

**Teachers' Experiences of Teaching History using English as a Language of  
Teaching and Learning in the Intermediate Phase**

**By**

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**Date submitted: June 2023**

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## DECLARATION

I, Rosemary Nokuthula Biyela, declare that:

- i. The research reported in this thesis, except where otherwise indicated, is my original research.
- ii. This thesis has not been submitted for any degree or examination at any other university.
- iii. This thesis does not contain other persons' data, pictures, graphs, or other information unless expressly acknowledged as being sourced from other persons.
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Date: September 2023

Rosemary Nokuthula Biyela

## SUPERVISOR'S STATEMENT

As the candidate's supervisor , Dr. Makhosi Shoba, agree/ ~~do not agree~~ to the submission of this Dissertation

Signature  \_\_\_\_\_

Date: September 2023

## ACKNOWLEDGEMENTS

I would like to give thanks to God, The Almighty, for keeping me alive and healthy. There were times I felt close to giving up, so I am especially grateful to Him for getting me through this project. God was my source of strength throughout the course of this study. Jeremiah 29:11 states, “I have good plans for you” and indeed, He has exhibited that.

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I would also like to acknowledge the support I received from the Department of Education for giving me permission to conduct this research in their schools. Lastly, I would also like to express gratitude to all my participants for allowing me into their worlds and sharing their experiences with me may the good Lord richly bless you all.

## **DEDICATION**

This study is dedicated to my late mother; my pillar of strength, Miss Caroline Zungu, my father, Mr Zeblon Khanyile and my family.

## ABSTRACT

**Keywords:** Teaching History using English language, Teachers' experience, Curriculum, Language barrier, Lack of resources, South Africa

The prime purpose of this study was to explore teachers' experiences of teaching History using English as the language teaching and learning intermediate phase (Grades 4 -6). Six History teachers were purposely selected using convenience sampling and data was generated using a focus group and semi-structured interviews. Data was analysed using a thematic analysis. The conceptual Framework, Cultural Historical Activity Theory (CHAT), was also used to analyse teachers' experiences. More so, ethical considerations and trustworthiness issues were adequately addressed during the study.

The findings of the study indicate that History teachers' experiences illuminated using innovative methods and traditional methods to teach complex History concepts. While the factors that influence teachers' experiences were shortage of resources, code-switching, teachers' knowledge, and language barrier. The findings of this study further revealed that teaching History using English language in rural schools has been a challenging experience for many teachers and learners in the townships' schools. In it, the results demonstrate that the experiences of language barrier, lack of resources, and the need to follow the curriculum as prescribed by the department have been particularly detrimental for teachers and learners thereby affective the outcomes of teaching History. In conclusion, the study recommends teaching English across curriculum, and that History teachers must be both History and English specialists. Curriculum managers such as Departmental Head must be proactive and initiate development support group system within the schools.

## **LIST OF ACRONYMS**

CAPS: Curriculum Assessment Policy Statement

CHAT: Curriculum Historical Activity Theory

DBE: Department of Basic Education

FCL: Fostering Community of Learners

CDP: Continuing Professional Development

ICT: Information and Communication Technology

ZPD: Zone of Proximal Development

NSTECH: Natural Sciences and Technology

RL: Reinforcement Learning

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## CHAPTER ONE

### ORIENTATION TO THE STUDY

#### 1.1 Introduction

History is the study of change and development that happens over time in society. The study of history allows us to evaluate the effects of how past human actions impact the present while also influencing our future. Effective teaching and learning of history largely depend on how the teachers instill knowledge, skills, and the values of history into learners. However, to gain a deeper understanding of History, learners are required to understand the language of Teaching and Learning. In South Africa, this language, is mostly English which is not the mother tongue for most learners. The way teachers teach and deliver lesson content is largely influenced by their experiences, backgrounds and doctrine. Karabon, (2021) and Vandeyar (2008) considers teachers' experiences powerful and argues that they serve as significant determinants to practice theory, teachers' knowledge, curriculum decision-making, and teacher behaviors. As a result, Chang, Ward, Goodway, (2020) and Pajares (1992) argues that prior understanding of teachers' experiences before enactment is fundamental, as they remain the best indicators of the decisions individual teachers make throughout their teaching. This study explores teachers' teaching experiences of History using English as the language of Teaching and Learning in South African townships primary schools.

#### 1.2 Study Background

Historically, Probyn (2009) and Posel, (2011) argued that Bantu education Act of 1953 constituted apartheid education by spreading the mother tongue medium of education for African students, from the first four years to the first four years of schooling. Siregar, (2022) argued that the use of the English language as a medium of instruction continues to grow in many parts of the world due to the introduction of globalization. However, Landsberg et al (2005) argues that the South African education system is failing many second language learners who were marginalized as a result of the present implementation of History.

Scholars in different contexts such as international, continental, and national context have conducted studies on teaching History. Internationally, Australian research shows that teaching history focuses on historical skills; disciplinary knowledge; promoting political interests; and preserving national historical narratives (Ashton, & Trapeznik, 2019; Sharp, 2012). History

teachers teach learners to understand past curriculum constructions to develop independent disciplinary knowledge and History subsumed within future political trends (Sharp, 2012). In England and Netherlands (De Groot-Reuvekamp et al., 2014) noted that teaching History focuses on teaching historical time in the primary history curriculum. The belief is that teaching historical time is an indispensable part of history education, helping learners form their identity and function as citizens in a democratic society. History teachers in France and Switzerland based their teaching on learners' attitudes, which enables them to change history during primary and secondary school transition (Audigier & Fink, 2010). History teaching in France and Switzerland allows learners to integrate the History of their families, their friends' families, the world around them, and media use, which provides learners with opportunities to encounter History. This history teaching approach aims to enable learners to enrich their ideas about History while helping them retain the knowledge in their minds for many years to come.

It is noted in the scholars' studies that learners from France and Switzerland develop their attitudes towards understanding History through using history of their own families, friends' families, and the world around them (Audigier & Fink, 2010). In Canada, the purpose of teaching History in primary schools is the presentation of facts and understanding the nature of History (Osborne, 2003). Furthermore, Canadians believe that teaching History will increase democratic citizenship, strengthening a sense of national identity in Canada. In short, history teaching is regarded as the creation of social cohesion that aims to provide skill development thus preparing the nation for humanistic discipline. The teaching of History in Canada inspires students with examples of courage and determination (Asfeldt et al., 2021, Osborne, 2003).

Continently, Ntabeni (2010) observed that the purpose of teaching History in Lesotho Primary Schools is to develop the society's identity towards awareness of the constant interaction between humanity and the total environment. History, according to Ntabeni (2010) further enables learners to understand and appreciate their culture, develop a positive attitude and knowledge, and understand other people's civil human rights. The above studies interrogate the aims of teaching History, but none of them explore teachers' teaching experiences using English as a second language in the intermediate phase. Ntabeni's study notes that poor command of the English language negatively affects learners' academic performance and understanding of History concepts. Hu and Choo (2016) reiterate that the language of teaching and learning may affect how learners restructure information in the memory. Learners' comprehension and understanding of data is considerably dependent on how they receive the

information Hu and Choo (2016) further argue that the language of teaching and learning should maximize and support students' learning rather than confusing them. However, teachers often find interpreting and mediating text in History books challenging because of the language barrier.

Nieman and Hugo (2010) noted that teachers in township schools struggle to interpret English texts and content in books because of poor English command thus finding it challenging to mediate historical texts. Osborne (2003) stresses the importance of language in that it supports teaching and facilitates teaching and learning activities such as debating and discussions. In essence, when teaching History, the role of using proper language becomes critical for facilitating debates about present and past events in History. Godsell (2017) notes that insufficient translation of History concepts because of a poor English command negatively affects History's in-depth understanding.

Godsell (2017) further notes that language enhances learners' engagement in group exercises when learning History. A misunderstanding of the meaning of the words used in the content of teaching history confuses learners (Godsell, 2017). Language is critical for learning History because it helps learners better understand the history content taught, interpretation of symbols, songs, art, and dance activities about historical sources. It plays a vital role during the delivery of knowledge for learning (Hu & Choo, 2016). In high school History Curriculum and Assessment Policy Statement (CAPS), learners engage in the source-based assessments that require them to interpret the sources using high levels and or acceptable levels of English. In this case, learners need to engage with history concepts from lower grades to cope with task demands in higher grades. Therefore, there is a need to conduct a study on teachers' teaching history experiences using English as a second language and whether they see learners understand knowledge learned.

### **1.3 Rationale for the study**

Having been a history teacher for fifteen years; I have experienced difficulty in teaching History in the Intermediate Phase because of the required use of English as a Language of Teaching and Learning. The school I currently teach at is located in a rural area where most learners speak and understands only isiZulu. Consequently, I have encountered scenarios where I am required to explain all History content in isiZulu to accommodate most learners not the language in which History is taught with.

I have shared similar sentiments with colleagues struggling to teach History in the Intermediate Phase. Moreover, I have also discussed this challenge with my colleagues in cluster meetings and History workshops and they shared the very same sentiments. At the core of most History teachers' narratives was concern centered around whether they were using the appropriate pedagogy or approach to teach History. As such, these concerns also highlighted the struggle teachers face due to a lack of resources and having to use the English language to teach History to learners that struggle to understand English.

According to Grossman et al (2009), knowledge, skill and professional identity of a teacher may be crucial during professional education. In other words, once teachers have a sound knowledge of teaching, they will be in a better position to organize classroom activities that allow learners to practically engage into learning outcomes. Grossman et al (2009) stated that teachers need to have a great deal of knowledge in order to practically engage learners into instructional activities that occur primarily in the classroom. According to Beijaard et al (2004), professional identity of a teacher may include teachers' professional identity formation, characteristics of teachers' professional identity and teachers' stories.

The study of Grossman et al (2009) reveals that teacher's professional identity formation is constituted by teacher's biography and beliefs. This means that teacher's dialect and contradiction of cultures may play a crucial role when teaching History. Furthermore, teachers should not be biased in whatever knowledge they disseminate in the classroom. A teacher must always be neutral in the classroom as he/she teaches learners who come from different backgrounds. The characteristics of teachers' professional identities consists of self-esteem and self-actualization which contributes to job satisfaction. This means that teachers may not have interest in teaching if they have low self-esteem; consequently, this may overrule their relationship with students and interactions with colleagues.

The key to classroom practice and learner achievements are influenced by teachers' pedagogic approaches, choice of material, content and learner activities. This means that methods of teaching and resources play a vital role in the culture of teaching and learning. Further findings drew from concepts around teacher knowledge and professional development. This means that the department of education policy must enhance quality education systems for teachers to be able to deliver quality education. These sentiments have therefore influenced me to conduct this study and explore teacher's experiences of teaching History in the Intermediate Phase using English.

#### **1.4 Location of the study**

The study was conducted under the Pinetown District in the province of KwaZulu-Natal. Learners in the study are from different background; the majority of them use IsiZulu as a home language, IsiZulu is also used as the medium of instruction in the Foundation Phase. Furthermore, the study was conducted at a school that is categorized as quantile three therefore in addition to the learners living in the area; the majority comes from less privileged families. Quantile three schools are disadvantaged and considered non-paying institutions; thus, the government takes responsibility for all necessary provisions (Department of Education, 2008). The community's population has been rapidly increasing in this area; hence, there are large numbers of learners per classroom.

#### **1.5 The purpose of the Study**

It has been brought by various teachers in History workshops and conferences that the use of English in intermediate phase to teach History has been a major challenge for effective teaching and learning of History and thus seeks attention from every stakeholder of the Department of Basic Education (DBE). This study mainly focuses on teachers' experiences of teaching History using English as a medium of instructions in the Intermediate Phase in township schools. Its purpose is to present to the researching field the successes and failures of teachers when teaching History in South African township schools using English as language of Teaching and Learning. The study will contribute to the field of research on History teaching in the intermediate phase using English.

#### **1.6 Aims Objectives of the study**

The primary aim of this study is to investigate, explore and analysis teachers experiences of teaching History in South Africa using English as a Language of Teaching and Learning. The specific objectives are:

1. To understand teachers' experiences of teaching History using English as a Language of Teaching and Learning.
2. To explore factors influencing teachers' experiences of teaching History using English as a language of Teaching and Learning.

## **1.7 Research Questions**

When addressing the research problem statement and rationale, the follow research questions are fundamental to addressing the research problem:

1. What are teachers' experiences of teaching History using English as the Language of Teaching and Learning?
2. What are the factors influencing teachers' experiences of teaching History in the intermediate phase using English as Language of Teaching and Learning?

## **1.8 Research design and methodology**

An approach in research terminology refers to plans and the procedure for research that encompass the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation (Grover, 2015). There is qualitative, quantitative, and mixed method approach. Due to the fact that this study is aimed at understanding teachers' experiences in teaching History, this study has therefore employed a qualitative approach to answer the research questions. Mohajan (2018) refers to qualitative approach as a form of social action that stresses on the way people interpret and make sense of their experiences to understand the social reality of individuals. By employing a qualitative approach in this study, I will be able to understand and interpret teachers' interaction or teachers' discourse (Crossman, 2017). Within qualitative approach, teachers will be able to express their views freely as no standard format will be adopted.

## **1.9 Case Study design**

Rahi (2017) states that a research design is a general plan of how to answer the research question that has been set by the researcher. There is a range of research designs to choose from that are aligned with the qualitative research. This study uses a case study design as a blueprint of how this research will be conducted. Cohen et al (2011) define case study as a study of people in their real situations to enable the reader to understand ideas more clearly than by merely presenting them with abstract theories or principles. The research design is appropriate because it allows for in-depth exploration and understanding of teachers' experiences who teaches History using English Language. Case studies are useful in

illuminating complex experiences such as events, programmes, and actual occurrences to gain new and in-depth events (Lapan et al., 2012).

### **1.10 Population Targeted for this Study**

Burns (2004) and Cohen et al (2011) describes target population as a representative of entire population that possess same characteristics from which a sample is drawn. The target population in this study will constitute teachers teaching in the intermediate phase schools at iNanda and Ntuzuma townships. Moreover, these will be teachers that teach the grades 4 to 6 and have taught History for at least over five years.

### **1.11 Sampling**

The selection of participants from target population for this study will be done through a sampling process (Cohen et al., 2011). Different scholars have raised their views about the definition of the sampling process in the field of research methods. Based on Cohen et al (2011), a sampling process is regarded as hand-picking specific data sources from which data is collected to answer research questions. Creswell and Clerk (2017) view sampling as a process concerning the selection of a sample of participants from target population that generates information regarding phenomenon of the study. Creswell and Clerk (2017) notes that, there are two types of techniques that researchers may consider during the sampling process. These are purposive sampling and convenience purposeful sampling techniques. Therefore, the total number of history teachers who are expected to participate in this study will be six and will be grade 4, 5 and 6 teachers.

### **1.12 Data analysis**

Data analysis is defined as the systematic procedure of selecting, categorizing, comparing, synthesizing, and interpreting the phenomena using the data generated (Guest et al., 2011). This study uses thematic analysis to identify and describe implicit and explicit ideas within the data in the form of theme which represents an idea that recurs in or pervades transcripts (Guest et al., 2011). Further Guest et al (2011) points out that thematic analysis is useful to capture complexities of meaning within a textual data set. Capturing complexities and meanings within a textual data set may become meaningless if codes are not developed to represent identified themes and linked to raw data as summary markers for later analysis. With reference this study,

coding procedure will be a core component of analysing data so as to make meaning of teachers' experiences in teaching history in the intermediate phase.

### **1.13 Issues of Trustworthiness**

Trustworthiness does not absolve the qualitative researcher of the need to evaluate the value of research, but it is done in relation to how much trust of the reality under investigation reflects the outcomes of the study (Suter, 2012). A reader that engages with a research study should believe that the information reported is credible, trustworthy, transferability and confirmability. Transferability refers to whether the study can be generalized or transferred to other contexts or settings. The study was conducted in schools at INanda and therefore findings may be transferred to similar contexts. Two data generation methods were used, namely: One-on-one semi-structured interviews as well as Focus group interviews. Data was analysed and transcripts submitted to the supervisor for cross checking. Confirmability refers to the level of confidence of the research study's results that they should be based on the participants' narratives and words rather than potential researcher biases (Suter, 2012). In acknowledging these principles, recordings were sent to the participants to confirm them.

### **1.14 Ethical Considerations**

Ethical concerns stem from discussions about codes of professional conduct for researchers (Creswell & Creswell, 2017). They added that participants are to be protected, develop trust with them, promote integrity and guard against misconduct and inappropriate use of data that will divulge their private lives (Creswell & Creswell, 2017). In other words, each stage in the study process raises ethical issues. To put it in Cohen et al (2011) perspective, qualitative research mostly requires obtaining consent and cooperation from people or institutions that are involved in the research or providing facilities for the study. In this study, the ethical protocol was observed. I obtained letters granting permission from gatekeepers (Department of Basic Education, University Ethics committee, principals). The rights of the participants and welfare were respected through informed consent; declaring respect for confidentiality, anonymity and no harm to them (Creswell & Creswell, 2017). There was no access to personal data or the names of participants by any third party except the researcher.

### **1.15 Limitations of this study**

The limitations of the study are assumed to be among the number of participants that participated in the study, time limitations that might manifest in researcher's teaching overload and accessing literature available relating to teachers' experiences in teaching history in the Intermediate Phase. With view to the number of participants that participated in this study, it might occur that some participants from other research sites pull out at the last minute which requires me as a researcher to look for similar research sites that might offer opportunity to participate in the study. In addition, as a result of the inability to access available related literatures; it is likely that the scope of analysis become limited. This requires me as a researcher to describe a need for different designed method for gathering data. Conducting telephone interviews has its limitations too as there was no face to face contact between the researcher and a participants. Therefore, the messages that are conveyed through body language were lost, making it impossible to observe all that from participants while communicating telephonically.

### **1.16 The layout of the study**

#### **Chapter One**

This chapter provides the background of the study; revealing the research project problem and what makes this study researchable. The chapter further reveals the fundamental aspects of the study process which includes the purpose of the study, research questions together with aims and objectives, and the importance of the study. There is also a methodology section which covers the aspects of the research approach, research design, sampling method, data collection method, data analysis method, credibility and trustworthiness of the study, ethical considerations for this particular study, limitations of the study as well as the key word that underpin the study.

#### **Chapter Two**

This chapter focuses on the reviewing of the literature. It depicts the main attributes, the role and pathway as well as the development and relevance of teachers' agent for this study. This chapter began by discussing the History curriculum development over time, looks at the phenomenon of the study, develops an understanding of history teachers' experiences of teaching History using English, all within a local context. The focus then shifts to the teachers' experiences of teaching History in continental context and lastly in the global context.

### **Chapter Three**

This chapter presents the steps that were followed in generating data, the approach that was adopted to generate the reality about teachers' experiences in teaching History using English as LOLT, and issues pertaining to principles that guided the researcher to develop credibility and trustworthiness for this are presented and discussed. In summary this chapter presents the methods used to conduct this research which includes research approach, paradigm, research design, sampling methods applied, data generation method, data analysis method, trustworthiness-ethical considerations as well as limitations of the study.

### **Chapter Four**

This chapter presents the data analysis and discussions of the findings. In it, the data presentation, analysis, interpretation and discussions of the findings were presented according to the key research questions.

### **Chapter Five**

This chapter discusses the summary of findings, conclusions and recommendations.

### **Chapter Summary**

This chapter provided orientation to the study and illuminated the motivation, rationale, research objectives and critical questions. It also provided the summary of the research design and limitations. The next chapter discusses an overview of the literature, and the adopted theoretical framework.

## CHAPTER TWO

### LITERATURE REVIEW AND THEORETICAL FRAMEWORK

#### 2.1 Introduction

The previous chapter lays the foundation for the study through investigating the research problem. The chapter proceeded with a thorough description of the background/historical view that relates to the phenomenon of the study. The details of the problem statement, location of the study, and rationale were also discussed. Additionally, the chapter also outlined the research questions and objectives, significance of the study and concluded with a brief chapter summary.

This chapter presents the review of literature from South African studies, continental studies including Lesotho, Kenya and Uganda. International studies from Australia, United Kingdom, France, Switzerland, Spain, Sweden and Turkey were also reviewed in order to cross-examine the phenomenon of the study which is teachers' experiences. The above-mentioned literature reviews started by presenting curriculum development, history concepts, discussed the phenomenon of the study, the teaching of history locally; continentally and internationally. Literature reviews are driven by teachers' motivation as a light of teachers' experiences in teaching history. The literature review of Barton and Levistik (2004) suggested that motivation of teachers is related to attention which enables critical and creative thinking. Sansone & Harackiewicz (2000) viewed teachers' motivation as intrinsic and extrinsic which underpin the teaching of history.

#### 2.2 The phenomenon of the study

The phenomenon of this study seeks to understand the experiences of teachers in teaching history in the primary schools. Teachers lack adequate knowledge of the subject content due to insufficient support from department officials. Kaufmann, Johnson, Kardos, Liu and Peske (2002) viewed teacher's experiences as academic performance and accountability that is prevailing in an era of standards-based reform. Van den Akker (2013) considered 'words and actions' as teacher's experiences that impart knowledge in a meaningful way. Reuvekamp et al (2014) viewed 'words and actions' as history operational which requires teachers to understand historical time in teaching history. Reuvekamp et al (2014) are concerned that ancient time is a powerful tool which helps learners to function as citizens in a democratic society.

