

The experiences of high school English Home
Language educators in preparing and delivering e-
learning lessons to General Education and
Training (GET) learners: a qualitative study

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Declaration

I, Rozanne Tracey Gibson, declare that:

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Student's signature

12 February 2019

Date



Supervisor's signature

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Dedication

For my husband and mom . . . without whom, this would not have been possible.

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I would like to express my sincere thanks to the following people for their incredible support and guidance, in making this dissertation possible:

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Abstract

The ever-evolving role of the educator has seen educators being encouraged to adopt a more learner-centred approach within the classroom. In addition to this, numerous policies regarding education have been issued by the Department of Basic Education (DoBE), which have resulted in many educators feeling pressurised. Furthermore, there has been a recent shift towards the integration of electronic learning (e-learning) tools within the classroom which has resulted in educators needing to develop a technological skill set. This research explored the experiences of high school English Home Language educators in preparing and delivering e-learning lessons, with a focus on the Learning Management System (LMS), Moodle, to learners within the South African General Education and Training (GET) phase of education. Bronfenbrenner's ecological systems theory and the Technology Acceptance Model 2 (TAM 2) were used in order to conceptualise and guide the study. Data was collected, through semi-structured interviews, from a sample of six English Home Language educators. The data was then analysed using thematic analysis. The research findings revealed that all participants saw great value in a blended approach to teaching; however, their perceived ease of use and perceived usefulness of e-learning tools depended on both external and internal processes which shaped their experiences regarding the preparation and delivery of e-learning lessons. All educators in the study reported negative and positive experiences with regard to e-learning. Positive experiences included that e-learning allows for information to be saved and modified, improves familiarity with electronic tools and content matter, results in increased learner involvement and allows for increased interactions between the educator and learners. Negative experiences pertained to difficulties in acquiring the necessary technological skill set, the preparation of e-learning lessons as initially time-consuming, a sense that many learners lacked self-control when using technology in educational contexts and frequent connectivity issues. The findings in this research provides insight into English Home Language educators' experiences of preparing and delivering e-learning lessons within the GET phase along with what determines an educators' perceived ease of use and perceived usefulness regarding e-learning. The findings could also be used to inform educators about what might be involved in adopting an e-learning approach to their teaching or to realise that their experiences are similar to those of other educators. The findings may even encourage educators or school management teams to develop e-learning strategies in order to deliver effective lessons and improve their learners' understanding of concepts taught. Finally, this research could potentially assist in guiding school policies and practices with regard to e-learning.

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Abbreviations

CAPS	Curriculum and Assessment Policy
DoBE	Department of Basic Education
DTLE	Digital Teaching and Learning Ecosystem
e-learning	electronic learning
FET	Further Education and Training
GET	General Education and Training
HSSREC	Humanities and Social Sciences Research Ethics Committee
LMS	Learning Management System

Chapter 1. Introduction

1.1 Overview of the Chapter

The South African National Curriculum and Assessment Policy Statement (CAPS) for English Home Language within the General Education and Training (GET) phase, which includes Grades 7 to 9, aims to promote a more learner-centred approach to teaching with the intention of developing critical thinkers. In addition to this, the Grades 7 to 9 Home Language CAPS document specifically aims to develop learners who can make effective use of technology as they navigate the contemporary technological world (Department of Basic Education [DoBE], 2011). In recent years, there has been a shift towards integrating technology and electronic learning (e-learning) within the classroom both globally and nationally, in South Africa. E-learning aligns well with the premises outlined in the CAPS document. As a result, many educators are expected to acquire a technical skill set and adopt a technologically integrated approach to teaching, in addition to fulfilling the expectations that have emerged from existing policies issued by the Department of Basic Education (DoBE). This research aims to identify English Home Language educators' experiences, both positive and negative, in preparing and delivering e-learning lessons.

Chapter 1 serves as an introduction to the research. It commences with an introduction to the research phenomenon and includes the specific problems that will be addressed within the research. Once the above-mentioned aspects have been established, a brief introduction to the study's conceptual framework along with the purpose and significance for the study will be provided. It will also be considered how the above-mentioned aspects were integrated into this research as a whole.

1.2 Introduction of the Research Phenomenon

From 2006 to 2016, the researcher taught English Home Language at a high school level within the GET phase. Since 2011, the National CAPS document has served as a guide regarding the English Home Language curriculum within the GET phase. This CAPS document is "a single comprehensive Curriculum and Assessment Policy document [that] was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12" (DoE. 2011, p. 3). In addition to this, the CAPS document for English Home Language (Grades 7 to 9) states that language should be

used as a tool for communication, to gain knowledge, to express one's identity and to engage with others (DoE, 2011). It also states that it is through language that cultural diversity and social interactions are encouraged. Furthermore, it is apparent that the English Home Language curriculum within the GET phase (Grades 7 to 9) aims to encourage active and critical learning as opposed to uncritical and rote learning (DoE, 2011). Here, there is a clear paradigm shift which supports international developments towards greater learner-centredness within education and, specifically, with the teaching of English Home Language (GET phase).

In addition to the above, the CAPS document encourages educators to develop learners who use science and technology effectively and display a sense of responsibility towards their surrounding environment. The world of technology is a world to which so many learners are accustomed and Lambert and Cuper (2008) found that "today's students are immersed in a variety of technologies from a young age" (p. 264). Therefore, due to the fact that technology has developed at a rapid pace in recent years, various educational sectors have needed to embrace the development of technology in numerous ways (Kukulska-Hulme, 2012). It must be noted that e-learning refers to all electronic devices that are used to enhance a lesson; however, Sangrà, Vlachopoulos and Cabrera (2012) believe that the definition and concept of e-learning, is constantly evolving.

The integration of e-learning in the classroom is not only occurring at a global level but at a national level too. Therefore, the CAPS documents for Grades 7 to 9 English Home Language states that the curriculum "promotes knowledge in local contexts, while being sensitive to global imperatives" (DoE, 2011, p. 4). It is, consequently, implied that South Africa does not exist in a vacuum and that global factors are considered when developing a national curriculum. Furthermore, in South Africa, e-learning supports the premises stated in the CAPS documents for Grades 7 to 9 English Home Language by encouraging critical thinking, promoting a more learner-centred approach and developing learner familiarity with technology (DoE, 2011).

In many schools, e-learning, a teaching approach whereby technology is integrated into lessons, has been encouraged in the classroom. Finegan and Austin (2002) believe that with e-learning, children are encouraged to learn about computers and technology which aids them in later securing a position in the working world. This supports the CAPS document for Grades 7 to 9 English Home Language which aims to develop learners who are familiar with technology

and to facilitate the progression of learners from schools into a working environment (DoE, 2011). Sorbie (2015) explains how e-learning lessons encourage passive learners to become active participants within the classroom environment. This supports the CAPS document for Grades 7 to 9 English Home Language which aims to promote critical and active learners through a learner-centred approach to teaching (DoE, 2011). The integration of technology in the classroom can, therefore, be seen as an incredibly powerful tool (Finegan & Austin, 2002).

This research used the term e-learning as an umbrella term which includes the notion of blended learning along with the concept of utilising a Learning Management System (LMS). This research will focus particularly on the LMS, Moodle. Moodle is the most popular LMS worldwide and has over 80 million users (www.moodle.com/about). Sorbie (2015) states that an LMS allows for educators to upload lesson notes, quizzes, assignments and additional resources. As a result, this may enhance the learning experience for the learners; however, it may result in additional preparation for educators. According to Protsiv and Atkins (2016), blended learning is an innovative, flexible education method that can allow for a “flipped classroom” approach to be used which, in turn, allows learning to be learner-centred and improves learners’ interaction with the course material. Garrison and Kanuka (2004) propose that a blended learning environment is beneficial to learners as it combines an online learning experience with face-to-face teaching. According to Basal (2015), the flipped classroom is learner-centred and allows for traditional school work to be covered at home, and traditional homework to be done at school.

In addition to the ever-changing role of the educator, which is currently advocating for a learner-centred approach to teaching, educators are now faced with the expectation of implementing technology within the classroom. This notion of technology integrated lessons, which is becoming increasingly popular, has resulted in educators needing to acquire a new technical skill set in terms of preparing and delivering e-learning lessons which may result in additional pressure for educators. In November 2014, it was decided by the DoBE to increase the pass mark of English Home Language within the GET phase to 50% in order to improve the standard of public school education (<https://www.gov.za/media-statement-education-department-raises-pass-mark-learners>). This increased pass mark, along with the other expectations stated in policies issued by the DoE, may further contribute to the general pressure that educators are facing.

1.3 Statement of the Problem

There has been a recent shift regarding the integration of e-learning within the classroom due to a national and global drive for technological proficiency. In preparing and delivering technology integrated lessons, educators need to ensure that they keep their teaching aligned with the expectations and guidelines that have been identified in the CAPS document for Grades 7 to 9 English Home Language. Bronfenbrenner's ecological systems theory is drawn upon as the primary lens through which this research will be conceptualised. According to Thomas and Myers (2015), Bronfenbrenner's theory considers the inter-relationships within and between different systems. The combination of a specific educator and his or her unique systems is likely to determine his or her experience of preparing and delivering e-learning lessons. It was decided to focus on English Home Language educators (within the GET phase), as English is of both national and global relevance in government and business.

It is important to acknowledge that the English language has been criticised for its colonial ties and consequent domination over other languages. The English language has been perceived as an instrument of political control associated with imperial expansion (<http://historialenguainglesa.blogspot.com/2013/01/the-spread-of-english-across-globe.html>). It was during this time that colonialists aimed to control and exploit colonised lands and, as a result, asserted English dominance over native languages (South African History Online, 2015). In addition to this, the English language was also said to have spread as a result of American economic superiority and, more recently, technological domination (<http://historialenguainglesa.blogspot.com/2013/01/the-spread-of-english-across-globe.html>).

From a positive perspective, Seidlhofer (2005) believes that English has emerged as a way in which non-English individuals, globally, can communicate and has, therefore, earned its description as a lingua franca. Furthermore, it has become a contact language for individuals who do not share a mother-tongue (Seidlhofer, 2005). This highlights the importance of teaching English within schools. English has become the global business language mostly in the last 30 years (Seidlhofer, 2005) and linguists believe it is the fastest spreading language in human history because of technology (Camerota, 2014). According to Harvard's Business School Associate Professor, Tsedal Neeley, linguists believe that the rapid pace at which English is spreading is due to developments within technology and media (Camerota, 2014).

Camerota (2014) went further to say that that it is essential to equip employees to effectively communicate in English, regardless of whether or not they are native English speaking.

During the researcher's experience of teaching English Home Language, across the GET and Further Education and Training (FET) phases, it was evident that the GET phase is where the foundations of high school English, within the FET phase, are introduced.

E-learning has been used in many schools, both nationally and globally, in order to enhance learners' language ability. According to Gedik, Kiraz, and Ozden (2012), e-learning has resulted in educators needing to develop innovative ways of presenting learning material to their learners. This does, however, mean that with regard to e-learning, educators need to acquire a technical skill set and develop a technologically integrated approach to information delivery. According to Al-alak and Alnawas (2011), "computer anxiety has been found to have a strong and negative effect on one's intention to adopt e-learning systems" (p. 215). According to Gedik, Kiraz, and Ozden (2012), the preparation of e-learning lessons may prove to be time-consuming, especially if an educator is not familiar with relevant e-learning tools. In addition to the existing expectations of the DoBE policies, which will be presented in Chapter 2, Sub-section 2.4, a lack of familiarity with e-learning tools may result in educators feeling overwhelmed or resistant to adapt their teaching methods to incorporate an e-learning approach within the classroom.

Due to the increased pass mark in English Home Language, learners may be forced to repeat the year if they do not achieved the specified mark; therefore, it is essential that every effort is made in order to assist learners in grasping taught concepts. There is, however, an existing Progression Policy whereby learners may not repeat more than one year in every three year phase of compulsory schooling provided their difficulties are addressed in the grade to which the learner has been promoted (<http://www.saou.co.za/wp-content/uploads/2016/04/NPPPR-as-revised-November-2015.pdf>). If a learner has already repeated a year in a three-year phase, the learner is automatically "progressed" to the following grade regardless of whether or not the learner has met the requirements (Muller, 2016). The danger lies in the fact that learners may be progressed without obtaining the necessary skills, therefore, placing educators under additional pressure to ensure that necessary skills are developed.

The increased pass mark for English Home Language learners in the GET phase has also resulted in increased pressure on educators for their learners to perform better. In South Africa, it is in the high school GET phase where learners build the foundations of English Home Language that are required for the FET phase. The greater the knowledge that an educator has regarding the receiving environment of the FET phase, the more smoothly the transition from the GET phase would be for the learner in terms of expectations. According to DoBE (2011), progression through the GET phase and later the FET phase, facilitates the movement of learners from educational establishments into a working environment. The increased pass mark within the GET phase, English Home Language, may put additional pressure on educators to embrace diverse pedagogical methods, such as e-learning, in order to improve learner pass rates.

This research aimed to identify English Home Language educators' experiences in terms of preparing and delivering e-learning lessons within the GET phase. These experiences need to take into consideration the ever changing role of the educator, which is now to adopt a learner-centred approach to teaching, adhering to current policies issued by the DoE, which includes the increased pass mark for English Home Language within the GET phase along with the pressure to embrace technology within the classroom. These experiences will aim to provide insight regarding educators' perceived ease of use and usefulness of e-learning tools and, therefore, provide greater clarity in terms of what is beneficial or successful in terms of the learning process and what is not, in terms of the preparation and delivery of e-learning lessons. Many educators may not know how to effectively integrate e-learning within the classroom so the findings from this research could provide a basis for how educators could adopt an e-learning approach to their teaching. This research could potentially assist in changing school policies with regards to e-learning as this research aims to provide insight regarding what determines an educators' perceived ease of use and perceived usefulness regarding e-learning. This research may even serve to encourage educators to realise that not every attempt at integrating e-learning is going to be a success as educators' systems may differ which could result in different experiences regarding e-learning. In addition, individual educators or school management teams may choose to develop e-learning strategies in order to deliver effective lessons and improve their learners' understanding of concepts taught.

1.4 Purpose of the Study

1.4.1 Aims

This research aimed to produce qualitative data by interviewing English Home Language educators and asking them to share their experiences and perceptions (both positive and negative) in terms of preparing and delivering e-learning lessons to learners within the GET phase. This research also aimed to identify which processes (both internal and external) determine perceived ease of use and, therefore, usefulness of e-learning tools. As e-learning is a relatively new approach to teaching, there is very little published evidence to suggest how English language educators, within the GET phase in South Africa, have adapted to this e-learning approach and exactly to what extent they have done so.

The findings in this research could be used to provide greater insight into English Home Language educators' experiences regarding the preparation and presentation of e-learning lessons within the GET phase. The findings could also ultimately encourage educators to adopt an e-learning approach to their teaching or to realise that their experiences are similar to those of other educators. The research findings may even encourage individual educators or school management teams to develop e-learning strategies in order to deliver effective lessons and improve their learners' understanding of concepts taught. This research could potentially assist in changing school policies with regards to e-learning as this research aims to provide insight into what determines an educators' perceived ease of use and perceived usefulness regarding e-learning.

1.4.2 Research objectives and questions

The research objectives were:

- 1) to identify English Home Language educators' perceived ease of use and usefulness of e-learning tools
- 2) to gain insight regarding English Home Language educators' experiences of preparing an e-learning lesson

- 3) to gain insight regarding the English Home Language educators' experiences of delivering an e-learning lesson

The following research questions, are closely related to the three research objectives identified above, and are also dominant regarding the purpose of the research. The three research questions are:

- 1) How do English Home Language educators perceive the ease of use and usefulness of e-learning tools?
- 2) What are English Home Language educators' experiences of preparing an e-learning lesson?
- 3) What are English Home Language educators' experiences of delivering an e-learning lesson?

1.5 Conceptual Framework for the Study

Bronfenbrenner's ecosystemic approach was identified as a suitable theoretical approach in order to conceptualise this research study. In addition to this, the Digital Teaching and Learning Ecosystem (DTLE) model was also identified as being an appropriate theoretical approach in conceptualising this research study as it was developed with a focus on e-learning. The DTLE is a theoretical model that is used in order to understand online learning environments and promote positive learning with regard to an electronic platform. "The ecological approach, combined with information technology, can open a new way to understand online learning. The key concept is the idea that teaching and learning can be seen as a process of transformation of information into knowledge" (Reyna, 2011, p. 1083). This model was developed in accordance to the core concepts of Bronfenbrenner's ecosystemic approach. As a result, Bronfenbrenner's ecosystemic approach will be used in order to conceptualise this study. Educators' experiences, regarding the preparation and delivery of e-learning lessons, differ according to the unique systems in which they exist. Bronfenbrenner's ecosystemic approach will be used in order to identify the external processes which affect educators' experiences.

Certain limitations to the above framework were identified, in that Bronfenbrenner's ecosystemic approach is not able to identify internal processes nor is it able to explain what determines educators' perceived ease of use and, therefore, usefulness regarding e-learning tools. As a result, constructs from additional models, the Technology Acceptance Model (TAM) and Bandura's self-efficacy model, were incorporated in order to develop a more suitable, and unique, framework in conceptualising this research study. This allowed the researcher to consider both external and internal processes which affect an educator's experience of preparing and delivering e-learning lessons and, ultimately, what determines perceived ease of use and, therefore, usefulness regarding e-learning tools. This conceptual framework will be discussed in greater detail in Chapter 2, Section 2.7.

1.6 Organisation of the Dissertation

Chapter 1 served to provide some background as context regarding the motivation of the research reported in this dissertation. This chapter considered the premises of the CAPS document for Grades 7 to 9 English Home Language and how the document aims to promote active, critical thinking learners through a more learner-centred approach to teaching as well as to develop learners who are able to effectively engage with technology (DoE, 2011). Chapter 1 also introduced the phenomena of e-learning within the classroom which raised the question regarding the effect that this shift towards e-learning has had on educators in terms of their teaching approach and already demanding work load, which will be elaborated on in Chapter 2. Many educators have been required to acquire a technical skill set and technological approach to teaching. In addition to the above, the DoBE increased the pass mark for English Home Language (within the GET phase) from 40 to 50% in November 2014 (<https://www.gov.za/media-statement-education-department-raises-pass-mark-learners>).

It is possible that a combination of the above aspects have resulted in additional pressure for English Home Language educators within the GET phase. Although many teachers do see value in technology integrated lessons, they are under a great deal of pressure and may experience difficulty in fully embracing this e-learning approach to teaching. It is important, however, to note that educators' experiences are determined by their personal systems. This research aims to identify the experiences of educators (both positive and negative) in terms of the preparation and delivery of e-learning lessons.

Chapter 2 will discuss existing literature and theory associated with the identified phenomena and key concepts of e-learning. In addition to this, specific relevance to the preparation and delivery of e-learning lessons will be discussed. This research will be presented with reference to existing literature. This relevant literature will also allow the researcher to identify the missing information in terms of literature which has, ultimately, guided this research. In addition to this, research pertaining to the aforementioned theories and conceptual framework that informed and supported this research will be presented. This chapter will highlight why this research was necessary. Finally, this chapter will serve as an introduction to the methodology chapter.

Chapter 3 will discuss the methodology of this research. This chapter will discuss the qualitative design adopted for this research along with the associated ethical considerations. In addition to this, the purposive sampling used and recruitment of participants will also be discussed. Data collection, in the form of one-on-one semi-structured interviews will be discussed. The process of transcription will be explored along with the process of data analysis, which made use of thematic analysis. In addition to the above, this chapter will serve to consider the validity, reliability and generalisability of this study along with its associated limitations. Chapter 4 will extend on Chapter 3 by discussing the findings of this research with reference to the above-mentioned aspects of methodology. Chapter 4 will identify associated codes which resulted in particular themes being identified. There will be a focus on educators' perceptions of a blended learning approach, in particular the preparation and delivery phases (both positive and negative) of e-learning lessons. This information will be presented with reference to the three main research questions of this study.

Chapter 5 will elaborate on Chapter 4 by interpreting the research findings (themes) that were identified in the data with reference to existing literature and theories. This chapter will aim to provide insight as to what these findings mean conceptually by interpreting and evaluating these findings.

Finally, Chapter 6 will consider the contextual implications of the findings of this research. This chapter will focus on the purpose and significance of this research in relation to the primary conclusions that were drawn from this research. Any recommendations associated with the findings, in terms of policies, practices or additional research, will be presented.

1.7 Chapter Summary

This chapter served to introduce the research in its entirety and provided relevant information pertaining to the research phenomenon, namely, the English Home Language educators' experiences when preparing and delivering e-learning lessons. The conceptual framework of the study was briefly identified and discussed, along with its purpose and relevance to the study. The organisation of the dissertation, in terms of the following chapters, was briefly discussed. The information discussed in Chapter 1 provided the reader with a basis with which the following chapter, the Literature Review, can be approached.

