

**The agency of Grade 10 English First Additional  
Language educators when teaching literature in  
rural schools**

**By:**

**Tholakele Cynthia Dlamini**

**220107812**

Submitted in partial fulfilment of the requirements for the degree of Master of  
Education  
(Teacher Development Studies)

University of KwaZulu-Natal: Pietermaritzburg  
School of Education  
(2023)

**Supervisor:** Prof. Carol Bertram

## DECLARATION


Submitted in partial fulfilment of the requirements for the degree of Master of Education, in the graduate programme in Teacher Development Studies, University of KwaZulu-Natal, Pietermaritzburg, South Africa.

I, Tholakele Cynthia Dlamini, declare that:

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**Student Name**

Dlamini T. C.

Signature: 

**Name of supervisor**

Prof. C. A. Bertram

Signature: 

**Date**

13 - 12 - 2023

## **DEDICATION**

This work is dedicated to my family and my son, Lonathemba. Their motivation encouraged me to reach the education level I have reached today.

### **Acknowledgments**

First and foremost, I would like to thank God for the life, strength, and wisdom he has given me to complete this work.

I want to thank my family for the support that they have given me throughout my studies and for motivating me to keep on working harder.

My supervisor, Prof. Carol Bertram from the University of KwaZulu-Natal, thanks for all her encouragement and support from the beginning of this project to the end.

Last but not least, a big thank you goes to the participants of the study, the four teachers who were available for collages, interviews, and review of transcribed literature.

## ABSTRACT

In South Africa, learners whose home language is not English are taught the subject as a First Additional Language. However, teaching English FAL in a rural school can be challenging, especially when teaching literature. That is why teacher agency is important in the teachers' classrooms. This study aimed to explore the agency of Grade 10 English First Additional Language educators when teaching literature in rural schools. This qualitative study was conducted under the interpretive paradigm. Four Grade 10 English FAL educators from two rural schools were purposefully selected and semi-structured interviews and collages were used to generate data. The ecological model of teacher agency guided data collection and analysis, making it possible to explore and understand teachers' experiences. The study findings revealed that Grade 10 English FAL educators from these rural schools loved and enjoyed teaching literature despite their challenges. It was discovered that English FAL educators in rural schools encountered overcrowding, shortage of LTSM, lack of learners' English competency, and learners' negative attitudes towards English. In response to these challenges, participant teachers exercised their agency to ensure no learner was left behind. They showed their agency by using a variety of teaching strategies, such as role-playing, where learners acted out the scenes from the drama. They encouraged the use of dictionaries to improve learners' vocabulary. Summary writing at the end of the chapter of the novel was encouraged on learners. Revision was conducted using previous question papers to prepare learners for assessments. Many reading activities were given to learners during lessons to improve their understanding of literature, reading skills, and confidence. Findings also revealed that teachers' agency is greatly influenced by their background, what they learn in teacher development workshops, and the future aspirations for their learners. The study concludes that one's past, present, and future aspirations have an impact on teacher agency. Teacher agency plays a fundamental role in the teaching of Grade 10 English FAL literature in rural schools. However, more cooperation is required from all stakeholders to overcome the challenges.

**Key words: English First Additional Language, Rural schools, Literature, Teachers, Teacher Agency.**

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

FAL – First Additional Language

HL – Home Language

LoLT – Language of Learning and Teaching

CAPS - Curriculum and Assessment Policy Statement

ATP – Annual Teaching Plan

FET – Further Education and Training

LTSM – Learner-Teacher Support Material

DoE – Department of Basic Education

PGCE – Post-Graduate Certificate in Education

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# CHAPTER 1: INTRODUCTION

## 1.1 Introduction

This chapter discusses the study's background and purpose, which is to explore the agency of Grade 10 English First Additional Language when teaching literature in rural schools. The rationale, key concepts, and the research design will be outlined.

## 1.2 Background and purpose

In South Africa, there are 12 official languages which are offered at different language levels. According to the Department of Basic Education (2011), a Home Language (HL) is the first language to be learnt by learners. In contrast, the First Additional Language (FAL) is acquired in addition to the HL. Therefore, learners whose home language is not English are taught English as a FAL. The English FAL curriculum is organised into four skills: listening and speaking, reading and viewing, writing and presenting, and language structures and conventions skills. The reading and viewing skill includes the reading of the short text as well as the study of set works (literature). The literature study improves the learners' language skills, enabling them to appreciate the aesthetic part of the language (Mustakim et al., 2014). The literature aspect comprises of novels, drama, short stories, and poetry. A teacher can select any two of the set works, but ensure that learners reach Grade 12 they have been exposed to all four genres.

The English First Additional Language Curriculum and Assessment Policy Statement states that by the time learners reach Grade 10, they should be skilled in the mentioned skills and can independently engage with texts. However, some learners still cannot communicate well in their Additional Language in this grade (Department of Basic Education, 2011). This is more visible in learners from rural schools. In a study conducted by Marwan et al. (2012) on challenges for rural schools in Malaysia, it was discovered that learners from rural schools performed poorly due to a shortage of resources and only used English when they were at school. Similarly, the findings of the study conducted by Motseke (2020) on the role of parents in the teaching of English FAL in the rural areas of Limpopo in South Africa revealed that in rural areas, learners do not have much exposure to the English language, they do not

speak the language when they are not at school, they also do not have enough English reading material. Parents play an essential role in their children's education as they must encourage them to do their school work and assist them with homework.

Due to the challenges mentioned above, teaching English First Additional Language literature might be challenging for teachers in rural schools, requiring them to exercise their agency. Agency enables actors to critically form responses to challenging situations (Emirbayer & Miche, 1998; Biesta & Tedder, 2006; Priestly et al., 2011). Through agency, teachers can make decisions that can benefit their learners. For this reason, this study aimed to explore the teachers' experiences, how they show agency, and the influence behind their agency when teaching Grade 10 English FAL literature in rural schools.

### **1.3 Rationale**

The Curriculum Assessment Policy Statement (CAPS) does not consider the school context as it clearly states what should be taught, when, and how it should be taught in all schools. This means rural school teachers are expected to enact the curriculum as well as those in urban schools. Teaching English FAL literature in rural schools is a big challenge for teachers (Fesi & Mncube, 2021). There is a shortage of resources, learners lack English proficiency, and there is a lack of parental involvement (Desai, 2016; Rapetsoa & Singh, 2017; Ntsala, 2021). Thus, teachers face a lot of pressure when attempting to offer quality education to learners (Malebese, 2017). Teacher agency becomes essential in the teachers' classrooms because schools have different working environments, and therefore, teachers experience other challenges, such as the available resources (Priestly et al. 2015). It also allows teachers to respond to their context (Le, Nguyen & Burns, 2021), such as the school culture, which includes behavioural expectations, structure, the way the school is organised, the learners' background, etc.

As an English FAL educator, I have encountered many challenges teaching literature in a rural school. This has resulted in me making changes that will positively impact the learners in my classroom. I have tried different teaching strategies and given my learners various activities. However, I was curious to discover how other educators teach literature and how they show agency in their English FAL classrooms. According to Balfour (2015), many studies that concern language and quality focus on poor achievement caused by socio-economic or political factors. In a similar manner that the studies conducted by Joubert et al.

(2014), Mbali (2017), Malebese and Tlali (2020), Motseke (2020), Fesi and Mncube (2021) are about challenges that are experienced during teaching or learning English FAL in rural schools but there is very little on the role of teacher agency in language teaching or how teachers address these challenges.

That is why it was important to take a closer look at the Grade 10 English FAL rural school teachers' experiences of teaching literature and also find out how they show agency and the influence behind the agency they show in their classrooms.

#### **1.4 Objectives of the study**

1. To explore the experiences of English FAL Grade 10 educators in teaching literature in rural schools.
2. To learn how the English FAL Grade 10 educators show agency when enacting the literature curriculum in rural schools.
3. To determine what influences the agency that is shown by the English FAL Grade 10 educators when enacting the literature curriculum in rural schools.

#### **1.5 Research Questions**

1. What are the experiences of English FAL Grade 10 educators in teaching literature in rural schools?
2. How do the English FAL Grade 10 educators show agency when enacting the literature curriculum in rural schools?
3. What influences the agency that is shown by the English FAL Grade 10 educators when enacting the literature curriculum in rural schools?

#### **1.6 Definition of key concepts**

Three concepts inform this study: rural school context, English FAL, and teacher agency. These concepts will be briefly discussed, and a thorough discussion in Chapter 2 under the literature review.

## **Rural schools**

A rural area is a place that is far from towns or cities. A rural school is a school that is located in a rural area. This is a place where there is usually very little development, people have to travel long distances to access medical services, schools and shopping (Monk, 2007). A lack of basic infrastructure, parental involvement, and physical resources are some characteristics of rural schools found in existing literature (Desai, 2016; Du Plessis and Mestry, 2019; Motseke, 2020).

## **English FAL**

Learners who are not native speakers of English are taught English as a First Additional Language. The English First Additional Language curriculum addresses four skills: listening and speaking, reading and viewing, writing and presenting, and language structures and conventions skills. According to the Department of Basic Education (2011), it is assumed that when learners start their schooling, they do not know the mentioned skills in the additional language. However, when they reach Grade 10, they should have mastered the skills of reading, writing, and speaking fluently in their additional language.

## **Teacher agency**

According to Sang (2020), teacher agency is the ability of teachers to act decisively and constructively in their environment. Biesta et al. (2015) attest that the agency one shows results past histories, present competences and future aspirations. The decisions one makes in the classroom are related to their context. It can be the community where the school is located, the type of learners that they teach, and the resources available.

## **1.7 Research Design and Methodology**

A qualitative approach was used to conduct this study. This is because, according to Yilmaz (2013), a qualitative study is a study of people in their natural setting to describe their experiences with the world. Through a qualitative study, one can answer the “how” and “why” questions, which allowed me to understand the phenomenon under study (Lemon & Hayes, 2020), which was important as this study’s focus was to understand teachers’ experiences.

This study was conducted under the interpretive paradigm to get an in-depth understanding of the teachers’ experiences. Cohen et al. (2018) describe the interpretive paradigm as one that

strives to understand and interpret the world in terms of its actors, where meanings and interpretations are important. The interpretive paradigm allowed me to understand the experiences of each participant as they each have their realities and truths.

This study employed the qualities of an interpretive qualitative study. An interpretive qualitative study is where one is interested in discovering how people interpret events or situations (Merriam, 2002). An interpretive qualitative study would be suitable if one aims to learn and understand a situation, process, or people's views.

The purposive method of sampling was used to select the participants. Cohen et al. (2018) confirm that purposive sampling is an essential feature of qualitative research, a research approach employed by this study. The study had four participants who teach Grade 10 English FAL and have more than five years of teaching experience in rural schools. The four teachers were sampled first and then their schools.

In this study, semi-structured interviews and collages were used to generate data. Semi-structured interviews allowed the participants to talk freely without being limited by the questions. As a result, it created room for “responsiveness to emerging themes for both the interviewer and respondent” (Jackson II et al., 2007, p. 25). The in-depth data needed to describe the teachers’ experiences was collected through collages. This is because everything in a collage has a deeper meaning; therefore, the magazine images they chose evoked feelings that could not be expressed in words (Davis, 2008).

I used the inductive data analysis to analyse the first research question, which aimed to explore Grade 10 English FAL educators’ experiences teaching literature in a rural school. The ecological model of teacher agency with its three dimensions, namely, iterative, projective, and practical evaluative dimensions, was used to analyse emerging themes for the second and third research questions, which aimed to discover how teachers showed agency and the influence behind the agency they showed when teaching Grade 10 English FAL literature in a rural school.

## **1.8 Overview of dissertation**

This dissertation is made up of five chapters.

Chapter One begins with the introduction, which gives the background to the study's problem, rationale, and purpose.

Chapter Two presents relevant literature focusing on the rural school context, English First Additional Language, and teacher agency. This is followed by the theoretical framework that was employed in this study.

Chapter Three focuses on the research methodology that was used in this study. This includes the research design, approach, paradigm, sampling, data generation methods, data analysis, and trustworthiness of the study.

Chapter Four focuses on the analysis and presentation of the collected data.

Chapter Five discusses the findings and recommendations.

## **1.9 Conclusion**

This chapter introduced the study by discussing its background, purpose, and key concepts and outlined how it was conducted. The following chapter focuses on the literature review and the theoretical framework used in this study.

## **CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

### **2.1 Introduction**

The purpose of this chapter is to review literature from previous studies relevant to my research. This will be done by focusing on the rural school context, English First Additional Language, and teacher agency. This chapter will also discuss the theoretical model employed in this study, which is the ecological model of teacher agency.

### **2.2 Challenges in the rural school context**

According to Wanka and Rena (2019) when the apartheid government introduced the Bantu Education Act, access to education was based on race. The Act was in favour of white people, while black people were greatly disadvantaged. As a result, there were high levels of poverty among the black people. After becoming a democratic country in 1994, renovating to a democratic society that provides equal opportunity to all has been prioritised (van Staden et al., 2016). However, there are still great inequalities in South Africa. Desai (2016) states that despite South Africa being free from apartheid, which separated people, it is still an extremely divided and unequal society. There is a big economic difference between the rich and the poor; as a result, learners from different economic backgrounds receive unequal educational opportunities (Ogbonnaya & Awuah, 2019). Learners from rural communities are mostly on the unfavourable side of inequality. A rural area is a place that is far from cities and towns. Usually, there is very little development in these areas, which results in high poverty rates (Monk, 2007). Rural communities are typically poor; illiteracy levels are high, and there is a lack of proper roads, water, transport, and sanitation (Mohangi, 2016; Hlalele, 2012).

