
THESIS / DISSERTATION SUBMISSION

Title: The Teaching and Learning of Literature in the Grade 10 English First Additional Language Classrooms in Limpopo Province

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Submission date: November 2024

Submitted in fulfillment of the requirements in respect of the **master's** degree with specialisation in Subject Education in Languages) in the department of Languages in Education in the faculty of Education at the **University of the Free State**

Supervisor: Dr M Khosa

*Inspiring
excellence,
transforming
lives through
quality,
impact, and
care.*

DECLARATION

I, **Peter Mashao**, declare that the study titled **The Teaching and Learning of Literature in the Grade 10 English First Additional Language Classrooms in Limpopo Province** is my own work submitted in fulfillment of the requirements in respect of the master's degree in the Department of Languages in Education in the faculty of Education at the University of Free State. All the resources used or cited in this study have been acknowledged in the reference list, and this work has not been submitted to any other institution for examination purposes.

Signature: P Mashao

Date: 22 November 2024

ACKNOWLEDGEMENTS

First, I would like to thank the Almighty God, my creator and saviour for protecting me and giving me the wisdom and strength I needed during my research.

Furthermore, I wish to thank the following people for their support and contributions towards my work:

Dr Martha Khosa, my supervisor, for all her support, encouragement, guidance, insightful and helpful feedback she provided after reading my numerous drafts and for being patient with me when I was not doing it right.

My lovely and supportive family, for their understanding.

The teachers and the learners who participated in this study, for their interest and time.

My colleagues; Ramokhopa M.C for encouragement and assisting with internet access, Monyuku R for the encouragement, support and assisting with Turnitin, and Buthelezi N.C for assisting with his laptop when mine was damaged.

The Limpopo Provincial Education Department, for permitting me to conduct my research in the Sekhukhune South District Schools.

ABSTRACT

Teaching literature in the English First Additional Language (EFAL) classroom is important for widening students' vocabulary and providing opportunities to strengthen their language skills. Moreover, teaching literature for the said purpose requires expert teachers to encourage and motivate learners to read and engage in meaningful discussions to comprehend what is read. However, research on the teaching and learning of EFAL literature has shown that various factors contribute to the challenges of teaching and learning literature in the EFAL classroom. This study investigated the challenges of teaching and learning literature in the Grade 10 EFAL classroom. A qualitative research approach was used to collect and analyse data gathered through observations and interviews with teachers and learners. The data collected was analysed by using thematic analysis. The findings revealed that the following factors contributed to the challenges experienced in teaching and learning literature in the EFAL classroom: overcrowding, lack of teaching and learning material, reading problems, lack of interest in reading, learner progression, language barriers, reluctance to attend extra classes, and difficulties in analysing texts. Based on these findings, it is concluded that teaching and learning literature in the EFAL classroom will likely remain a challenge if the factors identified above are not promptly addressed. Hence, it is recommended that the educational authorities provide teachers with practical training workshops to help them apply their roles as teachers to overcome challenges in the circle of their influence. This study will contribute knowledge in terms of helping teachers improve their instruction of literature in the EFAL Grade 10 classroom for the benefit of EFAL learners across the grades in South Africa.

Key words: English First Additional Language, literature, language barriers, reading problems, reading materials.

TEMANA

Go ruta dingwalo ka phapošing ya Polelo ya Tlaleletšo ya Seisemane (EFAL) go bohlokwa go katološa tlotlontšu ya baithuti le go fa dibaka tša go maatlafatša mabokgoni a bona a polelo. Go feta fao, go ruta dingwalo ka morero wo o boletšwego go nyaka gore barutiši ba ditsebi ba hlohleletše le go hlohleletša baithuti go bala le go tsenela dipoledišano tše di nago le mohola go kwešiša seo se balwago. Le ge go le bjalo, dinyakišišo tša go ruta le go ithuta dingwalo tša EFAL di bontšhitše gore mabaka a go fapafapana a na le seabe go ditlhohlo tša go ruta le go ithuta dingwalo ka phapošing ya EFAL. Thuto ye e nyakišišitše ditlhohlo tša go ruta le go ithuta dingwalo ka phapošing ya Mphato wa 10 ya EFAL. Mokgwa wa nyakišišo ya boleng o šomišitšwe go kgoboketša le go sekaseka datha yeo e kgobokeditšwego ka dipono le dipoledišano le barutiši le baithuti. Datha yeo e kgobokeditšwego e ile ya sekaseka ka go šomiša tshekatsheko ya sererwa. Dikutollo di utollotše gore mabaka a a latelago a bile le seabe go ditlhohlo tše di itemogetšwego go ruteng le go ithuta dingwalo ka phapošing ya EFAL: go tlala kudu, go hloka didirišwa tša go ruta le go ithuta, mathata a go bala, go hloka kgahlego go go bala, tšwelopele ya moithuti, mapheko a polelo, go dikadika go tsenela diklase tša tlaleletšo, le mathata a go sekaseka dingwalwa. Go ya ka dikhwetšo tše, go phethwa ka gore go ruta le go ithuta dingwalo ka phapošing ya EFAL go na le kgonagalo ya gore di tla dula e le tlhohlo ge e le gore mabaka ao a lemogilwego ka mo godimo a sa rarollwe ka pela. Ka fao, go šišinywa gore balaodi ba thuto ba fe barutiši dithuto tša tlhahlo ye e šomago go ba thuša go diriša dikarolo tša bona bjalo ka barutiši go fenywa ditlhohlo ka sedikong sa khuetšo ya bona. Thuto ye e tla tsenya letsogo tsebo go ya ka go thuša barutiši go kaonafatša thuto ya bona ya dingwalo ka phapošing ya EFAL ya Mphato wa 10 go hola baithuti ba EFAL go ralala le mephato ka Afrika Borwa.

Mantšu a bohlokwa: Sepedi Lelemetlaleletšo la Pele, dingwalo, mapheko a polelo, mathata a go bala, didirišwa tša go bala.

NKOMISO

Ku dyondzisa matsalwa etlilasini ya Ririmi ro Engetela ra Xinghezi (EFAL) i swa nkoka eka ku ndlandlamuxa ntivomarito wa swichudeni na ku nyika minkarhi yo tiyisisa vuswikoti bya swona bya ririmi. Ku tlula kwalaho, ku dyondzisa matsalwa hi xikongomelo lexi vuriweke swi lava leswaku vadyondzisi laya tokoteke va khutaza no hlohlotela vadyondzi ku hlaya na ku nghenelela eka mimbulavurisano leyi nga na nhlamuselo ku twisisa leswi hlayiwaka. Hambiswiritano, ndzavisiso wa ku dyondzisa na ku dyondza matsalwa ya EFAL wu kombisile leswaku swilo swo hambana swi hoxa xandla eka mintlhontlho ya ku dyondzisa na ku dyondza matsalwa etlilasini ya EFAL. Ndzaaiso lowu wuavisisile mintlhontlho ya ku dyondzisa na ku dyondza matsalwa etlilasini ya Giredi ya 10 ya EFAL. Endlelo ra ndzavisiso wa xiyimo ri tirhisiwile ku hlengeleta na ku xopaxopa mahungumbisi lama hlengeletiweke hi ku tirhisa vuxiyaxiya na mimbulavurisano na vadyondzisi na vadyondzi. Mahungumbisihlengeletiweke maxopaxopiwele hi ku tirhisa nxopaxopo wa nhlokomhaka. Swikumiwa swi paluxile leswaku swilo leswi landzelaka swi hoxe xandla eka mintlhontlho leyi langutaneke na yona eka ku dyondzisa na ku dyondza matsalwa etlilasini ya EFAL: ku tala ka vadyondzi ku pfumaleka ka switirhisiwa swo dyondzisa na ku dyondza, swiphiko swo hlaya, ku pfumaleka ka ku tsakela ku hlaya, ku ya emahlweni ka vadyondzi, swihinga swa ririmi, ku tsan'wa titlilasi leti engeteriweke na swiphiko swo xopaxopa matsalwa. Hi ku ya hi swikumiwa leswi, ku gimetiwa leswaku matsalwa yo dyondzisa na ku dyondza etlilasini ya EFAL swi nga endleka ya tshama ya ri ntlhontlho loko swilo leswi boxiweke laha henhla swi nga Ingutiwi hi xihatla Hikwalaho, ku ringanyetiwa leswaku valawuri va dyondzo va nyika vadyondzisi mindzelelo yoa pfuna ku tirhisa xiying xa vona tanihi vayimeri va ku cinca ku hlula mintlhontlho eka xirhendzevutana xa nkucetelo wa vona. Ndzavisiso lowu wua hoxa xandla eka vutivi hi tlhelo ro pfuna vadyondzisi ku antswisa madyondziselo ya vona ya matsalwa etlilasini ya EFAL Giredi ya 10 ku vuyerisa vadyondzi va EFAL eka tigiredi hinkwato eAfrika-Dzonga.

Marito ya nkoka: Xitsonga Ririmi ro Engetela ro Sungula, matsalwa, swihinga swa ririmi, swiphiko swo hlaya, switirhisiwa swo hlaya.

LIST OF ABBREVIATIONS

ANA	- Annual National Assessment
PIRLS	- Progress in International Reading Literacy Study
EFAL	- English First Additional Language
LiEP	- Language in Education Policy
PCK	- Pedagogical Content Knowledge
CLT	- Cognitive Load Theory
CA	- Curriculum Advisor
HOD	- Head of Department
DoE	- Department of Education
DBE	- Department of Basic Education
GHREC	- General/Human Research Ethics Committee
CAPS	- Curriculum Assessment and Policy Statement
FET	- Further Education and Training

DEFINATIONS OF TERMS

Literature - Literature refers to fiction and non-fiction written works such as poetry, prose, short stories, novels, graphics, drama, etc.

English First Additional Language (EFAL) - Is the language learnt in addition to one's home language.