Chapter 2. Literature Review

2.1 Overview of the Chapter

This chapter aims to identify, evaluate and discuss global and national literature pertaining to the evolving role of the educator, along with the shift towards e-learning within the classroom and how this has affected educator roles. This chapter will consider the influence of government policies regarding education and the effect that these have had on educators. The perceived ease of use and usefulness, in terms of e-learning, will be discussed as core components as these are likely to be determined by educators' experiences regarding preparation and delivery of e-learning lessons. Each educator's experience is likely to be unique according to his or her personal system. A number of theories and models will be discussed regarding the above with the intention of understanding what determines perceived ease of use and usefulness when it comes to e-learning. In addition to this, these theories will be critically evaluated.

2.2 The Role of the Educator

International research (Basal, 2015; Healey, 2005; Protsiv & Atkins, 2016; Sangrà et al. 2012; Siemens, 2015; Tavangarian, Leypold, Nölting, Röser & Voigt, 2004) suggests that globally, the learning process is taking on a more learner-centred approach whereby learners are being encouraged to take an active role in the learning process which is contributing to the ever-changing role of the educator. In South Africa, the English Home Language curriculum within the GET phase (Grades 7 to 9), which is aligned with this international development, aims to encourage active and critical learning as opposed to uncritical and rote learning (DoE, 2011). It is, therefore, evident that there is a clear paradigm shift towards a more learner-centred approach to teaching within education, and specifically within the teaching of English Home Language (GET phase). It is, therefore, apparent that this shift is occurring at both a global and national level.

It has been suggested that a more active approach to learning allows learners to prepare for later life. Sorbie (2015) believes it is imperative that whilst still at school, learners acquire the necessary skills for college and chosen careers. This is supported by the National Research Council (2013) which proposes that schools should be developing 21st century competencies, which include a combination of knowledge and skills which can be used for problem solving.

Sorbie (2015) developed this notion further by saying that learners should not only develop their problem solving skills at school, but also their abilities in research, communication and collaboration in order to make their learning a meaningful experience. As a result, educators are expected to evolve and adapt to a more learner-centred approach to teaching.

It is believed that a learner-centred approach is further developed by e-learning. This will be discussed in greater detail in Section 2.3 below. It must be noted that learner-centredness and e-learning are two separate concepts, yet both allow for learners to take an active, critical role in the learning process which ultimately prepares them for the working world. It can, therefore, be said that e-learning supports a learner-centred approach within the classroom (DePietro, 2013).

2.3 Overview of E-learning

Sangrà et al. (2012) claim that e-learning has characterised the education sector from the start of the 21st century. As mentioned in Section 2.2 above, e-learning encourages a learner-centred approach within the classroom by encouraging learners to actively construct their own knowledge through critical inquiry, collaboration and communication. It is, therefore, evident that educators have had to adapt to global developments in terms of adopting a more learner-centred approach to education, as discussed in Section 2.2 above, as well a more technologically integrated approach to teaching. Even at a national level, the South African CAPS document for Grades 7 to 9 English Home Language states that it aims to develop active, critical learners who are familiar with technology and to facilitate the progression of learners from schools into the workplace (DoE, 2011).

Importantly, the integration of an electronic device into the learning process does not constitute e-learning. According to Tavangarian et al. (2004), in order for something to be classified as e-learning, it is essential that the electronic device provide invaluable support to the learning process.

Subsequently, various definitions have emerged for e-learning but it is important to note that e-learning is a complex, dynamic phenomenon. Sangrà et al. (2012) believes that when looking at the concept of e-learning, four concepts need to be considered, namely: technology, delivery systems, communication and educational paradigms. With reference to these four concepts, the

inclusion of technology within the classroom can contribute to educators creating a rich learning experience in which the learners are able to engage. In addition to this, this research will include the notion of blended learning and the utilisation of a Learning Management System (LMS) (i.e., the delivery system), which is sometimes referred to as a flipped classroom, under the broader definition of e-learning. Pierce and Fox (2012) highlight the fact that a flipped classroom requires the educator to facilitate learning in order to develop more active learners. The concepts of blended learning and an LMS will be further discussed in Sub-sections 2.3.1 and 2.3.2 respectively. In terms of communication, Sangrà et al. (2012) propose that e-learning is a tool that allows for communication, interaction, and collaboration. With regard to an educational paradigm, it is apparent that e-learning has resulted in a clear shift towards a more learner-centred approach to teaching. According to Yengina, Karahocab, Karahocab and Ozcinarc (2010) one of the greatest challenges of this paradigm shift involves changing the educators' view of technology.

2.3.1 Description of a blended learning approach

According to Kliger and Pfeiffer (2011) blended learning occurs when a traditional, face-to-face teaching approach is combined with the use of technology during the teaching process. Furthermore, Aslan, Huh, Lee, and Reigeluth (2011) have suggested that a blended approach to learning improves communication, collaboration and encourages the learner to take a more active role in the learning process. Due to the proposed benefits of a blended approach, many educators are being encouraged to embrace a blended approach within their teaching. In support of this, Delialioglu (2012) proposes that a blended learning approach allows technology to do what it does best in effectively engaging the learners. In addition to this, Wasoh (2016) suggests that a blended learning approach allows for educators to improve learners' performance in English by creating interesting lessons, developing independent learning skills and by improving communication and accessibility to resources. In addition to this, Tosun (2015) proposes that a blended learning approach has the potential to improve vocabulary learning as it allows for additional learning to occur outside of the classroom environment. There are various blended learning models which have been proposed. According to Thompson (2016), the Face-to-Face Driver Model and the Rotation Model are commonly used within the classroom environment in accommodate the diverse range of learner abilities. Educators' experiences, both positive and negative, regarding the delivery and preparation of e-learning lessons will be further discussed in Sections 2.5 and 2.6 below.

2.3.2 Description of a learning management system

Basal (2015), who conducted research in Turkey, believes that e-learning includes the use of an LMS which enables educators to integrate learning inside and outside of the classroom. Furthermore, an LMS facilitates the notion of a flipped classroom which is a far more learner-centred and interactive approach to learning that allows learners to actively develop their own knowledge. This supports the notion of a more learner-centred approach to education as discussed in Section 2.2 above. In addition to this, Tavangarian et al. (2004) believe that knowledge cannot be imposed upon a learner but rather needs to be constructed by the individual. Likewise, by learners taking a more active role in the learning process, they will be better prepared for the working world as an individual's active (rather than passive) involvement in the workplace is likely to be more productive and beneficial.

According to Lotfi, Nasaruddin, Sahran, and Mukhtar (2013) there are many types of LMSs available, such as Moodle, ATutor, LoftiVCL and WebCT. Martin Dougiamas developed Moodle with the apparent intention of creating a student-focused online environment (Sánchez & Hueros, 2010) which allows for learners to take on a more active role in the learning process. Furthermore, an LMS allows the educator to extend classroom time as learners are able to receive instructions outside of the classroom through various devices.

An LMS allows the educator to tailor a learner's learning experience. Through an LMS, learners are able to receive personalised instruction based on their pace and unique learning methods (Despotović-Zrakić, Marković, Bogdanović, Barać, & Krčo, 2012). In addition to this, Bergmann and Sams (2012) advocate that a flipped classroom is particularly effective when educating groups of learners with a wide range of capabilities. Educators' experiences in terms of the preparation and delivery of the LMS, Moodle, will be further discussed in Sections 2.5 and 2.6 below.

As demonstrated above, e-learning includes a blended approach to teaching and the inclusion of an LMS presents with many positive features. It must, however, be noted that both of these contribute to the ever changing role of the educator which, in effect, results in the educator facing additional pressure. In addition to this, educators are also expected to adhere to

government policies regarding education, many of which are resulting in additional pressure for educators.

2.4 Department of Basic Education Policies Regarding Education

There is a global drive to develop critical thinkers who are able to address real world problems. This drive is supported by international research, conducted by Finegan and Austin (2002), which proposes that children are encouraged to learn about computers and technology which will later aid them in securing positions in the working world. Furthermore, this is supported by the CAPS document for Grades 7 to 9 English Home Language which aims to promote critical and active learners through a learner-centred approach to teaching (DoE, 2011). It must be reiterated that this CAPS document aims to develop learners who are familiar with technology in order to facilitate the progression of learners from schools into the work place (DoE, 2011). In addition, there has been a recent drive in South Africa to utilise e-learning with regard to teaching curriculum content as the two align in terms of their objectives.

International literature suggests, that as a result of a shift towards e-learning, many educators have found this to be stressful as they are required to acquire a technical skill set to their teaching which, in many cases, has proven to be time-consuming (Al-alak & Alnawas, 2011; Atkins & Vasu, 2000; Finegan & Austin, 2002; Healey, 2005; Protsiv & Atkins, 2016; Reyna, 2015; Sorbie, 2015). South African research (Assan & Thomas, 2012; Njenga & Fourie, 2010) has suggested that with regard to e-learning, many lecturers are constrained by time limits. Levy and Stockwell (2013) propose that the field of Computer Assisted Language Learning (CALL), which is the theoretical field in which e-learning is studied in terms of language learning and teaching, has evolved to include the use of new technologies. It must be noted that there is limited published research with regard to the effects of e-learning on educators in the South African context, especially with regard to English Home Language educators in the GET phase.

In a South African study conducted by Chisholm (2005), three quarters of educators believed that their workload had increased since 2000. Furthermore, three quarters of educators attributed this largely to the Integrated Quality Management System (IQMS) that was implemented in order to enhance and monitor educator performance (Chisholm, 2005). In this same study, 90% of educators stated that the changing curriculum and continuous assessment

practice had also contributed to an increased workload and that they had experienced stress as a result of policy changes (Chisholm, 2005). Although this was a 2005 study, it is safe to say that DoBE requirements are still currently identified as significant contributors to educators' increased work load as mentioned in Modisaotsile's policy brief. In this policy brief, Modisaotsile (2012) stated that DoBE research has identified significant concerns of the education system as including on-going changes and amendments to curricula, unsatisfactory teacher training, inadequate support and unavailability of learning and teaching resources. In addition to this, access to logging Continuing Professional Teacher Development (CPTD) points was identified as a challenge due to limited internet access and the fact that educators in Gauteng had identified that they had experienced difficulties when trying to log their points on the online system (Parliamentary Monitoring Group, 2012). It is also evident that there has been a shift towards inclusive education within South African schools yet some educators are feeling inadequately equipped to provide learners with the required support (Dreyer, 2017).

In addition to the above, in November 2014, the DoBE increased the pass mark of English Home Language within the GET phase to 50% (<https://www.gov.za/media-statement-education-department-raises-pass-mark-learners>) Consequently, if learners do not receive the specified mark, they will be required to repeat the year. Educators are, therefore, under additional pressure in order to adequately prepare their learners to pass. There is, however, a Progression Policy whereby learners may not repeat more than one year in every three-year phase of compulsory schooling. If a learner has already repeated a year in a three year phase, the learner is automatically "progressed" to the following grade regardless of whether or not the learner has met the requirements (Muller, 2016).

As indicated above, educators are facing existing pressure due to the constantly evolving role of the educator which requires educators to embrace a learner-centred approach to education as well as an e-learning approach within the classroom. In addition to this, the expectations placed on educators have been compounded by certain education policies issued by the DoE.

2.5 Educators' Experiences in Terms of Preparing E-learning Lessons

Research (Atkins & Vasu, 2000; Basal, 2015; Sorbie, 2015) proposes that educators have experienced both positive and negative experiences when preparing e-learning lessons. Furthermore, Capo and Orellana (2011) propose that educators need to truly understand the

perceived usefulness of technologically integrated lessons in order for their attitudes to be positively influenced to embrace this approach.

2.5.1 Positive experiences in terms of preparing e-learning lessons

E-learning resources can be easily retrieved from any internet-connected computer and can, therefore, save an educator time, if used effectively. For example, educators may wish to include additional learning resources in their lessons to stimulate academically strong learners, and this could be done relatively quickly given the availability of online resources for teachers to use. In addition to this, Andriotis (2017) suggests the notion of creating re-usable templates for teaching matter that has a generic structure as well as developing technological resources with the intention of re-using them at a later stage. Furthermore, Andriotis (2017) also suggested that educators make use of electronic resources as this would allow the educator to adjust these to his or her needs thus saving time.

Harden and Crosby (2000) believe it is important for educators to embrace their roles as lifelong learners and to comprehend the importance of modelling this behaviour to their learners. Therefore, educators will find that they continuously develop themselves, in terms of their technological skill set and content knowledge, when they prepare for e-learning lessons. Furthermore, educators may assume the role of a life-long learner which will be modelled to their learners. Due to the additional content research, educators may become more familiar with their teaching content and develop a technological skill set associated with e-learning. Furthermore, Healey (2005) stated that many educators develop themselves professionally as they are exposed to a variety of perspectives when researching information to include in their courses. As a result, this enhances the learning experience for the learners as, if the learning area allows for it, the learners are in turn exposed to a variety of perspectives on a specific topic.

Healey (2005) believes that greater research is required in terms of identifying the attitudes and incentives of educators when preparing e-learning lessons. Therefore, this dissertation has attempted to review relevant literature with regard to educators' experiences of preparing e-learning lessons; however, there seem to be wide voids in this literature, especially with relation to the experiences of educators' preparation and delivery of e-learning within the GET phase in South Africa.

2.5.2 Negative experiences in terms of preparing e-learning lessons

Eighteen years ago, Atkins and Vasu (2000) highlighted how technology integrated lessons create anxiety for some teachers given that these lessons take time to prepare and that some teachers are still in the process of familiarising themselves with technology. It could, therefore, be assumed that eighteen years later, society would have adapted and educators would have acquired the necessary skills. However, Azarfam and Jabbari (2012) go as far as to specifically term the anxiety that teachers experience when working with technology, as technophobia. In addition to this, Azarfam and Jabbari (2012) propose that technophobia among teachers is due to a lack of knowledge and experience regarding technology, as well as a lack of educator confidence in integrating technology into their teaching. In another study, Setyarini (2018) found that 50% of her participants, English educators, experienced moderate to high anxiety with regard to computer technology. Furthermore, Al-alack and Alnawas (2011) claim that “computer anxiety has been found to have a strong and negative effect on intention to adopt e-learning systems” (p. 215).

It is apparent that educators have conflicting opinions when it comes to integrating technology in their teaching methods. Many educators struggle to adopt an e-learning approach as it is perceived to be something foreign and it may take them a great deal of time to master the technical skills required to effectively facilitate e-learning. In addition to this, Ernest and Hopkins (2006) acknowledge that creating online language courses requires intense labour. This was supported by Gedik, Kiraz, and Ozden (2012) who acknowledge that the time-consuming factor along with the need to master the ever-evolving technologies, proves to be exhausting for educators. Furthermore, Sorbie (2015) believes that many educators do not incorporate e-learning in their lessons or may be underusing the technologies due to the time pressure that they face regarding the integration of technology within the classroom. Siemens (2014) recognises that the process of gaining knowledge is complex and time consuming; however, this is essential in order to develop a culture of life-long learning. As a result, educators need to assume the role as life-long learners, as discussed above in Sub-section 2.5.1.

In addition to the above, educators are also under pressure to ensure that all learners are catered for regardless of their abilities (Sorbie, 2015). This is supported by Dreyer (2017) who

suggests that as a result of this shift towards inclusive education in South Africa, as discussed in Section 2.4; many educators are feeling ill-equipped and pressurised.

It is suggested that educators are experiencing conflicting perceptions regarding the preparation of e-learning lessons. This dissertation aims to look not only at educators' experiences regarding the preparation of e-learning lessons but also at educators' perceptions of delivering e-learning lessons within the classroom.

2.6 Educators' Experiences in Terms of Delivering E-learning Lessons

Research (Al-alak & Alnawas, 2011; Protsiv & Atkins, 2016; Sorbie, 2015) proposes that educators have both positive and negative experiences when delivering e-learning lessons. It must be noted that there was limited research in terms of the experiences of educators in delivering e-learning lessons, especially with regard to Grade 7 to 9 English Home Language educators in South Africa.

The positive experiences of delivering e-learning lessons, discussed in Sub-section 2.6.1 below, will include a combination of both delivery benefits and learning benefits. It has been decided to discuss delivery and learning benefits simultaneously.

2.6.1 Positive experiences in terms of delivering e-learning lessons

Sorbie (2015) suggests that one of the benefits of e-learning is the shift in focus from educator-centred to learner-centred instruction. Consequently, this shift functions to make learners more accountable for their learning efforts. Healey and Roberts (2004) believe learners will benefit from a blended approach as they are able to engage actively in the learning process. Clark and Mayer (2016) believe that learners benefit from the multimedia approach of e-learning. Furthermore, this blended approach to teaching allows for the educator to cater for individual differences which is essential when dealing with diverse learners as each learner is able to work at his or her own pace (Basal, 2015). Learners working at their own pace aligns well with the concept of inclusive education which has been embraced in South Africa. Moreover, Basal (2015) believes that a flipped classroom allows learners to work at their own pace, be better prepared for lessons, not be limited by time constraints and, ultimately, participate more in class. Consequently, in a flipped classroom, the educator becomes the facilitator and observer

and the learners assume more responsibility for their own learning. Learners are encouraged to engage in a variety of activities, including group work and meaningful discussions. Although Basal (2015) does look at the effects of a flipped classroom in a language teaching context, there is limited research specifically considering the GET phase in South Africa. Sorbie (2015) also believes that there is limited qualitative research in the field of understanding how educators believe Moodle (an LMS) effectively engages learners.

Technology integrated lessons allow for learners to collaborate through sharing information which results in improved communication skills (Turban, Liang & Wu, 2011). In addition, Giarla (2017) also proposes that a blended approach allows for increased interactions between the educator and learners through emails, chat rooms and discussion boards. Likewise, a flipped approach within the classroom allows for educators to use technology in order to improve collaboration with students. As a result, there are increased interactions between the educator and learners as well as between the learners themselves (Bergmann & Sams, 2012).

Bergmann and Sams (2012) elaborate on this by explaining that due to the fact that the educator's role has changed to facilitator, more time is available to interact with learners, work in smaller groups, respond to questions and to provide additional guidance to those learners who are struggling to grasp concepts. Furthermore, Bergmann and Sams (2012) go as far as to say that they believe that this has been the reason that learners have excelled in a flipped classroom environment.

2.6.2 Negative experiences in terms of delivering e-learning lessons

Winstead (n.d.) identified infrastructure, Information Technology (IT) support and attaining software technology and hardware as significant obstacles in delivering e-learning lessons. In addition to this, Wasoh (2016) emphasises poor computer and internet accessibility as a concern when presenting e-learning lessons. This relates to both the educator and learner.

According to a study conducted by La Roche and Flanigan (2013), it was found that learners disengaged from what was being taught in e-learning contexts by going onto social media sites or checking their e-mail. Furthermore, it is suggested that electronic devices serve as a temptation to distract learners from what is occurring in the classroom. Winter, Cotton, Gavin and Yorke (2010) even stated that many learners admitted to having non-learning sites, such as

social networking sites, activated whilst engaging in academic learning and would often move between the two. In trying to understand learners' distractions by electronic devices, Lockitt (2004) proposes that learners who do not use their devices effectively during e-learning lessons, may either lack necessary technical skills or skills which are usually associated with the learning process, such as concentration, problem-solving, goal direction or incentive.

In addition to this, a study by Tosun (2015) revealed that a blended learning approach to developing learners' vocabulary did not prove to be as successful as originally anticipated. Tosun (2015) did, however, acknowledge that this could be due to the short duration of the study but could also be due to the fact that many learners lack the discipline and motivation to work independently at home. Tosun (2015) also proposed that a blended learning approach will be more effective if online tools and activities are suited to the learners' needs and interests.

Due to the positive and negative aspects associated with the preparation and delivery of e-learning, as discussed above in Sections 2.5 and 2.6, it is apparent that there is conflicting information in terms of the perceptions and experiences of e-learning within the classroom. In addition to this, educators are also expected to keep up with the ever changing role of the educator, embrace a learner-centred approach to education as well as to adhere to any education policies issued by the DoE. This dissertation, therefore, aims to identify English Home Language educators' experiences and, therefore, perceptions of preparing and delivering e-learning lessons.

2.7 Conceptual Framework

The experiences of English Home Language educators (within the GET phase), with regard to preparing and delivering e-learning lessons, will be conceptualised from Bronfenbrenner's eco-systemic framework and will include reference to the Digital Teaching and Learning Ecosystem (DTLE) theoretical framework. The conceptual framework, from which this research will be interpreted, will also include synthesised constructs from several other theories in order to better conceptualise this research.

2.7.1 Bronfenbrenner's ecosystemic approach and Digital Teaching and Learning Ecosystem (DTLE) model

Bronfenbrenner's ecosystemic approach was used as a lens to conceptualise and ground this study as it was anticipated that educators' experiences in preparing and delivering e-learning lessons were likely to differ according to their personal and social systems. While Bronfenbrenner's Ecological Systems Theory is typically used to explain the interlinked development of childhood (Bronfenbrenner, 1994), it is an approach that can be used in multiple settings to explain the interactions between different levels or systems.