Beauchamp and Thomas (2009) suggested that it is important to recognize teacher identity which plays a crucial role in the effective teaching of history. Beauchamp and Thomas (2009) further said that teacher identity is related to the way a teacher organises their professional lives, justify and make sense of themselves and to the world at large. Beauchamp and Thomas (2009) argued that without recognition of teacher identity, learning from each other about what is meaningful, and its context can be meaningless. However, the danger relating to not recognizing the teacher's experience may cause havoc in intercultural competency which results in a meaningless imparting of knowledge (Layne & Lipponen, 2016). Therefore, teachers may be unable to meet the challenges of the twenty-first century in teaching history.

Blythe et al (2002) concurred with Beauchamp and Thomas (2009) and Layne and Lipponen (2016) that understanding teacher's experiences yield positive results in teaching for understanding. Blythe et al (2002) noted that once teachers understand their positions as a professional and are able to impart knowledge in a meaningful way, they are then able to uncover and discover the meaning within history context. Blythe et al (2002) argued that for teachers to be able to unfold deeper understanding of any content, they need to participate actively in activities. Shulman and Shulman (2004) raised their views that 'Fostering a Community of Learners (FCL)' is the model which may help in understanding the variety of ways in which a teacher responds in the process of learning to teach. Shulman and Shulman (2004) viewed FCL as the theory which prepares teachers to work in settings that allows the sharing of deep disciplinary knowledge and high levels of motivation between inexperienced and experienced teachers to create a belief system about forms of teaching.

Biyela (1996), Pudaruth (2013) and Wassermann (2011) are argued that empathy, pedagogical content knowledge of learning materials, tolerance and respectful behavior, moral and ethical reasoning abilities are controversial issues in teaching history. Biyela (1996) suggested that empathising requires teachers' capacity to see things from other peoples' point of view and being able to have a high level of thinking. In other words, the considerations of knowledge, interest, and understanding of the otherness of the past may help the teacher to see things from other peoples' perspective. Pudaruth (2013) stated that pedagogical content knowledge of learning materials enables teachers to make connections between one topic and the next, by referring to the previous chapter which in turn assists learners in understanding subjects holistically instead of as bits of information. In my experience a teacher can only excel in teaching history if they have a sound knowledge of the subject they teach. Apart from content

knowledge, teachers have to be innovative with using teaching resources. One cannot deny that accountability and support amongst teachers through school system strengthen ideological ware in using teaching resources that enhances teaching of history.

### **2.3 History Curriculum**

The South African curriculum indicated that different methods of teaching must be used in teaching History in the intermediate phase using English as a medium of instruction. The CAPS policy suggested that teachers must use a teacher centered approach to provoke thinking in order to find information for themselves. Tyler (2013) commented that curriculum development should be based on the purpose of teaching, educational learning experiences, and the organization of educational experiences. However, Tyler (2013) is purported that the purpose of teaching is based on materials selected, the outline of content and development of instructional procedures. The Grade 4-6 CAPS states that textbooks must be suitable for the grade, context, and language level of the learner. Resources should provide accurate content that is aimed at the development of the appropriate skills, concepts, and values. In this study, it is crucial that history teachers should be familiar with the content they plan to teach, read widely on the content and prepare lessons thoroughly. Lunenburg (2011) concurred with the prior point and Tyler (2013) that content outlines are useful for the teacher in planning and guiding instruction. John (2006) commented that step-by-step approaches to planning and teaching is the major concern in the organisation of history pedagogy. History teachers must select the topic, exemplify aims and objectives, consider teaching methods that will best bring about the accomplishment of the set aims and objectives and prepare assessment instruments against the set objectives.

Tyler (2013) was concerned that teaching should take place through teacher's behavior and further suggested teachers should select teaching activities that foster active involvement in the learning process to accomplish the expected learning outcomes. The Grade 4-6 CAPS states that symbols, songs, art and dance must be covered in term 4 in order to enhance effective teaching. Many research studies (e.g Almpani, & Almisis, 2021) argue that teachers should be more creative in linking symbols, songs, art, and dance into captivating the interest of learning. Creativity requires skills development in teaching of History. This is in accordance with the studies by Lunenburg (2011) and Tyler (2013) that history teachers ought to practice desired behavior in creating interesting teaching to enable learners to integrate content knowledge. In this way, learners' prior knowledge will be pedagogically digested.

## **2.4 Understanding history teachers' experiences in South Africa**

Teachers' ability to use English as the language of instruction in the classrooms has been seen as a major concern during delivery of pedagogical content knowledge (Hugo & Nieman, 2010). Accordingly, Tum (2015) expressed that second language learners often feel stressed, nervous in learning in English. The findings of the study by Gan, (2012) show that learners are unable to use correct English pronunciation, teachers lack vocabulary, and they also lack confidence to teach in English. This problem emanates from the fact that many teachers struggle to use English when teaching as indicated from the study of (Hugo & Nieman, 2010). In this context, most township primary school teachers are English second language speakers, as a result they end up code-switching when teaching History. This has an impact in the ineffectiveness of teaching History content. Code-switching is whereby the teacher elaborates or explains to learners using their home language in order for learners to grasp the content more effectively. Code-switching can be used in different languages depending on the learners' home language (Gardner-Chloros, 2009).

Intermediate CAPS policy document (2011) states that English must be the medium of instruction. Section 2 of CAPS Intermediate Phase Grades 4-6 states that learners must start using English as the Language of Learning and Teaching in Grade 4. Hugo and Nieman (2010) suggests that teaching in a second language requires integration of knowledge and practice, and the ability to listen, read, speak, and write. In order to ensure competence in using English as medium of instruction, teachers are expected to use reflective teaching method. Reflective teaching requires teachers to look back and consider whether learners were able to understand history content taught in English. This is critical because Hugo and Nieman (2010) revealed that some learners in South Africa start their formal schooling in their home language. As a result, these learners may experience extreme difficulties when trying to understand learning content during lessons that are delivered in English. Moreover, teachers also fail to enable learners to become competent in learning in English. This is in accordance with the study of Hugo and Nieman (2010) that although teachers can speak English, they are less competent in English than in their home language. Hugo and Nieman (2010) concurred Social Sciences CAPS (2011) that integrated in-service training is sufficient. The study of Hugo and Nieman (2010) focuses on learners' home language which makes the learner passive in the classroom. It is discovered from Huggo and Nieman's (2010) study that Grade 1-3 CAPS document policy mandates teachers to teach learners in their mother tongue or home language and then in English from Grade 4 onwards. However, CAPS (2011) states that Grade 4-6 History should

be taught and assessed in every term of the school year. Whitehouse et al (2018) viewed CAPS as the policy that was intended to introduce learners to the best method of teaching and appreciation of human creativity and achievement. In this context, the researcher concurs with Whitehouse et al (2018) since Grade 4-6 Social Sciences CAPS (2011) document states that the teacher must focus on learning outcomes for successful teaching.

Teachers are expected to engage learners into drawing about the past and the present history. This learning activity is included in the History lesson preparation because the study of History enables learners to understand and evaluate the past to influence the future. History is designed to complement knowledge which are content, skills and concepts. As such, language plays a vital role in the teaching of History in different forms of text. Hu and Choo (2016) viewed language as the knowledge-making practices. In this regard, symbols, songs, art, and dance activities are interpreted in words.

Tibbiths and Weldon (2017) viewed teachers as agents to support transitional justice in South African society through history teaching. Tibbiths and Weldon (2017) are concerned that as much as teachers are expected to play a role of intended mediators of transitional justice in South Africa yet are not adequately supported in carrying out this mandate. The lack of teacher training in teaching history compromised the intersection of history education and transitional justice process. The research done by these scholars did reveal that the lack of training teachers on new content and pedagogy, upskilling for teachers as a result of segregated schooling system and opportunities for teachers to consider their personal legacies from the apartheid era are among the challenges that teachers encounter during transitional justice process in their classroom. Furthermore, scholars argued that once there is adequate teacher training, educative legacy through ethical remembrance and critical learning will be possible in history teaching. Godsell (2017) concurred with Tibbiths and Weldon (2017) that teacher training programmes should engage teachers in historical content, historical thought, historical enquiry, the importance of teaching history in primary schools and how they engage learners to approach the subject. These concerns will ensure that history teachers are able to bring ethical remembrance and critical learning in their classroom.

In this context, most South African schools face a language barrier in the classrooms. Language barrier is when one experiences difficulty in understanding a language that is not their mother tongue. History textbooks are translated into English hence History teachers mostly use English during lessons-and expect learners to communicate back in English. Learner who hardly speak

English are left at a disadvantage and are unlikely to perform to the best of their ability. The Primary Schools history CAPS document is only printed in English. Thus, Contextually, majority of South African learners in high school, study a wide range of school subjects using a language that is not their mother tongue (Sibanda, 2019). Arguably the absorption of what is learnt might be different from English first language speakers who have conceptual understanding of the language of instruction unlike those who use it as a first additional language. This, in part may account for the high failure rate in History intermediate class and other content subjects at large.

Teachers are expected to mediate learning in a manner that is sensitive to the diverse needs of learners including those who have language barriers. Teachers' endeavors in mediating learning should be accompanied by a sound knowledge of history content. Thermane and Thobejane (2019) have done research in Limpopo Province on history teachers as agents of change in making history inclusive (catering to the needs of all learners) in rural schools. The scholars indicated that teachers must be vigilant of how to implement resources in the inclusive education, have the capacity to implement inclusive education, the willingness to effect change, and be able to collaborate with others in order to achieve more. In order for teachers to be successful in teaching history, the following consequences of surviving the lack of quantity and quality teaching resources have to be adhered to. Firstly, the scholar suggested that teachers must help learners to get the most out of museum. Secondly, scholar commented that oral history is most helpful which enhance historical understanding among learners.

Wassermann (2009) raised the issue of teachers' professional development in inclusive education. The scholar was so concerned that limited pedagogical content knowledge of teachers in teaching history for ethical remembrance and critical thinking in their classroom has impacted their profession. Wassermann (2009) commented on teachers' professionalism as the window to their professional identity. Wassermann (2009) was so concerned that lack of experience and the educational context teachers found themselves in played a crucial role in the teaching of history. Wassermann (2009) argued that it is uncommon to find what teachers really believe versus what they think they should believe. Khoza (2016) concurred with Wassermann (2009), Thermane and Thobejane (2019) that teaching vision is vital in teaching. Khoza (2016) suggested that the vision of teaching revolves on the basis of daily experiences which is societal/social and professional/content visions/reasons. Khoza (2016) further argued that teachers' identity tend to be valid once they understand why they are teaching.

In this context, teachers' character and personality play a crucial role in making sense of information. Some teachers find it embarrassing to ask other History teachers for information where they feel they lack an understanding of the History content. Furthermore, some teachers are even intimidated by other colleagues who try to advise and guide them on how to better engage learners during a classroom discussion. Teachers therefore find themselves unable to integrate learners' questions into history content. Consequently, this may leave learners feeling like they have asked silly questions and resultantly these learners may feel too afraid to speak up in class moving forward. Teachers are expected to be approachable, supportive, and encouraging in order to achieve the teaching of history. The style of teaching is another factor that teachers have to consider when teaching history. Teachers are expected to engage learners in class discussions or to get them to listen to large amounts of information. Therefore, personal characters and teaching traits is based on how many understand the content of teaching history.

Chisholm (2008) is concerned that nation-building pluralist (acknowledging other people opinions) and critical skills is embraced through history textbooks. The research done by Chilsholm (2008) on nation-building pluralist and critical thinking is that history teachers should not rely on their own ideas but rather have sufficient knowledge in using history textbooks to extend their embedded knowledge. Chilsholm (2008)'s research revealed that the attention of using history textbooks came almost 20 years after the fall of the Berlin Wall through Cold War which began to thaw/slow down across Eastern Europe in November 9, 1989. Chilsholm, a Scottish-Cherokee fur leader, said in his research that similar interest provoked South Africa to revise history textbooks that construct new national identities and citizenship. Pedagogical content knowledge has become crucial factor of this transition that raises interest in history teaching. Tibbiths and Weldon (2017) concurred with Chilsholm (2008) that history must bring new content and pedagogy that try to heal some of the gaps of the past through uncovering, remembering and understanding the conflicts of the past.

Chilshom (2008) said that without attention of using history textbooks, history teachers are unable to motivate their teaching of history. According to Tosh (2015) history textbooks remain a vital part of student learning and will continue to be so. Furthermore Canagarajah (2013) cautioned that there must be a balance between using and applying the contents of the textbooks and in the development of pedagogy acquired by the teacher. On the other hand, another challenge experienced by History teachers in this study was the issue of language barrier. For instance, Nel and Muller (2010) indicates that majority learners in South African schools face

a language barrier in the classroom. In most schools, English remains the language of instruction although South Africa has eleven (11) official languages.

According to Anderson and Lightfoot (2021) grade 4-6 learners have challenges in learning English and teachers are tempted to codes-switch to explain further what is taught. However, language problems can result to unproductive teaching and learning of History lessons as learners may not understand what is taught. Therefore, Nocera et al (2014) recommends that attention is of great interest in the model of Reinforcement Learning (RL). As a result, Nocera et al (2014) thought that teachers' attention to history teaching becomes a curiosity drive that is not only affected by goal-specific rewards but also by intrinsic motivations. In this context, History teachers must have sound pedagogical content knowledge in history primary teaching that provides insights about the past and current understandings. History teachers are expected to have discipline knowledge and classroom pedagogical possibilities in teaching History. As mentioned earlier, language barrier is also an important issue within the learning process (Pot et al, 2020). To overcome its problem, History teachers must make an interactive and engaging classroom atmosphere, give a reduced and brief address, and promote interaction between learners through the promotion of discourse.

In order for this to happen, History teachers must have a sound knowledge, for instance, falling of apartheid regime which resulted in the reconstruction of the way History is taught. History teachers must have inquiry-based learning that allows the natural curiosities in thinking that is logical, rational and sustainable. Grade 4-6 CAPS document has a section that aims to improve sequence and increase chronological coherence within topics such as linking kingdom during apartheid regime to current democracy and citizenship in South Africa. In the absence of this pedagogical content knowledge, History teachers may not find interest in developing understanding and making sense of information. Thus, the focus of the above literatures reviewed was around the teachers experiences of teaching History in schools. The literature I have engaged with, indicates that the lack of resources and language barrier greatly impact on the teaching and learning of History. This motivates the research on teaching and learning of History which are experienced by both teachers and learners in South African schools.

## **2.5 Understanding History Teachers experiences Continentally.**

Ntabeni (2010) conducted a research on history education in the primary schools of Lesotho. The study showed that history teaching is a concentrated component of Social Studies at standard 6. The teaching of History in Lesotho Primary Schools was seen as a vehicle for

developing the identity of society so that learners become aware of constant interaction between human race and the total environment. History teaching in Lesotho enables learners to understand and appreciate their culture, develop a positive attitude and knowledge and understand the civil human rights of other people. Large classes and poor command of the English language negatively impacted the academic performance of learners. This became the core of why Ntabeni decided to conduct research in Lesotho Primary School in 2009. Furthermore, the literature review also pointed out that majority of learners in South African schools are faced with a language barrier in their classrooms, (de-Witt, 2019). Another scholar, Joubert (2016) found that learners in South African schools were afraid to answer questions requiring language skills due to the language barrier. This, in turn has a negative impact in the way they teach History.

Furthermore, a study by Ntabeni (2010) was so concerned that the use of pictures in teaching History enable learner to connect their ideas with the current academic performance. The connection enables learners to say things in their own words. Ntabeni (2010) emphasized that the use of common pictures reinforces positive learning. This exercise is used to help learners make positive comparisons of the past to the future. Learners are able to learn because the teacher uses familiar pictures that learners know. Therefore, Lesotho Primary Schools learners were able to restore information without the outside help. Enquiry-task is the common teaching approach in Lesotho Primary Schools. Furthermore, the study of Ntabeni (2010) showed that there is a need to prepare primary teachers for knowledge and understanding in the teaching of History. The questions that go with the pictures are not the more demanding types that usually go with learning to 'read' pictures. Ntabeni (2010) finds teaching of History in primary schools similar to the teaching of History in South Africa.

Elder et al (2016) conducted research from attitudes to practice in Kenyan Primary Schools using inclusive teaching strategies in a rural setting with many barriers to the development of a sustainable inclusive education system. The scholars were concerned that history teachers are expected to play a pastoral role when teaching History. Responsibility of a teacher involves looking after learners she or he has responsibility for, especially by helping them with History related matters. Teacher needs to guide and scaffold learners towards the learning objectives. The study was done in order to get in-depth understanding of how teacher trainings could build teacher capacity and preparedness to support diverse learners in primary schools' classrooms and providing teachers with knowledge of legal responsibilities and instructional strategies.

They further argued that more teacher training programmes should be in place in order to build the morality of teachers as capacity for change. The morality of teachers should address environmental, social and cultural barriers.

Hu and Choo (2016) raised some issues that teacher training programme should be drawn from schools' existing resources. The valuing of the indigenous language and local ways of knowing is critical in the teaching of history. Hu and Choo (2016) agreed with Elder et al (2016) that the use of several types of evaluative language should not differ along the lines of knowledge-making practices and varying knowledge when teaching history. Hu and Choo (2016) further commented that teachers have to be cautious when using language in their teaching as it may positively or negatively impact the way learners restructure information in the memory

Sikoyo (2010) viewed learner-centered pedagogy as effective in history teaching. The research was done in order to gain an understanding of teachers' experiences when implementing learner-centered pedagogic innovation in Uganda. Learner centred approach refers to the process where learning is learner-driven – learners are actively involved in their learning. Sikoyo (2010) was so concerned that a need should be provided in order to help teachers develop strategies for teaching large classes when adopting learner-centered pedagogic innovation. The study of Sikoyo (2010) indicated that the learner-centered pedagogic approach is informed by outcomes-based curriculum in South African which is structured around children's interests. History teachers in the intermediate phase are expected to structure their lesson presentation in a way that allows the decision-making process to take place in the classroom. History teachers must have innovative lesson preparation that will provoke active, creative and self-regulating learning in the classroom.

Teachers have to be the facilitator rather than a transmitter of knowledge to enable learners to take control of their learning. Majority of scholars (Sikoyo, 2010; Furlong, 2020) also indicated that without proper social relations between a teacher and learners, history teaching will be ineffective. The scholar argued that teachers should create conducive classroom environment where learners do not feel inferior in lesson presentation. One of the challenges that teachers face is that of building trust with learners. A positive teacher-learner relationship would positively influence learning. Phillippo (2018) concurred with Sikoyo (2010) that learners-teacher relationship is associated with academic performance. The study of Phillippo (2018) and Rothì, Leavey, and Best (2008) showed that teachers who are effectively addressing learners' concerns, connecting learners with needed supports and sometimes stand in the front-

line position of providing support for themselves increase the level of attention as part of motivation. Phillippo (2018) argued that there is limited guidance that teachers receive regarding how learner-teacher relationship can be cultivated.

In Uganda, there is professional learning opportunities on the acquisition of skills which are needed to support the development of close and positive learner-teacher relationship. The study of Sikoyo (2010) showed that teacher mentoring, coaching and consultation contribute to improvements in the quality of interactions with learners. Sikoyo (2010) is concerned that the learner-teacher relationship is central to culturally relevant teaching practice which serves as a vehicle towards learner engagement and learning. In teaching history effectively, teachers should develop a deep understanding of learners' cultures and life experiences in and out of school (Rendon, 1994). Teachers are provided with feedback about their interactions with learners. This alone shows that in Uganda trust has been developed. Through feedback about learner-teacher relationships, teachers can convey and operationalize high expectations of learners and authenticate caring for learners and their personal academic well-being (Jones, 2017).

In this context, teaching of history in South Africa and Uganda share similarities based on learner-centered pedagogy. In Uganda a need to provide teachers with support to teach large classes has been raised. In South Africa a need to provide teachers with support to teach large classes is overlooked (Bao, 2020). As a result, some of the teachers lose interest in teaching large classes. It is hardly possible to have one-on-one session with the learner to unpack history content meaningfully especially for learners with learning barriers. Some teachers also experience stress due to disturbances in teaching History due to language barrier. According to Hochfeld et al (2022) feedback of learner-teacher relationships is affected by communication because learners are afraid to communicate using English, they end up hiding themselves.

## **2.6 Understanding History Teachers' Experiences Internationally.**

A study conducted in Australia reviewed the teaching of History in times of curriculum reform and it was based on primary school teachers' understanding of content knowledge and pedagogies involved in classroom teaching (Reitano & Winter, 2017). Data was collected through semi-structured interviews to allow teachers to share experiences of teaching in the classroom (Breen, 2006). As such, the study shows that teachers' professional knowledge landscape in times of curriculum reform underpins the teaching of History in Australia. On the other hand, the study of Hattie (2008) uncovers that pedagogies and assessment practices have

the most effect on students' learning. Teachers are seen as knowers of themselves, their subject matter, their pedagogical practices and their relationships with learners play a crucial role in history teaching.

The major argument of the study was based on curriculum change. The study conducted by Reitano and Winter (2017) was based on the fact that teachers in Australia experience government interventions in the form of national curricula. These national curricula (e.g. Australia Curriculum; the National Assessment Program; Literacy and Numeracy) are designed to assist teachers in providing learners with more practical choices. Luke (2010) also conducted a study on Social Class and School Knowledge where it was discovered that high risks led to scripted pedagogies which offer minority students an enacted curriculum of basic skills and compliance. As a result the focus of the control of teaching and learning has been moved away from the individual teacher (Bascia & Hargreaves, 2014).