Challenges - Are obstacles that hinders the success of a particular process

Classroom - A room in school where lessons take place

Teaching - The practice implemented by a teacher aimed at transmitting knowledge and skills to learners

Learning - The process of acquiring new knowledge, skills and understanding

Teacher - A person who facilitates learning in the classroom

Learners - A person who receives education

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CHAPTER 1

INTRODUCTION

1.1 Introduction

This study investigates the challenges of teaching and learning literature in Grade 10 English First Additional Language (EFAL) Classrooms. The study's background, problem statement, value, research questions, aim, and objectives are discussed. Then, the theoretical framework and research methodology are briefly outlined. The chapter ends with the layout of the chapters in this study.

1.2 Background of the study

When learners are taught the English language, they develop listening, speaking, reading, and writing skills. This helps them develop effective communication skills. Hence, literature plays a crucial role in enhancing these skills. For the learners to acquire literature skills, they require effective instruction, which should be accompanied by adequate teaching and learning materials. Mawela and Seherrie (2022) revealed that teachers lack the pedagogic content knowledge required for teaching learners. They further added that the training that teachers receive in colleges/universities sometimes is not enough to prepare them to address the challenges encountered in the classroom (ibid.)

International studies have shown that problems with comprehension, lack of literary materials, and the learners' lack of interest make the teaching of literature difficult and challenging (Patunob and Ibojo, 2023; Ugwu, 2022; Chika, Retno and Rohmana, 2023) for teachers in the classroom. This negative experience signifies an international problem in literature teaching and learning in the EFAL classroom. In the South African context, evidence has shown that inadequate reading materials (Olifant, Cekiso and Rautenbach, 2022) and the teachers' insufficient understanding of learners' difficulties in learning (Phala and Hugo, 2022) negatively affect learner performance in reading and enjoying literature. For example, the Annual National Assessment (ANA) results revealed that Grade 9 EFAL learners achieved below 40% in a two-year cycle

between 2012 and 2013, showing that challenges of reading among South African learners have been long-standing. This suggests that competency in the target language still needs to be improved. Learners' performance in higher grades seems to be the effect of what is happening in the lower grades, given the Progress in International Reading Literacy Study (PIRLS) 2021, which revealed that learners cannot read for meaning in all the languages (e.g., English and their African home language). Although South Africa has invested millions in education, unlike most other African countries, EFAL's performance remains unsatisfactory. This raises questions about what is happening in the EFAL classrooms during literature lessons.

While several similar studies have been conducted regarding the teaching of literature, there is still a need for a study that focuses on the teaching and learning of literature in Limpopo Province, given its unique sociocultural and linguistic dynamics. Hence, this study will close the gap by shedding light on the difficulties teachers and learners encounter in the diverse educational context of Limpopo Province. It is anticipated that the findings of this study will help teachers improve their instruction of literature in the EFAL Grade 10 classroom for the benefit of EFAL learners across the grades in South Africa.

1.3 Problem statement

The learning and teaching of literature in the EFAL classroom require expert teachers who can engage learners in meaningful reading activities and discussions to achieve comprehension of what is read. However, this is not happening as expected, given the following contributory factors: Inadequate reading materials, lack of reading materials at home, teachers' lack of knowledge about diverse learning needs, learners' poor comprehension in reading, and learners' lack of interest in reading literature.

1.3.1 Inadequate reading materials

Inadequate material for reading at schools causes stress to the teachers and learners as teachers cannot teach effectively, while learners cannot acquire knowledge to the best of their abilities (Howie, 2017). Many schools in South

Africa, mostly in rural areas, are affected by the challenges of a shortage of reading material (Fesi and Mncube, 2019). Without literature texts, teachers are unable to deliver quality instruction. Hence, only a few schools in South Africa have adequate instructional materials (Howie, 2017).

1.3.2 Lack of reading materials at home

Having no reading material at home denies learners opportunities to read for enjoyment. Reading expands learner's vocabulary and strengthens their writing skills (Dawson and Shand, 2019). Reading a well-written text exposes learners to more words and helps them become better communicators. Learners from poor backgrounds have challenges reading the English language, given limited access to reading resources (Newman, 2018). Lack of resources at home can prevent parents from participating in their child's educational activities. Learners who read at home are more likely to have high literacy scores in their fourth grade (Kalb and Van Ours, 2014).

1.3.3 Teachers' lack of knowledge about diverse learning needs

Many teachers lack proper training to cater for diversity in their classrooms (Phasha et al., 2013). Every learner in the classroom has different learning needs, which teachers must accommodate to ensure that all learners' needs are equally catered for. Insufficient formal training in reading instruction leads to numerous challenges in teaching and learning literature in the classroom (Phala and Hugo, 2022). Hence, there is a plea for teachers to be trained to deal with diversity existing in their classrooms.

1.3.4 Learners' poor comprehension in reading

Reading comprehension is the ability to read, analyse, and grasp the meaning of the text. For learners to be able to answer questions after reading a text, they must be able to read with comprehension.. Schools lack resources and modern technology that may assist with reading difficulties (Spaull and Hoadley, 2017). Problems with reading comprehension are also associated with learners' poor foundation of English language skills, resulting from ineffective classroom teaching (Siperto, 2018).

1.3.5 Learners' lack of interest in reading literature

Disinterest in reading literature is among the difficulties that EFAL teachers encounter in the classroom. It is a major challenge in literature teaching (Ugwu, 2022); hence, this raises a concern as to why learners are not interested in reading, which could also suggest that these learners do not seem to use their free time to read at home.

In view of the challenges highlighted above, it is clear that learner performance in reading as demonstrated in the 2012 and 2013 ANA results, there is still a need for extensive efforts to improve the teaching and learning of the English, in particular, during literature lessons. The poor reading performance of the Grade 4 learners, as shown in the the PIRLS (2021) results, which revealed that South African learners scored 288 points in reading for meaning, performing much below the 500 PIRLS centre point seems to be escalating to higher grades. Hence, the current study sought to investigate the challenges of teaching and learning literature in the EFAL Grade 10 classroom in Limpopo to understand what could be happening during the EFAL literature lessons that make performance in reading remain unsatisfactorily. Hence, the following section states the research questions, aim and objectives of the current study.

1.4 Research questions, aim and objectives of the study

For this study, the following primary question is posed:

- What are the challenges of teaching and learning literature in the EFAL Grade 10 classrooms in Limpopo Province?

Below are the secondary research questions:

- How is literature taught in the EFAL Grade 10 classrooms in Limpopo Province?
- What challenges do teachers and learners face in teaching and learning literature in the EFAL Grade 10 classrooms in Limpopo Province?

- Which intervention strategies can teachers use to promote effective teaching and learning of literature in the EFAL Grade 10 classrooms in Limpopo Province?

The above research questions are informed by the following objectives:

Aim: To investigate the challenges of teaching and learning literature in the EFAL Grade 10 classrooms in Limpopo Province.

Objectives:

- To examine the teaching of literature in the EFAL Grade 10 classroom in Limpopo Province.
- To establish challenges teachers and learners face in the EFAL Grade 10 classroom when teaching and learning literature in Limpopo Province.
- To recommend intervention strategies teachers can use to promote effective teaching and learning of literature in the EFAL Grade 10 classrooms in Limpopo Province.

1.5 Theoretical framework

A theoretical framework guides the researcher in selecting the methodology and procedures to be followed when conducting the research (Wagner et al., 2012). Anchoring this study with particular frameworks is important because it enables the researcher to be directed by pertinent theories that help structure the entire research and make it meaningful to the readers. Two theories are used to support this study, viz. Pedagogic Content Knowledge (PCK) and Cognitive Load Theory (CLT).

PCK was proposed by Shulman in the 1980's. This theory challenges the teachers' knowledge about the subjects and the strategies they use to instil the knowledge in learners. PCK is relevant to investigating the teaching of literature in the EFAL classroom because it provides insights into how teachers can ensure effective teaching and learning in the EFAL literature classroom. The

PCK theory is used in this study to guide recommendations for teaching literature in the EFAL Grade 10 classroom.

The CLT was introduced in 1988 by John Sweller. This theory emphasises that teachers should avoid overloading learners with information since our working memory can only store a limited amount of information simultaneously (Sweller, 1988). This theory is relevant to this study because it provides opportunities for teachers to activate the learners' prior knowledge when teaching literature before they can share new information with them. Further details will be discussed in Chapter 2.

1.6 The value of the study

Through this study, important data collected will help teachers teaching literature in the EFAL classroom use effective strategies and methods for improving literature instructions and reading performance among learners. The findings will also guide the heads of the department (HODs) of languages and curriculum advisors (CAs) in planning effectively to support EFAL teachers in teaching literature. The findings of this study will further advance our understanding by offering chances to comprehend the difficulties teachers and learners face in teaching and learning literature in EFAL Grade 10 classes. Understanding these challenges can also encourage the Department of Basic Education and the relevant stakeholders to provide solutions which can help improve instruction and learner outcomes. Moreover, by identifying the challenges of inadequate materials used for teaching and learning literature, educational authorities would consider provisioning an increased range of reading materials so that learners can have opportunities to take some with them to read at home. Limpopo province is unique in terms of its diverse linguistic and cultural backgrounds. The findings in this study can reveal how these factors affect the teaching and learning of literature, providing opportunities for inclusion in various EFAL classrooms where literature is taught.

1.7 Research methodology

This section briefly describes the research design and approach employed in this study for collecting and analysing data. Further details are highlighted in Chapter 3. An explorative case study research design was employed. Baxter and Jack (2008) define a case study as a method that uses a range of data sources to enable the investigation of a phenomenon in its context. The reason for choosing the said design was because it allowed me to investigate how Grade 10 teachers in the EFAL classroom apply their language teaching skills and strategies to teach literature and how learners engage in the learning process. A qualitative approach was used to investigate and uncover challenges related to the problem identified in this study (Domegan and Fleming, 2007). The qualitative strategy offered the chance to gather data directly from the teachers and learners using qualitative techniques, such as lesson observations and interviews. This method assisted in addressing the how and what questions posed for this study which led to verbally interacting with research participants to gather data about the teaching and learning of literature in the EFAL Grade 10 classroom. Participants were sampled by using convenience and purposive sampling methods. Data were analysed thematically by reviewing the data and looking for themes in their meaning. These themes are often applied to a collection of texts, such as transcripts or interviews (Caulfield, 2022). The six procedures listed below were used by the researcher to analyse the data from observations and interviews for this study: familiarisation, coding, theme generation, review, definition and naming, and report writing.