Thomas and Myers (2015) state that Bronfenbrenner's ecosystemic approach considers the relationships within the systems as well as the interrelationships between the systems. Bronfenbrenner's ecosystemic approach has, therefore, been used in order to conceptualise English Home Language educators' unique systems which may contribute to their personal experiences. Consideration of an educator's unique systemic framework assisted in orienting the researcher to the potentially complex and unique systems in which educators could be located. It is, therefore, proposed that these unique systems contribute to the distinctive experiences of educators in terms of preparing and delivering e-learning lessons. According to Bronfenbrenner (2005), the main premise of this theory is based on progressive, reciprocated accommodation between the individual and his or her current setting. This suggests that, within the context of this research, this reciprocated accommodation is influenced by the relationship between the educator and her immediate setting and will determine the experiences that the educator has with regard to the integration of e-learning within the English Home Language classroom (GET phase).

Bronfenbrenner's ecosystemic approach proposes various systems, which are hypothetical layers of one's environment, each of which affect an individual's development (Ryan, 2001). Bronfenbrenner's ecosystemic approach consists of five levels, namely: the microsystem, mesosystem, exosystem, macrosystem and chronosystem (Ryan, 2001). It is important to note, that in trying to understand the experiences of English Home Language educators, with regard to the preparation and delivery of e-learning lessons, the educator needs to be seen as being at the centre of these systems.

The microsystem refers to the level at which the developing individual cultivates relationships with his or her surroundings (Bronfenbrenner, 1977). In addition to this, Bronfenbrenner (1977) proposes that the microsystem refers to the patterns, roles and interpersonal relationships experienced by the developing individual within a particular setting. It is also at this level whereby the individual will need to interact with others who have inherent character dispositions and beliefs. This is the level that is closest to the educator and makes reference to direct interactions of the educator with other individuals and factors in her surroundings (Tudge, Mokrova, Hatfield, & Karnik, 2009). With specific regard to educators, the microsystem makes reference to factors within the specific environments in which educators exist. This could include relations with colleagues, school management teams and learners. In addition to this, it could also refer to the technological tools and curriculum resources that are available within the school. In addition to this, it is possible that the preparation of e-learning lessons is done at the educators' homes; therefore, this home environment would also form part of the microsystem for the educator.

According to Bronfenbrenner (1977), the mesosystem refers to points at which different settings, in which the individual exists, overlap with one another. This system includes the interactions between the different factors identified within the microsystem that have an effect on the educator (Tudge et al., 2009). The mesosystem could include the school's management team's decision to invest in certain programmes such as Moodle, as the school's LMS, and the decision of the school's management team to embrace an e-learning approach to education.

The exosystem is a level that refers to the settings in which individuals are not necessarily active participants, yet are still affected by decisions made within this system (Tudge et al., 2009). This exosystem could refer to the DoBE and those responsible for producing the CAPS document and other educational policies for English Home Language within the GET phase. This could also refer to companies that determine data prices or even Eskom, or municipal groups that are responsible for generating electricity which e-learning is reliant on. As a result, the educator's teaching approach and willingness to embrace e-learning will be largely influenced by what occurs within this system.

According to McLinden (2017), the microsystem, mesosystem and exosystem are influenced by an individual's macrosystem. The macrosystem includes the culture, subculture or social context along with the belief systems, resources, difficulties and support structures that are

present within each level. The macrosystem encompasses the cultural environment in which educators live as well as other systems that affect them. This macrosystem could include the political, economic and social environments that educators are part of (Tudge et al., 2009). This system could possibly refer to the socio-economic status of the country which would determine learners' access to technological devices and data connectivity. Broad cultural attitudes, regarding society's view of technology, could also be located within the macrosystem. In addition to this McLinden (2017) proposes that this system includes core changes at both a national and international level, for example a shift towards inclusive education with a key focus of developing equity. This could also include an educational shift to a more learner-centred approach whereby learners are encouraged to play an active role in the learning process.

The chronosystem refers to the effect of the patterns of transition and environmental changes on the individual over a period of time (Dunn, Brown & McGuigan, 1994). According to Bronfenbrenner (1977), this system was included in order to give recognition to the element of time in an individual's development. According to McLinden (2017) this level refers to the time frame that is required in order for an individual to transition from one role into another. Within the context of this research, this could pertain to the ever-changing role of the educator as discussed in Section 2.2 above.

Although Bronfenbrenner's ecosystemic approach successfully conveyed that individuals' unique systems shape their experiences, this ecosystem approach did not specifically consider the complexity and unique attributes of e-learning. Although Bronfenbrenner's ecosystemic approach is suitable in trying to conceptualise this research, and the different factors that affect an educator's experience with regard to the preparation and delivery of e-learning lessons, it was decided to integrate a theoretical approach that was directly associated with the concept of e-learning yet also grounded in Bronfenbrenner's ecosystemic approach.

A DTLE model was identified as a possible model to further conceptualise this research. DTLE was developed in accordance with the core concepts of Bronfenbrenner's ecosystemic approach which were discussed above. The suitability of this model was that it was specifically developed with a focus on e-learning. Reyna (2011) proposes that an ecological approach in conjunction with information technology allows for an innovative way in which to understand e-learning. In addition, Reyna (2011) also believes that it is crucial to understand that teaching

and learning should be viewed as key concepts responsible for transforming information into knowledge.

Reyna (2011) proposes that the individual, in this particular research the educator, along with the interface, subject content and learners are entrenched within a context in which interactions transpire and affect the learning experience. This conveys the interconnectedness of the microsystem, in which the educator, learner, interface and curriculum resources exist, along with the mesosystem, which was the school's decision to adopt an e-learning approach to teaching, and the exosystem, which includes the curriculum which was outlined by the DoE. The DTLE considers an individual's surroundings as being comprised of abiotic and biotic components which interact to form a community. Abiotic factors include physical devices, internet connection (whether it be broadband, WiFi, 3G or another form of internet connection) or an e-learning interface or portal, such as Moodle (Reyna, 2011). It is these abiotic components which contribute to the access of online content. The biotic components, such as the educator and learners, are present within the microsystem and area affected by the abiotic components either from the same or different systems.

A perceived weakness of the DTLE model is that this is a relatively new model and the developer of the DTLE model stated that he would like to further develop this model through additional testing (Reyna, 2011). Furthermore, both Bronfenbrenner's ecosystemic approach and the DTLE model place a great deal of focus on context. This dissertation aimed to focus on not only external processes within the different contexts but also internal processes which affect an educator's experiences and, therefore, perceived ease of use and usefulness of e-learning tools. As a result, the conceptual framework from which this research will be interpreted will include constructs from several other theories in order to best account for these experiences.

Bronfenbrenner's ecosystemic approach along with the DTLE model proposes that the educator exists at the core of five systems, and that educators' experiences are due to the interactions of these systems which either directly or indirectly affect the educator. This allows the researcher to better understand that there are multiple contributions to educators' experiences in terms of preparing and delivering e-learning lessons, which links to research objectives two and three respectively. In order to further understand educators' perceived ease of use and usefulness of e-learning tools, which is associated with research objective one, it

was decided to further investigate what determines these aspects with regard to e-learning tools being adapted within the classroom. Although Bronfenbrenner's ecosystemic approach is able to account for the factors within educators' systems that affect their experiences, this approach was limited in that it places too much focus on context (McLinden, 2017).

Bronfenbrenner's ecosystemic approach and the DTLE model were not able to account for internal factors which contributed to perceived ease of use and, therefore, usefulness of e-learning tools which could, in turn, determine the extent to which e-learning tools are adopted within the classroom.

2.7.2 Theories and models regarding the perceived ease of use and usefulness of e-learning tools

The Technology Acceptance (TAM) model focuses on factors and decision processes that an individual will go through when deciding to what extent e-learning tools will be integrated within the classroom. Perceived ease of use and usefulness are core elements in this process (Ward, 2013). The TAM, which was proposed by Davis (1993), attempts to account for individuals' acceptance of new ideas in technological contexts. It is important to note that the TAM was affected largely by the Theory of Reasoned Action as well as the cost-benefit paradigm from Behavioural Decision Theory (Davis, 1989). Furthermore, the TAM was proposed in order to explore the impact of technology on users' behaviour (Davis, 1993). Figure 2-1 on the following page provides a diagram, identified by Järvinen and Kaarakainen (2015), of the original TAM principles.

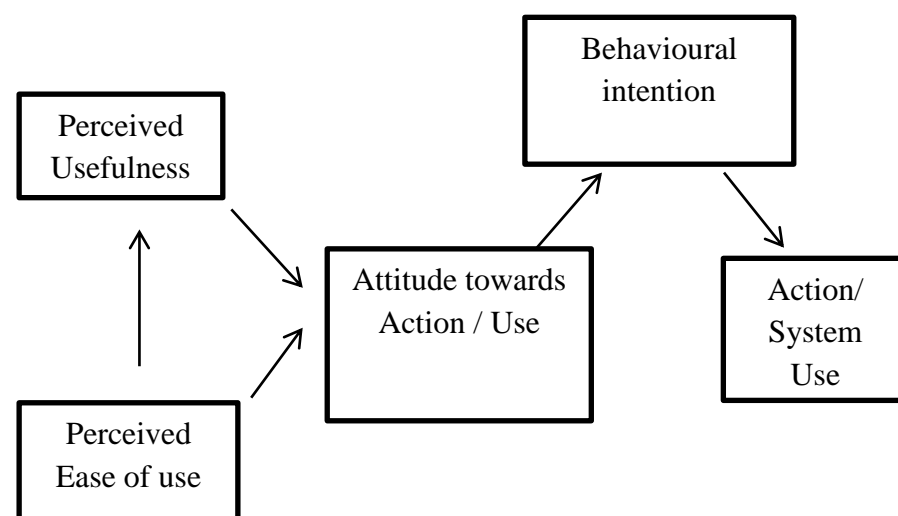


Figure 2-1. The Technology Acceptance Model (Davis, 1989)

As demonstrated in Figure 2-1 above, Järvinen and Kaarakainen (2015) propose that with regard to the TAM, perceived ease of use (lower left box) and perceived usefulness (upper left box) govern one's attitude which ultimately governs one's intention to utilise a specific system. Thus, it can be said that intention is a significant contributor to one's actions. According to Davis (1989), perceived ease of use (lower left box) affects perceived usefulness (upper left box). The TAM, therefore, implies that if an individual has a positive perception and intention to engage in a particular behaviour, then it is suggested that a particular action will be followed through with.

Davis, Bagozzi and Warshaw (1989) were involved in a study that suggested that perceived ease of use (lower left box) and perceived usefulness (upper left box) had a direct influence on behavioural intention. They, therefore, proposed that the attitude component of TAM should be excluded. In addition to this change, it was suggested that external variables be considered as having an influence on individuals' perceived ease of use and perceived usefulness (Davis, Bagozzi & Warshaw, 1989). Liu, Chen, Sun, Wible and Kuo (2010) supported the notion that external variables affect perceived ease of use and, therefore, perceived usefulness of electronic tools. Venkatesh and Davis (1996) identified some of the external variables as system characteristics, user training, user participation in selected designs along with the actual implementation process. Järvinen and Kaarakainen (2015) proposed that limited time, environmental constraints, organisational constraints as well as habit can also affect an individual's actual system use.

This research aimed to identify external themes or processes present within the different systems that affect educators' experiences as these experiences will, in turn, affect educators' perceived ease of use and perceived usefulness with regard to preparing and delivering e-learning lessons within the classroom. In addition to this, this research aimed to identify any internal variables, such as self-efficacy, which will be discussed in further detail below, which may affect an educator's perceived ease of use or usefulness regarding e-learning tools.

The original TAM does not provide sufficient recognition of social influences. In addition to this Nyoro, Kamau, Wanyembi, Titus and Dinda (2015) proposed that the TAM's most significant weakness is the fact that it lacks rich descriptions and that additional variables would be beneficial in strengthening the model. Chuttur (2009) raised the concern that the

original TAM was unable to account for reasons as to why an individual would deem a system to be useful and lacked the ability to explain and predict outcomes. He, therefore, proposed that additional external variables (far left box) be included as they determine one's experience regarding perceived usefulness (*lower box*). As a result, the Adjusted TAM was proposed (see Figure 2-2 below).

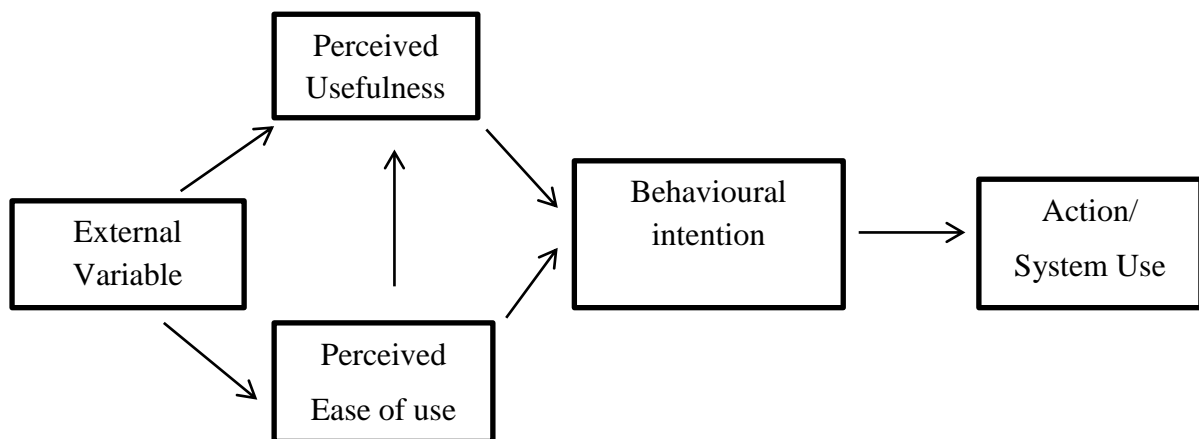


Figure 2-2. Adjusted TAM (Venkatesh & Davis, 1996)

The Adjusted TAM, represented in Figure 2-2 above, supports Bronfenbrenner's ecosystemic approach in that an individual is at the centre of many interrelated systems, some of which directly influence the educator and some of which indirectly influence the educator. These external variables (far left box) could be associated with the relationships within the educator's systems as well as the interrelationships between the systems that influence the educator.

Venkatesh and Davis (2000) later identified further limitations to the Adjusted TAM in that there were not sufficient variables and, therefore, proposed the TAM 2 which is evident in Figure 2-3 below. Venkatesh (2000) also identified two primary groups of experiences for perceived ease of use, namely anchors (upper left box) and adjustments (lower left box). According to Chuttur (2009), these anchors (upper left box) referred to individuals' general beliefs regarding computers and computer usage. Adjustments (lower left box) made reference to individual's beliefs which had been influenced through direct experience with the target system (Chuttur, 2009).

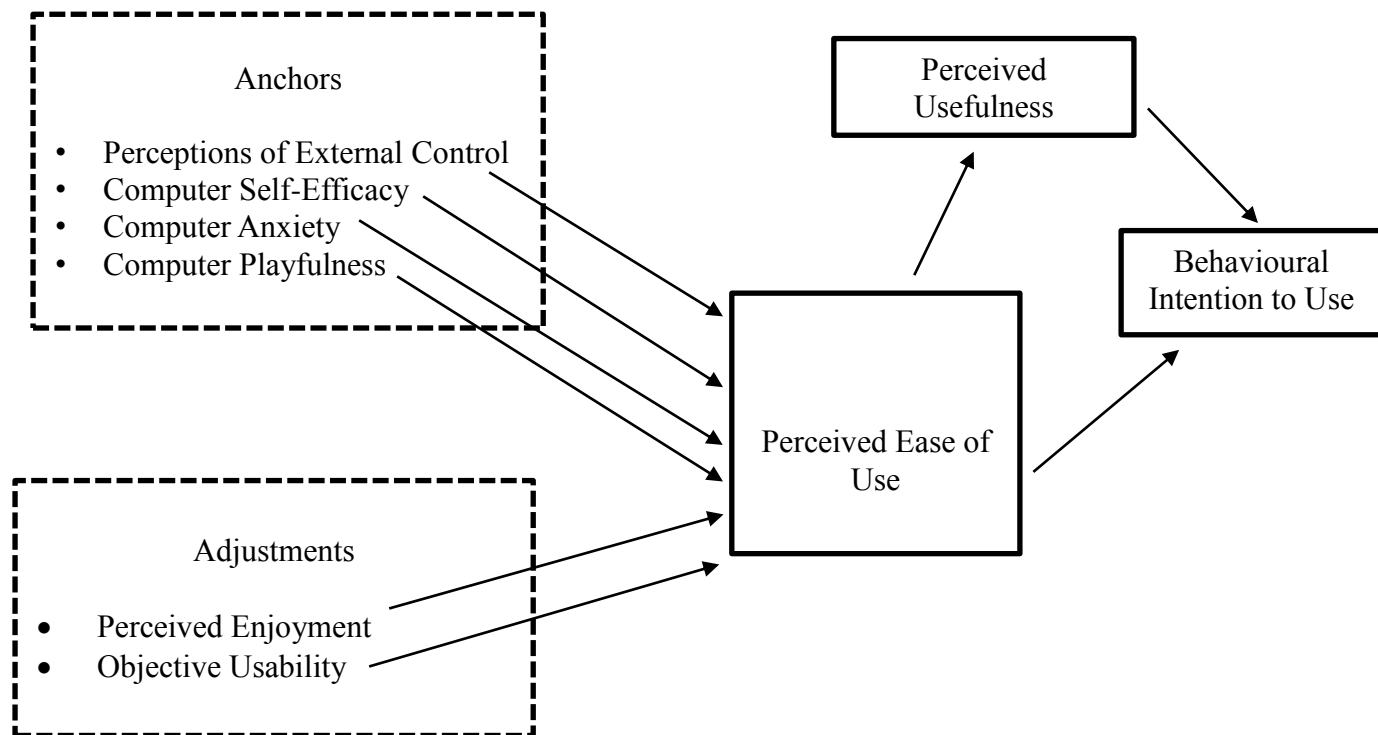


Figure 2-3. TAM 2 (Chuttur, 2009, p.15).

The TAM has received much criticism, as discussed above, which is why the developers changed certain aspects over the years. The most recent TAM 2 model has also been criticised in terms of its methodology as it relies on self-reported data which is of a subjective nature (Chuttur, 2009).

The Adjusted TAM, which takes into consideration various external processes, was integrated into the conceptualisation of this study. In addition to this, the extension to the TAM, which looks at anchors and adjustments, provides a good theoretical framework for conceptualising this study. These models were developed according to the premises of Bandura's self-efficacy theory, the Cost-Benefit Paradigm and Fishbein and Ajzen's Theory of Reasoned Action. Bronfenbrenner's eco-systemic approach was also utilised in conceptualising this study as each educator will be exposed to different external variables in their systems which will ultimately result in unique experiences regarding the perceived ease of use and, therefore, usefulness of e-learning tools within the classroom. According to Venkatesh and Davis (2000), perceived ease of use is anchored in an educator's e-learning self-efficacy.

Bandura's theory of self-efficacy was included in the conceptualisation of this research as it allowed the researcher to consider the internal processes which may affect educators'

experiences of preparing and delivering e-learning lessons. Bronfenbrenner's ecosystemic approach and the DTLE model does not account for internal processes but rather considers the external processes of the educator. Self-efficacy refers to one's perceived ability or belief in oneself to succeed or accomplish tasks. Therefore, according to Bandura and Adams (1977), an individual's perceived self-efficacy will determine an individual's decisions regarding actions and behaviour along with the amount of energy they are willing to use and to what extent they will persevere when faced with adversity. Furthermore, it can be suggested that the stronger the perceived self-efficacy, the stronger the willingness to persevere in order to succeed. The concept of perceived ease of use can, therefore, be equated to Bandura's notion of self-efficacy. Beliefs regarding one's self-efficacy are said to function as determining factors of one's behaviour. An individual's experiences (in preparing and delivering e-learning lessons) often shape his or her perceived ease of use or perceived usefulness of a tool. In this research, it is proposed that educators' perceived ease of use or usefulness of e-learning tools will determine the extent to which the tool is integrated in the classroom. Educators' experiences (determined by their systems) often shape their perceptions and confidence to succeed in integrating certain tools which introduces the concept of self-efficacy. Educators' beliefs regarding self-efficacy function as determining factors of their behaviour, especially with regard to the extent certain e-learning tools, such as Moodle, are adopted within the classroom.

