi-Ke Isikhethe</i>", which translates to "right here is the authentic Ndebele language", effectively conveys the focus of the book.</p>
<p><i>B. Skills</i></p> <ol style="list-style-type: none"> 1. Are the skills outlined in the textbook relevant to the curriculum? 2. Is the textbook adequate in terms of guiding students as they learn these skills? 3. Do the skills presented in the textbook cover a wide range of cognitive skills that are challenging for learners to learn? 	$\frac{6}{10}$ $\frac{4}{10}$ $\frac{6}{10}$	<p>All of the skills exhibit a reasonable level of proficiency. However, certain skills, such as language structure and conventions, are not situated appropriately.</p>

<p>4. Is the textbook's balance of skill development in listening, speaking, reading, and writing appropriate for the learners and learning situation?</p> <p>5. Is enough emphasis placed on skill integration?</p>	<p>$\frac{6}{10}$</p> <p>$\frac{4}{10}$</p>	
<p><i>C. Exercises and activities</i></p> <p>1. Do the activities and exercises in the textbook help learners develop their language skills?</p> <p>2. Is there a good balance of controlled and uncontrolled exercises?</p> <p>3. Is the format of the exercises and activities varied enough to keep learners motivated and challenged?</p> <p>4. Are there activities for interacting with others and developing communication strategies?</p> <p>5. Are new structures introduced in a systematic and meaningful manner?</p> <p>6. Is the definition of new vocabulary provided in context?</p> <p>7. Is there enough work on individual sound recognition and production for pronunciation practice?</p> <p>8. Is a summary of new and revised grammar available?</p>	<p>$\frac{6}{10}$</p> <p>$\frac{1}{10}$</p> <p>$\frac{6}{10}$</p> <p>$\frac{5}{10}$</p> <p>$\frac{4}{10}$</p> <p>$\frac{8}{10}$</p> <p>$\frac{6}{10}$</p> <p>$\frac{1}{10}$</p>	<p>The textbook displays an imbalance between controlled and uncontrolled exercises due to the absence of a controlled test. The definition of new vocabulary is often found within the textboxes.</p>
<p><i>D. Pedagogic analysis</i></p> <p>1. Is the textbook methodologically consistent</p>		<p>There is no specific time</p>

with current global language learning theories and practices?	$\frac{1}{10}$	frame and no sufficient learner achievement test in the textbook (no formative assessment).
2. Is there a sufficient number of formal learner achievement tests in the textbook?	$\frac{1}{10}$	
3. Is the book allowing students to use isiNdebele outside of the classroom?	$\frac{5}{10}$	
4. Is the book challenging enough for learners?	$\frac{4}{10}$	
5. Are there mechanisms in place to provide learners with regular feedback?	$\frac{8}{10}$	
6. Is new material reviewed and reused throughout the book?	$\frac{5}{10}$	
7. Is the book sufficiently aligned with the school's curriculum?	$\frac{4}{10}$	
8. Is the time frame specified adequate?	$\frac{6}{10}$	

<p><i>E. Appropriacy</i></p> <ol style="list-style-type: none"> 1. Are the materials, instructions, language focus, and activities appropriate for the learners as a whole? 2. Is the material relevant to assist the learner's in reaching their learner's objectives? 3. Is the material conducive to interactive learning? 4. Is the material appropriate from a sociocultural perspective? 5. Are the input levels for vocabulary and comprehension well graded? 6. Is the content age-appropriate? 7. Is the material applicable in real life? 	<p>$\frac{4}{10}$</p> <p>$\frac{5}{10}$</p> <p>$\frac{3}{10}$</p> <p>$\frac{4}{10}$</p> <p>$\frac{1}{10}$</p> <p>$\frac{6}{10}$</p> <p>$\frac{6}{10}$</p>	<p>There are no grades for the activities. The textbook is classified only in weeks and terms. The vocabulary and comprehension levels in the textbook are not evaluated properly.</p>
<p><i>F. Supplementary materials</i></p> <ol style="list-style-type: none"> 1. Is there a teacher's book available, and does it provide useful and comprehensive guidance, as well as alternative activities? 	<p>$\frac{10}{10}$</p>	<p>A teacher's guide is available.</p>
<p><i>G. General impression</i></p> <ol style="list-style-type: none"> 1. Is there a clear set of goals and instructions? 2. Is there a reasonable balance and range of skills and activities? 3. Does it engage learners in enjoyable activities or evoke their interest? 4. Is there a wide range of communicative 	<p>$\frac{2}{10}$</p> <p>$\frac{6}{10}$</p> <p>$\frac{6}{10}$</p> <p>$\frac{4}{10}$</p>	<p>Instructions are set appropriately and communication activities are available.</p>

activities available?		
5. Is it encouraging the use of the information/opinion gap?	$\frac{4}{10}$	
6. Is the book encouraging readers to take responsibility for their own learning?	$\frac{6}{10}$	

4.3 Authenticity of the material

In order to address the authenticity of the sampled textbooks, general evaluations of both textbooks were provided. Thereafter, I discussed the real-life representations in both textbooks through visual aspects.

4.3.1 *Via-Afrika*

The content, guidelines, linguistic emphasis, and activities were suitable for all learners. The fact that the *Via-Afrika* textbook contained activities that encourage learners to work in pairs or groups demonstrated that the book fosters interactive learning. On page 8, learners were requested to work as a group to answer questions related to advertisements. The instructions stated that they should also appoint a group leader to present to the class what they have discussed in their groups. This book's content is relevant because the material corresponded to the information in the curriculum document, and it was designed after the current CAPS document was implemented. This book's content is relevant and useful for learning since learners can easily relate to it as it reflects their real-life experiences. Interactive learning is one of the most effective learning strategies because learners learn more effectively from their peers than from their teachers. Practising interactive learning can result in positive outcomes and enhanced learning, although it may not be suitable for all learners.

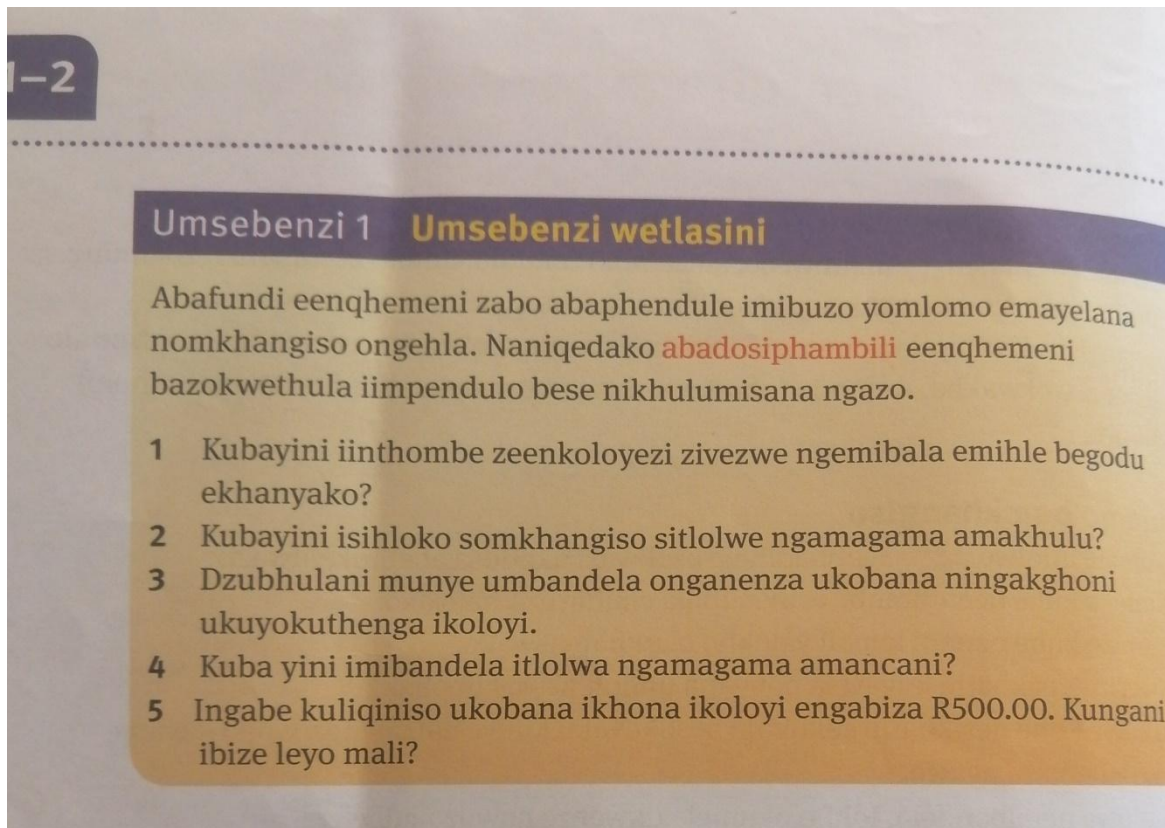


Figure 4.1: Group activity (*Via-Afrika:8*)

4.3.2 *Nasi-Ke Isikhethu*

The cover of the book *Nasi-Ke Isikhethu* is not showing much to attract the learners; it just shows the beautiful orange plant. The book does not have enough activities for learners to work in groups or pairs. The textbook is methodologically aligned with contemporary global language learning theory and practice since the headers relate to current global issues such as crime, drugs, and the environment. This increases the book's effectiveness and makes it very useful for raising awareness of global issues.

4.3.3 Textbook visuals

4.3.3.1 *Via-Afrika*

The cover of the textbook *Via-Afrika* is attractive and colourful; it can attract learners, especially in Grade 9, because it shows pictures of different things that are interesting to the youth. For instance, it shows a teenage boy wearing headphones holding a radio, something that looks like a studio, Moses Mabhida Stadium, rural houses, beautiful mountains, and flats in the city. The majority of the visual material is photographs and there are also many

cartoons. There are a limited number of illustrations and advertisements. The majority of the letters are in black Arial font size 12 with line spacing of 1.5. Only the learners' activities and the headers indicating the week are white and the footer indicating the term and week is green. Headings and subheadings are bolded. There are no defects in the font size for the topic and exercises. The spaces between words, lines, paragraphs, and sentences are standard. In addition, the quality and colour of the ink used is good and clearly visible. The textbook *Via-Afrika* provides many exercises and examples that are relevant to learners' daily lives. For example, on page 11, the activity involves reading and viewing an advertisement. The advertisement appears to be from the prominent radio station Ikwekwezi FM, and promotes furniture offered by a well-known furniture shop in KwaMhlanga named Railway Furnitures.

The textbook appears to contain an adequate number of photographs. According to Sering and Khan (2022), the utilisation of photographs as visual representations in educational textbooks holds significant implications for the facilitation of teaching and learning processes, as they make situations more realistic for learners. For instance, on pages 49-50, learners are expected to read the short story about an accident on one of the busy roads in South Africa. The visual representation supporting the text is clear and relevant, and it provides the learners with the visual context to make the short story more realistic.