1.8 Ethical considerations

Data was collected after the University of Free State General/Human Research Ethics Committee (GHREC) granted ethical approval for ethical considerations. Application for approval to gather data in schools was sought and approved by the Limpopo Department of Education. The teachers and learners were informed of the study's objectives before data collection. Prior to taking part in the study, participants were given opportunities to sign consent letters. The parents of the learners gave their consent to allow their children to participate

in the study, and verbal assent was conducted with learners before they were interviewed.

1.9 Trustworthiness

In qualitative research, trustworthiness is employed to improve the calibre of the data gathered. I made sure this study adhered to the specified standards outlined by Lincoln and Gubas (1985), including credibility, transferability, dependability, and conformability. Credibility may be defined as the degree of assurance that the study findings are accurate (Anney, 2014). Transferability shows if the work's conclusions may be used in different situations (Pandey and Patnaik, 2014). Dependability reveals the stability of the findings, whereas, Conformability is the process of verifying the findings (Anney, 2014).

1.8 Chapter Summary

This study comprises five chapters, which are summarised as indicated below.

Chapter 2 discusses the theoretical foundation that supports this investigation and examines relevant literature.

Chapter 3 describes the methodology for collecting and analysing data in this study.

Chapter 4 presents and interprets data gathered from interviews and observations.

Chapter 5 summarises the findings and provides recommendations and conclusions.

1.9 Conclusion

The current chapter covered the background of the study, the problem statement and the value of the study. A brief discussion of the research methods and theoretical framework followed, and lastly, the layout of the chapters is presented. The following chapter reviews literature related to the topic of the current study.

CHAPTER 2

LITERATURE REVIEW

2. 1 Introduction

This chapter provides a detailed analysis of the previous studies related to the focus area of the present study. First, IT discusses the two theories used to anchor in terms of investigating the teaching and learning of literature in the EFAL GRADE 10 classroom. This is followed by defining the meaning of literature, discussing the role of literature in the classroom, teaching literature according to CAPS, and lastly, the challenges of teaching and learning literature.

2.2 Theoretical framework

A theoretical framework is a theory that guides the researcher in selecting a study topic and the methods followed when collecting and analysing data (Wagner et al., 2012). It helps to lay the foundation that supports the interpretation of results and makes broader generalisations. As mentioned earlier, this study is guided by the PCK and the CLT as outlined below:

2.2.1 Pedagogical Content Knowledge

The PCK theory by Shulman (1986) emphasises that teachers must know how to teach topics using the methods and strategies that help the learners understand the subject. With the PCK, teachers may successfully teach by utilising educational ideas, best practices, and various techniques. Teachers who thoroughly understand and know how to apply the subject matter can create compelling teaching tactics. In terms of understanding pedagogy, Merriam-Webster defines it as the art, science, or profession of teaching. This suggests that teachers must gain knowledge and comprehension of various teaching techniques and instructional strategies needed to teach literature in the EFAL classroom. According to Shing, Mohd and Loke (2015), the knowledge required to teach a particular subject is the secret of an expert, the body of understanding knowledge, skills, and dispositions that a teacher needs to perform effectively in a given teaching situation. In terms of incorporating

these concepts as proposed by Shulman, the PCK provides teachers with an awareness of how to assist their learners in comprehending particular topics. For example, with PCK, teaching literature is insufficient to know the subject matter; teachers should make sure that learners of literature can read and discuss what they read to improve their reading comprehension.

Mawela and Seherrie (2022) revealed that teachers lack the pedagogic content knowledge required for teaching learners. The training teachers receive in colleges/universities sometimes is not enough to prepare them to address the challenges encountered in the classroom (ibid.), given that they sometimes encounter situations which compel them to be creative and come up with a new method they have never used before to achieve their lesson objectives. To clearly understand Shulman's ideas of successful teaching, the PCK notion is unpacked as follows:

According to Shulman (1986), a teacher must possess a variety of knowledge bases to teach effectively and successfully. These include curriculum knowledge, content knowledge, general pedagogy, learners' characteristics, educational contexts and ends, values, and purposes. When the teacher has the above-mentioned knowledge base, which enables them to reorganise the subject matter and deliver it in a way that is appropriate for the varied interests and skill levels of learners in the classroom (Ibid.), the following should be evident:

Instruction: The teacher should make sure that the lesson incorporates many of the most important pedagogical elements, such as well-designed presentations, group work, discipline, humour, questioning, and interactions between learners and the teacher, as well as among and between learners.

Comprehension: Teachers who understand what they teach help their learners develop literacy skills, enable learners to use and enjoy their learning experiences, allow them to learn how to inquire and discover new information, and help learners develop broader understandings of new information.

Transformation: Teachers should transform the subject content into knowledge forms that can be adjusted to a range of learners' capacities. This is accomplished by making sure that the concepts are represented through fresh analogies, modifying the activities and resources to accommodate the various learning styles of the students, and customising the modifications for each learner in the classroom.

Evaluation: Teachers must consider assessment and testing as a continuation of teaching rather than as something distinct from it. This allows for learners' comprehension and understanding to be tested after each lesson.

Reflection: The teacher should evaluate, recreate, re-enact, and critically analyse their teaching skills after the lesson to improve the weaknesses and build on the lesson's strengths. This is supported by Ornstein et al. (2000), who stated that reflection is crucial to professional development. As a result, the teacher must conduct a review after the class to see the results and determine what went well and what didn't.

2.2.2 Cognitive Load Theory

The CLT by John Sweller (1988) helps us understand how individuals absorb and retain new knowledge. It also identifies the kinds of teaching methods that enhance learning. This idea is predicated in our understanding of the structure and functions of the human mind. A natural information processing mechanism called cognitive load produces several processes that lessen the cognitive load and make it easier to learn biologically secondary information stored in long-term memory (ibid.). CLT outlines the characteristics of *working memory* (Long-term memory which can store a large number of cognitive constructs that incorporate multiple elements of information) and *short-term memory* (which can handle only a minimal number of information, possibly not more than two or three decades), as well as the relationship between them while explaining how people learn (Paas et al., 2015). The link and mechanisms connecting the long-term and working memory are shown in the following figure.

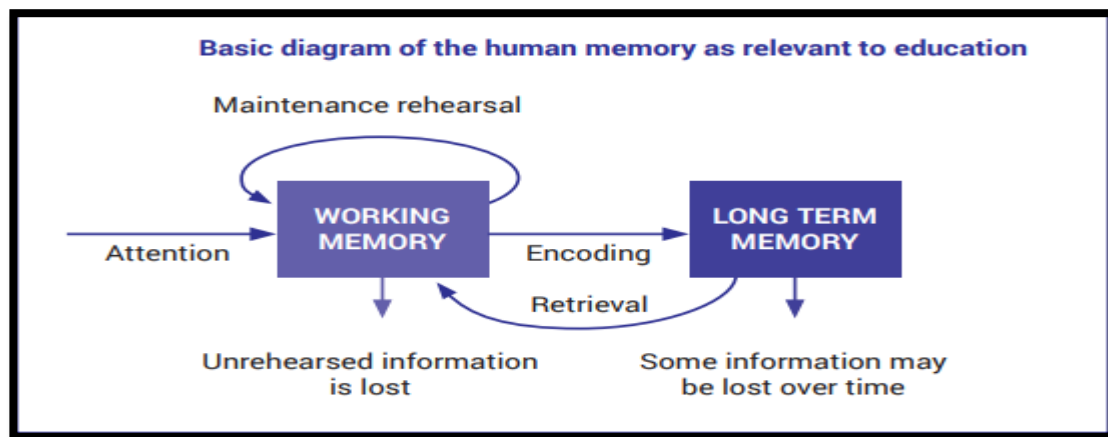


Figure 2.1 Processes connecting long-term and working memory (*Likourezos, 2019:2*)

The conscious portion of our memory, known as working memory, is where new information is momentarily stored to be given meaning before being moved into long-term memory (Sweller, 1988). The unconscious portion of our memory is called the long-term memory, in which the information we learn is stored in knowledge structures called the schemas. This shows that long-term memory only stores the knowledge we get from the information we receive in the working memory, meaning if we learn nothing from the information we receive, it remains in the working memory, and nothing is stored in the long-term memory. The schemas are triggered in the long-term memory and brought into the working memory for processing since the knowledge has already been stored there (Ibid).

For the CLT to work effectively in teaching and learning, it is significant for the teachers to know about the working memory and long-term memory functions to avoid overloading their learners' memory and maximising learning. Hence, the CLT suggests teachers should activate the learners' prior knowledge before sharing new information. This theory is relevant to this study in that it provides the framework for helping teachers understand how their learners' brain processes information when teaching literature and equips teachers with the ability to manage the cognitive demands placed on learners. To compliment the knowledge gained through the engagement of the two theories discussed

above, the next section discusses the literature related to the teaching and learning of literature.

2.3 Literature review

Literature teaching and learning at the Grade 10 level presents unique challenges, particularly in diverse linguistic and cultural settings like South Africa's Limpopo Province. The literature review in this investigation examines the main obstacles teachers and learners encounter when teaching and learning literature in EFAL Grade 10 classrooms. Before discussing the challenges teachers and learners face, this section will first explain what literature entails, the role of literature in the classroom and how it is taught in schools where EFAL is used as the language of instruction, as per the Curriculum and Assessment Policy Statement (CAPS).

2.3.1. What is literature?

Literature is a broad concept that refers to non-fiction and fiction works such as poetry, prose, short stories, novels, graphics, drama, etc. (Muhammad, 2022). Twinkle (2022) describes literature as a general phrase encompassing various literary styles created from an imaginative perspective that can be considered to have lasting merit, both artistically and culturally. Literature can be regarded as creative written material for learners to learn more about language.