According to Davis (1989), Bandura's theory differentiates "self-efficacy judgments from outcome judgments" (p. 321). Furthermore, Davis (1989) also proposes that outcome judgments are associated with the probability that a successful behaviour will be associated with valued outcomes. Therefore, Bandura's outcome judgment variable can, be equated with perceived usefulness within this research. If an educator, for example, has a positive experience with an e-learning tool, the educator is likely to identify perceived usefulness of the tools which in turn will result in greater self-efficacy regarding the use of the e-learning tool. Bandura proposes that the probability of a behaviour being executed requires reflection in terms of both self-efficacy and outcome beliefs. With regard to this research it can be suggested that self-efficacy and outcome beliefs contribute to an educator integrating technology within the classroom. It is the educator's experience of a particular e-learning tool that will determine the perceived ease of use and usefulness of that particular tool which will contribute to the educator's self-efficacy regarding the tool. An educator is unlikely to adopt a tool in which he or she has had little success, especially if there are no motivating factors to do so. Hill, Smith and Mann (1987) support the notion that a combination of self-efficacy and

outcome beliefs affect an individual's choice to further develop him or herself. The theory of self-efficacy provides an additional theoretical basis regarding the perceived ease of use and usefulness of an action which will ultimately contribute to one's behaviour. If an educator has had a negative experience regarding a specific e-learning tool, the educator is likely to deem that there is no ease of use and, therefore, no usefulness associated with the relevant tool.

According to Venkatesh and Davis (1996), computer-efficacy can be described as an individual's conviction that he or she is adept in utilising technology. Many educators who have had a negative experience with an e-learning tool will have a poor perceived ease of use or usefulness of an e-learning tool. Due to a negative perception of the tool, many educators do not experience self-efficacy. According to Igbaria and Iivari (1995), computer-efficacy affects the likelihood of an individual adopting technological tools. Computer-efficacy has also been found to affect the use of technological systems (Compeau & Higgins, 1995). According to Venkatesh and Davis (1996), computer-efficacy also affects an individual's perception that the system can be easily used as well as willingness to pursue technological training (Webster & Martocchio, 1992). Chacon (2005) supported Bandura's self-efficacy theory in stating that educators' views regarding their instructional effectiveness will ultimately determine the type of learning environment that educators construct when coordinate learning. In relation to this research, it must be re-iterated that the notion of perceived ease of use is comparable to Bandura's notion of self-efficacy.

According to Eastman and Marzillier (1984), Bandura's self-efficacy theory was criticised for viewing self-efficacy as being independent from outcome expectations. In addition to this, Biglan (1987) is critical of the fact that the influence of the environment on an individual's behaviour has been trivialised by Bandura.

From the above, it is suggested that certain theories or models have their strengths and disadvantages in terms of conceptualising this study. Bronfenbrenner's ecosystemic approach and the DTLE model proved to be beneficial in terms of considering how external factors may affect educators' experiences and, therefore, perceived ease of use and usefulness of e-learning tools. The TAM and Bandura's self-efficacy model focus on the educators' internal processes which affect their experiences and behaviours, in terms of adopting e-learning tools within the classroom.

2.8 Chapter Summary

This chapter synthesised both global and national research in terms of the evolving educator's role within the classroom. Furthermore, this chapter also explored the influence of policies issued by the DoE, which includes the CAPS document along with the increased pass rate for English Home Language (GET), which, in conjunction with the ever-changing role of the educator, are placing additional pressure on educators. In addition, this chapter also discussed the introduction of e-learning within the classroom. Perceived ease of use and usefulness, in terms of e-learning, were discussed as core components as it is these concepts in which educators' experiences regarding the preparation and delivery of e-learning lessons are embedded. Moreover, it was discussed that educators' unique systems determine their experiences regarding e-learning. Therefore, Bronfenbrenner's ecosystemic approach was used as a basis in conceptualising this study with the inclusion of constructs from additional models and theories, in the attempt to understand what determines perceived ease of use and usefulness. It must be noted that each of these theories were evaluated in terms of their strengths and shortcomings.

Chapter 3. Methodology

3.1 Overview of the Chapter

The previous two chapters aimed to introduce the purpose of this research and to review existing literature that pertained to the research topic and the three research questions. Chapter 3 aims to extend on the information presented in Chapters 1 and 2 by providing information regarding the research design, recruitment of the research site, sampling, participants, data collection and data analysis. This chapter will also discuss the validity, reliability and generalisability of this research along with the ethical aspects that were taken into consideration and the possible limitations associated with this study.

3.2 Research Design

A qualitative method was used in order to gain insight regarding how English Home Language high school educators prepare and deliver e-learning lessons to learners within the GET phase. Golafshani (2003) believes that in qualitative designs, knowledge is perceived as being socially constructed and may vary according to a specific context. This paradigm suggests that one's reality is fluid as it is influenced by an individual's interaction with his or her personal system. Qualitative research typically elicits rich content and aims to gain a deep understanding of various experiences. Richards (2009) was specifically writing about language teaching in the e-learning environment and believes that qualitative research allows for the researcher to gain greater insight regarding the progressions that occur during language teaching from an e-learning approach. The qualitative design of this research enabled the researcher to identify the common experiences (both positive and negative) in English Home Language educators when preparing and delivering e-learning lessons. The research was focused around three main research objectives which were initially presented in Chapter 1, Sub-section 1.4.2, which considered the context in which the research took place. The objectives of the research are:

- 1) to identify English Home Language educators' perceived ease of use and usefulness of e-learning tools
- 2) to gain insight regarding English Home Language educators' experiences of preparing an e-learning lesson

- 3) to gain insight regarding the English Home Language educators' experiences of delivering an e-learning lesson

The above research objectives are closely related to the following three research questions:

- 1) How do English Home Language educators perceive the ease of use and usefulness of e-learning tools?
- 2) What are English Home Language educators' experiences of preparing an e-learning lesson?
- 3) What are English Home Language educators' experiences of delivering an e-learning lesson?

3.3 Recruitment of the Research Site

The school in which this research took place was an ex-model C state school overseen by a governing body. A governing body consists of the school principal, educators from the school, one non-teaching member of staff, learners and parents (DoE, 2015). This high school was selected because in 2016, it embraced an e-learning approach to teaching. The high school also adopted Moodle as its official LMS. The school made it compulsory for all learners to have a device through which they were able to engage in the e-learning programme. Provisions were made for learners who were unable to afford a device as they were able to borrow an electronic tablet from the school. The school adopted Moodle as its preferred LMS and educators received training in Moodle and were educated about the benefits of a blended approach to learning.

The researcher worked as an English Home Language educator at the school, in which the research was conducted for six years, between 2011 and 2016. My personal experience from working at the school in which the study was conducted was that this was a school that had actively embraced e-learning. As a result, the research was conceptualised as a case study of a school that had integrated e-learning in its teaching and learning practices, specifically in the teaching of English Home Language within the GET phase. Case studies aim to enable the researcher to understand the case with greater depth (Bryman, 2012). A case study allowed the

researcher to examine six English Home Language educators in great depth as opposed to looking at a large sample group at a superficial level. Rule and John (2011) believe that case studies provide a researcher with rich descriptions. This research aimed to provide insight regarding the experiences (both positive and negative) of English Home Language educators when preparing and delivering e-learning lessons. Rule and John (2011) also believe that case studies have the capacity to explore general problems within a specific environment. The general problems that were explored in this study were the challenges that English Home Language educators face when preparing and delivering e-learning lessons within the English Home Language classroom in the GET phase.

Due to the fact that the researcher had previously worked at this school, she had an existing professional relationship with many of the English Home Language educators employed at the school.

Gatekeeper's permission was sought from the KwaZulu-Natal DoBE before the research was able to commence. In the interim, the principal from the local high school was contacted to request a meeting to discuss the possibility of conducting a research study in his school. A meeting was held with the school's principal whereby the nature of this research was discussed and he was given an Information Sheet (see Appendix 5). The principal of the high school provided written permission stating that he was willing for his staff, specifically the English Home Language educators (within the GET phase), to be involved in this research on the condition that approval was obtained from the KwaZulu-Natal DoBE (see Appendix 3).

Once the researcher received Gatekeeper's permission to embark on the research project from the KwaZulu-Natal DoBE (see Appendix 2) and the principal of the school where the research was conducted (see Appendix 3), the researcher applied for ethical approval through the Humanities and Social Sciences Research Ethics Committee (HSSREC) at the University of KwaZulu-Natal.

3.4 Sampling

Once ethical approval was received from the HSSREC (see Appendix 4) on 12 June 2017, educators teaching English Home Language (within the GET phase) at the school, a co-educational high school in the upper highway area, were contacted via email. The researcher

sent educators an email explaining the intended research and included the Information Sheet (see Appendix 5) as an e-mail attachment. E-mails were only sent to English Home Language educators who integrated e-learning in their teaching.

A purposive sampling design was utilised as potential research participants needed to be English Home Language educators who taught within the GET phase and had direct experience of the research phenomenon. This entailed the inclusion of technology integrated lessons in the English Home Language classroom (within the GET phase) and familiarity with the school's chosen LMS, Moodle. This type of sampling was utilised in order to ensure that the sample units, who in this particular research were educators, had direct reference to the research questions (Bryman, 2012).

There were only nine English Home Language educators within the school, three of whom were new educators who had not previously integrated technology within the classroom to the same extent as educators who had been at the school for a longer period of time. My understanding was that the new educators had not had the same exposure to Moodle as the other educators had, and there was a focus on Moodle as an LMS within the planned research interviews. The researcher purposively selected and invited six specific English Home Language educators who she knew had used and continued to use e-learning tools in their teaching within the GET phase which included the LMS, Moodle.

Participants needed to be willing to take part in the research. Participants had previously received emails regarding the nature of the research and an attachment of the Information Sheet (see Appendix 5). Once the participants understood the nature of the research and the Information Sheet, the researcher met with the participants and took them through the details of the Consent Form (see Appendix 6), and they were invited to consent to participate in the study.

Due to the fact that the researcher had taught at this school for six years, she had insider knowledge into the school's teaching and learning strategies. According to Silverman (2013), it is essential to consider how a researcher's relationship with the study participants will affect the research. Given that she had a previous professional relationship with the research participants, the researcher suspected that this would facilitate their openness with her during the data collection. The researcher also suspected that there would not be a need to establish

rapport and that the participants would trust that their interviews would remain confidential. In contrast, it was also possible that the participants may have believed that the researcher would reveal what they had discussed with her to the Head of the English Department, as the researcher had previously worked very closely with the Head of the English Department. This concern was discussed with the participants and the researcher ensured that she reiterated the confidential nature of the interviews, and that the information revealed during the interviews would be anonymised in the presentation of the findings. The participants were also informed that the findings of the research would later be made available to the school through a summarised report of the findings.

3.5 Participants

Educators who were involved in this research were of different ages, had different levels of teaching experience, had different roles within the school and were all females (see Table 3.1). The researcher would have liked to have included a balance of males and females in the research; however, this balance was not possible. There was only one male English Home Language staff member at the school who was in his first year of teaching and, therefore, did not have much experience in integrating technology in his lessons or with the LMS, Moodle. He, therefore, did not meet the criteria for participant selection.

The participants were not regarded as a vulnerable group of research participants and were not subjected to any potential stress or harm.

Table 3.1

Participant Details

Pseudonym	Participant's overarching perception of technology as portrayed in the interviews
Participant 1	<ul style="list-style-type: none"> • passionate about incorporating technology in the classroom • includes a variety of e-learning tools in the classroom
Participant 2	<ul style="list-style-type: none"> • has made an effort to become more familiar with the inclusion of technology within the classroom • realises she needs to lead by example thus has made an effort to

Pseudonym	Participant's overarching perception of technology as portrayed in the interviews
	embrace Moodle to the greatest extent possible
Participant 3	<ul style="list-style-type: none"> • encourages the integration of technology in the classroom • believes e-learning has its place in the classroom • believes technology integrated lessons often result in additional work for the educator, in terms of monitoring learners
Participant 4	<ul style="list-style-type: none"> • passionate about technology both inside and outside of the classroom • confident enough to explore different forms of technology and learn new things independently
Participant 5	<ul style="list-style-type: none"> • passionate about technology, both inside and outside of the classroom • has always made an effort to embrace change, especially the technological developments within the classroom.
Participant 6	<ul style="list-style-type: none"> • embraced technology from the start of her teaching career • passionate about technology • always looking for new online resources to use within her classroom

3.6 Data Collection

According to Rule and John (2011), interviews are typically one-on-one conversations between the researcher and participant and are used to gain rich data. In-depth, one-on-one, semi-structured interviews which included open-ended questions were used in order to collect data for this research in terms of what the English Home Language educators' experiences were regarding their preparation and delivery of e-learning lessons within the classroom, in the GET phase. (See Appendix 7 for a copy of the semi-structured interview schedule that the researcher based her interviews around.)

The interviewer had a list of possible areas of discussion and questions yet leeway was given in order to gain greater insight (Bryman, 2012). Interviews took place at the high school in which the participants worked. As indicated by the KwaZulu-Natal DoE's letter of consent (see

Appendix 2) for this research to be carried out, these interviews were not conducted during teaching hours. The interviews were conducted in English, recorded and then transcribed.

As previously mentioned, participation in this study was voluntary and face-to-face interviews were individually conducted. These interviews were audio-recorded with the participants' express consent.

A semi-structured interview schedule, comprising of questions under four main subheadings was used for discussion (see Appendix 7), as well as any prompts deemed necessary to clarify the participants' responses. Semi-structured interviews allow for the researcher to be more open-minded and, as a result, an array of concepts and theories can emerge from the data (Bryman, 2012). These semi-structured interviews were not restrictive and allowed for the participants to express their own subjective opinions regarding the preparation and delivery of e-learning lessons in the GET phase, thus resulting in rich qualitative data. This is in line with the interpretivist paradigm that has been adopted for this research. According to Samkange (2012), an interpretivist paradigm allows for a more subjective approach whereby knowledge and meaning are products of personal interpretation.

The interviews invited educators to share their experiences, opinions and knowledge of issues related to the research topic. The data was used in order to understand English Home Language educators' experiences (both positive and negative) of preparing and delivering e-learning lessons. The research also aimed to provide insight as to how these educators perceived the ease of use and usefulness of various e-learning tools and to what extent this resulted in e-learning being integrated within the classroom. The six educators were interviewed and each interview took approximately fifty minutes.

The recorded interviews were later transcribed and the original recordings were then deleted. Prior to the interviews, the participants had been informed about the above-mentioned process. This was done with the permission of the participants. The interviews were then transcribed by the researcher. It was decided that the researcher would not make use of a third party to transcribe the data. Although this may have been less time-consuming, it meant that the researcher was able to interact more personally with the data. Once the interviews had been transcribed, the original recordings were deleted.

3.7 Data Analysis

The data collected during the one-on-one interviews was audio recorded with a digital voice recorder and subsequently transcribed. According to Alhojailan (2012), data reduction is the first step in the process of data analysis. Once the semi-structured interviews had been transcribed, thematic analysis was used to analyse the data. In thematic analysis, the data was analysed with the intention of identifying core themes that were identified by the researcher within the data (Bryman, 2012). These themes were identified based on common codes. According to Vaismoradi, Turunen and Bondas (2013), coding is a process whereby one systematically goes through the data and marks or highlights pieces of data (e.g., words, phrases) associated with each code. These codes are later arranged into potential themes. According to Alhojailan (2012) coding is used in thematic analysis in order “to make connections between different parts of the data” (p. 43).

The researcher analysed the data with the intention of looking for recurring ideas or patterns which could be identified as common themes. This enabled the researcher to identify common experiences (both positive and negative) of English Home Language educators in preparing and delivering e-learning lessons to learners in the GET phase. It also allowed her to see if there were any common themes in the way in which English Home Language educators perceived the ease of use or usefulness of e-learning tools.

Educators are all unique yet many share common experiences regarding their preparation and delivery of e-learning lessons. This is largely due to educators' personal and social systems. Thematic analysis is a flexible and useful tool that allows the researcher to obtain rich, detailed data (Braun & Clarke, 2006). The data obtained during data analysis was later, in Chapter 5, compared to prior research that had been conducted in this field, in order to see if there were any common themes that could be identified.

3.8 Validity, Reliability and Generalisability

According to Silverman (2013), research is futile if you are unable to convey that your research methods are reliable and that your findings are valid. Bryman (2012) believes that qualitative research should be evaluated according to a unique set of aspects. Furthermore, Bryman (2012) believes that trustworthiness and authenticity are essential when testing reliability and validity

within qualitative research and that trustworthiness can be further divided into credibility, transferability, dependability and confirmability.

According to Tracy (2010), credibility makes reference to the trustworthiness of the research and how credible and valid it is. In this research, credibility was aimed for by executing good research practice and by ensuring that all information received from the participants who were English Home Language educators was fed back to the participants to ensure that they had been properly understood during the interviewing process. It was decided by the researcher to use the research findings as a form of feedback to the educators, as opposed to the actual transcripts, in order to ensure that nothing had been misinterpreted by the researcher during the process of data analysis. Clarifying questions and statements were also used during the interviews in order to determine if the researcher had fully understood what had been said; this was in order to avoid any misinterpretations. According to Silverman (2013), it is beneficial to provide participants with tentative findings and to consider the possibility of refining these, with additional input from the participants.

Bryman (2012) believes that credibility is similar to that of internal validity. Silverman (2013) believes that research shows validity if the conclusions made by the researcher are supported by the data and the findings from prior studies.

Silverman (2013) also believes that validity occurs when the researcher's theoretical assertions are supported by data from the study and when the researcher does not dismiss alternative themes that were identified during the data analysis. Moreover, it is the researcher's responsibility to provide a realistic account of the findings, which is what was done in this study, even if certain findings did not correlate or even contradicted the researcher's assumptions and expected findings. According to Silverman (2013) it is essential for the researcher to provide a critical overview of his or her findings and to avoid the temptation of presenting the suitable examples which is often referred to as an anecdotal approach. This research aimed to provide a realistic, original account of the findings.

Tracy (2010) describes transferability as taking place when a researcher provides rich data in their research report, so much so that someone reading the report would be able to assess whether the findings are transferable to other research contexts. This allows an individual to make his or her own decision as to whether the findings are able to be compared to his or her

context. Readers may be able to identify with the English Home Language educators' experiences (both positive and negative) in preparing and delivering e-learning lessons to learners in the GET phase. Bryman (2012) believes that transferability is similar to that of external validity.

According to Bryman (2012), dependability is similar to that of reliability, and the likelihood that the findings could be repeated at other times. Golafshani (2003) believes that data will be consistent when the steps of the research are corroborated through examination of items such as raw data, data reduction and process notes. This research will ensure that dependability is aimed for through a methodical inquiry process, with the intention of eliminating any possible careless errors in conceptualising the study, collecting and interpreting the data and reporting on the findings. The researcher aimed to be honest and accurate in carrying out the research project; however, acknowledged the fact that her existing relationship with the participants could potentially affect the outcomes of the research. The researcher was aware that it is possible to become so enmeshed with the participants that it may be difficult to separate her beliefs from those of the participants. The researcher was aware of the temptation of becoming too subjectively involved with the findings which could have potentially clouded her analysis of the findings.

According to Clarke and Braun (2013), reflexivity encourages researchers to consider how their assumptions, values and subjective experiences may affect the way in which they interpret the data. Reflexivity was implemented in order to ensure that the researcher was aware of her potential influence of her background as an English Home Language educator in the same school, personal interests within the project and her existing perceptions regarding the use of e-learning in the classroom. Reflexivity was implemented by discussing the research findings during supervision and by setting aside time to critically reflect on my own experiences in relation to the participants' reports. From her ten years of teaching experience, the researcher had existing subjective experiences regarding the preparation and delivering of e-learning lessons and was aware of the temptation to merely attempt to confirm her experiences through the findings of this research. Careful attention was given in order to ensure that the interviews were transcribed accurately and that all aspects were included, even if they appeared to be trivial, such as laughing and hesitations. The interviews were first transcribed for content and then additional transcription focused on the seemingly trivial yet significant aspects of the interview.

Authenticity was aimed for as the researcher aimed to honestly and fairly describe the participants' experiences. According to Bryman (2012) educative authenticity enables individuals to better understand the perspectives of others in their society. This research aimed to provide greater insight regarding the experiences of English Home Language educators across the GET phase in terms of their preparation and delivery (both positive and negative) of e-learning lessons.

3.9 Ethical Considerations

Before this research was carried out, a number of considerations were taken into account regarding the ethical aspect of this research. The ethical aspects taken into consideration included autonomy and informed consent, beneficence and non-maleficence. As previously discussed in this chapter, Gatekeeper's permission was obtained from the KwaZulu-Natal DoBE (see Appendix 2) and the principal of the school in which the research took place (see Appendix 3). Once the necessary permission had been granted, the research proposal was submitted and ethical clearance was granted by HSSREC (see Appendix 4). Although reference may have been made to the following ethical areas earlier in this chapter, these areas will now be elaborated on.