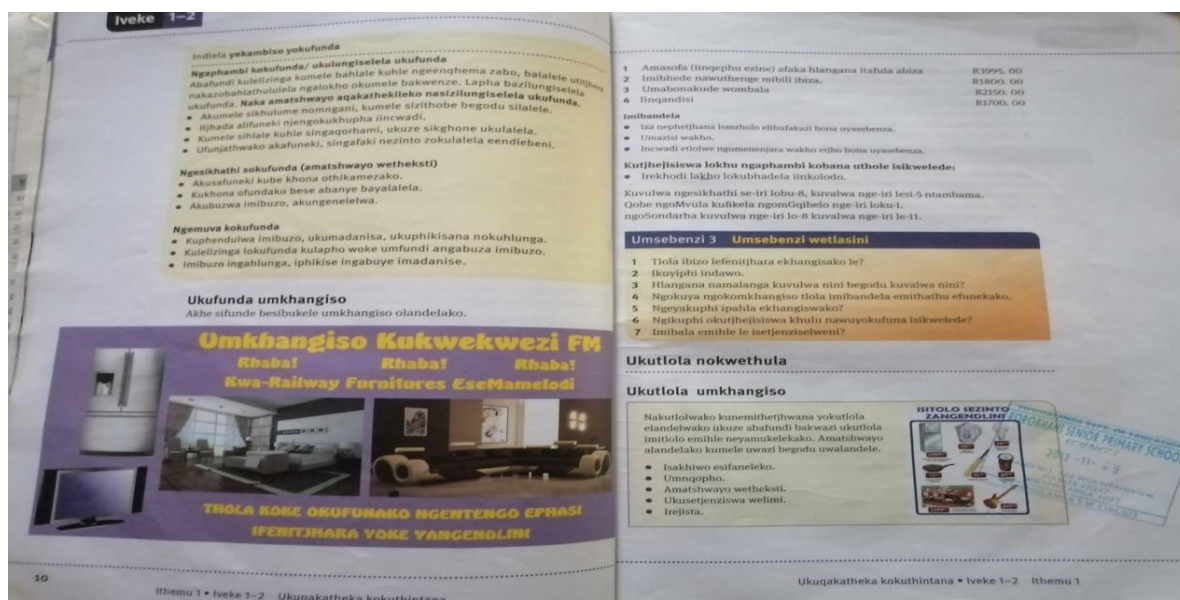


Figure 4.2: Advertisement (*Via-Afrika* textbook: 11)

All of the photographs featured in this textbook, including the one in figure 4.2 above, are age-appropriate and printed in vibrant full colour. Therefore, this visual representation might enhance the learning experience. Learners are able to relate the activity on page 11 (Figure

4.2) to their daily lives because the familiar furniture store and radio station are used. Firstly, learners are able to determine which furniture is advertised, where the store is located, and the store's hours of operation. Learners are enabled to be well-versed on the prerequisites for acquiring a particular kind of furniture or simply comparing the prices of furniture.

One of the articles, Education Bureau (2018) as mentioned in my literature review, states clearly that the textbook should be well organised with a readable font, and no unnecessary blank spaces or irrelevant information that could confuse the learners, in order to provide effective learning opportunities. The graphics, drawings, and tables should be reader-friendly and easy to understand (Education Bureau, 2018). The book appears to be well organised based on the positive balance between text and visual representations, it is not too “wordy”, it is easy to read, and the colour is used sparingly enough to prevent it from being too “busy”.

4.3.3.2 *Nasi-ke Isikhethu*

The textbook consists of 229 pages, but only 47 pages present illustrative material. All of the photographs and cartoons are printed in black and white. The titles and subtitles are bolded. The font type is Arial and the size is 12 with 1.5 line spacing. However, there is a spacing error on page 84 where the word *ne enqhema* should be written as *neenqhema*. The instructions are available only in isiNdebele. This book does not contain a glossary, but it does contain text boxes in which each new term is explained briefly. These text boxes are effective as they catch the eye. However, on page 3, the textbook misleads the learners by instructing them to refer to the cartoon above, when there is no cartoon on that page. Even though the headings and subheadings are bold and visible, there is a significant amount of information without headings or subheadings.

It appears that *Nasi-ke Isikhethu* contains more exercises that relate to the learners' daily lives, as on pages 30 and 31 where there is an introduction to the topic of "Zokuvakatjha" (travelling and tourism) and a photograph is available to support the title. On page 31, learners are advised to listen to the dialogue between a radio listener and the host of the show which discusses the signing of travel contracts. However, there are no clear instructions on who should read the dialogue. It is stated merely that a dialogue is a conversation between two people and that it is similar to drama. The picture below shows the dialogue between the radio host and the radio listener as well as the picture supporting the topic.

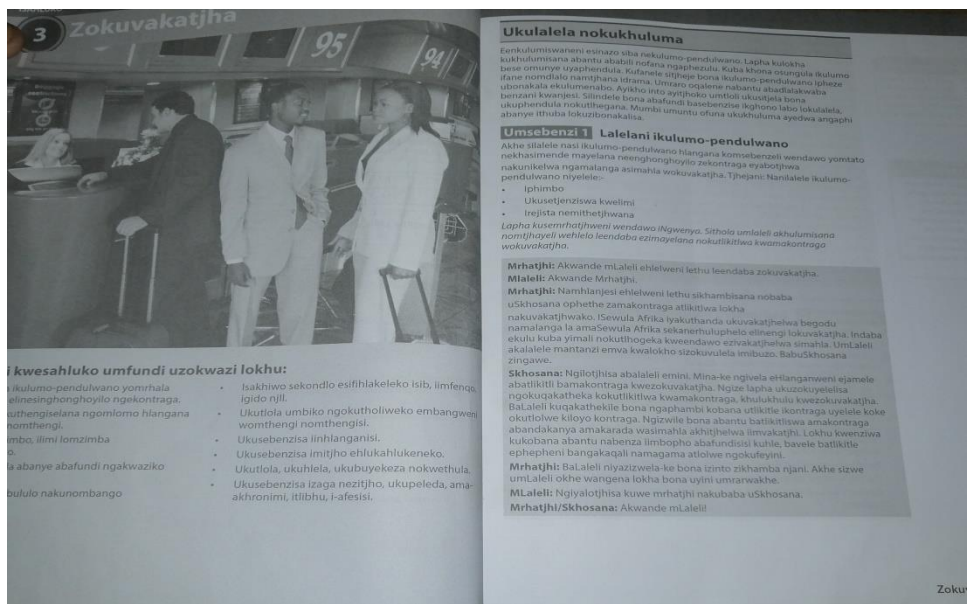


Figure 4.3: Picture of dialogue between people (*Nasi-ke Isikhethu:31*)

The printing, size, and fonts used in this textbook are appealing and easy to read. The design is simple but not well organised. This book would be of high calibre on the condition that it includes more photographs, illustrations, and advertisements to accommodate all teaching strategies. Pictologics teaching promotes effective teaching and learning according to Sringer and Khan (2022). Hence, learners would prefer to see pictures that enable them to learn effectively. Photographs, cartoons, and drawings printed in black and white can demotivate learners and create a lack of interest in this book. For instance, from page 5 to 9, there are no photographs, drawings, cartoons, or other illustrations. The learners are expected to learn how to make their own advertisements without the appropriate examples.

According to Johansson (2003), textbooks are frequently the only resource available to learners during a lesson, and they are an essential resource for teachers as well. Therefore, it is important that the textbooks used for learning purposes are interesting and attractive to make learning more enjoyable. Rahmawati (2018:9) refers to the textbook as “one of many kinds of instructional materials used in learning. Textbooks are usually succinctly written, tightly organised, and greatly condensed”. She further states that textbooks can serve as motivational tools that stimulate language learning. Although this book is well written and not carefully edited, it lacks the colour that attracts learners and motivates them to be more interested in learning. The textbook has a dull appearance and contains unstimulating and uninteresting visual representations which can be attributed to its apparent compilation from duplicated versions of the original textbooks.

4.4 Language learning skills as stated by the CAPS document

According to Riet (2013), selecting and implementing LTSM that allows learners to gain the necessary skills and knowledge as outlined in the curriculum is crucial to ensure high-quality education. It is crucial to choose a textbook that enables learners to perform better in the tasks outlined in the curriculum. The home language curriculum is structured around the following skills:

- Listening and speaking – learners need this skill to communicate, convey meaning, and participate in extensive conversations and dialogues.
- Reading and viewing – learners gain knowledge and enjoy reading a wide variety of literary texts once they have mastered this skill. Learners develop into self-motivated readers who actively participate in all stages of the reading process (from preparing to read to reflecting on what they've read).
- Writing and presenting – this skill enables learners to develop and communicate coherent thoughts and ideas through writing and presentation skills. Learners acquire the ability to use proper grammar and spelling in well-structured texts, language structure and convention, and improved grammatical and lexical competence which improve learners' conversation and writing skills. Engaging with language structures correctly and appropriately is a skill that can be honed with practice. Home Language learners are expected to read, write, and expand their vocabularies in order to fully grasp the language being taught. Grade 9 learners should be able to write paragraphs ranging from 200 to 250 words in length, read and comprehend texts averaging 200 to 250 words, and amass a vocabulary of 2 500 words or more (Riet, 2013). Since textbooks are a primary resource, especially for under-resourced schools such as those involved in the study, they should be designed in a way that is beneficial to the teachers and learners who rely on them (Rahmawati, 2018).

4.4.1 *Via-Afrika*

As per the CAPS document, learners should practice four skills in a two-week cycle: listening and speaking (*ukulalela nokukhuluma*), reading and viewing (*ukufunda nokubukela*), writing

and presenting (ukutlola nokwethula), and language structures and convention (Izakhiwo nemithetjhwana yeLimi).

Each chapter of the book is introduced by listing the skills addressed in that chapter. The four skills are listed as objectives for learning. However, there are no clear objectives stating what the learners should achieve. The textbook lacks the specific learning objectives of other language textbooks such as *Nasi-ke Isikhethu*. Typically, language textbooks are organised to mention the learning objectives explicitly at the beginning of each chapter. For example, “by the end of this chapter, learners should be able to:” *Via-Afrika isiNdebele ilimi lekhaya* merely demonstrates the four language skills that should be taught in a two-week cycle according to the CAPS document. This book is irrelevant to the learning objectives of learners as it does not state the learning objectives to be attained by the end of each chapter. Therefore, it is unclear what each chapter intends to accomplish. The picture below illustrates how each chapter of this textbook is introduced.

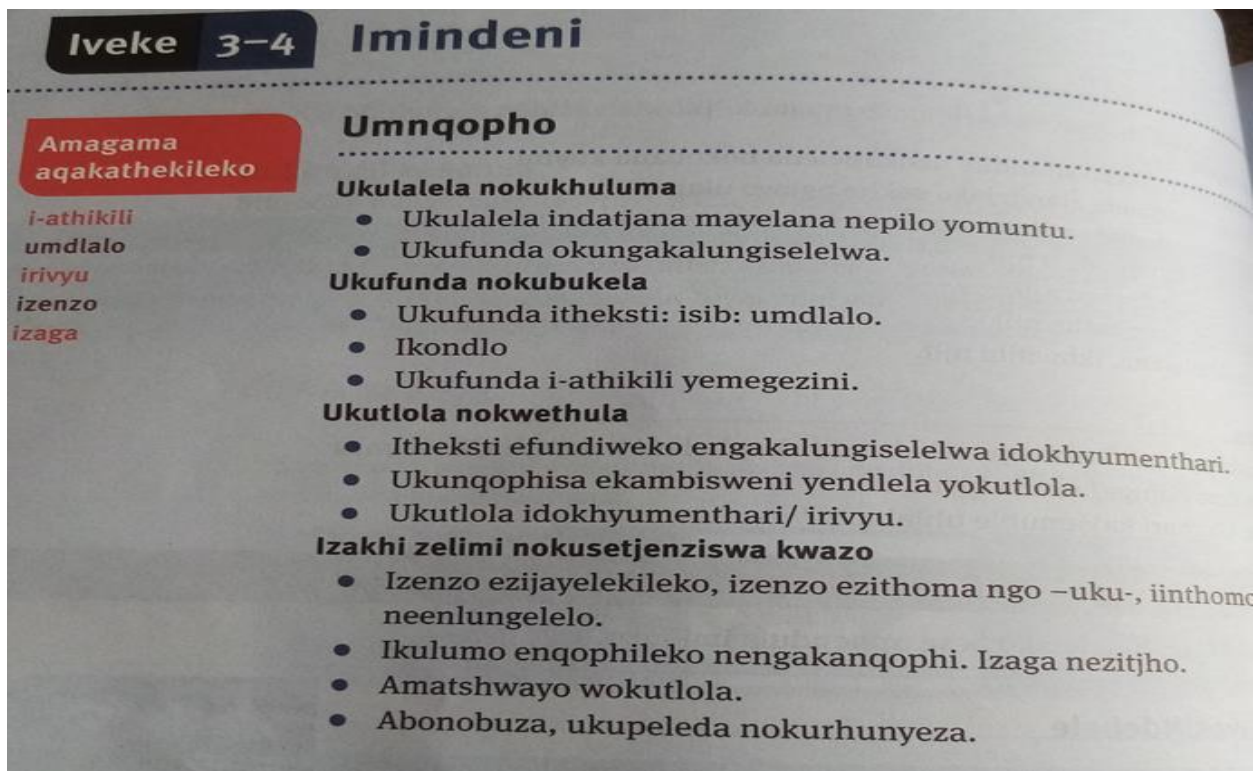


Figure 4.4: Picture of the introduction of a chapter in the *Via-Afrika* textbook

The skills listed in the introduction are explained briefly e.g. listening and speaking skills, referred to as "Ukulalela nokukhuluma" in this context, are fundamental abilities required across all academic disciplines. In every subject, learners are expected to possess the capacity

for active listening which enables them to acquire knowledge effectively. Additionally, the ability to articulate one's thoughts verbally is equally crucial as it allows learners to provide verbal evidence of their comprehension and engagement with the content that is being taught. Learners collect and organise information, build knowledge, create solutions, and express ideas and opinions through effective listening and speaking. The CAPS (2011:13) further states that learners with critical listening skills can identify values and attitudes integrated in texts and challenge unfair and manipulative language. Furthermore, it is imperative that instructional materials, particularly textbooks designed for the purpose of acquiring a specific language, effectively incorporate these skills in order to afford learners enhanced opportunities for language acquisition.