Each literature genre has its purpose; for example, some are written to keep the audience laughing, while others are for imaginary or assessment purposes. For instance, Burgess (2023) regards a novel as the most prominent form of literature, which includes mystery, romance, fantasy, fiction and others. Drama, according to Longley (2019) is the portrayal of non-fictional or fictional events through written dialogue. Short stories, on the other hand, are a type of literature that allows us to get a complete story in a shorter format, while poetry is a type of literature that focuses on form, language and emotions (Twinkle, 2022).

Different genres in the literature mentioned above are read for various purposes. Hence, it is relevant to explain the role that literature plays during teaching and learning.

2.3.2 The role of literature in the classroom

Teaching literature in the EFAL classroom plays a vital role in terms of enhancing students' language learning, promoting creative thinking and accessing diverse cultural backgrounds (Mustakim, Mustapha and Lebar, 2014), as explained below:

2.3.2.1. Opportunities for learning language

Language learning is crucial for communication, particularly in multilingual settings where the *lingua franca* (a language that is adopted as a common language between speakers whose native languages are different) serves as the primary language of teaching in the classroom and for public interactions. Literature in the EFAL classroom helps learners expand their vocabulary in English and improve their language proficiency in speaking, listening, reading, and writing. A study that examined how teachers use literature in their teaching to develop students' language found that incorporating literature in the classroom is important for developing different language skills, which helps students use the language proficiently (Ramadani, 2023).

2.3.2.2. Critical thinking skills development

The cognitive capacity to analyse and assess reading texts in literature is known as critical thinking (Kong, 2007). It may be defined as the capacity of learners to use and regulate their critical thinking abilities with passion and responsibility, enabling them to question, analyse, critique, reflect, and synthesise new knowledge (Ibid).

A study that examined how learners develop critical thinking skills found that learners should be encouraged by their teachers to use and assess their cognitive abilities and cultivate self-confidence in reasoning, honesty, adaptability and open-mindedness (Chang and Tung, 2009) to be able to develop critical thinking skills. In another study that examined how learners

develop critical thinking skills, Pardede (2010) found that if learners are not equipped with critical thinking skills, they are unlikely to use their prior knowledge or learning experiences to address challenges in a novel setting. However, they are likely to feel comfortable adjusting to a novel setting if they possess critical thinking abilities.

2.3.2.3 Diverse cultural awareness

Literary texts provide cultural studies using stories from different cultural backgrounds (Mocharam and Kartika, 2014). Learners' awareness of cultural variations in diverse situations increases when exposed to literary works emphasising cultural relativity (Ibid). This demonstrates how important it is for learners to participate in class discussions and activities that examine the diverse cultures represented in the literature. Howadel (2007) also argued that cultural values and attitudes are readily transmitted through the characters in literary works. Therefore, for readers to develop a meaningful awareness of themselves and others, excellent literature must assist them in assuming a more multicultural experience (Smith and Wiese, 2006).

2.3.3 Teaching literature according to CAPS

CAPS recommends that the following literary genres be taught in the EFAL classroom: novels, drama, short stories, and poetry. The focus of literature in EFAL classes is on encouraging self-directed learning. Thus, while teaching literary works, CAPS recommends that EFAL teachers should employ the text-based method and must teach literature according to the three reading stages: pre-, during-, and post-reading. Below is a description of each step.

2.3.3.1 Pre-reading

The pre-reading stage is important because it orientates the text to the learners. During this stage, the teacher introduces the learners to the text by quickly reading and skimming certain sections of the book, such as the chapters, table of contents, and the title page. The teacher's role during this stage is to activate the learners' prior knowledge about the text. The CLT also supports this, suggesting that teachers should activate the learners' prior knowledge before sharing new information with them (Lukourezos, 2019). The teacher might do

this by asking the learners to either predict the topic of the book before they read it or to describe what they already know about the author or the text. The learners' activity during this stage is to share their ideas about the text.

2.3.3.2 While reading

The reading stage helps the learners to develop reading strategies and improve their use of the language (Toprak, 2009). During this stage, the teacher's role is to read the text aloud to the learners while they are following silently. While reading the text, the teacher could pause and ask questions and explain what the part of the text is about. This is the stage where the teacher attempts to help learners make sense of the text and guide them in using comprehension strategies to make connections, adjust reading speed, and re-read where necessary. While following silently, learners are encouraged to make notes and summarise the ideas of the text being read.

2.3.3.3 Post-reading

The main objective of this stage is to evaluate what the teacher has taught in the while-reading stage (Moswane, 2019). This is the stage where the teacher strengthens the comprehension skills and provides praise for strategies used by learners during reading (Ibid). Toprak (2009) describes post-reading as a stage that helps the teacher check learners' comprehension and engage them in a deeper analysis of the text.

The teacher expects the learners to read and react to the book during this stage. This involves answering questions, comparing, and contrasting. For example, the teacher could ask the learners what the whole text was about and then explain later. The teacher could also involve the learners in writing activities such as classwork to test their understanding of the text. This is the stage where learners show their understanding of what they read about the text.

The three stages discussed above provide opportunities for effective teaching and learning of literature in the EFAL classroom as per the CAPS recommendations. However, teaching and learning literature, as explained in Chapter 1 (Section 1.3), is not without challenges. The following section

discusses and reviews literature related to the challenges of teaching and learning literature in the EFAL classroom.

2.3.4 Challenges of teaching and learning literature

Even though literature is crucial for developing many language skills, teaching and learning it in the classroom can be challenging. Studies have shown that teachers encounter the following challenges in EFAL classrooms in terms of teaching and learning literature:

2.3.4.1 Overcrowding

Overcrowding may be the result of insufficient classroom infrastructure, instructional materials, and resources that do not accommodate all the learners in the classroom (Olaleye et al., 2017). Ayub, Saud and Akhtar (2018) defined an overcrowded classroom as one in which the number of learners in the classroom surpasses the building's actual capacity. It negatively impacts the learning and teaching environment (Zaman, 2023), making teachers and learners face stressful situations such as safety in the classroom and limited contact for teaching and learning.

Moswane (2019) investigated the difficulties teachers encounter in terms of teaching reading in Seshego high schools in Limpopo Province of South Africa and found that most schools in rural areas are overcrowded, which makes it difficult for teachers to teach reading and identify learners with reading problems while at the same time monitoring their work. It was also found that an overcrowded classroom is not easy to manage and control learners because they make noise, while some do not even pay attention to what is taught. Teachers spend too much time controlling learners in large classes instead of teaching (Ibid). Matsepe, Maluleke, and Cross (2019) investigated the experiences of EFAL teachers in public schools in the Sekhukhune Region of Limpopo Province, South Africa and found that teachers face several difficulties when it comes to teaching and learning because of the high learner enrolment. These challenges include the teachers' inability to help learners develop critical thinking and problem-solving skills.

Many schools in rural areas experience overcrowding because of high enrolment rates (Moswane, 2019). Consequently, due to the dense classrooms, teachers find it challenging to provide each student with individualised attention. This suggests that to be able to manage and control such classes, a teacher must be trained effectively to manage and control large classes.

2.3.4.2 Lack of teaching and learning material at school and home

Lack of resources for teaching and learning means having inadequate material in the classroom. Evidence has shown that schools are facing challenges in EFAL classrooms, such as lack of prescribed texts and instructional material (Ditshego, 2020; Fesi and Mcube, 2021; Solomon, 2020; Moswane, 2019).

This negatively affects learner performance in reading and deprives them of opportunities to enjoy literature. Fesi and Mcube (2021) claim that South African schools suffer from lack of resources, particularly in rural areas. According to the South African curriculum, every EFAL learner should have access to a school or classroom library, two of the recommended literary genres, a dictionary, a collection of newspapers and periodicals, an authorised language textbook, and reading materials in class. Additionally, teachers should have a curriculum policy document, language textbooks, prescribed literary genres, dictionaries, reference textbooks for grammar, and various periodicals, newspapers, fliers, and brochures. This is supported by Ditshego (2020) and Solomon (2020), who found that teachers and learners in schools are facing challenges in EFAL classrooms, such as a lack of prescribed texts and instructional material, which shows that many schools are facing a challenge of having inadequate teaching and learning material.

2.3.4.3 Learners' reading problems

Learners struggle to read and find comprehending what they have read challenging. The Grade 10 to 12 EFAL CAPS stipulates that learners become quality readers by improving their reading abilities via the development of

vocabulary, fluency, and reading comprehension. However, the ANA results revealed that Grade 9 EFAL learners lack competency in the target language.

Rohaizat and Aziz (2022) investigated the difficulties of language learning techniques in learning English in rural areas primary schools in Southern Malaysia. They found that learners faced several reading problems that hindered them from effectively learning English. My view is that a learner who cannot read properly struggles to grasp the content of the text they are reading, and that would make it hard to learn literature. This is supported by Phala and Hugo (2022) who investigated the difficulties in teaching Grade 3 learners with reading problems in full-service primary schools in South Africa and found that learners cannot read for meaning.

2.3.4.4 Lack of interest in reading

Having little desire to read is referred to as lack of interest in reading. According to Olifants et al. (2019), some learners read for enjoyment and relaxation, but others don't engage in reading-related activities at all, suggesting that learners have different perceptions when it comes to reading.

Ramah (2023) established that reading motivation is one of the key elements that influence students' interest in reading. Lack of enthusiasm for reading has a detrimental impact during literature lessons because reading must take place as much as possible before analysing a text. Naseem, Muhammad, and Fazal (2019) revealed that lack of motivation is a problem that hinders learners from effectively learning the English language and results in a loss of interest in reading.

2.3.4.5 Code-switching

The Language in Education Policy (LiEP) encourages multilingualism in classrooms. When teaching literature, a teacher needs to switch to the learners' home language to help them better understand concepts in another language. This is supported by the findings of Phala and Hugo (2022), who investigated the difficulties in teaching Grade 3 learners with reading problems in full-service primary schools in South Africa, and found that learners struggled to

comprehend English because their native language differed from the language of instruction used in the classroom. This shows that teachers must use the learners' home language as a support tool to help them understand concepts in another language, which could involve code-switching and mixing.