3.9.1 Autonomy and informed consent

As previously mentioned, participation in this research was voluntary and if an educator wished to participate in the research, a specific interview time was arranged. Prior to the interviews, participants were emailed an Information Sheet (see Appendix 5) and consent form (see Appendix 6) which were later discussed with the participants. These forms served to protect the autonomy of the potential participants. The participants were invited to sign and return the forms to the researcher. Participants were not forced to participate, but rather reminded that their participation in this research was entirely voluntary. It was explained to the participants that the data collected through the interviews would be treated in a confidential manner. Any identifying information relating to the name of the school or the participants would be anonymised in the presentation of the findings in order to protect the participants' identities. Participants were also informed that they were entitled to withdraw from this research at any time and that this would be without any repercussions or consequences.

3.9.2 Beneficence

Once the research had been carried out, the participants were given the opportunity to informally discuss the findings with the researcher in order to ensure that their responses had been accurately interpreted. This also provided the researcher with an opportunity to receive clarity in order to ensure that she had correctly interpreted the content of the interviews. Once the dissertation has been completed and assessed, and any necessary adjustments made, the participants will have access to a consolidated report of the findings.

3.9.3 Non-maleficence

Protocol was followed in order to identify and eliminate any potential harm to the associated participants and high school. An application for ethical clearance was made to the HSSREC regarding the intended research. This application was successful and ethical clearance was granted on 12 June, 2017 with protocol number HSS/0696/017M (see Appendix 4).

3.10 Limitations

In a qualitative design, the aim is to acquire rich and insightful data, therefore, a smaller sample is used in order to gain this data (Richards, 2009). This is also from a practicality point of view as qualitative research is notoriously time-consuming in terms of the data collection and analysis, which occurs in the form of transcription. Benoliel (1996) raised the concern that the utilisation of one source of data can result in reduced conceptual depth. This concern was considered throughout the research; however, the researcher believed that the open ended interview schedule allowed for sufficient depth to be obtained.

It has also been suggested that logical comparisons are not always possible due to the subjective nature of the participants' responses, which often differ. The English Home Language educators were selected from an ex-model C state school which was in a financially stable position as they were able to embrace an e-learning approach to education. As a result, English Home Language educators working in rural school or financially disadvantaged school were largely excluded. English Home Language educators (within the GET phase) exist within unique systems which results in educators' experiences being unique. It is these unique

systems which determine the educators' experiences in terms of preparing and delivering e-learning lessons. In addition to this, the educators' internal processes along with the external processes affect their perceived ease of use and, therefore, perceived usefulness regarding e-learning tools. As mentioned in Chapter 3, Section 3.8, this research does, however, aim for transferability which allows for the reader to engage with the rich research findings and personally assess as to whether or not the findings are applicable to other research contexts (Tracy, 2010).

Qualitative research ultimately depends on the researcher's interviewing style. The researcher was aware of her influence and did everything she could to ensure that she did not lead the participants in terms of their responses. This required the researcher to be conscious of this at all times as the researcher already held a subjective experience regarding e-learning.

In this particular research, the researcher acknowledges that her previous professional relationship with the participants is likely to have influenced their responses and the subsequent findings. In addition to this, the researcher's personal experiences and existing perceptions of e-learning could have influenced the interpretation of the data. The researcher was, however, aware that her personal perceptions could become enmeshed with the participants' perceptions and, therefore, made a concerted effort to be as neutral as possible in the interpretation of the findings. The researcher made every effort to ensure that this research study was not used as an opportunity to validate her personal experiences but rather to identify experiences from as neutral a perspective as possible. Reflexivity was implemented by the researcher discussing the research findings during supervision and by setting aside time to critically reflect on her own experiences in relation to the participants' reports. According to Clarke and Braun (2013), reflexivity encourages researchers to consider how their assumptions, values and subjective experiences may affect the way in which they interpret the data. As much as the researcher made every effort to ensure that her existing relationship with the participants along with her own experiences of e-learning were kept "separate" from the research, it would be naive to think that the research process was entirely objective.

3.11 Chapter Summary

This chapter aimed to provide clarity in terms of the methodology adopted within this research. The research design, recruitment of the research site, sampling, participants, data collection

and data analysis were discussed in detail. This chapter also focused on the validity, reliability and generalisability of this research along with the ethical considerations of this study and the possible limitations that could be associated with this study. Chapter 4 will discuss the findings from the data analysis with reference to the methodology discussed in this chapter.

Chapter 4. Findings

4.1 Overview of the Chapter

This chapter will focus on the findings that were generated through thematic analysis of the data. The findings will be discussed in terms of the themes that were identified in the data, with reference to the purpose of the study as a whole. The data collection was conducted through one-on-one, semi-structured interviews whereby each interview was recorded and then subsequently transcribed. As a result, this chapter will make use of excerpts from the audio transcriptions in order to support the identified themes. Each excerpt will include the participant's number, along with the corresponding line numbers from the transcribed interview. This will enable the reader to locate the excerpt within the larger context of the interview and could enhance the transparency and credibility of the research process.

The three research questions guided the structure of the interviews (see Appendix 7). The first research question centred on English Home Language educators' perceived ease of use and usefulness of e-learning tools. The second research question aimed to explore educators' experiences, both positive and negative, when preparing English e-learning lessons within the GET phase. The third research question aimed to explore educators' experiences, both positive and negative, when delivering these e-learning lessons to the learners.

4.2 Main Themes

Each main theme that was identified in this study will be discussed in terms of its relevance to the study. The themes will be identified and discussed in accordance to their affiliation with the three research questions, numbered 4.2.1, 4.2.2 and 4.2.3 below.

4.2.1 Research Question 1: How do English Home Language educators perceive the ease of use and usefulness of e-learning tools?

The themes presented below are closely linked with the first research objective and question that aimed to generate insight into English Home Language educators' perceived ease of use and usefulness of e-learning tools. As can be seen in the subsequent presentation of findings, e-learning presents with both positive and negative components with regard to both the preparation and delivery phases of teaching. As a result, it is apparent that findings directly

related to research questions 2 and 3, which will later be discussed in greater detail, are also embedded within research question 1. Educators' perceived ease of use and usefulness of e-learning tools will be determined by educators' personal experiences in terms of the preparation and delivery of e-learning tools. With relation to the first research question, one main theme was identified, *the benefit of a blended approach to teaching*.

4.2.1.1 The benefit of a blended approach to teaching

From the outset, it is important to acknowledge that all six participants acknowledged the benefit of a blended approach to teaching English within the GET phase. This benefit was conceptualised as part of the usefulness of e-learning tools.

“It’s [technology] certainly not . . . taking over . . . we still understand our role is paramount. You cannot replace the teacher with technology; technology must complement what the teacher is doing The schools’ Technology Integrator . . . never ever says that the teacher is not important anymore, it’s quite the opposite” (Participant 2, Lines 109 – 112).

Participant 2 believes in a blended approach to teaching. She believes that there needs to be a balance in terms of technology integration and the active role of the educator. “They [the learners] need that physical interaction with the teacher, um, that eye to eye contact Teaching is about people, it’s not about machines” (Participant 2, Lines 269-271). Notably, Participant 2 values the human interaction and active role of educators which a blended learning approach allows for.

Participant 2, who has several years of teaching experience, acknowledged the important role of the educator in the learning process and has made an effort to become more familiar with the inclusion of technology in the classroom. She realises that she needs to lead by example as she has a leadership role within the school and, therefore, has made an effort to embrace technology, including Moodle, to the greatest possible extent.

Participant 1 is passionate about incorporating technology within the classroom and has witnessed the benefits of including technology in her teaching. Participant 1 explained that she felt that the integration of technology was useful in supplementing her teaching and making it

more exciting for her learners. Participant 1 stated that “in today’s day and age, the children find the lessons extremely boring” if technology has not been integrated into the lesson (Lines 508-509). Participant 3 added to this by saying that a blended approach to teaching has been useful and resulted in her learners wanting “to engage more because they have a better understanding. I think we sometimes forget that learning is meant to be an experience; it’s not meant to just be listening to the teacher talk. It’s meant to be creating an understanding and a whole lot of learners learn differently” (Lines 380-383). Participant 2 proposes that e-learning creates an experience for learners and caters for learners’ different learning styles. In addition to this, Participant 1 stated that e-learning lessons are beneficial to learners who have Attention Deficit Hyperactivity Disorder in that “they respond much better because it is different things all the time; it’s not boring” (Lines 580-581).

“I think, if you just talk a whole lesson, you have . . . children switching off. It is tiring. So, I think, we’ve got to be careful of doing that, and . . . vary activities . . . show them something up on Moodle, or PowerPoint or a video or whatever it is, that’s ideal because then you are breaking it up for them. You [are] changing focus . . . you [are] helping them with concentration, you’re keeping their interest Traditional [teacher-centred teaching], just talking for 45 minutes, . . . is quite killing, especially for your less academic children” (Participant 2, Lines 300-313).

Based on the above, it is suggested that Participant 2 supports the notion that a blended approach to teaching assists in creating more exciting lessons and that it is useful in maintaining the attention of learners. It can be assumed that if a learner is enjoying a lesson, he or she is more likely to engage and possibly have a better understanding of the topic that was taught.

Participant 1 also stated that by “putting it [work that needed to be covered] on Facebook, they [the learners] know that they have a chance to go back home . . . and go through everything” (Lines 533-536). Participant 1 believed that concepts are grasped a lot quicker with e-learning because the learners have got the resources available in order to consolidate what was taught in class.

“There are many [English] skills that cannot be really assessed on a computer because it is a language, so you are working with how something is phrased, how it is

expressed, what words have been used . . . those are going to remain within the domain of physical marking and writing” (Participant 2, Lines 74-80).

Participant 2 believes that although technology presents with benefits within the classroom, there are still elements of the teaching process, for example marking work, which cannot be done by any computer or LMS due to the complexity of the language.

“E-learning is going to come but it is going to be a work in progress. It is going to take time but I think we are moving in that direction” (Participant 2, Lines 45-46). The inclusion of a blended approach to learning will take time to be fully appreciated by many educators. As Participant 2 said, “technology is changing all the time so as long as you understand that you are a life-long learner, that you will never know it all, and that there are always new things to learn” (Lines 359-361). Participant 6 believes that educators need to accept “the fact that technology is becoming of paramount importance to learners” (Lines 9-10).

This first theme regarding the benefit of a blended approach to teaching, will be elaborated on under the positive experiences of preparing and delivering e-learning lessons. It is ultimately experiences, determined by external and internal variables, which shape an educator’s perceived ease of use and perceived usefulness regarding e-learning tools.

4.2.2 Research Question 2: What are English Home Language educators’ experiences of preparing an e-learning lesson?

The second research question that was formulated for this study was “What are English Home Language educators’ experiences of preparing an e-learning lesson?” The responses of the six English Home Language educators, who teach within the GET phase, provided insight regarding English Home Language educators’ experiences of preparing an e-learning lesson.

All participants work at a school in which the integration of e-learning within the classroom has been encouraged. There has also been a particular focus on embracing Moodle, as this is the school’s chosen LMS. It must be noted that educators were not consulted in this decision. During the semi-structured interviews that were carried out, it was evident that all six educators had experienced both negative and positive experiences in the planning of their e-learning lessons. This is why the main themes have been divided into positive or negative experiences.

4.2.2.1

Positive experiences of preparing e-learning lessons

The following research findings focus on educators' positive experiences of preparing e-learning lessons. All six participants acknowledged the value of e-learning in their interviews. Two significant main themes, regarding the positive aspects of preparing an e-learning lesson, were identified. These main themes included *allows information to be saved and modified* and *improved familiarity* (with e-learning tools and content).

4.2.2.1.1 Allows information to be saved and modified

Three of the six participants believe that the preparation phase of developing e-learning lessons allows for resources to be saved and later modified for various reasons which ultimately enhances the learning experience.

Participant 1 stated, "it's not something that I need to recreate all the time so I will always use the same Prezis and . . . if I think of something . . . at a later stage, I can always go and edit the Prezi, so it definitely does save time" (Lines 343-345). It is suggested by Participant 1 that in the long term, the preparation of e-learning tools is useful as it saves an educator time as these resources can be saved.

Participant 4 stated that by saving e-learning resources, educators are able to later adapt these in order to better suit the level of their class. When discussing how she prepares for classes of learners of different levels, she indicated that, "I will prepare my PowerPoint and have it ready and then I adapt it to the class I am teaching" (Participant 4, Lines 194-195). Therefore, e-learning tools are useful as they allows the educator to quickly tailor the lessons to suit the level of each class, in order to ensure that the academically strong learners are extended and that the academically slower learners are able to grasp taught concepts through scaffolding.

4.2.2.1.2 Improved familiarity (with e-learning tools and content)

All six of the participants identified improved familiarity as a positive aspect that had been experienced during the preparation phase of e-learning lessons. During the interviews, it was identified that participants believe that there had been improved familiarity in terms of the

skills required to use different tools in addition to the content being researched and subsequently taught.

“I am much better at Moodle now. I understand better how to do it”, (Participant 2, Lines 15-151). It is implied that through continual practice, educators are able to develop the knowledge and skills associated with different tools. It can be proposed that the preparation of e-learning tools is useful in that it not only improves an educator’s familiarity with different tools but also allows for the educator to become more familiar with the content that is being researched.

Participant 1 further elaborated on this theme by stating that the preparation of e-learning allows for the educator to develop “a different way of thinking” (Line 376). As a result, learners are being educated by educators who are willing to explore alternate approaches to the content that they are being taught. As a result, educators are able to extend their knowledge in terms of what is being taught which, hopefully, results in more effective teaching taking place within the classroom. Participant 3 agreed with the fact that the preparation of e-learning lessons is useful as it allows the educator to develop professionally by having “so much more knowledge of the subject” (Lines 214-215). Preparing e-learning lessons allows educators to develop different perspectives and thus suggests a mediational value of technological tools in terms of educators’ content knowledge and technological skill set.

“My biggest goal is not to simply teach the syllabus . . . I focus on how I can use the source material to teach them [the learners] about something else. My class talks about politics and gender roles and LGBT (Lesbian, Gay, Bisexual, Transgender) rights and Donald Trump and our [South Africa’s] current situation and war . . . and nothing is off limits. My class is more than just an English lesson and it helps with the technology . . . They are developing a holistic understanding of the world” (Participant 4, Lines 213-222).

With reference to the above quote, it is suggested that Participant 4 sees the English classroom as a useful opportunity to develop learners holistically.

4.2.2.2 Negative experiences of preparing e-learning lessons

All six participants reported having negative experiences during the preparation of an English e-learning lesson. The main themes identified were that *technical skills have not yet been acquired* and the fact that the preparation of e-learning lessons is *time consuming*.

4.2.2.2.1 Technical skills have not yet been acquired

It must be acknowledged that none of the participants felt they lacked technical support but five participants felt that they lacked the time to acquire this support offered by the school's Technology Integrator. These five participants felt that they were not able to fully develop their technical skill set due to time constraints and other demands that they faced.

Participant 1 stated that she does not have “the time to go and use an extra . . . [e-learning] tool” (Lines 75-76). The educator did not present herself as being opposed to Moodle, as she did acknowledge, at other stages of the interview, that Moodle does have its place. Time appears to be the biggest indicator as to why educators have not fully acquired the technical skills associated with Moodle. “When it’s the December holidays, I’ll sit and I’ll have a look at [Moodle]”, (Participant 1, Lines 76-77).

Participant 5 stated “I do make use of Moodle although not as proficiently as I should”, (Line 24). Participant 5 did, however, say this “is entirely my own fault”, (Line 262). The educator stated that the school's Technology Integrator “is so enthusiastic . . . , she is doing a splendid job . . . but I would rather spend my time doing other things” (Participant 5, Lines 263-264). This could result in educators feeling guilty or inadequate due to the fact that they are not fully embracing e-learning within their teaching.

From the extract above, it is apparent that all educators feel that they have not yet developed the technical skills associated with Moodle and as a result, the preparation of e-learning lessons has proven to be a time consuming exercise.

4.2.2.2.2 Time consuming

Five of the six educators stated that preparation for e-learning lessons is initially a time-consuming process. It was noteworthy that many educators specifically identified Moodle as being the most time consuming tool.

Participant 3 stated that technology integrated lessons “take a long time to set up”. (Lines 104-105). Participant 3 stated that they “don’t get any extra time to set anything up . . . so it’s all [their] own time” (Lines 172-173). This notion of e-learning being time consuming in terms of preparation was supported by the majority of the participants. Participant 1 stated that the preparation of e-learning lessons is time consuming “in the beginning” (Line 410). She did, however, acknowledge that “in the long term, it saves time” (Line 410). The above data suggests that it was difficult for the participants to see e-learning from only one perspective as they had all experienced both the positive and negative outcomes of e-learning.

It is evident that five of the six English Home Language educators specifically identified Moodle as being a time consuming e-learning tool. The following were identified as negative time consuming components associated with Moodle.

When Participant 4 was asked if she had sufficient time to familiarise herself with Moodle, she responded by saying that “it [Moodle] is so layered and unwieldy, it requires more time than I have” (Lines 529-530). Participant 2 elaborated on this by saying, “it’s not resistance as much as it is overload . . . we are swamped” (Lines 228-229). It is indicated that many educators are feeling overwhelmed due to the expectation associated with the government policies regarding education and do not have time in which to familiarise themselves with an additional e-learning tool. Due to the fact that the educators’ time is limited and that they have not yet fully acquired the technological skills associated with e-learning tools, in particular Moodle, they have very little time to develop new resources which could be uploaded to Moodle.

Four of the six participants believed that the use of Moodle, as the school’s selected LMS, contributed to time-consuming aspects of the preparation phase of e-learning lessons. Participant 3 said, “Moodle can be helpful, but then again we have to worry about the copyright which has also been a bit of an issue” (Lines 54-55). As a result, this has contributed to educators spending time trying to identify the correct sources for the resources that they

have uploaded to Moodle. Participant 2 explained that when going on to a “platform like Moodle, you’ve got to be sure that you are acknowledging your sources. And sometimes, you are not sure if you can use your resources”, (Lines 350-352). As a result, much time is spent trying to locate sources for resources which may have been accumulated over the years or educators are forced to create or locate new resources whereby the sources can be cited.

4.2.3 Research Question 3: What are English Home Language educators’ experiences of delivering an e-learning lesson?

The third research question for this study was “What are English Home Language educators’ experiences of delivering an e-learning lesson?” The responses of the six English Home Language educators, who teach within the (GET) phase, were divided into positive and negative experiences.

4.2.3.1 Positive experiences of delivering e-learning lessons

The two main themes, regarding the positive experiences of delivering e-learning lessons included *increased learner involvement* and *increased interaction between educator and learner*.

4.2.3.1.1 Increased learner involvement

During the one-on-one semi-structured interviews, it was noted that all six participants believed that the delivery of e-learning lessons results in increased learner involvement. Four of the six participants believed that the delivery of e-learning lessons results in more learner-centred learning which ultimately enhances the learning experience. Participant 2 says that the learners “like the fact that everything is there at their own convenience, their own time”, (Lines 165-166). Participant 2 did, however, caution that many learners adversely have the “tendency . . . to be lazy. Because they think then because it’s there, they don’t need to do anything” (Lines 166-167). It is evident that certain learners respond differently to an LMS such as Moodle.

Participant 1 believes that the learners are encouraged to “go read up on it [planned work] before they come to class, so when they come to class, they are more involved” (Lines 262-

263). This is a useful approach as learners are taking a more active role in their learning process and the learning experience is, therefore, enhanced. Participant 2 supports this notion as she says that in delivering e-learning lessons, “it becomes the child’s responsibility. They can go on [Moodle], they can look at the notes, they can download them; they can print them if they wish” (Lines 27-29). E-learning may contribute to developing responsible learners. Participant 4 believes one of the uses of e-learning is that it has the potential to academically extend learners as “the ones that are conscientious are going the extra mile” (Lines 143-144).

“E-learning has also proven to result in better communication and camaraderie between learners as the learners have formed Whatsapp groups, and a child that does have Wi-Fi at home will screenshot something and then send it on the group so that everyone has access to that information” (Participant 1, Lines 249-251). As a result, learners who do not have access to Wi-Fi at home do not miss out on any information. This is useful as it develops problem solving skills amongst learners.

Participant 1 believes that learners are encouraged to “communicate at a . . . higher [formal] level” (Lines 113-114) with their educators which will stand them in good stead and ultimately prepare learners for life after school. Participant 1 also believes that a blended approach to teaching, with the use of social media, allows the learners to “realise that there are rules and regulations for social media” (Lines 123-124). These are life skills that will benefit learners in the future. Participant 1 says that learners will learn “indirectly . . . what is appropriate and what is inappropriate. You can’t just take a photo of someone and put it on social media if you don’t have the person’s permission to do it” (Lines 126-128).