4.4.1.1 Writing and presenting

Writing and presenting is defined by the CAPS document (2011:35) as a strong communicative tool that enables learners to construct and communicate thoughts and ideas in a coherent manner. Frequent writing practice in a range of circumstances, tasks, and subjects allows learners to communicate both functionally and creatively. Through *language structure and convention* (Izakhiwo nemithetho yokusetjenziswa kwelimi) learners discover how language is used and create a shared language for discussing language (a metalanguage) in order to critically evaluate their texts (CAPS 2011:13).

The *Via-Afrika* textbook allows learners the opportunity to examine and write diaries, documentaries, and minutes of a meeting as well as the opportunity to revise an advertisement. For instance, on page 75, *Via-Afrika* shows a full definition of a diary and gives an example. The textbook begins with a thorough explanation of the writing process and explains the importance of each written genre with examples. Learners can examine the conventions and format of that particular convention of writing text. It also presents learners with the opportunity to create their own version of such a text. For instance, on pages 26 and 27, learners are given an example of an informal letter and then the opportunity to write their own.

Iyini idayari?

Idayari yincwajana etlolkako etjengisa izehlakalo ezithileko ngomuntu ngamunye. Idayari yenzelwa ukobana ukwazi ukuzikhumbuza izinto eziqakathekile mayelana nepilwakho. Begodu ukghona ukutlola izehlakalo ezenzekako ebuphilweni bakho. Yenzelwe ukobana utlole lokho okwenzekako ungakulibali. Idayari ingatlollelwa phambili ukuveza izinto ozozenza ngamalanga azako nanyana ungatlola lokho esele kwenzekile. Idayari iba nesakhiwo, ilanga, isikhathi, indawo, bese wena utlola isenzeko leso ukobana senzeke nini, bekusikhathi bani nendawo yesehlakalo nalokho okwehlileko. Ibuye isize lokha nakunemihlangano ukghona ukutlola lokho ebegade nikhuluma ngakho ukuze ungakukhohlwa.



Isibonelo sedayari yerhwebo

Ilanga	Isehlakalo	Isikhathi
06 KuMhlanja 2012	ngiya ePitori ngiyokuthenga isitoko	06H00-14h00
07 KuMhlanja 2012	ngiya emhlanganweni kwaMhlanga	07H00-13h00
08 KuMhlanja 2012	ngiyokuhlolisa iinzuzo yesitolo	07H00-10h00
09 KuMhlanja 2012	ngingezelela indawo yokupaka isitoko	09H00-12h00
10 KuMhlanja 2012	ngiya emhlanganweni wezamarhwebo eWitbank	08H00-12h00

Figure 4.5: definition of a diary and example (Via-Afrika: 75)

4.4.1.2 Listening and speaking

Listening is overlooked often whereas speaking receives little attention in the sample of texts. Some listening activities are neglected as the textbook focuses on only two activities: dialogues and interviews as speaking activities. In each chapter, dialogues or interviews are used repetitively. Learners are expected to repeat dialogues continuously, for instance on pages 46, 120, and 186. Instead of including other activities such as presenting, reporting the news, giving directions verbally, vote of thanks, and acting as shown in the CAPS document, the textbooks mainly focus on one genre type which is a dialogue. Even though acting is mentioned in the fourth term in the textbook, learners are not given an opportunity to practise it. Moreover, there is a limited number of activities for listening and learners are given less opportunities to express their listening skills. The textbook begins each chapter by outlining the skills that are covered in that chapter to remind the teachers and learners that they need to practise those skills. The skills provided in the textbook do not address many cognitive listening and speaking skills. As depicted below, the textbook clearly shows the structure of an informal letter, the steps to write it, and what it should look like.

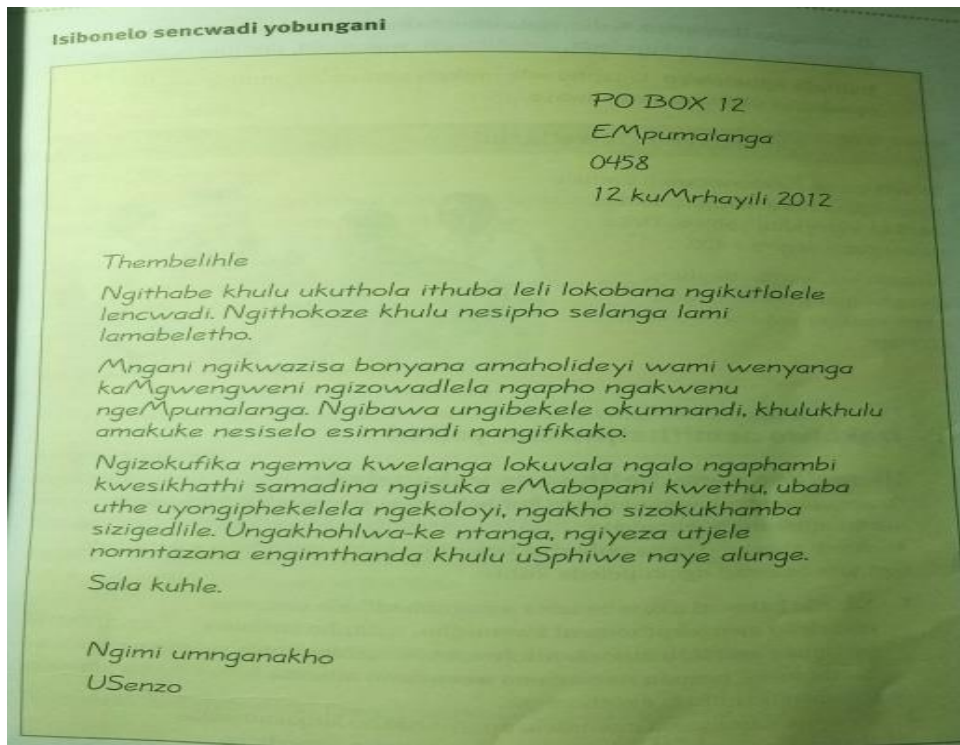


Figure 4.6: Example of an informal letter (Via-Afrika textbook: 27)

4.4.1.3 Reading and viewing

According to Turbill (2002), effective reading is based on a variety of techniques and resources that assist learners. When learners participate in reading and writing activities, they develop skills to crack the text's code, comprehend the text's meaning, and communicate effectively. Text decoders play a significant role in the process of interpreting textual information. They are responsible for deciphering and comprehending the meaning within texts. On the other hand, text participants actively engage with texts in a functional manner by using them for various purposes. Lastly, text users engage in the critical study and modification of texts by employing analytical skills to assess the content and make the alterations necessary. Deciphering the code of language means being able to recognise and use the basic parts and structure of written discourse. This includes the alphabet, phonetic parts of words, orthography, and the rules and patterns that govern sentence structure and text composition. The textbook presents an effective example of this skill on page 72 as it presents a section of the drama, accompanied by a picture linked to the drama, and the questions related to the drama.

According to the CAPS document (2011:13), proficient reading and viewing abilities play a crucial role in achieving academic success across several subjects. Learners acquire the

ability to comprehend and analyse many forms of written and visual materials effectively, both literary and non-literary. However, this competency is not reflected well in the textbooks. *Via-Afrika* does not show many activities where learners have to analyse cartoons and pictures; this is denying learners an opportunity to gain more insight on the skills of analysing pictures or cartoons. This book comprises lots of activities where learners have to read short stories, poems, and drama.

Text decoder exercises assist readers in understanding print concepts and enhancing their phonics and vocabulary abilities. Individuals engage in reading short passages of text that contain a wider range of sentence structures. They decode the text by applying letter-sound associations, identifying common words, and understanding the use of basic punctuation within the text. They are able to comprehend that texts can be organised in a variety of ways and can identify figures of speech used to determine the parameters, places, and events or to convey informational content (Turbill, 2022).

Via-Afrika successfully presents the reading strategies and reading process as it introduces the reading and viewing section by explaining reading strategies such as skimming, scanning, and intensive reading. The book provides reading extracts from the following topics: technology, culture and human rights, environmental health, and economy. However, only a few extracts are relevant to the main topic. For instance, the first term introduces technology as a topic, creating the expectation that it would be explored, but none of the extracts or passages discusses technology.

The textbook presents texts such as advertisements, novels, contracts, short stories, newspaper articles, drama, and folklore. However, the visual material such as cartoons, posters, and pictures supporting newspaper articles is not sufficient. There is no activity based on analysing or viewing the illustration and answering the questions. The available reading activities mostly consist of question-and-answer formats, which can range from basic scanning questions to more complex prompts that require opinions and arguments. Although the reading materials span a variety of topics and content, the materials and activities tend to be repetitive. For instance, the novel appears several times in the textbook. According to its definition of the novel, a novel is a book that narrates a long story and includes many pages that are divided by chapters (Jiane, Mampokoro, Masilela & Mthombeni, 2013). The extracts provided in the textbook are not relevant as they seem to be extracts from different books or different novels. The novel appears on pages 133, 156, 181, 188, and 195 as illustrated in

Figure 4.7 below. The headings for these novels are different. This shows that they are not the same; the heading of the novel on page 133 is *Indakamizwa netja*, and the heading on page 156 is *Ifundo iqakathekile*. All the headings in this novel are different.

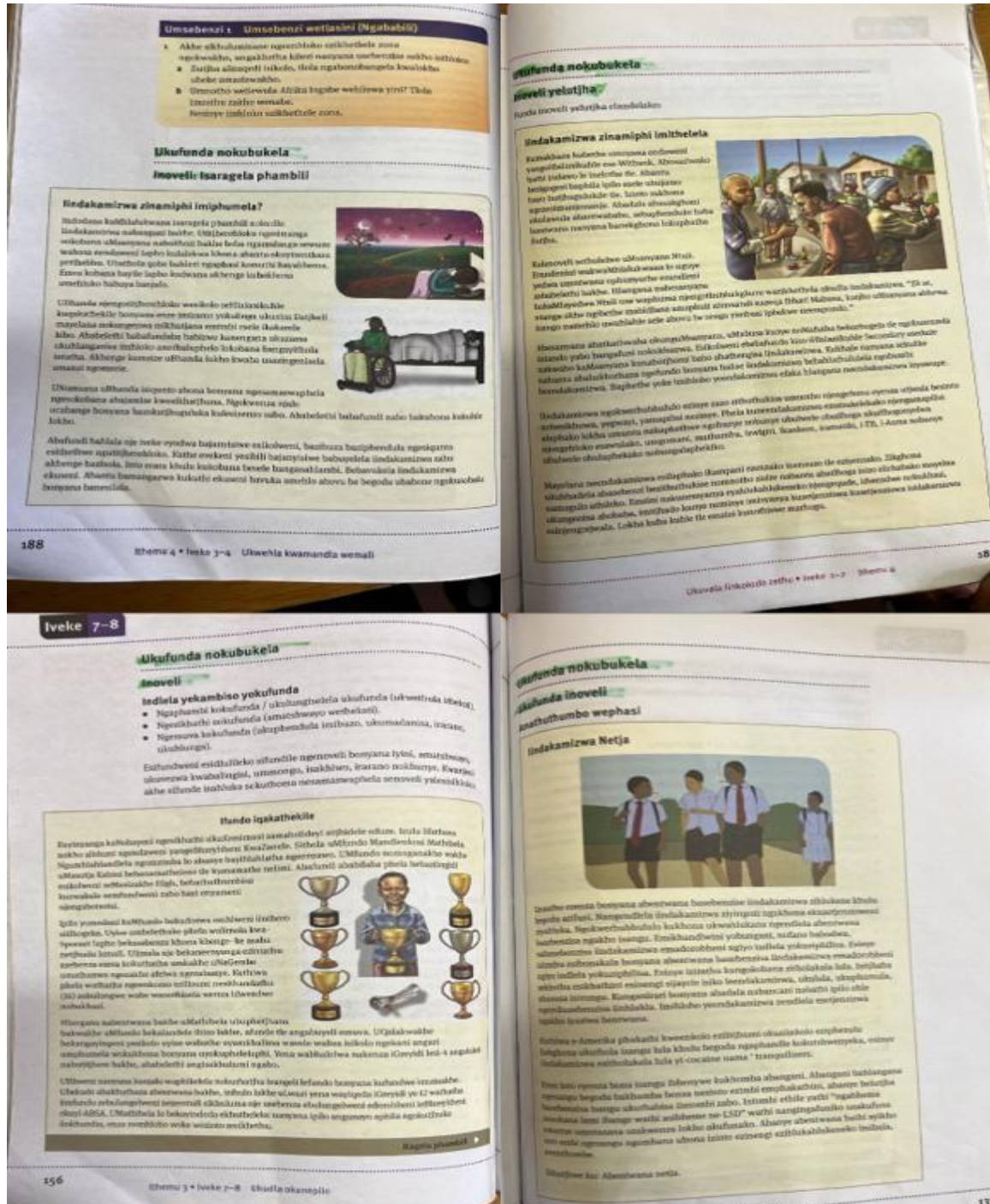


Figure 4.7: Different extracts of the novels featured (Via-Afrika: 133,156, 181 & 188)