Moswane (2019) investigated the challenges of teaching reading to EFAL learners in Seshego High School in Limpopo Province, South Africa and found that learners who were more exposed to EFAL often seemed to be at ease discussing in their mother tongue. This confirms that code-switching eliminates language barriers and allows learners to discuss using the language they understand and then translate to the English language when writing.

This theme supports the PCK theory developed by Shulman, which emphasises that the teacher must know how to teach topics of the subject in a way that learners can understand. When a teacher switches from teaching the English language to using learners' home language to give explanations and examples for better understanding, it shows that the teacher knows the benefits of code-switching.

2.3.4.6 Learner progression

According to the Policy on Learner Promotion and Progression, a learner cannot remain in one phase for more than four years (Department of Basic Education, 2011). A phase refers to a period within the educational system (Venstista and Brown, 2023). As per the South African education system, there are four phases in schools, for example, foundation (Grades 1-3), intermediate (Grades 4-6), senior (Grades 7-9), and further education and training (Grades 10–12). Each phase takes 3 years to be completed, and if a learner takes more than that period, they must progress to the next grade and be provided support (Ibid). Research has shown that teaching learners who have progressed from the previous grade is challenging (Ditshego, 2020), as it requires the teacher to have individualised support strategies to make sure that the learners are provided with the necessary support.

Ditshego (2020) investigated the teaching of EFAL to progressed learners in Grades 10 and 11 in Secondary schools in South Africa and found that it was not easy for the teachers to teach these learners as it requires the teacher to go the extra mile to make sure that during the lesson, everyone is accommodated. However, Muedi et al. (2021) asserted that no specific support strategies or methods were put in place to support progressed learners in the classrooms. This shows that the teachers should develop their plans to help the learners with their learning needs so that they can catch up with their peers.

2.3.4.7 Lack of discipline

Lack of discipline in the classroom is understood as an inability to behave in a manner that shows respect, responsibility and willingness to learn. An ill-disciplined learner does not act according to the class rules. Classroom discipline must be maintained to achieve the lesson objectives. Research shows that teachers have challenges managing unruly learners in their classrooms (Rossouw, 2019; Ugwu, 2022). Creating positive conduct and figuring out how to deal with disruptive behaviour are both aspects of classroom management. This is supported by Ugwu (2022) who investigated the challenges facing effective teaching of literature in English in Nigerian Secondary Schools and found that EFAL teachers have difficulty handling uncontrollable learners in the classroom. This challenge hindered teachers from creating a conducive teaching environment as their classrooms had ill-disciplined learners.

Teaching in a classroom with learners who lack discipline prevents the establishment of a favourable atmosphere for teaching and learning (Ibid). This shows that teachers face challenges in maintaining discipline in the classroom because of the disturbances during the lessons.

2.3.4.8 Lack of participation

Participation in the classroom includes asking and answering questions, class discussions, group work and other activities. According to Ahmad (2021), learners' engagement in the classroom is defined as the vocal exchange of

thoughts, information, or views in response to queries from the teacher or other learners.

Aziz and Kazi (2018) state that classroom engagement takes several forms and includes a range of actions, such as learners asking straightforward questions and providing explanations. Research has shown that teachers experience lack of participation from learners in the classrooms, which negatively affects the teaching and learning process (Ahmad, 2021; Aziz, Quraishi and Kazi, 2018; According to CAPS, learner involvement in literary classes should be maximised (Abebe and Dineke, 2015).

Aziz, Quraishi and Kazi (2018) investigated factors behind the classroom participation of learners in government high schools in Lahore city and found that learners' participation is hampered mainly by lack of preparation and insufficient time to explain their ideas effectively. Learners' unwillingness to participate in English language lessons can also be attributed to a lack of preparedness. Lack of preparation among students is the main reason why they are often reluctant to participate in class, as supported by Abebe and Deneke (2015) who investigated the students' perception regarding their English classes at Escuela Díaz, a public school in Santiago de Chile and found that students feel anxious when speaking English without any preparation.

Ahmad (2021) discovered that the refusal of learners to engage in class stems from a variety of factors, such as their anxiety while speaking in front of the class and their poor English pronunciation, not being interested in the topics discussed and having nothing of value to say. The results also revealed that 62.2% of the learners were hesitant to speak in front of the class. Some learners are worried about their faulty pronunciation in English, meaning they may lack the confidence to speak English, which negatively affects their participation in classroom discussions. Others, however, are reluctant to join as they don't find the topics covered in the subject interesting (Ibid).

2.3.4.9 Training and support for teachers

Training and support programmes equip teachers with techniques and strategies (Hindle, 2007) that help them effectively teach and manage their learners in the classrooms. These programmes are crucial as they enable EFAL teachers to effectively instruct and assess learners on the content taught during literature lessons (Ibid).

Mawela and Seherrie (2022) examined teachers' pedagogical content knowledge and skills in secondary schools in the Northern Cape Province, South Africa and found that college/university training sometimes is not enough as teachers lack pedagogic content knowledge to teach certain content of the subjects they are assigned to teach. This supports the emphasis of the PCK theory by Shulman (1980), which emphasises that the teacher must know how to teach topics of the subject in a way that learners can understand. Teachers encounter situations in the classroom that require them to be creative and develop new methods they have never used before to achieve their teaching and learning goals (Ibid). Gardner (2021) indicated that training and support programmes are crucial as they equip teachers with techniques and strategies that help them effectively teach and manage their learners in the classroom.

2.3.4.10 Language barriers

A breakdown in language and communication results in language difficulties, creating misunderstandings between two individuals. According to Rodriguez (2021), language barriers contribute to misunderstandings and misinterpretations between individuals. Friedman (2023) defines language barriers as lack of a common language system that hinders the effectiveness of verbal communication. Language barriers hinder students from mastering fluency in the English language (Reyes and San, 2024). Studies have shown that learners are faced with challenges in English grammar, resulting in linguistic limitations that lead to confusion and comprehension difficulties during communication (Reyes and San, 2024; Mohapi, 2023; Kleopas, 2021; Waren and Fehring, 2014).

Reyes and San (2024) investigated the English language barriers of learners in Grade 8 at San Roque High School in the Philippines and found that students face problems with English grammar due to lack of exposure to English language usage. This shows that when learners are not exposed to the English language, they develop problems speaking the language as they are not used to it, and this also affects their understanding of the language when spoken or read. Kleopas (2021) indicated that insufficient English language development results in lack of teacher-learner interaction during EFAL lessons as learners fail to interact with the teacher using the language.

2.3.4.11 Difficulty in analysing texts

Analysing a text involves thinking critically about it and breaking down its ideas to understand it better. Learners are required to analyse a text after reading it so that they can answer the questions based on it. Learners faced with the challenges of analysing a text find it difficult to comprehend and interpret it after reading (Bester et al., 2019; Isra, 2020; Yulnetri, 2018; Dahiru, 2020; Dar et al., 2021). Dar et al. (2021) indicated that learners who lack basic knowledge of literary components might struggle to analyse literary texts. They further highlighted that learners must know and understand literary components such as the title, plot, themes, and figurative language used in literary texts to get the message from the texts.

According to Yulnetri (2018), learners with poor English proficiency might face problems understanding the message. This is corroborated by Bester (2019), who discovered that some learners understood the content but could not articulate it to a classmate. Isra (2020) indicated that most learners during literature lessons do not understand the context of the text that is taught. This shows that some learners could read the texts but fail to explain to someone what they were reading about, suggesting their difficulty in analysing texts.

2.4 Conclusion

The studies reviewed above have shown that overcrowding, lack of teaching and learning material, learners' reading problems, lack of interest in reading,

code-switching, learner progression, lack of discipline, lack of participation, lack of reading material at home, language barriers, reluctance to attend extra classes, and analysing texts are some of the factors that negatively affect the teaching and learning of literature in the classroom. This demonstrates that the effective implementation of literature teaching and learning instruction should be supported by sufficient materials, motivation of learners, effective management of large classes, etc. It has also been noted that as much as learners want encouragement to study literature in the EFAL classroom, teachers require direction, assistance and support to implement the curriculum effectively. The research methodology used in this study to collect and analyse data is described and explained in the next chapter.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology used in this study. Hence, a qualitative research approach was adopted, enabling a thorough examination of the difficulties encountered in teaching and learning literature in EFAL classrooms.

The chapter starts by outlining the research paradigm and the design, followed by the description of the research site. Then the target population and sampling techniques are presented. Next, the chapter explains the methods utilised to obtain the data, such as classroom observations and interviews. The data analysis process is also elaborated upon, highlighting the steps followed to analyse the data in the current study. Furthermore, to ensure that the study was carried out with honesty and respect for participants, the chapter discusses the ethical principles considered before and after collecting data.

3.2 Research paradigm

According to Gibbons and Sanderson (2002), a research paradigm is a way of thinking researchers employ when conducting their studies. A research paradigm is a guiding concept for carrying out the study (Craib, 2011). This study used the interpretative paradigm, mainly concerned with identifying and explaining the significance of human experiences and behaviours (Fossey et al., 2002). This paradigm enabled an immersion in the research context by allowing me to talk to the participants and observe them in their natural setting (classroom) while taking notes of their thoughts, feelings, ideas and actions.

Creswell (2003) asserts that the interpretive researcher acknowledges the influence of the research on the participant's personal history and experiences and depends on their perspectives of the topic under study. Hence, I ensured the interview questions were precise and unbiased so the participants could know what was required in the research. I relied on the participants, who were

EFAL Grade 10 teachers and learners. This allowed me to understand their challenges and issues in the EFAL Grade 10 classroom.

The intention of using this paradigm was to gather as much information as possible regarding the teaching and learning of literature. According to Hammersley (1992), the interpretive paradigm allows the investigation of the subject matter where human beings interpret their environment, experiences, and themselves. Interviews and observations used in this study were better ways of knowing how participants interpreted the world around them.