Participant 2 believes that access to electronic devices allows for learners to become active learners by looking “things up on their phones, like vocabulary or something that is historical that we are checking on” (Lines 22-23). As a result, the learning process is enhanced. Participant 3 also believes that Moodle is beneficial in terms of setting “quizzes and things, especially with the juniors, it works really nicely when you are doing language and that kind of thing” (Lines 48-49).

From the above, it is apparent that many educators feel that e-learning is useful in creating a more learner-centred approach to learning whereby the learners are encouraged to take a more active role in their education.

4.2.3.1.2 Increased interaction between educator and learner

All six educators acknowledged that e-learning improves interactions between learners and educators as educators are able to assist learners in processing what has been taught. Educators are able to do this by being aware of the learners' barriers along with using e-learning to consolidate what has been taught in the classroom.

Participant 1 believes that e-learning is useful in allowing learners to work independently at times which, therefore, gives the educator the opportunity to walk around the classroom and to identify learners who are experiencing difficulties in grasping taught concepts. "With me, walking around, I can see the children who are battling, the children who don't understand. Because, not all of them want to put their hand up to ask a question So . . . I can pinpoint immediately when there is a child who is battling and I can do a one on one" (Participant 1, Lines 193-197). Participant 1 understands that many learners are too self-conscious to admit that they do not understand what has been taught and, by walking around, educators are able to identify the learners who require further assistance.

Participant 2 acknowledges the benefit of an LMS but believes that the learners still require the educator in order to help process what has been taught, "especially for your remedial children" (Line 282). "You can't overwhelm them with stuff [information] so if you are going to put stuff [information] up on Moodle, you've actually got to guide them . . . to help them see what's important", (Participant 2, Lines 292-294). Participant 2 believes that this process allows for the learning of new material to be less "intimidating and overwhelming" for learners, (Lines 290-291). It can be suggested that the educator assists in guiding the learning process. And, as a result, the learning process is far more enriching as the learners are able to listen to the discussion that is occurring around the specific topic, as opposed to trying to copy down copious amounts of notes.

Participant 1 believes that an e-learning approach to education is beneficial to learners who have learning barriers. Participant 1 says she likes to start a lesson "by just putting a visual on the screen", (Line 510). As a result, Participant 1 believes that this makes "teaching visual learners . . . so much easier", (Lines 515-516). Participant 3 believes that e-learning includes so many elements regarding the different learning styles, in terms of "projecting things, pictures,

sound clips” (Line 500). Participant 3 believes that due to the fact e-learning lends itself to different learning styles, “it’s opened to do well to more students. So, by including more of those, of the different techniques, it does mean that a lot more learners understand things better”, (Lines 496-498).

“Learners learn differently. And when you include all those different styles, so when you include the visual, when you include the audio visual then they seem to respond better because more of them are being reached. So it’s not just a handful of students who listen to the chalk and talk lesson, all of them that are being reached”, (Participant 3, Lines 382-385).

From the above, it is evident that Participant 3 believes that e-learning provides a holistic learning experience for learners.

An e-learning approach to education is, therefore, beneficial in trying to accommodate each learner’s style of learning as a classroom is typically filled with learners who have different learning styles. According to Participant 6, e-learning lessons “gives them [the learners] an opportunity to do [an activity] in more than one way, it seems to cement the knowledge that is required”, (Lines 348-349).

“They like the hands on experiences . . . it seems to entrench it in their minds. I am also under the belief as an educator that repetition is key so when you repeat something three times, in three different ways, it sticks”, (Participant 6, Lines 211-214).

From the above, it is suggested that Participant 6 believes that e-learning engages the learners in different ways and allows teaching to be an enriching experience. Participant 6 alludes to the fact that it is this diverse experience that enables learners to recall what has been taught.

“With Moodle, it’s really nice to . . . to put extra resources up” (Participant 3, Lines 43-44). From the above, it is evident that Participant 3 also believes that e-learning tools, Moodle in particular, is beneficial in terms of revising taught content. Uploaded notes on an LMS almost provides learners with a sense of security when studying. Not only does Moodle allow for learners to revise taught content, but it also allows for them to be extended. This encourages

learners to take an active role in the learning process and to ultimately take responsibility for their learning.

4.2.3.2 Negative experiences of delivering e-learning lessons

All six educators admitted to having endured a negative experience when delivering an e-learning lesson in the classroom. The two main themes were identified were learners' *lack of self-control* and *connectivity concerns*.

4.2.3.2.1 Learners' lack of self-control

Five of the six educators made mention of learners' lack of self-control during e-learning lessons. Participant 1 stated that "there will be times when children will take chances and they will be sitting on their devices doing something other than the lesson that you are doing", (Lines 181-184). Participant 2 also acknowledged that, for many learners, their devices are "a temptation and a distraction", (Lines 336-337). As discussed earlier, e-learning does require learners to take responsibility in the learning process yet many do abuse the fact that they have access to their devices. This could also raise the question as to whether or not educators are exhibiting sufficient discipline and control within the classroom.

4.2.3.2.2 Connectivity concerns

Within this focus, three main connectivity concerns emerged with regard to learners' access to digital devices, poor internet accessibility and, lastly, data or Wi-Fi concerns. This theme was identified in the responses from all six participants and must, therefore, be of significant importance to educators.

In terms of access to devices or data, Participant 3 made mention of the fact that not all learners have access to electronic devices due to the diverse range of learners, in terms of socio-economic status, in South Africa. "The Socio Economic distribution, the sort of breakdown of learners is so diverse, that you can go from one extreme to the other", (Participant 3, Lines 189-190).

Participant 3 elaborated on this by saying that although many learners have electronic devices, they do not know how to use their devices properly. "There are a lot of them who, even though they are the technology natives, don't actually know how to use technology properly" (Participant 3, Lines 183-185). This raises concern regarding whether or not learners are being adequately prepared for the world of technology.

In terms of data, Participant 1 made mention of the learners who "don't have Wi-Fi at home", (Line 248) as this makes it difficult for learners to access an LMS at home. Participant 2 says "they [the learners] don't want to use their own data, that is a big *no, no* because of cost", (Line 120-121). "If the servers aren't up, then I can't log on to Moodle because it requires server access", (Participant 3, Lines 399-400). It is evident that unstable internet connectivity, which is common in South Africa, affects one's ability to work with Moodle. Furthermore, Participant 6 said, "we don't have the right cables running throughout the school, so our internet access is slow and so obviously very often you are reliant on the fact that kids . . . have data", (Lines 252-254). In addition to this, when asked to identify any concerns regarding connectivity, Participant 1 stated that "it would definitely be power failures" (Line 401).

4.3 Chapter Summary

This chapter explored the research findings generated through the analysis of the data. Thematic analysis was utilised in order to identify the common themes that had recurred across the data. The identified themes were discussed in relation to the purpose of the study in its entirety and supported by including excerpts taken from the transcriptions of the six interviews. The information discussed in this chapter will be elaborated on in Chapter 5 and will include the integration of the literature that was reviewed in Chapter 2.

Chapter 5. Discussion

5.1 Overview of the Chapter

This chapter will focus on interpreting and evaluating the findings in relation to the literature and theoretical framework that the study was grounded within. Bronfenbrenner's ecosystemic approach (which formed the basis of the DTLE) and the TAM 2, which includes Bandura's theory of self-efficacy, were identified as the most relevant approaches in terms of conceptualising the study design and research findings. Bronfenbrenner's ecosystemic approach was used in order to identify external processes which affect educators' experiences of preparing and delivering e-learning lessons. The TAM 2 (which includes Bandura's model of self-efficacy) was used in order to identify both internal and external processes which affect educators' perceived ease of use and usefulness of e-learning tools. This, in turn, will determine the extent to which e-learning is integrated within the classroom. Furthermore, this chapter will aim to convey what the findings mean conceptually.

As is evident in the research findings, English Home Language educators' experiences regarding the preparation and delivery of e-learning lessons within the GET phase are unique as each experience is determined by the educators' involvement with their unique systems. These systems involve distinctive characteristics and role-players which results in educators being exposed to, for example, a diverse range of learners in terms of their self-discipline and willingness to use personal data, learners' access to devices, access to technology whilst preparing and delivering lessons and familiarity with e-learning tools. Theoretically, educators' personal systems contribute to their unique experiences in terms of preparing and delivering e-learning lessons (Chapter 2, Sub-section 2.7.1). This accounts for many of the external processes which may affect educators' experiences; however, this research also aimed to identify the internal processes that influence an individual's experience with regard to the preparation and presentation of e-learning tools.

The TAM 2, which includes components of Bandura's self-efficacy model, focuses on the educators' internal processes which affect their experiences and behaviours, in terms of their perceived ease of use and usefulness of e-learning tools which ultimately affect educators' probability of adopting e-learning tools within the classroom. As presented in Chapter 2, Sub-section 2.7.2, perceived ease of use is anchored in an educator's e-learning self-efficacy (Venkatesh & Davis, 2000). As presented in the TAM 2, which included Venkatesh's

determinants for perceived ease of use, it is proposed that perceived ease of use will determine the usefulness of an e-learning tool and ultimately affect the extent to which an educator decides to adopt an e-learning tool within the classroom.

The discussion chapter will discuss the finding, presented in Chapter 4, in relation to the existing literature (both at an international and national level) and conceptual framework that was outlined in Chapter 2. When reviewing the findings of this research, in conjunction with the literature and theoretical framework, it was noted that many congruencies were identified. As presented in Chapter 3, Section 3.8, research demonstrates validity if the conclusions made by the researcher are supported by the research data and findings from previous studies (Silverman, 2013). As discussed in Chapter 3, Section 3.8, validity occurs when existing literature is supported by the data and when alternate themes are not dismissed (Silverman, 2013). From the outset, it is important to note that the research findings will be discussed in relation to their affiliation with the three research questions.

5.2 Discussion of Main Themes According to Research Questions

5.2.1 Research Question 1: How do English Home Language educators perceive the ease of use and usefulness of e-learning tools?

As discussed in Chapter 2, e-learning presents with both positive and negative components with regard to both the preparation (Section 2.5) and delivery (Section 2.6) phases of teaching. In many instances, educators in this study reported that perceived ease of use and usefulness of e-learning tools is determined by their personal experiences in terms of the preparation and delivery of e-learning lessons. The experiences are largely determined by the different personal and social systems in which educators exist. As presented in Chapter 2, Sub-section 2.7.2, the TAM was proposed in order to explore the effect of technology on users' behaviour (Davis, 1993). In addition to this, as discussed in Chapter 2, Sub-section 2.7.2, the TAM 2 model focuses on factors and decision processes that an individual will go through when determining to what degree e-learning tools will be integrated within the classroom and perceived ease of use and usefulness are core components in this process (Ward, 2013).

The main finding (theme) identified in relation to the first research question was summarised as *the benefit of a blended approach to teaching*. The research finding revealed that all six

participants believed that a blended approach to teaching within the GET phase was beneficial (Chapter 4, Sub-section 4.2.1). This benefit was conceptualised as part of the usefulness of e-learning tools. The research also suggested that a balance needs to exist in terms of technology integration and the active role of the educator (Chapter 4, Sub-section 4.2.1). According to Bronfenbrenner's ecosystemic approach, (Chapter 2, Sub-section 2.7.1), the educator is at the centre of the surrounding systems and it is the educator's relations with these systems which influence his or her experience in terms of the preparation or delivery of e-learning. Furthermore, as presented in Chapter 2, Sub-section 2.7.2, Bronfenbrenner (2005) advocates that the key principle of this theory is based on progressive, reciprocated accommodation between the individual and his or her current environment. Nyoro et al. (2015) believed that the TAM 2 was developed as the original TAM lacked rich descriptions and felt that additional variables needed to be considered (Chapter 2, Sub-section 2.7.2). Furthermore, Chuttur (2009) believed additional external variables, as seen in the TAM2, were necessary in order to determine an individual's experience regarding the perceived ease of use regarding an electronic tool.

Educators who are in a leadership position realise they need to lead by example with regard to becoming more familiar with the inclusion of technology in the classroom (Chapter 4, Sub-section 4.2.1). It was also noted that educators in this study who are passionate about technology and those who have experienced the benefits of a technology integrated lesson, for example in creating interesting lessons where learners are more engaged, are more likely to embrace technology integrated lessons (Chapter 4, Sub-section 4.2.1). E-learning lessons were identified as being beneficial in that they create an experience for learners and cater for learners' different learning styles. (Chapter 4, Sub-section 4.2.1) Furthermore, the educators in this study propose that e-learning lessons are beneficial to learners who struggle to maintain focus (for example those learners with Attention Deficit Hyperactivity Disorder) as it allows them to be refocused and provides an opportunity to revise taught concepts (Chapter 4, Sub-section 4.2.1).

Although technology presents with benefits within the classroom, it is not able to replace the complexity of English language marking due to the subjective nature of certain responses, which includes phrases and expressions (Chapter 4, Sub-section 4.2.1). The inclusion of e-learning within the classroom is regarded as "a work in progress" (Participant 2, Lines 45) and it is probable that it will take time for this approach to be fully appreciated by all English

Home Language educators. According to Yengina et al. (2010), one of the greatest challenges of the e-learning paradigm shift involves changing the educators' view of technology. As presented in Chapter 2, Sub-section 2.7.1, this is reflective of Bronfenbrenner's chronosystem which considers the change that occurs within people over a period of time (Dunn et al., 1994). According to the TAM2, if an educator experiences perceived ease of use regarding a particular tool, the individual will perceive the tool to be useful and, therefore, be intent upon incorporating the tool within the classroom. As was evident in the research findings, the educators in this study were more inclined to embrace an e-learning tool within the classroom once they had experienced the value of the tool.

Educators need to embrace the fact that technology is of significant importance to learners and this can be used as an advantage within the teaching environment. As is evident in the TAM 2, educators' perception of e-learning lessons is ultimately determined by external processes which shape their perceived ease of use and usefulness regarding e-learning tools. Although Bronfenbrenner's ecosystemic approach, which forms the basis for the DTLE model, is able to account for the external processes within an educator's system that may affect their experiences (Chapter 2, Sub-section 2.7.1). This approach is limited, however, in that it places too much emphasis on an individual's context (McLinden, 2017). As discussed in Chapter 2, Sub-section 2.7.2, with regard to the TAM, perceived ease of use and usefulness, which are internal processes, govern an individual's attitude which ultimately governs an individual's intention to utilise a specific system (Järvinen & Kaarakainen, 2015). Intent should, therefore, be perceived as a significant contributor to an individual's actions. The research findings presented in Chapter 4 suggest that when participants in this study saw the benefit of an e-learning tool, their intention to adopt the tool within the classroom was greater.

5.2.2 Research Question 2: What are English Home Language educators' experiences of preparing an e-learning lesson?

The research revealed that all educators acknowledged having positive and negative experiences associated with the preparation of e-learning lessons (Chapter 4, Sub-section 4.2.2).

5.2.2.1

Positive experiences of preparing e-learning lessons

Specifically, all six participants acknowledged the benefit of e-learning and having positive experiences of it (Chapter 4, Sub-section 4.2.2). The two significant main themes that emerged included the fact that the preparation of e-learning lessons *allows information to be saved and modified* and results in *improved familiarity* (with regard to e-learning tools and content).

E-learning lessons allows for resources to be saved and later modified which enhances the learning experience as well as saves time regarding preparation (Chapter 4, Sub-section 4.2.2). Furthermore, the educators in this study reported that they were able to tailor e-learning lessons in order to suit the level at which their class was performing. This tailoring of lessons allows for academically strong learners to be extended or for academically slower learners to be taught concepts through scaffolding. Scaffolding involves the educator demonstrating or modeling an approach with regard to analysing or developing a written piece (or visual) and, thereafter, allow learners to work independently whilst providing support to learners during this learning process. This was supported by literature outlined in Chapter 2, Sub-section 2.5.1 which states that electronic resources allow for educators to adjust electronic lessons to suit their teaching needs and, subsequently, this saves time (Andriotis, 2017).

Educators' experiences (mostly determined by their systems) often shape their perceptions and confidence to succeed in integrating certain tools and links to the concept of self-efficacy. If an educator has positive experiences while preparing and delivering e-learning, this is likely to influence their confidence and subsequent sense of self-efficacy. In turn, their enhanced sense of self-efficacy could encourage the educator to experiment more with e-learning. Theoretically, Bronfenbrenner (1977) described the microsystem, the immediate system at which the individual exists, as the patterns, roles and interpersonal relationships experienced by the developing individual within a particular setting. Furthermore, Järvinen and Kaarakainen (2015) propose that with regard to the TAM 2, perceived ease of use influences an individual's perceived usefulness regarding a tool which ultimately determines an individual's decision as to whether or not an e-learning tool is adapted within their classroom. This could be reflective of Bronfenbrenner's microsystem which was presented in Chapter 2, Sub-section 2.7.1.

All the participants in this study agreed that the preparation of e-learning lessons results in improved familiarity, either with regard to e-learning tools or English Home Language subject content (Chapter 4, Sub-section 4.2.2). In addition to this, through continual practice, educators are able to develop the knowledge and technological skill set associated with e-learning tools (Chapter 4, Subsection 4.2.2). Therefore, educators are further developed and extended during the preparation of e-learning lessons which, as a result, was perceived by the educators as having a positive impact on learners. This preparation allows for educators to develop “a different way of thinking” (Participant 1, Line 376) or perspective by exploring alternative approaches to the content that they are teaching. This suggests a mediational value of technological tools with regard to educators’ content knowledge and technological skill set. Furthermore, as mentioned in Chapter 2, Sub-section 2.5.1, Healey (2005) stated that many educators develop themselves professionally as they acquire greater knowledge when researching information to include in their courses. This could be reflective of Bronfenbrenner’s chronosystem which could result in the development of the educator over a period of time (Chapter 2, Sub-section 2.7.1).

Within the classroom, educators interact with learners who are likely to hold existing personal world views. This could be affiliated with the microsystem discussed in Bronfenbrenner’s ecosystemic approach. As discussed in Chapter 2, Sub-section 2.7.1, the microsystem is the level that is closest to the individual and encompasses the direct interactions that educators will have with other individuals and factors in the educators’ surroundings (Tudge et al., 2009). It is within this system where educators will have the opportunity to teach learners with the aim of developing a holistic view of the world.

As presented in Chapter 4, Sub-section 4.2.2, English Home Language educators, therefore, do not just focus on a specified syllabus but also aim to develop learners holistically. The English Home Language classroom can provide an opportunity to use the English syllabus in order to address topical affairs such as politics, gender roles, LGBT rights and war, to name a few (Chapter 4, Sub-section 4.2.2). This encourages learners to develop “a holistic understanding of the world” (Participant 4, Lines 213-222) by educating learners about the society and context in which language exists. This aligns with the CAPS document which aims to develop learners who display a sense of responsibility and critical thinking towards their surrounding environments (Chapter 2, Section 2.3). E-learning provides learners with the opportunity to

research current affairs online and use this knowledge to develop informed opinions about what is going on in their world.

5.2.2.2 Negative experiences of preparing e-learning lessons

In contrast to the above-mentioned positive experiences, all participants in this study acknowledged that they had also endured negative experiences whilst preparing English e-learning lessons (Chapter 4, Sub-section 4.2.2). The main themes identified were that *technical skills have not yet been acquired* and the fact that the preparation of e-learning lessons is *time consuming*. It is evident that these two themes are often intertwined. As presented in Chapter 2, Section 2.5, a shift towards e-learning requires educators to acquire a technical skill set as well as adopt a technologically integrated approach to their teaching which, in many cases, has proven to be time-consuming (Al-alak & Alnawas, 2011; Atkins & Vasu, 2000; Finegan & Austin, 2002; Healey, 2005; Protsiv & Atkins, 2016; Reyna, 2015; Sorbie, 2015).

Even when technical support is provided, the educators in this study reported that they do not have the time to develop this technological skill set due to other demands that they face. Many educators did acknowledge the benefit of certain tools, such as Moodle, but were not convinced enough to prioritise their time in order to fully embrace this tool (Chapter 4, Sub-section 4.2.2). Some educators in this study admitted that they are not as proficient as they should be with regard to Moodle but that they chose to invest their time in other things, such as e-learning tools that they deem to be beneficial or the fact that they were unwilling to sacrifice their break times to attend workshops regarding e-learning (Chapter 4, Sub-section 4.2.2). This was supported by Bandura and Adams (1977) who proposed that the probability of a behaviour being executed requires reflection in terms of both self-efficacy and outcome beliefs (Chapter 2, Subsection 2.7.2). With regard to the TAM 2, it is the educator's self-efficacy regarding a particular e-learning tool that will determine the perceived ease of use and, therefore, usefulness of a particular tool. An educator is unlikely to adopt an e-learning tool, for example Moodle, in which he or she has not experienced self-efficacy, especially if there are not enough motivating factors to do so. If an educator is not entirely convinced of the benefit of a particular tool, and does not have the will or motivation to learn about the tool, it is unlikely that the educator will invest time in learning about the tool.

