An investigation of Grade 11 Teachers' Experiences of Teaching English First Additional Language (EFAL) Literature: A Decolonial Perspective.

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by

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DECLARATION

I, Xolile Duchess Shazi, declare that:

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II. This thesis has not been submitted for any degree or examination at any other university.

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08/02/2024

Student's Signature Date

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DEDICATION

This thesis is dedicated to:

my husband, Sibonelo, for his unwavering support; my mother, for planting the seed of education and for the sacrifices she made so that I could get an education, and my sons, nieces and nephews, for your loving support even when the writing took away my time with you.

Thank you.

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ABSTRACT

This study explored the teaching experiences of six English First Additional Language (EFAL) teachers teaching literature to Grade 11 learners at two semi-rural schools in KwaZulu-Natal, South Africa. A decolonial conceptual framework was used as the lens to understand participants' experiences. A qualitative research approach guided by the transformative paradigm as well as a narrative enquiry research methodology were used. Data was generated using individual interviews, focus group interviews and classroom observations. Content analysis was used to generate themes.

The study discovered that although the Department of Basic Education (DBE) in South Africa has identified decolonisation of the curriculum as a major goal, study participants said they have never heard about it in their capacity as educators. There is no decolonisation of the curriculum training available to teachers. The study also discovered that teacher education in South African universities needs to increase both the pedagogical and subject expertise of instructors in EFAL literature. Participants also mentioned that apartheid was a major focus in the English First Additional Language (EFAL) literature curriculum. The study discovered that by not teaching African learners about indigenous knowledge, African learners are differentiated. Additionally, the best ways, according to the teachers, to teach EFAL literature are through expressive pedagogical approaches. The contextual elements that offered a persistent impediment to understanding EFAL literature included overcrowding.

The results of this study will assist in raising curriculum developers' understanding of the importance of EFAL literature in achieving a decolonised literature.

Keywords: Decolonising education; English First Additional Language (EFAL); indigenous knowledge in literature

ACRONYMS AND ABBREVIATIONS

4IR:	Fourth Industrial Revolution
ATP:	Annual Teaching Plan
CALL:	Computer Assisted Language Learning
CAPS:	Curriculum and Assessment Policy Statement
DBE:	Department of Basic Education
DoE:	Department of Education
EFAL:	English First Additional Language
FAL:	First Additional Language
FET:	Further Education and Training
FMF:	Fees Must Fall
GET:	General Education and Training
IIAL:	Incremental Introduction of African Languages
IKS:	Indigenous Knowledge Systems
LiEP:	Language in Education Policy
LoLT:	Language of Learning and Teaching
NCS:	Nation Curriculum Statement
NDP:	National Development Plan
NSC:	National Senior Certificate
NSNP:	National School Nutrition Programme
RNCS:	Revised National Curriculum Statement
SGB:	School Governing Body

CHAPTER 1: INTRODUCTION TO THE STUDY

1.1 Introduction

Three decades since the start of the democratic era in South Africa, the need to transform education remains urgent. South African schooling continues to reflect the inequalities resulting from its colonial and apartheid past, evident in the overcrowded and dilapidated conditions that persist at many schools in the rural areas and former townships which contrast sharply with the well-built, well-resourced schools in towns and suburbs that served White learners in the past (Christie, 2020). While the South African government has initiated several curriculum reforms since 1994, the Eurocentric view of knowledge that considered colonialism and apartheid remain embedded in the curriculum to a large extent (Chisholm, 2012; Christie, 2020).

The Fees Must Fall (FMF) movement that spread across South African universities in 2015 brought the need for equity in education to the fore. The movement brought about a new level of consciousness about the need to decolonise the education system, including the curriculum (Du Plessis, 2021). Decolonisation promotes the goals of social transformation through redress, equity, and social justice. This study explores the decolonisation of secondary education curriculum in the specific context of teaching of literature as part of English First Additional Language (EFAL) subject curriculum at a semi-rural school.

1.2 Focus, Aims and Rationale of the study

The aim of this study was to explore English First Additional Language (EFAL) teachers' experiences of teaching literature to Grade 11 learners at semi-rural schools. The study focused on EFAL teachers' experiences in the context of calls by the Department of Basic Education (DBE, 2011) to decolonise schooling and school curriculum. The study further focused on EFAL teachers' views on the extent to which the prescribed English First Additional Language literature reflects an attempt to decolonise the EFAL literature curriculum. In addition, the study aimed to investigate teachers' orientation to, and implementation of, the English First Additional Language curriculum as well as their pedagogical approaches, with a specific focus on teaching literature in the context of the decolonisation of schooling.

The rationale for this topic as the subject of my research arose from my own experience as an EFAL teacher who has taught EFAL literature for the past twenty years, and the exposure I have had to the discourse on decolonising education. From this position, I began to question if

the English First Additional Language literature in Grade 11 that is prescribed for EFAL by the Department of Basic Education, contributes to the decolonising of the curriculum. I was interested in exploring whether the choice of setworks by the Department of Basic Education in the literature curriculum is still relevant to fulfil the goals of redress, equity and social transformation as outlined in the Curriculum and Assessment Policy Statement (DBE, 2011, p. 4). Furthermore, to redress the inequalities of the past, the National Development Plan document was drafted in 2012 by the National Planning Commission and is reviewed every five years. (NDP, 2020). It represents the government's substantive plan towards ensuring redress and equity in society and education through improving schools (Spaull, 2013). Through this study, which uses a decolonial perspective, I hoped to fill the gap of lack of awareness on decolonising the English First Additional Language (EFAL) literature. Second to creating awareness, I was also interested in investigating teachers' understanding of decolonisation and their experiences with implementing the curriculum to ascertain as to what extent it reflected their understanding of decolonising the curriculum.

In consideration of contextual factors when implementing the curriculum, a study in the Netherlands by MacIntyre et al. (2020) found that where teaching takes place is central to learning. This finding is important to note because in South Africa the opposite is happening. Studies by Badat and Sayed (2014), Christie (2020), Mbhele (2018) and Ngidi (2020) have found that the South African curriculum (Department of Basic Education, 2012) does not consider the inequalities that exist in schools. Christie (2020) reports that schools are given the quality of all being the same whereas they are vastly unequal due to the legacy of apartheid.

Lastly, on a personal level, as a teacher in a semi-rural school I hope this study will help me to be conscious of the pedagogical approaches used by other teachers working in the same rural environment as myself and learn about their reflections on decolonising the English First Additional Language literature curriculum.

1.3 Background to the study

The Department of Basic Education (DBE) in South Africa identifies principles of decolonisation in its curriculum document on English First Additional Language (EFAL) (Grades 10-12); one of these principles is "valuing indigenous knowledge systems" (DBE, 2012, p. 5). In addition, in 2015 the DBE introduced the Incremental Introduction of African Languages (IIAL) in Grade 1 and plans that this will be fully implemented up to Grade

12 in 2026 with the purpose of improving learners' competency and access to African languages which were previously marginalised and were not available as subject choices in most schools (DBE, 2017). IIAL is a policy that is aimed at learners whose home language is a "non-African language", and it intends to improve the use of First Additional Language beyond English and Afrikaans and promote multilingualism in schools (DBE, 2013, p.5).

Furthermore, in 2021, the DBE, in showing its intention to decolonise education, and working with the United Nations Children's Fund (UNICEF), appointed Dr Maserole Kgari-Masondo, a University of KwaZulu-Natal School of Social Sciences academic, to develop a framework for the decolonisation of the school curriculum, with a focus on utilization of mother tongue in teaching and learning. The study by Dr Kgari-Masondo demonstrates different approaches needed to achieve decolonisation of education, which includes possible use of the mother tongue. In keeping with the government's decolonisation objectives, in the Action Plan to 2024 Towards the Realisation of the Schooling 2030 policy; DBE in 2020 introduced Swahili, an official language of the African Union, in the Intermediate School Phase, to "prepare South African pupils for rich interactions in trade, academia and ordinary daily life elsewhere in the continent" (Mose, 2018, p.1). Most significantly, the introduction of Swahili signals the government's position that African languages are not inferior to European languages, and also that other languages in the East African region are connected through their syntax to the Nguni languages of South Africa, such as isiZulu, isiXhosa, and isiNdebele (Mose, 2018).

To reflect a broader plan, studies have also been done to support the need to decolonise and diversify the history curriculum, which is still influenced by Eurocentrism (DBE, 2017; Dollie et al., 2020; Maluleka, 2021). These studies have amplified the need to continue to build research base to inform efforts towards decolonisation and to bring about the transformation envisaged in South African CAPS curriculum policy document, which commits to: "ensuring that the educational imbalances of the past are redressed and that equal educational opportunities are provided for sections of the population" (DBE, 2012, p. 4). In addition, assessment programmes for each subject, as set out in the CAPS document, are a significant part of the Department of Basic Educations'(DBE) learning programme, as progress to the next Grade is determined through its use (Maake, 2017). Emsley (2017), in a study of Grade 12 EFAL teachers' assessment of learners' mastery of the literature content, found that

teachers lacked expertise needed to design literature setwork activities and relied on past papers as a form of assessment and teaching and this created a limitation to the learning of literature. Thus, this study addressed the shortcomings found in the literature mentioned here by finding out teachers' experiences of the English First Additional (EFAL) literature that is being studied, including their perception of a decolonised curriculum, teaching approaches and the contextual factors that influence their teaching of literature, thus contribute to a body of knowledge in the teaching and decolonisation of EFAL literature.

1.4 Research questions

The main research question that guided this study was:

- What are teachers' experiences of teaching literature as part of the English First Additional Literature (EFAL) curriculum in Grade 11?

To implement the study, the following subsidiary questions were formulated to investigate teachers' experiences.

- What are EFAL teachers' perceptions about decolonising the EFAL literature curriculum?
- What pedagogical approaches do EFAL teachers use to teach literature in the English First Additional Language curriculum?
- How do EFAL teachers navigate the contextual factors that influence their teaching of literature in Grade 11?

1.5 Review of relevant literature

This literature review will explore legislation and empirical studies that would give an understanding of teachers' experiences of teaching English First Additional (EFAL) literature. I will start this section firstly by discussing the legislative field. Secondly, I will look at the implementation of the National Curriculum Statement (NCS) which will be followed by literature on teaching English First Additional Language and decolonisation of the English literature. On the fourth point, the pedagogical approaches and teaching strategies will be explained. Lastly, key findings from the reviewed literature will be discussed.

1.5.1 Legislation and policy on language

Furthermore, the Department of Basic Education's Action Plan to 2024: Towards the Realization of Schooling 2030 boldly states its intention to decolonise education and bring redress to the educational injustice brought about by apartheid (DBE, 2022), as echoed in the quote below:

> "What this means is that schools and the schooling system must continuously make a conscious effort to heal the divisions of the past, foster a sense of South African nationhood and, above all, provide education opportunities that will break down the deep inequalities that still pervade South African society. In higher education in recent years, this work has increasingly been referred to as the work of decolonising education. This term is also applicable to basic education. Here too, decolonising the system as a whole, and the curriculum in particular, involves understanding the harm done to nationhood and the psychology of both the oppressed and the oppressors. This understanding should guide a process of healing which affirms equality, undoes the marginalisation of African culture and values brought about by colonisation and apartheid, and moves beyond the confines a Eurocentric world view and curriculum". (DBE, 2020, p. 4)

Second to that is the Language in Education Policy (LiEP), a comprehensive policy published in 1997 that informs all language matters in education (DBE, 2010). Thirdly, the South African parliament has recently approved the Basic Education Laws Amendment Bill (BELA), which gives the heads of the provincial Departments of Education adjudicative powers to amend a public school's language policy. Fourthly, to bridge the language deficit in the National Senior Certificate (NSC) Grade 12 examination, the Language Compensation Policy endeavours to compensate for the language disadvantages experienced by non-home language speakers of the English language, which is used in the NSC exams (Umalusi, 2000). In addition, the 1997 Norms and Standards for Language Policy in Public Schools emphasise the importance of proficiency in mother tongue and in English as the Language of Learning and Teaching (LoLT) (DBE, 2011; Spaull & Jansen 2019). In addition, the National Education Policy Act (NEPA) of 1996 clarifies the role of the Minister of Education when it comes to language policy in education (DBE, 2011). Lastly, this study takes cognizance of the South African Schools Act (SASA) of 1996, which gives directive to the Minister of Education to determine the norms and standards that guide language policy implementation in schools (DBE, 2011).

1.5.2 Curriculum Assessment Policy Statement (CAPS)

Another significant policy in Department of Basic Education is the Curriculum Assessment Policy Statement (CAPS) that has been in effect since 2012. It gives guidance on what should be taught from Grade R to Grade 12, as well as the aspects to be assessed. In the Curriculum Assessment and Policy Statement (CAPS) the values and objectives articulated in it include decoloniality, because of its focus on bringing change and justice to the population. Social transformation is one of the principles that the NCS promotes through the curriculum to reverse the injustices of the past (DBE, 2011).

Curriculum reform in South Africa after 1994 was a necessary undertaking that aligned with democracy and redress in the Department of Education (DoE). However, the process of implementation of curriculum reform has fallen short of what was expected (Govender, 2018). The failure of the government to meet expectations in implementation is certainly not unique to South Africa. Gouëdard et al. (2020), in their review of literature on effective curriculum implementation in different parts of the world, identified an 'implementation gap' in the enacting of the curriculum. This points to the need for curriculum implementation to be continuously reviewed to ensure that it is followed through effectively.

Lastly, several curriculum changes that have been implemented in South Africa have also been necessitated by the poor performance of learners (Moodley, 2020). This is evident in the Grade 12 diagnostic results of 2020 for the English First Additional Language Literature (Paper 2), where learners scored an average of 50% and most learners failed to respond to lower-level questions (DBE, 2021).

1.5.3 Pedagogic approaches and teaching strategies

The pedagogic approaches and teaching strategies used by educators are key components in the actualization of the curriculum. Several studies have found that a culturally cognisant pedagogy promotes indigenous knowledge and brings meaningful learning (Guo, 2018; Maluleka, 2021; McGregor, 2012; Thiong'o, 1986).

Furthermore, in terms of the curriculum content, the challenges and successes experienced with the CAPS curriculum have been attributed to several factors. Most significantly, Badat and Sayed (2014), Christie (2020), Mbhele (2018) and Ngidi (2020) concur that the CAPS curriculum does not take into cognisance learners' culture and there is a need for learners' lived experiences to be incorporated into the enactment of the curriculum.

In conclusion, from the literature reviewed for this study, the evidence suggests that there is a gap in terms of culturally relevant literature in the curriculum and consideration of learners' lived experiences to enable learners to resonate with the EFAL subject content (Maake, 2017; Ngidi, 2020).

1.6 Conceptual framework

To gain an understanding of teachers' experiences, Anibal Quijano and Grosfoguel's concepts of coloniality were used to analyse the data generated in this study. As a resolve to coloniality, decoloniality as framed by Fanon, (1968); Thiongo'o (1986); Césaire (2001; Mignolo, (2007); Ndlovu-Gatsheni (2013), and Maldonado-Torres (2016), were utilised to further analyse the finding of this study.

Quijano (2007) defines coloniality as the dominant structures of power and control that developed during the era of colonisation but still in existence currently, even though colonisation has officially ended. Additionally, Grosfoguel (2011) explains coloniality as an existence that exposes the reality that while former colonies are no longer controlled by colonial governments, their authority structures may remain in place. Therefore, this study analysed the data generated through the lens of coloniality and its effect on the participants and looked at the type of knowledge learners were exposed to in the English First Additional Language literature.

In addition, the concept of decoloniality was used to analyse teachers' experiences of teaching English First Additional Language literature. Thiong'o (1986) frames decoloniality as the importance of knowing your language which then renders to knowing your own culture and ridding oneself of domination by Eurocentric knowledge. Fanon (1968) and Césaire (2001) similarly define decoloniality as identifying and dealing with colonialism by discussing the problems it has brought as well as generating solutions that are free of colonial thinking. Furthermore, Ndlovu-Gatsheni (2013) defines decoloniality as finding epistemological and political liberation from colonialism for the people who are living in a situation of coloniality and who question Eurocentrism.

To conclude, Quijano (2007); Maldonado-Torres (2016); and Mignolo and Walsh (2018), concur with these definitions of decoloniality, and posit that it is the elimination of a predisposition that Western European modes of thinking are universal.

In the context of this study, decoloniality involved engaging the legacy of coloniality that persists in the semi-rural schools where the participants in this study were taught. In seeking the presence of decoloniality, this study specifically researched teacher's experiences of teaching literature to see to what extent South Africa has transformed the curriculum to produce a "modern and decolonised curriculum" (DBE, 2020, p.4).