Sharp (2012) also did a study on the Australian national history curriculum in Primary Schools. The study of Sharp raised concerns that history/culture wars of countries such as Germany, Turkey, the United States and Japan for the past two decades brought the public interest of knowing history. It is found in this study that History was designed to wave the Australian National Curriculum. The teaching of History is based on historical skills, political interest in benefitting History disciplinary knowledge and content to ensure that national history narratives are taught to learners. History teachers are expected to understand past curriculum constructions to develop independent disciplinary knowledge and content of history which is subsumed within future political trends. Furthermore, History teachers are expected to equip learner with historical knowledge of their nation's past. Teachers are supposed to refrain from importing contemporary political interests into the study of History at the expense of historical disciplinary knowledge and content designed to engage and teach learners.

This study agrees with the study of Sharp (2012) that Australians has paid much emphasis on curriculum that refrain from importing contemporary political interests into the study of History. The South African Grade 4-6 CAPS overviews highlights that national curriculum has been culminated to transform the curriculum given to learners during the Apartheid Regime, this curriculum is based on the values that inspire South African Constitution. CAPS support citizenship within values of the South African Constitution.

The study from England has been reviewed in order to get an understanding of challenges that England teachers encounter when teaching History in primary schools (Temple, 2010). The findings of the study indicate that teachers encounter a problem of teaching resources. Some teachers are unable to buy journals for teaching History subjects as they are more costly. Another challenge concerns Continuing Professional Development (CPD) where head teachers are reluctant to release teachers for training during school national time. Therefore, teachers have to arrange a special time after school, whereas in the South African Basic Education context staff development should take place during teaching hours as per Integrated Quality Management System (De Clerq, 2008). Teachers also experienced a challenge where there is a lack of specialist Advisor or Advanced Skills teacher with responsibility for history in the area. Therefore, History teachers find it difficult to make appropriate changes in order to develop the History curriculum.

Primary schools in England use National Curriculum which was introduced in 1999. National curriculum gives teachers a great deal of freedom on how their History teaching is organised. The England Curriculum is organised into two stages. The meaning of England National Curriculum, in stage one, is that pupils should be taught the knowledge, skills and understanding through the following areas of study: changes in their own lives and the way of life of their family or others around them; the way of life of people in the more distant past who lived in the local area or elsewhere in Britain; the lives of significant men, women and children drawn from the history of Britain; and the wider world, (past events from the history of Britain and the wider world) (Temple, 2010). The second stage means that pupils should be taught the knowledge, skills and understanding through a local history study, three British History studies a European history study and a world history study.

The study of Temple (2010) raised major arguments based on the fact that England history teachers did not get enough support in teaching History. Therefore, there was a need for Historical Association to have a well-trained History Coordinator who can help and give support to History teachers. The provision of new ideas and where teachers can get history teaching resources are among the roles of History Coordinator. The findings did indicate that teachers need support from a trained member of staff, either within the school or a Local Advisor so that History teachers are able to make appropriate history changes. Some teachers felt that skill-based curriculum remain important and so useful in developing skills.

The study of Temple (2010) stated that introduction of cross-curricular work into History classrooms enables teachers in teaching history in a meaningful ways. It has been discovered that History curriculum in England concentrates on topics coverage than developing history skills such innovative and creativeness to learners. Furthermore, the study of Temple (2010) suggested that History Network meetings and History Association website are the most important tools that may arouse interest in teaching history. The History Association website helps History teachers to access support and further ideas from the internet.

Reuvekamp (2014) conducted research on the understanding of historical time in the primary History curriculum in England and Netherlands. The focus of the study was to understand how historical time is addressed in the intended and implemented primary curricula for History. The comparison of teaching History in these countries was done on the bases of curricular spider web by van den Akker (2013). The researcher finds the study of Reuvekamp (2014) using the same approach as pertained to curriculum studies which is framed by van den Akker (2013) curricular spider web in this context. The findings of Reuvekamp (2014)'s study showed that the purpose of understanding historical time is an indispensable part of History education which helps learners to form their identity and to function as citizens in a democratic society.

Reuvekamp (2014) conducted a study in order to develop learners' understanding of historical time and on pedagogical approaches on the teaching of historical time in primary schools. The study showed that teachers have to use pictures so as to enable learners to associate them with the names of historical periods. The study raised concerns about the best way of developing learners' historical time. Reuvekamp (2014) is concerned that facts versus historical periods, teaching embedded history in a cross-curricular, and the order in which historical periods are taught play effective role in developing learners' historical time. History teachers are expected to teach even in-depth in a particular period of time alongside the connecting threads. In order words, History curriculum should not be taught without balancing van den Akker (2013) curriculum development concepts which is intended, implementation, and archived.

The understanding of historical time concurs with the overview of South African History CAPS (2011) which states that History aims at supporting citizens within democracy. The researcher agrees with Temple (2010) and Reuvekamp (2014) on the point that Grade 4-6 CAPS document has got aims, resources needed to teach, learning outcomes and activities that teachers use to make History teaching effective. Temple (2010) and Reuvekamp (2014) are concerned that History teachers need to be versatile. They must be able to integrate History content alongside

with other curriculum subjects. The South African CAPS document has a section where teachers must teach learners hunter-gatherers and herders in South Africa. Therefore, teachers must be able to identify heritage sites in South Africa that have information relevant to hunter-gatherers and herders. The information about traditional foods learnt from IsiZulu Home Language must be linked to type of traditional foods that was consumed by hunter-gatherers and herders.

The study that was done by Hills (2010) on the position of History education in Scottish Schools showed that the rapid transition of the position of History education in Scottish schools was questioned from the more general primary curriculum to subject-centered Secondary. The findings of Hills (2010)'s study is based on the fact that Scotland curriculum developments was influenced by New Basic Programme in Queensland and Australia which was built on competences such as problem-solving and citizenship – which is known as competence-based model. The problem-solving and citizenship was the important pillars of the curriculum which utilized authentic learning that presents pupils with challenges, either academic, scenario or real life.

It is discovered from the study of Hills (2010) that Scottish Curriculum for Excellence was influenced by competence-based model to provide schools with the opportunity to determine the curriculum by adding and removing any irrelevant History content towards developing History learning knowledge. Scottish teachers teach History in a manner that assist children and young people develop their understanding of the world by learning. Teachers employ strategies based on children and young people learning about other people's values in different times, places and circumstances. Project work is the teaching strategy that most Scottish teachers use in teaching History. In order to implement project work meaningfully, teachers' commitment, expertise and enthusiasm has been seen as the most important effect in History teaching.

Hillis (2010) has argued that debates over history's place in the sun and course content in Scottish schools have taken place against a backdrop of significant changes to the teaching and learning of History. The argument is based on the fact that sources, independent study and authentic learning provide an essential platform to the teaching of History (Weatherly, 2003). The Cabinet Secretary for Education and Lifelong Learning in the Scottish government has also raised argument that there should be less binding together and more emphasis on Scottish history. Furthermore, History curriculum of Scotland should stir anthem and a History lesson

so that Scotland's young people will reclaim the past and understand the nation's history (Hyslop, 2008). Moreover, Minister for Children and Early Years also argued that the Scots lack confidence since, 'they have little knowledge of the glories of their past achievements, whether the Scottish Enlightenment or the contribution that the Scots have made to the modern world'.

Whilst reviewing Hillis (2010)' study, most memorable facts have been raised by this study. It has been discovered that curriculum for excellence aims to refocus the school curriculum on 'learning and teaching approaches that improve pupils' understanding of what is being taught', with one innovation being a website containing exemplars of good practice. The personality and skill of the teacher alongside pupil age, stage and ability are important determinants. A Teacher-led discussion remains an important strategy supplemented by worksheets, a wide range of textbooks and audio-visual resources. The administrators and politicians claimed that the impact of Information and Communication Technologies (ICT) would transform teaching and learning (Condie & Munro, 2007).

Teachers have been seen as agents of change which is based on their confidence and expertise in determining the application of new technologies. The move towards integrated topics and authentic learning have resulted in fundamental context for authentic learning. History teaching in Scottish schools is regarded as 'queen of disciplines' since History teaching makes a significant and special contribution to the education of Scotland's youth. History teaching is presented in a way that develops critical thinking about the past, glories and less glorious aspects for knowledge and skills development across the curriculum and into lifelong learning. Hillis (2010) is concerned that person's education is not complete without an understanding of the present and the nature of knowledge through a study of the past.

Osborne (2003) did a study on challenges that Canadian teachers encounter when teaching history in Canadian schools. The findings of Osborne (2003)'s study brought developments based on the fact that history teachers are faced with a challenge of shifting their points of emphasis from the nation as a whole to sub-groups or regions within it. In another study about teaching history in Canadian schools done by Bliss (1992), it was discovered that History teachers have to be more orientated with private aspects of life. This study, therefore, refers to the fact that teachers are expected to instill the culture of identity so that learners may become proud of their country. This is supported by the study of Clark (1994) who suggested that teachers are expected to teach more facts about the history and nature of Canada as a country.

Furthermore, a study conducted by Osborne (2003) showed that Canadian History curriculum is designed to strengthen the sense of national identity. This is made through interactions between political and social historians over History teaching to overcome the loss of power to inform public debate (Bliss, 1992). In contrast to interactions between political and social historians, Bliss (1992) showed that most history writers in Canada were so concerned about writing for their professional colleagues rather than public intellectuals.

The study of Osborne (2003) has developed some new ideas about teaching History in primary schools. Resnick (1995) raised concerned that in order to teach History meaningfully, History teachers must understand the history that underpins their country of origin. History teachers remain in the forefront in ensuring that national history standards are created to guarantee that learners learn more or less common history. However, the arguments would arise from deciding what history should be included in the standards and what to excluded.

The study done by Audigier and Fink (2010) showed that learners have different opinions when it comes to History teaching. The study raised views that learners should be taught in a didactic way while they prefer visits and debates. History teachers in France and Switzerland based their teaching on learners' attitudes to history change during the transition between primary foundation phase and intermediate phase school. History teaching in France and Switzerland allows learners to integrated history of their families, their friends' families, the world around them and the use of media which provides learners with opportunities to encounter history.

The aim of this History teaching approach is to enable learners to enrich their ideas about history which will be retained in their minds for many years to come. It is noted in the scholars' studies that learners from France and Switzerland develop their attitudes towards understanding History through using their own families' history, friends' and the world around them. In the context of the new History curriculum in South Africa (Grade 4-6 CAPS), there is no topics that allow learners to integrate with the history of families and friends.

The study of Stolare (2017) was done on teachers who were in the process of changing their History teaching approach in Swedish upper primary schools. The purpose of the study was to develop the reasons behind the happening of this process. History teaching in Swedish is about dates and events which are linked through a narrative structure. The introduction of new Swedish curriculum and History syllabus in 2011 put more emphasis on organizing concepts and procedural aspects. Teachers are class teachers rather than subject-specific teachers who

broadly put their knowledge but shallowed in terms of subject matter. History teaching in Sweden plays a role in nation-building. History teachers are expected to have developed subject knowledge in order to be able to feel comfortable when in a disciplinary setting and be certain about different meanings of the concept. In Swedish, teachers have the responsibility of making learners understand that concept means one thing in the History content and slightly different in other subject areas.

## **2.7 Theoretical Framing**

This section explores the Cultural Historical Activity Theory (CHAT) as a theoretical framework for this study. CHAT concepts are discourses concerning curriculum concepts and what experiences each concept presents to teachers. An evaluation of CAPS is further interrogated through CHAT theory principles. The rest of the chapter and the entire study discusses and analyses teachers' experiences in line with the chosen theoretical framework.

### **2.7.1 Exploring Cultural Historical Activity Theory (CHAT)**

#### **2.7.2 A Brief Historical overview of CHAT**

CHAT examines social interaction in educational settings (Roth & Lee, 2007; Disarro, 2014). Vygotsky, a Russian psychologist, coined it more than seven decades ago, intending to rejuvenate the field of educational psychology that was in crisis. Psychology models were in trouble and used to analyse psychic processes in isolation. Vygotsky's concern was that models separating the intellect were a significant weakness of traditional psychology. He believed "the intellect made the thought processes appear as an autonomous flow of thoughts, segregated from the fullness of life, from the personal need and interests, the inclinations and impulses of the thinker" (Roth & Lee, 2007, p. 186). Meaning the psychological factors are interlinked and influence human behaviour.

Marxian political theory, Lev Vygotsky intended to specifically understand certain psychological factors, such as motivation and goal setting. This is simply because he believes that these psychological factors (motivation and goal setting) inform human interactions with their surroundings, cultural norms, and historical models (Yamagata-Lynch, 2007). Nevertheless, Vygotsky's two students, Aleksandr Luria and Leont'ev, expanded Vygotsky's thoughts and grounded CHAT in Marxism, and incorporated societal, cultural, and historical facets to analyse the mental functioning of humans within specific environments (Roth & Lee, 2007; Yamagata-Lynch, 2007). In addition, Anglo-Saxon scholars and others, Yrjo

Engeström, Jean Lave, Barbara Rogoff, Sylvia Scribner, and James Wein also made CHAT popular (Roth & Le, 2007). These scholars were mainly interested in using the activity as an explanatory principle of human actions rather than as an interdisciplinary topic of investigation and intervention more commonly used outside of the human aspect. Hasan and Kazlauskas (2014) observe that Activity Theory seeks to better understand human activities concerning “who is doing what? Why? And how are they doing it?”

Although we understand that teachers engage in teaching activities, their motives for teaching (why?) and how they teach need exploration through CHAT. These further points out that teaching (activity according to CHAT) is significant and should be done in meaningful ways. In other words, it is purposeful, and teachers carry out sets of actions using tools that are either physical or psychological (Roth & Lee, 2007; Feldman & Weiss, 2010). Engeström (2009) has assisted in furthering the conceptualising activity theory by adding that human elements such as behaviour and consciousness also form a series of actions (physical and mental) interacting in specific environments. Activity theory helps to establish that the multi-processes within an ‘activity system’ in contexts can be analysed in order “to observe, infer, and reflect upon human behaviour, interactions, motivations, and the influence of internal and external factors upon the environments in which those individuals operate” (Rybacki, 2009, p. 293).

We cannot understand teachers’ experiences outside of the human activities they are part of. Teachers construct their selves and identities by participating in socially constructed activities (Rybacki, 2009). Finding oneself and one’s identity centres on goal orientation and human interactions. As teachers face multiple tensions and challenges in classrooms and their teaching experiences, CHAT provides a multifaceted analytical tool to understand their experiences (Disarro, 2014). For this study, CHAT provides a theoretical device that allows teachers to know that the motive of their ‘activity’ (teaching) is emotional engagement, and that teaching is an expansion of their actions in pursuit of achieving History goals. It makes them aware that learners’ utterances mediate the realisation of goals they (teachers) have set for themselves during engagements with tasks (McMurtry, 2006).

### **2.7.3 Relevance of CHAT to the study**

The use of CHAT in this study responds to the frequently asked ‘troublesome questions’ regarding “the difficulty with planning for specific forms of learning and the apparent disjuncture between individual teachers/learners with other teachers/learners and their social environment” (Roth & Lee, 2007, p. 187). We cannot understand these questions unless we

recognise the “essential relationship between an individual’s mental processes and interaction with cultural, historical, and institutional setting” CHAT illuminates (Yamagata-Lynch, 2010, p. 16). This assertion aligns with Jonassen and Rohrer-Murphy’s (1999, p. 62) argument that “individual activities cannot be understood outside the context in which they occur”. This suggests that we need to analyse human activities with the kinds of activities people engage in and who else participates in these activities. In this regard, it understands the goals and intentions, objects or products resulting from the activity, rules and norms that circumscribe the activity, and the larger community in which the activity occurs. CHAT captures the co-evolutionary processes teachers encounter in their environment while they learn to engage in shared activities that Vygotsky suggests are paramount for social interaction (Jonassen, Carr & Yueh, 1998).

We cannot understand teachers’ experiences outside of the teaching activities they are part of because they construct their selves and identities through their participation in socially shaped activities. Using CHAT as an analytical tool should not be limited to tasks as the main scope of analysis. Instead, we should extend it to social contexts where meaningful teaching and interaction occur. The study observes that teaching History is a culturally, historically, and socially constructed activity, with internal (values, emotions, people) and external (tools, artefacts, materials) influencing and acting differently to satisfy teaching intentions. In this regard, social activity (teaching) forms the basis for teaching in particular ways. The tools, such as History teachers use in interactions with others become the tools they use to control and understand their behaviour (Rybacki, 2009). In this study, CHAT primarily gives room to explore the nature of teachers’ experiences in an ‘activity system’ (teaching History to second language learners) to gain insight and better comprehend their behaviour, motivation and teaching processes.

CHAT is beneficial for exploring teaching moments of confusion, identifying potential mishaps and hindrances, and “perhaps challenging existing lore-based pedagogies that, though useful, may not always translate to successful learning” (Rybacki, 2009, p. 126). CHAT also assists in exploring long-entrenched teachers’ experiences and determining why teachers ‘do what they do,’ to uncover how learners use what teachers teach to foster History concepts and content. Of equal importance are the possibilities CHAT might yield for teachers, such as opportunities to reflect upon and analyse the world of their creative works. As a ‘reflective

tool', CHAT may be useful to examine, evaluate, and possibly re-envision recent teaching experiences of History.

In addition, Cultural Historical Activity Theory comprises concepts discussed in detail in the next discussion as mediated action. Mediated action is a semiotic process between subjects/individuals, artefacts/tools, objects, outcomes/goals. Mediated action and Internalisation entail processing what individuals have learned through mediated action to develop consciousness of their actions through social interactions. The Zone of Proximal Development (ZPD) explains the potential learning of children to solve problems under the guidance of an adult and knowledgeable other or peer to complete or master the task on hand.

#### 2.7.4 Characterisation of CHAT concepts

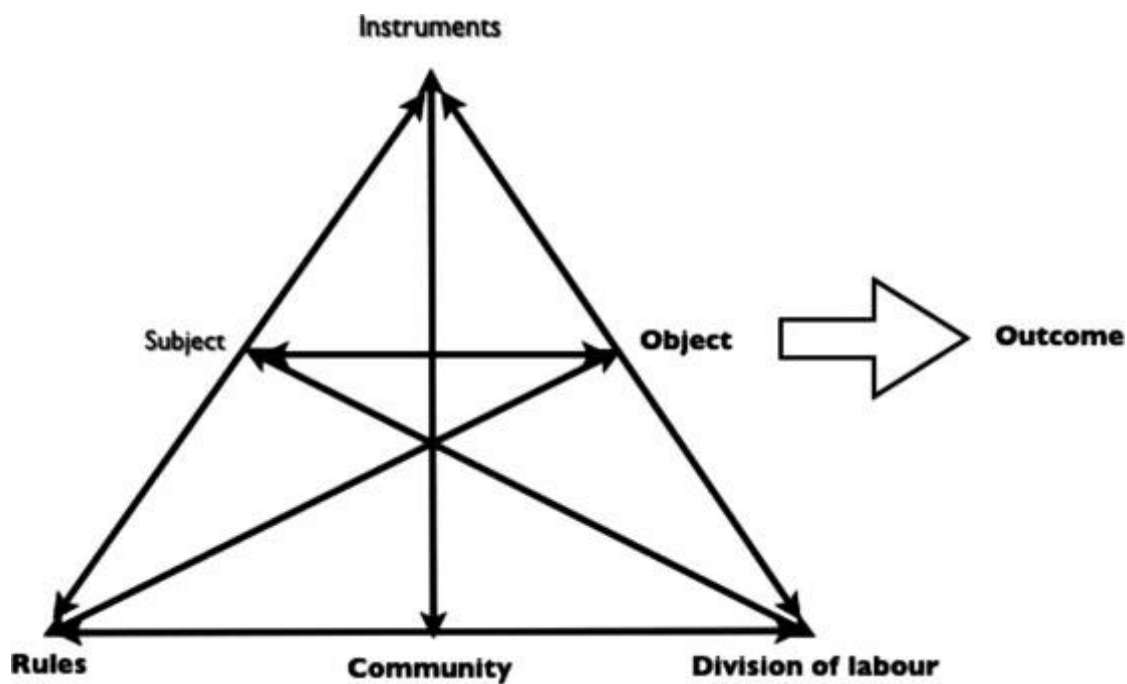


Figure 2.1 Engeström's Activity System Model.

The above figure shows an activity system model and the interaction of different constituencies in the activity system. The activity system represents teaching, and the diverse constituencies illustrate that teaching is not a dualistic activity (teachers to learners). Instead, it is 'in negotiation' with the other social, cultural, and historical factors to be successful. These are highlighted as subjects, objects, instruments, outcomes, rules, community, and division of labour (Amory, 2010). The above diagram further shows that the successful execution of an

activity requires a collaborated effort where the former constituencies interact. Different arrows indicate the interconnectedness and interdependence of one element with another. The Activity System Model shows subjects as individuals under examination within the activity system. The subject could be individual teachers as instructors, learners in small groups, or the whole class working towards teacher-directed in-class activities.