With reference to the above paragraph, this could be affiliated with Bronfenbrenner's microsystem as the educator's immediate environment, which includes his or her interactions with electronic tools, will influence the educator's perceptions regarding these e-learning tools. Bronfenbrenner's ecosystemic approach, however, does not account for internal processes but rather considers the external processes that influence the educator. Self-efficacy refers to an individual's perceived ability or belief in oneself to succeed or accomplish tasks. Therefore, Bandura and Adams (1977) propose that an individual's perceived self-efficacy will determine his or her decisions regarding actions and behaviour along with the amount of energy that he or she is willing to expend and to what extent he or she will persevere when faced with adversity (Chapter 2, Sub-section 2.7.2). In addition to this, it is suggested that the stronger the perceived self-efficacy, the stronger the willingness to persevere in order to succeed. The concept of perceived ease of use can, therefore, be equated to Bandura's notion of self-efficacy (Chapter 2, Sub-section 2.7.2). Beliefs regarding an individual's self-efficacy are said to function as determining factors of an individual's behaviour, for example, in embracing a particular e-learning tool, such as Moodle.

Although none of the educators in this study specifically identified computer anxiety as a reason for not developing their technological skill set, it is possible that some form of technological anxiety has resulted in educators not fully embracing e-learning tools. As discussed in Chapter 2, Sub-section 2.5.2, many educators feel anxious due to a lack of knowledge and experience regarding certain e-learning tools. Al-alack and Alnawas (2011) also propose that computer anxiety negatively affects an individual's intention to embrace e-learning systems. Venkatesh and Davis (2000) identified limitations to the Adjusted TAM and proposed that anchors and adjustments were introduced in the TAM 2 (Chapter 2, Sub-section 2.7.2). According to Chuttur (2009), these anchors referred to individuals' general beliefs regarding computers and computer usage and adjustments referred to individuals' beliefs which had been influenced through direct experience with the target system (Chuttur, 2009). It is, therefore, evident that according to the TAM 2, an educator's beliefs regarding computers or e-learning tools are shaped by their experiences which influence their perceived ease of use and, therefore, usefulness regarding e-learning tools. In many instances, educators in this study reported being unable to develop their technical skills due to the fact that this is a time consuming process (Chapter 4, Sub-section 4.2.2).

Conflicting data was identified in that the preparation of e-learning lessons allows information to be saved and modified and, therefore, saves time (as discussed in Chapter 4, Sub-section 4.2.2) yet was also identified as a time-consuming process (as discussed in Chapter 4, Sub-section 4.2.2). Five of the six participants stated that initially, the preparation of e-learning lessons is a time consuming process. It was stated in Chapter 4, Sub-section 4.2.2 that educators do not receive additional time in which to prepare for e-learning lessons which means that they are required to sacrifice their personal time. Hill et al. (1987) support the notion that a combination of computer self-efficacy and outcome beliefs affect an individual's choice to further develop him or herself. This development could be associated with educators' willingness to develop a technological skill set. According to the TAM 2, if an educator has endured a negative experience regarding a specific e-learning tool (in that the tool is time consuming to implement or master), the educator is likely to deem that there is no ease of use and, therefore, no usefulness associated with the relevant tool. It is, therefore, possible that the educator will not have any intention to integrate the electronic tool within their classroom.

In Chapter 4, Sub-section 4.2.2, it is suggested that many educators are feeling pressurised due to the expectations from the DoBE but clarified that it is not "resistance as much as it is overload" (Participant 2, Line 228). In many instances, educators in this study reported feeling overwhelmed due to the expectations associated with teaching, the implementation of various government policies regarding education and DoBE requirements. As seen in Chapter 2, Section 2.4, there has been a drive towards educators embracing an e-learning approach, a shift towards inclusive education, the implementation of IQMS, CPTD, the changing curriculum, the Progression Policy and, with specific reference to English Home Language educators within the GET phase, an increased pass mark for English Home Language. Furthermore, as mentioned in Chapter 2, Section 2.4, educators are also contending with substandard teacher training, insufficient support and unattainable learning and teaching resources (Modisaotsile, 2012). With reference to Chapter 2, Sub-section 2.7.1, these challenges could be located within Bronfenbrenner's exosystem, in which the educator is not active yet is affected by decisions made within this system (Tudge et al., 2009). This could make reference to the educational decisions made by the DoE. As a result, due to existing expectations, educators do not have additional time in which to develop their technological skill sets. If an educator does not perceive a tool to have perceived ease of use or usefulness, it is possible that the educator is not going to sacrifice his or her own time in order to develop his or her knowledge regarding that specific tool. With regard to the Adjusted TAM, Venkatesh and Davis (1996) identified user

training as an external variable which affects perceived ease of use and usefulness of a learning tool (Chapter 2, Sub-section 2.7.2). Although the educators in this study received training for Moodle, the school's selected LMS, many felt that they did not have the time in which to practice and familiarise themselves with this tool. Furthermore, as mentioned in Chapter 2, Sub-section 2.7.2, Venkatesh and Davis (1996) believe that computer-efficacy also affects an individual's perception that the system can be easily used as well as the individual's willingness to pursue technological training (Webster & Martocchio, 1992).

Interestingly, in Chapter 4, Sub-section 4.2.2, it is evident that the LMS, Moodle, was identified as being the most time consuming tool and was described as being "unwieldy" (Participant 2, Line 529). Venkatesh and Davis (1996) propose that computer-efficacy can be described as an individual's conviction that he or she is adept in utilising technology (Chapter 4, Sub-section 2.7.2). Many educators who have endured a negative experience with an e-learning tool are likely to have a poor perceived ease of use and, therefore, usefulness regarding that e-learning tool. Another concern identified in the research was the issue of copyright and referencing sources on Moodle (Chapter 4, Sub-section 4.2.2). It may sound reasonable to cite sources on resources but the concern is that after teaching for many years, educators often accumulate useful resources yet there are not always sources to cite which is required on platforms such as Moodle. Moodle has been seen as advantageous in that it allows educators to put up additional resources yet educators are concerned about what they are legally able to upload onto Moodle. Due to a negative perception of the Moodle tool, many educators do not experience self-efficacy and as a result, do not experience ease of use regarding the tool (Chapter 4, Sub-section 4.2.2). As a result, in this regard, Moodle, does not have perceived usefulness by the educators and this has affected their intention to use the tool within the classroom. This is supported by Igbaria and Livari (1995), who propose that computer-efficacy affects the likelihood of an individual adopting technological tools or utilising technological systems (Compeau & Higgins, 1995).

Interestingly, many educators in this study reported the fact that they had not been consulted regarding the selection of Moodle as the school's selected LMS. As presented in Chapter 2, Sub-section 2.7.1, this could be reflective of Bronfenbrenner's mesosystem which refers to the relations between the different factors identified within the microsystem that have an effect on the educator (Tudge et al., 2009). In this instance, the school's management team decided to select Moodle as the school's LMS as well as to embrace an e-learning approach to education.

It can be suggested that if educators were invited to contribute their opinions and experiences when a school selects an LMS, the school's management team would have a better understanding of which e-learning tools have perceived ease of use and, therefore, usefulness according to the staff. This will affect the extent to which an e-learning tool is integrated in the classroom. With regard to the Adjusted TAM, Venkatesh and Davis (1996) identified user participation in selected designs along with the actual implementation process as external variables which affect perceived ease of use and perceived usefulness of an e-learning tool (Chapter 2, Sub-section 2.7.2). Due to the fact that educators were not consulted regarding the implementation of Moodle, many educators verbalised their dissatisfaction with this and, as a result, were hesitant to fully embrace the tool.

If an educator does not perceive an e-learning tool to have ease of use, or consequently perceived usefulness, it is unlikely that the educator will be willing to sacrifice personal time in order to familiarise themselves with the tool. This is supported by Capo and Orellana (2011) who propose that educators need to truly understand the perceived usefulness of e-learning tools in order for their attitudes to be positively influenced to embrace this tool (Chapter 2, Section 2.5). This could be reflective of Bronfenbrenner's chronosystem (presented in Chapter 2, Sub-section 2.7.1) which proposes that exposure, over a period of time, can result in changes within the individual (Dunn et al., 1994). According to Davis (1989), with regard to the TAM 2, perceived ease of use affects perceived usefulness which often determines an individual's intention to use electronic tools. Furthermore, Davis et al. (1989) were later involved in a study that suggested that perceived ease of use and perceived usefulness have a direct influence on behavioural intention (Chapter 2, Sub-section 2.7.2). Therefore, if educators do not perceive a tool to have ease of use, it is unlikely that they are going to deem the tool to be useful and, like with Moodle, may be reluctant to embrace this e-learning tool within the classroom.

5.2.3 Research Question 3: What are English Home Language educators' experiences of delivering an e-learning lesson?

The research revealed that all educators acknowledge that there are positive and negative experiences associated with the delivery of e-learning lessons (Chapter 4, Sub-section 4.2.3).

5.2.3.1 Positive experiences of delivering e-learning lessons

The two main themes, regarding the positive experiences of delivering e-learning lessons included *increased learner involvement* and *increased interaction between educator and learner*.

All participants in this study reported that the delivery of e-learning lessons results in increased learner involvement as learners are encouraged to prepare and research independently beforehand which allows for them to be more engaged and participate in class discussion (Chapter 4, Sub-section 4.2.3). This could be reflective of Bronfenbrenner's microsystem, as mentioned in Chapter 2, Sub-section 2.7.1, in which the educators have witnessed learner benefits regarding e-learning. As is presented in Chapter 2, Section 2.2, e-learning supports a learner-centred approach within the classroom (DePietro, 2013). International research (Basal, 2015; Healey, 2005; Protsiv & Atkins, 2016; Sangrà et al., 2012; Siemens, 2015; Tavangarian et al., 2004) proposes that the learning process is taking on a more learner-centred approach whereby learners are being encouraged to take an active role in the learning process (Chapter 2, Section 2.2). As a result, learners are encouraged to take greater responsibility for their learning process. In many instances, educators in this study reported that e-learning lessons allow for a more learner-centred approach which enhances the learning experience as learning can take place at the learners' convenience and conscientious learners are able to academically extend themselves if they wish to do so (Chapter 4, Sub-section 4.2.3).

As seen in Chapter 2, Section 2.2, the English Home Language curriculum within the GET phase (Grades 7 to 9) supports the international shift which encourages active and critical learning as opposed to uncritical and rote learning (DoE, 2011). As discussed in the Chapter 2, Sub-section 2.7.1, this could be affiliated with Bronfenbrenner's chronosystem which refers to the patterns of transition and environmental changes on the individual over a period of time (Dunn et al., 1994). Over time, it is evident that the role of the educator has, and is continuing to change in order to promote a more learner-centred approach to education. Contrary to this, certain learners lack the self-control and discipline required to benefit from a flipped classroom. This, however, will be discussed in greater detail in Chapter 5, Sub-section 5.2.3 below.

Although this research was focused on English Home Language educators, it was noted that educators believed that e-learning results in better communication and camaraderie between learners as well as develops problem solving skills among learners (Chapter 4, Sub-section 4.2.3). This is supported by Aslan et al. (2011) who suggest that a blended approach to learning improves communication, collaboration and encourages the learner to take a more active role in the learning process (Chapter 2, Section 2.2).

Although learner benefits were not a primary focus of this study, it is interesting that educators in this study identified the benefit of delivering e-learning lessons as being intertwined with learner benefits. Not all learners are privileged enough to have access to the internet, so learners who do have access often use innovative ways to share their information with other learners, for example through screenshots (Chapter 4, Sub-section 4.2.3). In addition to this, when interacting with educators on social media or via technological tools, learners are encouraged to communicate at a more formal level which will prepare learners for life after school (Chapter 4, Sub-section 4.2.3). This is supported by research in Chapter 2, Sub-section 2.6.1 which states that technology allows for greater interactions between the educator and learners. Furthermore, Sorbie (2015) believes it is imperative that whilst still at school, learners acquire the necessary skills for college and chosen careers (Chapter 2, Section 2.2). In addition to the above, a blended approach to teaching, with the use of social media, allows for learners to learn that there is a certain etiquette involved when using social media, especially in terms of respecting others (Chapter 4, Sub-section 4.2.3).

Many educators in this study reported that e-learning improves interactions between learners and educators as educators are able to assist learners in processing what has been taught, especially with regard to remedial learners (Chapter 4, Sub-section 4.2.3). Educators assist in guiding the learning process in order to make content more accessible and less overwhelming or intimidating for the learners (Chapter 4, Sub-section 4.2.3). As discussed in Chapter 2, Sub-section 2.6.1, a blended approach allows for educators to cater to individual differences when dealing with a diverse range of learners. This allows for learners to work at their own pace. It is evident that a blended approach to teaching could be a useful approach in terms incorporating inclusive education within the classroom. The flipped learning approach allows for more interaction and discussion within the classroom which promotes a more enriching and engaging learning experience for learners (Chapter 2, Sub-section 2.6.1). According to the TAM 2, one of the adjustments that Venkatesh referred to, included individuals' experiences

with electronic tools (Chapter 2, Sub-section 2.7.2). These adjustments included the educators' perceived enjoyment or objective usability of electronic tools which, if viewed positively, determine educators' ease of use of the tool and, therefore, usability of the tool.

Furthermore, on many occasions, educators in this study reported that a flipped classroom approach allows for educators to walk around and identify the learners who are experiencing difficulties (Chapter 4, Sub-section 4.2.3). Greater interaction between the educator and learners allows for the learners to receive individual attention from the educator, as many learners are not confident enough to ask for help and the educator is not always aware of the fact that certain learners are experiencing difficulties. As discussed in the literature (Chapter 2, Sub-section 2.6.1) this allows for the educator to spend more time interacting with learners, to work in smaller groups, to respond to questions and to provide additional guidance to those learners who are struggling to comprehend certain concepts.

Classrooms are typically filled with learners who have different learning styles. Many participants in this study reported that e-learning caters for the different learning styles which means that more learners are reached during a holistic learning experience (Chapter 4, Sub-section 4.2.3). E-learning allows for visuals, such as projecting images, which speak to visual learners. It also allows for an audio element, such as sound clips, which appeals to auditory learners (Chapter 4, Sub-section 4.2.3). By acquiring information through the different senses, this diverse learning experience allows for learners to comprehend what is being taught and provides an element of repetition that is required in order to consolidate what has been taught. Moodle, in particular, was identified as being beneficial in that it allows for notes to be uploaded which provides learners with a sense of security when revising taught concepts (Chapter 4, Sub-section 4.2.3). In addition to this, Moodle also allows for learners to be academically extended. Interestingly, many participants in this study acknowledged the benefits of Moodle yet all participants identified negative attributes associated with Moodle. This reiterates what the TAM 2 proposes, in that only if the educators perceive a tool to have ease of use, are they likely to perceive the tool as useful and then implement it (Chapter 2, Sub-section 4.7.2).

5.2.3.2 Negative experiences of delivering e-learning lessons

The two main themes, regarding the negative experiences when delivering an e-learning lesson included *learners' lack of self-control* and *connectivity concerns*.

A significant concern regarding the delivery of e-learning lessons included the fact that many learners lack self-control during e-learning lessons. Many learners perceive their devices to be a distraction and some use their devices for other reasons during class time (Chapter 4, Sub-section 4.2.3). This was supported in Chapter 2, Sub-section 2.6.2, as Winter, Cotton, Gavin and Yorke (2010) proposed that many learners switch between learning sites and social media sites during lessons. E-learning requires learners to take responsibility in the learning process yet many learners abuse the fact that they have access to their devices. In trying to understand learners' behaviour, Lockitt (2004) proposes that these learners may lack the necessary technical skills or skills (such as concentration, problem-solving or incentive) which are typically associated with the learning process (Chapter 2, Sub-section 2.6.2). This could be reflective of Bronfenbrenner's microsystem, as discussed in Chapter 2, Sub-section 2.7.1, in which the educator interacts with learners who have inherent character dispositions and beliefs. Theoretically, as presented in Chapter 2, Sub-section 2.7.1, this level is closest to the individual and makes reference to direct interactions between the individual and other individuals (Tudge et al., 2009). A lack of learner control with certain learners emphasises the complex nature of this system as educators will need to adapt their lessons to their learners in terms of learners' ability to exhibit self-control. This also accounts for the fact that educators may have different experiences regarding the delivery of e-learning lessons as these experiences are determined by the unique systems in which the educator exists.

Three significant connectivity concerns were identified, namely: learners' access to digital devices, poor internet accessibility and, lastly, limited or no access to data or Wi-Fi. Chapter 2, Sub-section 2.6.2 discussed infrastructure, IT support, access to devices and internet accessibility as core concerns regarding the implementation of e-learning lessons. This relates to both the educator and learner. As discussed in Chapter 2, Sub-section 2.7.1 the DTLE model proposes that the individual, in this particular research the educator, along with the interface, subject content and learners are entrenched within a context in which interactions transpire and affect the learning experience (Reyna, 2011).

Within South African classrooms, there is often a diverse range of learners in terms of socio-economic distribution (Chapter 4, Sub-section 4.2.3). As a result, not all learners have access to electronic devices. As discussed in Chapter 2, Sub-section 2.7.1, this refers to the macrosystem in which the educators are influenced by the political, economic and social environments that they are part of (Tudge et al., 2009). This system could perhaps refer to the socio-economic class of the country which would determine learners' access to technological devices and data connectivity. Interestingly, it was also noted that although some learners have access to devices, they do not know how to use their devices effectively (Chapter 4, Sub-section 4.2.3). This raises concern regarding whether or not learners are being sufficiently equipped for the realm of technology.

Certain learners do not have access to the internet at home which means they are not able to access an LMS at home (Chapter 4, Sub-section 4.2.3). This suggests that e-learning is more effective when teaching learners who have access to the internet which, in turn, widens the learning gap between learners from an upper and lower social economic level. In addition to this, there are certain learners who refuse to use their own data for school related activities (Chapter 4, Sub-section 4.2.3). This alludes to the complexity of the systems in which the educator is located as the educator will be faced with learners who are prepared or able to use their own data and those who are not prepared or able to use their own data for academic purposes.

Furthermore, poor internet connectivity, which is common in South Africa, affects the educator and learners' ability to work with Moodle and other online resources (Chapter 4, Sub-section 4.2.3). According to the DTLE, the educator exists within a unique context in which interactions occur and it is these interactions, such as poor internet connectivity, that affect the learning experience (Reyna, 2011). In addition to this, not all schools are adequately equipped in terms of infrastructure along with the fact that power failures are a fairly common occurrences (Chapter 4, Sub-section 4.2.3). As presented in the literature, Chapter 2, Sub-section 2.7.1, this could be reflective of Bronfenbrenner's exosystem in which educators are not active participants, yet are still affected by decisions made within this system (Tudge et al., 2009). This system could make reference to data prices, Eskom or municipal groups that are responsible for producing electricity on which e-learning is reliant.

5.3 Chapter Summary

This chapter provided a more detailed discussion regarding the research findings presented in Chapter 4 in relation to the literature and conceptual framework presented in Chapter 2. The research findings support Bronfenbrenner's ecosystemic approach in that an individual is at the centre of many interrelated systems, some of which directly influence the educator and some of which indirectly influence the educator. These external processes could be associated with the relationships within the educators' systems as well as the interrelationships between the systems that influence the educator. In addition to this, the TAM 2, which included Bandura's self-efficacy model, was used in order to address internal processes which affect an individual's perceived ease of use and, therefore, usefulness of a particular e-learning tool. The following chapter will focus on how the discussions above can contribute to further research regarding English Home Language educators' experiences of preparing and delivering e-learning lessons within the GET phase.

Chapter 6. Conclusion

6.1 Overview of the Chapter

When taking into account the subjective nature of this research, it would be remiss to simply apply the findings of this research to other contexts as educators' systems are unique. As mentioned in Chapter 2, Sub-Section 2.7.1, Bronfenbrenner's ecosystemic approach proposes various systems, which are hypothetical layers of an individual's environment, affect individuals' experiences in a unique manner (Ryan, 2001). However, considering the specific context in which this research was conducted, there are conclusions which readers can draw from this study and apply to further contexts. This may suggest the transferability of the findings. This chapter will reiterate the findings of this research in relation to the purpose and significance of this study. It will also consider theoretical and practical recommendations which could suggest the generative potential of this research.

6.2 Purpose and Significance

This research study aimed to identify the experiences of high school English Home Language educators (GET phase) in preparing and delivering e-learning lessons. As mentioned in Chapter 1, Sub-Section 1.4.2, the research objectives of this study were: a) to identify English Home Language educators' perceived ease of use and usefulness of e-learning tools, b) to gain insight regarding English Home Language educators' experiences of preparing an e-learning lesson and c) to gain insight regarding the English Home Language educators' experiences of delivering an e-learning lesson. This research produced qualitative data by interviewing six English Home Language educators in order to better understand their experiences and perceptions (both positive and negative) in terms of preparing and delivering e-learning lessons within the classroom (Chapter 1, Sub-Section 1.4.1). This research also aimed to identify what processes, both external and internal, result in educators' perceived ease of use and, therefore, usefulness of e-learning tools and to what extent this contributed to educators integrating e-learning tools within the classroom.