A rural school is a school that is located in a rural community. Usually, rural schools are categorised as quintile one schools. The Department of Basic Education (2004), in the Norms and Standards for School Funding, classifies the schools into five quintiles. Beginning from quintile one, the poorest schools, up to quintile 5, the least poor schools. Quintile one schools receive the biggest allocation as they are considered the poorest. Learners do not pay school fees; they receive all the learning materials such as textbooks, exercise books, pens, etc., from

the Department of Basic Education. It is believed that parents are poor and cannot buy everything required at school.

The studies conducted by Khumalo and Mji (2014), Malebese (2017), du Plessis and Mestry (2019), and Motseke (2020) clearly show that teachers and learners usually encounter a lot of challenges that affect teaching and learning in rural schools. These challenges range from a shortage of qualified teachers, lack of parental involvement, and unavailability of resources needed for teaching and learning to continue smoothly.

One of the challenges is that rural schools usually have a shortage of qualified educators. Monk (2007), Hlalele (2012), and Du Plessis and Mestry (2019) declare that it is not easy to find skilled or highly trained teachers who are willing to teach in rural contexts. This is because many skilled and experienced educators usually do not want to go to rural schools. According to Hlalele (2012), teachers did not want to work in rural areas because there were limited social and cultural opportunities. For example, one would have to travel long distances when they want to visit a shopping mall. Rural schools sometimes end up employing teachers who do not have much experience or adequate training (Khumalo & Mji, 2014). Lack of teacher quality is an issue that negatively impacts curriculum implementation in rural schools (Marwan et al., 2012) because teachers are the ones who contribute primarily to teaching and learning.

A second challenge is parental involvement. Parents play an essential role in their children's education. However, a study conducted by du Plessis and Mestry (2019) discovered that some parents played no role in their children's school work in rural schools. Khumalo and Mji (2014), argue that "parents' level of education may have a great impact on the role they can play in their children's learning". Parents who are not educated cannot help their children with schoolwork (Ogbonnaya et al., 2016). This might be why some rural parents cannot participate in their children's learning, even if they want to, as they would not know how to help them. Unlike urban parents, most are educated and can be hands-on in assisting their children. Educated parents often expose learners to English, such as in the newspapers they read, television shows they watch or radio stations they listen to. Educated parents become good role models to their children; therefore, the culture at home is in harmony with that of the school (Motseke, 2020). Lack of parental involvement is one of the factors contributing to challenges faced when teaching in rural schools, as teachers, learners, and parents are supposed to work together so that teaching and learning become successful.

Another challenge in rural schools is the lack of resources. For teachers to effectively implement the curriculum, adequate resources must be available. According to the National Infrastructure Management System Report (Department of Basic Education, 2021), 17% of the schools in KwaZulu-Natal had stocked libraries. Only 11% and 33% of schools had laboratory and computer centres, respectively. These statistics show a great shortage of important resources in teaching and learning. Studies conducted by Marwan et al. (2012), Khumalo and Mji (2014), and Desai (2016) presented lack of resources as one of the common problems in rural schools. Similarly, a study conducted by du Plessis and Mestry (2019, p. 51) revealed that many rural schools “lack the basic infrastructure and physical resources”, such as not having enough classrooms, which results in overcrowding. The government sometimes does not supply rural schools with enough educational resources for successful teaching and learning (Malebese, 2017). This includes the necessary textbooks and technology. The reason could be that there are rural schools located in isolated areas where it is difficult to reach compared to schools in urban areas. In his book titled ‘*Education in a New South Africa*’, Balfour (2015) mentions that in 2006, it was discovered that there were severe problems with providing quality education to learners, and the reason was a lack of infrastructure and resources. The shortage of resources is not a recent problem but was there before 2006 and still exists in 2023. However, this problem exists mainly in the provinces that are largely dominated by rural schools, such as KwaZulu-Natal, Eastern Cape and Limpopo. Provinces like the Western Cape and Gauteng are better resourced (Department of Basic Education, 2021). This shows the inequality in the education system that leaves learners from poor communities at a disadvantage.

South Africa has 11 official languages that are equal; however, in formal environments, the English language is more dominant than others (Visagie, 2010). According to Ahmed (2015), English is dominating because it is believed to enable one to progress professionally since it is an international language used to communicate. Hence, it is the most chosen Language of Learning and Teaching (LoLT). According to the Department of Basic Education (2010, p.13), “the language of learning and teaching (LoLT) refers to the language or medium of instruction via which learning and teaching for all subjects is facilitated”. From Grade 1 to 3, learners are taught in their home language; from Grade 4 upwards, they are taught in the LoLT. According to Maluleke (2019), parents (School Governing Bodies) have to choose between English and Afrikaans as the LoLT. Despite these being spoken by 10.6% (Afrikaans) and 8.7% (English) of the population, this is small compared to IsiZulu which is

spoken by 24.4% of the population in South Africa (Statistics South Africa, 2022). English is the commonly used LoLT because it is believed to empower children to get jobs. The Department of Basic Education (2010) presents the following as the main reasons parents choose English: it is used worldwide, in the workplace, and tertiary education; it is also related to economic growth. Nonetheless, a further challenge in rural schools is that English, a language of learning and teaching (LoLT), is hardly spoken in rural communities. Kepe and Linake (2019) attest that learners communicate using LoLT mainly when they are at school; after school hours, they will likely return to speaking their home language.

Graven (2013) argues that despite democracy, most learners still learn in a language that is not their home language (HL). This means that only Afrikaans and English home language speakers are able to learn in their home language (Department of Basic Education, 2010). As a result, learners whose home language is neither Afrikaans nor English are disadvantaged as they learn in a foreign language. Barnard (2010) states that even if parents wanted their children to learn in their home language, it would not be possible because the teaching and learning material is still written in English.

Wildsmith-Cromarty and Balfour (2019) quoted Fleisch (2008), affirming that one's oral foundation in a language is important to master a language. Learners in rural schools do not have that oral background in English. Reality is that these learners end up being disadvantaged due to their linguistic background (Hibbert & Crous, 2011) as they sometimes do not understand the subject content due to the language barrier. As a result, teaching becomes difficult for teachers, who resort to code-switching (Maluleke, 2019). Code-switching is where a teacher uses the learners' home language as well as the LoLT so that the learners get a clear understanding of the subject content. "It is easy to understand new content if it is presented in a language one is familiar with" (Pretorius, 2015). In a study conducted by de Wet (2002) more than 20 years ago, a majority of participants stated that code-switching improved their teaching. This shows that there haven't been any changes as the learners continue to be taught in the language that is not their home language although they do not understand it. Code-switching might seem helpful in learners' understanding of content. Still, it is also a disadvantage as learners are assessed in the language of learning and teaching and the teacher is not there to translate during the exam.

In urban schools, it is more likely for learners' parents to speak English, and learners can access reading material at school and at home. Many rural schools do not have libraries

where learners can get reading material (Chetty, 2019). They are mostly exposed to English only when they are at school. Although they are taught in English, most of their teachers are not native speakers, so learners might not be exposed to standard English (Chetty, 2019) as teachers might lack English proficiency.

### **2.3 English First Additional Language (FAL)**

English is a broadly spoken language in the world. According to Fesi and Mncube (2021), people believe that speaking English proficiently allows one to have access to many employment opportunities. Many people for whom English is not their home language want to be able to read, write, and speak English fluently.

The Department of Basic Education Language Policy (2015) clearly states that learners should be taught their home language alongside an additional language. This study focuses on the English First Additional Language (FAL). According to the Curriculum and Assessment Policy Statement (CAPS), “a home language (HL) is the language first acquired by learners while the first additional language (FAL) is the language learnt in addition to one’s home language”, (Department of Basic Education, 2011, p. 8). Only a small percentage of the population speaks English as a home language (Statistics South Africa, 2022). That is why most learners are taught English as a First Additional Language. The learners in the schools under study take isiZulu as HL and English as a FAL.

The teaching of English FAL involves four skills: listening and speaking, writing and presenting, language structures and conventions and reading and viewing that should be included in each cycle. “Over a year, approximately 18 of these cycles would cover all aspects of the curriculum in 36 weeks” (Department of Basic Education, 2011, p. 49). The reading and viewing skills involve reading short texts such as comprehensions, literature, and a variety of visual or written texts (Department of Basic Education, 2011). According to Emsley (2020), literature refers to the prescribed set of works that are learned in the Further Education and Training Phase (FET), which are Grades 10-12. A teacher has to select two prescribed texts from different genres on the National Literature Catalogue, to teach and assess the learners. According to Ilyas and Afzal (2021), it is wise to choose a literary text that learners can relate to so that they enjoy and understand its meaning. However, in the CAPS (Department of Basic Education, 2011), it is stated that when learners reach Grade 12, they must have been exposed to all genres.

The literary texts are assessed as paper 2 and are made up of poetry, short stories, drama, and the novel. Currently, the poetry book for Grade 10 is “*English Poetry Anthology*”, the short story book is “*Fabulous: An Anthology of Short Stories*”, the drama is “*African Dustbin*” and the novel is “*Finders Keepers*”. Assessment tasks are usually two extracts from two genres, and learners answer contextual questions requiring them to apply their understanding of the text and the language used in a text.

According to the Department of Basic Education (2011, p. 12) in the Curriculum and Assessment Policy Statement (CAPS) Grades 10-12, learners must be able to read and understand literary texts on their own so that they get skills in evaluating and responding to the figurative devices used in a text. Figurative devices include a simile, metaphor, personification, oxymoron etc. Despite learners being able to identify these figures of speech, some learners fail to explain how they were used in a text (Zuma et al., 2023). That is why learners have to master the skill of reading so that they can understand and analyse the literature (Rapetsoa & Singh, 2017). However, this can be difficult to achieve when teaching a First Additional Language to learners who do not get much exposure to the language. In a study on difficulties English teachers face in teaching literary texts, Hassan (2018) discovered that it was very difficult to teach learners who could not read independently because it meant the CAPS objective that requires learners to analyse texts independently is not achieved. According to Millin (2015), most high school learners and educators speak English as a second or third language, which is the reason for the learners’ poor performance in English literacy. If English is a third language, they are not exposed to it most of the time. Similar results were found in a study conducted by Banditvilai and Cullen (2018) in Thailand, where it was discovered that learners who studied English as a foreign language seldom practiced it regularly.

It is stated in the CAPS that besides the prescribed literature set works, learners are expected to engage in intensive reading and engage creatively with different texts (Department of Basic Education, 2011). Many learners in rural schools are not exposed to enough English reading material at school and in their communities. CAPS states that “by the time learners enter Grade 10, they should be reasonably proficient in their FAL with regard to both interpersonal and cognitive academic skills” (Department of Basic Education, 2011, p. 8). However, this is in contrast to the researchers’ findings. In a study conducted by Chaka (2015), where the participants were Grade 10 English FAL learners from a high school in Umthatha, the results revealed that when doing the reading activities, all the participants’

performance was below average; some even obtained zero percent. Similarly, Rapetsoa and Singh (2017), who conducted a study to find out if CAPS helped improve learners' reading proficiency, discovered that many learners did not perform well when given a standardised test that assessed their English vocabulary and understanding. This suggests that many learners reach grade 10 without the reading proficiency they need to understand the English FAL literature as required by the curriculum. Teachers in rural schools are thus faced with many challenges in this regard.

Overcoming the abovementioned challenges is teachers' responsibility; despite not being trained to work in rural/disadvantaged schools, teacher training only focuses on middle-class learners (Chetty, 2019). Teachers are not prepared for different contexts in which they work (Mohangi et al., 2016). As a result, teachers have to exercise their agency when teaching literature to find solutions to these problems.

#### **2.4 Why is it important to teach literature?**

Literature study includes the study of set works: the novel, drama, poetry, and short stories. As explained above, a teacher can select two of the mentioned genres, which they will teach and assess the learners on. Sell (2005), advises that it is wise to choose literary texts related to the learners' cultural and social environments to develop interest among the learners. For example, *Finders Keepers* is a novel about a young girl whose family relocates and she has to go to a new school. Learners can relate to this story because they are the same age as the main character and she experiences events that are somehow similar to those experienced by the learners at school. Therefore, through this novel, it is easy to stimulate interest among the learners.

Through literature study, learners can “read, evaluate and respond to the aesthetic qualities of a literary text” (Department of Basic Education, 2011). Sell (2005) believes that teaching literature enables learners to build their identities, raises awareness of their cultures and enhances their participation in a particular culture. This is done by exposing them to various texts and allowing them to critically engage with them while giving them insight into cultures other than their own.

Literature highlights social issues and develops learners' critical thinking abilities (Romylos & Balfour, 2018). The texts studied by learners explore a variety of societal issues that learners might not have been aware of. Through literature, they can learn about issues they

might have not yet experienced, which are happening in the society in which they live and other contexts.