3.3 Research approach

A qualitative approach was adopted to enable the researcher to investigate and uncover concerns about the problem at hand (Domegan and Fleming, 2007). A qualitative approach investigates where the researcher interacts with research participants in various contexts to gather data in person (McMillan & Schumacher, 2006). This approach allowed me to gather data directly from the participants using qualitative data collection methods. Hence, I used interviews and lesson observations. This method helped me address the research questions about *what, how or why* the phenomenon of interest in this study was, as I verbally interacted with teachers and learners to gather data about the experiences of teaching and learning literature in the EFAL Grade 10 classroom.

3.4 Research design

Research design is the structure that conveys the study type (De Vos et al., 2002). This is a plan that outlines how a researcher plans to look into or study a particular research subject (Denzin and Lincoln, 2003). A study design is a practical strategy a researcher creates for obtaining information prior to a proper investigation or exploration (Olabiyi et al., 2009).

An exploratory case study research design was adopted in this study. According to Baxter and Jack (2008), this method makes examining a problem in its context easier. Gay (1992) explains it as a thorough examination of a

person, organisation, or group. Considering the above-mentioned, I examined how Grade 10 teachers in EFAL classrooms in Limpopo Province use language teaching techniques and tactics to teach literature and how learners participate in the learning process. Classroom observations and interviews were utilised to evaluate the literature lesson in the EFAL Grade 10 classrooms.

3.5. Research site

For research to occur, a researcher must choose a research site that will be appropriate for their study. According to Given (2008), a research site is the physical location where the research is carried out. I observed lessons and interviewed Grade 10 EFAL teachers and learners in two schools in the Sekhukhune South districts of Limpopo. Limpopo province is unique in terms of its diverse linguistic and cultural backgrounds. Both schools are classified as quintile 1 secondary schools located in rural areas. The term quintile system refers to the ranking of schools according to five quintiles, where quintiles 1 to 3 are categorised as under-resourced and impoverished schools, while quintiles 4 to 5 are affluent (Dass and Rinquest, 2017). Quintiles 4 and 5 are fee-charging schools, whereas quintiles 1 to 3 are no-fee schools. Both schools enrol learners from Grades 8–12.

School A had two Grade 10 classrooms, with Grade 10A having 35 learners and Grade 10B having 51 learners. This school had an enrolment of 358 learners. In contrast, School B had a very high enrolment of 1455 learners and 43 teachers. Grade 10 classes in this school were five, with Grade 10A having 61 learners, Grade 10B having 55, Grade 10C having 62, Grade 10D having 60 and Grade 10E having 61 learners.

3.6 Sampling

Sampling is the process of finding and choosing participants who help the researcher address the research questions and objectives of the study (Creswell, 2009; Cresswell, 2014; Gay et al., 2009). According to Slavin (1992), by using sampling, the researcher can examine a subset of the population instead of the whole. The participants were chosen in this study using

convenience and purposive sampling techniques. Hence, schools were sampled conveniently based on accessibility, given that both schools are located in the same district as the researcher and that the researcher is familiar with the teachers in the sampled schools. Teachers were sampled purposefully based on their experience of teaching EFAL in the Grade 10 classroom. This is supported by Cresswell (2011) in terms of emphasising that people who are familiar with or knowledgeable about the topic of interest are identified or chosen purposefully. Consequently, two teachers, one for each school were selected because they were EFAL teachers and had experience teaching literature in Grade 10 classrooms. EFAL teachers with such experience were believed to have gained enough knowledge and expertise to teach literature and have encountered various challenges during their teaching journey. Learners were included automatically on the virtue of being in the classes of the sampled teachers. Therefore, six learners (3 per school) and two teachers (1 per school) were selected from the two sampled schools.

3.7 Data generation

This study used classroom observations and interviews to generate data. Each method is described and explained below:

3.7.1 Lesson observations

According to Wagner et al. (2012), observation is a technique for gathering information on individuals, cultures, and procedures. An observation is a means of confirming or refuting information given via in-person interactions with research participants (Jorgensen, 2010). In order to observe the participants' behaviour and actions during literature teaching in the EFAL Grade 10 classroom, I employed the observation schedule (see Appendix D), which comprises two sections: **Section A** for routine data and **Section B included** classroom elements used to measure the teaching and learning of literature in the Grade 10 EFAL classroom. Lesson observations were appropriate because they allowed me to observe how the teachers deliver literature content and how learners interact with their peers and the teacher during literature lessons. I

simply adopted this tool because it allowed me to gather highly reliable data to see what the teachers and learners were experiencing in the EFAL classrooms.

3.7.1.1. Procedure followed for generating data through observations

I started observing School A on April 24 and School B on April 26, 2024. This was one week after making arrangements with the school principals and the EFAL teachers. In both schools, I arrived in the morning, and lessons started at around 07:15 am. The lessons lasted approximately 50 minutes at School A and almost an hour at School B. When I arrived in School A classroom, learners were seated waiting for the teacher. The teacher introduced me as a visitor to the learners and they stood up and clapped their hands to signify a warm welcome and were informed that I would be observing them during the lesson. The teacher showed me a desk in the front corner of the classroom where I could observe without interfering with the lesson.

When I arrived at School B classroom, learners were seated, talking and writing while waiting for the teacher. T2 introduced me to the learners and gave me a chair to sit near the door because there was not enough space in the classroom. I started recording the data by pulling out the observation schedule. I recorded my observations in a notebook in addition to the observation schedule.

3.7.2 Interviews

Wagner et al. (2012) describe an interview as a purposeful engagement in which the researcher asks participants questions to gather data about their experiences and opinions. According to Wiersman (2000), an interview is a face-to-face interaction between the interviewer and the interviewee to collect information. This study used semi-structured interviews to obtain information from the Grade 10 EFAL teachers and learners. This method allowed me to probe further into the participants' responses. Interviews allowed me to confront the participants face to face and have verbal interaction with them, as supported by Wiersman (2000) and Borg et al. (2003). I spoke with the participants directly about their experiences in teaching and learning literature in the EFAL Grade 10 classroom. I also triangulated the findings from the teachers' and learners' interviews through observations. Additionally, the interviews allowed the

participants to express themselves and share their thoughts on improving literature instruction and learning and the challenges encountered in the classroom. For interviewing teachers and learners, I used an interview schedule (see Appendix E and Appendix F) comprising two sections: **Section A** for biographical data and **Section B**, which includes open-ended questions for the participants.

3.7.2.1. Procedure followed for generating data through interviews.

The interviews were conducted on April 24, 2024, at School A and April 26, 2024, at School B, the same days I observed the lessons. I interviewed the teachers during break to avoid disturbing the lessons. The teacher at School A showed me a separate classroom for holding staff meetings to interview her and the learners. The teachers preferred to be interviewed in the English language, whereas learners were interviewed in their home language, Northern Sotho, and this helped them express themselves freely without language barriers. The interview with the teachers lasted approximately 25 minutes, while with learners, it was approximately 20 minutes per learner. Since it would be impossible to write down every detail of the interviews, the participants' answers were audio recorded and complemented by notes to ensure no crucial information was missed. After collecting data, I returned it to the participants to validate it before it was translated and analysed.

3.8 Data analysis

According to Saldana (2016), data analysis is the process of structuring data, dividing it into digestible chunks, and synthesising it while looking for trends to produce themes. Data analysis, according to Moswane (2019), is arranging unprocessed data into a framework that displays the results of the study. I utilised thematic data analysis to examine the information I collected from teachers and learners through interviews and observations.

The thematic analysis model is shown in Figure 3.1 below:

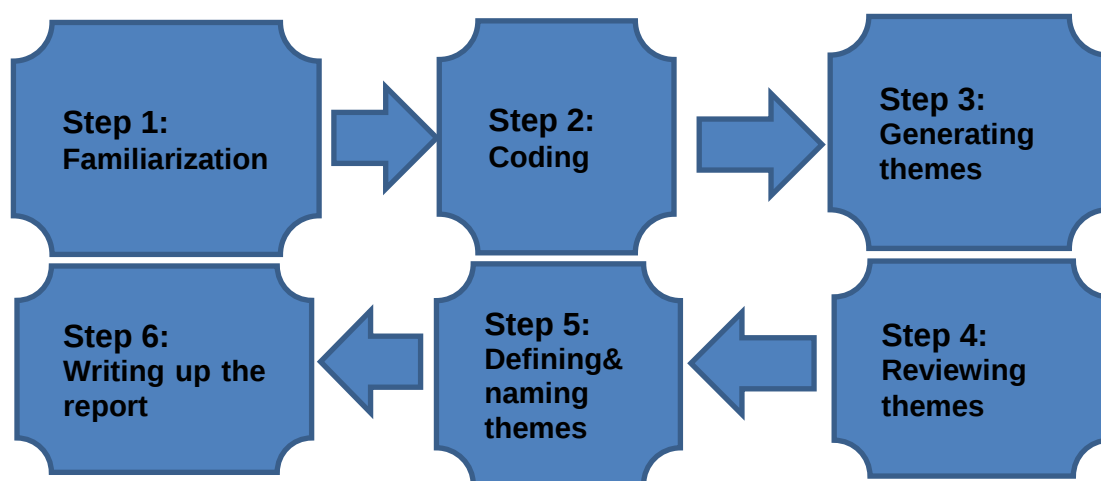


Figure 3.1: Thematic analysis model (Johnson: 2019)

Thematic analysis is a technique, which involves going over a collection of data and searching for themes in its meaning. These themes are typically applied to a collection of texts (Caulfield, 2022). Thematic analysis assisted in identifying challenges teachers and learners face, how teachers teach literature, how learners learn literature and in determining themes that were similar to the participants' responses. I analysed the data using the six steps of thematic qualitative data analysis as described by Braun and Clarke (2006). These steps included familiarisation, coding, theme generation, review, definition and naming, and report writing.

The researchers acquaint themselves with their data in the initial phase of thematic analysis (Caulfield, 2022). This process aids in determining the kinds and quantity of themes that could surface from the data. I labelled each type carefully to be able to identify them according to participants and schools. Each recording was listened to carefully and the data was transcribed verbatim, and for the learners, it was translated to the English language because they were interviewed in their mother tongue to prevent the issue of language barrier. To get a sense of how the participants responded to the study's research questions, I fully transcribed all the information without altering their meaning. In order to triangulate the information from both sources, I read the data multiple times and

compared it with the data from the classroom observations.