The topic that introduces the second term is *culture and human rights*. The drama selected for this topic is relevant as it addresses the issues of paying lobola and arranged marriage (Jiane et al., 2013:72-73). The title of this drama is *Ihliziyo idla la ithandakhona* which is a Ndebele idiom that simply means that anyone has the right to love or to choose whoever his/her heart loves; no one should choose for someone else; even parents have no right to do so. This drama is relevant as it addresses issues related to arranged marriage and the fact that this type of marriage used to work in the past. After reading the drama, learners are given an opportunity to answer related questions. Moreover, the correct order of questioning is followed: the questions range from low order to high order as the first question asks learners to give the name of the main character and the last question requires learners to explain the meaning of the idiom used as the title of the drama.

The lesson continues on page 83, the reading book is recommended, and learners are directed to the page where they can continue to read the drama. Even the way this topic is introduced to learners stands out as it allows the learners to reflect on previous chapters which taught the structure of the drama in detail. The textbook successfully explains the reading strategies and process, but it lacks activities. The isiNdebele CAPS document (Grade 7-9) stipulates that “*Amakghono wokufunda nokubukela athuthukiswe kuhle amgogodlha wepumelelo yokufunda kiyo yoke ikharikhyulamu*”, which implies that the ability to read and comprehend effectively is crucial for succeeding in all subjects and areas of study.

4.4.1.4 Language structure and convention

This skill is addressed accurately in the sampled textbook as the CAPS document (2011) stipulates that the three other language skills (listening and speaking, reading and viewing, and writing and presenting) should be taught and learned alongside language structures and conventions. However, on page 15 there is no link between learners' prior knowledge and the new knowledge. The *Via-Afrika* textbook states that learners already learnt the nouns in the previous unit whereas the previous unit only addresses the verb tenses. The book repeats topics such as pronouns, verbs, acronyms, and spelling patterns but lacks theory and examples or activities on proverbs and idioms. According to the CAPS document (2011), there are more than 15 components listed under language structures and conventions that should be covered over the course of a certain amount of time.

These language components should be completed within the time frame specified. Pronouns, adjectives, determiners, verbs, adverbs, prepositions, interjections, idiophones, conjunctions,

vocabulary development, clauses, phrases, sentences, passive voice, nouns, punctuation, parts of words, and reported speech are included in the list (CAPS, 2011:49-53). The time allotted for teaching and learning language structures and conventions in the senior phase is one hour per two-week cycle according to the CAPS (2011). Additionally, while teaching the other three skills, certain aspects of this skill should be incorporated within the time frame.

The textbook does exceptionally well in teaching and presenting all the other writing texts mentioned, even though some types of writing such as magazine articles, constitutions, policies, and reviews are not included in the sampled textbook. Furthermore, in term four, the book further teaches the learners to write and present texts such as an application letter, email, and obituary. In addition, the textbook allows learners to revise other texts.

Learners are supposed to be assessed on their ability to analyse the cartoons in one of their assessment tasks. However, the textbook does not provide any exercise as an example or as a class or home activity. Moreover, the CAPS document highlights that, at the end of the curriculum, learners should be able to observe, assess, and analyse art forms, processes, and products. This indicates a lack of focus on the viewing aspect of reading and viewing. The textbook effectively repeats the structure of the novel, which is beneficial for Grade 9 learners especially. Nevertheless, the manner in which the information is provided is inadequate for comprehension and readability. This is attributed mostly to the lack of consistency in recommending specific novels and the absence of a systematic approach to elucidating their content for the benefit of learners' understanding.

The textbook provides a few examples from different novels (certain parts, but not the whole novel). This might mislead learners because the textbook does not provide a clear picture of a novel. According to the CAPS document (2011:13), proficient reading and viewing abilities play a crucial role in achieving learning outcomes across various academic subjects. Learners acquire the ability to effectively comprehend and analyse many forms of written and visual materials, both literary and non-literary. However, this competency is not reflected well in the textbooks. Therefore, learners should be exposed to one novel when they are still in the learning stages and then be introduced to other novels after they have gained a thorough understanding of the novel and its structure. This will assist them further in differentiating the prose genres.

According to the CAPS document (2011:11), language skills (listening, writing, reading, and speaking) are essential for successful learning across the curriculum as well as the ability to

participate in society and the workplace. This assertion requires CAPS-compliant textbooks to fulfil the mandates of the document while also supplying learners with the required knowledge. Learners acquire knowledge and understanding by reading and viewing a wide range of literary and non-literary texts, including visual texts, as well as comprehension of how genre and register reflect the purpose, audience, and context of texts from textbooks that provide the necessary opportunities to maximise their learning potential. The ability of learners to comprehend and interpret written and visual content is determined by their knowledge of language structures, conventions, their own life experiences, and rules according to (Hambali, Kumar, Hashim, Maniam, Mehat, Cheema, Mustapha, Adenan, Stanslas & Hamid, 2021). Even though the textbook is not clear regarding the main objectives of each chapter, the textbook successfully manages to provide the learners with the opportunity to learn skills such as writing, listening, visual literacy, comprehension, and presenting. The textbook's examples for this skill are relevant and helpful to learners.

4.4.2 Nasi-ke Isikhethu Ilimi Lekhaya

This textbook introduces each chapter by outlining the learning objectives to be achieved at the end of each chapter, which demonstrates that the authors are aware that learners should acquire knowledge after each chapter. The organisational structure exhibits deficiencies in its arrangement of headers and subheadings, as well as the presentation of knowledge and abilities. Furthermore, the book contains scattered content which results in a lack of coherence that may pose challenges for teachers and learners. Since the book is intended for teaching and learning, it should be structured in a way that makes it easy to read and comprehend, rather than in a way that is confusing for learners. The skills are not easily accessible because they are not separated as required. This demonstrates that the book does not provide opportunities to learn as it may be difficult for learners to use the book on their own. As per the CAPS document, learners should be given the opportunity to access these skills in a two-week cycle interchangeably, but this book does not allow it since the presentation of these skills is not structured well.

According to the curriculum, these skills consist of the capacity to receive and comprehend the communication of others, which is known as listening and reading comprehension. The second set of skills is the ability to produce isiNdebele that is easily understood which means an individual's proficiency in speaking and writing. Reading the language course outline reveals that the ability to produce, receive, and interact are central components of the

language as a subject (Markström, 2019). The learning objectives are listed in the book's introduction to each chapter. Learning objectives state what learners should have learned by the end of the chapter. The book is divided into chapters and each chapter includes all four learning skills. Despite the book's lack of organisation, it effectively addresses language-based tasks related to all three skills. There is a sufficient summary of new and revised grammar available in this book. The book lacks sufficient content pertaining to the recognition and production of specific sounds, which hinders its effectiveness in facilitating pronunciation practice and impairs learners' language skill enhancement.

This textbook enables learners to use isiNdebele outside of the classroom because it includes tasks that could challenge learners when they are not in the classroom. For instance, on pages 33–34, the Nasi-Ke Isikhethu is challenging learners to learn more about contracts. This information could assist the learners in applying the knowledge they learned in the classroom outside the classroom, as contracts are not necessarily filled in the classroom but are more relevant outside the classroom. The new information is evaluated and integrated into the book. The book does not provide enough formal tasks. This can be discouraging and unproductive for learners as they cannot use the textbook to study for exams. There are mechanisms in place to give learners regular feedback as the book contains a teachers' guide with answers so they can provide feedback as they work through the topics. This helps learners to obtain timely feedback and rapidly correct their errors to learn further. Even though the textbook does not include all of the curriculum's topics, it is properly aligned with the curriculum. This could increase the learners' ability to perform better in their formal assessments. The time frame is not adequately specified. Consequently, learners are unable to monitor their progress and know when to prepare for tests, which could negatively impact their academic performance.

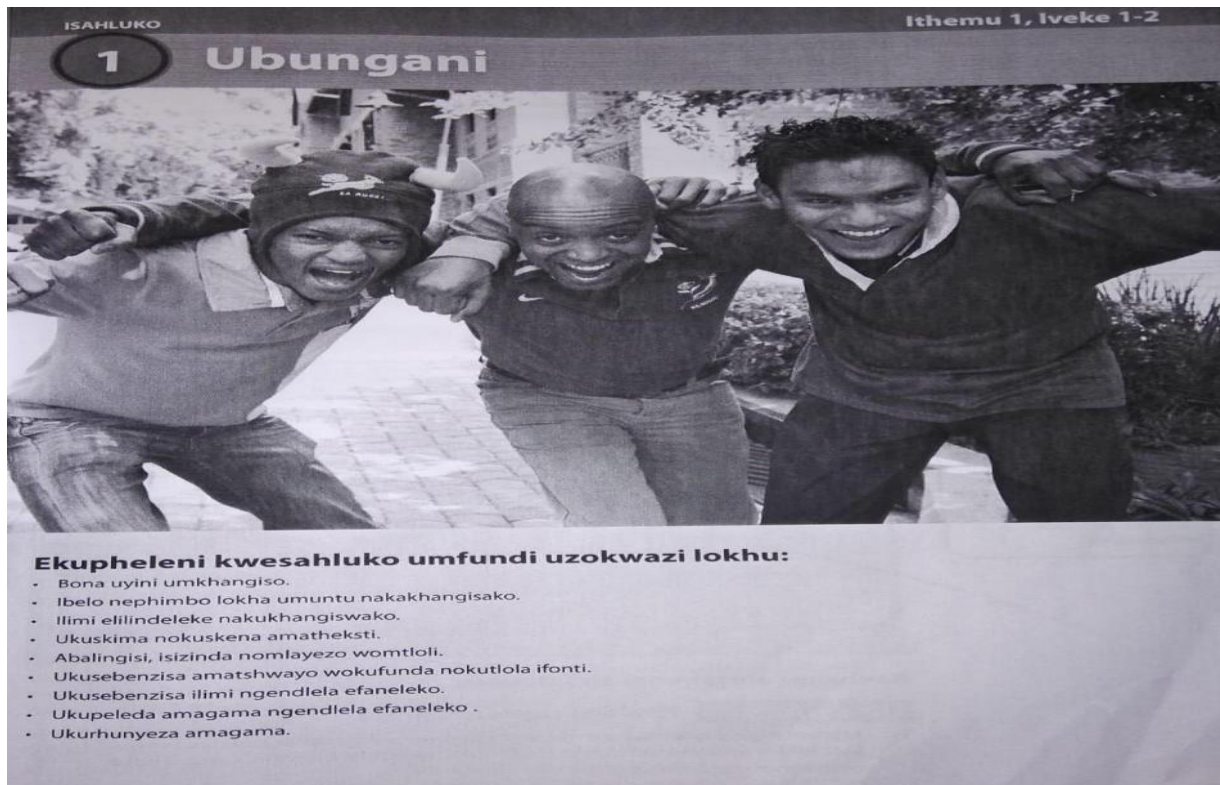


Figure 4.8: An introduction to Chapter 1 of the *Nasi-ke isikhethu* textbook

4.4.2.1 Listening and speaking

The book presents the information for other skills under the heading of a different skill. For instance, on page 18, the book demonstrates punctuation signs and how to use them in writing under the topic of speaking and listening, which should rather be under reading and viewing. *Nasi-Ke Isikhethu* has neglected listening and speaking, with even less emphasis placed on listening. Listening and speaking are thus neglected; with even less emphasis placed on listening whilst the topic/heading is that of listening and speaking. The majority of the activities structured under listening and speaking should be covered in the reading and viewing sections. On pages 16 to 17, for instance, learners are directed to read the extract and answer the questions. Although the book discusses various types of listening and speaking activities, including dialogue, debate, interviews, newspaper article reports, forum/panel discussion, informal discussion/conversation, acting, and advertisement; listening comprehension receives less attention as there is only one example of a listening exercise on page 178. Few activities involve informal discussion and reporting to the class as a whole, e.g., on page 4 in Activity 3. In Chapter 2, Pages 16 to 17, the "What Learners Need to Do" section serves as a model for how students should approach reading and viewing tasks.