Learners who study English as a First Additional Language usually lack English proficiency. Language learning is enhanced through the teaching of literature (Sell, 2005). Learners are exposed to figures of speech, new vocabulary, and different ways of constructing sentences they are not used to in their daily lives. Through the study of literature, their language proficiency might improve.

## **2.5 Teacher Agency**

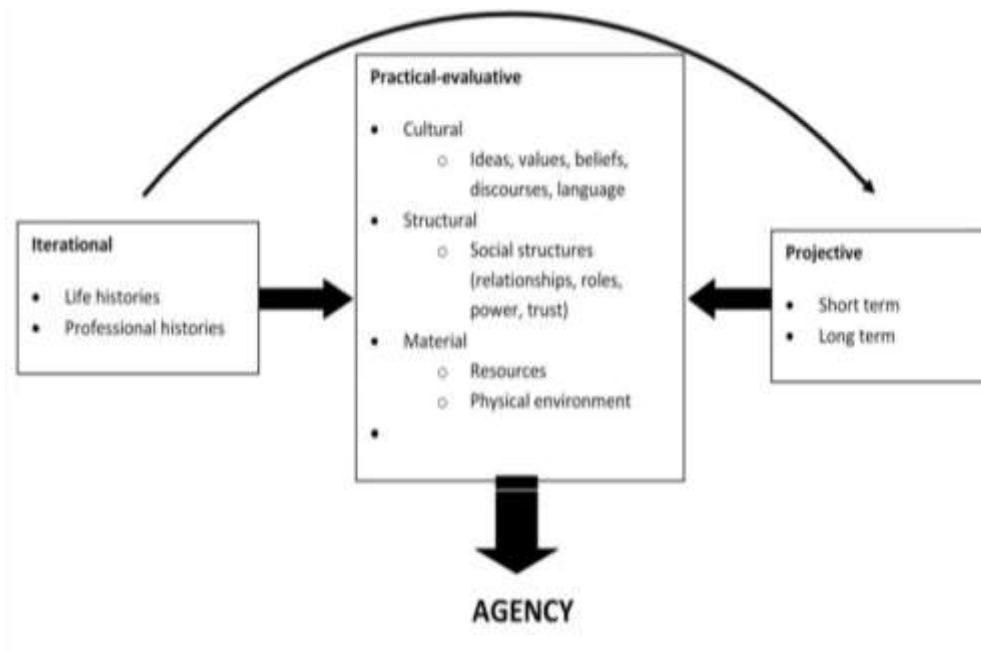
Teachers play a very important role in curriculum implementation. Besides delivering the curriculum, they are the agents of change and are seen as catalysts of the curriculum (Priestly, et al., 2015). To achieve the above roles, teachers have to exercise their agency. Emirbayer and Mische (1998, p. 971), define agency as “the capacity of actors to shape their own responsiveness to problematic situations critically”. They further elaborate that it should not be confused with power that one can possess but something that can be achieved. Similarly, Priestly et al. (2015) affirm that agency is not what one can possess but what one can do or achieve. They elaborate that “agency highlights that actors always act by means of their environment rather than simply in their environment so that the achievement of agency will always result from the interplay of individual efforts” (2015, p. 3). Le et al. (2020), also describe agency as not a personality trait that one carries to work but is constructed during dilemmas, uncertainties, and struggles surrounding professional pedagogical practices. Sang (2020, p.2) adds that teacher agency is the “capacity of teachers to act purposefully and constructively to direct their professional growth and contribute to the growth of education quality”. It, therefore, allows the teachers to make decisions that will benefit the learners in their classrooms. For example, in a study conducted by Rapetsoa and Singh (2017), in the Limpopo province (Capricorn District), where the aim was to discover if CAPS deals with the teaching and learning of reading skills in the English FAL, the study also observed what English FAL teachers did in their classrooms when teaching reading skills. The findings revealed that teachers' challenge was that some learners could not read fluently. Therefore, the teachers took agency and gave such learners more reading activities where they read the text repetitively, believing it would improve their reading.

According to Farmasari (2021), Pedaste and Leijen (2020), and Biesta and Tedder (2007), one's agency is influenced by the circumstances they face in their environment, such as the resources available, school management, and the curriculum. In addition, Hadar and Weisman (2019) acknowledge that having a supportive school context encourages teachers to exercise agency. For example, the agency shown by a teacher in one school may not be the same as when they move to a different school due to the different school environments, such as the organisational structure. However, da Silva and Moolstad (2020) added that it is not only the context where one works but also their decisions, engagements, and cultural beliefs that influence one's agentic behaviour. According to Molina (2016, p. 3), teacher agency is also influenced by "teachers' perception of the learners, teaching profession, educational outcomes and professional relationships within the workplace". This is evident in the study conducted by Shinga and Pillay (2021) on why teachers code-switch when teaching English as a second language. The participants were teachers whose home language was IsiZulu and English was their second language. One of the participants mentioned that in their school, their learners were not getting enough exposure to the English language as most teachers taught other subjects in the learners' mother tongue (isiZulu). Not having enough resources also meant less exposure to English. This resulted in code-switching, which according to Maluleke (2019, p. 2), refers to "the communicative practice where the speaker skilfully switches from one language to another without disturbing the flow of ideas". Code-switching assisted the learners in understanding the content. Another participant explained that code-switching was helpful when teaching literature, and when they had to explain the figures of speech, it was easy to explain using the learners' home language. Therefore, knowing one's learners and their background is very important as it determines what the teacher decides to do to address learners' needs in the classroom.

## **2.6 Theoretical model**

A theoretical model is a model that guides the collection and analysis of data in a study. To explore and understand teachers' experiences, this study adopted the ecological model of agency.

**Figure1:** Ecological model of agency (Priestly, Biesta & Robinson, 2015, p. 4)



The ecological understanding of agency was first theorised by Emirbayer and Mische in 1998. They state that there are different orientations of agency: the iterational element, the projective element, and the practical evaluative element. While more scholars developed an interest in agency, Priestly, Biesta and Robinson were the first to publish the ecological model of agency in 2013. All these scholars outlined that these temporal dimensions are impacts from the past orientations to the future and interacting with the present. However, they argue that these dimensions do not have equal dominance in one's behaviour. One dimension might dominate at a given time and dimension in another situation.

Emirbayer and Mische (1998, p. 975) believe that "the past is the most resonant tone," meaning that our past experiences greatly influence our decisions in the present and future. This is emphasised in the iterational dimension, where agency builds upon one's past experiences, which might be personal or professional. According to Molina (2016), teachers' past and identity greatly influence how they respond to challenges. What one experienced in the past determines how one reacts in present or future situations. Le et al. (2020) also add that a teacher's beliefs, skills, and values accumulated in the past play an important role in their current decisions. In this study, the generated data aimed to determine how these beliefs,

skills, values and other factors influence the agency teachers show when teaching literature in Grade 10 English FAL.

Emirbayer and Mische (1998, p. 984) argue that “an imaginative engagement of the future is also a crucial component of the efforts of human actors”. This is found in the projective dimension, which shows one’s aspirations for the future, might be short or long-term projections. These are influenced by what a teacher wants to achieve for themselves, their learners or the teaching profession (Molina, 2016). It includes their visions, hopes, and doubts. As their circumstances change, their desires for the future also evolve (Emirbayer & Mische, 1998). Teachers’ aspirations are rooted in past histories but focus on the future. The data collected through the interviews and collages led to conclusive evidence of how the past impacted what one wants to achieve in the future.

According to Biesta and Tedder (2007), regardless of agency being influenced by the past or the future, it can only be performed presently. Hence, the practical evaluative dimension focuses on the present which is influenced by one’s environment. According to Pedaste and Leijen (2020, p. 243), agency depends on “individual efforts, resources and cultural factors”. Le et al. (2020) affirm that teachers respond to their ability and environmental settings. At this point, it becomes clear that the way teachers react is because of the environment they find themselves in. That is why Priestly et al. (2015) argue that the availability of resources or physical constrains are capable of shaping one's agency. They further argue that to understand how agency is achieved, one should understand past influences, future aspirations, and how they engage with the present.

This model was useful when collecting and analysing the data when exploring the experiences of Grade 10 English FAL educators, how the teachers show agency and what influences the agency they show in their classrooms when teaching literature in rural schools.

## **2.7 Conclusion**

In this chapter, the literature review brought to light the rural school context, English First Additional Language and teacher agency, which are important aspects of this study. This discussion was followed by the study's theoretical model, which is the ecological model of teacher agency. The following section clearly defines the research methodology of this study.

## **CHAPTER 3: METHODOLOGY**

### **3.1 Introduction**

This chapter discusses the methodology that was used when conducting this study. It focuses on the research paradigm, research approach, sampling, data generation methods, data analysis, trustworthiness, limitations to the research and ethical issues. The chapter explicitly elaborates on the reasons for using this methodology, how it was used to explore the experiences of Grade 10 English FAL educators when teaching literature in rural schools, and how they show agency in their classrooms.

### **3.2 Research paradigm**

A paradigm includes a set of principles that are followed in the conduction of a study. Bertram and Christiansen (2020, p. 24) describe a paradigm as "a particular worldview that informs what is acceptable to research and how it should be done". They further explain that a paradigm determines the questions that can be asked, how the data can be collected, and the interpretation of the findings. Therefore, this study was conducted under the interpretive paradigm to understand the teachers' experiences. Cohen et al. (2018) describe the interpretive paradigm as one that strives to understand and interpret the world in terms of its actors, where meanings and interpretations are important. Scotland (2012) affirms that the interpretive paradigm aims to understand the individuals' views in their context. They were further asserting that "reality is individually constructed" (2012, p. 11). As a result, the interpretive paradigm allowed me to understand the experiences of each participant that was studied as they each had their realities and truths. After all, the assumption in the interpretive paradigm is that there are many truths. The participants in this study were Grade 10 English FAL educators who all teach in rural schools but have different experiences when teaching literature. Scotland (2012) argues that people may have different views regarding a similar matter, as experienced by the participants involved in this study.

Despite all the strengths presented above, Scotland (2012) highlights some weaknesses of the interpretive paradigm. The transferability of the results is very restricted. Another issue he raises is that all the collected data is from the participants' point of view. Nevertheless, the interpretive paradigm was appropriate for this study as I could understand the educators'

experiences, how they show agency and what influences the agency they show when teaching Grade 10 English FAL literature in their rural schools.

### **3.3 Research Approach**

A research approach can either be qualitative, quantitative, or a combination of both. This study aimed to explore the experiences of Grade 10 English FAL educators when teaching literature in rural schools. Teachers' agency in their classrooms was under scrutiny; therefore, the qualitative research approach was the most suitable for this study. This is because, according to Yilmaz (2013), a qualitative study is a study of people in their natural setting with the aim of describing their experiences with the world. Similarly, Leedy and Ormrod (2001) define qualitative research as research focusing on people's experiences, meanings, and understanding of situations. Hence, the collected data was textual rather than numerical. Unlike quantitative studies, prediction and deductive reasoning are the main concerns (Yilmaz, 2013). Through qualitative research, one can answer the "how" and "why" questions, which allowed me to understand the phenomenon under study (Lemon & Hayes, 2020). As this study focused on understanding teachers' experiences, this approach guided the uncovering of truths that led to the accumulation of thick descriptions (Lemon & Hayes, 2020). Therefore, through the qualitative research approach, I was able to understand teachers' actual experiences of teaching English FAL literature in a rural school through the participants' perspectives and was able to collect data that was useful in the achievement of the study's objectives.

### **3.4 Sampling**

A sample is a group of individuals that are studied. According to Bertram and Christiansen (2020, p. 71), "sampling involves making decisions about which people, settings, events or behaviours to include in the study." In addition, Gentles et al. (2015) describe sampling in qualitative research as choosing specific data sources where data are collected to achieve the research objectives. Bertram and Christiansen (2020) add that when selecting a sample in the interpretive paradigm, statistical accuracy or having data that represents the whole population is not that important, but what is crucial is the in-depth description and analysis. In addition, Cohen et al. (2018) state that in a qualitative study, selecting a sample aims to get rich and relevant data. As a result, for me to get that in-depth description, a non-probability sample was suitable for this study. The selected participants were not representatives of the whole

population but were chosen because of the data needed to answer the research questions (Cohen et al., 2018). For that reason, the purposive sampling method was used to select the participants.

Cohen et al. (2018) confirm that purposive sampling is an important feature of qualitative research, a research approach employed in this study. Yin (2011) describes purposeful sampling as selecting participants because of their expected richness and relevance of information according to the study's objectives. In addition, Cohen et al. (2018) add that purposeful sampling involves selecting people with knowledge that is required in the study.

To achieve the study's objectives, the sample comprised four participants from two rural schools in the Umgungundlovu district. The participants were chosen because they teach Grade 10 English FAL, teach in a rural school, and have been teaching Grade 10 English FAL for more than five years. With these criteria, I was able to recruit suitable participants who provided data that answered the research questions and led to the achievement of the research objectives: to discover the teachers' experiences, how and what influences the agency they show in their Grade 10 English FAL classrooms.