The subject(s) who are culturally and historically ‘fragile’ mediate the content (object) to the social others (learners) to transform it into understandable ‘pieces’ of knowledge using resources (instruments) to support teaching (Engeström, Miettinen & Punamaki, 1999). Hence, “Behind the object, there always stands a need or a desire, to which [the activity] always answers” (Nardi, 1996, p. 37). Affective tendencies (interests, needs, and emotions) have to answer the “why” things happen a particular way. Goals (learning outcomes) are pivotal for mediation as they are driven by teaching and learning of History. Assessment, teaching environment, and time (rules) mediate the interaction between the teachers (subjects) and the content (object). Specifically, the assessment provides a proper understanding of how to assess content within stipulated periods in teaching environments. In this case, teachers mediate the teaching of History using English as a medium of instruction.

### **2.7.5 Cultural Historical Activity Theory in CAPS**

The original terminology such as learning outcomes, subjects, content, rules, community and tools have been replaced by new concepts in order to fit the context of the study. In Figure 4.6.1. This model identifies new concepts as, resources, teachers, content, goals, assessment, time, learners, parents and teaching activities. The centre of figure 4.1 represents somewhat ‘neutral’ teaching experiences. However, immediately teachers begin to interpret the curriculum using the different constituencies, each one of them represents a particular type of experience (affective, skills, cognitive) to be discussed later in this section in line with the constituencies. Although teachers bring affective teaching experiences shaped by either family background or education, the socio-cultural historical nature of teaching activities as well as mediating constituencies, influence them to construct particular types of experiences mentioned in chapters two and three of this study. The discussion below focuses on the interaction between different constituencies as shown in the previous figure and how these unfold in teachers’ experiences in CAPS. Teachers and teacher roles are discussed next.

### **2.7.6 Teachers/Subjects roles in CAPS**

Knowing the subject(s) of the activity system enables instructors to focus upon participants working through an activity. The focus on participants provides opportunities to gauge the effectiveness of activities based upon certain commonalities amongst the subjects. Knowing this information can then influence how an instructor might arrange activities based upon prior knowledge of the subject in relation to said activity. In this study, teachers are referred to as subjects or actors who bring to the fore, teaching experiences, teaching approaches, the personal, social, historical, and cultural dynamics (Sipila, 2014). Hence, busy classrooms are not because of teachers who design teaching tasks and learners who attempt to engage with them, but rather what happens is contextualised by social, historical, and cultural factors (Roth & Lee, 2010; Samuel, 2008). As such, the effectiveness of teaching activities is shaped by these elements to achieve envisioned outcomes (Hadjistassou, 2012).

During teaching, the social, cultural and historical background influences teachers' roles (Samuel, 2008; Hadjistassou, 2012). Teachers come from different backgrounds. Their motivation, participation and the way they approach teaching activities will be different because of their personal identities. Their environmental surroundings and experiences may present tensions that influence certain kinds of teaching practices that depend on conditions that teachers are comfortable with. This suggests that teachers' intentional actions result as a response to the setting of specific conscious goals, whose completion is dependent upon the different conditions under which actions occur (Hadjistassou, 2012). Essentially, CHAT provides a lens to understand teachers' dialogues and multiple perspectives of how they interact in the activity system when they teach English-speaking, given the social and historical factors in schools (Nussbaumer, 2012).

Furthermore, teachers (subjects) come with cultural resources (personal) which are fundamentally collective (societal) in order to reproduce and transform cultural knowledge (cognitive) in the classroom. Whilst the school contributes to transformation of knowledge (cognitive), it is the production of interests (affective) in the society (skills experiences), as well as ideologies and hierarchical relations (professional) that shape teaching roles (Roth & Lee, 2009). These narratives are coordinated and collaboratively conceived; develop teachers' personal, social, and professional roles; and compel them to work towards the completion of particular objectified activity systems (Hadjistassou, 2012). In other words, cultural, social and historical aspects shape teachers' roles and development (Daniels, 2004). This is in line with

Silo's (2013) position that cultural historical activity theory focuses on social contexts (skill/community), interests (affective/personal), practices (cognitive), and how roles evolve in the activity system. On that account, CHAT does not only account for the historical-cultural traditions and experiences, but also for the cognitive. The CAPS curriculum seems to disregard teachers' experiences and focus on the content to be delivered without a consideration of how teachers identify with the content.

### **2.7.7 Content in CHAT**

The (content) object of the activity could be considered as a goal, an objective, or what the various subjects hope to accomplish through engaging in a specific activity. In essence, the object can be considered synonymous with purpose. The purpose behind any given activity can vary considerably, though it is often linked to the motives or motivations of the subject(s). Ideally, the instructors teaching the speaking skill have an acute awareness of the motives behind certain classroom activities related to vocabulary and comprehension (read stories, storytelling, vocabulary games) to develop speaking skills and allow learners to use the language. Noteworthy is that teaching and learning units contain content (object) for specific grade levels in the curriculum. Each teaching unit consists of three areas of knowledge.

Firstly, it consists of key concepts that show interdependence, cooperation, cultural change, and social control. Secondly, it presents the main ideas and generalisations that derive from key concepts. Thirdly, content should cover facts about content samples chosen to illustrate, explain, and develop the main ideas. Teachers reconcile these forms of knowledge in order to teach the speaking skill (Jonassen, Carr & Yueh, 1998). Specifically, teachers select content of the curriculum informed by the objectives where the significance, depth, breadth, and validity of the content are taken into consideration (Ornstein & Hunkins, 2009). Ornstein and Hunkins further posit that the content should be more realistic, meaningful, and achievable. Teachers should organise content and decide on the sequence of delivering it at each level of teaching to meet learners' needs (Nardi, 1996). This depends largely on a number of reasons; in particular, the organisation of content in the South African curriculum (CAPS). A study by Hargreaves, Elhawary and Mahgoub (2017) brings an interesting dynamic of power between teachers and learners positioning themselves differently in the object (content) because of the unequal power that is continually at play in the society. Daniels (2004) posits that this hinders free dialogue amongst learners because they are positioned as outsiders while teachers hold positions of power and are insiders in the classroom context. These power dynamics tend to increase the

affective filter and consequently inhibit learners' engagement with content (Hargreaves, Elhawary & Mahgoub, 2017).

Teachers' positioning of themselves in content is a critical factor because it influences interactive patterns in teaching (mediating) content. Understanding complex social dynamics in regular classrooms creates an awareness of how power inhibits engagement with content. Accordingly, an understanding of cultural and social needs, and responding to the needs in a more interactive manner is pertinent in order to promote learners' interactive processes with content (Hargreaves, Elhawary & Mahgoub, 2017). This suggests cognitive and affective of teaching content because teachers position themselves in positions of authority. They understand that the interpretation of content is personal and therefore, the social, cultural, and historical needs ground it.

According to Hasan and Kazlauskas (2014, p. 9), "often what people seem to be doing, what they say they are doing, and what they actually do, can be quite different". They further argue that people attach different meanings to objects, and to one person, an object can be 'physical' but mean something much more to someone else. We may think that teachers teach according to CAPS, teach English-speaking skill using the goals (aims, objective, and learning outcomes), teach relevant content, use resources, assess, engage in appropriate teaching activities, but find that they attach different meanings to these objects. CHAT sheds light on whether teachers engage with all curriculum concepts when they teach English-speaking or they focus on concepts they understand better.

### **2.7.8 Goals in Chat**

Goals in CHAT are referred to as (outcomes) and pertain to what the activity will accomplish both in the short-term or long term. Short-term goals are defined from the teachers' perspective (Khoza, 2015). They define what learners will do in their lives as they achieve the desired objectives (McMurtry, 2006). These goals are easily identified because they scaffold teaching activities to build towards the fully developed speaking abilities. The development of overall goals originates from a variety of sources and helps to provide a consistent focus for the curriculum in order to establish criteria for the selection of content and learning experiences. Goals address the needs of the learners and the school knowledge is broken down into behavioural statements and classified in terms of the kinds of learner outcomes expected. Classification entails designing how thinking skills will be developed and acquired, as well as

understanding the use of important elements of knowledge to develop envisioned thinking skills.

Whilst teachers select and organise objectives, content and learning experiences, they should also plan and develop teaching strategies (Ornstein & Hunkins, 2009; Jonassen, Carr & Yueh, 1998). The achievement of the goals in the activity system relies on the teachers (subjects) and on interrogating content (object) using resources (tools/instruments) (Amory, 2010). This suggest that concepts cast in the activity system support the teaching of speaking. Teachers' experiences in this 'activity' are affectively and cognitively driven because goals articulate learners' needs from the social and cultural perspective and drive teaching strategies and how teaching experiences are organised.

It also worth noting that teachers' transformation of goals into teaching experiences is also socially and culturally inclined. Therefore, teaching intentions are for social transformation because teaching occurs in particular communities which hold particular views that may be different/similar from the school's (Amory, 2010; Hayes, 2009). In other words, teachers are mindful of the fact that pedagogical practices take place in socio-historic conditions that should allow for the production of new social knowledge and new social practices (Hardman, 2005). It is therefore very important in post-apartheid South Africa, where the goals of education entrenched in the curriculum to build democratic citizens and equip them "with essential skills required to participate in the knowledge economy of the 21st century" (Hardman, 2005, p. 258).

Typically, in transforming goals, teachers build towards an outcome and give learners specific activities that focus on the goals. For instance, reading comprehension passages and class discussions that are culturally and historically positioned may help to achieve the desired outcomes envisioned in the activity system. At this stage, learners may then retell the story with content relevant to their social, cultural, and historical needs in order to practice the speaking skill. Finally, they create their own stories and retell them to their partners in order to expand on the class discussion they have had (Outcome) (Theodoraki & Plakitsi, 2013). Another series of activities (readings, discussion, exercises, etc.) can be used towards the refinement and revision of speaking activities at the discretion of the teachers. It is important to note, however, that outcomes do not necessarily correspond to cognitive, but also the affective (personal) factors such as exposure to, and appreciation of, works of texts that learners may not be familiar with. Affective factors can be difficult to assess because of the subjective

nature of learners' self-reporting. Similarly, it is also difficult to determine what long-term outcomes have been achieved in each grade. However, as learners progress to other grades, their performances in the next grades may tell us whether these have been achieved or not.

### **2.7.9 Resources in CHAT**

Teachers' experiences hinge upon the principle of mediation, through the interconnectedness of resources, and the contexts they work in. In this regard, teachers use resources to mediate their teaching in order to interpret socio-historical knowledge. Resources/tools can be primary; (physical/hard-ware resources) for example computers, pens, pencils, paper, textbooks; secondary or ideological-ware resources (language, ideas, teaching approaches); or tertiary (communities, context, or environments). Primary tools are the obvious tools people use to navigate activities like motives, ideas, teaching approaches, or cognitive (Jonassen, Reeves, Hong, Harvey & Peters, 1997). Secondary resources/tools include the knowledge of plans people engaged in the activity. The tertiary tools include the relationship between the subjects, objects, and contexts. Primary resources thus, bring affective experiences. Secondary/tertiary resources bring cognitive experiences because teachers use knowledge to plan and relate teaching activities to subjects and context.

This relationship could change over time as the activity proceeds, or if the regulations governing the activity in the context are in conflict. A change of circumstances suggests that plans may also change. This, in turn, influences the direction of interactions in the activity. This is in line with Hasan and Kazlauskas' (2014) argument that change of plans suggest that there are instances when there would be a dynamic mediating relationship between the activity and the various primary, secondary, or tertiary tools. According to Hardman (2005, p. 259), "humans use tools to change the world and are themselves transformed through tool use." Hardman's (2005) study, conducted amongst Grade 6 teachers who taught mathematics in rural schools, further corroborates this. The study found that teachers used the chalkboard as a resource to transform learners' mathematical concepts. Resources developed their conceptual understanding of content. The teachers understood that resources transform learning rather than as something opaque, which happens in their practices (Hardman, 2005). The way classroom environments operate is correlated to the various resources that teachers utilise whether it is to a particular type of teaching pedagogy or how they plan through the physical demonstration of the said pedagogy (Hadjistassou, 2012). CAPS do not specify what type of resources (HW,

SW, or IW). Resources such as HW, SW have been found to enhance the teaching of the speaking skill.

#### **2.7.10 Assessment, rules, and time for teaching in CHAT**

Assessment and time (rules) drive interactions and both allow and restrict behaviour in the activity. In short, rules serve as means of control and provide parameters of how the community should engage with activities and actions to pursue the object (Jonassen & Rohrer-Murphy, 1999). For Sipila (2014, p. 227), rules are “the explicit and implicit regulations, norms and conventions that constrain actions and interactions within the activity system”. In this case, it is the school rules that articulate the evaluation criteria as well as expectations of teachers. Assessment policy, curriculum policy, and school policies set out the rules of how to engage with the teaching of the speaking skill. For instance, the National Protocol on Assessment articulates assessment principles through Bloom’s taxonomy.

Bloom’s taxonomy sets out theoretical principles and/or parameters (qualitatively) for teachers to follow when they conduct assessment. It also sets out quantitatively, parameters through the number of tasks that teachers should set out per term, in each grade (Lunenburg, 2011). This implies that assessment rules guide teachers on what to assess and how to do so. In addition, teachers use assessment to determine whether the intended teaching outcomes have been achieved. They carry out different assessment forms in order to get relevant and rich feedback about learners. These practices also indirectly determine whether the curriculum is effective or not through learners’ attainment of objectives within stipulated time frames (Taba & Taba, 1962).

Assessment are explicit or implicit regulations meant to constrain actions. Assessment practices are controlled in order to avoid assessment based on common sense practices. The curriculum policy (CAPS) on one hand, clearly stipulates times to be utilised to cover topics. On the other hand, school policy dictates that there must be a school timetable that guides instructional and assessment periods. Consequently, it is these rules that teachers of English-speaking find restricting or difficult to comply with. The social context where the activity system occurs presents dynamics that paralyse compliance with rules and regulations that are supposed to guide the behaviour of teachers in order to achieve the outcome of the activity (learners who are competent in English-speaking).

There seems to be a mismatch between rules and/or time and the contextual realities where teaching activities are anchored (cultural, historical contexts) (Jonassen, 2006). Therefore, teachers modify or re-invent the existing rules and consciously or unconsciously create new objectives and/or teaching activities in order to respond pro-actively to cultural-historical contexts that shape their teaching experiences. Therefore, it seems the explicit nature of evaluation rules cannot underrepresent socio-cultural conditions of teaching and be followed religiously in the name of task completion, without consideration for interactions in the activity (Hardman, 2005). Rules represent cognitive teaching experiences and teachers are guided by rules when they teach the speaking skill.

### **2.7.11 Teaching activities in CHAT**

According to Vygotsky (1978), teaching activities (division of labour) may be referred to as both the horizontal and vertical division of activities among community members in the activity system. It can further be understood as related to power within and between systems. The division of labour also suggests a mutual interaction of elements such a content, objectives, learning activities, teaching strategies, and evaluative measures. Ideally, knowing who is going to carry out which activity helps identify the roles and responsibilities attached to each activity and the influence these roles have within the activity system (Sipila, 2014). Teachers select appropriate teaching activities that will keep learners engaged with relevant knowledge, skills and attitudes in their current and future grades, as articulated in the curriculum. They select these based on the type of learners and context in which they teach. In addition, teachers organise and plan learning experiences and ensure continuity of concepts and topics.

Notably, most activities have a dual agenda and are therefore more subjective and open to interpretation. That is why the subject-object relationship which is at the core of an activity is referred to as dialectic (Yamagata-Lynch, 2010). The object of an activity is both objective and subjective. To illustrate this, for teachers teaching the speaking skill, the purpose may be to complete the prescribed teaching and learning plans, whereas learners may be eager to learn to master the speaking skill. That is to say, the purpose of activity (teaching) needs to take both objects into consideration, and that these may be at odds. Hence, the “philosophical notion of a dialectic relationship of activities that comes from the argument that any meaningful thesis of activities can have a valid antithesis (or opposite), and that a synthesis of the thesis and its antithesis gives a richer understanding of reality” (Hasan & Kazlauskas, 2014, p. 10). CHAT provides a tool to understand this dialectical relationship of objective-subjective activities in

order to determine whether there is a meaningful thesis or antithesis in teaching of the speaking skill. The negotiation of activities suggests skills or community experiences because teaching activities draw from the socio-historical context.

Furthermore, the teaching activities (division of labour) are also inextricably linked to the amount of authority or power. Certainly, without authority, there are no guidelines that help structure everyday activities in order to curb randomness. Nevertheless, although authority structures randomness, rules within it constrain current pedagogies that encourage constructivist teaching. Sometimes teachers act as instructors, facilitators, and researchers; and each of these roles brings forth a certain amount of authority between teachers and learners. The instructor role may influence teachers to exercise more authority which influences learners to rely on the teacher for mediation in the activity.

In such cases, learners are passive recipients of knowledge which defeats the interaction that is supposed to take place in the activity system. Simply put, “teachers as instructors perpetuate a master-apprentice paradigm of instruction that often facilitates the instructor having the final verdict over the value of learners’ creativity, thus devalue the interpretations of others in favour of the instructor” (Mlitwa, 2007, p. 56). In this light, the activity theory presents a unique opportunity to frame and analyse the authority of teachers when they teach English-speaking to Second Language learners. Authority oriented teaching activities bring in cognitive teaching experiences.

### **2.7.12 Accessibility/teaching environment in CHAT**

The teacher plays a pivotal role in the teaching and learning environment. Sipila (2014) describes the teaching environment in a broader perspective than just a general physical space for teaching actions. For Sipila (2014), the teaching environment is a pedagogical model that guides the planning of education where interactions in the activity to interpret goals (aims, objective, and learning outcomes) occur. Sipila (2014) goes on to say that people such as teachers and learners, teaching resources, facilities, the learning materials, library services, computers, media technology, and data networks comprise the teaching environment. Nevertheless, the learner, the teacher, the curriculum and the infrastructure affect the teaching environment directly, with the school and society as the elements in this space. For Jonassen and Reeves (1997), the teaching environment should satisfy issues of accessibility (community) and consist of any group of people or an organisation that has influence over the activity. This community can range from the micro-level schools (for example, classrooms,

where teachers and learners meet), to the macro-level of designing curriculum, subject departments, towns where institutions are located. Often, the cultural aspect fosters a sense of togetherness or trust amongst ‘community members’; in particular, where learners grapple with criticism (Hardman, 2005).

Nevertheless, the teaching of the speaking skill in CAPS takes place in schools with teachers and learners playing pivotal roles. The extent to which accessibility issues are considered in CAPS is troubling because CAPS is implemented even in deprived contexts where physical access is a challenge. This is not to say schools in deprived contexts (township, rural) in South Africa should not follow the same curriculum in order to meet the international benchmarks. The argument being made here is that teaching environments should be accessible in order to serve as a pedagogical model because conditions in schools’ shape access to instruction as well as teaching activities.

In addition, it is argued that teaching and learning activities manifest in the cultural and historical contexts. However, CAPS follows an instrumental approach and influences teachers to adopt technicist teaching approaches thus, forcing them to neglect teaching as an interactive process between teachers, learners, and social contexts. The idea that teaching activities manifest in contexts dominated by social, cultural, and historical discourses is flawed in CAPS. Specifically, CAPS’s vision is to achieve quantitative goals such as the amount of knowledge covered within the stipulated periods (Pham, 2016). The environment where the CAPS is implemented dictates a dualistic mode (input, output) interaction and contradicts the communicative approach that guides the teaching of the speaking skill because CAPS follows a rigid design. The communicative approach to language teaching promotes constructivist principles where teachers open opportunities for constructive and meaningful communication to take place.

In other words, teaching entails construction of knowledge as opposed to knowledge transmission (Russell & Schneiderheinze, 2005). The teaching environment should help learners construct their own knowledge as opposed to having the teachers interpret the world and ensuring that learners understand content the way teachers deem appropriate (Jonassen, 2006). However, the teaching environment where CAPS is implemented, influences teachers to use the ‘lecture method’ because there is pressure from external curriculum monitors and Subject Advisors to complete teaching and learning plans on time, as well as from parents who want their children to pass exams and move to the next grade (Pham, 2016). This is why Russell

and Schneiderheinze (2005) posit that external elements may create instability, contradictions, and tensions in the activity system (teaching).

### **2.7.13 Summary of the chapter**

This chapter reviewed literature in understanding teachers' experiences of teaching History continentally and internationally. The review also touched on History curriculum in South Africa, the reviewed literature connecting to the experiences of teachers teaching learners in History as subject with second language acquisition as the language of instruction. This assessment focuses on the experiences of teachers in teaching learners' History in school. These were then followed by the challenges that teachers and learners experience in the teaching and learning of History in the intermediate phase. Teachers were reported as having a lot of challenges especially in delivering the History in the intermediate phase due to a language barrier. In South Africa, like any other country, parents register their children in the country's local education system, even if they speak the language of instruction or not. By identifying the experiences of teachers and how they prepare and support learners to learn history as second language.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

The previous chapter focused on the literature review by evaluating the phenomenon of the study – understanding History teachers’ experiences internationally, continentally and in South Africa. This chapter discusses the research approach, paradigm, design, data generation methods, trustworthiness, sampling, data production plan, ethical issues, data analysis, and anticipated study limitations. Coleman and Briggs (2002) discuss the research methodology as a coherent group of methods that complement one another and can fit to deliver data and findings that will reflect the research question and suit the research purpose.