4.4.2.2 Reading and Viewing

The book contains the following text types: drama, short story, poem, novel, folklore, cartoons, contracts, news article, and visual texts. Reading and viewing is presented well in the first chapter of the book. Poems, on the other hand, do not have authors and on certain pages, such as pages 90, 200, and 201, there is text in brackets indicating that an author's name should be prevalent, but it is not provided. The author's name is important because some educators use it as a level 1 question where they ask the learners to give the name of the author.

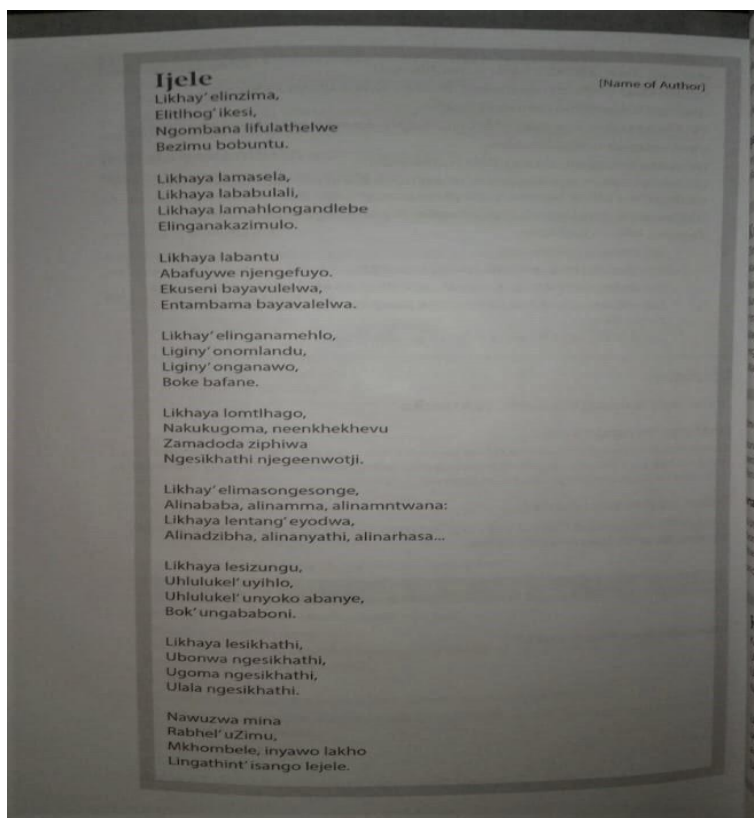


Figure 4.9: A poem in the *Nasi-ke isikhethu* textbook

The poem *Ndlela Yakwa Mloto* is repeated on pages 75 and 107. However, the structure of the poem on page 75 does not appear to be identical to the one on page 107. The poem titled *Ndlela Yakwa Mloto* is repeated and the structure appears to be different on pages 75 and 107. On page 75, the poem's lines are numbered from 1 to 14, whereas the poem's lines are not numbered on page 106. The novel is defined as a short story, and there is no indication of where learners can find the novel that they should read; only the reference to the short story is provided in the CAPS document (2011).

4.4.2.3 Writing and presenting

The book's failure to effectively demonstrate the skills in question can be attributed to the lack of precise definitions for the writing texts, including the poster as outlined on page 9 and visually presented on page 13. Moreover, there are certain tasks that are known to require learners' creation of their own cartoons. This kind of proficiency should be shown in textbooks as Markström (2019) states that learners who struggle with writing may face long-term consequences. This is because applications for companies and universities require written materials, such as cover letters and personal statements, which are crucial to the hiring process. Writing is also a talent needed for future success. Many in the education field view learners' development of written literacy as a skill required for learning rather than one that must be learned. Strong writing abilities are not just valued in English classes but are associated with improved academic achievement in a wide range of other subject areas, including Science and Maths (Markström, 2019).

4.4.2.4 Language structure and convention

The book attempts to highlight language structure and convention in relation to the other three skills. However, the structure is not organised well and the headings do not correspond to the content. On page 29, learners are taught only pronouns and adjectives, and the rest of the page is empty with no activity related to the topic which appears on other pages.

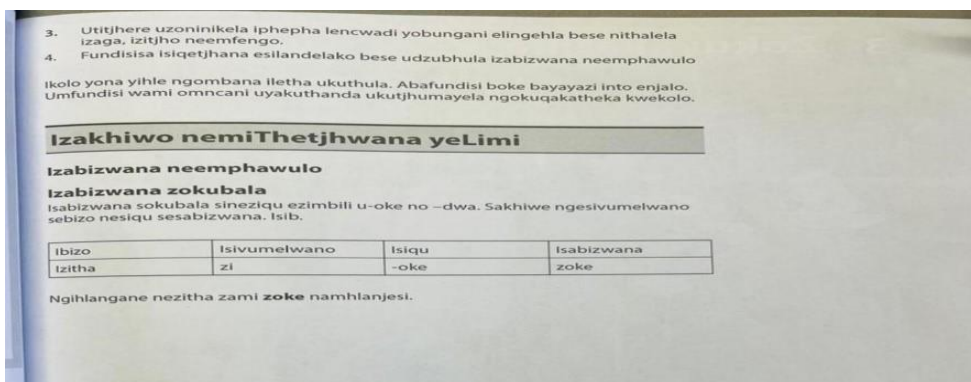


Figure 4.10: Activity (*Nasi-ke isikhethu textbook: 29*)

In order to facilitate a natural and logical language acquisition process, carefully choosing language structures and conventions from the “Language Structures and Conventions” domain present in the focus text type is advisable. These selected items should reflect the natural occurrence of language and be arranged in a manner that facilitates the gradual

development of language skills. According to the CAPS document (2011), informal assessment is characterised as an ongoing appraisal of learners' progress on a daily basis. This is achieved through several methods, such as observations, talks, real-world examples, informal classroom interactions, and learner-teacher conferences. Pausing during a lesson to watch learners or to discuss their learning progress with them can be considered as informal evaluation. As per the CAPS document (2011), formal assessment offers teachers a methodical evaluation of learners' development in a grade and subject. Examples of formal assessments include but are not limited to tests, examinations, assignments, practical tasks, projects, oral presentations, storytelling and imitation acts, acting, essays, oral presentations, and written tasks.

4.5 Cognitive levels of questioning

According to the CAPS document (2011); all assessment tasks that comprise an annual formal assessment programme are referred to as formal assessments. The teacher grades and formally registers formal assessment tasks for progression objectives. The purpose of moderating all formal assessment tasks is to ensure quality and adhere to appropriate standards. It is important that these tasks cover a range of language skills in order to effectively evaluate essential abilities over the course of the semester or year. In order to assess learners formally, it is important for teachers to first assess these elements in an informal manner and provide feedback. The methods used for assessment should also be suitable for the age and level of the learners. The activities should incorporate the content of the subject and include multiple tasks that aim to achieve the goals of the subject. They should demonstrate the knowledge and skills gained throughout the course and follow the curriculum guidelines for each grade level to determine the specific activities and skills needed for each part of the formal assessment activity. For example, if students in Grade 9, Term 1, are given the assignment of composing a poem, they should be instructed to "construct rhyming sentences of equal length" since that is what they would have been taught. If an informative piece is assigned in the first term, students are expected to write using the appropriate framework or structure. Likewise, in the areas of listening and speaking, learners would not be expected to showcase their mastery.

Teachers facilitate the development of both lower-level and higher-level abilities in learners by employing questioning techniques. Additionally, they encourage learners to engage with the material by drawing upon their existing knowledge and experiences (Khorsand, 2009).

According to Khorsand (2009), it is best to classify questions using Bloom's taxonomy. From the most basic activity to the most complicated activity, there are six main groups in this classification. The lower levels consist of knowledge, comprehension, and application, while the higher levels include analysis, synthesis, and evaluation.

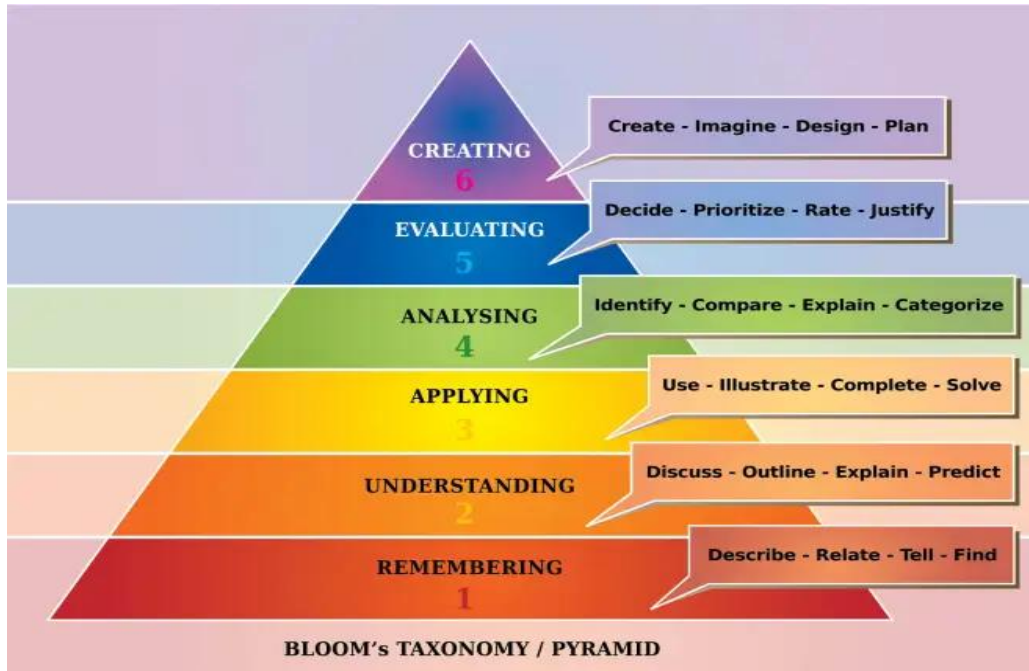


Figure 4.11: The cognitive levels of question according to Bloom's Taxonomy

4.5.1.1 *Via-Afrika*

The textbook includes a suitable number of formal learner's achievement tests, such as formal learner's achievement at the end of each term. The book includes an example of a formal learner's achievement test, as recommended by the CAPS guidelines. This book enables learners to use isiNdebele outside of the classroom because there are tasks that students can reflect on outside of the classroom. The book is challenging enough for learners as well, particularly those in Grade 9. This book provides both a teacher's guide and a reading book. As a result, with the assistance of the teacher, learners receive easy access to feedback.