**Table 1:** Biographical information of participants

*Note: Names of participants and their schools are pseudonyms*

<b>Teacher Name</b>	<b>School</b>	<b>Subject taught</b>	<b>Grade taught</b>	<b>Teacher's Home Language</b>	<b>Educational Qualifications</b>	<b>Experience</b>
Participant 1	School A	English FAL	10	IsiZulu	Diploma in Financial Management Post-Graduate Certificate in Education (PGCE)	11 Years
Participant 2	School A	English FAL	10	IsiZulu	Diploma in Human Resource Management, PGCE, Honours in Environmental Studies	14 Years
Participant 3	School B	English FAL	10	IsiZulu	Bachelor of Education	13 Years
Participant 4	School B	English FAL	10	IsiZulu	Bachelor of Arts and PGCE	6 Years

Participant 1 has 11 years of work experience. However, in the first 5 years, she worked at another rural school and only started working at the current school in 2017. The rest of the participants have worked in their respective schools since they started working.

These schools were selected because of easy accessibility to the participants. Both schools are where the participants work; they are located in rural areas, however, they are not in the same area. According to Hlalele (2012), rural contexts are not the same, as in this case, the schools are in rural areas but differ in context.

School A is a rural school but it also possesses qualities of a farm school. It is located in a rural area where many agricultural activities take place, such as growing crops or raising livestock. The area is under tribal authorities, such as a chief and a headman. The school starts from Grade 8-12. It has 22 educators and 610 learners. All teachers and learners are black. IsiZulu is their home language; it is also the language that is spoken in the community.

The school still uses the pit toilet system and mobile toilets. It has a soccer field although it is not in good condition. There is a classroom they call a library, but it does not have books. There is no science or computer laboratory. The school has two computers only; one is used for administration purposes, while educators can use the other one. The school has a WI-FI connection. This is the only high school in the area, with no other high schools around.

There are very few tuck shops in the area. There are gravel roads and no taps; water is supplied by a water truck. Some households do not have electricity. There are no clinics in the area; only a mobile clinic comes once a month. Otherwise, one has to travel to town to have access to healthcare. There is a bad network connection.

Learners' homes are far from the school. Therefore, most of the learners walk long distances, approximately 3 kilometres, while others use scholar transport to get to school. The Department of Basic Education pays for some of the scholar transport. The majority of learners come from economically disadvantaged homes. Most of the parents work on nearby farms. Those who work in the cities leave their children with grandparents. Most grandparents are not literate, and most of the parents have not reached Grade 12. Of the few who passed Grade 12, a small percentage furthered their tertiary-level studies. Most families depend on government child support and old age grants. This is a no-fee paying school, categorised as quintile one. The Norms and Standards for School Funding (Department of

Basic Education, 2004) states that no fees should be paid in the poorest schools. Therefore, this school receives school allocation from the government.

School B is also a rural school. Similar to school A, it is under tribal authority. It is a high school starting from Grade 8-12 and has 34 educators and 1120 learners. Of the 34 educators, one educator's home language is Sotho, while the rest of the teachers and learners' is IsiZulu. The community where the school is located also speaks IsiZulu.

The school uses pit toilets. There is a soccer field, although it is not in good condition. There is no library or science or computer laboratory. The school only has one computer that is used for administration purposes. Despite having other high schools in the area, many learners from far away come to this school because it is seen as a good school as it usually obtains a high matric pass rate; these learners use scholar transport that their parents pay for to get to school.

There are many tuck shops in the community. The community has taps, electricity and tar roads. Clinics are easily accessible. Some learners come from impoverished homes who depend on the government support grant, while there are also many who come from stable homes. Most of the parents passed their Grade 12; others furthered their tertiary-level studies and lived in the cities because of employment. As a result, most of the learners live with their grandparents. School B is a quintile one school. It receives government funding and learners do not pay fees.

Information on both School A and School B was gathered from the participants.

### **3.5 Data Generation Methods**

Data generation methods refer to how the data was collected. The research paradigm, approach, and design informed the type of data collection methods that were used. With the study conducted under the interpretive paradigm and qualitative research approach and design, the semi-structured interviews and collages were suitable methods to generate data.

#### **3.5.1 Semi-structured interviews**

One of the goals of this qualitative study was to generate in-depth data that described the teachers' experiences of teaching literature in a rural school. Therefore, collecting data through semi-structured interviews was one of the best ways of achieving the study's

objectives. In an interview, the interviewer asks an interviewee questions to get information. Arora et al. (2018) describe a semi-structured interview as an informal interview where the researcher introduces the topic and asks a few questions. Then, the following questions can arise from the context. The informality of a semi-structured interview makes the respondents feel free to engage in the conversation. It also allows the participants to talk freely without being limited by the questions. As a result, it creates room for "responsiveness to emerging themes for both the interviewer and respondent" (Jackson II et al., 2007, p. 25). As I was interviewing the participants, I could ask follow-up questions, which enabled me to ask for more clarity on new themes emerging from the participants' responses. According to Arora et al. (2018) this is an advantage because questions asked build upon one another. Thus allowing the researcher to examine the answers given by the respondents further (Kakilla, 2021). Conducting these interviews face-to-face also allowed me to interact with each participant through communicative contact (Aleandn & Russo, 2015). As a result, I could read the participants' body language and facial expressions as they responded to the questions. In this manner, in-depth descriptions of the participants' experiences were generated.

### **3.5.2 Collages**

Making collages is the second data generation method that was used to collect data in this study. According to Gerstenblatt (2013), the word collage comes from the French word 'colle', which means glue. This is because it is a process of using fragments of magazine images or any other material and gluing them on a chart to represent the phenomena under study (Butler-Kisber & Poldma, 2010). Similarly, Pillay et al. (2019) agree that different types of material can be used, such as bits of fabric, magazine cuttings, or any objects that can be integrated into a visual arrangement. During collage-making, I provided all the materials that the participants needed to make collages. The participants were shown an exemplar to give them an idea of a collage. They were also given a prompt to guide them during the collage-making process. Some participants made their collages immediately after the interview, while others preferred doing it on a separate day. After creating the collages, each participant explained face to face, the meaning behind using the chosen pictures or material (Culshaw, 2019). As they explained, I recorded, and the discussions and those recordings were transcribed.

### **Table 2: Instructions on collage making**

From the given magazines, choose words and pictures that represent some/all of the following aspects and paste them on the given sheet of paper:

Your feelings and emotions when you think about teaching literature.

Your attitude towards teaching literature in your classroom.

Your past and present experiences that influence the way you teach literature in your classroom.

Your future aspirations that influence the way you teach literature in your classroom.

There are many advantages of using collages as a data generation method. Everyone possesses cutting and sticking skills (Butler-Kisber & Poldma, 2010); therefore, one need not be an artist to participate in collage-making. Therefore, this was not a frustrating task for the participants. As the participants made collages, they worked individually, at their own pace, deciding what they wanted to include, which meant they had agency over the whole process (Culshaw, 2019). This gave them the freedom to express themselves. As the participants of this study were teachers who are used to linguistic thinking, collages allowed them to "engage in visual thinking" that represented their lived experiences (Culshaw, 2019, p. 271). This gave them a break from dealing with texts and got them involved in the arts-based research they were unfamiliar with, which was very interesting and fun for them. The in-depth data needed to describe the teachers' experiences was collected through collages. This is because everything in a collage has a deeper meaning, which is why the magazine images and material they chose to use evoked feelings that could not be expressed in words (Davis, 2008). Experiences can be described beyond spoken words. Besides experiences, expressing one's feelings is much easier through collages than in an interview. It was an alternative way of representing the participants' feelings, understanding and experiences (Culshaw, 2019).

### **3.6 Data Analysis**

Data analysis involves the analysis of data to generate answers to the research questions. According to Flick (2013), the data analysis determines the research outcomes. That is why data analysis is an essential step in achieving the research objectives. Cohen et al. (2018, p.643) describe data analysis as a process that includes "organizing, describing,

understanding, accounting for and explaining data, and making sense of data in terms of the participants' definitions.” After the generation of data, it was transcribed using Otter.ai. I then checked the transcripts because the artificial intelligence application sometimes makes mistakes due to differences in pronunciation. The participants were given the transcriptions to check if what was written reflected their responses. I read the data carefully and coded it inductively. The identified codes were organised into themes that are presented in Chapter 4.

How the process mentioned above goes is determined by the type of data analysis chosen by the researcher. Inductive data analysis is where the researcher reads and looks for themes arising from the data without being guided by preconceptions (Cohen et al., 2018). The inductive data analysis was used when analysing the first research question to explore Grade 10 English FAL educators' experiences teaching literature in a rural school. The deductive approach to data analysis, where the researcher begins with a set of theories, was also employed. The ecological model of teacher agency with its three dimensions, namely, the iterative, projective and practical evaluative dimensions, was used for the deductive analysis. These dimensions were used to analyse emerging themes for the second and third research questions, which aimed to discover how teachers show agency and the influence behind the agency they show when teaching Grade 10 English FAL literature in a rural school.

### **3.7 Trustworthiness**

Trustworthiness refers to the extent to which the study is credible. Korstjens and Moser (2018) stress the importance of trustworthiness in a qualitative study. As a result, credibility, confirmability, and dependability were all considered in this study. To achieve credibility, I provided thick data descriptions (Shenton, 2004). I used more than one data generation method: semi-structured interviews and collages. In addition, the participants were allowed to read the transcriptions to confirm if what was written represented their experiences (Bertram & Christiansen, 2020). The research process was disclosed for confirmability so that other researchers could confirm the findings. Lastly, is dependability, I ensured that the research findings were reliable in such a way that other studies can build upon them when research is conducted under different circumstances.

### **3.8 Limitations of the study**

The study was conducted using a small sample, and therefore the findings of the study cannot be generalised because the study aimed to understand the participants' experiences; however, they can be transferrable to similar cases (Cohen et al., 2018). Another limitation was my researcher's position teaching English FAL in a rural school. I have prior knowledge and am familiar with the context of the study. The participants might have also withheld some information they think is known to me as I am an insider (Holmes, 2020). However, with the guidance from my supervisor, who is an experienced researcher, data collection and analysis were done accordingly.

### **3.9 Ethical issues**

Ethical considerations are accepted principles that are used in research to ensure that the researcher does no harm to the participants. Bertram and Christiansen (2020) describe ethical considerations as ethical principles that should be followed in all research studies. The three principles, autonomy, non-maleficence, and beneficence, were all considered in this study.

Autonomy refers to getting consent and cooperation from the study participants (Bertram & Christiansen, 2020). The participants were given consent letters to sign, and their information was kept private by using pseudonyms for the schools and participants' names. In addition, Cohen et al. (2007, p. 52) elaborated that "this principle of informed consent arises from the subjects' right to freedom and self-determination". Hence, I also explained to the participants that they could withdraw from the study at any time. I applied and got ethical clearance from the University of KwaZulu-Natal and the KwaZulu-Natal Department of Basic Education.

Non-maleficence means participants should never be harmed (Bertram & Christiansen, 2020). I ensured that no participant was harmed emotionally or physically during this study.

Beneficence means the study must benefit the participants or community (Bertram & Christiansen, 2020). Not only did the participants benefit by realising their power in making decisions in their classrooms, but I also benefited as a researcher who teaches English FAL in a rural school. Learning how other teachers in the same context as me were dealing with the challenges encouraged me to be the agent of change in my classroom and continue making decisions that will positively impact my learners.

### **3.10 Conclusion**

This chapter has discussed the research methodology that was employed to achieve the study's objectives. The research paradigm, approach, sampling, data generation methods, data analysis, trustworthiness, limitations to the study, and ethical issues were explained in detail. The following chapter presents the data findings and analysis.

## CHAPTER 4: PRESENTATION OF DATA

### 4.1 Introduction

This chapter presents themes that emerged from the data generated through interviews and collages from four participants. To explore the experiences of Grade 10 English FAL educators when teaching literature in rural schools, the selected participants were four teachers who taught Grade 10 English FAL and had five years and above teaching experience in rural schools. Due to ethical purposes, the participants were given pseudonyms: Participant 1, Participant 2, Participant 3, and Participant 4.

Participant 1 is a female who has taught Grade 10 English FAL in rural schools for 11 years. She started working at another school for 5 years and has been working at this school for 6 years. At university, she earned a Diploma in Financial Management and later completed a PGCE, where she majored in English.

Participant 2 is a female who has been teaching Grade 10 English FAL for 14 years in this rural school. She has worked in this school for 14 years and taught Grade 10 for 6 years. She did English as a major in her undergraduate degree and Honours, majoring in Environmental Studies.

Participant 3 is a male who has taught Grade 10 English FAL in the same rural school for 13 years. He has a Bachelor of Education with English as a major.

Participant 4 is a female who has taught in the same school for 6 years. She has a Bachelor of Arts degree and one of her majors was English. She also completed a PGCE.

Participants 1 and 2 work at School A, while Participants 3 and 4 work at School B.

When asked if they read for pleasure, all participants confessed that they used to read and would still love to; however, they did not have time. Between work and personal life, they did not have time for reading.

The collected data was from interviews, and when each participant explained the meaning behind their chosen pictures or words in the collage, it was transcribed, coded, and organised into themes (Nieuwenhuis, 2010).