#### **3.2 Research Paradigm**

According to Rahi (2017), a paradigm is an essential collection of beliefs, a set of agreements about how problems are to be understood and how we view the world and thus conduct research. It contains fundamental beliefs or assumptions that guide our inquiries for research. Additionally, O’Donoghue (2006) considers a way of understanding the world people live in as a paradigm. Drawing from the qualitative research approach point of view, as Golafshani (2003) states, the researcher must develop an understanding of the world people live in.

This study used the interpretivism paradigm to explain and explore teachers’ experiences of teaching History using English. Interpretivism developed through the critique of positivism with a subjective perspective. It considers humans different from physical phenomena as they create further depth in meanings with the assumption that human beings cannot be explored similarly (Alharahsheh & Pius, 2020). Therefore, in the study of exploring teachers’ experiences of teaching History using English as the language of teaching and learning interpretivism paradigm fits very well as different teachers share and interpreted how experiences manifested in their natural settings.

Considering its unique feature of understanding subjective experience (Guba & Lincoln, 1989), the interpretivist philosophical paradigm is found to be suitable for this study. According to Chowdhury (2014), interpretivism is a philosophical paradigm that studies the meaning of human characters and their participation in social and cultural life. To put it another way, interpretivists and/or constructivists are committed to gaining insights into the minds of the subjects they study, in order to interpret their worldviews. As such, rather than relying on

subjective views from the researcher, the researcher attempts to understand the experiences and/or worldviews of the study's participants. Interpretive research focuses solely on the thoughts, perceptions, experiences, and feelings of respondents that influence what is observed and recorded by the researcher (Bunniss & Kelly, 2010). It is therefore the central principle of the interpretivist paradigm and/or the constructivist paradigm that reality is socially constructed (Bogdan & Biklen, 1998). To put it another way, it is a research method that examines people's knowledge as socially constructed. Consequently, in interpretivist and constructivist philosophical paradigms, the theory follows the research so that it is based on the data that is collected during the research process (Kivunja & Kuyini, 2017).

Ontology in the interpretivist and/or constructivist paradigm is concerned with the nature of reality and the nature of humans in society. In other words, ontology is our understanding of what exists and the nature of reality (Guba & Lincoln, 2005). According to the interpretivist and constructivist approach to knowledge, reality is a way to make sense of the world rather than a discovery of it. In this case, reality is constructed by interpretations emerging from alternative and non-univocal analyses (Cordella & Shaikh, 2006). For this study, ontology assumes that the reality of teaching History in English language relative to using a familiar language (in this case, the mother tongue of the learners) has different meanings to different people therefore people from different cultures and backgrounds have different opinions. On the epistemological front, the interpretivist and/or constructivist paradigms are concerned with the manner in which reality is learned, experienced, and interpreted. As such, epistemology is concerned with how we understand the relationship between knowledge and ourselves (Guba & Lincoln, 2005).

This paradigm is deemed useful for this study as it has adopted a qualitative research approach to explore and understand teachers' experiences of teaching History using English as a language of teaching and learning. Hence, Honebein (1996) describes interpretivism/constructivism as a paradigm in which people construct their own understanding and knowledge of reality after experiencing things and reflecting on them. In this view, meanings are constructed or formed by what people experience and learn through experiences (Duckles et al., 2019; Cashman et al., 2008). Interpretivism therefore views constructing meaning as learning through experience. Thus, learning or producing knowledge refers to the application of learned experiences. As a result, this school of thought argues that learning does not just happen from the traditional method of teachers standing in front of the class and

lecturing but it occurs only when the learner discovers the knowledge through practical experience and doing (Adom et al., 2016; Kalender, 2007).

This is very important to this study because the best and only way of understanding the teachers' and learners' experience of teaching and learning History using English language is to study the learned experiences and reflections of those who experience the events themselves. Therefore, the interpretivist and/or constructivist philosophical paradigm serves as a framework or guide for the generation and analysis of the knowledge provided by the teachers based on their multiple experiences of teaching History using English language. In addition, these philosophical paradigms allowed the researcher to explore the challenges associated with teaching History using English language through the perspectives of the participants. Of course, the interpretivist and/or constructivist philosophical paradigm is significant for shaping the entire research process of this study – it enabled the researcher to collect the most relevant and valuable insights from the research participants. An interpretivist or constructivist philosophical paradigm is characterized by the view that reality exists subjectively, therefore it cannot be considered as an exterior entity (Guba & Lincoln, 2005). As a result, the researcher employed qualitative research methods and semi-structured and in-depth interviews in order to collect data.

### **3.3 Research Methodology**

Mohajan (2018) views a research methodology as a plan of action that provides direction to conduct research systematically and efficiently. We need to choose from three dominant research approaches mainly used in research: qualitative, quantitative, and mixed method approaches. Qualitative design analyses textual data to get an in-depth understanding of the phenomenon under focus. It is the opposite of quantitative design, which seeks to bring out the quantity and figures to understand a similar phenomenon, Cohen, Manion et al. (2011). However, Fru (2012) argued that most qualitative researchers use quantitative data. On this background, it was essential to state here that my foreground for this work was qualitative and not quantitative data since the intention was to interpret data from interviewing teachers based on their experiences of teaching History using English as a language of teaching and learning.

This particular study adopted a qualitative research approach. Golafshani (2003) defines qualitative research as research that produces findings from real-world settings where the phenomenon of interest unfolds naturally. In the context of this study, the qualitative research focal point was on how each participant viewed and understood his/her context and

circumstances, which facilitated meaning construction based on experiences. Qualitative research maintains that researchers receive elucidated explanations, catch sight, and interpret small parts of reality (Holliday, 2008).

### **3.4 Research design**

Cohen et al (2018) argue that having a rigorous research design is crucial in the research process. They added that research design identifies the evidence needed to address the research purposes, objectives and questions. This study uses a case study research style. Crowe et al (2011) state that a case study generates an in-depth, multi-faceted understanding of a complex issue in its real-life context. DeJaeghere (2016) understands research case studies as a choice of what will be studied. DeJaeghere (2016) argues that the name 'case study' is chosen to draw attention to what can be learned about a single case (Hancock & Algozzine, 2016). This study is a case of History teachers teaching History using English as a language of teaching and learning. Understanding the depth of their experiences through dialogues and factors influencing them is particularly significant. I chose a case study approach because its nature is close to reality and real-life situations. Ideally, it provided much detail to be studied and can yield abundant detailed descriptions of real-life cases of teachers' experiences of teaching History.

### **3.5 Sampling**

Sampling is the selection of the population necessary for the research. According to Gentles (2015), sampling is a process used to select a portion of the study population. There are processes that researchers must follow to execute sampling procedures successfully (Emmel, 2013). The researcher must first define the population that will participate in the study and then ensure that everyone selected is included in the research process. For the researcher to know the people required for research, purposive sampling must be considered (Tongco, 2007).

Purposive sampling is a non-probability sampling technique that a researcher uses to choose a sample of subjects from a population (Etikan et al., 2016). These non-probability sampling techniques are helpful when the research population is large, and a researcher has limited resources, time and workforce. Therefore, this study used purposive sampling to select participants based on their characteristics (Tongco, 2007). The participants of the study were teachers who had been teaching History for a minimum of 5 years in the intermediate phase. As such, they will provide a wealth of knowledge regarding their experiences of teaching

History using English as a language of teaching and learning. In addition, the researcher utilised this strategy because the study was not concerned with statistical accuracy or representativeness of the population. Instead, it was focused on obtaining rich qualitative data from teachers that could best inform us on the phenomenon under exploration (teaching History using English as a language of teaching and learning in Grades 4, 5 and 6) (Christiansen & Bertram, 2010).

### **3.6 Data Generation Methods**

Data generation method refers to the techniques used to generate data to answer the research question (Bertram & Christiansen, 2014). This study used semi-structured interviews and focus group interviews to understand the phenomenon of this study. In short, this study generated data through interviews and focus group discussions.

#### **3.6.1 Semi-Structured Interviews**

According to Sepeng (2008), the purpose of the interview is to determine what is in or on someone else's mind. Therefore, Open-ended interviews are not planned to put things in someone's mind but intend to assess the viewpoint of the person being interviewed (Sepeng, 2008). The interview is "an exchange of views between two or more people on a topic of common interest, which sees the centrality of individual interaction for knowledge production" (Cohen et al, 2007, p. 349). The aim of employing interviews as part of the data collection methods is to get an individual's perspective about their experiences of teaching History using English as a language of Teaching and Learning.

Longhurst (2003) explains a semi-structured interview as a verbal interchange where the interviewer attempts to stimulate information from one person by asking questions. Furthermore, Longhurst (2003) sees semi-structured interviews as a method that the researcher uses to allow participants to openly say issues, they feel are essential. They are a flexible tool for data generation, enabling multi-sensory channels to be used (Cohen, Manion & Morrison, 2011). Thomas (2011) mentions three types of interviews for conducting research: structured, semi-structured, and unstructured.

Researchers mostly use interviews to generate data because they allow the researcher to plan the process by preparing questions relevant to the study. One of the advantages of an interview is that it promotes interactive communication between the interviewer and the interviewee, enhancing interactional relationships. Many types of interviews can be used to do research.

One-on-One interviews were utilised for this study to generate rich data, and consider language used by participants to gain insight into their perceptions and values. Interviews contained open-ended research questions and allowed the interviewer to deeply explore the respondents' feelings and perspectives on a subject (Guion (2001).

Hoffmann (2007) believes initial probes are augmented by follow-up questions based on each interviewee's responses. The productive way and thoroughly exploring all fruitful comments the participants gave were developed through probing. The interviewer increased the amount of data collected and heightened the study's validity by permitting the informant to expand on any question. Guion (2001) suggests that the use of open-ended questions in semi-structured interviews should begin with "what", or "how" or "which" to give respondents the freedom to answer the questions using their own words. Furthermore, the semi-structured interview permitted the interviewer to choose the wording for each question and use probes (Hutchinson & Skodol-Wilson 2013). Thus, the interview questions for this study were open-ended to get an in-depth insight into the phenomenon.

Qualitative data consists of data obtained from the respondent about their experiences, opinions, feelings and knowledge through interviews. The researcher generated data by conducting interviews, which took fifty-nine minutes for each participant. Before the interviews, the researcher obtained permission from the school principals and the participants. Focus group interviews were used as another data generation method and an audiotape was used to capture accurate data.

### **3.6.2 Focus Group Interviews**

A focus group, according to Lederman as cited in Rabiee (2004, p. 1) is 'a technique involving the use of in-depth group interviews in which participants are selected because they are purposive, although not necessarily representative sample of the whole population, this group being 'focused' on a given topic'. The focus group discussions helped answer the operational question, "How do the teacher's experiences influence the teaching of History using English for teaching and learning?" The rapidly advancing technology offers new and various opportunities for conducting qualitative research (Kenny, 2005). Kenny (2005, p.414) argues that "whilst the use of focus groups is well established in the repertoire of qualitative researchers, with changing technology, there is the opportunity to use a computer programme that facilitates online engagement and interaction to bring together a group of people to explore issues, attitudes and perceptions".

### **3.7 Strengths and weaknesses of using interviews in research.**

Interviews are a flexible data generation tool and an instrument where the researcher and participants meet and chat to understand each other by exchanging views on a topic of common interest (Cohen et al, 2011). The teachers are special because they are teaching History as an integrated subject to English grade four learners (Etikan, Musa, & Alkassim, 2016). Interested teachers willingly availed themselves to participate in the study. It is imperative to choose and work with a sample of interested teachers to share their experiences and become part of the study. It was recognized that some participants may be hard to reach, leading to insufficient or distorted data gathering (Orcher, 2016). Creswell and Clark (2017) recommend choosing a sample that poses the true representation of the study conducted. The exception of using the purposive sample is when a researcher become biased in making generalisations (Acharya et al., 2013). To control the kind of bias that obstructs the quality of the data gathered, the researcher concentrated on the critical elements of the study without personal inputs (Roulston & Shelton, 2015).

The questionnaire had closed-and open-ended questions that the participants could understand, and they could provide straightforward responses and their own views freely (Friborg & Rosenvinge, 2013; McGuirk & O'Neill, 2016). The questionnaires and interviews for each participant made it easier for the researcher to be able to acquaint herself with the data collected from the questionnaires and interviews and to analyse and categorise the data into themes that emerged (Friborg & Rosenvinge, 2013; Wilcox & Keselman, 2012). The researcher maintained professional ethics by acknowledging and appreciating each teachers' input. Moreover, the semi-structured questions permitted the researcher to examine responses from participants for completeness about intricate issues, deeming it a powerful tool for the researcher (Kothari, 2004).

The researcher encouraged honesty and reassured the teachers about confidentiality and non-judgement as they responded to questions during the face-to-face interviews. The researcher maintained effective communication by using open-ended questions that allowed the NSTECH teachers to respond about their teaching experiences to English grade four learners. The researcher sought every detail regarding their responses and teachers' actions (Jamshed, 2014). The teachers were also guided by probing questions to facilitate understanding so that they could give more details relevant to the questions asked (Behr, Braun, Kaczmirek & Bandilla, 2013; Van Teijlingen, 2014). Engaging with the participants in the semi-structured interviews

added the richness of data gathered as the researcher had a chance to observe the personal details of the sample chosen.

### **3.8 Data Analysis**

This section aims to analyze the data that will be generated from the interviews. Data analysis as viewed by Dey (2003) is the process of resolving data into its constituent components to reveal its characteristics, elements and structure. Common threads extended through an entire interview will be identified by using thematic analysis for this study (Bowen, 2006). Ndikwetepo (2015) posit that it will be impossible to analyse data without the Thematic Analysis (TA) method. Thematic analysis method steps were used when analysing the data for this study.

In this study, the researcher employs a thematic analysis (TA). According to Howitt (2010) cited in Ramaite (2013), thematic analysis is a method for analyzing the opinions expressed by participants. In other words, a TA ensures that data gathered or knowledge generated during interviews are properly organized and documented. Here, thematic analysis aims to create meaningful themes that characterize participants' perceptions, meanings, and experiences (Clark & Braun, 2014; Braun & Clarke, 2006). Using Maguire and Delahunt's model (2017, p3354), the following stages must be considered: familiarization with data, generating initial codes, searching for themes, defining and naming themes, and producing reports. In this study, TA emphasizes pinpointing, assessing, and documenting themes or patterns within the transcribed data which helped the researcher in defining the discourses (themes<sup>1</sup>) associated with a specific research question (Clark & Braun, 2014; Braun & Clark, 2014; Braun & Clark, 2006). In this step, the researcher mostly relies on his or her judgment. The significance of a theme depends on how closely it relates to the research topic and questions (Clark & Braun, 2014; Braun & Clark, 2014; Braun & Clark, 2006; Rice & Ezzy, 1999). Therefore, this study employed a TA technique to analyse the collected data and to explore and understand teachers' experiences of teaching History using English as a language of teaching and learning. Thus, rather than providing an answer to the problem, this study identified different themes. This study's TA method "involves telling an interpretative story about the data in relation to a research question" (Clarke & Braun, 2014: 6626).

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<sup>1</sup> Here, a theme "captures something significant about the data" as it relates to the research question and represents "some level of pattern-like response or meaning within the collected data in a specific study (Clark & Braun, 2014; Braun & Clark, 2014; Braun & Clark, 2006).

Thus, following the collection of data using semistructured questionnaires and audio recordings obtained during the in-depth interviews, the data were then transcribed verbatim and analyzed using the TA in accordance with Clarke and Braun, Maguire and Delahunt, and Rice and Ezzy recommendations. As part of the TA technique employed in this study, the researcher continues to read the collected transcribed data multiple times to ensure the concepts were understood and recorded correctly. In this way, the researcher also gained an understanding of the meanings ascribed to the participants' constructions. Based on similarities, differences, and ambiguities, the researcher identified the common constructions and/or meanings to better understand each discourse. As a result, the discourses were deconstructed to extract themes that emerged from the participants' discussions. On the basis of the emerging discourses as described by the respondents, comprehensive and holistic constructs or themes were constructed. In order to provide credibility to the research findings, the researcher enlisted a research analyst to review the analysed data and ensure that the presentation and documentation correspond to the findings. To ensure that the findings of this study corresponded with the participant's viewpoints, two people worked with the raw data for this study's analysis.

Therefore, this study's TA takes place in 5 phases:

*Phase 1: Familiarisation of data*

This process allowed the researcher to familiarize herself with the data collected from the participants. As part of familiarizing myself with the collected data, I re-read the transcripts, listen to audio and video recordings of the interviews, and take notes about what transpired during the interviews (Braun & Clarke, 2006). By doing so, the researcher was able to fully comprehend the participants' viewpoints in order to better analyze and document them.

*Phase 2: Coding*

Thematic analysis requires transcription of recorded interviews in order to identify patterns. As a result of this process, the researcher was able to generate or identify reoccurring themes from the dataset while keeping the research question(s) in mind. Hence, codes were written on a section of the paper or table and sometimes highlighted with different colors. As the first wave of codes is rarely efficient, it was important to refine them by adding, subtracting, splitting, or combining potential codes or words (Maguire & Delahunt, 2017; Clark & Braun, 2014; Braun & Clark, 2014; 2006; Rice & Ezzy, 1999).

*Phase 3: Searching for themes*

This phase involved identifying similar topics, ideas, and meanings to the phenomenon in the data collected. The themes are usually expressed as phrases or sentences that provide meaning to the codes (Maguire & Delahunt, 2017; Clark & Braun, 2014; Braun & Clark, 2014; 2006; Rice & Ezzy, 1999). A thematic map of the collected data is also formed during this phase – by disintegrating and integrating connections between overlapping themes that can indicate the emergence of a new theme (Maguire & Delahunt, 2017; Clark & Braun, 2014; Braun & Clark, 2014; 2006; Rice & Ezzy, 1999).

#### *Phase 4: Defining and naming themes*

Additionally, the collated data was refined at this stage, and each theme was explored to determine its specific meaning within the larger dataset (Maguire & Delahunt, 2017; Clark & Braun, 2014; Braun & Clark, 2014; 2006; Rice & Ezzy, 1999). The researcher, therefore, identified common meanings or constructions from the collated data during this stage of the TA process. The identified constructions were then critiqued to gain a better understanding of each discourse as depicted or constructed by the participants. As a result, the researcher examined the text for contradictions, similarities, and ambiguities as depicted by the respondents during the deconstruction process.

#### *Phase 5: Producing the report*

In this stage of the TA process, the researcher constructed a comprehensive picture of the discourses or constructions as portrayed by the research participants. Thus, the researcher summarized the findings under each theme in a narrative style that describes teachers' perceptions or concepts on teaching History using English language while still relating the findings to the data collected. As a result, the researcher organized and interpreted the collected data using these stages of thematic analysis processes. For this research, it is important to note that coding and analysis were done manually.

### **3.9 Trustworthiness**

Shenton (2004) views trustworthiness as the honesty and truth researchers attempt to produce in the study. Rule and John (2011) assert that trustworthiness promotes consistency, transparency and professional ethics for qualitative research. Trustworthiness comprises of four elements which are credibility, transferability, conformability and dependability. Thus, the honesty and reliability of this study was addressed by considering the following criteria:

Credibility implies that the researcher should take charge of the entire research process, building trust through honoring confidentiality and not breaking any promise, and understanding the phenomena of interest from the participants' viewpoints (Khanyile, 2015). As such, to boost the credibility of this study, the transcripts were shared with participants for review and corrections before analysis of the data. Thus, credibility establishes whether the research findings represent credible and reasonable information taken from the participants' original data and constitute an accurate interpretation of the participants' original views (Graneheim & Lundman, 2004).

Dependability means that qualitative research study is logical, sound, traceable, and evidently documented (Khanyile, 2015). To ensure dependability in this study, processes followed during the study were reported in detail to enable any future researcher to repeat the study even if not necessarily to gain the same results. Data was collected through semi-structured interview from all six participants. This was then analysed using data using thematic analysis method and interpreted by providing explanation as well as justifying data. Dependability for this study also includes participants' evaluation of the results and the interpretation and recommendations of the study which ensures that they are a true reflection of the data received from the participants of the study (Cohen, Manion & Marrison 2011; Tobin & Begley, 2004).

Confirmability in this study means that the study is free of unfairness and bias in the procedures and interpretation of results, and that the data collected, and the conclusions drawn can be achieved by other researchers examining the same situation (Khanyile, 2015). To ensure confirmability in this study, each participant was given an opportunity to review the transcribed interview and were asked to confirm if the notes are the true reflection of their views.

Transferability means that readers of the study will be able to determine if the findings can be applied to other contexts from the details provided (Curtin & Fossey, 2007). To ensure transferability in this study, there was a thorough description of the research setting, study participants and research processes to enable the reader to make comparisons with other individuals and groups, to their own experiences or to other research findings.

### **3.10 Ethical Considerations**

Walliman (2017) guides researchers that it is very important that they consider ethical issues when requesting participants to be part of the study. Ethical issues are defined as rights that participants must be told about the nature of research and the right to withdraw at any time

(Walliman, 2017). Walliman (2017) further states that participants should also be given the guarantee of confidentiality and be treated with respect.

Consequently, ethical clearance for the study was obtained from the UKZN ethics committee which is responsible for human scientific research. A gatekeeper's letter was equally obtained from the Pinetown District Intermediate Schools under INanda Circuit from KwaZulu-Natal Department of Basic Education Provincial Head Office, which allowed the researcher to conduct the study using human subjects – teachers in this case. Participants were also given an informed consent form. Here, the participants were informed of their rights of voluntary participation in the study. Thus, the informed concern form was completed and submitted to the researcher for record purposes before the interviews began. The issues of confidentiality were clearly outlined to participants, and they were notified that they have the right not to share information if they are not comfortable with it. The researcher ensured that respondents remained anonymous by using pseudo names. The data collected was stored for reference purposes in a CD/flash drive for a maximum period of 5 years before it will be discarded.