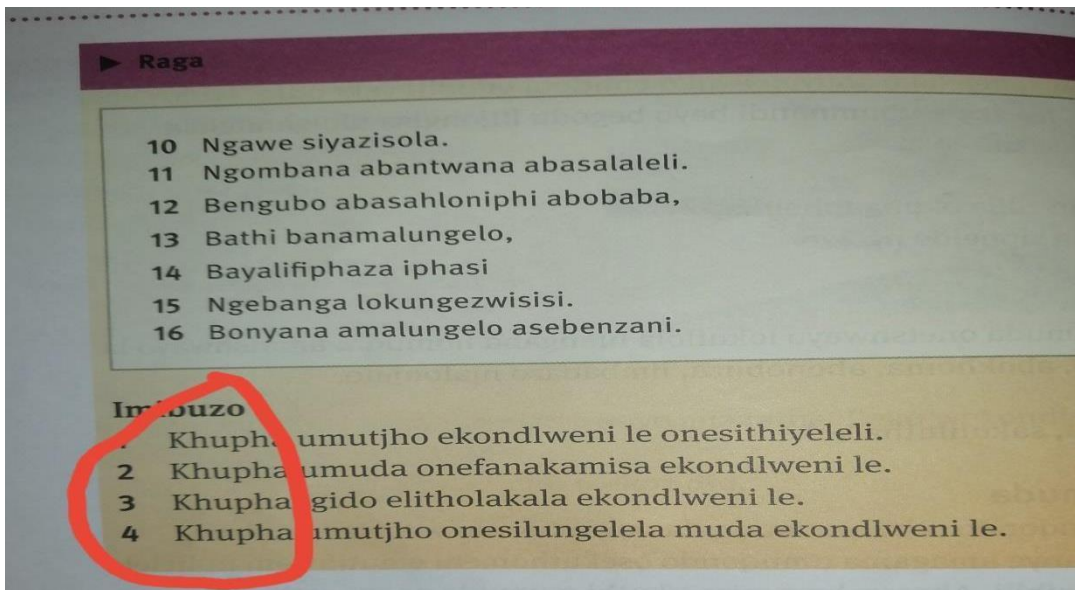


Figure 4.12: Examples of questions set for learners (*Via-Afrika: 42*)

The questions in this activity address only one cognitive level, which is level one “knowledge questions”. Hence, all the questions are related to the information explicitly stated in the poem (CAPS, 2011). For example, “khupha umutjho ekondlweni onesithiyeleleli” Identify the line in the poem that has caesura. All the questions require the learners to identify or name an element. On page 51, the majority of questions in Activity 4 are structured in such a way that below-average learners might struggle unless they are presented with a leading question and allowed to choose the correct answer, such as "Umndeni wakwaBongwe bewuregile/bewutlhaga" was the Bongwe family rich/poor.

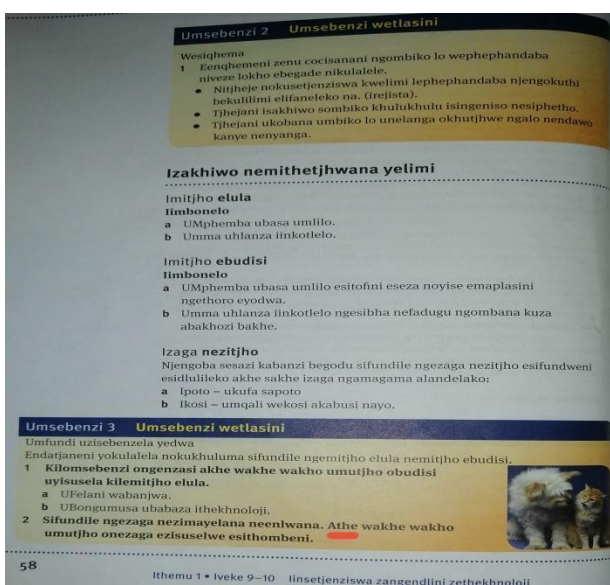


Figure 4.13: Photograph of cat and dog (*Via-Afrika* textbook: 58)

The Activity 2 questions on page 58 contain only higher-order questions. Even though learners are required to work in groups, below-average learners will be unable to engage in this activity. In this exercise, learners are expected to assess the language employed in the newspaper report and examine the structure of a newspaper report critically. Even in Activity 3 on the same page, learners are required to work individually and build complicated sentences based on the simple sentences provided as well as their own proverbs based on the picture of a cat and a dog (Figure 4.13). Most of the questions compiled do not accommodate learners with a language barrier. For instance, Question 2 states: Sifundile ngezaga nezimayelana neenlwana. Akhe wakhe wakho umutjho onezaga ezisuselwa esithombeni (In the past, we have learned about proverbs, even those involving animals. Construct your own sentence that includes a proverb by looking at the picture above). On the very same question, a typing error is evident: “athe” is used instead of “akhe”.

4.5.2 *Nasi-ke Isikhethu*

This book is pertinent to the learning objectives of the learners since it clearly explains the objectives at the beginning of each chapter. This allows learners to know what is expected of them and what they will have accomplished by the end of each chapter. The book that offers learners the learning objectives is highly engaging, allows learners to know the type of knowledge they will acquire by attempting that particular chapter, and increases learners' chances of learning.

This book's level of questioning, as evidenced by the exercises on pages 6, 27, 78, and 109, is suitable for all types of learners, including below-average, average, and above-average learners. It contains low-order, high-order, and intermediate-order questions so all cognitive levels are addressed. Therefore, all learners have a good chance of answering the questions correctly. On page 78, Exercise 1 instructs learners to create sentences based on the given idioms to demonstrate their understanding of those idioms.

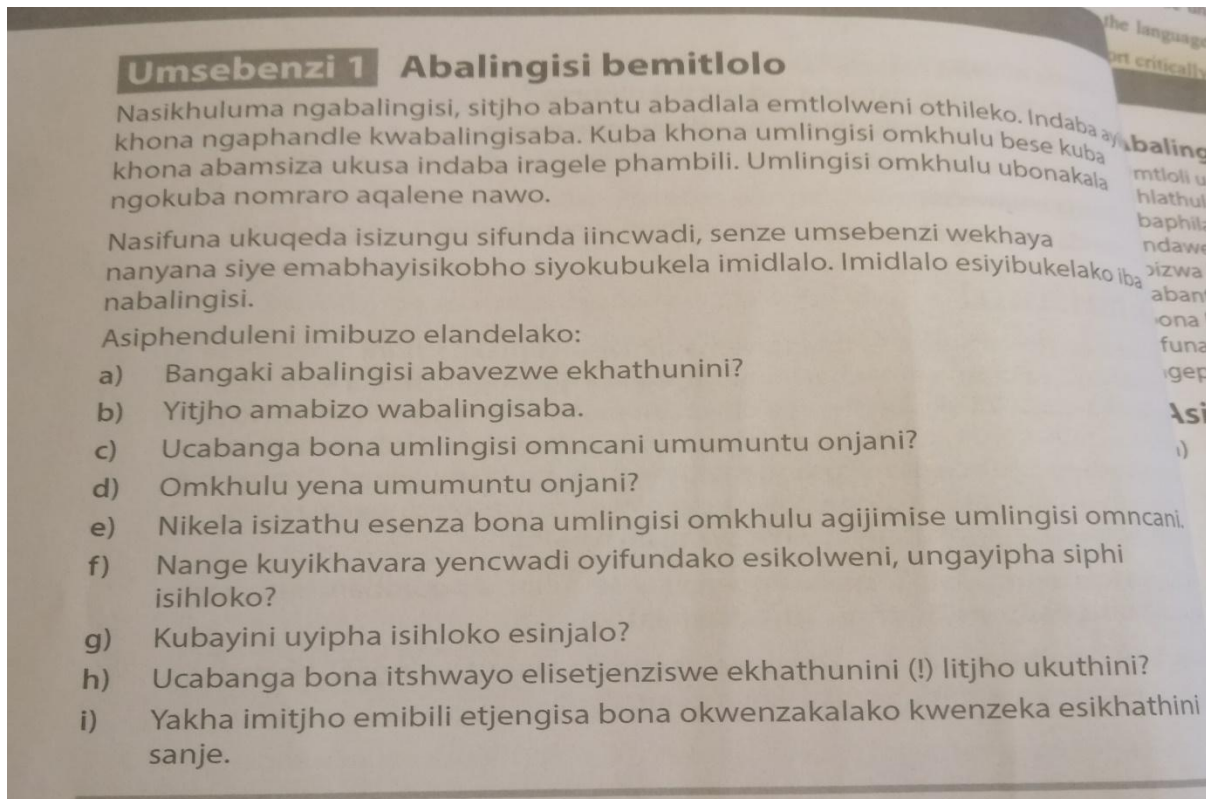


Figure 4.14: Activity displaying the cognitive levels (*Nasi-Ke Isikhethu: 6*)

The questions on page 6 are simple and straightforward by necessitating a single-word response for each. Learners are required to provide the cartoon's heading based on what they observe in the picture. Every learner may answer this question correctly. There are several higher-level questions that can be attempted only by middle and above-average learners, such as "explain the reason why the punctuation mark was used in the cartoon". On page 27, learners are asked to write a friendly letter to their friends, but there is no example of a friendly letter as the formal letter appears on the following page. This may lead to learners copying the structure of the formal letter and using it as a friendly letter.

Regarding formal assessment, the book offers only the semi-annual examination which can be found on pages 113 to 119. The book lacks a good balance between formal and informal assessments. In my experience from 8 years of teaching below-average learners, these learners do not know the structure of any letter; they cannot write the content, even if you teach them. Idioms can be challenging for all types of learners because they are often misunderstood. Take the idiom "Ukudobha phasi" for example; most learners mistakenly will interpret it as meaning "to pick up something that was thrown down by a person", even though it refers to the concept of poverty. According to Bloom's taxonomy, there are very

few low-order questions that require learners' knowledge; the majority of questions are difficult to evaluate and appreciate critically. They only accommodate above-average learners who do not constitute the majority of the class. Learners of average and below-average ability will be left behind. This discourages learners from noting their home or school activities. Most ordinary and below-average learners do not prefer discussion questions that require them to express their views (Levin, Libman & Amiad, 1980).

According to Mahajan and Singh (2017), learning outcomes can be used to assist in the creation of assessments and evaluations, to plan assessments in a clear and understandable way, and to change a course's direction midstream. When learners are responsible for achieving particular learning outcomes, they are more likely to conduct independent research and come to class prepared. Analysing the learning outcomes can help to establish whether the unit was successful. The marking system used while developing test questions is heavily influenced by learning outcomes.

4.6 Exercises and activities

The textbook *Nasi-Ke Isikhethu* was evaluated based on eight questions about exercises and activities (see Table 4.2) according to the textbook evaluation criteria used for this study. Riet (2013) states that teachers rely on the curriculum work plan, as stated in the CAPS policy, for direction in planning and presenting their teaching in the classroom. This plan specifies the content to be taught per grade, the level at which the learners should acquire it, as well as the order and pace at which it should be presented. As a result, textbooks should help teachers prepare, assign assignments, and assess learners.

4.6.1 *Via-Afrika*

Via-Afrika isolates language tasks from the other skills and presents them in their own section. Activities and exercises are unrelated to any text previously read by the learners. The book shows an excellent balance between formal and informal assessment. Although it does not display other tasks such as oral presentations or written assignments, the book provides formal assessments for each term, such as the Term 1 formal assessment on pages 66 to 67 and a half-yearly examination on pages 116 to 117 that is part of the formal assessment for the second term. Pages 174 to 175 provide Term 3 formal assessments and on pages 212 to 218 final tests comprising the final assessment for the fourth term are provided.

Isolating the language structure and convention topic from other topics can cause confusion and lead learners to believe that language structure and convention are separate concepts. Ideally, linking it to other topics can bring clarity to learners and make them aware that language structure and convention should be featured in every text as stated in the CAPS document. The book provides examples of formal assessment per term, which is an excellent way for learners to prepare and understand what is expected of them when being assessed. This can lead to beneficial outcomes as both teachers and learners know what to expect in terms of formal assessment.

The CAPS document (2011) states that the material used by learners should construct activities for the two-week cycle that are meaningful to learners and relevant to the texts they are studying. As learners move from seventh to ninth grade, more activities of this type should be implemented. As they are interconnected, all language skills and structures should be incorporated into instruction and taught contextually. However, formal training in language structures and conventions is assigned a specific amount of time.

4.6.2 *Nasi-ke Isikhethu*

The exercises in the book are of high quality and certainly challenge and excite learners to keep them interested in their schoolwork. However, the layout of some of the activities could lead to misunderstanding and demotivate both learners and teachers, particularly inexperienced teachers. The book allows learners to work independently most of the time, which is beneficial because it develops independence; nevertheless, a lack of pair and group work may cause learners to struggle with connecting or interacting with one another.

There is a decent description of improved grammar, but not enough of newly introduced grammar as the majority of the book's content is repetitive. Revision is beneficial to language learning, but learners need to be exposed to new material in order to advance their language learning skills. According to the CAPS (2011), content from the 'Language Structures and Conventions' column will automatically be given attention while engaging with the texts and during the time allotted for listening, speaking, reading, and presenting as it is related to the types of texts required for those skills. Furthermore, learners will utilise and read texts written in the simple past tense naturally when telling a tale, for example. However, it is also vital to construct activities that emphasise specific language patterns in context.