1.7 Research design and methodology: narrative inquiry

This study is a narrative inquiry that falls under the qualitative methodology. Narrative is defined as the story of participants, which reveals their lived experiences (Clandinin & Connolly, 2000; Cohen et al., 2018). This approach is grounded in peoples' experiences and gives a researcher a comprehensive structure for investigating participants' experiences in their environment (Webster & Mertova, 2007). The narrative approach allows participants to be central to the research so that the story maintains legitimacy (Connelly & Clandinin, 1990). This study relied on participants' narratives of their experiences to generate data and findings.

1.7.1 Research paradigm

This study is positioned in the transformative paradigm. The transformative paradigm engages with social justice and marginalisation and understands knowledge to be socially constructed and strongly influenced by power relations (Cohen et al., 2018; Scotland, 2012). The transformative paradigm aims to emancipate individuals from social manipulation and repressive structures and bring change through conscientization (Cohen et al., 2018).

1.7.2 Research sample

This study used non-probability purposive sampling, which is appropriate for qualitative research; it does not aim to represent a wider population (Cohen et al., 2018; Creswell, 2014). For purposive sampling, the researcher purposefully selects participants at their discretion based on their judgment and knowledge of the context (Cohen et.al., 2018). In this study, the sample size consisted of 6 teachers, with 3 from each of the 2 selected schools, who were teachers of English First Additional Language for Grade 11. The choice of these participants was based on the location of their schools in semi-rural communities. Based on their teaching context, the teachers were able to engage in this research with reflection based on their lived experiences. For credibility and validity, this research applied triangulation, using three modes for data generation: individual interviews, focus group interviews and classroom observations

(Cohen et al., 2018). Furthermore, individual interviews as well as focus group interviews were used to gain rich and descriptive data from participants (Cohen et al., 2018).

1.8 Structure of the dissertation

This dissertation is comprised of five chapters, as follows:

Chapter 1 gives an overview of the study. The chapter describes the focus, purpose and rationale of the study. A background to the study is given. A summary of the literature review and the research design and methodology of the study is provided.

Chapter 2 reviews the local and international literature that informed the study.

Chapter 3 presents the research design and methodology that guided the study.

Chapter 4 discusses the findings of the study, organised by themes that arose during the analysis of the data.

Chapter 5 discusses the key findings, implications and limitations of the study and offers recommendations for future studies.

1.9 Chapter Summary

This chapter has provided an overview of the study. The focus, purpose, rationale, and background of the study were presented. A synopsis of the literature that informed the study, from South Africa as well as internationally, was provided to locate this study in the context of related research. The research design and methodology, together with the key research questions that propelled the research, were highlighted.

CHAPTER 2: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Introduction

This chapter examines the literature and key concepts that provide an understanding of curriculum transformation and implementation in South Africa as well as South African legislation that addresses the use of language in education. Literature on decolonising the curriculum, pedagogical approaches and the assessment on English First Additional Language is reviewed. The literature on decolonising the curriculum provides understanding into the process of decolonisation that is unfolding in many parts of the world as well as the discourse on this in South Africa. The review of pedagogical approaches gives a perspective on the approaches that are in use in the post-apartheid classroom context. Lastly, the literature on assessment indicates how English First Additional Language is assessed using technology in an envisaged decolonised classroom. The concepts are positioned around colonisation, such as the coloniality of power, coloniality of being and coloniality of knowledge. Furthermore, key concepts from decolonial theory, including epistemicide and epistemic disobedience, are discussed and it is shown how these are used to analyse the findings of the study.

2.2 Curriculum Transformation in South Africa

With the emergence of democracy in South Africa, the Department of Education (DoE) responded to the need to transform and redress the inequalities of the past by introducing a transformed non-racial curriculum, Curriculum 2005 (C2005), that was implemented in 1998 (DBE, 2011). In addition, for succinct learning expectations in each grade, the Revised National Curriculum Statement (RNCS) in 2001 replaced the C2005 (DBE, 2012). The RNCS was amended and became the National Curriculum Statement (NCS) in 2007 (DBE, 2011). However, the NCS was criticized for the challenges it brought when it came to its implementation because it overburdened teachers with administrative work. There was also insufficient training for teachers. For better curriculum implementation, the Curriculum Assessment and Policy Statement (CAPS) for Grades R-12, which is currently in use, was introduced in 2012 to make it clearer what and how teachers should teach (DBE, 2012). The purpose of CAPS is to cater for learners, regardless of their socio-economic background and ability. CAPS aims to foster inclusion and meaningful participation (DBE, 2012).

Despite many revisions to improve the curriculum since 1994, teachers continue to experience challenges in implementing it. The curriculum challenge for DBE, specifically on CAPS, as evident in research by Mbatha, 2016; Madukwini, 2016; Mogashoa,

2014; Musitha and Mafukatha, 2018; Pirtheepal, 2019; and Zimu-Biyela, 2019, has been on the implementation of the curriculum.

2.2.1 Curriculum implementation post-1994

Given the inequities in South African education that resulted from apartheid, after the first democratic elections in 1994 a key area of focus was the reform and transformation of the education system—and the curriculum (Chisholm, 2012; Gumede & Biyase, 2016). The different education systems that had been set up for each racial group were dismantled and all schooling was integrated into a single national education department with provincial departments across the country (Chisholm, 2012).

Blignaut (2021) adds to the complexity brought about by the unequal nature of society in South Africa and proposes a transformative curriculum with a focus on how learners are taught. Scholars such as Blignaut (2021), Mthembu (2019) and Sayed (2000) have called for different forms of knowing, including African knowledge systems, to be integrated into the curriculum to address the bias towards Western ways of knowing. Padayachee et al. (2018) suggest that transforming the curriculum can best be achieved by implementing social justice, to afford learners fair access to choices through a curriculum that reflects diversity. The valuing of different forms of knowing resonates with the appeals made by decolonial theorists such as Mignolo and Walsh (2018) and Maldonado-Torres (2011).

Gumede and Biyase (2016) found that the Annual Teaching Plan (ATP) in South Africa has a lengthy content framework which needs to be finalised in a very constrained amount of time; as the excessive amount of content that needs to be covered compromises effective curriculum implementation, they recommend that the content be trimmed.

One facet of transforming the curriculum following apartheid is the use of language for teaching and learning. The dawn of democracy naturally meant that change would happen in South Africa's education system to place education on an equal footing for all learners. Alexander (1997) argues that policy transformation was essential following apartheid, as communication amongst the diverse groups had to be expedited to overcome the apartheid strategy of isolating segments of the population from each other through language; the result would be a multilingual society. However, the coloniality of education has resulted in a persistent reality where languages still do not enjoy equal status, despite legislation to support this.

Curriculum implementation is a pivotal component of curriculum success in schools. There is a range of issues that have an impact on curriculum implementation in different parts of the world. For instance, a study conducted by Biwott & Kimwolo (2020) at a school in Kenya found that the teacher-to-learner ratio influenced successful implementation of the curriculum. They recommended that schools stress the importance of a manageable teacher-to-learner ratio to ensure effective delivery of the curriculum.

Teacher involvement in the curriculum is quite important too for effective curriculum implementation. Govender (2018) and Moodley (2020) found in their respective studies conducted in South African schools, that educators needed to be consulted and trained adequately for successful curriculum implementation. Curriculum implementation is guided by legislation in education which is discussed, in the next paragraph.

2.2.2 Legislative Field: Language and Education

For change to happen at all levels of government, it must originate from new guidelines at the highest level. The importance of language and culture is enshrined in the Constitution of the Republic of South Africa (1996) in the Bill of Rights, which states that every individual has the right to engage in cultural life and use the language of their choice. In addition, the Constitution gives recognition to twelve official languages. On the 2nd of May 2023, a constitutional amendment recognised sign language as the twelfth official language (Umalusi, 2023).

Moreover, the Constitution's protection of the right to the use of one's language of choice is important. It also safeguards fairness by requiring that this must be done in a manner that does not prejudice others. The importance given to language and culture by the Constitution of South Africa is crucial to this study as it uses a decolonial perspective which aims to prioritise different forms of knowing such as peoples' cultures as a means of moving away from elevating Eurocentric knowledge above other bodies of knowledge (Mignolo, 2007; Thiong'o, 1986). Section 9 of the constitution lays out the importance of the right for "everyone is equal before the law" as well as "the right to equal enjoyment of all rights and freedoms", which includes the equal treatment of all languages in education (South African Constitution, 1996, p.5).

To elaborate further on the legislation that govern the use of language in education mentioned in Section 2.4.1, there are central policies on language education in South Africa that guide Basic Education which will be discussed and are as follows: The Language in Education Policy (LiEP), the South African Schools Act (SASA) of 1996; the 1997 Norms and Standards for

Language Policy in Public Schools; and the Language Compensation policy for the National Senior Certificate (NSC).

2.2.3 The National Education Policy Act (NEPA) of 1996

The National Education Policy Act (NEPA) of 1996 gives the Minister of Basic Education the authority to regulate the norms and standards for language in public schools. It also lays out what the responsibilities of the minister are and the legal precincts to which the minister must adhere. NEPA further gives guidelines to the minister on the monitoring of policy implementation in education and the roles of national and provincial education departments (DBE, 2011). For example, NEPA directs the minister on the creation of national education policy, the consultations that must take place when determining policy and the implementation and monitoring process in the education sector (DBE, 2011).

The 1997 Norms and Standards for Language Policy in Public Schools indicates that learners must become proficient in their mother tongue. This is important because it is believed that once conceptual learning in a child's mother tongue is done, it then provides a point of reference from which to learn expression of concepts in additional languages (DBE, 2011; Spaull & Jansen, 2019). The policy allows parents and learners to select their choice of Language of Learning and Teaching (LoLT).

2.2.4 Policies dealing with language in education

While the South African Schools Act (SASA) of 1996 gives school governing bodies (SGBs) the mandate to come up with the language policy of their school, the 1997 Norms and Standards for Language Policy in Public Schools indicates that school governing bodies must submit a plan to the Head of Department in their province for approval to ensure the promotion of multilingualism in schools (DBE, 2011; Spaull & Jansen, 2019). The BELA bill, which was approved by the parliament of South Africa on 26 October 2023, ultimately means that the School Governing Bodies' right to choose the Language of Learning and Teaching as promulgated in the South African Schools Act (SASA) of 1996 is limited by the BELA bill (Azzakani, 2023; Parliamentary Monitoring Group, 2023).

2.2.5 Language in Education Policy (LiEP), 1997

The Language in Education Policy (LiEP) of 1997 is a broad policy that informs all language matters in education and provides a framework for successful and progressive language teaching in South Africa (DoE, 2005; Nugraha, 2019).

The LiEP endorses the advancement of the South African languages that are promulgated as official languages and further supports multilingualism. One of the ways that LiEP promotes multilingualism is the compulsory use of two languages at school, one being the home language of the learner, whilst another one being a Language of Learning and Teaching (LoLT) (DoE, 2005). LoLT is defined as the language officially used by teachers to teach as well to examine learners (DBE, 2013).

In addition, since 2012 LoLT has been taught as a subject from Grade 1 on condition that that language would be a learner's LoLT from Grade 3 (DBE, 2020). Furthermore, schools through the School's Governing Body (SGB) have a right to choose a LoLT as is stated in the South African Schools Act (SASA) of 1996, however, the choice is now limited by the Basic Education Laws Amendment bill (BELA) which requires the endorsement of the provincial Head of Department (DBE, 2023).

2.2.6 Language Compensation Policy

The Grade 12 National Senior Certificate final examinations are a significant breakthrough for most learners in South Africa. It is, however, one of the areas where inequality is at the centre of the examinations. All learners across South Africa write the same examination, but the educational landscape has not been levelled, as it is evident in the categorisation of schools into five quintiles reflecting their access to resources, with Quintile 5 schools classified as having access to the most resources and Quintile 1 to the least (Christie, 2020; DBE, 2020).

Given the language challenges experienced by Grade 12 learners who are not English home language speakers, the Language Compensation policy for the National Senior Certificate (NSC) was put in place by the Umalusi Council for Quality Assurance in General and Further Education and Training in 2000 (Chan, 2016; Umalusi, 2016). It aimed to address high failure rate among learners whose home language was not English but who are required to be examined through the medium of English, compared to the results of learners for whom English was the home language (Chan, 2016; Umalusi, 2016). The policy required a percentage to be added to learners' marks for the Grade 12 National Senior Certificate final examinations for subjects that the learners were taught in English if it was not their home language. In 2016, the Umalusi Council for Quality Assurance in General and Further Education and Training, set the language compensation at 3% for the period 2016 to 2022 (South African Government News Agency, 2016). Umalusi (2016) indicated that the language issue evident in Grade 12 learners' examination results is due to the transition learners

experience from learning in their home language until Grade 3 and then changing to English as the LoLT for the remainder of their schooling. These learners experienced a significant disadvantage compared to English home language speakers who enjoy English as their LoLT from the beginning of their schooling until the end. Fundamentally, second-language speakers' poor proficiency in English affects their performance and this reality of language inequity translates into a social justice issue that needs redress (Chan, 2016; Nkadimeng et al., 2023; Umalusi, 2016).

In this context, the Language Compensation Policy aimed to address the unequal power relationship between languages, where English takes on a higher hierarchical stance. Taylor (2014) argues that if language equity persists in South Africa, the Language Compensation policy should be continued. However, when Umalusi extended this policy from 2016 to 2022 it indicated that it would withdraw the language compensation policy in 2023 on the grounds that the 2023 Grade 12 cohort had been introduced to the English First Additional Language as a subject from Grade 1 in 2012 (South African Government News Agency, 2016). The 2023 National Senior Certificate examination results would reveal whether the withdrawal had an effect or not, only then could judgement be made on the outcome of the secession.

2.2.7 The 1997 Norms and Standards for Language Policy in Public Schools

To add to the language policy jurisdictive framework, there is the 1997 Norms and Standards for Language Policy in Public Schools. This policy is based on the principle that learners should first become proficient in their mother tongue; once proficiency is achieved, learners are better able to develop proficiency in other languages (DBE, 2011; Spaull & Jansen 2019). The 1997 Norms and Standards for Language Policy in Public states that schools must submit their plans to their provincial Department of Education which reviews the plans to ensure that they promote multilingualism (DBE, 2011; Spaull & Jansen 2019).

2.2.8 Incremental Introduction of African Languages

The Incremental Introduction of African Languages (IIAL) is a policy that is influenced by the Bill of Rights in Section 9 of the Constitution, which mandates equal treatment for all South Africans. The policy promotes the learning of African languages in schools that have not offered an African language in the past and aims to ensure that learners who are "non-African language speakers speak an African Language" (DBE, 2013, p. 5). Before 1994, the dominant languages were English and Afrikaans; this did not reflect the demographics of South Africa, nor did it promote multilingualism (DBE, 2013; Nkadimeng, 2023). The IIAL is relevant to

this study because it aligns with the transformative paradigm that guides this study and shares the principles of social cohesion, social transformation, and equality through the promotion of African languages that were previously marginalised. Furthermore, the Department of Basic Education has indicated that the implementation of IIAL plays a role in safeguarding culture and heritage (DBE, 2013). Thiong'o (1986) states that the learning of a language is the learning of a people about themselves and preserving their ways of knowing, thus being decolonised. IIAL was implemented in 2014 in Grades 1 and 2 and will through Grade 12 by the year 2026 (DBE, 2017).

2.3 Action Plan to 2024: Towards the Realisation of Schooling 2030

The South African government has spelled out its plans for the education sector in the Action Plan to 2024: Towards the Realisation of Schooling 2030 (DBE, 2022). This document was first published in the year 2010 and has been reviewed and amended in five-year intervals (DBE, 2022). The Action Plan 2024 relates to the language spectrum through its theory of change statement that outlines the intention to prioritise language matters. To elaborate further, the theory of change articulated in the Action Plan 2024 places learners at the centre because it proposes to prioritise programs that improve language and numeracy, specifically the improvement of reading skills in schools. The improvement of reading skills is imperative because the 2021 report for the International Progress in International Reading and Literacy (PIRLS) literacy study indicated that 81% of Grade 4 learners in South Africa could not read for meaning (Spaull, 2023). These results show that more needs to be done to improve proficiency in language. The Action Plan to 2024, a broad plan guided by the National Development Plan, aims to address this by bringing on board all stakeholders in government to align with strategies that improve language proficiency in schools.

2.4 Decolonisation of the school curriculum

Colonisation involved the physical takeover of the land, systems, and structures of a people, including education, and the introduction of Eurocentric systems (Mignolo, 2018; Quijano, 2007). As colonisation has heavily affected education, many post-colonial countries are engaging with the decolonisation of their education system (Shahjahan et al., 2022). Researchers Cheang and Suterwalla (2020), writing from the United Kingdom, articulate that decolonising the curriculum is a process that requires a range of methods and approaches to redefine the curriculum and introduce teaching and learning methods that are not based on Eurocentric preconceptions. In South Africa, the commitment to decolonise education is

expressed in the Department of Basic Education's Action Plan to 2024: Towards the Realisation of Schooling 2030, which states: "Our vision is a modern and decolonised schooling system" (DBE, 2020, p.18). The South African government's effort to decolonise the curriculum is supported by many scholars, including Aziz (2022), Cheang and Suterwalla (2020), Heleta (2018), Mthembu (2019) and Ndlovu-Gatsheni (2013).