### **3.11 Limitations of The Study**

In any research study, there are some limitations, and this study is not an exception. The study was conducted in a township primary school and excluded novice teachers in the intermediate phase (grades 4-6) due to the assumption that indiscipline problems were mainly encountered in primary schools where learners are teenagers. The study was conducted in one township school, so it excludes rural schools. Therefore, findings cannot be generalised for the practice in all primary schools. It is understood from the study that was conducted by Hodkinson & Hodkinson (2001) that in the current educational climate, there is considerable pressure from a variety of sources to develop and emphasize scientific approaches to researching educational practice. Puhan (2012) caution researchers to acknowledge and recognise limitations and discuss their likely implications on the interpretations of the findings. Once researchers anticipate limitations in this way, they will be able to reduce the probability that readers may misjudge the validity and impact of their study.

One way of anticipating limitations in the study is to reason behind judgement of the magnitude and direction of the potential bias to enable readers to form their own opinion on the impact of limitations. This study's limitations range from the research style chosen and the participants involved in the study as the study is only focused on teachers experience of teaching History using English as a language of Teaching and Learning, it is not focused on learners, therefore

the researcher cannot get insights of the difficulties or challenges that learners face since they are learning in a language that is not their home language. Using an interpretivist paradigm, can be argued that the findings are partial to the participants involved. This is a limitation that can be attached to the quality of research which brings out issues of transferability and generalizability of the findings to different contexts outside the scope of the study. Since the study is based on one subject which is History, the findings cannot be transferred beyond the context of other subject teachers experience in teaching their subject using English as a language of Teaching and Learning.

### 3.12 Data Production Plan

Sampling is a term used which simply means deciding who to involve, where what procedure and events or behaviors to add in the study (Bertrams et al 2014; Cresswell, 2015). Cresswell (2015) suggests three conditions for purposeful sampling method such as, Making the decision on participants or sites, choosing the sampling method, and deciding on the sample size. Weber and Rall (2012) understands data production as science of visual representation of data defined as information which has been abstracted in some schematic form, including attributes or variables for the units of information. The data production plan for this study is presented as follow:

**Table 1 Data Production Plan**

	Research Question 1	Research Question 2
	What are teachers' experiences of teaching History using English as a Language of Teaching and Learning?	What factors influence teachers' experiences of teaching History using English as a Language of Teaching and Learning?
Why was the data being collected	To explain what teachers' experiences are in teaching of History in the Intermediate Phase using	To explore factors influencing teachers' experiences of teaching History using English as

	English as a Language of Teaching and Learning.	Language of Teaching and Learning.
Teachers 'experiences	Grade four to six and History teachers in the Intermediate Phase	Grade four to six History teachers in the Intermediate Phase
Where was the data be collected?	Data was gathered from two Intermediate Schools at Pinetown District under iNanda Circuit	Data was gathered from two Intermediate Schools at Pinetown District under Inyanda Circuit
How many of the data sources was accessed?	Three History teachers from two Intermediate Schools was selected for the study	Three History teachers from two Intermediate Schools was selected for the study
How was the data collected?	Semi structured interview and tape recorder was used for this study	One on one semi structured interview and tape recorder was used for this study
Why this plan for data collection?	One on one Semi-structured interview was enabling researcher to generate rich data, consider language used by participants in gaining insight into their perceptions and values and be able analyses data generated in different ways. Open-ended research questions will provide me, as a researcher for this study, with an opportunity to deeply	One on One semi-structured interview will enable researcher to generate rich data, consider language used by participants in gaining insight into their perceptions and values and be able analyses data generated in different ways. Open-ended research questions will provide me, as a researcher for this study, with an opportunity to deeply

	explore the respondent's feelings and perspectives on a subject.	explore the respondent's feelings and perspectives on a subject.
How often was data be collected?	Interview was planned to take about 30 minutes to be collected	Interview was planned to take about 60 minutes to be collected

### 3.13 Chapter Summary

In this chapter, the research design and methodology used were explained. This chapter involved illustrating the methods, techniques, and approaches used in collecting data. The chapter has also made it clear how the study participants were selected; how the data was collected; how the data was analysed; and how informed consent was obtained. Recording, transcription, and the limitations encountered during data generation have been discussed in this chapter. Several studies on the use of English in teaching and learning indicate that there are still communication barriers to understanding science and technology subjects when English language is used as the language of teaching and learning.

It has also been shown that despite the school language policy promoting the rest of South Africa's official languages. English remains the dominant language in South African schools. Parents from black communities are interested in their children being taught Science and Technology in English, even in the lower grades. Teachers should employ 'code-switching' as a strategy to understand the subject with great care, because if code switching to the home language is used too often, it may deprive students of communicating and writing in the English language both in the classroom and outside. Based on the arguments advanced in this study concerning the role that the mother-tongue plays in the learning and development of the child.

## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION OF FINDINGS

#### 4.1 Introduction

The previous chapter discussed the methodology underpinning this study. In this chapter, the researcher presents an analysis of the data that was generated through a focus group and semi-structured interviews. In this study, the critical questions that guided this study were: What are teachers' experiences of teaching History in the Intermediate Phase using English as the Language of Teaching and Learning? And what are the factors influencing teachers' experiences in teaching History in the intermediate phase using English as Language of Teaching and Learning. As such, this chapter is a representation of the analysis based on these research questions.

This chapter adopted a thematic analysis (TA) method and the findings from the data generated were categorized into two main themes. The subthemes that contributed to teachers' experiences were: innovative ways of teaching, traditional methods of teaching History; and the complexity threshold concepts in History. Another theme that was observed was the factors that contributed to History teachers' experiences in teaching History in the intermediate phase. These factors comprise of a language as a barrier; the impact from shortage of resources, and inadequate workshops. The choice of this decision was informed by Castleberry and Nolen (2018) who disclose that any qualitative research findings that seems to be dominant must be presented first since they are the gist of the data.

#### 4.1.1 Teachers' experiences of teaching History using English as a language of Teaching and Learning.

##### 4.1.1.1 Innovative ways of teaching methods

The circumstances that teachers found themselves in propelled them to step up and use both innovative and traditional for effective teaching of History at the intermediate phase. Teachers found the use of the textbook's method as well as the use of globes and maps, widespread in History classes, ineffective. The innovative teaching methods included educational excursions that exposed learners to history in action role plays of heroic historians (e.g Nelson Mandela, Desmond Tutu etc.) downloaded historical videos, newspaper articles, researching and games. The aim was to make History fun and exciting and to find solutions to curb language issues

that hindered the teaching of History. The participants made the following utterances to support this:

Participant 1 in school A stated,

*“What I have noticed is that whenever I teach history in English to non-English speakers I as a teacher have to always break it down in a language, they can understand better; which means I’ll have to translate whatever I say in the language they can understand better. I teach my learners use role play where they learn in a form of game for them to understand the subject”.*

Participant 2 in School A added that,

*“I started in 2014 which makes it 8 years of teaching history in the intermediate phase. I have gained so much experience and enjoy teaching the subject because I go an extra mile in making my learners understand the subject and download videos. I sometimes download related videos for the learners to understand History. History subject is enjoyable to learners because I ensure I accommodate their learning cognitive ability. If I notice that learners are still confused, I explain with examples to make sure every learner is in the same page”.*

The above also indicates passion for History, creativity, resilience and teacher agency. Campell (2021) asserts that agency enables individuals to make free or independent choices, to engage in autonomous actions, and to exercise judgment in the interests of others and oneself. In this instance, teachers demonstrated that they had the capacity to act on behalf of learners in responding to learners needs of learning History using ways that appealed to them. In other words, teachers’ actions did not only address issues of teaching but also learning styles (audio, visual and kinesthetic). Videos and newspaper articles, responded to visual learners, role playing and games responded to kinesthetic learning styles, while using generic or traditional methods, textbooks, globes and maps to accommodate audio learning styles. Learners could relate to these methods because some were familiar with watching videos on the internet. Some learners were fascinated by role playing and imitating popular figures such as Nelson Mandela and Desmond Tutu. In that way, they could understand content because they were immersed in the roles. Innovative teaching methods promoted learning through play which mostly appealed to learners.

Additionally, in the activity system, CHAT illuminates the importance of the roles and responsibilities attached to each activity and the influence these roles have within the activity system (Sipila, 2014). In this case, teachers made judgements and selected teaching methods that were appropriate to keep learners engaged with History content. This further illuminated the division of labour and authority or power to facilitate the teaching and learning of History (Jonassen, Carr & Yueh, 1998). Hence, Mlitwa (2007) argues that without authority, there are no guidelines that help to structure every day activities. Meaning if teachers did not become authoritative in their decisions to adopt innovative ways of teaching History, their teaching would have continued to be ineffective. This is in line with Van-Leeuwen and Janssen's (2019) study who indicated that teachers work systematically during teaching and learning in their classrooms with the goal to enrich and improve learners' learning and improve their teaching methods. However, the level of knowledge being attained by learners depends solely on the level of knowledge and attitude of their teachers (Kanter & Konstantopoulos, 2010). Consequently, teachers' knowledge of innovative ways of teaching History supported learners to understand History better.

#### **4.1.1.2 Traditional methods of teaching History**

In contrast to the above finding, some participants indicated that they employed traditional methods (teacher centered or whole class teaching, group discussions, textbook method, drawing maps, copying notes from the board) of teaching History because they were prescribed in curriculum. They lamented that though they wanted to differentiate methods, they did not have autonomy because of curriculum prescripts, and subject advisors and Departmental Heads emphasizing compliance with policy. However, their teaching experiences also influenced them to comply. These teachers were a generation trained for teaching in the late 1980s and late 90s, marked by docility and submissiveness entrenched in the ideology of Bantu education. Hence, their experiences were heavily influenced by fear of change and adopting new ways of teaching. They taught History the way they were taught. They teach to finish the syllabus and neglect learners' understanding because they waste time trying to make them understand in the language they struggle with. Essentially, learning through memorization and regurgitation of content still exist through teachers' traditional methods in the 21<sup>st</sup> century. This contrasts with the domains of learning (Affective, cognitive and psychomotor) 21<sup>st</sup>-century curricula promote.

Participant 1, in school B commented on his teaching method:

*“Teaching History using English remains problematic, so I use some of these prescribed methods e. g group discussions to make learners understand. I also make use of examples in textbooks like drawings, and maps regularly. I also employ a learner centred approach because it is prescribed in curriculum. Our Departmental Head and subject advisors reprimand us if we try to teach a certain way”.*

Participant 2 in school B added that:

*“Group work discussion is the best method in teaching History which allows learners to be engaged in learning and when doing group, you need to have group rules to make sure there is no learner that is relaxed; all learners are participating. The curriculum also prescribed teaching methods and time frameworks to comply with. However, these methods are not helpful because learners are left behind and still struggle to understand History because of the language of teaching and learning”.*

Participant 3, in school A stated that:

*“I usually use the whole class method where every learner is participating. I as a teacher able to direct where the discussion is going and, in that way, I can help them work from the known to the unknown. This helps me link what is in the textbook and the outside environment to what happens in their daily lives, but learners still struggle to understand it because it is taught in English so they struggle to understand concepts”.*

Participant 4 in focus group indicated that:

*“I use a teacher centred approach because it saves time. At the end of the lesson, they copy notes from the board on what I have taught them. Sometimes its summaries of the chapter written in point form or teaching notes in trying to encourage understanding but I think I am not succeeding”.*

The above responses suggest that teachers also use traditional methods to teach History. Curriculum prescripts, curriculum tracking or monitoring, educational background, and past curriculum ideologies, forced teachers to stick with traditional methods. However, they were not successful because of contextual factors (overcrowded classrooms, time frames) forced them to use traditional methods. CAPS as a performance curriculum is strictly rigid and focuses on mastering content to demonstrate learning goals. The practices failed learners because

teaching History using English proved challenging because of lack of flexibility in the traditional methods to allow time to understand the language. Khoza (2020) argues CAPS is a competence curriculum following an instrumental approach which emphasises academic knowledge while neglecting contextual and cognitive factors which are pivotal for teaching and learning. As a result, History teaching using English continues to be unsuccessful.

Spiteri and Chang-Rundgren (2020) also state that a teachers' choices of teaching method depend on their technical know-how and the nature of the content. Nevertheless, though teachers used traditional methods that were not promoting exciting moments in the teaching of History, some methods had a positive impact. Sharan and Sharan (1992) argue that group discussions challenge learners to learn and work cooperatively in groups to seek solutions to the real world and expose learners to long-lasting experiences while assisting them to think critically. Group work is a flexible teaching method that allows learners to debate and challenge one another in historical conversations (Kassem, 2019). Learners tried to engage in History using English minimally.

This also suggested that teachers engaged learners in the learning process by working together to promote teamwork and promote democratic values emphasised in the constitution of our country (Mji, & Makgato, 2006). Findings from focus groups suggests that learners used their mother tongue and kept quiet when encouraged to share ideas using English. Although they tried to use English, they were uncomfortable and shy to use it.

Participant 2 in School B

*"They use mother tongue in group work".*

Participant 3 in Focused Group:

*"They become shy, giggle and keep quiet afterwards and you are left asking questions and disappointed a little when they do that".*

Another participant also reiterated the above and said:

*"I am always left defeated when I try but still hear learners using isiZulu in groups. Though I understand their frustrations, I always wish they could try so that they become better in the language practice leads to improvement"* (Participant 1 in Focus Group).

This is suggesting that the understanding of History was better if explained in their mother tongue. Essentially, the teachers' use of traditional methods was influenced by CHAT in that goals originate from a variety of sources and help to provide a consistent focus on curriculum to establish criteria to select content and learning experiences. In other words, goals addressed the needs of the learners, and organisation of school knowledge and behavioural competences to achieve. Nevertheless, History teachers felt using traditional methods would assist in achieving this, but it did not because learners struggled with understanding concepts taught in English.

#### **4.1.1.3 The complexity of threshold concepts in History**

Findings suggest that teachers believed History threshold concepts such as Social History, Political History, Cultural History were complex and challenging for learners to grasp and relate to their experiences. Teachers argued that knowing these concepts requires a sound History background that they did not have because they did not specialise in history during teacher training. This was particularly difficult because teachers failed to explain these concepts in isiZulu, which was constantly used to simplify complicated concepts in history classrooms. Consequently, learners developed negative attitudes towards the History subject.

The complexity of concepts and the depth of language could be associated with several factors such as authors of History books are far removed from the contextual realities of schools where History is taught (rural, township etc.); history teachers are second-language speakers who may fail to decipher the meaning of some history concepts; and the contents of History is written from a subjective perspective influenced by cultural capital whose knowledge is of most worth and thus carry biased messages that are difficult to interpret. Publishers supply difficult books to schools. Apple (1992, p. 184) reiterates these findings and argues that “what counts as legitimate knowledge is the result of complex power relations and struggles among identifiable class, race, gender, and religious”. Hence the battleground cited by Apple manifests in complex knowledge found in books. The participants shared these experiences:

Participant 2 in School B

*“Learners struggle to grasp some concepts, making it difficult to understand some History aspect. Some learners doing History are not familiar with concepts like Social History, Political History, Cultural History, so it becomes a problem for them to master*

*some of the content. I may be a History teacher, but I was not trained to teach it; hence, I find other concepts challenging to explain”.*

Participant 2 in school B added that:

*“When I introduce the History aspect to learners, I have a negative attitude towards it because concepts are complex. As a result, I have observed that this impacts badly on their performance. As a second language speaker, I find understanding some concepts challenging; these books are difficult. Publishers give us difficult texts, and the content is not related to learners’ experiences”.*

Participant 1 in school A stated that:

*“Teaching History at the intermediate phase requires a sound background in Social History, Cultural History and Political History. I understand learners' experiences so that it can be easy for me to teach History”.*

Another participant said: *“History content is forced upon second-language learners”* (Participant 3 in school A).

Findings seem to suggest that cultural capital and the commercialisation of the publishing industry influenced the supply of books in schools, particularly in disadvantaged schools. This is in line with Apple (1992) that books are cultural artefacts and economic commodities. Even though texts may be vehicles of ideas, they still have to be "peddled on the market". This market is primarily in the national and international world of textbook publishing and is politically volatile. Hence, texts are caught up in complicated politics (Apple, 1992). This implied that complex concepts influenced learners to develop negative attitudes towards History and disengage during History lessons. Gal and Ginsburg (1994) argue that learners’ attitudes towards learning affect their outlook towards learning throughout life. Bartelds, Savenije, and Van Boxtel (2020) agree with Gal and Ginsburg (1994) that there may be reduced interest in History subject if learners find concepts difficult, mainly if taught in a foreign language. Hence, they may be an apparent decline in learners’ involvement in simple History activities such as debates and discussions.

CHAT represents content as the objective (History threshold concepts) to be accomplished by engaging in specific teaching activities (Jonassen, Carr & Yueh, 1998). However, the findings

are contrary because it seemed teachers found it challenging to fulfill the purpose of teaching History concepts successfully. It seemed their engagement with concepts lacked interdependence and failed to present the main ideas and generalisations derived from critical History concepts. In other words, the teachers found it challenging to teach History concepts and cover facts that illustrate, explain, and develop meaning for learners. Reconciling knowledge of threshold History concepts was difficult.

Data from focus group interviews suggested that although teachers found the teaching of threshold History concepts challenging, they also found ‘intervention strategies’ to navigate teaching them. Teachers indicated using practical examples such as pictures, music, drilling them on concepts, charts, flashcards, real-life scenarios and team teaching.

Participant 3 in school B stated that:

*“When I introduce new concepts, I make use of practical examples. For example, I show them pictures, flashcards, music, to make learners understand some concepts”.*

Participant 4 in Focus Group mentioned that:

*“When teaching, I give learners a thorough practice on History concepts, how people, and society behave and also drill them to use correct terms for History Subject”.*

Participant 2 in School B added that:

*“When I teach History concepts, I make use of charts and cards. The learner looks at the cards and describe the concepts. The others take the flash card and show them to the class to read the concept while others define a concept. I also do team teaching, asking my colleagues to assist in other ways of instilling concepts to learners”.*

Participant 2 in school A indicated that:

*“I always ask my colleagues to assist me with some concepts”.*

The above findings indicate that they use ‘intervention strategies’ to teach History concepts. It was no longer about teaching but finding solutions and remediating the learning of concepts to understand them. Teachers became agentic in their practices. This aligns with Van Leeuwen and Janssen’s (2019) view that teachers who work collaboratively and systematically during teaching and learning in the classroom with one goal: enrich and improve learners’ learning

education experiences and improve teaching methods. Networking with other teachers enhances teachers' content and pedagogical content knowledge; thus, teachers play a crucial role in teaching and learning. In this case, teachers worked collaboratively and used what they referred to as 'intervention strategies' to simplify complex History concepts challenging for learners learning History in using English.

## **4.2 Factors influencing teachers' experiences of teaching History**

### **4.2.1 Language as a barrier to teaching History**

The findings from this study indicate that factors influencing teachers' experiences of teaching History are language barrier, shortage of resources, code-switching and inadequate workshop training. The participants' responses suggested that the language barrier exacerbated challenges in teaching History. The primary factor impacting the teaching of History using English is that learners start learning in English in grade 4. Hence, language structures were not fully developed to assist the learners in understanding History concepts taught in English.

Participant 1, in focus group commented:

*“My experience has mainly been ~~is~~ the language barrier challenge, which contributes to their low pass rate, so the language barrier is the main problem”.*

Another participant from focus group, stated

*“The biggest challenge I experienced was the language barrier because you find that history is being taught in English, so but the learners do not understand English, so it becomes challenging for them, to understand History as a subject” (Participant 5 in Focused Group).*

Participant 4 in focus group

*“My learners find it difficult to communicate in English language since they use IsiZulu in the foundation phase as a medium of instruction”.*

Participant 3 in focus group

*“Since IsiZulu is the language they speak at home, they now find it difficult to understand the History concepts when taught in English”.*

The above responses show that the learners' lack of familiarity with the language posed a significant threat to the participating teachers. Kuzhabekova (2019) explains that language barriers are those features of language use that result in miscomprehension or complete loss of communication. They further add that the language barrier makes the teacher-learner communication ineffective, hindering the learners' interaction with the lesson content and their teacher. Kathard and Pillay (2015) also reiterate that the quality of teacher-learner interaction impact History teaching in the school. These studies affirm the findings of this study and suggest the critical role of effective teacher-learner communication in teaching History. Poor communication results in learners not responding as expected to classroom teaching and learning of History.

This finding resonates well with Foncha, Abongdia and Adu (2015) that majority of teachers in the South African schools' experience challenges of learners not understanding English which could negatively impact on their learning. Ying, Osman, Masykuri and Hanri (2020) also identified the language barrier experienced by the participants as a cause of less commitment to learning History. The gap between teachers teaching in a language learner do not understand, suggests a dysfunction in the system (the teaching of History content). Hence, goals for teaching History articulated in the curriculum and further illuminated in CHAT theory seemed unachieved. CHAT proposes that a system is fully functional if all components of the system are fully functional. We can deduce that the inability of learners to understand History concepts taught in English seemed to collapse the "History system" (Jonassen, Carr & Yueh, 1998).