Four themes that emerged from the data were teachers' emotions, challenges of teaching English literature, teachers' inspirations and teaching strategies.

## **4.2 Themes**

### **4.2.1 Theme 1: Teachers' emotions**

From the gathered data, it was evident that the participants experienced mixed emotions about teaching English literature. The four participants' responses showed both negative and positive sentiments towards teaching Grade 10 English FAL literature in a rural school. All participants declared their love for teaching English and how they enjoyed literature.

Participant 1 explained:

*I do enjoy teaching English although there are some challenges, but I do enjoy it.*

In the same manner that Participant 2 elaborated:

*I love teaching English because it provides perks, including building bonds with my learners, like during class debates and speeches. I get to know them much better individually, which helps me interact more effectively with each of them.*

Similarly, Participant 3 explained:

*I enjoy teaching English because I learn new things every day either from my colleagues or learners.*

Participant 4 explained:

*I love teaching literature; it is very interesting.*

Although the participants declared their love for literature when asked if they were reading anything (not related to school) at the moment, they stated that they used to read before, but now they are busy with work-related duties and house chores and therefore, do not get time to read. All the participants confessed that they did not read for pleasure. This was quite interesting as all 4 participants wanted to create a reading culture in their schools; however, they were not readers.

Despite the participants' love for English, teaching literature was also difficult. Participants 3 and 4 described it as being very stressful. In her collage (Figure 2), Participant 4 put a picture

of a woman who looked stressed and explained that teaching literature in her school was stressful, challenging, and sometimes disastrous. She experiences these feelings when she realises that the lesson objectives are not achieved after all the hard work she put in when preparing and during the lesson.

**Figure 2:** Participant 4's collage



Similarly, when explaining the picture (in her collage) of a man climbing a mountain (Figure 3), Participant 1 affirmed:

*Teaching English literature is a struggle. I can compare it to climbing a mountain. Climbing a mountain is very strenuous, like when I teach literature; much effort is required. The shortage of learner-teacher support material and learners' backgrounds make it difficult to teach literature.*

**Figure 3:** Participant 1's collage



Despite the participants' declared love of teaching literature, teaching it was challenging due to the challenges they encountered in their schools.

#### **4.2.2 Theme 2: Challenges of teaching literature**

The generated data showed that negative experiences came forth because participants experienced many challenges when teaching Grade 10 English FAL literature in their schools. These challenges will be discussed below as they were identified as contextual challenges, challenges related to learners, and pacing.

##### **Contextual challenges**

A key challenge, revealed in both interviews and collages, experienced by all participants was a lack of resources. In the interview, Participant 2 explained:

*A school should have a library so learners can access reading material. A school should have a computer lab so that they can have access to the internet and watch videos that are related to the literature. A school can also have a data projector so that they can watch literature videos in class. But in my school, we don't have some of the resources that I've just mentioned.*

According to Participant 2, the above are the resources a school should have to implement the curriculum successfully. She elaborated that, had these resources been available at her school, she could have used them when teaching literature. Since her school does not have the mentioned resources, she must only depend on textbooks.

According to all 4 Participants, textbooks were an essential resource in teaching literature; however, their schools did not have enough for each learner. In his collage (Figure 4), Participant 3 explained:

*I chose a picture of books and a person who looks stressed because not having enough books is the main challenge I face when teaching literature.*

**Figure 4:** Participant 3's collage



Similarly, Participant 2's collage (Figure 5) had the big, bold word 'books' at the top and two pictures of books which she said she included because:

*. . . literature is all about reading books. The books are also a vital resource that I need when I teach literature. Not having enough books in my school affects the way I teach literature.*

**Figure 5:** Participant 2's collage



This was similar to Participant 1's experience, who confirmed that insufficient books made teaching literature difficult.

*This shortage of textbooks is caused by overcrowding in classrooms. We end up not having enough textbooks, and learners may not be in a position to own their own copy of the book, so they need to share.*

According to Participant 4, the shortage of textbooks created more problems. In the interview, she explained:

*Even if I ask the learners to do individual work, they end up sharing their responses, making it difficult for me to identify the learners who are still struggling because they sometimes copy the work of a person they are sitting next to.*

Making copies for the learners, which Participants 1 and 2 believed could remedy the situation, was also difficult. This is because their schools sometimes run out of toner and paper. However, they felt that if they had the internet, they could have had access to online books. On the other hand, Participant 4, whose school had a WI-FI connection, could not use

it. In the interview, she elaborated that although they had a WI-FI, it does not accommodate many people.

Working in overcrowded classrooms was another challenge that Participant 1, 2 and 3 mentioned. Participant 3 stated:

*My school has a large number of learners, and our classes are overcrowded. For example, in Grade 10D, there are 84 learners. Overcrowding makes it hard for me to attend to all learners individually and help them according to their needs.*

In a similar manner, Participant 2 felt that she could not interact well with each learner because her classroom was overcrowded, and there was even a shortage of furniture.

All participants raised overcrowding as one of the challenges, one participant's classroom had 84 learners, which is more than two times the average teacher-to-learner ratio. Clearly, besides the shortage of classrooms, there is also a shortage of teachers as this number of learners can be divided into three classes.

The schools where the participants worked had no libraries. Learners had to travel to town to access libraries. Participant 2 explained that it was important for learners to familiarise themselves with English. She further elaborated:

*If learners don't have access to English reading material, it makes it difficult for them to understand and actually to appreciate literature in class.*

Similarly, Participant 4 explicated:

*Due to the unavailability of reading material or libraries nearby, most learners do not consider reading as their hobby as they are not used to it.*

### **Challenges related to learners**

Data from the interviews and collages revealed that other challenges were related to learners. The 4 participants declared how difficult it was to teach learners who did not have English proficiency. According to participant 1:

*The learners are not familiar with English speaking or reading; the school also does not emphasise the importance of speaking English language when the learners are at school.*

Likewise, Participant 4 explained:

*Most of my learners find it difficult to express themselves in English. When given a task, they submit similar work because they copy each other.*

Lack of English proficiency also created challenges during assessments. Participant 2 elaborated:

*Due to the language barrier, learners cannot read with understanding and don't understand the questions when doing assessments.*

This was similar to Participant 3, who declared when learners do not understand questions, they give incorrect answers.

It also emerged that the learners' negative attitude towards learning English was a great challenge faced by participants. According to participant 1:

*I'm teaching in the deep rural areas where they still believe that English is for certain people.*

Participant 4 stated that she had a similar problem and elucidated:

*Literature requires a lot of reading, but most of my learners are not interested in reading. If you ask them if they were reading something, they'd tell you that they do not have time to read or, rather, they do not understand English. I then have another challenge of instilling the culture of reading.*

Both contextual challenges and challenges pertaining to learners emerged from the data as challenges that the participants encountered when teaching literature in rural schools.

### **Pacing**

The participants explained how the above challenges meant they were not able to keep to the pace set by the Annual Teaching Plan (ATP). An ATP (Figure 6) is a document that guides teachers on what to teach, when to teach, and what to assess in order to ensure that the same curriculum is taught and covered within the given time in all schools. According to the Department of Basic Education (2011, p. 49):

*The teaching plan suggests that each cycle will include one or more units focused on each of the skills: listening, speaking, reading, viewing, writing, presenting and*

language. Over a year approximately 18 of these cycles would cover all aspects of the curriculum in 36 weeks.

Figure 6: First page of the Grade 10 Annual Teaching Plan

2023/24 ANNUAL TEACHING PLANS: ENGLISH-FIRST ADDITIONAL LANGUAGE: GRADE 10 (TERM 1)										
TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10 & 11
<b>CAPS TOPICS</b>	1. Listening and speaking 2. Reading and viewing 3. Writing and presenting 4. Language structures and conventions									
<b>CONCEPTS, SKILLS AND VALUES</b>	1. Consolidation of Grade 9 work	1. Listen for information Introduce a classmate using the information provided.	1. Prepare learners for listening comprehension Listen for opinion Give opinion in whole class	1. Task 1: Listening comprehension	1. Explain and justify own attitude, opinion on the magazine or newspaper article (Integrated reading)	1. Group discussion on visual texts such as cartoons Emotive language: generalising, stereotyping	1. Teach features of prepared speaking	1. Listen to song, words of song Discuss	1. Preparation for reading out loud	1. Reading for pleasure and completing diagram or mind map on the selected text
	2. Peer assessment of baseline test Discussion of baseline test	2. Intensive reading: Teach reading comprehension strategies Inferential text Literature: Introduce learners to the features of different genres. Vocabulary: technical terms related to reading texts	2. Simple summary (e.g., use same text used for reading strategies in Week 2) Literature: Introduce set work* Discuss cover page, title, background of poet or author, predict the story Vocabulary: technical terms related to reading texts	2. Reading comprehension Vocabulary building Study of literature Poetry: short stories, novel, drama Discuss plot, character, theme, setting, figurative language, imagery Teach vocabulary related to text Questions and answers	2. Intensive reading: Reading comprehension focus on intention and writer's attitude Vocabulary: related to reading text Study of literature Poetry: short stories, novel, drama Discuss plot, character, theme, setting, figurative language, imagery Teach vocabulary related to text Questions and answers	2. Intensive reading Teach visual literacy advertisement Study of literature Poetry, short stories, novel, drama Discuss plot, character, theme, setting, figurative language, imagery Teach vocabulary related to text Questions and answers	2. Intensive reading Visual text, e.g., a graph, diagram, photograph, cartoon, etc. Study of literature Poetry, short stories, novel, drama Discuss plot, character, theme, setting, figurative language, imagery Teach vocabulary related to text Questions and answers	2. Intensive reading Teaching of summary writing skills Refer to Examination Guidelines of 2021 (pp 6 & 7) Study of literature Poetry, short stories, novel, drama Discuss plot, character, theme, setting, figurative language, imagery Teach vocabulary related to text Questions and answers	2. Intensive reading Review reading comprehension strategies Study of literature Poetry, short stories, novel, drama Discuss plot, character, theme, setting, figurative language, imagery Teach vocabulary related to text Questions and answers	2. Study of literature Poetry, short stories, novel, drama Discuss plot, character, theme, setting, figurative language, imagery Teach vocabulary related to text Questions and answers
	3. Introduction of learners to blogs Discuss the features of literary texts, newspaper or magazine articles	3. Sentence construction Teach different types of sentences (refer to CAPS p. 36)	3. Write a descriptive paragraph Text structure and language features (refer CAPS p. 36)	3. Teach the format of the friendly letter and write a letter Focus on: Process writing, planning, drafting, revising, editing, proofreading and presenting	3. Teach the format of a dialogue and write a dialogue based on giving and justifying opinion Focus on: Process writing, planning, drafting, revising, editing, proofreading and presenting	3. Task 2: Larger transactional	3. Write a descriptive essay Focus on: Process writing, planning, drafting, revising, editing, proofreading and presenting	3. Continue with descriptive essay (adding, proofreading, etc.)	3. Teach the format of a diary entry and write an entry Focus on: Process writing, planning, drafting, revising, editing, proofreading and presenting	3. Create an advertisement Focus on: Process writing, planning, drafting, revising, editing, proofreading and presenting
	4. Parts of speech (basic nouns, determiners, pronouns, adjectives, adverbs and prepositions) Forming adverbs (e.g. quickly) and adjectives (e.g. amazing) The day was amazing	4. Present tenses: indefinite, progressive, perfect (3rd words, form of the verb, questions, negatives and tags)	4. Past tenses: indefinite, progressive, perfect (3rd words, form of the verb, questions, negatives and tags)	4. Conjunctions: logical connectors, combining of sentences	4. Reported speech: Punctuation conventions of reported speech and dialogue	4. Reported speech: Punctuation conventions of reported speech and dialogue	4. Reported speech: Punctuation conventions of reported speech and dialogue	4. Future tenses: indefinite, progressive, perfect (3rd words, form of the verb, questions, negatives and tags)	4. Revision of 2-8 language structures and conventions in context	4. Manipulation of verbs

With the issue of not having enough textbooks and learners' lack English vocabulary resulting in difficulty reading with understanding, participants spent a lot of teaching time focusing on reading skills. The interviews showed that all participants were seldom on track with the ATP. Participant 1 clarified:

*I usually spend more time on each chapter so that learners thoroughly understand it before I move on to the next one. This affects the curriculum coverage because I'm always not on track with the ATP.*

Similarly, Participant 4 explained that she ended up being behind because she had to make sure that all the learners understood the subject content. This meant that the participant could exercise their agency by making a decision that would benefit the learners.

Participant 1 also mentioned that she had to explain to her Departmental Head why she was not implementing the ATP as she should. Being on par with the ATP seemed a challenge for all participants. However, Participants 1 and 2 explained that they conducted extra classes so that they could cover the curriculum in time. It is what Participant 2 was referring to in her collage (Figure: 5) when she put the words ‘pick up the pace’

### **4.2.3 Theme 3: Teacher Inspirations**

The data from both interviews and collages revealed that teachers’ pedagogy was influenced by teachers’ perceptions of teaching literature, their background, teacher development activities, and their desires for their learners and themselves.