Writing in the 1980s, Kenyan theorist Thiong'o (1986) asserted that, as the hegemony of Western epistemologies placed Africa's ways of knowing at a lower level in the hierarchy of knowledge, the formal inclusion of African knowledge into the curriculum was necessary to uplift the status of the knowledge of the African people and decolonise knowledge. In the South African context, several studies have specifically advocated for integrating African knowledge into the curriculum (Heleta, 2018; Maluleka, 2021; Mthembu, 2019).

Maluleka (2021) and Mignolo and Walsh (2018) caution, however, that efforts to decolonise the curriculum should not result in a new form of exclusion; they advocate for the pluralization of knowledge, where knowledge from different systems are brought into the curriculum at the same level of importance.

2.4.1 Decolonising the English First Additional Language literature curriculum

This study engages with the decolonisation of the English First Additional Language subject, with a particular focus on the decolonisation of literature. The First Additional Language is defined by the Department of Basic Education (2013, p. 3) as "a language learned in addition to one's home language that can be used for the basic intercultural and interpersonal communication skills needed in social situations and the cognitive academic skills essential for learning across the curriculum".

The decolonisation of the literature and language curriculum is a discourse that is taking place globally. For instance, a study conducted in Malaysia by Aziz (2022) that explored a project to decolonise the English language and literature curriculum found that, for the decolonisation of literature, the content needed to be placed at the centre of the indigenous knowledge. In addition to centering it, different literature must be introduced that is representative of the population to overcome cultural domination, whilst also encouraging the epistemology to be continuously challenged by those who are learning (Aziz, 2022).

A study by Welply (2022) in the United Kingdom looked at approaches to decolonising English as an Additional Language (EAL) using a decoloniality perspective. Welply (2022) called for

the exclusive use of English in the curriculum to be challenged, stressing that continuous reflection on the inclusivity of the curriculum is necessary to ensure that it is equitable for the majority (Welply, 2022). Moreover, the EAL curriculum both at schools and in teacher training programmes must be free of racism (Welply, 2022).

2.4.2 Pedagogic approaches and teaching strategies that support decolonisation of the curriculum

Approaches have been put forward in the literature for centering indigenous ways of knowing in the pedagogic approaches and teaching strategies used in education. Kenyan theorist Thiong'o (1986) advocated for including knowledge provided by the elders in the curriculum content to help to centre indigenous ways of knowing by using resources that promote a decolonial ideology.

A learner-centered approach allows learners to actively participate in learning and interrogate the learning process as they contribute and question. In this way, learner-centred pedagogies align with decoloniality which, according to Maldonado-Torres (2011), calls for the questioning of what is being given as knowledge. However, Sikoyo (2010) notes that structural and contextual factors, such as overcrowded classrooms, can pose challenges to implementing learner-centred class activities. Such challenges are found in the South African context, as well. Sikoyo (2010, in Uganda, calls for research to explore strategies for accommodating large numbers when using learner-centred approaches.

Blignaut (2021) advocates for critical pedagogy, which encourages learners to contribute to their learning by questioning the knowledge they encounter in class. Questioning, according to Blignaut (2021), brings an understanding that there are no fixed forms of knowing; this echoes the pluriversal view of knowledge encouraged by Mignolo and Walsh (2018) in their perspective on decoloniality.

Norro (2022), in a study conducted in Namibia, found that multilingual teaching practices, such as Translanguaging, assisted in solidifying learners' multilingual identities. Translanguaging is the practice of using of more than one language when teaching to mitigate communication barriers so that the content is clearer and more easily understood (Nkadimeng, 2023). The practice of translanguaging aligns with South Africa's stance that more than one language may be used when teaching (Nkadimeng, 2023). Translanguaging has been found to improve learners' academic performance (Ashikuti, 2010; Nabea,2009; Norro, 2022). This is

significant for this study as its decolonial approach seeks to identify practices that promote fairness and justice.

2.5 The assessment of the English First Additional Language (EFAL) subject

Technology can play a key role in supporting teaching and learning. The Fourth Industrial Revolution (4IR) is a phenomenon that is frequently mentioned in the news and by government officials in South Africa. The 4IR is seen as pivotal in language learning and education; English FAL teaching is not exempt from this. For example, in a study by Nkadimeng et al. (2023), Computer Assisted Language Learning (CALL) was found to be effective when choosing and running assessments. CALL involves the use of a computer for language learning and testing to improve language education (Mahajan, 2022; Nkandimeng et al., 2023). The use of CALL to conduct assessment is relevant to this study as Umalusi, South Africa's school examination quality assurance body, is looking into implementing it for language assessment because of its perceived fairness across cultural spheres and its potential to improve how English FAL is assessed (Nkadimeng et al., 2023).

CALL is understood as effecting an improvement in a learner's fluency, precision, and confidence in the acquisition of language (Do & Le, 2022). However, CALL has disadvantages that may be significant in an unequal society such as South Africa. Mahajan (2022) identifies financial implications as well as technical barriers as constraints related to the use of CALL. Inequity as a barrier to the implementation of a computerized assessment illustrates the enduring impact of coloniality in the Basic Education sector which needs to be dealt with for schooling to be justly decolonised.

Welply (2022) argues that, for English First Additional Language to be decolonised, it must also use an assessment format that takes into cognizance the disadvantage of second language speakers receiving a monolingual education who are required to take the same assessment as home language English speakers. To counter this disadvantage, Welply (2022) calls for different forms of assessment—such as oral assessment, in recognition of the fact that second language English speakers in areas that were previously colonised may have a stronger cultural inclination toward oral literacy (Thiong'o, 1986).

2.6 Conceptual framework

In this section, I present the conceptual framework that underpinned this study. I will start by discussing colonisation, colonialism and coloniality, because to understand a decolonial

perspective there is a need to understand what came before it. Next, the concepts used to interpret and analyse the results, which are the coloniality of power, coloniality of being and coloniality of knowledge, are discussed. Lastly, I examine the option of decoloniality as a solution to the issues deliberated.

Fanon (1963) describes colonisation as the physical takeover of another country through violent means. Following colonisation, was colonialism, which was the presence of foreign governmental structures (Césaire, 2001). Subsequently, colonisation and colonialism led to coloniality, which Maldonado-Torres (2016) explains as the introduction of a system in which the colonised is made to feel inferior, their resources are exploited, and their ways of knowing and constructing knowledge are suppressed, while the coloniser entrenches their power over the colonised society (Quijano, 2007).

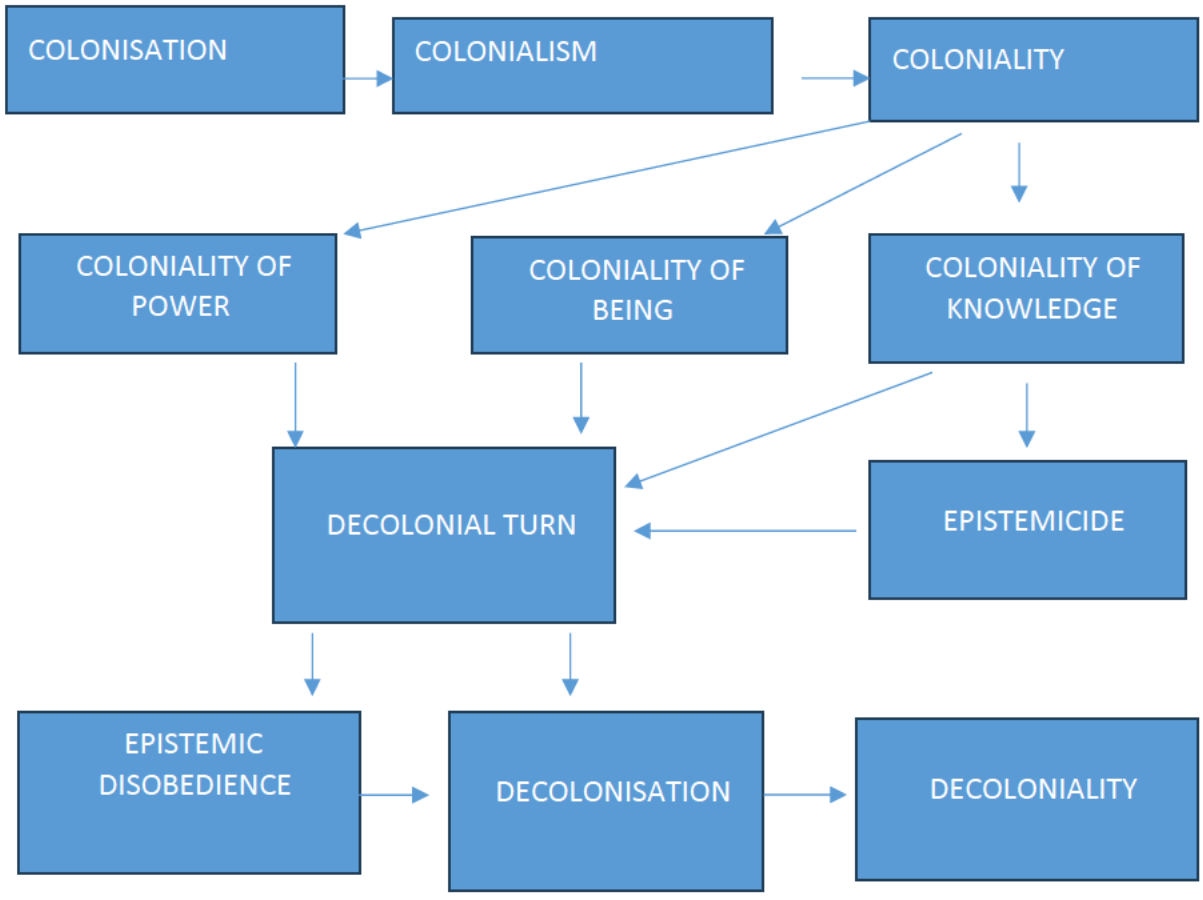

Figure 1: Graphic representation of the conceptual framework used in this study

2.6.1 Colonialism, coloniality and decoloniality

To understand a decolonial perspective, one must understand the colonisation, colonialism and coloniality that came before it.

2.6.2 Colonisation and colonialism

Maldonado-Torres (2016) asserts that colonisation led to the inferiorisation of colonised people, the conquest and theft of their land, exploitation of their resources, inferiorisation and destruction of their indigenous ways of knowing, being and doing. Similarly, (Quijano, 2007), explains as the treatment of the colonised as inferior, exploitation of their resources and suppression of their ways of knowing and construction of knowledge while the coloniser-maintained power over the world which than lead to the marginalised people living in a state of coloniality, which is discussed next.

2.6.3 Coloniality

The concepts of coloniality of power, coloniality of being and coloniality of knowledge put forward by Quijano (2007) were used to interpret and analyse the results of this study.

Coloniality of power refers to giving privileges and power to the group that is the beneficiary of colonisation; this includes economic power, social power, and cultural power (Quijano, 2007). Coloniality of power creates hierarchies within society by classifying people according to race and social class (Quijano, 2007).

Coloniality of knowledge is the dominance of a Western view. The colonisers position themselves as 'better knowers' over the colonised and thus repress the forms of knowledge of the colonised, which are perceived as 'uncivilized' (Quijano, 2007). In using their position of dominance, the coloniser imposes themselves on the colonised and perpetuates their ideas through coloniality of knowledge to legitimise and justify their control over the colonised (Quijano, 2007; Thiong'o, 1986). I used coloniality of knowledge to analyse the epistemology in the EFAL literature curriculum through the data generated from classroom observations. Given that the classroom is where knowledge is generated by teachers and learners, the theory of coloniality of knowledge assisted me in understanding why, what, and how knowledge is generated against the background of colonialism and decolonisation.

Finally, coloniality of being is living in the presence of the systems created through colonisation (Quijano, 2007). Maldonado-Torres (2016) describes it as living with structures of power that mirror colonialism. Coloniality of being is how we continue to be living in the world with the effects of colonialism. This construct was important for understanding the data in this study, as knowledge in schools is still dominated by Eurocentric ideas; poverty is rife among the previously colonised and the ramifications of colonisation are still felt by those who

were colonised in the school environment. The concept of coloniality assisted me in interpreting teachers' experiences in their rural schools, which are products of colonialism, and in understanding how they navigate teaching dynamics. Also, the concept of coloniality of being assisted me in understanding how learners learn and how teachers work out strategies to teach learners whose existence is still rooted in coloniality.

2.6.4 Decolonisation of knowledge

This study referenced the understanding of decolonisation of knowledge put forward by Thiong'o (1986; 1993) and Mbembe (2013; 2015). Thiong'o (1986) argues that decolonising knowledge is essentially about forming a view that allows the people of Africa to see themselves in the literature that is being taught so that they can learn from it and find relevance to their lives. He argues that decolonisation is not about rejecting Western forms of knowing, but it is about placing Africa at the centre by drawing on the lives and experiences of Africans, whilst also retaining what is valuable in Western forms of knowledge; thus, the dominance of one form of knowledge over another is no longer perpetuated (Thiong'o. 1986; 1993). Moreover, Thiong'o (1986) argues that to decolonise knowledge language is instrumental because it cultivates how people perceive themselves. Most importantly for this study's investigation of teachers' experiences of teaching English First Additional Language literature, Thiong'o (1993) refers to English as a borrowed tongue that we must utilise well to convey the practices of the people of Africa, thus preserving heritage. Similarly, Mbembe (2013; 2015) argues that decolonising knowledge does not mean discarding Western methods of knowledge categorically, but rather involves formulating ways that allow for the learning of culture so that knowledge is not only Eurocentric, but it must represent Africa as well. Mbembe (2013) cautions against post-colonial societies isolating themselves from the world and puts forward a vision of decolonisation as the creation of a world where learning happens in relationship with other societies.

It should be acknowledged that decolonisation is not being welcomed by everyone: some resist it and see it as a threat to society (Beyer, 2022). Beyer (2022) notes that proponents of decolonisation are sometimes shunned or criticised. Decolonisation is complex, and teachers must be encouraged try to find practices that promote decolonisation of the curriculum, supported by ongoing teacher professional development.

Decolonisation as a goal must be present in every sphere of education to counter the historical bias in education. This is consistent with the vision put forward by the Department of Basic Education in its Action Plan where it states, "our vision is a modern and decolonised schooling

system" (DBE, 2020, p.18).

2.6.5 Decoloniality

Decoloniality is a perspective that has been put forward by a multitude of scholars, such as Fanon (1968), Thiong'o (1986), Quijano (2007), Ndlovu-Gatsheni (2013), Maldonado Torres (2016) and Mignolo and Walsh (2018), amongst others. It can be said that decoloniality is a critical way of thinking that aims to break the shackles of colonial thought and being. The perspective of decoloniality remains important in the current context in South Africa: as Ndlovu-Gatsheni (2013) pointed out ten years ago, we cannot truly benefit from democracy as long as we continue to live in an environment that reflects coloniality. Mignolo (2018) and Quijano (2007) describe decoloniality as an understanding that Western modes of thinking are not to be generalised as people of the world also have different forms of knowing. Decoloniality involves a decolonial turn where those who were colonised become active thinkers who question the means of producing knowledge (Maldonado-Torres, 2016). It is grounded on the principle of moving away from positioning Western knowledge and ways of being as superior to other frames of thinking and knowing (Mignolo & Escobar, 2013; Mignolo & Walsh, 2018).

Mignolo (2007) further articulates decoloniality as a concept that applies pluriversal epistemology, moving away from the dominance of oppressive forms of perceived knowledge and acknowledging that knowing comes from all sectors of society across cultures. Ndlovu-Gatsheni (2013) cautions that the existing Eurocentric approaches seek to maintain the status quo and do not promote change to the entrenched colonial epistemology. Mignolo & Walsh (2018) and Grosfoguel (2007) warn that while Western forms of knowledge should not be embraced indiscriminately, an understanding and acceptance that sources of knowing are vast brings us to an acknowledgement that Eurocentric knowledge is also an integral part of a pluriversal understanding of knowledge.

The coloniality of knowledge, with its hierarchical placement of Western languages, leads to the epistemic death of the languages of the indigenous people (Santos, 2015). Decoloniality thus advocates for the inclusion of all ways of knowing. Oppong (2013, as cited in Ndlovu-Gatsheni, 2013) and Santos (2015), argue that learners must be given knowledge that resonate with their lives and therefore must also learn about themselves in the process. The exclusion of the epistemological knowledge of a social group leads to epistemicide, which is discussed in the next section.