4.7 Conclusion

This chapter presented the results and instructions for analysing the data generated by each methodology. The significance of the key results was explained along with the degree to which the research questions are addressed. The data was obtained using the textbook evaluation checklist presented in Chapter 3 and additional findings are discussed by using the checklist to answer the research questions. However, it was discovered that the two Grade 9 textbooks used in the KwaMhlanga South West circuit do not provide equitable learning opportunities. In the next chapter, I discuss the findings and recommendations of this research.

CHAPTER 5: DISCUSSION OF FINDINGS

5.1. Introduction

In Chapter 1, I provided an overview of the literature and the intended research process. In Chapter 2, I give insight into the literature pertinent to my research. Chapter 3 discusses my interpretivist research strategy, including the methodological paradigm, study design, data collection methods, data analysis, quality standards, and ethical considerations. This chapter combines the theoretical literature from Chapter 2 with the empirical findings from Chapter 4. The themes that emerged from the data obtained using the EFL textbook evaluation checklist guided my presentation of the findings. The themes emerged from the collected data after my evaluation while taking notes. This study's primary objective was to evaluate the learning opportunities provided by contemporary isiNdebele textbooks.

I shall elaborate on the limitations, recommendations, and my own qualitative interpretation of the findings. The study's direction and focus were determined by the following research question: How do isiNdebele Home Language textbooks provide learning opportunities as envisioned in the official CAPS curriculum?

Three subordinate questions were posed in order to address the main question. These questions guided my research:

1. How do the sampled textbooks facilitate the language learning skills as stated in the CAPS document?
2. How do the textbooks make real-life situations relatable to its given examples?
3. To what extent are the questions in the textbooks adhering to the cognitive levels required by CAPS document?

The following table was taken from the study of De Wet (2018) and adapted to meet my study's needs. It serves as a summary of the study's findings, tabulated according to themes, and it details recommendations for each textbook analysed.

Table 5.1: Summary of findings and recommendations

	Findings	Evaluation from a literary perspective	Recommendations
Structure and layout of the units	<i>Nasi-Ke isikhethu</i> has a few line spacing errors, it also appears dull and lacks colour. The structure and layout of both textbooks (<i>Nasi-ke isikhethu & Via Afrika</i>), however, are clear and easily navigable.	When considering the acquisition of isiNdebele as a native language, it is crucial to carefully choose content that is intentional and clear in order to minimise any potential confusion. and ambiguity.	The content of the textbooks should be proofread to avoid errors and there should be learning outcomes outlined before the units, as that would be beneficial to learners.
Indication of levels of questioning	Both books concentrate on higher-level questions but make no reference to levels. <i>Via-Afrika</i> only shows levels on the formative assessments.	In both formal and informal assessments, learners should be aware continually of the level they are working at.	The textbooks should prioritise levels, with questions beginning at the lowest levels and scaffolding up to higher tiers.
Learning objectives	In the <i>Via-Afrika</i> series, learning objectives are not always stated clearly. Every unit in the <i>Nasi-ke isikhethu</i> textbook starts with the unit's learning objectives.	When dealing with home language speakers, stating learning objectives at the start of each unit is sufficient; however, when instructing a second language	Instead of listing the learning objectives at the outset of each unit, they should be dispersed throughout the unit.

		<p>speaker, it might be more useful to declare the learning objectives at the start of each exercise.</p>	
Visual aids	<p><i>Nasi-Ke Isikhethu</i> has fewer images and illustrations than <i>Via-Afrika</i>. However, the visual aids of <i>Via-Afrika</i> are not always pertinent to the subject matter or appropriate for the instructional context.</p>	<p>The use of visual aids should not lose the context of the intended message to be received by learners. They should facilitate the comprehension of the material.</p>	<p><i>Nasi-Ke isikhethu</i> should incorporate more visual aids. <i>Via-Afrika</i> should incorporate more effective and specific visuals such as identifiable photographs/ detailed figures.</p>

5.2. How do isiNdebele textbooks provide opportunities to learn as envisioned in the CAPS curriculum?

The CAPS document senior phase Grade 7 to 9 on page 6 outlines how much time should be allocated to IsiNdebele Home Language lessons. The following table details how much time should be allocated to lessons.

Table 5.2: Instructional time in the Senior Phase

ISINDEBELE ILIMI LEKHAYA AMAGREYIDI 7- 9	
1.4.3 IsiGaba esiPhakamileko	
(a) Isikhathi sokufundisa esiGabeni-esiPhakamileko sitjengisiwe ngenzasi:	
ISIFUNDO	AMA-IRI
ILimi leKhaya	5
ILimi lokuThoma lokwEngeza	4
IimBalo	4, 5
ISayensi yeMvelo	3
ISayensi yokuHlalisana	3
ITheknoloji	2
ISayensi yezomNotho nokuPhatha	2
UkuziJayeza zePilo	2
UbuKghwari namaSiko	2
INANI	27, 5

According to Riet (2013), the CAPS document encourages teachers to organise their lessons in accordance with the aforementioned teaching plan, which allocates five hours per week to home language lessons. Teachers should ensure that each phase and grade is indeed fully represented. Also, the sequence of lessons should assist learners to acquire skills and they knowledge that they should according to the pacing as reflected and described in the teaching plan above.

The pace and order of the lessons also reduce teachers' ad hoc instruction and their haphazard presentation of the subject matter. Although the policy does not specify a specific order in which the topics should be taught, it should be noted that a reading lesson should come before a discussion session and that a listening and speaking lesson should build on a reading lesson. As the CAPS document (2011:8) asserts, “it is through language that cultural diversity and social relations are expressed and constructed, and it is through language that such constructions can be altered, broadened and refined”.

According to the Mestry and Ndhlovu (2014) teachers have a responsibility to ensure that learning material is chosen, organised, and progressed in a way that is considerate of the learners' and the subject's various demands. The CAPS curriculum intends to produce learners who can: determine problems, use critical and creative thinking to solve them, and make decisions; work well both independently and in teams; plan and manage their time and activities responsibly and effectively; collect, analyse, organise, and critically evaluate

information; communicate effectively using visual, symbolic, and/or language skills in various modes; and use technology effectively. The *Via-Afrika* textbook was successful in this regard. For instance, it is evident in Figure 2, 3, and 7, respectively, in the fourth chapter where the textbook considers the aforementioned intentions of the CAPS document. However, *Nasi-ke isikhethu* failed to provide the learners with the knowledge required by the CAPS document as stated above. For instance, figure 4.9 is a poem which is repeated, but shows different structures, and on page 75 the lines of the poem are numbered but on page 107 they are not numbered, but on page 107, they are not numbered, and on both pages, the author's name is not written.

The table below illustrates how each book presents learning opportunities and what the CAPS document says about learners' prior knowledge in relation to their new knowledge, as well as language learning skills and activities that relate to the learners real-life situations.

Table 5.3: Learning opportunities presented by each textbook, *Nasi-ke isikhethu* & *Via-Afrika*

	Via-Afrika	Nasi-ke Isikhethu	CAPS document
Learners' prior knowledge vs. new knowledge	Shows no link between learners' prior knowledge and the new knowledge. Hence, each topic is focused on knowledge and new concepts.	The textbook demonstrates how prior knowledge of the learners is related to the new knowledge, yet the subheadings and headers are arranged poorly.	According to the CAPS, linking new information with prior knowledge will help learners to understand the concepts better.
Language learning skills	This book effectively presents writing and presenting, as it provides comprehensive definitions of each	The book's demonstration of reading and viewing abilities is insufficient as it fails to offer a precise delineation of the novel. Language structure and	It is stated that each of the four learning skills should be covered within a two-week cycle. Additionally, language structure and

	writing genre and examples. Language structure and conventions are treated separately.	conventions are featured successfully across all the other learning skills.	conventions should be incorporated into all four language skills.
Real-life situations	The visual appearance of the book successfully makes learners' learning experiences more applicable to their daily lives. For instance, there are activities that are about teenagers and substance abuse, with the aid of pictures. The images provided are contemporary and pertinent for learners in Grade 9.	Even though the book needs to improve on visuals, this book contains more exercises that promote learning through the learners' real-life experiences.	The CAPS strives to ensure that learners acquire knowledge and skills and use them in ways that are relevant to their own lives. In this way, the curriculum fosters knowledge while taking global imperatives into consideration.

5.2.1 Evaluation

By navigating my way through the textbooks and evaluating the visuals, I discovered that the two books are distinct in terms of visuals displayed. *Via-Afrika* contains numerous photographs and cartoons, whereas *Nasi-ke Isikhethu* contains fewer images and seems wordier. In addition, *Nasi-ke Isikhethu* is printed in black and white and the illustrations are dreary and unattractive. Chen (2017) suggests that visual representation can influence the learning process. Furthermore, illustrations in textbooks might improve learners' imaginative abilities because they frequently are viewed before the text. Atem and Gelişli (2022) further

state that pictures in textbooks can improve learners' creative thinking. Atem and Gelişli (2022) also confirm that, among the factors that determine the quality of textbooks, colour is particularly significant in primary school textbooks.

Via-Afrika starts each unit with a caption and a very colourful picture. Nevertheless, the introduction to each new unit is frequently unrelated to and inappropriate for the subject matter presented. In addition, the book does not describe the learning objectives for learners. In advanced classes, the learning objective may not serve as the primary guide for learners (Wen-Cheng, Chien-Hung & Chung-Chieh, 2011). However, in undeveloped classrooms where language obstacles frequently restrict academic development, the learning outcomes are substantially more important (Swanepoel, 2010; Wen-Cheng, 2010; Rezat, 2010). Even if the photographs and subtitles in *Nasi-ke Isikhethu* are dreary and unattractive, they are related to the unit's subject matter. The textbook lacks photographs and illustrations, and it appears to be poorly proofread as some pages contain spacing errors. Although the headings and subheadings are bolded and apparent, the book contains much data that is without headings or subheadings, which results in a disorganised appearance. According to Mahmood (2009), textbooks should complement and correspond to the objectives and elements of the curriculum. The objectives, content, learning objectives, and assessment of the curriculum should be reflected in good textbooks.

Numerous activities and examples that are applicable to learners' daily lives are provided in the textbook *Via-Afrika*. Excellent textbooks should encourage outside-of-classroom learning. Textbooks should be dynamic, offer lessons that excite learners' interests, and involve their minds actively in the learning process (Mahmood, 2009). This textbook's level of questioning is not appropriate for all types of learners. The questions in the activities are too challenging for learners who are below average. Although certain exercises need learners to interact in groups, below-average learners will not be able to participate in this activity because of the level of complexity as shown on page 51, Activity 4. The activity does not allow below-average learners to participate because many questions are structured in a high-order manner and there are no leading questions from which learners can select the correct answer from the two provided.

The type of activities utilised should be suitable for the learner's age and developmental stage. These activities should be developed to encompass the subject's content and contain a range of tasks aimed at achieving the goals of the subject (CAPS document, 2011).

5.2.2. Recommendations

The layout of the textbook *Nasi-Ke Isikhethu* makes navigation difficult because the information is not well organised but rather scattered. In addition, the fact that the textbook instructs learners to refer to the cartoon on page 3 despite the fact that there is no cartoon on that page demonstrates that the book is disorganised and the information is scattered throughout. If the topics are regrouped so all units follow each other coherently, learners will be more comfortable in using this textbook on their own, without the guidance and assistance of the teacher.

Vygotsky's social constructivism theory emphasizes the importance of social interaction and collaboration in the learning process. In this context, regrouping topics in a coherent manner in a textbook can enhance the learners' ability to make sense of the material independently. By organizing the information in a way that builds on their prior knowledge and understanding, learners can scaffold their own learning and gradually develop a deeper understanding of the content. This aligns with Vygotsky's belief that learners can gradually internalize new knowledge and skills through social interactions and guidance, eventually becoming more independent in their learning (Hay, 2015).

This would make the textbook a more valuable resource at home when the teacher is not there to help. Additionally, *Via-Afrika* is well structured but delivers less relevant information based on the captions at the beginning of each study unit. Redesigning the captions and pictures to match the content will improve the book and make it more useful for learners, particularly Grade 9 learners. Learners can organise information with the help of outlines, headings with signals, pointer words, structured illustrations, and text structures that make sense (Sulaiman & Fadzil, 2013).