The first inspiration was the teacher’s perceptions of why literature was taught at school. According to Participant 1, teaching literature aims to put learners in a position where they can develop abstract reasoning and critically analyse what is written in a text. On the other hand, Participants 2 and 3 believed the aim was to improve learners’ vocabulary. Participant 3 explained:

*I think the purpose is to help the learners improve their vocabulary and reading skills.*

While Participant 4 believed that the aim of teaching literature was to:

*. . . allow learners to think broadly. It will enable the learners to be themselves, to be able to express themselves and their emotions, and in the process, they can communicate with others. Teaching literature helps learners understand the world that they live in because they relate to some of the novels, short stories, or dramas. This means that one way or the other, they get to experience the world they have been to or may have never been to or heard of.*

Participant 4’s views on teaching literature were broad and beyond the classroom, while other participants were limited to what is in the text and learners’ vocabulary. Despite Participant 4’s comprehensive understanding of why literature is taught, her pedagogy, such as teaching strategies she uses is somewhat similar to that of the other participants.

The second inspiration was the teachers' background. In the collages, Participant 1 included a picture of learners in a multiracial class (Figure 3), which she says is the type of school she would have loved to go to when she was young. It is an ex-Model C school where there were many educational resources, she believed she would have been exposed to English language from a young age. However, she attended a rural school where English speaking was not emphasised. For this reason, when she grew up, she wanted to change the situation by making learners love English literature. To make this a reality for her learners, participant 3 had to exercise her agency by encouraging her learners to speak English and giving them more reading time during her lessons.

Participants 2, 3, and 4 expounded that they had excellent English teachers at high school and sometimes copied how their teachers used to teach. Participant 2 explained:

*I had one of the best English teachers you can find in the country. Wow, that teacher actually made me love English, even in class; I sometimes copy her teaching methods.*

Similarly, Participant 4 elucidated:

*I think my English teacher not only influenced the way I teach literature but also created a love for literature. He used to say that when you read a book, you must be able to picture everything in your head; by so doing, you will enjoy what you are reading.*

The third inspiration was the teacher development workshops. Regarding teacher development workshop activities, participants voiced different views. Participants 3 and 4 believed these workshops were beneficial to them, especially when it came to teaching literature. Participant 3 revealed that he had learnt new ideas and techniques for teaching literature. In the same manner that Participant 4 believed:

*They do contribute to how I teach English FAL literature because in those workshops, we get to share strategies on how we can teach a particular genre, and therefore, as an individual, if I see that that strategy could work in my school, I use it.*

In contrast, Participants 1 and 2 believed that teacher development workshops were not that helpful to them. Participant 1 contended that these workshops sometimes focused on developing new teachers. They discussed things she already knew, as she had taught English FAL for many years.

In addition, Participant 2 explained:

*Some of the workshops are unproductive because they sometimes don't focus on the challenges I face in my school. They assume that all the schools are well-resourced. There is a great lack of resources in my school, and the focus of these workshops is never on such schools as mine.*

She further explained that it was her academic qualifications that played a significant role in the decisions she made in her classroom. Participant 2's qualifications are a Diploma in Human Resource Management, PGCE and Honours in Environmental Studies. In her collage (Figure: 5), she put a picture of a person dressed in graduation regalia, which she explained that it represented what she achieved academically and what influences the way she teaches literature.

The last inspiration was the teachers' desires for their learners and themselves. The four participants had so many desires for their learners. Participant 1, who put a picture of a man driving a car (Figure: 3), explained:

*The man driving a car is driving independently; I believe he was taught how to drive and can now drive himself without help, so my learners must be able to read and analyse texts independently. I want them to be intelligent enough to make their own decisions and not always depend on me.*

Participant 2, who put the words: 'understanding' and 'more pleasure' on her collage (Figure: 5), explained that she wanted her learners to be able to read literature with understanding and not only for exam purposes but to read for pleasure.

Participant 3 expressed similar desires as the other participants; on his collage (Figure 4), he used the word 'confidence', to which he explained he hoped that his learners gain confidence to speak freely and express themselves in English.

In the interviews, Participant 4 clarified what she wanted for her learners:

*I desire that they change their attitude towards English as a language because I believe that they have a negative attitude in such a way that they end up not even wanting to try and practice it because they have concluded that they do not understand it and it is difficult.*

All four participants stated that they wanted to create a love of reading among their learners so that they can understand literature and overcome the challenges they face when doing assessments. However, it was only Participant 4 who explained what she was doing to create a love of reading in her learners. She explained:

*I also have to ensure that I work on their reading skills, start by giving them easy reading pieces so that they have enough confidence when reading, and if they have confidence, they might grow a love for reading, which will allow them to read books with understanding.*

Besides what they desired for their learners, participants had their own desires. During the interviews, Participant 1 explained how she would like many teacher development workshops and spaces where she can meet with other teachers to discuss how they can improve in teaching English FAL literature. Whereas Participant 2 had different desires, she avowed:

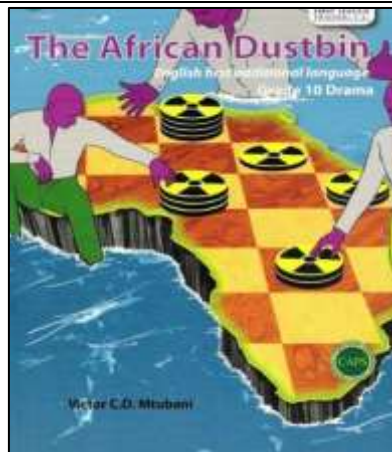
*I'd love to become a teacher who is not afraid of taking risks, the risks that will benefit my learners in the long run. I'd also like to become a teacher who finds creative solutions to challenges I face when teaching English.*

It emerged from the interviews that Participants 3 and 4 had similar desires: namely that they wanted to grow in teaching literature and be able to help their learners become better people in the future.

#### **4.2.4 Theme 4: Teaching strategies**

English FAL teachers are expected to select two genres to teach in Grade 10, School A selected drama (The African Dustbin) and poetry (Poetry Anthology), while School B chose the novel (Finders Keepers) and poetry.

**Figure 7:** The African Dustbin (Grade 10 Drama)



*The African Dustbin is a Grade 10 drama by Victor Mtubani (2006). It is about a European chemical company that is not allowed to dispose of its toxic waste in the river because it threatens marine life. Stating reasons that Africa is a jungle, it has a lot of mountains, and they would boost its economy. They decide to use Africa as a dustbin to throw their toxic waste. When the waste was disposed of in Africa, a lot of people got sick, and others died. This went on until a particular doctor did an investigation to find out what was making them ill and discovered that the toxic waste caused the sickness and there was a person from Africa who was paid by this European company to allow them to use Africa as a dustbin for their waste.*

**Figure 8:** Finders Keepers (Grade 10 Novel)



*Finders Keepers is a Grade 10 novel by Rosamund Haden (2015). It is about a 16-year-old girl, Lufuno, whose family moves from Gauteng to Cape Town. In the new school, she is bullied for being Venda and having dark skin. That is why she often misses her friend who lives in Jozi. Lufuno becomes friends with Mandla, the son of a chief who is loved by most of the girls in their class. Lufuno's parents, Mandla's parents, and their female classmates were unhappy with their relationship. One day, when the house Lufuno's family was renting was set on fire, Mandla risked his life by getting in and rescuing Lufuno's sister. The parents later accepted their relationship.*

The participants were asked about the type of genre that their learners preferred from the novel, drama and poetry. The learners in Participants 1 and 2's school preferred drama to poetry. Participant 1 explained:

*Well I might say they enjoy both poetry and drama.*

Participant 2 clarified:

*They enjoy drama and poetry, but mostly drama because whenever we're doing drama, they can actually always perform certain scenes from the drama which is very nice to watch.*

Learners in Participants 3 and 4's school preferred the novel compared to poetry for the following reasons.

Participant 3 explained:

*They do not like poetry because it is usually challenging to understand as it has more figurative language compared to the novel.*

Similarly, Participant 4 also stated that her learners preferred the novel and explained:

*Those that understand English enjoy reading the novel: Finders Keepers, I think the reason why they enjoy it, is because they can relate to what happens in the novel. The young girl who moves into a new school experiences both good and bad treatment from her classmates, which is something that almost all the learners at some point have experienced what the girl experienced.*

Data from the interviews showed that teachers used a variety of teaching strategies when teaching these literature genres.

A lot of reading was done during lessons. All participants mentioned that they exposed their learners to many reading activities, as explained in theme 2. The participants give books to the learners and allocate short pieces for learners to read aloud in class, or when doing drama learners read on behalf of characters. Participant 1 explained:

*I choose learners who will read and then they read the words in those characters' roles.*

Participant 2 explained that she sometimes gives them books to read quietly as the only time they get to have books is during lessons. This shows how the participant was taking the initiative to deal with the dilemma that she was facing in her classroom through agency.

Participants 3 and 4 elaborated that summaries were important in helping the learners understand literature. Participant 3 gave a summary to the learners after each chapter, while Participant 4 made the learners write the summary, which she said helped learners to remember what they had read.

Participants 1, 2, and 4 explained that role-playing was one of their strategies when teaching drama, African Dustbin (Figure 7). They let learners perform the scenes. Participant 2 explained:

*I let them read the words in those characters' roles so that it can be fun in class. That's how they find themselves enjoying themselves. You know, these kids like to do funny stuff in the classroom. So if you give them a chance to be in that particular situation, even those who struggle to grasp the content by acting or seeing others performing it, they understand it*

Participants 2 and 4 believed that an analysis table (Table 3) is very important when doing literature. This table has columns for setting, characters, symbols, plot, and theme. After completing a chapter in a novel, an act/scene in a drama, or even a poem, they give it to learners to fill in.

**Table 3:** Analysis table

Finders Keepers (Analysis Table)						
Chapter	Setting	Characters	Plot	Theme	Symbols	Figures of Speech

According to Participants 2 and 4, it helped the learners to remember what each chapter of the novel *Finders Keepers* (Figure 8) was about and can use it to prepare for assessments.

The use of dictionaries was emphasised by participants 1 and 2. They explained how their learners struggled with vocabulary and encouraged them to use dictionaries for words they did not understand.

Participant 3 elucidated how his learners struggled with understanding and answering questions during assessments. Due to this challenge, he explained:

*I try to help them revise by using previous question papers to familiarize them with how questions should be answered.*

Grade 10 question papers are usually set internally; Figure 9 is an example of questions taken from one of the question papers used by Participant 3 for revision. These questions are based on one of the poems prescribed for Grade 10.

**Figure 9:** Questions taken from a Grade 10 paper 2 question paper

**SECTION A: POETRY**

**QUESTION 1**

**1.1 Read the poem carefully and answer the questions that follow. The number of marks allocated to each question serves as a guide to the expected length of your answer.**

**No man is an island – John Donne**

No man is an island  
Entire of itself,  
Every man is a piece of the continent,  
A part of the main,  
If a cold be washed away by the sea, 5  
Europe is the less.  
As well as if a promontory were.  
As well as if a manor of thy friend's  
Or of thine own were:  
Any man's death diminishes me, 10  
Because I am involved in mankind,  
And therefore never send to know for whom the bell tolls:  
It tolls for thee.

1.1.1 Fill in the missing words by choosing from the list. Write only the word next to the question number

Europe, clod, affects, continent, country

In this poem the speaker refers to humankind as a a) . . . . . He mentions the continent b) . . . . . and says that every death c) . . . . .him. (3)

1.1.2 Refer to line 3

a) Identify the figure of speech (1)

b) Explain the relevance of this figure of speech. (2)

1.1.3 Explain why the following statement is FALSE:

The speaker bathes at the sea. (1)

1.1.4 Refer to lines 10 – 11

a) Identify the tone used in these lines. (1)

b) Explain why the speaker would use this tone. (2)

1.1.5 Refer to lines 12 -13

Describe the speaker's feelings in these lines. (2)

1.1.6 Discuss the suitability of the title "No man is an island" (2)

1.1.7 One of the themes in this poem is "connection". Discuss this theme. (3)

**[17]**

Participant 3 believed that if the learners were used to how questions were asked, they would be able to give the required answers during assessments.

From the data presented, what stood out was how all four participants had good English teachers in high school and how this contributed to their agency. Another thing that is worth noting is how both schools have overcrowded classrooms which makes it difficult for the participants to interact with the learners. The participants' views on teaching literature also stood out. Three participants' views were more technical to the classroom, while one participant was thinking beyond and relating it to learners' life experiences. Lastly, all four participants stated how their learners were struggling when doing assessments; however, only one participant was using previous question papers to get learners used to the style of questions in preparation for examinations.

### **4.3 Conclusion**

This chapter has presented data that was generated from the interviews and collages collected from four participants who were purposefully selected. From the data, four themes were identified; the first theme was teachers' emotions, which involved the teachers' positive and negative sentiments towards teaching literature. The second theme was the challenges they experienced, which were contextual and learner-centered. The third theme was the teachers' inspirations, including their perceptions of teacher development workshops and what they desired for their learners and themselves. The last theme was the teaching strategies used by the participants when teaching literature to their Grade 10 English FAL in rural schools.