#### **4.2.2 Shortage of resources**

The results further suggested there was a shortage of resources that created more frustrations and seems to be a major problem on teachers. The shortage of resources infringed on the flow of History content and led to poor content delivery of the subject. Resources such as overhead projectors, textbooks, functional printing facilities, computers, and many more were not purchased. Lack of financial support or budget from the school and not prioritizing resources exacerbated the problem. Redirecting financial resources as per norms and standards from the Basic Department of Education to other 'special' school needs was a major challenge and remained detrimental to resource purchase. Redirecting monies came with corrupt tendencies evident in the management of school finances with SGBs seeing the finances as cash cows. The shortage of resources is problematic because it promotes theoretical learning of concepts

and denies practical engagement. Teachers may be innovative in their teaching methods as alluded earlier on; however, they are limited due to providing resources from their own pockets or improvising. The following comments were made by the teacher participants.

Participant 1 in School A

*“We have a shortage of resources for ~~the~~ history since History is all about books to know what happened back then. And you find that we lack things like projectors, we only have our own notes that are written in a book. The school does not prioritise purchasing resources, we are struggling”.*

Participant 2 in School, B

*“Our school lacks resources. History is based on resources when the school is under sourced it is too difficult teach History. School needs to buy enough s textbooks for each and every learner and also if there are no textbooks, they need to make enough copies so that each and every learner can have handout so that it will be easier for them to do task”.*

Participant 1 in School B also concurred that:

*“We also face challenge of shortage of resources in terms of textbooks since we are facing overcrowding in my school then are forced to ask the learners to make copies in libraries”.*

Findings from the focus group interviews also reiterated the above findings that schools lacked resources or school leaders did not prioritise them, hence they found teaching History difficult. The following responses support this:

Participant 3 in School A

*“The challenge I encountered during my history class is the inadequate resources for teaching History. We have very few textbooks, but they are old”.*

Participant 3 School B

*“We have a shortage of overhead projectors in our school. So, we only had one in our school and that’s a big challenge”.*

Thus, non-provision of relevant teaching resources for teaching History can lead to teachers' negative experiences and developing negative attitudes towards the subject in general. CHAT theory illuminates the mediating History lesson to be effective when using resources such as hard-ware resources and for example computers and ideological-ware resources such as language and teaching approaches cognitive (Jonassen, Reeves, Hong, Harvey & Peters, 1997). Gaotlhobogwe (2017) also supports the above that the shortage of resources in classrooms can cause extreme distress for students and teachers. This shows that teaching resources plays a crucial role for educational excellence.

Resources are particularly significant when teaching second language speakers because they make the understanding of concepts easy and more meaningful. CHAT theory also captures the importance of resources to support learning. For instance, the system cannot function properly in the absence of resource. In this instance, the teaching of History is likely to be ineffective if resources are not provided because teachers use resources to mediate their teaching in order to interpret socio-historical knowledge. Resources/tools can be primary; (physical/hard-ware resources) for example computers, pens, pencils, paper, textbooks; secondary or ideological-ware resources (language, ideas, teaching approaches); or tertiary (communities, context, or environments) (Khoza, 2015). Therefore, this suggests History outcomes are not achieved if resources are inadequate.

Consequently, the absence of innovative resources promotes monotony, passiveness, disruptive behaviours amongst learners because learning lacks interesting moments. Additionally, the teaching mode removes dual engagements due to History content promoting the positioning of teachers as 'knowers'. Teachers as knowers further crippled learners' opportunities to engage with content using the language of teaching and learning. Further this teaching approach, requires a narration of ancient events not related to learners' experiences. Hence, majority of learners perceive History as a 'boring' subject. Sipila (2014) argues for the relevance of History content that promote active engagement of learners. The participants shared in focus group the following experiences:

Participant 2 in Focus Group said:

*"Learners also turn to get bored when it comes to History because History has too many notes and nothing to keep learners interested, nothing tangible like resources to activate their interest so that becomes a challenge".*

Participant 3 in Focus Group said:

*“They become very bored when you are teaching them because there are no resources to promote interest in learners. I wish we had resources to take away boredom”.*

Participant 4 in Focus Group added that:

*“You know History subject has lots of notes, so most of the time, the learners complain about the notes, at times you find out that some of them don’t copy notes. So, they become bored because note writing kills the subject. I believe the availability of resources can bring back the spark”.*

It was evident from the findings that the lack of resources had a negative impact on teachers and learners who became demotivated and lost interest in History and as a result some making no effort in the History subject. This confirmed Abbas, Syaharuddin, Mutiani, Susanto, and Jumriani’s (2022) argument that learners in primary schools find History as a boring subject. In this case, teachers understood that resources transform learning because “humans use tools to change the world and are themselves transformed through tool use” (Hardman, 2005, p. 259). In other words, they needed resources to develop learners’ conceptual understanding of content and perhaps to remove boredom (Hardman, 2005). It is also significant to reiterate the importance of resources because of the way the classroom environments operated (overcrowded). Therefore, using various resources to support particular types of teaching pedagogy would have removed boredom (Hadjistassou, 2012).

#### **4.2.3 Code-switching**

The findings of this study revealed that code-switching as a strategy was used by teachers to simplify History concepts in the classroom – a process whereby a teacher uses more than one language in order to contextualize communication. The participating teachers in this study raised the issue of code-switching during lessons which also contributes to their negative experiences of teaching history in the intermediate phase. Participants 4 in the Focus Group asserted:

*“The introduction of the concept of the day when teaching History is not always easy, it always calls for a teacher to teach in English before in Isizulu. It is not easy to procure the responses you as a teacher want unless the child knows how to put it in English”.*

Therefore, the experience of History teachers is that History learners struggle with English language which determines the language that teachers end up using when teaching History. In turn, this has a negative impact on learners, and the teacher therefore need to use alternative means to pass on the knowledge. As a solution, the teacher in this school have resorted to using the code-switching approach during teaching and learning in this classroom. The medium of instruction that teachers use in school during the teaching and learning of History is influenced by the context, in that they use the language that all their history learners can understand better which is isiZulu language. The following comments were made by some participants from the focus group and individual interviews:

Participant in the Focus Group 1

*“As a history teacher I have been using code-switching whereby I teach in English and then code-switch to isiZulu, because it their mother tongue so they understand better. I also use scaffolding where I spoon feed them, in their language, isiZulu, so it makes it easy for them to understand what really happened back then”.*

Another participant, 1 in School A

*“First the mother tongue barrier or the language barrier, I code-switch, I normally show them if am talking about the book for example I will tell this is a book in English and code-switch in in isiZulu”.*

Also, during the individual interviews, the following participants shared their experiences.

Participant 2 in School A:

*“I have noticed that most learners are not comfortable with speaking English but are good in IsiZulu. So, to carry all along I had to code-switch so they can understand the topic”.*

Participant 2 in School B:

*“I mostly teach History using both English and IsiZulu since I noticed some learners are not too good at English language”.*

The above findings suggest code-switching was a factor and a solution to learners who could not express themselves in English, thus necessitating the teacher to translate in their native

language. The above finding is consistent with (Sahan & Rose, 2021) who argue that code-switching includes making the lessons to be more engaging, facilitating classroom management, eliciting learners' responses and promoting interpersonal communication. The finding was like Soruc, Adem, and Carol Griffiths (2018) that Chinese teachers used the mother tongue to explain concepts when learners were faced with problems in understanding concepts in History. Furthermore, the Ghanaian educational policy, also reiterates the above finding that if teachers find teaching history concepts difficult, they may explain them in one of the Ghanaian languages, depending on the majority of pupils who understand that language (Salakpi, 2020). In addition, Furlong, (2020) states that if learners and teachers do not understand each other during communication, teaching and learning is likely to be ineffective.

Noteworthy was a mismatch between rules/time and the contextual realities where the teaching of History activities was anchored (cultural, historical contexts) (Jonassen, 2006). Mediating the rules of teaching seemed unachievable hence, teachers modified or re-invented the existing rules and created new objectives and/or teaching activities to pro-actively respond to cultural-historical contexts that shape their teaching experiences. Therefore, it seemed the nature of rules (teaching History using English), under-represented the socio-cultural conditions of teaching that learners could not understand content in English. As a result, teachers redefined rules and did not follow them religiously in the name of task completion, without consideration for interactions in the activity (Hardman, 2005). Instead, teachers used code-switching in acknowledging the socio-cultural conditions of learners.

#### **4.2.4 Teachers' knowledge of History and contextual factors**

Th findings also suggested that some teachers were not specialists in History because teaching in Primary schools does not require subject specialisation. The participants indicated that they taught History based on their professional knowledge and responsibilities to learn and teach the subject. In other word, teachers relied on their educational qualifications that equipped them with methods and approaches for teaching. Hence, they highlighted knowledge gaps of History concepts during teaching. In addition, teachers acknowledged their weakness in teaching using English that their spoken English was not 'perfect', as a result they could not simplify concepts using English. The participants shared the following experiences:

Participant 2 in School A:

*“I did a Teachers’ Diploma in primary and did not specialise specifically in History, we were taught all subjects, hence I do not know the depth of History concepts. I teach based on my reading and understanding it and relay to my learners. But, hey, my English is also not perfect”.*

Also, Participant 3 in school B stated:

*“I did not specialise in History and teach using my professional knowledge. English is also a problem, remember we were taught in the olden days of memorizing language rules and not practicing English, so sometimes it’s hard to teach History”.*

Participant 2 in School B:

*“I wish I specialised in History because sometimes when you teach you realise you need to know some background information on what you are teaching, I don’t have it. Again, teaching History requires good English, and I went Bantu schools that did not teach us good English, now it’s affecting us. So sometimes I find it hard to explain clearly in English”.*

Participant 3 in School A:

*“I don’t have History in my teaching certificate, I teach it because it was allocated to me by the departmental head. So, I teach it as part of my workload not because I have passion for it and explaining History concepts to the learners is a problem because it is taught in English learners do not understand and I am also struggling with”.*

The above findings suggest that teachers generally also struggled with English as a language. Their educational background was a major factor suggesting the Bantu education curriculum ideology underprepared their language skills. Tibbiths and Weldon (2017) notes that teacher training programmes should engage teachers in historical content, historical thought, historical enquiry. However, despite, not specialising in History, it seemed, they lacked confidence, in language usage. This finding concurs with Hugo and Niemans’ (2010) study that teachers’ ability to deliver content knowledge using English is concerning in many townships classrooms who were less competent in English than in their home language. This suggested that teachers also failed to enable learners to understand content in English. This further indicated a cocktail

of factors from both ends (teachers and learners) that impacted the teaching of History and therefore dictated a dual approach to teaching History (code-switching) as discussed earlier.

In addition, the findings also indicated contextual factors such as lack of parental support with homework involving research projects, lack of interest in the History subject, learners not being exposed to the English as significant factors impacting teachers experiences of teaching History. The participants shared the following views:

Participant 1 in Focus Group:

*“Parent do not support us with homeworks that needs research. Our leaners are not exposed to English, that is why they find it difficult to understand things taught in English. I must say leaners do not like history. Some sleep during the lesson”.*

Participant 2 in Focus Group:

*“The major factor is lack of parental support in doing homework that involves research or collecting history events from newspapers or watching news on TV. Learners say parents do not have time. So that cripples my teaching if some activities are not done. I get demotivated”.*

Participant 4 in Focus Group:

*“Our learners are not exposed to English and parents do not encourage them to read and do homework. the culture of reading and exposure to English is lacking”.*

These assertions paint a bleak picture on collaborating between teachers and learners to support learners’ learning. Meaning the activity system (the teaching of History) was failing due to factors highlighted above. CHAT illuminates the importance of contextual factors in the activity system that the school and society, learner, teacher, curriculum, and the infrastructure affect the teaching environment directly. This puts forward that the teaching environment should satisfy issues of accessibility (community) consisting of any group of people, in this case parents or an organisation that has influence over the activity (Jonassen & Reeves,1997). The communication fosters a sense of togetherness and trust amongst ‘community members’ (teachers, parents) where learners grapple with criticism (Hardman, 2005). Through collaborating with teachers, parents could support learners by exposing them to reading materials to foster the understanding of English to learn History concepts.

#### 4.2.5 Inadequate support on History teaching

Lack of training on new content in History, especially teachers who did not specialise in it, seems to be a major problem. Subject advisors who are advocates for curriculum implementation, seemed to provide ‘compliance support’ with curriculum prescripts instead of ‘developmental support’. ‘Compliance support’ involved checking curriculum coverage, filing of relevant documents and syllabus completion and was mainly punitive. These developmental supports could involve sharing ideas and/or strategies on how to teach certain History concepts, supporting learners learning History in English, organising History specialists from universities to help with the depth of History content, and teaching theories. As such, the findings suggested that subject advisors lack the understanding of supporting teachers through developmental programs.

Participant 1 in School A asserts that:

*“Our education department doesn’t conduct many History or social science workshops. So, since I have been a social science History teacher here, I don’t think I have ever attended a workshop conducted by the department concerning history. Subject advisors come to check files and do not teach us how to teach History”.*

Participant 2 in School A added that:

*“We have limited workshops, and our supervisors (subject advisors) don’t come give us the support we need, and they don’t come all the time, so it becomes a challenge for us. I also think they lack knowledge on the support they should give teachers because they only check files”.*

Participant 1 in School B:

*“We do not receive any support from the school management team or department; subject advisors only come to check files and this usually feels like punishment more than helping us teach History better. You are reprimanded if things are not in order in your file. In other times, the subject advisors don’t come at all”.*

Participant 3 in School B further argued that:

*“The support we get is very intimidating; subject advisors threaten us if our files are not done correctly or if some documents are missing. The departmental heads as curriculum managers also do not support us. Instead, focus on mistakes”.*

The findings from this study also seemed to suggest an intimidating factor from subject advisors threatening teachers. As such, a harsh environment is likely to increase anxiety, low self-esteem and perhaps a development of negative attitudes towards the subject and those responsible for support. Tensions and conflicts breed toxic workspaces and impact the general work ethic. Essentially, tensions between teachers and supervisors significantly denied opportunities (team teaching, sharing ideas) to identify challenges associated with teaching History. This means finding solutions to curb challenges in History teaching was minimal. Suchyadi et al (2020) agree that teachers must receive training to possess knowledge of the subject matter. Similarly, Sengupta and Tyagi (2016) and Anderson (2009) note that teacher training plays a crucial role in educational excellence. The workshops may expand History teachers’ knowledge and improve their skills to improve learners’ understanding of history concepts taught in History classes.

Nevertheless, a lack of teachers’ support system in subject teaching can disrupt effective teaching and understanding of concepts because teachers lack content knowledge. The above findings also relate to the study conducted in China by Darko et al (2015), which found that lack of teacher support in History has led to poor classroom teaching methods. Consequently, learning History is inaccessible because the activity systems (teachers’ knowledge, curriculum support, parents) provide weak conditions that do not serve as a pedagogical model to make teaching and learning accessible and meaningful.

### **4.3 Chapter Summary**

This chapter discussed the findings of this study which was categorized according to the research questions on teachers' experiences and factors influencing teachers’ experiences of teaching History. The themes were discussed using CHAT and the literature review. Furthermore, the chapter discussed the themes generated from teachers' experiences as innovative ways of teaching History, traditional methods and the complexity of history threshold concepts. The themes discussed under the second research question were a shortage of resources, language barrier, teachers’ knowledge and context, and lack of support. The next chapter discusses the summary of findings, conclusions and recommendations of the study.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

The prime purpose of this study is to explore teachers' experiences of teaching History using English as a language of teaching and learning. It sought to answer the questions: what are teachers' experiences of teaching History using English as a language of teaching and learning? and "what factors influence teachers' experiences of teaching History using English as a language of teaching and learning?" The study was a qualitative study framed within the interpretive paradigm using a focus group and one-on-one semi-structured interviews to generate data. Thus, this chapter presents the summary of findings, conclusions and recommendations.

#### 5.2 Study Summary

As highlighted, the focus of this study was on exploring teachers' experiences of teaching History using English as a language of teaching and learning and what factors influence their experiences to be what they are.

Chapter One introduced and presented the overall background and rationale of the study. The grounds behind undertaking this study were presented. The research problem; the drive; the objectives and key research questions of the study were outlined. The chapter concluded by discussing the organisation of the entire study.

Chapter Two presented a review of relevant literature and a critical argument on the conceptualisation of experiences as a phenomenon. Furthermore, History teaching; History curriculum and literature relating to History teaching and History teachers' experiences from an international, continental and national perspectives were reviewed. The challenges experienced by teachers using English to teach History were presented, thereafter the chapter concluded with a detailed description on the theoretical framework, Cultural Historical Activity Theory.

Chapter Three discussed the research design and methodology that underpinned the study. The interpretive paradigm was utilised as an analytic lens of the study. Other topics that were tackled in this chapter included the research population, data generation methods, the data

analysis, the measures taken to ensure the reliability and trustworthiness of the findings, ethical considerations, and lastly the limitations of the study.

Chapter Four presented, analysed and discussed the research findings. This was structured according to themes and sub-themes that emerged from the data. The findings under research question one, showed that teachers' experiences entailed becoming agentic, using innovative teaching methods, traditional teaching methods and the complexity of threshold concepts in History. In addition, the study's findings under research question two were on factors impacting History teaching such as the language barrier, lack of resources, inadequate training/development in History, teachers' knowledge of History and contextual factors and code-switching.

Chapter Five concludes the study by briefly summarising each preceding chapter. Conclusions are drawn from the findings in chapter four. These conclusions inform recommendations pertinent to this research study. Finally, implications for further research are discussed.

### **5.3 Conclusions**

The key research questions and the study's findings informed the conclusions that arose.

#### **5.3.1 Teachers' experiences of teaching History using English as a language of teaching and learning**

##### **5.3.1.1 Innovative methods of teaching**

The findings on teachers' experiences of teaching History seemed to suggest a cocktail of experiences. In most cases, it appeared they had challenges but became agentic and used innovative teaching methods (videos, newspapers, roleplays, drama, educational excursions, etc.) for teaching History. The curriculum did not specify these methods; hence teachers' actions suggested a willingness to find alternative ways to interpret, simplify, make History content exciting thereby helping learners understand History in the best way possible. Furthermore, the experiences suggested teachers' agency and ability to make autonomous decisions on behalf of learners and exercise judgment in response to learners' interests. Findings also indicated that the innovative teaching methods could accommodate learners' learning styles, visual, kinesthetic and audio-visual learners, thus facilitating learning History using accessible English. Notably, the findings revealed that these methods appealed to

learners. It can therefore be deduced from the findings that History teachers were passionate and creative despite the challenges.

### **5.3.1.2 Traditional teaching methods**

It emerged from the findings that some teachers used traditional methods (textbooks, chalk and talk, note writing, whole class teaching) to teach History. Teachers' educational backgrounds (receiving teacher training during Bantu education) seemed to influence their teaching approaches. Bantu education encouraged memorization or regurgitation of facts, docility, and submissiveness. These principles seemed entrenched in teachers' beliefs and practices; hence they rigidly to follow the curriculum. History teachers using traditional methods focused on content coverage and compliance with curriculum prescripts emphasised by departmental heads and subject advisors. This is not to say compliance is unnecessary, but it becomes a problem if contextual factors playing out in the classrooms are neglected. Teachers focused on using traditional methods were more interested in achieving curriculum goals and therefore ignored learners' experiences such as not understanding the language used in History teaching and learning styles. However, some traditional methods, such as group work had a positive impact.

### **5.3.1.3 The complexity of threshold concepts**

This finding suggested that learners found threshold concepts in History (Social History, Political History, Cultural History) challenging to grasp because they did not relate to learners' experiences and context. The findings further suggest that cultural capital influenced content in History books. This indicated that the powerful groups with subjective perspectives of History dominated the publishing industry and thus produced books with biased content far removed from contextual realities in township schools. This complicated teaching dynamics and added challenges in that learners struggled with being taught in English, resulted in developing negative attitudes towards History because of foreign content. As a result, it seemed weak engagement with concepts lacked interdependence and failed to present the main ideas and generalisations derived from critical History concepts.

## **5.3.2 Factors influencing teachers' experiences**

### **5.3.2.1 The language barrier**

The findings suggested that certain factors influenced teachers' experiences teaching History using English. The language barrier was a prominent factor for learners and has always been

the case in most South African classrooms using English to teach second language learners. It results to broken communication between teachers and learners which caused a dysfunction in the system (the teaching of History) and suggested an ineffective teaching of History. It can be concluded that teaching second language learners using English remains problematic in most disadvantaged schools because the context does not favour English. Learners speak isiZulu as their home language. And as such, their language and cognitive structures are heavily influenced by it. There is minimal exposure to English, with television as the primary source of English. Exposure to an environment where English is spoken daily supports learning any language. In this case, learners hear English messages only at school.

### **5.3.2.2 Shortage of resources**

Findings also indicated the shortage of resources as another factor impacting the teaching of History. History teachers believed that if schools had adequate resources, specifically for History teaching, they could simplify history concepts to support meaningful learning instead of memorising and regurgitating content they seemed to encourage. Findings suggested that lack of resources promoted monotony, learner passiveness and disruptive behaviours because learning lacked fascinating moments. It can be concluded that teachers were positioned as ‘knowers and learners as passive recipients of knowledge. As a result, they perceived History as a boring subject. The effective use of resources was particularly significant in supporting teaching pedagogies in overcrowded classrooms.