2.6.6 Epistemicide and epistemic disobedience

The term ‘epistemicide’ refers to the practice of imposing an external group’s knowledge which leads to the exclusion of the indigenous people’s knowledge from the school curriculum (Fataar & Subreenduth 2015; Masaka 2018; Sousa, 2007). Epistemicide is further explained to have come about because of the dominant Western practices being portrayed as superior to other sources of knowledge (Santos, 2014). The effect of epistemicide, according to Santos (2014), is that it not only excludes and destroys knowledge, but it also eradicates people’s social practices and social experience. To reverse epistemicide, decolonial theorists have put forward different proposals. Essentially, knowledge must be repositioned outside of a Eurocentric frame of reference (Grosfoguel, 2007). This change is referred to as ‘epistemic disobedience’: a decolonial turn where coloniality is rejected and the learning of matters relevant to the people, which is called epistemological relevance, is achieved (Maldonado-Torres, 2011; Mignolo, 2011; Quijano, 2007; Thiong’o, 1986). Epistemic disobedience can be achieved by centering knowledge from different cultures, rather than portraying Eurocentric knowledge as universal knowledge (Grosfoguel, 2007; Mignolo & Walsh, 2018; Subreenduth, 2015). Masaka (2018) argues that to curb epistemicide in Africa, Africans must take centre stage in the research and documentation of their knowledge, which must be formally recorded and introduced into the school curriculum. Significantly, epistemic disobedience requires an attitude of decolonial thinking and a recognition of the pluriversality of knowledge, to reverse the perception of Western knowledge as superior and restore the value of the indigenous ways of knowing that were looked down upon by the colonisers (Mignolo, 2007). Mignolo (2010) describes this decolonial turn as delinking from the coloniality of knowledge and acknowledges other forms of knowing. In addition, Santos (2014) highlights the importance of delinking from universally perceived knowledge and calls for advocating for the knowledges of the Global South. However, delinking must occur also by creating consciousness of the suppressed epistemology of the indigenous populaces and actively implementing change (Mignolo & Walsh, 2018; Smith, 2019). Coloniality results in the colonised, internalising a sense of their own knowledge and language as inferior (Thiong’o, 1986). Coloniality, leads to accepting epistemicide, which is the extinction of a people’s knowledge (Grosfuguel, 2007). Lastly, epistemic disobedience is a path to turning around and dismantling coloniality and restoring the value systems of indigenous people (Mignolo, 2009).

2.7 Chapter Summary

This chapter has introduced relevant literature related to the use of language for teaching and learning of English First Additional Language as a subject in South Africa, as well as global literature relevant to the study. The conceptual framework used for this study includes the notions of coloniality, decoloniality, epistemicide and epistemic disobedience. This conceptual framework was used to analyse the experiences articulated by participants who live in a context characterised by coloniality and epistemicide. The following chapter present the research methodology and design that guides the epistemological and ontological standpoint of this study.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focuses on the research paradigm, design and methodology that ground this study. The transformative paradigm that was used to embed a social justice perspective into this research is discussed. The qualitative research design is described along with the selection of research sites. The narrative research methodology used in the study is explained, along with the methods used for sampling, data generation and data analysis. Ethical issues and the trustworthiness of the study are addressed.

3.2 Research paradigm

This study is positioned within the transformative paradigm. The transformative paradigm engages with matters of social justice, including marginalization. It views knowledge as socially constructed and strongly influenced by power relations (Cohen et al., 2018; Scotland, 2012). It emphasizes the emancipation of people from social manipulation and repressive structures and change through conscientisation (Cohen et al., 2018).

In further defining the transformative, also known as "critical" paradigm, Scotland asserts it as an ontological standpoint that is based on "historical realism" that articulates realities as subconsciously swayed by a variant of social systems which then moulds peoples' views (Scotland, 2012, p. 13). When applied in practice, the transformative methodology questions principles as well as what is deemed as a norm and dominates "social, cultural, and economic positions" (Scotland, 2012, p. 13). This is appropriate for this study because the researcher interacted with teachers who are using a syllabus that has historically western dominance and working in contexts that are presently marginalised as they reflect coloniality in terms of poor buildings and limited land space.

A transformative paradigm is of significance for this study because it brings perspectives of their teaching experience of English First Additional that are subjectively seen by the participants, therefore sharing their truth, which then helps to bring authenticity to the research data that I generated (Cresswell & Poth, 2016; Scotland, 2012). In the following paragraph I discuss the qualitative research design that informs this study.

3.3 Qualitative research design

In this study, a qualitative approach was employed A qualitative research design is described by Cohen et al. (2018); Creswell (2014) and Vasilachis, (2009) as a qualitative approach that derives meaning based on the participant's understanding, interpretations, and different experiences of social issues. Primarily, the interest of qualitative research design is to better understand people's experiences in a manner that explains the actions of people through communicating with them and hearing their subjective views (Jackson et al., 2007). Unlike the quantitative approach, which can be generalized and is deductive, the qualitative approach seeks understanding through an inductive approach (Cohen et al., 2018). A qualitative approach facilitates data collection within the participants' natural context with minimal interference by the researcher (Creswell, 2014).

The qualitative approach was found to be suitable for this study because it was intended to be conducted in the participants' natural setting which, in this case, was the two schools identified as the research sites. The qualitative research design allowed the researchers to gather meaning from the experiences of teachers of teaching English First Additional Language.

In utilising the qualitative research design, this study was in two semi-rural high schools with pseudonyms of Khanyisa High School and Lalela High School in the KwaZulu Natal upper South Coast. Following the granting of ethical clearance by the University of KwaZulu Natal, a request to conduct research in these schools was attained from the Department of Basic Education. Following that, a Gatekeeper approval to the principal of the concerned school was sought. Also, before to interviewing and observing participants, their permission was required through written consent.

3.4 Research sites

This study was conducted in two rural secondary schools in the uGu District of the South African province of KwaZulu-Natal. Both schools are historically black as they were built during apartheid with the aim to service a black population only. The schools were ranked as Quintile 3. The South African quintile system ranks schools in five quintiles, each representing 20% of the country's public schools. The poorest fifth—in terms of infrastructure and community resources—are ranked as Quintile 1, while the wealthiest fifth are ranked as Quintile 5 (White & Dyk, 2019). A Quintile 3 school is usually found in a low-income area with high unemployment (DBE, 2012).

The first research site is Sikhanyiso High School (pseudonym) Sikhanyiso High School had an enrolment of 1619 with 48 teachers (teacher: learner ratio of 1:34), with 26 classrooms which results in overcrowding. It is a no-fee school that runs a National School Nutrition Programme. It is situated in a leafy rural village close to the seaside. The school has electricity as well as photocopying machines in the office. It also has a makeshift library with outdated books dated back to over 10 years ago when they were last donated to the school. Sikhanyiso High School has a bore hole for drinking water. However, the toilets are pit latrines.

Figure 2: Sikhanyiso High School (first research site)

The second research site is named Lelela High School (pseudonym). It had an enrolment of 1120 with 37 teachers (1:30) with 20 classrooms that are overcrowded. It is located in a semi-rural community that has a high number of government low-income homes. This school also is a no-fee paying school with National School Nutrition Programme. There is electricity and running water at the school. The learners use pit latrines.

Figure 3: Lalela High School (second research site)

3.5 Research Methodology: Narrative Inquiry Approach

3.5.1Narrative Inquiry

This study adopted the narrative inquiry approach, which, according to Clandinin & Connelly, (2000); and Cohen et al., (2018), details a study of how participants have lived and experienced life. As asserted by Webster & Mertova, (2007), a narrative inquiry is rooted in the events of humans who describe in depth their social, cultural, and emotional experiences in a social context. Kramp (2003) states that the narrative inquiry is a suitable study when the intention is not to attain scientific responses but rather interested in gaining an understanding of people's evolutionary experience through their storytelling (Clandinin, 2006; Clandinin et al., 2007). In addition, the narrative inquiry provides in-depth detail of the experiences of the participants and allow for unique data (Cohen et al., 2018).

Furthermore, the narrative inquiry has an added advantage because of how it allows the participants to be in their environment, be free to tell their stories Kramp, (2003), thus allowing the researcher to gain a very detailed account of the participants' experiences (Connelly and Clandinin, 2006; Clandinin & Orr, 2007).

Through narrative inquiry, teachers teaching English First Additional Language (were able to share their lived teaching experiences freely (Clandinin, 2006) through stories which were presented as narratives. Teacher participants were able to provide rich, accurate and in-depth data (Clandinin & Connelly, 2000), about their authentic experiences as they worked within a contextually complex teaching environment. More significantly, the teacher participants were

from a group of previously marginalised group with limited opportunities, and the narrative inquiry offered the platform to voice their stories freely (Cohen et al., (2018), through open-ended interviews.

Taking from Clandinin, (2006); Clandinin et al., (2007) description of the narrative inquiry as an evolutional process, the use of interviews allowed for the researcher to document the challenges the participants went through as teachers of English FAL as well as the changes they implemented to counter them (Clandinin, 2006). Therefore, the narrative inquiry gave the participant and opportunity to share their perspectives whilst actively being involved in the research through the open-ended question and answer process. The open-ended interviews allowed me as the researcher to have saturated data that I used to interpret the narratives as conveyed by the participants (Clandinin & Connelly, 2000).

Lastly, the use of the narrative approach seemed pertinent when conducting this study because it aligns with the intents of hearing the perspectives of teachers as per the researchers' aim of exploring their experiences of teaching English FAL literature. The stories of the teacher participants of previously marginalised semi-rural schools, allowed them to be heard as they present their shared challenges (Creswell & Poth, 2016). Hearing their stories and documenting them confronts marginalisation, which is what the transformative paradigm of this study is rooted in.

3.5.2 Sampling of participants

The intended participants for this study were teachers of Grade 11 English First Additional Language. Prior to sampling the participants, a gatekeeper letters were written to the principal of the school to work with their teachers. Thereafter, non-probability, purposive sampling where a wider population does not need to be represented was used in identifying participants (Cohen et al., 2018; Creswell, 2014). This was done by requesting, at the research sites, the principals directed the researcher to speak with the Departmental Head of Languages for helped with the names of teachers who teach English FAL in Grade 11 in their schools. The three teachers from each school showed an interest in participating in the research after meeting with them to explain the aim and purpose of the research. All the teachers taught Grade 11 English First Additional Language. This sample of six teachers was large enough to provide rich data, according to Leech (2007, cited in Cohen et al., 2018).

3.5.3 Data generation

The data generation methods used in this study were semi-structured interviews, non-participant observation and focus group interviews.

3.5.3.1 Semi-structured interviews

Firstly, semi-structured interviews were conducted face-to-face using a semi-structured interview format with open-ended questions designed to investigate the understanding of the participants, as described by Creswell (2018). They also give a researcher an opportunity to ask open-ended questions and prompts clarity and leads to rich data (Cohen et al. (2018). For this study, the researcher chose semi-structured interview because they allow for deviation using prompts to get precise data as vocalised the participants. Semi-structured interviews were chosen because the prepared questions could be used to control the interview if there was a deviation and ask the prepared open-ended questions (McMillan and Schumacher, 2014).

3.5.3.2 Non-participant observations

Secondly, non-participant observations of lessons and the school environment were done to obtain a direct account employing notetaking as indicated by Cohen et al. (2018); and Creswell (2014). The rationale for observation by a non-participant is to avoid interference with the natural occurrence of events (Scotland, 2012). The researcher opted for non-participant observation to get a real sense of the context the teachers of English FAL work under as well as to observe their pedagogical approaches when teaching literature.

3.5.3.3 Focus group interviews

Finally, focus group interviews were conducted to allow for data to be collected by voice recording as well as notetaking during interactive engagement between participants (Creswell, 2018). The use of focus groups enhances data and validates data collected by other methods through triangulation, helping to strengthen the findings of this study (Cohen et al., 2018). For this study, the focus group were used to ask further questions on teachers' perspective of a decolonised curriculum, as the researcher wanted to find out the participant's collective perspective on a decolonisation in the school context.

3.6 Data analysis

Prior to the process of analysing the data I exercised reflexivity, which is being aware of my values to avoid judging the data that will emerge (Cohen et.al, 2018).

Data was analysed through an inductive data analysis process so that similar concepts could be

grouped with the aim of looking for themes (Cohen et al, 2018; McMillan & Schumacher, 2014).

For this study, the first step taken to analyse data, was to transcribe per verbatim, the recording of all the participants' semi-structured interviews. Once completed, the focus group interviews were also transcribed. Lastly the non-participatory observation notes were studied for common themes and categorised into subthemes. Transcription was followed by the reading of each transcribed manuscript of the recording. As the researcher was reading ideas were colour coded according to similarities, contrast, and uniqueness. Not only were the ideas colour coded, but key words were also written on the side of the manuscript to keep track of emerging themes. Creswell, (2014); McMillan & Schumacher, (2014) refer to this process of transcribing and hand-coded using a thematic approach to the interpretation of data.

From the key words highlighted in the manuscript, hierarchical coding was applied, where ideas were written according to their similarities or contrast (Krippendorff (2018). In addition, to constantly ensure the correct capturing of data, a process of iteration that ensures that accurate capturing (Ryan & Bernard, 2003).

Once themes were formed, they were used to derive the results of the study (Creswell, 2014). Thematic analysis was found to be a suitable approach for the narrative enquiry used in this study because it helped the researcher obtain rich, in-depth data and avoid oversight of crucial points (Creswell, 2014).

3.7 Ethical issues

Cohen et al. (2018) define ethics as being principled and respectful of the rights of others. Several measures were taken to ensure that this study met ethical standards, such as anonymity and confidentiality, non-maleficence, and beneficence. Permission to conduct the research was obtained from, the University of KwaZulu Natal, the principals of the schools and the KwaZulu-Natal Department of Basic Education (see attached appendices).

3.7.1 Anonymity and Privacy

I afforded anonymity to the participants by assuring them, in the text of the informed consent form, that the privacy and confidentiality of the information shared, and their identity would be protected (McMillan & Schumacher, 2014; Creswell, 2014). To implement anonymity in the study, I used pseudonyms in the manuscripts. In addition, the participants were informed in the text of the consent forms that the study applied the principle of voluntary participation, and they were free to withdraw from the study at any time (McMillan & Schumacher, 2014;

Creswell, 2014).

3.7.2 Non-maleficence

The study also adhered to the principle of non-maleficence: ensuring that no harm is done to the participants (Cohen et al., 2018). I complied with this by being sensitive and considerate during the interviews and avoiding questions that might have caused participants to feel judged or victimised or that they may have been uncomfortable answering.

3.7.3 Trustworthiness of the study

Trustworthiness is crucial to the legitimacy of qualitative research (Lincoln & Guba, 1986), it defines the belief researchers have in their data.

As a qualitative researcher who ensures trustworthiness, there must be credibility, dependability, confirmability, and transferability.

3.7.4 Credibility

Credibility is ensuring that the research is based on the use of research tools and methods that will lead to research findings that bear honesty and accuracy (Lincoln & Guba, 1986). To achieve credibility, a researcher must be guided by research methods as well as honest self-evaluation from the start of the research process (Cohen et. al., 2018).

To ensure credibility, I obtained a thick description from the participants (Cohen et al., 2018). Member-checking was utilised where I showed the scripts in person to the participants to verify the data. Also, a digital audio recording device was used (as indicated by McMillan & Schumacher, 2014) to ensure the validity of data collected from participants.

3.7.5 Dependability

Dependability is defined as a verified, detailed technique of collecting data to ensure that the method followed in the study can be repeated by other researchers (McMillan & Schumacher, 2014). To ensure dependability in this study, I captured an audio recording of each focus group and individual interview. In addition, I took notes to ensure vigorous as well as follow-up questions to ensure accurate capturing of data (Lincoln & Guba, 1986; McMillan & Schumacher, 2014). In addition, I went to the research site to spend time with the participants

and shared with them the methods to be used for data collection before data collection commenced (Lincoln & Guba, 1986).

3.8 Confirmability

Confirmability involves ensuring that the data collected is a true reflection of the participant's contribution (Lincoln & Guba, 1986). The data generated for this study would be kept safe with the supervisor but could be shared when needed (Cohen et. al., 2018)

3.9 Transferability

Lastly, transferability refers to how research results could be applied to other environments (Lincoln & Guba, 1986). For this study to be transferable, I described in detail the data collection and analysis methods used in this study to allow other researchers to repeat the study in under comparable conditions. Cohen et al., (2018); Creswell, (2014). Data was recorded using a recording device to ensure that the narratives were captured in full. The recordings were then transcribed verbatim into a textual format (Bell, 2002). This approach supported the study's aim of hearing EFAL teachers' detailed experiences in their school environment.