Even though *Via-Afrika* provides samples of how question papers are set, there is room for improvement. The questions in the examples must be revisited in order to alter the grades per question because they are no longer relevant to the CAPS document. In addition, the *Nasi-Ke Isikhethu* textbook lacks adequate information for exam preparation; examples of how question papers are set must be included so teachers can refer to them and learners can know what to expect on their exam. As textbooks are still one of the most commonly used learning support materials (Swanepoel, 2010), they should be designed in a way that will assist learners to prepare for their examination (Rahmawati, 2018).

Both textbooks should be developed so all types of learners have an equal opportunity to participate in class and homework activities. Both textbooks portray that below-average learners will not be able to participate in the majority of activities because they are too difficult. This should be corrected because these learners will lose confidence and lose interest in other activities as well, which will create problems for teachers. If these learners do not want to participate, they will disrupt the class (Mapepa & Magano, 2018)

Crawford (2003) suggests that levels be created and applied consistently across all textbooks. To facilitate and ensure advancement, questions should be scaffolded according to the levels and sorted from low to high. The effectiveness of the textbook is increased and becomes a more valuable resource, not only in the classroom but also at home, when levels and learning objectives are merged.

5.3. How do the sampled textbooks facilitate the language learning skills as stated by the CAPS document?

According to the CAPS document (2011), learners should practise the following four skills over the course of two weeks: reading and viewing, listening and speaking, language structure and convention, and writing and presenting. Additionally, it is crucial that textbooks used specifically for teaching and learning of a particular language effectively address these skills to give students more opportunities to learn.

To ensure high-quality education, it is essential, according to Riet (2013), to choose and execute LTSM that enables learners to acquire the necessary

skills and information as described in the curriculum.

5.3.1 Evaluation

Reading and viewing

Reading and viewing are mentioned by the CAPS document (2011) as the most important skills for all kinds of learning and for full participation in society and the workplace. Moreover, the ability to read and comprehend a variety of literary and non-literary texts, including visual texts, is developed in learners. The aim, audience, and context of texts are reflected in genre and register (CAPS document, 2011). The textbook *Nasi-Ke Isikhethu* fails to give learners opportunities to learn, or rather to explore, the skill of reading and viewing because it conflates the definitions of two genres by referring to a novel as a short story. This

could cause misconceptions and could make it difficult for learners to distinguish between the two genres. Some of the reading and viewing genres, including drama, visual texts, cartoons, and poetry, are highlighted in the textbook. Additionally, the textbook does an outstanding task of demonstrating and covering practically all of the genres in the first chapter. The CAPS document (2011) further stipulates that language structures assist learners to grasp how texts are structured, and learners' comprehension of language structures, conventions, and their personal life events impact their comprehension and interpretation of written and visual information. Learners must use pre-reading techniques like skimming and scanning text features, book sections, and the organisation of paragraphs and texts, and learn how these techniques contribute to meaning. It is important to help learners learn language by having them read a range of books. However, by the time learners reach this stage of their learning, many of these tasks should require little individual emphasis because they have already been a part of their progress through earlier stages (CAPS document, 2011).

Listening and speaking

According to the CAPS document (2011), listening and speaking are the most important ways to learn in every subject. Learners can collect and organise information, build knowledge, solve problems, and share ideas and views by using effective listening and speaking skills. According to the CAPS document (2011), listening and speaking are the most important parts of learning for everyone. Speaking activities in each chapter use the same genre of dialogues or interviews. Moreover, I have noted that both textbooks miss some listening activities or give less emphasis to them. The sections for viewing and reading should encompass the vast majority of the tasks organised under listening and speaking. Furthermore, the CAPS document (2011) also highlights that critical listening skills assist learners in determining what values and attitudes are being shown in a text and questioning biased or deceptive language. All of these skills in oral conversation are taught by using language structures in an appropriate manner. In addition, the acquisition of language structure should facilitate effective communication and correspond to the effective uses of language in various social contexts, such as articulating feelings and ideas, introducing others, and providing directions and instructions (CAPS document, 2011).

Writing and presenting

According to the CAPS document (2011), learners can build and express thoughts and concepts coherently through writing and presenting. Learners who frequently write across a

range of situations, tasks, and topic areas are better equipped to communicate both effectively and artistically. Additionally, the goal is to create capable and adaptable writers who use their abilities to create and convey suitable textual, visual, and multimedia writings for a range of objectives. Learners will be able to create coherent and cohesive texts if they are familiar with language structures and conventions. Due to the unclear descriptions of the written texts, particularly the poster which is described on page 9 and shown on pages 12 to 13, *Nasi-Ke Isikhethu* is unable to exhibit these talents. There are additional exercises that are considered to encourage learners to create their own cartoons. The *Via-Afrika* textbook successfully demonstrates these skills because it begins with an in-depth description of the writing process, equips learners with the significance of each written genre, and shows examples so learners are able to observe the conventions and format of that specific type of writing text. It also gives learners the ability to construct their own version of a text.

Language structure and conventions

As previously stated, the CAPS document recommends that learners have access to the four language learning skills every two weeks in order to promote effective language learning. The CAPS document also states that language structure and convention should be taught together with the other three skills. The textbook titled *Nasi-Ke Isikhethu* attempts to combine this skill with the other three. However, the structure or manner in which it is done is inadequate. The headings are misleading for learners because they do not correspond to the content as they should. For example, on page 18, learners are supposed to acquire punctuation signs and how to utilise them when writing under the heading of speaking and listening. Although the textbook's structure for teaching language acquisition skills is not effectively structured, the book covers all three competencies as indicated in the CAPS document.

The textbook *Via-Afrika* shows no link between learners' previous knowledge and the new knowledge that learners should acquire. This particular gap may cause misunderstanding and deprive learners of the opportunity to learn. The book claims that learners learned nouns in the prior unit, despite the fact that the preceding unit primarily addressed verb tenses. *Via-Afrika* separates language exercises from the other skills and gives them their own section. Language structure and convention should be used in every text as stated in the CAPS document. However, if the topic is isolated from other topics, it can cause confusion and

cause learners to believe that they are two distinct concepts. On the other hand, if the skill is linked to other skills, it can help learners to understand it better.

5.3.2. Recommendations

With regards to language learning techniques, both textbooks require reorganisation. Therefore, it appears that much of the CAPS document's standards were disregarded when these books were created. Since IsiNdebele is still underdeveloped and is the least spoken language in South Africa, as I have already indicated, textbooks also should contribute to the development of the language. A textbook that prevents learners from acquiring this language could lower the language's status (Benavot, 2011). Additionally, to inspire learners to be more creative, more oral activities need to be provided (Riet, 2013).

5.4 How do the sampled textbooks make real-life situations relatable to its given examples?

The second secondary research question states: How does the textbook make real life situations relatable to its given examples? According to Theall (2004), when educators relate course material to real-world scenarios, they acknowledge the potential of prior experience to enhance learning and instruct learners to make connections between new information and their own life experiences.

The *Via-Afrika* textbook is the most pertinent one to display instances that learners may relate to because of its vivid nature and abundance of visuals. When learners can connect the lesson to their everyday experiences, they learn more successfully. Instead of sticking to the topic exclusively and forbidding learners from thinking outside of the box, the book uses numerous examples that learners can relate to. The book provides an excellent illustration of an advertisement which learners can relate to easily because it is for a well-known retailer in a prominent location. *Nasi-ke Isikhethu* appears to contain more exercises that relate to the learners' daily lives. For example, the textbook has a picture of people travelling in a train (the Gautrain) and the title that introduces the unit says "*Zokuvakatjha*" which means "travel and tourism". This is something that the learners are exposed to on a daily basis. If they do not do it with their parents, it is something they see on their televisions almost every day. The table below outlines the differences noted between the two textbooks, *Via-Afrika* and *Nasi-ke Isikhethu*.

Table 5.4: Differences between *Via Afrika* textbook and *Nasi-ke isikhethu* textbook

The differences noted between the two textbooks <i>Via Afrika</i> and <i>Nasi-ke Isikhethu</i>	
Via-Afrika IsiNdebele iLimi lekhaya	<ul style="list-style-type: none"> ● No link between learners' previous knowledge and the new knowledge that learners should acquire. ● The book claims that learners learned nouns in the previous unit, despite the fact that the preceding unit primarily addresses verb tenses. ● It separates language exercises from the other skills and gives them their own section. ● Pertinent to display instances that learners may relate to because of its vivid nature and abundance of visuals.
Nasi-Ke Isikhethu	<ul style="list-style-type: none"> ● It attempts to combine all language learning skills in all lessons. ● The headings are misleading for learners because they do not correspond to the content as they should. ● The book covers all three competencies as indicated in the CAPS document. ● Contains more exercises that relate to the learners' daily lives.

5.4.1 Evaluation

Both textbooks display a disparity. Some activities only display high-order questions, while others only display an intermediate-order question, which prevents below-average learners from participating. Other activities do not appear to be more difficult for learners who are above average. This could result in learners losing interest in those activities. Below-average students may be less motivated and refuse to participate in activities for which they know they will not receive high grades.

Nasi-Ke Isikhethu does not promote learner interaction because it contains fewer activities that require learners to interact with one another and the majority of its activities require learners to work independently. This book lacks a balance between formal and informal activities, and learners are only exposed to one type of formal assessment, which leaves them unprepared for the other varieties. For instance, the textbook only shows a June examination sample (papers 1 to 4) on pages 113 to 119; subsequent terms' assessments, including the final exam example, are not shown. This book contains an adequate summary of newly introduced and improved grammar. The book's tasks are of a good calibre and definitely can challenge and thrill learners to keep them engaged in their academic work. The structured format of several of the exercises could cause misunderstandings and demotivate both learners and teachers, especially inexperienced or new teachers. The book does not devote enough time to practising individual sound generation and recognition, which hinders language competency development. In addition, there is a solid discussion of improved grammar but not enough of developed and standardised grammar. Learners benefit from revision but they also need to be exposed to new information to enhance their abilities.

5.4.2. Recommendations

Both textbooks appear to provide examples that pertain to learners' real-life situations. However, *Nasi-Ke Isikhethu* should improve its visuals so learners can recognise and quickly relate the content to their everyday lives. The examples and exercises in the textbook can be modified to be more pertinent to the comprehension of the learners' reality without altering the curriculum content.

5.5. General recommendations

Both textbooks need to be updated and redesigned to accommodate learners of various cognitive abilities and to accommodate different types of learners. To make advancement conceivable and attainable, questions should be scaffolded according to the levels and sorted from low to high. The usefulness of the textbook is increased when levels and learning objectives are merged to make it a more valuable resource in the classroom and at home (Crawford, 2003; Johansson, 2006). Constant reminders of what is required when instructions are provided may be helpful, not only for completing the current exercises but also for exam preparation. Ideally, the textbooks should be appropriate for use at home even if there is no teacher present. Since there are no exercises in this book that are appropriate for pair or group work, *Nasi-Ke Isikhethu* should modify the exercises for each chapter. This book's flaw is

that the test questions for the final exam are not attached. It is ideal for the writers to include the examples of all formal assessments and the questions should provide both multiple choice and fill-in-the-blank questions in the concrete review portions of the form.

On the basis of the study's findings, there are some recommendations that can be made. Firstly, teachers can use the results of the study as evidence that there are aspects of the "Primary IsiNdebele Textbook" that could be improved. Secondly, the next edition of the book could be improved by the authors. Finally, future researchers could perform a similar study on other IsiNdebele textbooks.

5.6 Conclusion

This study was conducted by analysing and evaluating two Grade 9 Home Language textbooks: *Via-Afrika* and *Nasi-ke Isikhethu*. Its main objective was to evaluate the educational opportunities offered by textbooks for isiNdebele Home Language in Grade 9. The study was motivated by the realisation that, since the majority of learners in the village where I currently teach have been exposed to a variety of languages, they struggle with isiNdebele as their first language. As a result, they need learning resources that will support them and textbooks are readily available to them.

I am confident that this dissertation will contribute to the corpus of knowledge on mother tongue textbooks and isiNdebele education. In addition, I believe it will pave the way for future research on textbooks of other African languages. I hope it also will assist teachers in selecting relevant textbooks for their learners and contribute to the development of isiNdebele as one of South Africa's eleven official languages.

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