### **5.3.2.3 Code-switching**

The findings also suggested that code-switching became an integral part of teaching History in supporting learners to understand History concepts. This suggested that mediating the teaching rules seemed unachievable (teaching History using English); hence, teachers modified or re-invented the existing rules and created new objectives and teaching activities to respond proactively to cultural-historical contexts that shaped their teaching experiences. This indicated that teachers did not religiously follow curriculum prescripts; instead, they used the historical context of learners to design teaching approaches using code-switching. In conclusion, the CAPS design (instrumental/academic approach) forces teachers to adopt rigid teaching methods to finish the syllabus and neglect learner dynamics

#### **5.3.2.4 Teachers' knowledge of History and context**

The study also revealed that the teachers did not specialise in History during teachers' training. Therefore, they relied on the teaching methods they studied during training to teach History. Consequently, teachers argued that they struggled with teaching some threshold History concepts requiring specialisation. It was also interesting to find that the language was not a barrier to learners only, but teachers too had a challenge. Interestingly, teachers acknowledged they had difficulties expressing themselves in English, therefore, access to History content remained problematic. This suggested that they struggled to find ways to simplify history concepts because they were also challenged. They teach concepts in their 'raw state'. Teachers need continuous development to keep up with the History discipline/field.

#### **5.3.2.5 Inadequate training**

The findings indicated that there was inadequate training for History teachers struggling with History content. The support provided was 'technical' instead of 'developmental'. The technical support focused on curriculum coverage, recording school visits, file checking and whether teachers had finished teaching history topics. This support was problematic because it encouraged rushing through the syllabus without paying attention to whether teachers were managing to teach History content. It neglected developmental support which entails supporting teachers by empowering them with appropriate teaching strategies and exposing them to teaching theories related to History teaching. The study concludes that failing teacher development in History teaching suggests that challenges in teaching History using English will continue to exist.

### **5.4 Recommendations**

**Recommendation one:** The study recommends that curriculum managers (Departmental Heads) be proactive and initiate development support groups within schools that expose History teachers to innovative ways of teaching History. The design of the teaching methods should specifically target learning History in English and consider the generation of learners currently being taught and how incredibly aware of technology they are. In this sense, teaching History using technology is recommended. The recommendation does not take away traditional methods but suggests a combination of the two depending on the content/concepts. Additionally, the study recommends teaching History in action (roleplays, dramatizing,

educational excursions etc.) to resuscitate ancient events and thus stimulate learners' understanding of History.

**Recommendation two:** The language barrier continues to cripple teaching endeavours in disadvantaged schools. Therefore, the study recommends a dual approach to History. First, departmental heads should encourage teaching in English across subjects to expose learners to conversations in English. Secondly, History teachers should adopt effective and innovative approaches for teaching English in History teaching and introduce reading exercises such as reading aloud in classrooms and giving homework that follows a reading approach of History books. These effective innovative approaches could help learners develop language competence and learn the language required to access and understand History content.

**Recommendation three:** Resources were found to impact the teaching of History because the education department employs companies that buy the wrong books for schools. The study recommends that the school management, particularly departmental heads, be vigilant and ensure that the correct book orders are delivered to schools. They must keep records of book orders and double-check if they are made upon delivery. Furthermore, the study recommends ordering books from reputable publishers dominated by book writers familiar with the context and Historical events relevant to learners. The study also suggests introducing ideological, software and hardware resources for teaching History and responding to Fourth Industrial Revolution (4IR).

**Recommendation four:** The study recommends employing teachers who are specialists in History and English. History specialists are considered knowledgeable and possess sound historical knowledge and background knowledge. History teachers should also specialise in English to provide knowledge free of superficial teaching. Despite being knowledge repositories, they have a methodological and theoretical understanding of History. Thus, devise different approaches to teach History based on classroom and learning dynamics prevailing at a given time.

**Recommendation five:** It is crucial to build 'academic relationships' with parents. Academic relationships entail walking the journey of teaching with parents by not only reporting on learners' progress but making parents participate in teaching concepts during teaching. For example, parents may share knowledge of some History sections, for example. They may narrate the History of uShaka Zulu, Nelson Mandela, June 16, popularly known as Youth Day

and many other prominent historical events. These academic relationships may entice learners and make History fascinating if their parents share history stories or imitate iconic leaders such as Desmond Tutu, etc.

### **5.5 Recommendation for Future Research**

Given that this study only focuses on teachers' experiences, there is a great need to research on the learners' experiences of being taught History or any academic module in a language that they are not familiar with. This will help framed solutions that addresses the learners' needs based on their experiences. This will also shed more lights on how learners perceived the power dynamics that exist between teachers and the learners and how this power dynamics impact on their learning capacity. Daniels (2004) posits that this hinders free dialogue amongst learners because they are positioned as outsiders while teachers hold positions of power and are insiders in the classroom context. These power dynamics tend to increase the affective filter and consequently inhibit learners' engagement with content (Hargreaves, Elhawary & Mahgoub, 2017).

### **5.6 Chapter Summary**

Chapter Five provided a concise summary of all the previous chapters of the study. Subsequently, conclusions informed by the critical questions of the study and the findings of the study were formulated. Recommendations were also made as well as implications for further research.

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- Soruç, A., & Griffiths, C. (2018). English as a medium of instruction: Students' strategies. *Let Journal*, 72(1), 38-48.
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## APPENDIX A: LETTER OF CLEARANCE

### APPENDIX A



11 August 2021

Mrs. Rosemary Nokuthula Biyela  
(202001134) School of Education  
Edgewood Campus

Dear Mrs. Biyela,

**Protocol reference number:** HSSREC/00003087/2021

**Project title:** Teachers' Experiences of Teaching History using English as a Language of Teaching and Learning in the Intermediate Phase

**Degree:** Masters

### Approval Notification – Expedited Application

This letter serves to notify you that your application received on 20 July 2021 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

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

This approval is valid until **11 August 2022**.

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

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

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

Yours sincerely,



Professor Dipane Hlalele (Chair)

/dd

**Humanities and Social Sciences Research Ethics Committee**

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 31 260 3250/4553/5593, Email: [humanities@ukzn.ac.za](mailto:humanities@ukzn.ac.za), [ms@ukzn.ac.za](mailto:ms@ukzn.ac.za), [ethics@ukzn.ac.za](mailto:ethics@ukzn.ac.za)

## APPENDIX B: LETTER TO CONDUCT RESEARCH FROM DOE



**KWAZULU-NATAL PROVINCE**

EDUCATION  
REPUBLIC OF SOUTH AFRICA

Private Bag X9137,

**OFFICE OF THE HEAD OF  
DEPARTMENT**

**Enquiries:** Mrs B.T. Ntuli

---

**Ref.:**2/4/8/7470

Mrs Rosemary  
Nokuthula  
Biyela 18  
Pinefield

NEWLANDS WEST

4037

Dear Mrs Biyela

### PERMISSION TO CONDUCT RESEARCH IN THE KZN DōE INSTITUTIONS

Your application to conduct research entitled: **‘TEACHERS’ EXPERIENCES OF TEACHING HISTORY USING ENGLISH AS A LANGUAGE OF LEARNING AND TEACHING IN THE INTERMEDIATE PHASE.’**, 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 **08<sup>th</sup> May 2023 to 31<sup>st</sup> December 2025**.
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 Mrs Buyi Ntuli at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

  
Mr GN Ngcobo

**Head of  
Department:  
Education  
Date: 08<sup>th</sup> May  
2023**

**GROWING KWAZULU-NATAL TOGETHER**

## **APPENDIX C: Gatekeepers, Principal Letter**

  
Newlands West

Durban

4037

08 April 2021

To: Principal

Siphumelele Primary School

P.O BOX 4360

Inanda

4310

Dear Sir/ Madam

### **Request for permission to conduct research**

My name is **Rosemary Nokuthula Biyela**, I am currently enrolled as a Master's student with the University of Kwazulu-Natal. As part of fulfilling my degree in Curriculum Studies, I am required to conduct a research study that focuses on the Intermediate Phase Teachers' experiences of teaching history using English as language of teaching and learning in Grade 4-6. The study seeks to understand and explore how experiences of teachers influence their teaching of History using English as a Language of teaching and learning, and why their

experiences are the way they are. Your school is identified as one of the research sites. The functionality of the school will not be disrupted and teachers who teach History in Grade 4-6 will be telephonically interviewed after school, and they will be requested to email their lesson in conjunction with Grade 4-6 Social Science CAPS. I also request permission to utilize a voice recorder when interviewing participants. Please note that:

- Names of the teachers and school will not be mentioned or linked to any of the data generated.
- In this way pseudonyms for all participants and school will under no circumstances be revealed without permission.
- The names of the school will remain confidential and pseudonyms will be used.
- For the purpose of data generation, the discussion will be voice recorded, but at all times the identity of the school and the respondents will be protected.
- Data will be stored in the safe place at the university and after five years it will then be disposed of.
- Participation is voluntary, if at any time during the course of the research they will wish to withdraw themselves from research, they will be free to do so without any negative consequences.
- The research study will benefit the school in several ways. The school will have an opportunity to determine Teacher's experiences of teaching history using English as a language of teaching and learning once the study is finalized.

I can be contacted at: Email: [REDACTED]

Cell: [REDACTED]

My supervisor is Dr. Makhosi Shoba

School of Education, Edgewood Campus, University of KwaZulu-Natal.

Contact details: Email: [shobam@ukzn.ac.za](mailto:shobam@ukzn.ac.za)

Phone number: 031 260 3688

You may also contact the Research Office through:

P. Mohun HSSREC Research Office, Tel: 031 260 4557

Email: [mohunp@ukzn.ac.za](mailto:mohunp@ukzn.ac.za)

Thank you for your contribution to this research

DECLARATION

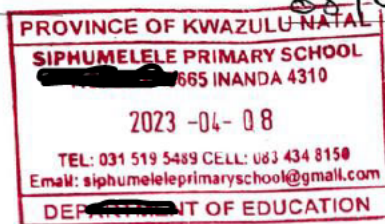
I P. S. NDABA (Full names of principal) hereby confirm that I understand the contents of this documents of this documents and the nature of the research project, and I consent my school to participating in the research project. I understand that I am at liberty to withdraw teachers of my school from the project at any time.

SIGNATURE OF PRINCIPAL



DATE

08/04/2021



## **APPENDIX D: Gatekeeper Principal letter**

18 Pinefield Place

Newlands West

Durban

4037

08 April 2021

To: Principal

Dalmen Primary School

G990

Zimmene Street

Ntuzuma

4360

Dear Sir/ Madam

### **REQUEST FOR PERMISSION TO CONDUCT RESEARCH**

My name is Rosemary Nokuthula Biyela, I have currently enrolled as a Master's student with the University of Kwazulu-Natal. As part of fulfilling my degree in Curriculum Studies, I am required to conduct a research study that focuses on the Intermediate Phase Teachers' experiences of teaching history using English as language of teaching and learning in Grade 4-6. The study seeks to understand and explore how experiences of teachers influence their teaching of History using English as LOLT, and why their experiences are the way they are.

Your school is identified as one of the research sites. The functionality of the school will not be disrupted and teachers who teach History in Grade 4-6 will be telephonically interviewed after school, and they will be requested to email their lesson in conjunction with Grade 4-6 Social Science CAPS. I also request permission to utilize a voice recorder when interviewing participants.

Please note that:

- Names of the teachers and school will not be mentioned or linked to any of the data generated.
- In this way pseudonyms for all participants and school will under no circumstances be revealed without permission.
- The names of the school will remain confidential and pseudonyms will be used.

- For the purpose of data generation, the discussion will be voice recorded, but at all times the identity of the school and the respondents will be protected.
- Data will be stored in the safe place at the university and after five years it will then be disposed of.
- Participation is voluntary, if at any time during the course of the research they will wish to withdraw themselves from research, they will be free to do so without any negative consequences.
- The research study will benefit the school in several ways. The school will have an opportunity to determine Teacher's experiences of teaching history using English as a language of teaching and learning once the study is finalized.

I can be contacted at:

Email: [REDACTED]

Cell: [REDACTED]

My supervisor is Dr Makhosazana Shoba who is located at the School of Education, Edgewood Campus, University of KwaZulu-Natal.

Contact details:

Email: [shobam@ukzn.ac.za](mailto:shobam@ukzn.ac.za)

Phone number: 031 260 3688

You may also contact the Research Office through:

P. Mohun

HSSREC Research Office,

Tel: 031 260 4557

Email: [mohunp@ukzn.ac.za](mailto:mohunp@ukzn.ac.za)

Thank you for your contribution to this research.

DECLARATION

I Busisiwe Sirhole \_\_\_\_\_ (Full names of principal) hereby confirm that I understand the contents of this documents of this documents and the nature of the research project, and I consent my school to participating in the research project. I understand that I am at liberty to withdraw teachers of my school from the project at any time.

SIGNATURE OF PRINCIPAL

 \_\_\_\_\_

DEPT. OF EDUCATION & CULTURE
 PRIMARY SCHOOL
P.O. BOX 481741
QUALBERT
4078
TEL: (031) 509 2047

DATE 08 April 2021

APPENDIX E: Permission Letter from the school



**[REDACTED] SCHOOL**

P.O. Box 43665 , Inanda 4310

Cell: 083 434 8150

Lot 1447,Ext 5, Ezimangweni, Inanda 4310

Email:phathokuhlendaba@gmail.com

13 June 2023

APPENDIX : D

MRS R.N. BIYELA

EDUCATOR : **BONISANANI PRIMARY SCHOOL**

18 PINEFILE PLACE

NEWLANDS WEST

4037

DEAR SIR/MADAM

Re: PERMISSION TO CONDUCT A RESEARCH FOR STUDY PURPOSED

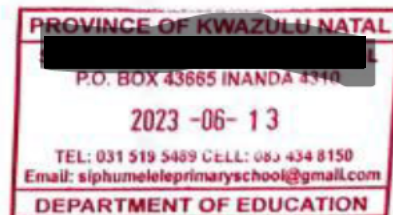
YOUR APPLICATION FOR THE ABOVE REQUEST HAS REFERENCE

You are granted to conduct your research as per program that is suitable for your action plan.

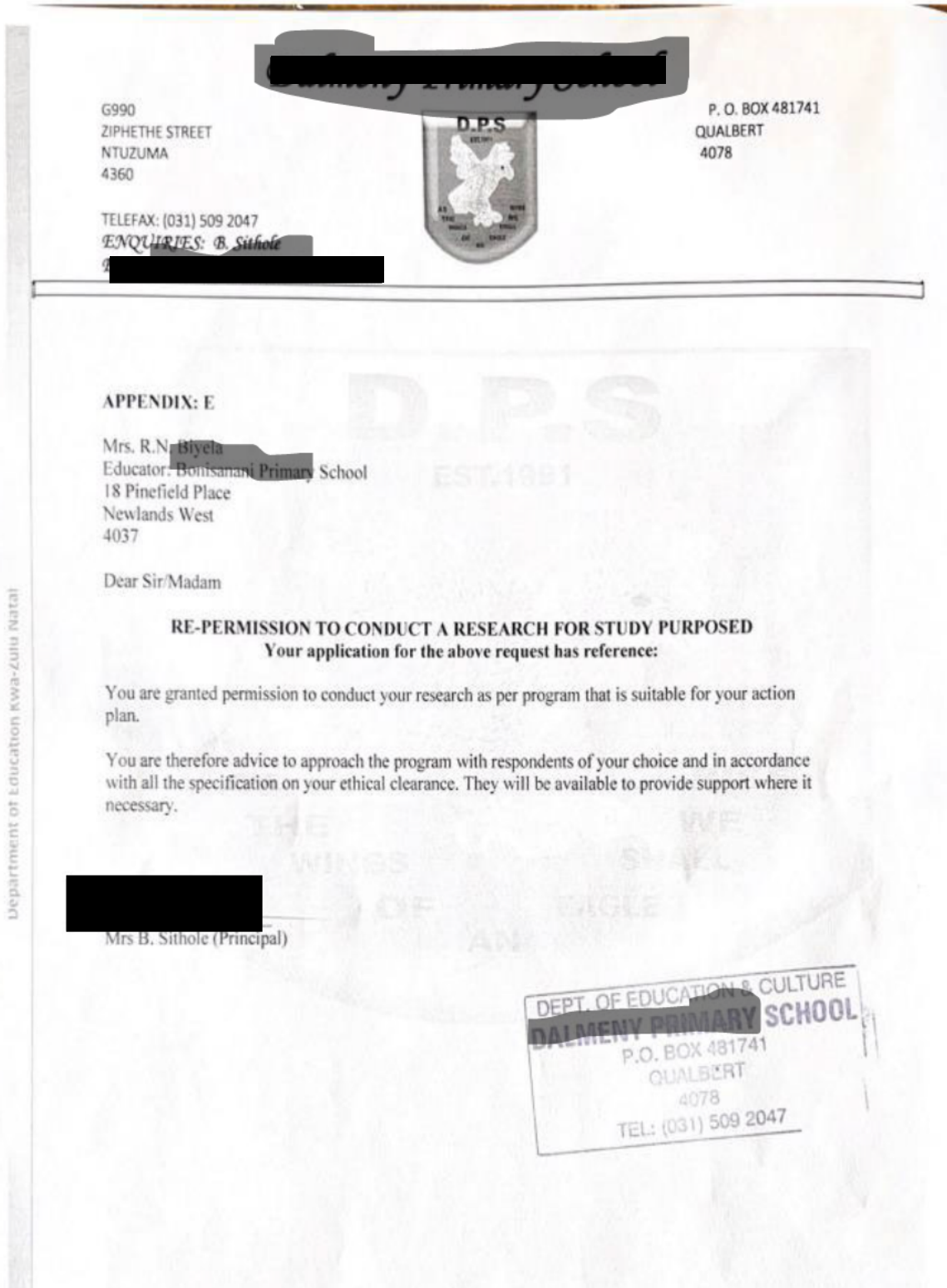
You are therefore advised to approach the programme with respondents of your choice and in accordance with all the specification on your ethical clearance. They will be available to provide support where it necessary.

Mr P.S. [REDACTED]

Principal



**APPENDIX F: Permission letter from the school**



## APPENDIX G: Consent letter

18 Pinefield Place

Newlands West

Durban

4037

06 April 2021

Dear Participant

### CONSENT LETTER FOR PARTICIPANTS

My name is Rosemary Nokuthula Biyela. I have currently enrolled as a Master's student with the University of KwaZulu-Natal. As part of fulfilling my degree in Curriculum Studies, I am required to conduct research that focuses on Intermediate Phase *'Teacher' experiences of teaching History using English as language of learning and teaching (LOLT) in Grade 4-6*. This study seeks to understand and explore how experiences of teachers influence their teaching of History using English as LOLT, and why their experiences are the way they are.

You have been identified as one of 2 teachers from Grade 4, 2 from Grade 5 and another 2 from grade 6 as a participant, you are invited to engage in the following activities as part of data generation. The data generation process will include telephonic interview than face-to-face interview as one of the equivalent data generation processes during COVID-19 pandemic followed by document analysis instead of observation. In telephonic interview, I will request your permission to voice record your views. You are humbly requested to email your lesson plan as part of the document analysis so as to justify your views by using Grade 4-6 Social Science CAPS document. The session will occur at your convenience and will not cause any disruption to your day-to-day functioning at the school and will be conducted out of your instructional time.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- Each session may take up to one hour and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of research only.
- Data will be stored in a secure storage and it will be destroyed after 5 years.
- You have a choice to either participate or not participate and even stop in the research participation. You will not face prejudice because of your action to pull out.
- Your participation is purely for academic purpose only, and there will be no financial gain.
- If you give consent to participate, please indicate (by ticking as applicable) whether you will allow the individual to be recorded by voice recording.

I can be contacted at:

Email: [REDACTED]

Cell: [REDACTED]

My supervisor is Dr Makhosazana Shoba who is located at the School of Education, Edgewood Campus, University of KwaZulu-Natal.

Contact details:

Email: [shoban@ukzn.ac.za](mailto:shoban@ukzn.ac.za)

Phone number: 031 260 3688

You may also contact the Research Office through

HSSREC Research Office,

Tel: 031 260 4557

Thank you for your contribution to this research.

**PARTICIPANT DECLARATION**

I \_\_\_\_\_ (Full names of participant) wish to confirm that I understand the contents of this document and I am aware of the nature this study (research project) has and I consent to participating in the research project.

I am aware that I have liberty to withdraw from the study (research project) at any given time, should I so decide. I am also aware and award permission for the following recording devices during the interview and data generating process.

Data generation tool	willing	Not willing
Telephonic interview and document analysis		
Voice recorder		
Lesson Plans		

Signature.....

Date.....

**APPENDIX H: Questions**

Question 1: When did you start teaching history in the intermediate phase using English as a medium of instruction?

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Question 2: How do you teach English in the intermediate phase using English as LOLT?

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Question 3: What are your experiences in teaching history in the intermediate phase using English as LOLT?

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Question 4: Which method do you think it suitable for teaching history in the intermediate phase using English as a language of teaching and learning?

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Question 5: How do you arose interest of teaching history in the intermediate phase using English as LOLT?

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Question 6: What challenges did you experience when teaching history using English as a language of teaching in the intermediate?

## APPENDIX I: Turnitin

### Dissertation

#### ORIGINALITY REPORT

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