3.10 Discussion of Biographies

Teachers are agents of change at schools as they are tasked with teaching children and therefore have a significant role to play in the Department of Basic Education's (DBE) efforts to decolonise the school curriculum as stated in the Action Plan to 2024 document (DBE, 2020).

The two teachers who had completed a Bachelor of Education for their initial training had found that this had not given them a solid foundation for the teaching of literature. They thus experienced ongoing challenges in their implementation of the revised curriculum. In addition to a poor foundational teacher training, the training received in relation to the revised Curriculum Assessment and Policy Statement (CAPS) was perceived as inadequate. The CAPS, the official guideline for curriculum implementation for each grade and subject in South Africa, has been criticized for not indicating teaching methods for teachers to use (Mbatha, 2016; Mogashoa, 2014). The lack of guidance on how to teach has negative implications for successful curriculum implementation. Govender (2018) and Moodley (2020) found that teachers needed to be trained on how to implement the curriculum using effective teaching methods.

The findings of these previous studies are significant as they are strengthened by the narratives of participants in this study who identified gaps in the Bachelor of Education degree in terms of equipping them with effective pedagogical approaches to teaching literature.

In contrast, the two participants had begun their teaching career with a Bachelor of Arts degree, with a major in English Literature, experienced their learning positively and reported that it had prepared them well for teaching the various literature genres. On the other hand, the two teachers with a Secondary Education Teaching Diploma had different experiences. One found that even though she had studied at a historically Black college of education during apartheid, the knowledge she gained during her training was adequate as her lecturer taught with passion and instilled effective pedagogical approaches. The second teacher, who had also studied during apartheid, found that she was ill-prepared in terms of the pedagogical approaches needed to teach literature when she started teaching and had to build her expertise through experience.

All the teachers mentioned collaboration and networking with each other and other teachers in the same school clusters, as a positive factor contributing to developing their competencies and expertise in their teaching. Maldonado-Torres (2016) explains that a genuine decolonisation process requires collaboration amongst the people involved in bringing about transformation. The collaboration between teachers mentioned by participants is thus in line with the ethos of decolonisation, as it supports working together towards change, as Maldonado-Torres (2016) advocates.

3.11 Chapter Summary

This chapter has discussed the research methodology, the design methodology and the paradigm used in this study. Semi-structured interviews, non-participant observations of lessons and the school environment were done, as well as focus group interviews. The semi-structured interviews and focus group interviews were open-ended and allowed for in-depth data. The narrative inquiry is the research methodology used in this research and gave participants an opportunity to subjectively tell their stories. Additionally, ethical consideration for this research is outlined to give credibility to the study. The application of a transformative paradigm that guided this research was explained in detail to demonstrate the principles that aim to bring awareness and add to a body of knowledge. Lastly, the discussion of teachers' biographies was discussed to gain an understanding of their backgrounds and bring context to the study.

CHAPTER 4: PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the findings derived from the analysis of data collected from participants, who were teachers of Grade 11 English First Additional Language (EFAL) literature at semi-rural schools in KwaZulu-Natal. This chapter begins with a presentation of participants' biographies, which focuses on their personal and professional backgrounds. The key findings are then presented thematically in response to the research questions. An analysis of the key findings was undertaken using the conceptual framework and a discussion thereof is integrated with the presentation of the key findings. The presentation and discussion of findings is in response to the following research questions:

The research questions that guided the study are as follows:

4.2 Main Research Question

- What are teachers' experiences of teaching literature as part of the English First Additional Literature (EFAL) Grade 11 curriculum?

4.2.1 Subsidiary Research Questions

- What are EFAL teachers' perceptions of decolonising the EFAL literature curriculum?
- What are EFAL teachers' pedagogical approaches to teaching literature in the English First Additional Language curriculum?
- How do EFAL teachers navigate the contextual factors that influence their teaching of literature in Grade 11?

4.3 Biographical information of participants

The six participants who participated in this research were between the ages of thirty and fifty. They were teachers of Grade 11 English First Additional Language (EFAL) at a semi-rural high school in KwaZulu Natal. In line with ethical considerations, the following pseudonyms were selected by the participants: Ncane, Tate, Slwane, Hawu, Peaches and Thula. During interactions with participants at the beginning of each interview, biographical information and details about their qualifications were collected, as shown in Table 1. The First Qualification column illustrates that all the participants had received training in teaching English.

Interestingly, all the participants had engaged in further studies, which illustrates their commitment to professional development and interest in the teaching profession.

Table 1: Participants' teaching qualification and EFAL teaching expertise

Name	Age and Gender	First Qualification	Years teaching EFAL	Further Studies
Ncane	30 Male	B Ed.: English Studies. Geography	6	B. Ed. Honours: Leadership and Management
Slwane	41 Female	B. Ed.: English Studies, Life Orientation	5	Advanced Certificate in Education: Teacher Librarian Studies
Hawu	50 Female	BA:English Literature	22	Post Graduate Diploma in Education: English B. Ed. Honours: Teacher Development
Thula	48 Male	BA: English Literature	16	B. Ed. Honours: Leadership and Management
Tate	47 Female	Secondary Education Teaching Diploma: English Studies	18	Advanced Certificate in Education: Leadership and Management
Peaches	42 Female	Secondary Education Teaching Diploma: English Studies	20	Advanced Diploma in Education: English Studies

Ncane

Ncane is a Black male who was 30 years old. He held a Bachelor of Education (B.Ed.) degree with majors in English and Geography and a B.Ed. Honours degree in Leadership and Management. He was born in a township on the northern coast of KwaZulu-Natal. He has six years of experience teaching EFAL literature. He lamented that the B. Ed. programme had only given him knowledge of what to teach but not the knowledge he needed to be able to teach literature comprehensively. He described how he had developed himself by participating in subject committees, networking, and team teaching, which helped him to learn different pedagogical approaches and strategies to teaching EFAL literature. Ncane also indicated his concern about the difficulties of teaching EFAL literature to Grade 11 learners:

"Learners are sometimes too weak for Grade 11, and this poses a significant challenge as some are not responsive as they struggle with the language. So, I consult with teachers in my cluster on strategies to use when teaching weak learners".

Although Ncane possessed the required qualification, it has taken years of teaching experience as well as collaborative efforts within the cluster teacher community and for him to gain the expertise to feel confident about his approach to teaching the literature curriculum.

Tate

Tate is a Black, 47-year-old female who was born in a small village in northern KwaZulu-Natal. She had been teaching EFAL for eighteen years. She had a Secondary Teacher's Diploma in Education with English as a major, and an Advanced Certificate in Education in Leadership and Management. Tate credited her initial Diploma training as having given her a very good foundation for teaching English literature:

"Even though I did my Diploma in Education during apartheid and in the College of Education that was for black students only, I was lucky to have a white teacher who was very passionate about English literature. I learnt how to analyse literature as well as all the intricacies of hidden meaning behind language. I was also exposed to genres and authors from all over the world, including Africa".

Tate indicated that her white lecturers who had defied the apartheid context and put their commitment to quality education above the circumstances had given her solid training which

she was now able to use to the benefit of her current cohort of learners. This instance of a teacher from a Western cultural background with a Eurocentric training in education being able to break away from a set of expected genres and teach comprehensively by including African genres, when these were not prescribed, is an example of epistemic disobedience, as discussed by scholars such as Thiong'o (1986), Quijano (2007); Maldonado-Torres (2011) and Mignolo (2011).

Slwane

The third participant, Slwane, was a Black female who was 41 years old. She had grown up in the same semi-rural community in which she now worked as a teacher. She had a Bachelor of Education (B.Ed.) degree with a specialization in English and Life Orientation. She had undertaken further studies to earn an Advanced Certificate in Education (ACE), in Teacher Librarian Studies. She has twelve years of teaching experience, 5 of which were as an EFAL teacher. She expressed the following regarding her teacher qualifications and readiness to teach:

"The B.Ed. did not prepare me to adequately know how to teach English literature. The teaching practice that I engaged in—that current student teachers engage in while studying—is not enough. The theory does not adequately assist us in teaching. Over a four-year study period, I only did 24 weeks of teaching practice. You are then expected to go directly into the classroom to teach. Even the Department of Basic Education (DBE) workshops, which are at least three hours at the beginning of each school year, have content that does not focus on how to teach. They focus more on supplying teachers with resources to use in class. What has prepared me is support from veteran educators, my love for teaching and the experience over the years".

Slwane's reflection on the inadequacy of the B.Ed. programme to equip teachers with pedagogic strategies for teaching English literature highlights the gaps that many South African EFAL teacher trainees may experience in their training.

Hawu

Hawu is a 50-year-old Black female, who was born and raised in a rural village on the south coast of KwaZulu-Natal. She had taught EFAL for 20 years. Her initial education training was a Bachelor of Arts degree with a major in English Literature and a Post Graduate Diploma in

Education with a major in English Studies. She also had a B.Ed. Honours degree in Teacher Professional Development. She described being very happy with her early training:

"The BA degree was my initial training. We were taught literature by different lecturers who were each assigned a genre to teach. In poetry, they taught us how to teach a poem from the outside structure to the inside. So, we were taught how to teach each literature genre and we did very practical training. We were trained very well at university and can apply those teaching in my class to this day".

Hawu's account suggests that the Bachelor of Arts Degree in English Literature was well designed to equip students with a deep grasp of the knowledge, approaches and strategies needed to teach literature.

Peaches

Peaches is a Black 43-year-old female with 20 years of experience teaching English First Additional Language literature. She grew up in a rural village on the south coast of KwaZulu-Natal. She qualified with a Secondary Teachers' Diploma in Education, majoring in English Studies. She then earned an Advanced Diploma in Education (ACE) with English Studies as a major subject. She described feeling ill-prepared when she began her teaching career:

"Initially, when I obtained my diploma, I was not prepared to teach literature. Only when I was exposed to the classroom: that is when I gained experience; that is when I gained the confidence to teach literature. I furthered my studies and studied ACE in English. That is when I had a chance to analyse different genres. Right now, I feel confident to teach literature because of my training and experience in the classroom".

In contrast to the experience of Tate, the other participant who had earned a Secondary Education Teaching Diploma, Peaches had had a negative experience while doing her Diploma as she felt that it had not prepared her well in terms of approaches and strategies to teaching English literature. However, as was the case with other participants, she reflected those years of experience in the classroom had developed her expertise to a level where she felt competent.

Thula

Thula was a 48-year-old Black male teacher. He was born and raised in the southern Midlands of KwaZulu-Natal and had been teaching for 16 years. He earned a Bachelor of Arts (BA) degree, with a major in English literature. In addition, he had completed a B.Ed. Honours

degree in Leadership and Management. Thula indicated that his BA and postgraduate programme had provided him with a quality education in teaching literature:

"I majored in English Literature when I did my Bachelor of Arts degree, which largely prepared me. I then completed a post-graduate diploma in Language Acquisition and Teaching. Thus, I was ready to teach literature on my first day at school. However, I was not prepared to teach within a context that I found where learners have a very limited grasp of language skills. I was neither prepared for learners who are ill-prepared for grade-specific task and assessments".

Thula indicated that he had sufficient training to teach EFAL literature, however, the contextual factors of learning having language gaps hindered his effective implementation of the curriculum.

4.4 Teachers' perceptions of decolonising the EFAL literature curriculum

Participants shared their perceptions about what decolonising the English First Additional Language entailed. Their understanding of the concept of decolonisation, as well as the ways in which they propose decolonising the curriculum, are discussed in this section.

4.4.1 Teachers' understanding of the concept of decolonisation

A key finding in this study is that 4 of the 6 participants were unfamiliar with the concept of decolonisation of education and decolonisation of the curriculum. Ncane was familiar with the term as he had read about it, and Peaches, had seen quotes referring to it.

"I found out about decolonisation through newspaper articles and in the Fees Must Fall protest posters online". Ncane

"I have seen quotes on decolonisation in the footnote of my Union diary". Peaches

While participants were able to deduce the meaning of 'decolonisation' they confirmed that the concept was never discussed in the English First Additional Language (EFAL) professional development workshops, Labour Union meetings, or any other workshop organized by the district officials. From this, it is evident that participants had not attended any form of

continuous professional development where the Department of Education's intention to decolonise the curriculum was presented and teachers were introduced to the notion of decolonising schooling and plans to decolonise the curriculum.

Five participants' lack of awareness and understanding of decolonisation is, itself, an obstacle to decolonisation. Maldonado-Torres (2016) asserts that decolonisation is about creating consciousness on the issue of decolonisation. With consciousness, people gain clarity about issues and the need to decolonise education. Therefore, a lack of awareness and knowledge of decolonisation in relation to education may lead to teachers not challenging the entrenched Eurocentric approach to teaching literature and perpetuating the hegemony of Western values in their teaching of Eurocentric literature. Challenging or questioning Eurocentrism in the literature would, itself, be a path towards decolonisation (Mignolo, 2018; Quijano, 2007).

In the focus group interviews that followed the individual interviews, four participants indicated that they had reflected on the concept of decolonisation after it had been raised in the individual interviews. Two participants said that emphasising indigenous knowledge systems (IKS) would be the best approach to decolonising the literature curriculum because of its relevance to the lives of the learners:

"Decolonisation of literature is slow and mainly evident in the use of African authors in the Grade 11 literature. There is an infusion of African stories but very limited and more needs to be done. Children are not being taught about indigenous ways of living as that would be decolonisation in literature". Slwane

"Indigenous Knowledge System is evident in some literacy text, like the short story 'Swimming Partners'". Hawu

"Let us decolonise the curriculum by making learners aware of their heritage by honouring elaborately days like the Heritage Day on the 24th of September". Hawu

Teaching about learners' heritage was seen by Slwane and Hawu as being very central to decolonising literature. In a similar vein, Atek et al., (2020) found that teaching literature equipped learners with an understanding and appreciation of their culture.

In addition, engaging learners with content that they can relate to by showing them how it links to their real lives is important because it makes learning meaningful. The inclusion of African history and heritage were put forward by participants as important to decolonising the curriculum and, specifically, the EFAL literature curriculum.

One participant however, held a different view, arguing that it was imperative to keep a balance between Western practices and African practices:

"As educators, we must showcase good Western lessons that can be adopted, without discarding African ways". Tate

Tate's statement shows caution about implementing an Africanised curriculum. He shows some acceptance of a Westernised curriculum, but not to the point of its exclusion of African knowledges. Msila and Gumbo (2016) also argue that constructive Western practices should be kept while also conserving African ways of life. Ndlovu-Gatsheni (2018) cautions that Africans are not living in isolation and, therefore, centering African epistemologies is important, but the inclusion of other forms of knowing, including those originating from Europe and the West, is vital for learners to develop a well-rounded perspective.

Participants expressed their desire for education to be different from apartheid education.

4.5 Teachers' experiences of transforming the curriculum

In this section I present and discuss the findings in relation to participants' experiences of transforming the EFAL curriculum. Within this general theme, the following three sub-themes were identified: an emphasis on apartheid in the literature curriculum; teachers experience on the role of transforming the curriculum; teachers' perceptions of the literature prescribed for Grade 11 English First Additional Language.

4.5.1 Emphasis on apartheid past in the literature curriculum

The six participants in this study unanimously articulated that South Africa's apartheid past was a dominant theme in the EFAL literature curriculum. Findings suggest that this theme was prevalent across all genres offered in the English First Additional literature curriculum. Participants felt that the emphasis given to literature dealing with apartheid in the curriculum resulted in the exclusion of essential African literature that explores and affirms African philosophy, experience, and identity.

"*In Grade 11 literature, the apartheid context takes paramount stage instead of South African heritage stories. This is, in essence, discarding the learners' African history. Slwane*

"In the English First Additional Language in Grade 11, we are still doing literature about apartheid settings and issues of the past. The Sophiatown play is reminding us about apartheid and not how to avoid it now or deal with racism now." Tate

"The apartheid context focuses on the past and makes learners not know what they need to know for the future. They are told what happened but not what to do in 2022 as young learners." Ncane

The strong emphasis on literature dealing with apartheid resulted in a single story of oppression being represented in the Grade 11 EFAL curriculum. In contrast, Padayachee et al. (2018) argue that for the curriculum to be transformed, it must reflect diverse knowledge systems, experiences, and identities. The four participants who raised this issue perceived the emphasis of the Grade 11 EFAL curriculum on South Africa's apartheid past as an obstacle to learners engaging with literature grounded in African experience and culture so that they could learn about African ways of knowing, being and perceiving the world. This resonates with Thiong'o's (1986) emphasis on the importance of learning about African culture in literature.