The next step involved coding the data. Gibbs (2007) describes coding as a process a researcher follows to identify concepts in the texts and determine relations between them. Chamberlain (2015) states that the primary goal of going through all the data is to fully immerse oneself in it to gather preliminary areas of interest. As I was reading the transcripts for this study, I underlined words that might be recognised as possible codes using various colours based on how similar they were and how they related to the study's research questions.

The figure below shows an example of how I highlighted the points of interest in participants' responses. This helped me to group the codes according to their similarities in meaning and to generate themes during the next step.



Figure 3.2: Highlights of the points of interest

According to Braun and Clarke (2006), a theme reflects a meaning within the data set about the research issue. Patterns and linkages within and between

the dataset are discovered by the researcher (Ibid). I examined many codes, considering how they may emerge to create a specific theme. To come up with possible themes, I mixed comparable codes. An illustration of how I grouped related codes to create a theme is shown in Table 3.1 below:

Table 3.1: Generating themes

Data extracts	Generated theme
<i>Learners do not understand when I teach them using English only</i>	Language barrier
<i>I cannot explain to them in Northern Sotho their home language because I can't speak it properly as it is not my mother tongue.</i>	
<i>We don't have enough learners' textbooks.</i>	Lack of teaching and learning material in the EFAL classroom
<i>Another challenge I face in my classroom is discipline.</i>	Lack of discipline
<i>Most learners' lack discipline, when I teach I have to shout at them now and then for them to keep quite and that disturbs my lesson.</i>	
<i>My learners do not participate in the classroom, sometimes when I ask them questions they keep quite and look at me.</i>	Lack of participation in the classroom
<i>Even when we have to read a text, It's rare to have a volunteer, I have to choose who is going to read for us because they lack interest in reading and confidence in reading.</i>	
<i>No, I do not have reading books at home.</i>	Lack of reading material at home.
<i>I don't have reading material at home, when I feel like reading I use my smartphone to access material online</i>	
<i>I have problems with poetry, especially when I have to analyse the poem and identify the figures of speech and explaining the message conveyed by the poet.</i>	Problems of analysing texts

After generating the themes, I combined the themes that were related in meaning to form one main theme, making the combined themes to be sub-themes. Table 3.2 shows an example of how I went about generating sub-themes to the related themes.

Table 3.2: Combining themes

Generated themes (Sub-themes)	Main theme
Language barrier	Challenges of teaching literature in the EFAL classroom
Lack of EFAL teaching and learning material	
Lack of discipline	
Lack of participation in the classroom	
Problems of analysing texts	Challenges of learning literature in the EFAL classroom
Lack of reading material at home.	
Inadequate teacher training	Lack of support
Lack of school visits by CAs	

After generating, reviewing, and naming the themes, I wrote the findings in the form of a report.

3.9 Trustworthiness

Trustworthiness improves the calibre of the data gathered. The criteria for guaranteeing trustworthiness were outlined by Lincoln and Guba (1985) and comprise credibility, transferability, dependability, and confirmability. I followed the said criteria in this study as indicated below.

3.9.1 Credibility

According to Anney (2014), credibility is the degree of assurance that the research's conclusions are accurate. Credibility in this study was ensured by visiting the schools a week before data collection to learn more about principals and the teachers and build a rapport of trust with the principals and teachers to ensure the study's authenticity. During interviews, I recorded the participants' responses using a voice recorder to ensure no information was missed and to revisit the recording several times when transcribing the data to ensure that accurate information was captured to maintain authenticity and certainty. I made sure that the original records were preserved as proof and for verification and that the results were not altered.

I also used member checking, where I returned the data to the participants to validate it before it was translated and analysed. Since no pertinent information was left out or unnecessary information was included, the research findings

were accurately categorised and presented in themes that addressed all of the data. This ensured credibility by presenting the facts honestly.

3.9.2 Transferability

Transferability shows if the work's conclusions can be used in different situations (Pandey and Patnaik, 2014). According to Bitsch (2005), the research findings should be utilised outside of the study if they apply to other similar studies. I ensured that the data in this study was fully described and that the data provided was amenable to comparison with the findings of other studies. Hence, the results from teachers' and learners' interviews and classroom observations in this study were transferred to other studies, which seems connected to the study's primary objective.

3.9.3 Dependability

Dependability reveals the stability of the research findings (Anney, 2014). According to Arey et al. (2002), dependability is evident in the research study only if the findings are consistent, even if the research can be repeated. To ensure dependability, I made sure that participants' interviews were audio recorded with an audio recorder and transcribed verbatim. Carefully considered observations were made, and the data was presented impartially and thematically. I adhered to Braun and Clarke's (2006) six steps of thematic analysis.

3.9.4 Confirmability

Bloomberg and Volpe (2019) state that the researcher could verify the study's findings using various criteria. According to Korstjens and Moser (2017), the researchers' interpretation of the findings should be grounded in the collected data rather than their personal opinions. In view of the above, I used member checking, in which I returned to the research participants and asked them to confirm and comment on the results to ensure that they were truthful and reliable.

3.10 Ethical considerations

According to Gilbert (2008), the researcher should adhere to ethical principles when conducting research. Denzin and Lincoln (2000) indicated that before conducting research, the participants must consent to the study willingly and be provided with complete and transparent information in their preferred language. I applied for ethics approval from the ethics committee at the University of Free State (see Appendix J).

I also requested permission to conduct research in schools from the provincial Department of Education in Limpopo (see Appendix A), which was granted (See Appendix K). I also requested permission from the school principals (See Appendix H) whose schools were sampled for the study, and the permission was granted. I gave the participants written consent before I conducted the study (See Appendix C). Since the Grade 10 learners were too young to consent to participate in the study, I used assent forms (see Appendix I) to get their approval to participate in the study. Also, I asked their parents for permission (see Appendix G).

To ensure confidentiality and anonymity, participants' identities were made anonymous throughout the study by using pseudonyms. For instance, I used codes to label the targeted schools as School A and School B and teachers as T1 and T2, whilst learners were labelled as L1 to L5.

3.11 Conclusion

In conclusion, choosing this type of research methodology, paradigm and research design, as discussed above, helped me collect data using qualitative data collection techniques. This provided answers to the research questions in this study. The success of this study was positively impacted by all the different tools, methods, and strategies used during the investigation. The findings of this study are presented and interpreted in the next chapter.

CHAPTER 4

PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents data generated through observations and interviews and interprets the findings thereafter. The data in this study addressed the main research question: *What are the challenges of teaching and learning literature in the EFAL Grade 10 classrooms in Limpopo Province?*

The said research question is addressed by the following secondary research questions:

- How is literature taught in the EFAL Grade 10 classrooms in Limpopo Province?
- What challenges do teachers and learners face in teaching literature in the EFAL Grade 10 classrooms in Limpopo Province?
- Which intervention strategies teachers can use to promote effective teaching and learning of literature in the EFAL Grade 10 classrooms in Limpopo Province?

This chapter first presents the schools' profiles, as shown in Table 4.1, and the background information of teachers and learners (Table 4.2). Thereafter, it outlines the procedures followed when collecting data, presents the results and interprets them. Interviews with learners were done in Northern Sotho and translated into English; however, teachers preferred to be interviewed in English. Although data collected through interviews with learners was translated into English, all responses from teachers and learners were transcribed verbatim and italicised. As mentioned in Chapter 3 (Section 3.10), schools are labelled School A and School B; teachers are represented as T1 and T2, and learners are L1 to L6.

4.2 Schools' Profile

Table 4.1 below presents the profile of the two sampled schools.

Table 4.1 Schools' profiles

School	Quintile	Area and District	School type	Enrolment	LoLT	Home Language	Principals	Deputy Principals	HODs	Educators	Grade10 classrooms	Learners per Grade 10 Classroom
A	1	Mashabela Village, Sekhukhune South District	Public	358	English	Northern Sotho	1	0	0	12	2	10A=35 10B=51
B	1	Diphagane Village, Sekhukhune South District	Public	1455	English	Northern Sotho	1	2	4	43	5	10A=61 10B=55 10C=62 10D=60 10E=61

Both Schools A and B are situated in the rural area of Sekhukhune South district and are categorised under quintile 1. School A did not have a post for a deputy principal and the head of department (HOD) was not yet appointed at the time of my research. There were two Grade 10 classrooms, with Grade 10A housing 35 learners and Grade 10B, 51 learners. School B had a larger enrolment, which was a bargain for the school to qualify for a high number of teaching staff compared to School A.

4.3 Background information of teachers and learners

Background information on teachers and learners is presented in Table 4.2

Table 4.2 Teachers and learners' background information.

Teachers' background information					
School A					
Participant	Gender	Home language	Age	Highest Qualifications	Teaching experience
T1	Female	Tshivenda	28	B.Ed	6
School B					
Participant	Gender	Home language	Age	Highest Qualifications	Teaching experience
T2	Male	Northern Sotho	37	B.Ed Honors	9
Learners' background information					
School A					
Participant	Gender	Home language	Age	Progressed/ Promoted	Number of years in grade
L1	Female	Northern Sotho	15	Promoted	1
L2	Female	Northern Sotho	15	Promoted	1
L3	Male	Northern Sotho	17	Progressed	1
School B					
Participant	Gender	Home language	Age	Progressed/ Promoted	Number of years in grade
L4	Female	Northern Sotho	15	Promoted	1
L5	Female	Northern Sotho	16	Promoted	1
L6	Male	Northern Sotho	19	Progressed	1

Both teachers were qualified to teach in South African schools and have been teaching for more than five years. However, T1 was not a Northern Sotho speaker. All six learners were Northern Sotho speakers and were attempting Grade 10 for the first time.

4.4 Procedures followed when collecting data

As already highlighted in Chapter 3 (Section 3.7), I observed both Schools from the 24th to the 27th of April 2024, which was one week after making an appointment with the schools. My first visit to Schools was meant to orient teachers and learners regarding the purpose of my study and to inform them of my intentions to visit again the following day for classroom observations and interviews. I used the first day of my visit to give all the participants in each school the written consent and assent forms for the parents of the learners to sign before I could start collecting data. Learners agreed verbally to take part in the study.