In recent years, there has been a shift towards an e-learning approach within the classroom along with a focus on promoting critical learners (Chapter 2, Section 2.2). This is in line with the global shift towards a learner-centred approach as well as being in accordance with the

premises outlined in the CAPS document. The research, as a result, aimed to facilitate insight into the processes that contribute to the positive and negative experiences of English Home Language educators in terms of the preparation and delivery of e-learning lessons. In addition to this, the research aimed to identify what processes (external and internal) determine an educator's perceived ease of use and, therefore, usefulness of an e-learning tool. Furthermore, it is suggested that these processes contribute towards an educator's decision to adopt e-learning tools within the classroom. The findings could be utilised in order to encourage educators to adopt an e-learning approach to their teaching or to realise that their experiences, both positive and negative, are similar to those of other educators. As mentioned in Chapter 3, Section 3.8, the rich data gained from this research and presented in the dissertation could facilitate transferability of the findings if readers assess the findings as relevant to other research contexts (Tracy, 2010). In addition to this, the research findings could even have generative potential. This research may serve to inspire individual educators or school management teams to adopt effective e-learning strategies in order to deliver successful lessons and improve their learners' understanding of taught concepts. In this way, the research could serve to generate the adoption of new practices in schools. Specifically, the research could assist in transforming school policies with regards to e-learning as this research aimed to provide insight regarding what processes determine educators' perceived ease of use and, therefore, perceived usefulness concerning e-learning tools. This research also serves to enlighten educators that e-learning lessons may not always be effective as these lessons are determined by the unique systems to which the educator is exposed.

English Home Language educators, within the GET phase, were identified as participants for this study, as they would be able to provide first-hand accounts of their experiences. The participants were selected according to purposive sampling as the participants needed to be English Home Language educators who taught within the GET phase and had direct exposure to the research phenomenon (Chapter 3, Section 3.4). Participants were interviewed with the use of a semi-structured interview guide (see Appendix 7) and themes (presented in Chapter 4) were identified regarding English Home Language educators' experiences regarding the preparation and delivery of e-learning lessons within the GET phase. In addition to this, themes were identified in relation to what results in educators deciding to adopt e-learning tools within the classroom. Furthermore, existing literature regarding e-learning, such as Bronfenbrenner's ecosystemic approach and the DTLE model along with relevant theories (TAM 2 and

Bandura's self-efficacy model) relating to the implementation of e-learning, were presented in Chapter 2.

Bronfenbrenner's ecosystemic approach along with the TAM 2 (which takes into consideration Bandura's concept of self-efficacy) were identified as being most useful in conceptualising this research study. Bronfenbrenner's ecosystemic approach successfully accounted for the fact that educators do have unique experiences in terms of preparing and delivering e-learning lessons because these educators exist within unique systems. As presented in Chapter 2, Sub-section 2.7.1, Bronfenbrenner's ecosystemic approach enabled the researcher to interpret the external processes which affect educators' experiences. An additional model (Chapter 2, Sub-section 2.7.2), however, was identified as being useful in trying to interpret the educators' internal processes, thus the TAM 2 model was also used in order to deepen the conceptualisation of this study. The TAM 2 aimed to consider what processes (both internal and external) determine an individual's perceived ease of use and, therefore, usefulness regarding e-learning tools. As discussed in Chapter 5, it was evident that there was congruence in terms of the research findings and the literature framework used in order to conceptualise this study. The research findings supported the notion that many external and internal processes affect educators' perceived ease of use regarding e-learning tools. This ease of use affects educators' perceived usefulness of e-learning tools which influences their intention to integrate these tools within the classroom.

Considering the research as a whole, the following conclusions have been proposed by the researcher:

- a) Educators are more likely to adopt e-learning tools which they deem to have perceived ease of use and, therefore, usefulness within the classroom environment.
- b) The mediational value of e-learning tools in terms of the educators' content knowledge within their subject along with the technological skill set that they develop when using e-learning tools. All six participants identified this as a positive factor when preparing for e-learning lessons. When preparing for e-learning lessons, educators are often encouraged to engage in online research regarding their teaching topic. This allows for educators to gain different perspectives in terms of content matter and, as a result, provide a more holistic teaching experience to their learners.

- c) E-learning is beneficial when teaching learners with attention difficulties. E-learning incorporates both a visual and auditory element which often results in learners being more focused on the task at hand. It also allows learners the opportunity to revise taught concepts if they were unable to maintain focus.
- d) Educators' resistance to include e-learning within the classroom is not due to resistance but rather the fact that many educators are feeling pressurised due to the many DoBE expectations (see Chapter 1, Section 1.3) along with the changing role of the educator, in terms of adopting a more learner-centred and electronic approach to teaching.

6.3 Recommendations

It was through this research study that the three recommendations below were identified. These recommendations are consistent with the themes that were identified (see Chapter 4) along with the premises outlined by Bronfenbrenner's ecosystemic approach and the TAM 2, which includes Bandura's model of self-efficacy, as presented in Chapter 2.

In order for English Home Language educators (within the GET phase) to successfully implement e-learning in the classroom, the researcher recommends the following:

- schools should include educators when selecting e-learning tools to implement within a school
- school management teams should acknowledge that time is a significant determinant of e-learning tools being adopted within the classroom.
- further research could be conducted with regard to the fact that e-learning results in increased collaboration between learners.

Each of these aforementioned recommendations will be discussed in greater detail below.

6.3.1 Include educators when selecting e-learning tools to implement within a school

As is evident in the discussion (see Chapter 5, Sub-Section 5.2.2), many educators felt uninvolved as they had not been consulted regarding the selection of the LMS, Moodle, which

had been implemented within the school. This was largely due to the fact that all six participants identified negative aspects associated with Moodle. Participant 2 described Moodle as being “layered and unwieldy”, (Lines 529-530). As was mentioned in Chapter 2, Section 2.4, educators are facing existing pressure due to DoBE policies which are consuming a great deal of their time. With regard to the educators’ reluctance to fully embrace Moodle, Participant 2 clarified this by saying “it’s not resistance as much as it is overload . . . we are swamped” (Lines 228-229). As mentioned in Chapter 2, Sub-Section 2.7.2, the TAM 2 model proposes that an educator’s perceived ease of use regarding an e-learning tool is going to affect the educator’s perceived usefulness of the tool. This, in turn, will affect the educator’s intention to integrate the tool within the classroom.

6.3.2 Acknowledge that time is a significant determinant of e-learning tools being adopted within the classroom

As was mentioned above, under Sub-Section 6.3.1, time is a significant factor in determining perceived ease of use regarding an e-learning tool, which in turn affects the perceived usefulness of the tool. When school management teams select e-learning tools it would be beneficial for the management team to consult the educators as to which tools result in perceived ease of use and, therefore, usefulness as this would possibly result in more educators embracing e-learning tools. As mentioned in Chapter 4, Sub-section 4.2.2, five of the six educators stated that they felt they lacked the time to acquire support from the school’s Technology Integrator and had, therefore, not acquired the necessary technological skill set associated with Moodle. In addition to this, five of the six participants complained about the time-consuming aspect of Moodle with regard to the preparation of e-learning lessons (Chapter 4, Sub-Section 4.2.2). It was evident that it is not only external expectations and DoBE requirements that prevented the educators from investing time in Moodle, but internal factors also played a role in this regard. As Participant 5 mentioned, “I would rather spend my time doing other things” (Lines 263-264). As presented in Chapter 2, Sub-Section 2.7.2, the TAM 2 proposes that it is not only external processes which affect an individual’s likelihood to adopt e-learning tools, but also internal processes, such as motivation, play a role in this regard.

6.3.3 Further research could be conducted with regard to the fact that e-learning results in increased collaboration between learners

Although the focus for this study was English Home Language educators, it was noted that educators perceived the benefits of delivering e-learning lessons as being synonymous with the learner benefits regarding e-learning (Chapter 5, Sub-Section 5.2.3). As presented in Chapter 2, Section 2.2, e-learning supports a learner-centred approach within the classroom environment (DePietro, 2013). In addition to this, Sorbie proposes that there is insufficient qualitative research regarding how e-learning, Moodle in particular, effectively engages learners (2015). As identified in the findings of the research, Participant 1 stated that “e-learning has also proven to result in better communication and camaraderie between learners” (Lines 249-250). This was supported by Aslan et al. (2011) who suggest that a blended approach to learning improves communication, collaboration and encourages learners to take an active role in the learning process (Chapter 2, Section 2.2). Due to the fact that South Africa is comprised of learners from a wide socio-economic range, many learners are not privileged enough to have access to Wi-Fi at home or even access to a technological device. As Participant 3 said, “the socio economic distribution . . . is so diverse” (Lines 189-190). As presented in Chapter 4, Sub-Section 4.2.3, Participant 1 stated that a “child that does have Wi-Fi at home will screenshot something and then send it on the group so that everyone has access to that information” (Lines 249-251). This is to ensure that all learners have access to online material. This, however, does not take into account those learners who are unable to afford any form of device. This suggests that a blended approach to learning has the potential to develop comradery and encourage problem solving skills amongst learners. Further research in this field would be beneficial in terms of identifying the effects of a blended learning on learners.

6.4 Chapter Summary

Chapter 6 presented the conclusions of this research study that were established from the findings chapter (see Chapter 4) along with the discussion of the findings (see Chapter 5). The findings of this research were conceptualised according to Bronfenbrenner’s ecosystemic approach and the DTLE along with the TAM 2 (which includes Bandura’s theory of self-efficacy). From the above it is evident that educators’ experiences regarding the preparation and delivery of e-learning will differ as educators exist within unique systems. It must also be noted that it is a combination of both external processes and internal processes which affect

educators' likelihood of integrating e-learning tools within the classroom. The above-mentioned factors were discussed in relation to the purpose and significance of this study. In addition to this, recommendations were provided regarding the need for future research within the abovementioned domains.

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Appendices

Appendix 1. Turnitin Originality Report

RGibson final dissertation

ORIGINALITY REPORT

9%	9%	4%	3%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
1	kmel-journal.org Internet Source		<1 %
2	aut.researchgateway.ac.nz Internet Source		<1 %
3	Submitted to Aurora High School Student Paper		<1 %
4	Submitted to London School of Hygiene and Tropical Medicine Student Paper		<1 %
5	wrap.warwick.ac.uk Internet Source		<1 %
6	docs.google.com Internet Source		<1 %
7	acumen.lib.ua.edu Internet Source		<1 %
8	Submitted to Kwame Nkrumah University of Science and Technology Student Paper		<1 %
9	Fazil Abdullah, Rupert Ward. "Developing a General Extended Technology Acceptance Model for E-Learning (GETAMEL) by analysing commonly used external factors", Computers in Human Behavior, 2016 Publication		<1 %
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17	dspace.lib.cranfield.ac.uk Internet Source		<1 %
18	vuir.vu.edu.au Internet Source		<1 %

Appendix 2. KwaZulu-Natal Department of Basic Education Gatekeeper's Permission



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1041

Ref:2/4/8/1190

Mrs R Gibson
PO Box 961
Linkhills
3652

Dear Mr Mafugu

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "THE EXPERIENCES OF HIGH SCHOOL ENGLISH HOME LANGUAGE EDUCATORS IN PREPARING AND DELIVERING BLENDED LEARNING LESSONS TO GET LEARNERS: A QUALITATIVE STUDY", 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 31 March 2017 to 07 June 2019.
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 Connie Kehologile at the contact numbers below
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.

Pinetown District

Dr. EV Ndima
Head of Department: Education
Date: 03 April 2017

...Championing Quality Education - Creating and Securing a Brighter Future

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 - Pietermaritzburg - 3200 - Republic of South Africa

Physical Address: 347 Burger Street - Anton Lembede Building - Pietermaritzburg - 3201

Tel: +27 33 392 1004/41 - Fax: +27 33 392 1003 - Email: Kehologile.Conn@kzndoe.gov.za / Phindile.Duma@kzndoe.gov.za - Web: www.kzndoe.gov.za

Facebook: KZNDOE... Twitter: @DOE_KZN... Instagram: kzn_education... Youtube: kzndoe

Appendix 3. Principal's Letter of Permission

Hillcrest High School



31 March 2017

TO WHOM IT MAY CONCERN

This is to certify that I am happy for **ROZANNE GIBSON** to carry out research at Hillcrest High School as long as permission is also granted by the Department of Education.

C.M. Girvin
Headmaster

Headmaster: C.M. Girvin B.Sc (Hons) M.Phil
Shorlands Avenue, Hillcrest, 3610 Private Bag 7012, Hillcrest, 3650
Tel: 031 765 1215 Fax: 031 765 1062
Email: admin@hhs.co.za Website: www.hhs.co.za



Appendix 4. HSSREC Ethical Clearance Certificate



12 June 2017

Mrs Rosanne Tracey Gibson (203513303)
School of Applied Human Sciences – Psychology
Pietermaritzburg Campus

Dear Mrs Gibson,

Protocol reference number: HSS/0696/017M

Project title: The experiences of high school English Home Language educators in preparing and delivering e-learning lessons to General Education and Training (GET) learners: A qualitative study

Approval Notification – Expedited Application

In response to your application received on 01 June 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application 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.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shesuka Singh (Chair)

/ms

Supervisor: Dr Nicolas Munro
Co Academic Leader Research: Professor D Wassenaar
Co School Administrator: Ms Nondumiso Khanyile

Humanities & Social Sciences Research Ethics Committee

Dr Shesuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X34001, Durban 4000

Telephone: +27 (0) 31 260 2647/8360/4057 Facsimile: +27 (0) 31 260 4800 Email: hr@ukzn.ac.za / sgs@ukzn.ac.za / ndk@ukzn.ac.za

Website: www.ukzn.ac.za



Flagging Colours: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

Appendix 5. Information Sheet

INFORMATION SHEET

Date: June 2017

Dear Educators

My name is Rozanne Gibson and I am a masters in educational psychology student from the University of KwaZulu-Natal.

You are being invited to consider participating in a study that involves research regarding English Home Language educators' experiences in preparing and delivering e-learning lessons. The aim and purpose of this research is to understand what educators go through (both positive and negative experiences) when preparing and delivering lessons that include the integration of technology. The study is expected to enroll six English Home Language Educators in the GET phase at Hillcrest High School. It will involve in-depth semi-structured interviews with each participant. The duration of your participation, if you choose to enroll and remain in the study, is expected to be a one hour interview along with providing any additional information that may be required.

The study will not involve any risks or discomforts. We hope that the study will enable the researcher to elicit common themes regarding the experiences (both positive and negative) of preparing and delivering e-learning lessons. Common difficulties could be identified in order to place emphasis on areas of possible improvement in order to improve this experience for educators.

There are no risks involved in this research and, as a result, compensation does not exist.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number HSS/0696/017M).

In the event of any problems or concerns/questions you may contact the researcher at rozclouston@yahoo.com or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001
Durban
4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Contact: Phuelele Ximba

Participation in this research is voluntary and participants may withdraw participation at any point. Should participants withdraw from the research, participants will not incur penalty or loss of treatment or other benefit to which they are normally entitled. Should participants wish to withdraw at any stage, the researcher should be informed immediately.

No costs will be incurred by participants as a result of participation in the study. There will be no incentives or reimbursements for participation in the study.

The recordings of the interviews will be transferred to a password protected computer and the recording devices will be cleared. During the course of the research process, and thereafter, any written information will be shredded. All hardcopies pertaining to the research will be kept in a secure location, arranged with the supervisor of the research project, for a period of five years. Participants are entitled to receive feedback regarding the findings of the research in the form of a brief summary. The summary will include the major findings of the research. The principal of the school, the University of KwaZulu-Natal and any other interested parties will receive the information from the findings. I will make use of pseudonyms to protect the identity of the research participants. This research could also be used for academic purposes, for example published in academic journals, used for presentations etc. Any additional identifying details,

for example the name of the school, will be amended to further ensure the anonymity of the participants.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Rozanne Gibson', with a stylized circular flourish at the beginning.

Rozanne Gibson

Researcher: Rozanne Gibson
Email: rozclouston@yahoo.com
Contact number: 084 44 44 601

Supervisor: Nicholas Munro
Email: munron@ukzn.ac.za
Contact number: 033 260 5371

Appendix 6. Consent Form

Date: June 2017

Dear Educators

My name is Rozanne Gibson and I am a masters in educational psychology student from the University of KwaZulu-Natal.

You are being invited to consider participating in a study that involves research regarding English Home Language educators' experiences in preparing and delivering e-learning lessons. The aim and purpose of this research is to understand what educators go through (both positive and negative experiences) when preparing and delivering lessons that include the integration of technology. The study is expected to enroll six English Home Language Educators in the GET phase at Hillcrest High School. It will involve in-depth semi-structured interviews with each participant. The duration of your participation, if you choose to enroll and remain in the study, is expected to be a one hour interview along with providing any additional information that may be required.

The study will not involve any risks or discomforts. We hope that the study will enable the researcher to elicit common themes regarding the experiences (both positive and negative) of preparing and delivering e-learning lessons. Common difficulties could be identified in order to place emphasis on areas of possible improvement in order to improve this experience for educators.

There are no risks involved in this research and, as a result, compensation does not exist.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number HSS/0696/017M).

In the event of any problems or concerns/questions you may contact the researcher at rozclouston@yahoo.com or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

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4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Participation in this research is voluntary and participants may withdraw participation at any point. Should participants withdraw from the research, participants will not incur penalty or loss of treatment or other benefit to which they are normally entitled. Should participants wish to withdraw at any stage, the researcher should be informed immediately.

No costs will be incurred by participants as a result of participation in the study. There will be no incentives or reimbursements for participation in the study.

The recordings of the interviews will be transferred to a password protected computer and the recording devices will be cleared. During the course of the research process, and thereafter, any written information will be shredded. All hardcopies pertaining to the research will be kept in a secure location, arranged with the supervisor of the research project, for a period of five years. Participants are entitled to receive feedback regarding the findings of the research in the form of a brief summary. The summary will include the major findings of the research. The principal of the school, the University of KwaZulu-Natal and any other interested parties will receive the information from the findings. I will make use of pseudonyms to protect the identity of the research participants. This research could also be used for academic purposes, for example published in academic journals, used for presentations etc. Any additional identifying details, for example the name of the school, will be amended to further ensure the anonymity of the participants.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Rozanne Gibson', with a large, stylized initial 'R'.

Rozanne Gibson

Researcher: Rozanne Gibson
Email: rozclouston@yahoo.com
Contact number: 084 44 44 601

Supervisor: Nicholas Munro
Email: munron@ukzn.ac.za
Contact number: 033 260 5371

CONSENT TO PARTICIPATE

I _____ have been informed about the study entitled *The experiences of high school English Home Language educators in preparing and delivering e- learning lessons to General Education and Training (GET) learners: a qualitative study* by Rozanne Gibson.

I understand the purpose and procedures of the study.

I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

I have been informed that there will be no available compensation or medical treatment as no injury will occur to me as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study, I understand that I may contact the researcher at rozclouston@yahoo.com.

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researcher then I may contact UKZN Humanities and Social Sciences Research Ethics Committee at HSSREC@ukzn.ac.za.

I hereby provide consent to:

Audio-record my interview	YES / NO
Use my responses for any academic purposes	YES / NO

Signature of Participant

Date

Signature of Witness
(where applicable)

Date

Appendix 7. Data Collection Instrument

Semi-structured Interview guide: to be used with participants regarding their
experience of preparing and delivering e-learning lessons:

Introductions and welcome

- Overview of research and seek informed consent.
 - Inquiry around the participant's current position and historical context (e.g. current position).
 - Length in current position, position within school, number of years teaching etc).
 - Familiarity with technology; passion for technology.
 - Clarify terminology that will be used during the interview.
-

1) *Ease of use* and perceived *usefulness* of e-learning tools

- What tools do you use in your classroom when teaching e-learning lessons?
- Which tools do you most enjoy and why?
- How do you know that your learners enjoy it when technology has been integrated into the lessons?
- What kind of problems do your students experience when technology has been integrated into the lessons?

2) Experiences of preparing a blended lesson

- What were your personal successes in preparing e-learning lessons?
- What were your personal challenges in preparing e-learning lessons?
- Do you have any suggestions that could aim to improve the challenges that you faced?

3) Experiences of delivering a blended lesson

- What were the successes in delivering a technology integrated lesson?
- What challenges did you encounter when delivering technology integrated lessons?

4) What are the differences, in your opinion, of delivering a traditional face-to-face lesson (without the use of technology) to that of delivering a technology integrated lesson?

- Prompts
- Which do you prefer and why?
- Which was more time consuming and why?
- What do you think facilitates delivering a lesson successfully?
- Do you feel that you have had enough training to effectively present blended learning lessons?
- Did the learners respond differently to different methods?