Participants Slwane, Tate and Ncane lamented that, to teach literature focused on the apartheid past, they had to spend significant teaching time teaching their learners about the apartheid past so that they would have enough historical background to engage with the literature. Peaches noted that, as learners were born in the democratic era and had no direct experience of apartheid, they needed considerable orientation to apartheid to be able to engage with the literature:

"Our prescribed literature talks about apartheid issues. All our learners are 'Born Frees'. You must give them a detailed background knowledge of apartheid. I spend two to three days of teaching time detailing the apartheid background to the story." Peaches

In addition, participants expressed the need for more African literature to be represented in the curriculum to provide an opportunity for learners to be exposed to indigenous knowledge and African history and values. Peaches and Ncane expressed the following views about this:

"There is no focus on indigenous knowledge. The effect is that learners do not know about their history. There is less content about being African today". Peaches

"The literature needs to teach more about how Africans lived, and how they respected African values". Ncane

These participants' recognition of the need to include Africa-centred knowledge in the curriculum to affirm the importance of different forms of knowledge for equity in learning and transformation of the curriculum resonates with the views of Ndlovu-Gatsheni (2018).

A motivation of curriculum developers to include literature about apartheid is to promote a deep understanding of the history which continues to shape South Africa today through

coloniality. However, too much emphasis on apartheid as a theme in English FAL literature, to the exclusion of African-centered themes, deprives learners of exploring their history which then leads to epistemicide because of the dominance of modern western ways of knowing. This state of not knowing one's indigenous history may lead to epistemicide, where indigenous knowledge imposed by apartheid and continued through coloniality (Thiong'o, 1986; Ndlovu-Gatsheni,2018).

To curb epistemicide, Thiong'o (1986) argued that it is crucial to advance culturally relevant content because it shapes identity and instils pride in learners about their heritage. Therefore, for learners to understand and remember who they are, the focus of the literature curriculum in schools needs to have an African context with an Afrocentric perspective which would constitute one way of decolonising the EFAL curriculum.

While all the participants noted their reservations of the strong emphasis on apartheid in the Grade 11 literature curriculum because of the resulting exclusion of African literature, they also indicated that literature dealing with the apartheid era had value for the learners, as the stories, dramas and poems played a role in raising learners' awareness of political, social, economic, and environmental injustices and human rights issues. Participant Hawu commented as follows:

"The literature creates awareness on social issues of the time by showing how human rights were violated". Hawu

"There is a significant awareness of environmental injustices, and human rights violations—for example, in the play 'Sophiatown', when people were forcibly removed from their homes. Then there are child labour and pollution issues in the poem "The Chimney Sweeper". Tate

"The novel Dreaming of Light shows modern-day child labour in the topical illegal mining tragedy in South Africa and how children are manipulated, and work extra hours, in unsafe environments. This story is warning learners about exploitation and making them think about issues that may affect them. For me, that is the transformation in the literature". Ncane

A common view expressed was that if skills are not prioritised, education becomes an impediment instead of a tool towards self-sustainability. Teaching learners' critical analytical skills would be counter coloniality, as learners would become critical in their thinking as they learn to read and write critically.

Furthermore, divorcing the content from learners' life experiences was acknowledged as an error participants made when teaching literature. To decolonise the EFAL literature, most

agreed that what is learnt must have some relation to the context of learners' lives to ensure a deeper understanding. This is demonstrated in the following quotes:

"As an educator, I constantly try to relate the literature we read in class to the learners' real life by showing how the literature links with their lives in terms of issues encountered by characters". Ncane

"To decolonise the English First Additional Literature is to use African context and South African names. This approach would help learners to relate and identify with the content of the literature". Slwane

"Folklore, which learners know from primary school, should be a genre in high school as it teaches about the African culture." Thula

Participants also indicated that the Grade 11 prescribed literature lacked works and themes that promoted the cultural values of the people of Africa. The perceptions that participants have about learning to change a mind-set and engaging learners to think critically about socio-political, socio-economic, and cultural issues demonstrates an awareness that decolonisation is necessary and that it is a transformational process (Maldonado-Torres, 2016). While participants indicated they do use the literature curriculum to raise awareness of apartheid, they also work to develop learners' critical skills through encouraging original writings based on critical issues of social injustice.

4.5.2 Teachers' perceptions of the literature prescribed for Grade 11 EFAL

Table 2, below, presents the genres and literary works that Grade 11 EFAL teachers may choose from. Poetry is the most preferred genre in Grade 11, whilst the novel and short story genres are selected based on which genre was chosen for Grade 10. The participants indicated that it was on the Subject Advisor's recommendation that the selection was spread out to achieve balance and exposure for learners. Hence, School A chose the novel genre for Grade 11, given that the drama genre was selected for Grade 10. In school B, given that in Grade 10 the focus was on novel, short stories were selected for Grade 11. Participants explained that this selection criterion is intended to balance the selection and make certain that each genre is covered in the Further Education and Training Phase (FET), Grades 10-12.

Table 2: : Literature genres and works selected by each school for Grade 11 EFAL in 2022 and 2023

Literary work	Author	Country	School A	School B
SHORT STORIES				
Love potion	Herman Charles Bosman	South Africa		Short Stories were done in 2022
The journey	Barrie Hough	South Africa		
Transforming moments	Gcina Mhlophe	South Africa		
Forbidden clothes	Jamila Gavin	South Africa		
Swimming partners	Timwa Lipenga	Malawi		
The pink bowtie	Paul Jennings	Australia		
Raymond's run	Toni Cade Bambara	United States		
The gift of the magi	O Henry	United States		
POEMS				
Shantytown	Anonymous	South Africa	Poems were done in 2022 & 2023	Poems were done in 2022 & 2023
Memory	Chris van Wyk	South Africa		
The call	Gabeba Baderoon	South Africa		
A sleeping black boy	Mongane Wally Serote	South Africa		
At a snail's pace please	Oswald Mbuyiseni Mtshali	South Africa		
Composed upon Westminster Bridge	William Wordsworth	United Kingdom		
The chimney sweeper	William Blake	United Kingdom		
I sit and look out	Walt Whitman	United States		
DRAMA				
Sophiatown	Malcom Purkey	South Africa		Drama was done in 2023
The merchant of Venice	William Shakespeare	United Kingdom		
NOVEL				
Dreaming of light	Janyne Bauling	South Africa	Novel was done in 2022& 2023	

Memory	Chris van Wyk	South Africa		
The call	Gabeba Baderoon	South Africa		
A sleeping black boy	Mongane Wally Serote	South Africa		
At a snail's pace please	Oswald Mbuyiseni Mtshali	South Africa		
Composed upon Westminster Bridge	William Wordsworth	United Kingdom		
The chimney sweeper	William Blake	United Kingdom		
I sit and look out	Walt Whitman	United States		
DRAMA				
Sophiatown	Malcom Purkey	South Africa		Drama was done in 2023
The merchant of Venice	William Shakespeare	United Kingdom		
NOVEL				
Dreaming of light	Janyne Bauling	South Africa	Novel was done in 2022 2023	
Far from the madding crowd	Thomas Hardy	United Kingdom		

During the focus groups, teachers criticised their exclusion from the process of selecting literature to teach as this decision is taken at national level. For meaningful transformation of the literature curriculum, their opinions needed to be heard. In the same vein, Reed (2006, cited in Guluza, 2022) argues that teachers need to be involved in the selection of the content they teach as their exclusion results in a content created by people with limited cognisance of the language experiences and sociocultural context of the learners. In this study, one participant commented:

> *"It is very important to give teachers a chance to select authors with an African background so that they could teach learners about African stories". Thula*

Participants acknowledged that the inclusion of local literature like the play Sophiatown, which is set

in the apartheid era, which exposes forced removals that took place under the Group Areas Act and harsh living conditions in Soweto during apartheid, the inclusion of African authors must be privileged as an indication of change towards decolonisation.

4.6 Curriculum Implementation: Factors that facilitate or impede implementation of the EFAL literature curriculum

The intended curriculum transforms into the enacted curriculum through its implementation. The participants in this study identified different factors that have facilitated or hindered their implementation of the English First Additional Language (EFAL) literature curriculum, which are discussed in this section.

4.6.1 Experience in implementing the English First Additional Language (EFAL) literature curriculum

The National Curriculum Statement (NCS) document sets out what to teach and when it must be taught (DBE, 2012). Notably, the NCS does not indicate how the content must be taught. Five participants in this study identified three supports they have relied on to implement the EFAL literature curriculum: mentorship, experience, and motivation in relation to learner achievement.

A shared view was that mentorship and support from veteran teachers has helped with learning how to teach literature. This is crucial, as the Annual Teaching Plan only sets out skills to be taught and not how to teach them (DBE, 2011). This was supported by Slwane:

"As seasoned teachers in my school, we open ourselves up to help new teachers. The minute they join us, we ask them how we could help. We assist with lesson preparations. This also applies to student teachers".

Moreover, five educators have sighted experience, as a great tool for learning to teach literature. Experience was further explained as the process of learning how to present literature to learners through a trial- and- error approach, which means they learnt over the years through making mistakes and improving on them. In addition, the experience of being a National Senior Certificate Marker is identified as a major contributor in attaining curriculum knowledge and teaching strategies of literature in the Further Education Training (FET), Grade 10 – 12 band.

"The training from university was laden with theory and I was not sufficiently taught to teach in the classroom. I have learnt teaching literature through maturity and experience on the job over the years". Slwane

Notably, most of the participants mentioned learners' willingness to learn as contributing to their motivation to teach literature. For example, Ncane said:

"I enjoy teaching because of learner enthusiasm".

Bardach and Klassen (2021), investigating the relationship between learner outcomes and teacher motivation, found that teachers' motivation increased when their learners performed well in their academic work.

4.6.2 Reading gaps: The reading literacy challenges to implementing the EFAL literature curriculum

At both schools were participants who mentioned that Grade 11 learners' low level of reading literacy posed a major challenge to the teaching and learning of literature in English First Additional Language. Hawu commented:

"The gap is too huge. Our learners cannot read or write—even in Grade 11."

Participants described various strategies that they used to mitigate this challenge. Most said that having learners read in English daily improves their reading efficiency and understanding of the content being taught. For example:

"In mitigating the language deficiencies, I have prioritised reading, whereby I start each English lesson by reading a literary text. This is done every day despite the constraints placed by the Annual Teaching Plans' congested programme." Peaches

"Reading must be enforced. Reading must be done every day. It greatly assists learners. We read from Monday to Friday before the start of each lesson, because truly: if you can read, you can write." Slwane

However, another participant did not find integrating reading daily to be very effective as she felt that it took too much of the lesson time, which resulted in her falling behind on the Annual Teaching Plan (ATP).

In addition, during the focus group interviews, most participants agreed that reading challenges were compounded by learners' attitudes to reading. Ncane commented:

"Most learners are lazy to read and do not read outside the classroom on their own. I give learners three days to read a short story at home since we do not have time to read line by line, as class time is mostly for analysis. However, they must know the story, so I end up reading

with them in class and doing the analysis at the same time. This forces us to fall behind on the ATP."

4.6.3 Language impediments

Participants noted that Grade 11 learners' low level of proficiency in reading in English contributes to a language barrier which becomes evident in the learners' poor academic performance on the English First Additional literature paper. In addition to difficulties with reading, learners struggled to express themselves orally and in written form as English is a second language for them.

Participants held two conflicting views about how to improve learners' English proficiency. The majority expressed the importance of code-switching when teaching to ensure a better understanding of the literature by learners. Swane said:

"Learners are failing—not because they do not know but, rather, because they do not understand the language. Better understanding can be achieved by code-switching as this would help learners gain confidence in the use of English." Slwane

The use of a home language in the classroom to foster understanding when teaching English is supported by Palmer and Martines (2016), who asserts that an additional language should be seen as a resource to aid English proficiency. Alexander (1997) advocates for the acceptance of multilingualism, which encourages the use of additional languages in teaching and learning, in South African schools.

One participant, however, felt that English should be used exclusively as the best approach to improve learners' proficiency and confidence.

"As English FAL educators, we have a responsibility—a huge task—of ensuring that, when we teach, we use English only so that learners cope with examination and terminology in other subjects. As an educator, I must impress upon learners the importance of learning English as a language of teaching and learning. My role is to ensure that learners understand English. They should use it exclusively; otherwise learners would not do well." Ncane

4.6.4 Formal assessment of literature

Participants strongly expressed the view that the main objective of the Department of Basic Education in the teaching of the curriculum appeared to be assessment, rather than reading proficiency, based on the time allocation given for assessment versus reading and teaching:

"The issue I have with the examination is the frequency! Too much time is spent on writing examination than the actual reading, teaching time of the literature". Ncane

"The assessment should not be so frequent as this breaks the flow of reading and enjoyment of the literary text." Thula.

Participants had contrasting views about the way assessment questions for literature were designed. Some felt the questions were too difficult, and were inappropriate for the level of learners' mastery of English as an additional language:

"The assessment is sometimes too difficult because the examiners allocate a big portion of marks on literary devices like irony, tone, and other literary devices. Learners struggle with understanding these questions since they are second- language speakers of English. There should be more focus on testing the plot, and retelling of a story, as this encourages reading."

Ncane

"*The bulk of questions accommodate highflyers; this needs to change." Thula*

Others felt that the questions were too confining, and did not allow learners to demonstrate their abilities to reflect and think critically:

"There is a very narrow space for being critical when responding in an English FAL literature formal assessment because the opinion questions are very limited. The literature essay should return in the examination because it allows for reflection and critical thinking." Tate.

"More effort should be made into testing learner's skills of expressing their own opinion, therefore learn to argue critically". Peaches

Regarding the poetry component of the assessments, participants pointed out that the English Home Language (EHL) assessment gives learners more poems to choose from than the English

First Additional Language (EFAL) does, which is unfair. Peaches explained the issue as follows:

"The challenge on English First Additional Language literature assessment of poetry is that our learners are limited to only two poems during an exam, unlike English Home Language where they have four options of poems onto which they could settle for the two they feel strongly in".

4.6.5 Dealing with poor performance

Participants expressed frustration that formal assessments currently do not accommodate learners with language gaps resulting from the design of the education system in South Africa. The examination currently boxes all learners into one proficiency criteria when examinations are written. This leads to learners who cannot read for meaning being left behind. Some participants supported the idea of differentiating assessment approaches for the examinations, based on learners' proficiency and ability. This approach is similar to findings by Nkandimeng (2022), that also found this to be effective in the classroom. Slwane and Tate commented on this as follows:

"There must be differential forms of assessment. I find that a learner may not understand written forms of assessment but understand better a verbal form. Although ultimately, they will have to write an examination as set out formally, but at least during the year I assist learners with their continuous assessment through oral assessment." Slwane

"The questions need you to be fully proficient in the English language. There are no footnotes explaining vocabulary in the examination papers. Learners who are struggling with understanding end up struggling to answer questions. Those learners need to be accommodated in the examination and not continuously disadvantaged". Tate.

Participants also mentioned that the overloading of content in the Annual Teaching Plan contributed to learners' low performance on assessments, as the content cannot be taught thoroughly as the pace is too pressured. A study by Gumede and Biyase (2016) similarly commented on the dense content of the CAPS curriculum having to be covered in a short period.

4.6.6 Contextual factors that influence educators' teaching of literature

Participants also identified pervasive contextual factors at schools that influence the implementation of the EFAL literature curriculum. These findings are presented below.

4.6.7 Overcrowded classrooms

Participants expressed overwhelming frustration about the persistent issue of lack of floor space and the extent which this affects the quality of teaching and learning. All participants mentioned overcrowding as a pertinent problem at their schools. This had an undesirable effect when using pedagogies involving groups, as groups tended to be too big and, thus, ineffective.

Figure 4: Overcrowded classroom limit opportunities for group work and the teacher providing individual support and monitoring.

Furthermore, the insufficient number of teachers in relation to the number of learners creates an environment that is not conducive to teaching. Peaches and Tate lamented below:

We are understaffed. The Department of Basic Education seems to have stopped hiring teachers. Our school moved from 900 learners to 1300 learners, but the number of teachers has not increased. This leads to overcrowded classes". Peaches

"*Most of the learners require extra attention to improve their English Language proficiency and this is difficult in overcrowded classes. I struggle to move around to monitor classwork". Tate*

4.6.8 Lack of parental support

The home life of learners is a factor that may negatively impact learners' school lives and personal well-being. Accountability and supervision may be non-existence at home, as many children have lost their parents and live with siblings.

Hawu commented:

"Most of the learners are orphaned. Therefore, there is no parental support as they live alone in the government-supplied home. As a result, they have no one; they need our love, as teachers".