## **CHAPTER 5: DISCUSSION AND CONCLUSION**

### **5.1 Introduction**

The previous chapter presented themes that emerged from the data generated from the interviews and collages. This chapter discusses the agency of Grade 10 English FAL educators when teaching literature in rural schools. Thematic analysis and the ecological model of agency were employed in data analysis and will guide the discussion of findings in this chapter. Finally, recommendations and suggestions for future research will be proposed.

### **5.2 Discussion of findings**

To achieve the objectives of the study, there were three research questions. Hence, this discussion is organised according to the study's research questions.

#### **5.2.1 What are the experiences of English FAL Grade 10 educators on teaching literature in rural schools?**

According to Khajavy et al. (2018), teaching is an emotional practice where one might experience positive and negative emotions. Similarly, the participants in this study expressed positive and negative sentiments towards teaching Grade 10 English FAL literature in rural schools. What was positive was that they loved English and enjoyed teaching it. One participant mentioned that she loved it because she was able to bond with the learners, making it easier to know them personally and assist them. This is supported by Redding and Walberg's (2012) study on promoting learning in rural schools, where they stated that a connection may arise from a teacher's willingness to help the learners succeed.

Participants also felt that teaching Grade 10 English FAL literature in a rural school was a struggle. There was a shortage of learner-teacher support material (LTSM). Shikalepo (2020) indicates that being a teacher in a developing country is difficult because one sometimes worked where there was a shortage of resources. These teachers worked in schools where the classes were overcrowded. Hlalele (2012, p. 115) affirms that rural schools usually have an "unreasonable learner-teacher ratio". According to Ogbonnaya et al. (2016) the high teacher-learner ratio makes it difficult for teachers to address each learner's individual needs. The issue of not being able to attend to all learners in class was raised by Participant 2, 3 and 4.

Having overcrowded classrooms results in an increased workload and teaching becomes even more difficult if there is a shortage of resources (Ogbonnaya & Awuah, 2019). The textbooks were not enough for all learners, and there was no internet. Although Participant 4 mentioned that there was WI-FI in her school, it was not possible to use it during lessons as it did not accommodate a large number of devices. Libraries were not available in both schools. Not having libraries meant that the learners were not exposed to a variety of reading material that would familiarise them with the English language. This is because the participants complained that their learners were unfamiliar with reading or speaking English. This was also evident in a study on challenges for rural schools in South Africa, conducted by du Plessis and Mestry (2019). Its findings revealed that learners from rural areas perceived English as a foreign language; most of them used or heard it only at school. In addition, Olifant et al. (2019) who conducted a study on teachers' perceptions of Grade 8 -10 English FAL learners' reading habits, attitudes and motivation. The study's participants believe that many learners only read because they were given an instruction at school or because they were reading for assessment purposes. They further explained that it was important to expose learners to a variety of reading materials as it will improve their English reading skills and vocabulary.

The four participants revealed that learners also had a negative attitude towards English. These findings are similar to those of Olifant et al (2019) who conducted a study on teachers' perceptions of Grade 8 to 10 English FAL learners' reading; all the teachers who were the participants stated that their learners had a negative attitude towards reading. The reason for this negative attitude could be lack of proficiency in the English language. Hibbert and Crous (2011) argue that if an activity becomes a burden to a learner, they avoid doing it and develop a negative attitude towards it. Similarly, Romylos and Balfour (2018) state that when learners do not understand what is read they lose interest. They further explain that the reason for learners' lack of understanding could be that the literary texts that are read in class are not relevant to the learners' lives. For example, the prescribed poetry which the learners might not relate to might be difficult to understand.

According to Ilyas and Afzal (2021) learners enjoy literary texts that have a plot, characters and events. This is evident in this study. In School A, learners are taught poetry and drama while in School B they are taught poetry and the novel. All four participants' mentioned that their learners preferred drama or novel and none of the participants' learners preferred poetry. In Romylos and Balfour's (2018) study of knowledge domains of English literature teachers

in South Africa, lack of vocabulary, understanding of figures of speech and critical thinking skills were the reason why most of the learners who do English as an additional language did not like poetry. The issue of not knowing figures of speech was raised by Participant 3. In addition, Hassan (2018) mentions that learners might try to understand vocabulary used in the poem but still not get the contextual meaning behind the words. Participant 4 elaborated that her learners liked the novel more because they were able to relate to what was happening in the novel. This is similar to the findings of the study conducted by Venketsamy and Sibanda (2021) on exploring strategies teachers use to develop literary skills. The study revealed that learners preferred texts that they can relate to, the texts where they are familiar with the context and lives similar lives to those of the characters. As Participant 4 explained how similar the plot of the novel was to the learners' lives.

Participants also mentioned that their learners performed poorly in assessment tasks. Some failed to give correct answers, while others copied from each other. Redding and Walberg (2012) argue that one's motivation to learn contributes significantly to the attainment of learning objectives. Should one believe they will not succeed, there would not be a link between their action and aiming for a positive outcome. Lack of motivation could be one of the reasons behind learners' poor performance. In Romylos and Balfour's (2018) study the findings revealed that the learners' success was hindered by the language barrier. According to Olifant (2019) reading and understanding questions enables one to give the required answers. If the learners do not understand the questions, they will not be able to give correct responses.

### **5.2.2 How do the English FAL Grade 10 educators show agency when enacting the literature curriculum in rural schools?**

Agency enables teachers to critically form their responses to problematic situations (Priestly et al., 2011). Teaching in overcrowded classrooms, where there is a shortage of learner-teacher support material, and teaching learners who had difficulties understanding the English language were problematic situations that the participants were experiencing. They had to find ways of dealing with these challenges by exercising their agency. All participants mentioned using different teaching strategies, such as acting out the scenes from the drama, allowing more time for reading during lessons, writing summaries after a chapter, etc. The use of these teaching strategies shows how the participants apply agency to implement the Grade 10 English FAL literature curriculum effectively.

According to Erturk (2015), teachers need to develop activities that will interest the learners instead of delivering content only, which results in learners being passive. This was apparent in Participants 1, 2, and 4's case, where role-playing was used, and learners acted out the scenes from the drama. As their learners had difficulties understanding English literature, they believed role-playing helped them better understand the drama. Rashid and Qaisar (2017) point out that role-playing improves learners' confidence. Therefore, in this context, role-playing contributed to learning literature and boosted the learners' confidence, as the participants had mentioned that their learners lacked self-confidence.

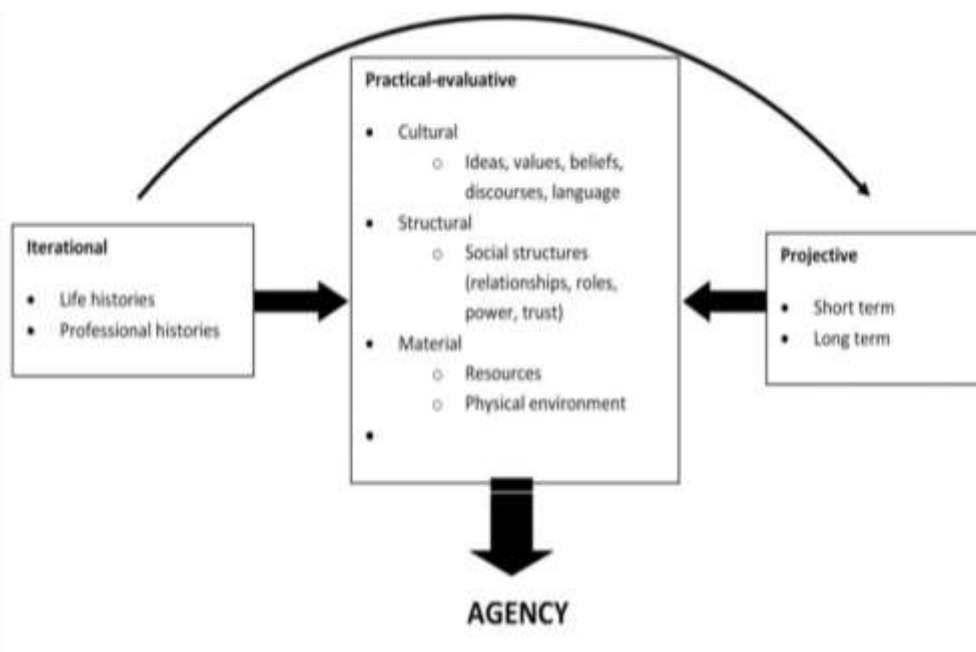
All participants mentioned that most learners did not understand vocabulary. Alabsi (2016) argues that comprehension is impossible if one does not understand vocabulary. While understanding literature requires one to understand the words used in a text, all participants declared that their learners struggled in this aspect. According to Venketsamy and Sibanda (2021) learners from different language backgrounds usually have challenges when it comes to the understanding of English FAL texts because of their limited vocabulary. In response to this challenge, Participant 1 and 2 mentioned that encouraging their learners to use dictionaries to look up words they did not understand was very helpful. Similarly, Zhang et al.'s (2021, p. 22) results of a meta-analysis on dictionary use in second language learners' acquisition of vocabulary concluded that "dictionary use is very effective in assisting L2 [second language] learners to improve their vocabulary knowledge." Dictionaries were the most effective resource for learners who did not have access to the internet or libraries. This was affirmed by Imants and Van de Wal (2020), who declare that available resources limit agency.

The participants revealed that their learners were failing to answer questions during assessments. Participants 2, 3, and 4 believed that writing a summary at the end of the chapter of the novel was a good strategy to help the learners remember the story. Participants 2, 3 and 4 asked learners to write a summary of the chapter or do an analysis on the table where they briefly described the plot, setting, characters, and themes. The participants believed that summaries would aid the learners' understanding of literature and improve their results. In addition to the summaries, Participant 3 conducted revision using previous question papers. In this way, learners were exposed to how questions are asked and prepared for assessment tasks. The participants realised that their learners were struggling and showed agency by taking the initiative to help the learners deal with the challenges.

With the shortage of textbooks, the participants ensured that a lot of reading was done in class. However, this was not stipulated in the annual teaching plan (ATP). According to the CAPS (Department of Basic Education, 2011), other sections of literature should be read as homework. Reading in the classroom was the solution because at home it was impossible as the participants mentioned the shortage of books. Jenkins (2019) states that teacher agency is implemented when teachers apply change in their classrooms to attain anticipated objectives. However, teachers are expected to cover the curriculum in time, and the four participants lagged behind the annual teaching plan. Metcalfe and Witten (2019) argue that many teachers who follow the ATP as it ends up sacrificing the quality of learning over keeping pace. As the participants could not keep pace, two decided to conduct extra lessons to cover the curriculum.

### 5.2.3 What influences the agency that is shown by the English FAL Grade 10 educators when enacting the literature curriculum in rural schools?

**Figure 1:** Ecological model of agency (Priestly, Biesta & Robinson, 2015, p. 4)



According to Priestly et al. (2015), there are three dimensions to agency: the iterational dimension, which focuses on the past experiences; the projective dimension, which deals with one's aspirations for the future; and the practical evaluative dimension, which is based on the present. However, they also argue that the interplay of these dimensions varies according to context.

One of the influences of the agency shown by the participants was their life histories and professional histories. Through past experiences, the actors can remember, choose, and apply what they have developed (Emirbayer & Mische, 1998). Participant 1 explained how her life history influenced her decision to take English as a major at university. She explained how she was motivated by how she grew up in rural areas and how she was not exposed to English which resulted in her having barriers when communicating in English.

The professional histories of the four participants played a role in their agency. They explained how their English teachers influenced the decisions they made in their classrooms. They believed they had the best teachers and sometimes imitated how they used to teach. In addition to this, one participant stated that her academic qualifications greatly influenced the decisions she made in her classroom. It is only Participant 1, who started working at another school before moving to her current school. She explained that the other school was also a rural school although it was not similar to the school where she works now. The school differed in terms of the school culture like how they used to emphasise English speaking among the learners. Participants 2, 3 and 4 have always worked in the same schools since they started working. Two participants stated that what they learnt in professional development workshops influenced some of their decisions. They believed these were very helpful in how they taught literature as they had learnt a lot of strategies one could use. This is similar to the findings of the study conducted by Oyedele and Chikwature (2016). Although it was conducted in Zimbabwe, its results revealed that professional development furnished teachers with skills and knowledge they can use in their classrooms. On the other hand, two participants felt that the professional development activities they took part in did not address their needs and that what was discussed was not helpful to a teacher working in the rural school context. This assertion was supported by Opfer and Pedder (2011), who argue that the activities that are used for teacher learning might be suitable for particular teachers but might not provide the same result for teachers in another context. In addition, Kelly (2006) asserts that knowledge in a context is sometimes not functional in other contexts.

Their future aspirations also influenced the agency shown by the participants. The participants had both short and long-term goals. Priestly et al. (2015) annotate that short-term goals rather than long-term goals often guide teachers' action. In this study, the participants wanted their learners to acquire reading skills and be able to do assessments without any challenges and pass, which were the only short-term goals. Despite Priestly et al.'s (2015)

assertion, the participants' agency was greatly influenced by long-term goals, such as wanting their learners to express themselves in English fluently. In a study conducted by Zuma et al. (2013) on impediments to literary competence, it was discovered that learners in their study failed to read literature without the help of their teachers. Hence, the participants wanted their learners to be able to read, understand and critically analyse texts independently. They also wanted to create a reading culture, a love of literature, and a positive attitude towards English among their learners. However, Participants 1, 2, and 3 did not elaborate on how they were creating this culture. I (the researcher) should have probed into their responses and asked them to give detailed responses on how they were creating the reading culture. Participant 4 explained that she was giving the learners short pieces to read so that they would get used to reading and build their confidence.