As a result of learners being orphaned, participants found themselves moving beyond the call of duty and assuming parental and custodial roles to support the affected learners. Tate reflected on this:

"*Orphaned learners tend to come to me for that motherly support. They need us to love them, and I embrace that and play a motherly role. I wish that in the process of loving them we could encourage their love of learning…. Some come from child-headed households. So, if we do not get close to those learners, we will think of them as delinquent, only to find that they are dealing with a lot of social ills". Tate*

In the case of learners who were not orphaned, participants expressed frustration that parents were not adequately involved with their child's learning. The lack of parental involvement added to the pressure experienced by teachers, as described by Ncane:

"We find ourselves being both parent and teacher. This puts a lot of pressure on us. Discipline is left to us. Checking of homework is left to us as educators because some parents are not supporting their children in following up on their academics and behaviour." Ncane

4.6.9 Mitigating the challenges to curriculum implementation

In terms of countering the challenges faced whilst implementing the curriculum, the following themes: supplementary reading time a differential learning approach; pedagogical approaches to the teaching of English First Additional Language curriculum; the effectiveness of the different approaches used by teachers; emerged as mitigating strategies that were used.

4.6.10 Supplementary reading time with a differential learning approach

Three participants reported that they assisted struggling learners by reading the literature assignments with them after school and on weekends, without any remuneration, as a remedial strategy. They demonstrated a positive attitude about spending extra hours to help their learners and showed no resentment in their tone; they stated that they saw it as their duty. In addition, they reported frequently employing the practice of reading aloud before teaching a lesson.

It was noted by the researcher that most of the participants were sensitive to learners who struggled to read. However, this did not deter them from involving them in the lessons with

awareness of the learners' different abilities. Participants described this as follows:

"In class when we are reading a novel, I do not choose good readers. I make struggling learners read in class because they do not read on their own. I draw them in, ask them questions, make them a bigger part of the lesson". Slwane

"I give priority to weak learners by allowing them to do oral presentation first. This helps them not to be overwhelmed by the presentation of stronger learners if they present ahead of them".

Thula

"Paying attention to weak learners pays off. We cannot give up on learners who struggle, who have learning difficulties, who have reading and writing gaps. We must accommodate those learners". Peaches

Lastly, external support from the Department of Basic Education (DBE) through subject orientation workshops helped to facilitate effective curriculum implementation. In addition, the continuous support from Subject Advisors gave participants boosted their subject knowledge as well as their morale.

4.7 Pedagogical approaches to the teaching of literature in the English First Additional Language (EFAL) Curriculum

Classroom observation as a data generation tool gave the researcher insights into the pedagogical approaches employed by teachers in the teaching of EFAL literature. The approaches observed are discussed next.

4.7.1 Relatable learning

During four of the six lessons observed, I noted significant effort being made by participants to enable their learners to understand the experiences of the characters in the literature. They made connections between the characters' experiences and the learners' lives to help them to be able to identify with the characters. This was done by creating hypothetical scenarios. Learners then related these scenarios to situations occurring in their lives and formulated their own responses. In the focus group interview that followed, Ncane described this approach:

"Try to relate what learners learn to their real life so that they will make a meaning out of it. For example, the Grade 11 short story 'Transforming Moments', by Ngcina Mhlophe, relates to learner, because there is a learner who has poor self-esteem and lacks confidence but overcome it. This story gives a great opportunity for learners to find solutions to their own self-doubt".

Similarly, educators made a link between what learners read and discussed in literature and their other subjects. This was crucial to helping learners understand that learning in each subject is not isolated; hence the concepts of relatable learning were observed in action.

4.7.2 Roleplaying

Participants showed enthusiasm about performing the literature they taught at school. The roleplaying of poems, plays and short stories was used widely by the participants. The involvement of the learners during assembly showed the enthusiasm that existed towards this preferred pedagogical strategy. Participants indicated that performances took place in class and at the morning assembly. Roleplaying reinforced the plot and characterization and encouraged creative learning. Participants explained the value of roleplaying as follows:

"I do not want learners to hate poetry like I did. So, I teach it in creative ways, like roleplaying, and learners enjoy it". Peaches

"After each reading of an Act, I ask learners to take turns in groups presenting a scene that I have chosen for each group. This brings so must energy in class and learners can reflect deeply on the characters' actions". Hawu

Roleplaying enabled learners to experience interactive learning and facilitated their creative expression. Guluza (2022) observed, in an empirical study on teaching English to second-language speakers, that roleplaying gives learners a chance to learn an acting skill whilst also enhancing their dialogue skills.

4.7.3 Oral participation

Talking and sharing stories is an old and well-loved African custom that was used to share teaching and preserve culture. This pedagogical approach seems to transcend time, as participants in this study expressed a preference for oral presentation in their teaching of literature. Learners were observed fully embracing the opportunities they were given to discuss what they had read during the lessons as the discussions were lively, with each learner expressing their point of view. The researcher noted that the reading of literature gave learners a strong point of reference during these oral activities. Oral participation was thus seen by participants as a pedagogic strategy that encourages learners to communicate in English, strengthening their First Additional Language (FAL), as stated by participant below:

"Oral presentation gives learners a chance to express their opinions towards a literary text, thus engage fully with the literature". Thula

"I love oral presentation of literature because student get to retell the short stories and poems after reading them and understand the plot better". Tate

"Debates with learners is the best teaching strategy as it helps learners engage with literature by extracting evidence from the text in support of their argument". Ncane

The teachers' preference for oral participation aligns with the findings of a study conducted in Nigeria by Quayoson and Mukhrerjee (2023) on oral tradition and decolonising African literature. The study found that oral tradition is effective in the teaching of literature, and in decolonising the teaching of literature, because it is rooted in storytelling, which is an African tradition that preserves culture.

While observing the lessons, I observed that a learner-centred approach was practiced in class. Learners were encouraged to give their own interpretation of poems first, before the teacher shared their analysis. This process allowed for learners to think in a critical manner, as they continuously questioned each point made by their peers.

Participants used dialogue, as articulated by Tate and Thula below who shared that learners are more responsive to oral activities and learn better in that way. Dialogue is an appropriate method that lends itself to decolonising the curriculum. Dialogue is also seen as a tool that can introduce a positive narrative about Africa instead of reinforcing stereotypes about Africa. Egya (2023) asserts that orality is a productive way of learning as it resonates with the African cultural way of knowledge generation.

"We must organise formal dialogues as ways. And learners love dialogue lessons as they become very engaging. In the dialogues, learners will discuss why, as Africans, we no longer wear animal hides. This would show that there are good things we should take from the Western world; however, that does not mean we should discard African traditions". Tate

"To decolonise literature, there should be more stories with positive themes, as Africa cannot be defined only in terms of poverty, HIV/AIDS, crime, corruption and so forth." Thula

4.7.4 Group learning

One of the pedagogical approaches that was observed often in the lessons was group learning. Participants showed a strong preference for group learning, partly because of the cohesiveness it brought to an overcrowded classroom. This approach was witnessed in four of the six lessons observed. Learners sat in groups where they discussed themes and shared their understanding of the use of each literary device. Group learning is effective, according to Lakey (2020),

because it encourages cohesion and teaches leadership, as someone is chosen to lead each group. The following comments by participants concur with Lakey's (2020) assertion:

"I make learners a part of learning through group discussion. This encourages unity as learners assist each other". Hawu

Figure 2 below was taken during Saturday extra lesson period to show how cooperative and collaborative learners were during a lesson even though the groups were quite big.

Figure 2: Learners sitting in a big group during an extra lesson on a Saturday (Some learners wore civilian clothing as this lesson was to be followed by a Life Orientation physical assessment)

4.7.5 The use of technology in the teaching of literature

Two participants regularly remarked on the use of technology when teaching literature. They noted that when technology is used in teaching it significantly increases learners' interest in the lesson. The technologies participants mentioned most often were cell phones, mega Bluetooth speakers and laptops. Most participants indicated that they used these technologies to play an online reading of poetry before learners read it themselves. They indicated that this audio approach benefitted the learners' language acquisition in areas such as pronunciation and intonation; it also added dramatic effect and involvement in the lesson through viewing content and talking about it. The use of technology is encouraged in the literature; for example, Nkadimeng (2023) found that the use of technological devices for learning improved learners' language levels.

4.7.6 Regular feedback

Another pedagogical approach continually used by participants was the giving of regular feedback to learners on their work done in class. The large class sizes made it impossible for teachers to mark learners' work in their exercise books effectively. Considering this, a common practice that was observed was that a few samples of classwork were marked, after which feedback was given on the board to address common errors.

Participants described the importance of continuous feedback as follows:

"My lesson always starts with the previous day's work recap and homework. Also, I give constant feedback to learners, make corrections. Otherwise, how would I know if progress in learning is being made?" Slwane

"I give the weaker learners a chance to give feedback on their homework first and ask others to add on what they have said. This allows for better participation and a sense of everyone being an informative person in my class. That boosts confidence and enhances learning." Ncane

These comments by Slwane and Ncane on the value of feedback for improving participation and assessing progress made by learners are consistent with the findings of Winstone et al. (2021) and Zou and Wang (2023) that feedback develops better engagement and improves understanding when applied to learning.

4.7.7 The effectiveness of the pedagogical approaches used by teachers

The approaches used by participants reflect a collaborative approach to learning. Firstly, participants articulated that relatable learning is effective because it makes learning familiar, and learners can juxtapose what they are learning against their own lives. This is referred to by Thiong'o (1986) and Ndlovu-Gatsheni (2013) as 'culturally relevant' learning. Hence, the whole process of learning becomes meaningful and not just a matter of ticking of boxes. Secondly, role-playing, and oral participation presented opportunities for learners to speak English was significant both because English is the Language of Learning and Teaching (LOLT) in South Africa and because English proficiency increased learners' participation and success. In addition, role-playing and oral participation engaged learners more deeply in thinking critically about the texts, as described by Slwane below:

"I choose any learner, not just one learner, to lead the sessions. So, each learner would be given a chance to lead in the answering of literature questions. This allows for each learner to be involved in the lesson and understand literature concepts whilst learning leadership skills".

"Make learners leaders. Make them lead some lessons. Other times, as a teacher, pretend that you do not know some of the things they come up with—just to boost their confidence and make them see that they also have new information. Encourage them to speak their minds; that is decolonising them!" Peaches

4.8 Chapter Summary

This chapter has conveyed participants' experiences of teaching English First Additional Language (EFAL) literature as well as their perspectives on decolonising the EFAL curriculum. Most importantly, the participants' pedagogical practices were analysed, as well as their insights into how the contextual factors that affected their teaching of literature could be mitigated. The researcher also noted how teachers engaged in transformation by using progressive practices like roleplaying, group work and oral presentations, which are expressive approaches that allow learners to have a say in their learning, promoting the decolonisation of literature in practice.

CHAPTER 5: DISCUSSION, RECOMMENDATIONS, LIMITATION AND CONCLUSION

5.1 Introduction

In the previous chapter, I presented and discussed the key findings using the conceptual framework that informs this study. In this chapter I present a summary of the main findings, conclusion, recommendations, and limitations of the study. Primarily, drawing on the discussion extended here, I present a summary of the main findings. Following this, I present the recommendations and limitations of the study.

5.2 Discussion of the main findings

This study aimed to investigate teachers' experience of teaching English First Additional Language using a decolonial perspective. Below is the discussion and the analysis based on the key findings of this study.

The intention to decolonise South Africa's schooling system is evident in the Department of Basic Education's (DBE, 2020) *Action Plan to 2024: Towards the Realisation of Schooling 2030* document. The decolonising of schools also has implications for the curriculum, and South Africa's Curriculum Assessment and Policy Statement (CAPS) policy documents commit to the decolonisation of the curriculum (DBE, 2011). According to Msila and Gumbo (2016) decolonisation in the school context involves having an inclusive curriculum and pedagogical practices that engage with what it means to be an African, making learning significant for learners' lives. There are significant findings presented in the previous chapter, which influence the teaching of and engagement with EFAL literature.

Firstly, findings show that there is an over-emphasis on apartheid content and context. Participants revealed that learners have a gap in their knowledge and understanding of apartheid which cannot be addressed simply through the EFAL curriculum. More teaching time is sacrificed to teach history of apartheid before they can begin teaching the prescribed literature. Secondly, participants shared that there is a lack of relatable and contextually relevant literature in Grade 11 in terms of the focus on African authors as well as African literature and perspectives with an African orientation.

In addition, a key issue identified was the poor reading proficiency in the English First Additional literature classroom. Literature prescribed for EFAL Grade 11 curriculum remains

inaccessible to learners because of their poor reading abilities as they struggle with reading for meaning. The low reading level in Grade 11 is an indication of a systemic problem related to curriculum transformation and implementation because a learner in Grade 11 is about to exit school yet is experiencing reading challenges. This can be attributed to a poor grasp of the Language of Learning and Teaching (LoLT), that is English, as learners' home language, is isiZulu. This challenge may also be due to an unequal grading of schools into Quintile 1-5, with the researched school in this study being in Quintile 3, meaning it is a poorly resourced school (DBE, 2020). This systematic criterion renders the school officially inferior and maybe the reason the learners being poor readers related to the poor quality of education in rural schools. This echoes Maldonado-Torres, (2011) assertion that the men and women who are colonised by the current unofficial context, are perceived as inferior, vulnerable, and not protected as is reflected in the experiences of participants in this study and their views in their view that their learners are marginalised because of the poor quality of education they receive. This requires further research as the issue of academic literacy among learners is a significant barrier to teaching and was not a focus of this study.

The focus on looking back into the past, while necessary does not extend to include a focus on colonialism and consequently coloniality and the dominance of modern western ways of producing knowledge as well as ways of being and doing (Maldonado-Torres, 2011; Ndlovu-Gatsheni, 2013). While participants felt that history is important, they believe that schooling does not prepare learners for the present or future. A conclusion drawn from this is that teachers have bought into the neoliberal influence on schooling and the emphasis on skills development in response to the impetus for economic development (Maldonado-Torres, 2011).

One can conclude that curriculum transformation, not just in relation to the EFAL literature curriculum, needs to include a focus on colonialism, coloniality and apartheid. This would then lend itself to curriculum transformation informed by the aims of decolonisation and decoloniality and not just an inclusion of a few African writers and African literature (Thiong'o,1986; Maldonado Torres, 2011; Ndlovu-Gatsheni, 2013).

5.3 On feeling inadequately prepared to teach English FAL literature.

While the two participants who completed the four-year Bachelor of Education programme benefitted them as they were better prepared them to teach literature, a study by Belal and Ouahmiche (2021) noted that the study of literature was given the "lion's share" (p. 1) of the time in the BA degree and the strong content knowledge they developed better prepared them to teach literature. One can conclude that there is a need to expand the content

knowledge as well as the pedagogic knowledge of teachers in teacher education in South African Universities. Furthermore, the lack of awareness on decolonisation and limited inclusion of indigenous literature in the English First Additional Language EFAL) observed could be attributed to a lack of communication on the issue of decolonising the EFAL curriculum. This exclusion could lead to the perpetuation of epistemicide of the indigenous knowledges (Grosfoguel, 2012). The limited representation of indigenous knowledge suggests that coloniality of knowledge, which is characterised by a Eurocentric view, continues to operate in the South African curriculum.

The transformative paradigm within which this research is located seeks to address power differentials, inequality and inequity, and this study contributes knowledge which raised awareness of the need of redress and equity in curriculum transformation. In this study, it is evident that not only are teachers unaware of decoloniality and decolonisation of the curriculum, but the scarce inclusion of indigenous knowledges also demonstrates continued inequality and inequity. Moreover, the interest shown by teachers in the inclusion of indigenous language could be indicative of their willingness to learn about decoloniality and contribute to decolonising the EFAL literature curriculum, thereby also including teachers as curriculum developers by ensuring their voices are heard.

Conclusively, a call among the teachers for the inclusion of indigenous knowledge in literature concurs with the findings of South African studies by Heleta (2018), Maluleka (2021) and Mthembu (2019), who also identified the need to integrate African knowledge into the curriculum. In addition, this finding aligns with a study by Aziz (2022) that investigated the decolonisation of English Language and Literature in Malaysia. The study found that for effective decolonisation, indigenous knowledge must be at the core of the undertaking. Thiong'o (1986) also called for the inclusion of indigenous knowledge as integral to the decolonisation process and further states that the formulation of an African viewpoint prevents epistemicide, as this perspective would enable the re-centering of African epistemologies and the culmination of a culturally relevant pedagogy (Thiong'o, 1986; 1992).

To further promote teaching and learning that encourages the formulation of African epistemologies, participatory pedagogies inclusive of the wider school community is one way to reintroduce African indigenous ways of teaching and learning, thereby countering the trajectory of epistemicide in the curriculum.

5.4 Recommendations for further research

Drawing on the findings, I present the following recommendations for further research to inform decolonisation of the English First Additional Language literature curriculum.

For educators to be able to enact decolonisation of the curriculum, and of the EFAL literature curriculum, they need to be adequately educated and trained in this area. Given that the study found that teachers had not received any exposure either through the school or through the Department of Education ongoing professional development training on decolonisation of schooling and the curriculum, it would be useful to conduct further research on ways in which teachers can contribute to the transformation process. My motivation for proposing further research is based on unintended outcomes of this study. As the participants became more aware of the importance of culturally relevant knowledge and the necessity to decolonise the curriculum through their participation in this study, it demonstrated that teachers are a critical resource in facilitating teacher understanding of decolonising schooling and the curriculum. More research in this regard is necessary as interactions through a research study such as this one raise awareness and leads to transformation (Maldonado-Torres, 2011).

Another focus of future research is related to the induction of novice teachers to the teaching of literature with a decolonial focus through a formally introduced system of mentoring of novice teachers by seasoned educators. Mentoring is defined as someone with experience teaching and developing others (Newby & Heide, 1992). This potentially can foster greater collaboration, which is one of the principles informing decoloniality (Maldonado-Torres, 2011; Quijano, 2007). Orland-Barak & Wang (2021) state that mentoring assists teachers to work collaboratively. A collective effort would enhance the teaching of literature and teachers would learn from each other, and then implement those learnt strategies in the classroom. It is therefore a recommendation that more research be done on the role of mentoring to promote the teaching of EFAL literature through a decolonial perspective.

The lack of awareness for teachers on decolonisation of schooling and the curriculum shows short comings on the part of the Department of Basic Education, given that plans to decolonise the curriculum exist. The plans and intention to decolonise the curriculum are evident in the Action Plan to 2024 Towards the Realisation of Schooling 2030 document. However, the results of this study show that teachers were mostly not aware of the concept of decolonisation. Therefore, better communication should happen between the schools, teachers, and Subject Advisors about the aspects of a decolonised curriculum to ensure better awareness and implementation.

Lastly, the limited representation of indigenous knowledge suggests that coloniality of knowledge, which is characterised by a Eurocentric view, continues to operate in the South African curriculum. To curb the limited representation of indigenous knowledge, DBE should in Grade 11, prescribe literature that fairly include indigenous knowledge.

A decolonised English First Additional Language (EFAL) curriculum—focusing particularly on the literature allocated for examination Paper 2—should be realised, as set out in the Curriculum Assessment Policy Statement (CAPS) (DBE, 2011). To achieve this, it is recommended that future research be conducted on the understanding of Subject Advisors of a decolonised curriculum because of their influential role in the choice of genres that teachers select in schools, as revealed by participants in this study.

Research should be undertaken on the readiness of newly qualified Bachelor of Education teachers to teach English literature in Grades 10 to 12 in the Ugu District of KwaZulu-Natal to identify strategies to address the challenges that teachers may experience in the teaching of English literature.

As the study found that the prescribed literature for Grade 11 EFAL focused on apartheid and included a limited representation of indigenous knowledge, it is recommended that further research be conducted on ways of promoting reading and academic literacy through the validation of indigenous knowledge systems (IKS). In addition, it is recommended that research be conducted on the effect of indigenous remedial reading, in the South African schools.

5.5 Limitations of the study

This narrative inquiry has limitations in relation to the small sample of participants. This limits the findings to the schools researched as well as to the schools that have a similar number of teachers, classes, and similar milieu, therefore the findings cannot be generalised. However, the findings will still provide an understanding of Teachers' Experiences of Teaching English First Additional Language (EFAL) Literature which are applicable in grades other than just grade 11.

5.6 Conclusion

This chapter presented the conclusions drawn about the presentation and discussion of findings in Chapter 4. From a decolonial perspective, the researcher has gained insight from teachers' experiences of teaching EFAL literature.

The findings highlight some significant aspects which reflect the possibilities of decolonising the curriculum. Their experiences also reflect that the EFAL literature curriculum needs to be decolonised. A conscious choice by the curriculum developers of EFAL literature needs to be made to achieve decolonised literature. This is significant because decoloniality detangles the hierarchies that differentiate people, in the context of this research, differentiate African learners by not teaching them about indigenous knowledge.

To find a lasting curriculum diversity and inclusion, curriculum developers need to be made aware of what needs to happen to facilitate decolonisation of the curriculum from a systemic perspective. Grosfuguel (2013) articulates that Universities, which is relevant to the school curriculum, to be decolonised, there must be an acknowledgement first that epistemic atrocities existed. Secondly, there must be an elimination of the notion that one type of Western knowledge is deemed apt for the rest. Thirdly, the author calls for "pluri-verse", diversified epistemic delivery (Grosfuguel, 2013, p.89) This recommendation could be applied to the English FAL literature curriculum to bring redress and complete diversification of the literature curriculum.

In conclusion, the initiation of pluriversal knowledge in the EFAL curriculum would be taking the needed direction of Epistemic disobedience in our school as asserted by Grosfoguel, 2007; Mignolo & Walsh, 2018; and Subreenduth, 2015, and could bring the Department of Basic Education to the fulfilment of the Republic of South Africa proclamation of Section 9 which declares the right to be treated with equality.

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APPENDICES

Appendix 1: UKZN Ethics Approval Letter

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

15 June 2022

Xolile Duchess Shazi (221098271) School of Education Pietermaritzburg Campus

Dear XD Shazi,

Protocol reference number: HSSREC/00004154/2022

Project title: An investigation of grade 11 teachers' experiences of teaching English First Additional Language literature: A decolonial perspective

Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 03 May 2022 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

This approval is valid until 15 June 2023.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2- 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

[redacted]

Professor Dipane Hlalele (Chair)

/dd

Humanities and Social Sciences Research Ethics Committee
Postal Address: Private Bag X54001, Durban, 4000, South Africa
Telephone: +27 (0)31 260 8350/4557/3587 **Email:** hssrec@ukzn.ac.za **Website:** http://research.ukzn.ac.za/Research-Ethics
Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

Appendix 2: Informed Consent Letter for Participants

Statement of Informed Consent: (Participants)

1.....(Full names of participant) hereby confirm that I understand the contents of a letter with information about a study that is being conducted by:

Researcher: Xolile Duchess Shazi

Supervisor: Dr Saajidha Sader

UKZN Humanities & Social Sciences Research Ethics Committee

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

Email: HSSREC6J,ukzn.ac.za

The title of my research is, ***"An investigation of Grade 11 teacher's experiences of teaching First Additional Language (EFAL) literature: A decolonial*** *perspective".* The study aims to investigate teachers' experiences of teaching literature in the English First Additional Language curriculum from a decolonial perspective.

I understand

- That the name of the participant will the kept confidential and pseudonyms would be used.
- that I/he/she will respond to questions put to me and I will have an opportunity to also ask any questions related to this study during interviews.
- that I am aware that the interviews would the *audio* ***recorded*** to ensure accurate recording of my responses.
- that I am aware that excerpts from the interview may be included in the thesis,

- with and understanding that quotations will be anonymous as well as any publication of this research would not use my name nor the school's name
- that participation is voluntary.
- that I may withdraw my consent anytime without penalty from the researcher
- that the data gathered in this research would be destroyed 5 years after the completion of the study.
- that participation is voluntary and there is no remuneration or reward attached in any form.
- I have also sought permission from the Provincial Department of basic Education, and the principal of your school, as per the requirement.

If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be audio recorded.

	I Agree	I do not agree
To be audio recorded		

With full knowledge of all abovementioned, I consent, of my free will, to participate in this study conducted by Xolile Duchess Shazi.

Name: Date: _____

Signature:

Or

I do not agree to participate in this research study

Name: _____

Signature: _____

Date: _____

Appendix 3: Interview Schedule

(Tick where applicable)

Section A: Biographical and Educational Information

1. Please indicate your age bracket

30-35 35-40 40-45 45-50 Above

2. Gender:

Male Female

3. Highest qualification _____

4. Years of teaching experience ☐

5. Teaching Specialization/s _____

6. Learner enrolment ☐

7. Grade/s taught: _____

8. Years teaching EFAL: _____

9.

(EFAL — English First Additional Language)

Section B: Interview Questions

Curriculum Transformation

1. What role have you played in curriculum transformation of the FET phase (grade 10-12) English Language literature (EFAL) curriculum?
2. How have the key principles of the National Curriculum Statements, such as human rights, inclusivity, environmental and social justice, been infused in the EFAL curriculum?
3. What are your views on the role of EFAL teachers in curriculum transformation?
4. There have been recent calls to decolonise schooling and the school curriculum. What is your understanding of the decolonisation|? (Probe: What have you heard in relation to decolonising the school curriculum & the EFAL curriculum? Have you as an educator been in a workshop where the concept of decolonising the curriculum was featured as part of training? If yes, what was shared about decolonising the curriculum?)
5. What is your view of what decolonising the English First Additional Language curriculum?
6. To what extent does the valuing of indigenous knowledge systems, namely, the acknowledgement of the rich history and heritage of our country and its people feature in the EFAL curriculum?

Curriculum Implementation

1. What preparation have you had to teach EFAL literature in the further education and training (FET) phase? (Probe: What training did you receive in your initial and or continuing teacher education studies to teach literature in the FET phase? Did this prepare you adequately? Explain.)
2. How would you describe the context in which you teach? (Probe: describe the community from which your learners come? What is their socio-economic background? How would you describe the school context in relation to its geographic location as well as material and human resources?)
3. What are the factors that have influenced your role in implementing the EFAL curriculum in grade 11? (Probe: What factors facilitate the implementation of the EFAL curriculum? What systems and support are in place to facilitate the effective implementation of the EFAL curriculum? What factors impede the implementation of the EFAL curriculum? How have you addressed the challenges you have experienced?)
4. What support do you receive from the Department of Basic Education (DBE)?
5. What are the factors that have influenced your role in implementing the EFAL literature curriculum in grade 11? (Probe: How would you describe your teaching

experience of EFAL literature? Has it been enjoyable? Explain. Have you felt motivated in your teaching? Explain. What factors facilitate the implementation of the EFAL literature curriculum? What systems and support are in place to facilitate the effective implementation of the EFAL literature curriculum? What factors impede the implementation of the EFAL literature? How have you dealt with the challenges you have experienced in teaching the EFAL literature curriculum?)

6. Which genre do you enjoy teaching and why is that so?
7. What genre has been selected by your school for 2022 from the prescribed list of literature? Explain how the choice was made and why?
8. What is your view of the choice of set works currently prescribed to Grade 11 EFAL? (Probe: Do you think the choice of authors and stories prescribed are inclined towards decolonisation of the EFAL literature curriculum?
9. As an EFAL teacher, what are some of the pedagogic approaches you use in dealing with the contextual factors that influence your teaching of EFAL literature in Grade 11? (Probe: What are some of the challenges that you face in teaching the prescribed literature curriculum? What teaching strategies do you use in teaching literature and how effective are these?)
10. How have you promoted active and critical learning rather than rote and uncritical learning?
11. What are your views on the assessment of EFAL literature?

Appendix 4 Observation Schedule

Observation Notes

Name of School:	Date:
Class:	Time:
Name of Teacher: (Pseudonym)	Grade:

Pre-lesson Observation Discussion

(The researcher will arrange to meet the teacher prior to the lesson to be observed.)

Questions	**Notes**
What is the focus of the lesson and which part of the literature curriculum does this lesson relate to?	
How does this learning fit in with the sequence of learning for this class?	
What are the objectives of this lesson?	

How will you engage the learners in the learning? (Probe: What will you do? What will the learners do? What resources will you be using?)	

How will you accommodate learners based on identified barriers to learning?	
How and when will you know whether the learners have achieved the learning objectives for this lesson?	
Is there anything that you would like me to observe during the lesson?	

Classroom observation

1.	**Physical Aspects of the Classroom** (Number of learners, available resources, physical arrangement of desks.)	
2.	**Content Taught** (Teacher's knowledge of the subject matter. Breadth and depth of the content knowledge.)	
3.	**Teaching Strategies** (Relevance of teaching strategies/methods used, resources, technology.)	
	Lesson Presentation (Establishment of a classroom environment conducive to learning; communication, expression, standard of English, voice, use of technology and resources.)	
	Teacher-Learner Interactions (Learner participation, teacher engagement with learners, rapport with learners, learner-learner interactions.)	

4.	Inclusivity (Sensitivity to learners' diversity e.g. race, ethnicity, gender, class, language, etc. responsive to learners' academic needs, pastoral care.)	
	Teacher Professionalism (Professional conduct.)	
6.	Assessment	
7.	Additional observations	

Appendix 5: Permission to conduct research at KZN DoE institutions

KWAZULU-NATAL PROVINCE

Education

REPUBLIC OF SOUTH AFRICA

[redacted]

Private Bag X9137, PIETERMARITZBURG 3200

Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201

[redacted]

Miss Xolile Duchess Shazi

[redacted]

Dear Miss Shazi

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "AN INVESTIGATION OF GRADE JI TEACHERS' EXPERIENCES OF TEACHING ENGLISH FIRST ADDITIONAL LAUNGUAGE (EFAL) LITERATURE: A DECOLONIAL PERSPECTIVE",

in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 24thFebruary 2022 to 21•! March 2024
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

[redacted]

Dr M.J.B. Mthembu

Acting Head of Department: Education
Date: 24" February 2022

GROWING KWAZULU-NATAL TOGETHER

Appendix 6: Request for permission from school principals

Letter to the Principal

P O ……..

…….

……..

The Principal

……..

……..

……..

Re: Request for permission to conduct research at your school.

My name is Xolile Duchess Shazi. I am doing a Master's degree in Education in the discipline of Social Justice under the school of Humanities at Pietermaritzburg campus. The title of my research is, "***An investigation of Grade 11 teachers' experiences of teaching English First Additional Language (EFAL) literature: A***

decolonial perspective". The study aims to investigate teachers' experiences of teaching literature in the English First Additional Language curriculum from a decolonial perspective. I herewith request permission to conduct research with a sample of Grade 11 teachers who teach English First Additional Language at your school.

In conducting this research, I assure the following:

- The confidentiality of the participants is guaranteed, as inputs will not be attributed to any person, but reported only as a population member opinion. The name of the school will not be divulged, and pseudonyms will be used.
- Participants will be required to participate in a semi-structured individual interview, classroom observation as well as focus group interview.

- All Covid 19 protocols will be strictly adhered to. Should the school be closed due to the Covid 19 pandemic, interviews will be conducted either via Zoom, WhatsApp video call or telephonically in terms of what is most convenient for participants.
- Participants will not incur any expenses as the researcher will provide participants with data if necessary.
- Any information given by participants will NOT be used against them or the school, and the data collected will be used for purposes of this research only.
- Participation in the research is voluntary and participants will not be penalized should they wish to withdraw from the research.
- Their involvement is purely for academic purposes only, and there are no financial benefits involved.
- Please indicate, by completing the consent form below, whether or not you are willing to grant permission to conduct this research at this school as well as access to relevant institutional documents.
- I have also sought permission from the Provincial Department of basic Education, as per the requirement. If there are any queries regarding the research, please feel free to contact me. Below are my contact details, my supervisors contact details as well as that of the College of Humanities research office ethics committee.

Researcher: Xolile Duchess Shazi

Supervisor: Dr Saajidha Sader

UKZN Humanities & Social Sciences Research Ethics Committee Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001 Durban 4000

Email: HSSREC@ukzn.ac.za

Yours sincerely,

_____

Researcher: X. D. Shazi

DECLARATION (Principal)

DECLARATION (Principal)

I (Name) ....., principal of

..... School have been informed about the study titled, "***An investigation of Grade 11 teacher's experiences of teaching English First Additional Language (EFAL) literature: A decolonial perspective",*** by the researcher. I understand the aims and procedures of the study.

	YES	NO
I hereby grant permission for the study to be conducted at above-mentioned school.		

_____ _____

Signature of Principal **Date**

Appendix 7: Editing

CERTIFICATE OF

PROFESSIONAL EDITING

I, Barbara L. Louton, do hereby declare that I am a professional editor with a Bachelor of Arts in Professional Writing and 18 years of experience as an editor, researcher and writer.

I declare that I was contracted by Xolile Duchess Shazi, a Master of Education candidate under the supervision of Dr Saajidha Sader in the School of Education at the University of KwaZulu-Natal, to complete a professional edit of her dissertation:

An investigation of Grade 11 Teachers' Experiences of Teaching English First Additional Language (EFAL) Literature: A Decolonial Perspective

I declare that I have completed a two-stage professional edit of the document, addressing structural and logical issues, the clarity and flow of language, and correcting grammatical, spelling and formatting errors. Changes were tracked and comments were left for the client on both rounds of editing. The client then made further revisions which were not edited.

Disclaimer:

Responsibility for the originality and accuracy of the material presented in the edited document lies with the client. I have not verified the originality or accuracy of statements, quotations or citations and references presented in the thesis. Where I have detected inaccuracies, I have rectified them or reported them to the client. In addition, the client made further changes to the edited material after the edit was complete.

I can be contacted at:

Cell: [redacted]

Email: [redacted]

Barbara L Louton	[redacted]	9 February 2024
Name	Signed	Date

Appendix 8: Turnitin Certificate