The participants also had aspirations for themselves, such as wanting to grow in teaching literature, make good learning decisions and create a conducive teaching and learning environment.

Priestly et al. (2015) state that the practical evaluative dimension focuses on responses towards the present, as agency can only be executed in the present. This dimension focuses on three conditions, that is the cultural, structural and material conditions. Structural conditions such as where Participant 1 felt her school management team was very supportive of the decisions she made, such as when she wanted to communicate with the parents regarding extra classes that she conducted. Participant 1 felt that her current school was not doing enough to encourage learners to speak English which was encouraged greatly in the school where she used to work before. Material conditions such as the shortage of textbooks and technology and the internet, classrooms and other resources mentioned by participants, influenced the participants' agentic behaviour. Cultural conditions refer to the learners' attitude and the learners' lack of English proficiency some of which might be a result of the context of their school and community. Du Plessis and Mestry (2019) state that it is important for teachers to understand the context in which they work and the community where the learners live before deciding what and how to teach. The agency the teachers showed was greatly influenced by the present circumstances that they found themselves in.

All dimensions of agency are temporarily embedded, and each has a role in the actor's action (Emirbayer & Miche, 1998; Priestly et al., 2015). Evidently, in this study, the participants' past, present, and future influenced their decisions. However, the decisions were made based

on the current experiences. The three dimensions might be visible but do not dominate the participants' actions equally. The results of this study suggest that the projective dimension, where one's agency is influenced by their desires for the future and the practical evaluative dimension, which focuses on one's present, were more dominant over the iterational dimension, where one's past histories influence one's agency. However, the non-dominance of life histories and professional histories could be because the interview questions and collage making instructions included a limited number of questions that would encourage participants to discuss their histories. Emirbayer and Mische (1998) declare that the domination of a dimension over the other can be temporal. The roles of the dimensions can change depending on the context, engagements, and cultural beliefs.

### **5.3 Recommendations**

The findings of this study revealed that the four teachers said that their learners were not familiar with English and had a negative attitude towards English as a subject. To address this issue, the schools can implement a language policy, where all learners are expected to communicate in English during English lessons. In this manner, learners will get used to speaking English, so their confidence will increase. This will help them in English literature and other subjects because English is the language of learning and teaching (LoLT) in the participants' schools. Banditvilai and Cullen (2018) argue that it is important for learners to practice speaking English to improve their speaking and listening skills. Since the schools do not have libraries, the teachers can write to companies and libraries and ask for book donations. They (teachers and learners) can also bring old newspapers and magazines to school and create reading corners in the classrooms where learners can access reading material. The schools can also squeeze in 'reading time' on their timetable, when everyone stops what they are doing and read. This will sharpen the learners' reading skills while creating a reading culture among the learners. Where there is a shortage of textbooks, the schools should have learner-teacher support material (LTSM) committees that will be responsible for monitoring all the LTSM. For example, they can monitor the textbooks by doing regular counts at the end of the term and ensuring they are in good condition and stored in a safe place. This committee can also ensure that the number of textbooks in the school equals the number of learners so that no learner is left without a book. To overcome the overcrowding problem, schools can write to the Department of Basic Education and ask for mobile classes as a temporary solution. The DoE should hire more teachers so each class has

an average teacher-to-learner ratio. The DoE should also ensure schools have the necessary LTSM to function smoothly.

This study focused on four Grade 10 educators who taught English FAL in rural schools. It would be interesting to study the agency of educators in other contexts other than rural. The number of participants can be increased, as well as different grades. This could be helpful to educators from different contexts.

#### **5.4 Conclusion**

Although English is the most commonly used language in South African schools, learners in rural schools still struggle with reading, writing, and speaking English. This makes teaching English First Additional Language in a rural school very challenging, especially when teaching the literature aspect. From this study, it can be deduced that teacher agency plays an essential role in making decisions that enable teachers to deal with the challenges while addressing the learners' needs. However, finding solutions to challenges should not be the teachers' responsibility but a joint effort from all stakeholders.

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## **APPENDICES**

- APPENDIX A** ..... Ethical clearance certificate
- APPENDIX B** ..... Permission from Department of Basic  
Education
- APPENDIX C** ..... Informed consent letter for participants
- APPENDIX D** ..... Interview questions
- APPENDIX E** ..... Instructions on collage making

# APPENDIX A: ETHICAL CLEARANCE CERTIFICATE



14 April 2023

**Tholakele Cynthia Dlamini (220107812)**  
School Of Education  
Pietermaritzburg campus

Dear TC Dlamini,

**Protocol reference number:** HSSREC/00005338/2023

**Project title:** The agency of grade 10 English First Additional Language educators when teaching literature in rural schools.

**Degree:** Masters

## Approval Notification – Expedited Application

This letter serves to notify you that your application received on 10 March 2023 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**.

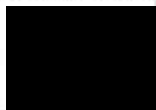
**Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have 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 14 April 2024.

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.

HSSREC is registered with the South African National Health 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 (0)31 260 8350/4557/3587 Email: [hssrec@ukzn.ac.za](mailto:hssrec@ukzn.ac.za) Website: <http://research.ukzn.ac.za/Research-Ethics>

Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

INSPIRING GREATNESS

# APPENDIX B: PERMISSION FROM THE DEPARTMENT OF BASIC EDUCATION



**KWAZULU-NATAL PROVINCE**

EDUCATION  
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200  
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201  
Tel: 033 392 1063

Email: Phindile.duma@kzndoe.gov.za

Enquiries: Phindile Duma

Ref.:2/4/8/16

Miss TC Dlamini  
PO Box 117  
**WARTBURG**  
3233


Dear Miss Dlamini

## PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"THE AGENCY OF GRADE 10 ENGLISH FIRST ADDITIONAL LANGUAGE EDUCATORS WHEN TEACHING LITERATURE IN RURAL SCHOOLS"**, 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 14 February 2023 to 31 January 2026.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UMGUNGUNDLOVU DISTRICT

  
Mr GN Ngcobo  
Head of Department: Education  
Date: 15 February 2023

GROWING KWAZULU-NATAL TOGETHER

## APPENDIX C: INFORMED CONSENT LETTER FOR PARTICIPANTS



Science and Technology Cluster,  
School of Education,  
College of Humanities,  
University of KwaZulu-Natal,  
Pietermaritzburg Campus, KwaZulu-Natal  
02 February 2023

Dear Teacher

### **INFORMED CONSENT LETTER FOR TEACHERS**

My name is Tholakele Cynthia Dlamini. I am studying towards a Master's in Education Degree in Teacher Development Studies, at the School of Education, College of Humanities at the University of KwaZulu-Natal. I am conducting a research study titled "The agency of Grade 10 English First Additional Language educators when teaching literature in rural schools."

Studies suggest that some learners in rural areas do not have much exposure to English, making the teaching of English FAL very difficult for teachers especially when teaching literature. This then requires teachers to exercise their agency when teaching literature in rural schools.

In view of the foregoing, I intend to explore the agency of Grade 10 English FAL educators when teaching literature in rural schools. The objectives of the research are as follows:

1. To explore the experiences of English FAL Grade 10 educators on teaching literature curriculum in rural schools.
2. To explore how English FAL Grade 10 educators show agency when enacting the literature curriculum in rural schools.
3. To explore the influence of the agency that is shown by the English FAL Grade 10 educators when enacting the literature curriculum in rural schools.

You are invited to please participate in the study because you are a teacher who teaches Grade 10 English FAL at a rural school and have a teaching experience of more than five years. To gather the information, I am going to ask you some questions in a one individual interview which its duration might be 25-30 minutes. In addition, I will also ask you to create a collage where I will provide all the required material and give you guidelines on what will be expected of you. This might take 60-90 minutes, including an interview where you explain what is on your collage.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number\_\_\_\_\_).

Please note that:

- Your participation is voluntary. If you do not participate you **will not be penalized** in any way.
- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interviews will last for about 25-30 minutes 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 this research only.
- Data will be in the form of interview transcripts and collages. It will be stored in secure storage and destroyed by shredding after 5 years. Digitally recorded data will be deleted after five years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- Your involvement is purely for academic purposes only, and there are **no financial** benefits involved. However, it is expected that you will realize the power that you have to be the agent of change in your classroom.

Thank you

Yours Faithfully

Miss T. C. Dlamini

My contact details are as follows:

**Email:** [nompilodlamini5@gmail.com](mailto:nompilodlamini5@gmail.com)

**Cell phone:** 076 708 5089

My supervisor is Prof. Carol Bertram. She is a lecturer at the School of Education, College of Humanities, Pietermaritzburg Campus at the University of KwaZulu-Natal.

My supervisor's contact details are:

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

**Cell phone:** 084 407 9827

You may also contact the Research Office at:

**University of KwaZulu-Natal**

**Humanities and Social Sciences Research Ethics**

**Govan Mbeki Centre**

**Tel +27312604557**

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

Thank you for reading this document about this research.

#### **DECLARATION OF CONSENT**

I ..... (Full names of participant) hereby confirm that I have been informed about the study entitled “**The agency of Grade 10 English First Additional Language educators when teaching literature in rural schools**” by T. C. Dlamini. I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand the purpose and procedures of the study.

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

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without negative consequences.

I voluntarily give permission for the interviews to be audio-recorded. YES/NO

I give permission for my collage to be used as a source of data. YES/NO

My identity will not be disclosed and pseudonyms will be used to protect my identity.

If I have any further questions/concerns or queries related to the study, I understand that I may contact the researcher at [nompilodlamini5@gmail.com](mailto:nompilodlamini5@gmail.com) or 076 708 5089.

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researcher, then I may contact:

**HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION**

**Research Office, Westville Campus**

**Govan Mbeki Building**

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

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

.....  
**Name of Participant**

.....  
**Signature of Participant**

.....  
**Date**

## APPENDIX D: INTERVIEW QUESTIONS

### Semi-structured interview questions

Each participant will be asked the following interview questions:

1. In what age category are you in?
2. Where and when did you do your teacher qualifications?
3. Were you trained for teaching? If yes, was English one of your major subjects?
4. For how long have you taught English First Additional Language?
5. Why did you choose to teach English?
6. For how long have you taught English FAL Grade 10 in this school?
7. Do you enjoy teaching English FAL in this school? Give a reason for your answer.
8. Explain how the context of the school affects the way you teach English FAL literature to Grade 10. (For example, how many learners do you have per class?)
9. What important learner teacher support material (LTSM) do you think a school should have in order to teach the English FAL curriculum as stated in the CAPS document?
10. Comment on whether your school has all the above mentioned LTSM.
11. How does having/ not having adequate having LTSM affect the way you teach English FAL literature in Grade 10?
12. What challenges, if any, do you encounter when teaching literature to your Grade 10 learners?
13. How do you deal with the above-mentioned challenges? (If there are any).
14. What methods do you use to teach literature?
15. What influences the way you teach literature in your classroom? (For example, did you have a good English teacher when you were at high school?)
16. Do you try out different teaching approaches when teaching literature?
17. Does your school environment influence the way you make decisions about how you teach literature?
18. What challenges do your learners face when completing assessments?
19. Do you attend teacher development workshops? If yes, do they contribute to the way you teach English FAL literature?
20. What do you aspire for yourself as a teacher and your learners?

## APPENDIX E: INSTRUCTIONS ON COLLAGE MAKING

### Instructions on collage making

From the given magazines, choose words and pictures that represent some/all of the following aspects and paste them on the given sheet of paper:

Your feelings and emotions when you think about teaching literature.

Your attitude towards teaching literature in your classroom.

Your past and present experiences that influence the way you teach literature in your classroom.

Your future aspirations that influence the way you teach literature in your classroom.

## The agency of Grade 10 English First Additional Language educators when teaching literature in rural schools

### ORIGINALITY REPORT

<b>10%</b>	<b>7%</b>	<b>3%</b>	<b>4%</b>
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

### PRIMARY SOURCES

<b>1</b>	<b>Submitted to University of KwaZulu-Natal</b> Student Paper	<b>3%</b>
<b>2</b>	<b>researchspace.ukzn.ac.za</b> Internet Source	<b>2%</b>
<b>3</b>	<b>Ramashego Shila Mphahlele, Mncedisi Christian Maphalala. "Contextualising Rural Education in South African Schools", Brill, 2023</b> Publication	<b>1%</b>
<b>4</b>	<b>ulspace.ul.ac.za</b> Internet Source	<b>&lt;1%</b>
<b>5</b>	<b>1library.net</b> Internet Source	<b>&lt;1%</b>
<b>6</b>	<b>hdl.handle.net</b> Internet Source	<b>&lt;1%</b>
<b>7</b>	<b>repository.up.ac.za:8080</b> Internet Source	<b>&lt;1%</b>
<b>8</b>	<b>www.tandfonline.com</b> Internet Source	