The second day was devoted to interviews and observations. I went to the principal's office first and described the reason for my visit. After that, the principal accompanied me to the teacher I had come to see. Classroom observations in School A took approximately 50 minutes, while in School B, lasted for almost an hour. Interviews with teachers in each school took

approximately 25 minutes. Interviews with learners were conducted using their home language. This was to eliminate issues of language barriers and ensure that the learners feel free to express themselves when answering the questions and that allowed me to get as much information as I needed. Learners were interviewed one by one with the teacher sitting next to me. The interviews lasted for about 15 to 20 minutes per learner.

4.5 Presentation of findings from lesson observations

In this section, observations of literature lessons in Schools A and B are presented.

4.5.1 Observation of School A classroom

I arrived at School A around 7:00 am, and the lesson in School A classroom started at 7:15 am. In the classroom, the teacher introduced me as a visitor and stated the reason for my visit to the learners, who welcomed me by clapping hands. Thereafter, the teacher showed me a table and a chair in the front corner of the class where I could do my observations without disturbing the lesson. The picture below shows the classroom of T1.



Figure 4.1 Classroom of T1 at School A

The teacher started by greeting the learners. Thereafter, she introduced the topic of the lesson. T1 instructed the learners to take out their drama texts. Although the classroom was overcrowded, the learners sat in pairs to share the text. During the lesson, the teacher introduced the title of the drama text, *The African Dustbin*, by Mtubani Victor and then asked the learners what they thought an African dustbin was all about. Then, she selected four learners to read a scene in the drama, and each of them represented a particular character in the scene. During the reading stage, four learners who were selected read aloud one after another while others followed silently. When learners were reading, the teacher moved around in the classroom, checking whether every learner was focusing on the text and reading without making noise or disturbing other learners. The teacher explained and clarified the learners while reading. The learners read only one scene of the drama text.

During the post-reading stage, the learners were asked questions about the text they read, and only few learners answered the questions. Some learners seemed confused and waited for the next instruction from the teacher. The teacher explained what the text was all about. She did not give the learners an activity to complete in the classroom or at home after the lesson. There were also no class discussions or group work. The only activity that was done after the lesson was correcting the homework that seemed to have been given the previous day.

4.5.2 Evaluative comments

The teaching of the literature lesson in T1's classroom started well with greetings and an introduction to the topic. Providing learners with the opportunity to express their thoughts about the topic is quite commendable in terms of activating the learners' background experiences. However, the introductory stage in this classroom does not seem to have covered all the activities necessary to prepare learners well for the text that was read. For example, learners were not engaged in making predictions based on the title of the text, and they were not given the chance to expand their vocabulary to improve their comprehension of the texts.

Giving some learners opportunities to read while others listened is commendable; however, this was not good enough to engage all the learners. It was expected that the teacher, during the reading stage, would have encouraged the learners to pose questions related to the text read and maybe use inferences as some of the strategies for enhancing comprehension, but unfortunately, this was not evident during T1's literature lesson.

For the teachers to establish whether their lesson objectives have been achieved, they ask questions or administer formal or informal assessments. It is commendable that T1 assessed her learners by asking questions related to the text. However, she did not seem to have asked questions that encouraged learners to think critically about the text that was read in the classroom.

4.5.3 Observation of School B classroom

The classroom at School B was observed on April 27, 2024. I was escorted to the classroom by the teacher. When we got to the classroom, he greeted the learners, introduced me and showed me a desk at the front right corner of the classroom to sit in and observe. The image below depicts T2's classroom.



Figure 4.2 Classroom of T2 at School B

The teacher started by asking the learners to take out their poetry texts and open the page where they found the poem *African Pot* by Fhazel Chenesse.

The classroom was overcrowded as learners exceeded 30 in the classroom. The textbooks were not enough, but because most learners were seated in pairs, they were given a copy to share. Most textbooks were still in good condition. The teacher started out by introducing the title of the poem, *African Pot* and asked them what immediately sprang into their mind upon hearing the title. During the reading stage, he read aloud the poem to the learners while they all listened and followed silently. He read it only once and then asked a learner to read it aloud to the whole class while others listened. When the learner was reading, he moved around to check whether the learners focused on the text. No questions were asked by him or the learners during the reading stage, nor did he pause to clarify the reading.

During the post-reading stage, when the learner finished reading the poem, the teacher began asking the whole class what the poem was about. Only few learners showed understanding of the poem. Most of the learners seemed confused and were not able to answer the questions asked by the teacher. The teacher then analysed the poem, stanza by stanza while explaining to the whole class in their mother tongue and using examples. Some learners were talking while the teacher was teaching, and this disturbed the lesson as the teacher had to stop and instruct them to be quiet. The teacher did most of the talking, and learners participated by answering questions. The teacher asked them questions, and few answered and gave their viewpoints. No class discussion or individual activity was given to the learners during the post-reading stage. The teacher only corrected the home activity he gave the learners the previous day, but he could not finish the correction because the period ended while he was still busy with the corrections.

4.5.4 Evaluative comments

Overcrowding seemed to have negatively affected the literature lesson in the classroom of T2. However, the sitting plan seemed to have solved the problem because there were some spaces left for the teacher to move along the aisle to monitor the learners during reading. The introduction of the lesson in T2's class only focused on telling the whole class about the title of the poem. Activities such as talking about or discussing the title of the poem, making predictions,

building vocabulary to enhance comprehension, etc., did not seem evident during T2's literature lesson. Although there were not enough books for each learner to receive a copy, the teaching and learning continued smoothly because learners shared a copy in pairs. This is commendable as every learner was able to access the poem that was taught.

Although there was evidence of reading aloud by the teacher and one learner, this did not seem to have been conducted effectively, given that learners were not encouraged to pose questions based on the poem that was read. Moreover, although the teacher used the learners' home language to help them understand concepts in the English language, this did not seem effective because learners in T2's class did not seem active in their learning. The post-reading stage was dominated by controlling learners who seemed inattentive. Furthermore, the learners in T2's class were never given a class activity, home activity or class discussion. This is not commendable as he could not test their understanding of the poem.

4.6 Presentation of findings from interviews

This section presents findings from the interviews with teachers in the form of themes and sub-themes. As mentioned earlier, responses are *italicized*.

4.6.1 Data from teachers' interviews

The table below displays the themes generated from the interviews with the teachers.

Table 4.3 Themes generated from teachers' interviews

Themes		Sub-themes
1.	Challenges of teaching literature in the EFAL classroom	* Overcrowding * Lack of teaching and learning material * Reading problems * Lack of interest in reading * Code-switching * Learner progression * Lack of discipline. * Lack of participation.
2.	The need for training and supporting teachers	* Inadequate training of EFAL teachers.

4.6.1.1 Challenges of teaching literature in EFAL classroom

Challenges in teaching literature are obstacles that negatively affect the teaching process of literature in the EFAL classroom. Teachers in South Africa are under stress due to the continuous educational crises (Du Plessis and Letshwene, 2020). The above-mentioned theme was identified from the teachers' responses on the basis of addressing the second research question. Hence, it included the following sub-themes: Overcrowding, lack of teaching and learning material, reading problems, lack of interest in reading, dual medium of instruction, learner progression, lack of discipline and lack of participation. The teachers indicated that the said challenges are the core challenges that prevented them from teaching literature in the EFAL Grade 10 classroom effectively.

4.6.1.1.1. Overcrowding

Classroom overcrowding continues to have a detrimental effect on efficient learning and teaching. Looking at the schools' profiles in Table 4.2, all the classrooms seemed large, with numbers ranging from 51 to 62. This, according to Venketsamy (2023), can negatively impact teachers' and learners' attitudes toward schooling. Class sizes in the schools visited were quite large. T1

confirmed when saying:

most of our classrooms are overcrowded.

T2 added that:

We have a challenge of overcrowded classrooms in our school because of high enrolment.

Both T1 and T2 raised the issue of overcrowding that they always had to deal with during lessons. When I observed the lessons in both classrooms, I noted that learners were over 40 in number. These findings support what was established by Moswane (2019) in terms of revealing that crowded classrooms make it more difficult to learn and teach effectively. Teachers face stressful situations which lead to insufficient learning environments, safety, limited contact between learners and teachers and disruptive behaviours (Osai et al., 2021) because of overcrowding. Zaman (2023) validated the challenges of classroom overcrowding in terms of negatively impacting the calibre of teaching and learning opportunities. According to Matsepe, Maluleke, and Cross (2019), teachers face several difficulties when teaching large classes. These difficulties include failing to pique the learners' curiosity and to instil critical thinking skills.

4.6.1.1.2. Lack of teaching and learning material

Insufficient resources have a detrimental impact on literature teaching in EFAL classrooms. This is a challenge that T1 and T2 pointed out as one of the problems that they face every day in their classrooms. T1 said:

I use poetry and drama textbooks prescribed for Grade 10 learners, although they are not enough. I tell those who don't have textbooks to pair with those who have.

T2 added that:

We have the challenge of a shortage of learners' textbooks in the classroom as textbooks are not enough, and I am forced to make copies for learners whenever I go to the classroom because I can't teach literature without texts.

The above teachers' responses indicate that literature in their classroom is adversely impacted by lack of instructional resources. When I observed the lesson presented by T1, I noticed that she tried to mitigate the problem of lack of textbooks in the classroom by pairing the learners who did not have textbooks with those who had. However, some learners still sat without textbooks, and they seemed to struggle to complete activities. On the other hand, T2's response seems to suggest that he couldn't teach properly because of shortages of texts. This response supports what was found by Mcube and Fesi (2021) when they investigated teachers' perspectives on challenges faced by fourth-grade English readers. According to their results, South African schools are underfunded, which makes it challenging to enhance the teaching of reading. These also support the findings by Ditshego (2020) and Solomon (2020), who established that teachers and learners in schools face challenges, such as lack of prescribed texts and instructional material, suggesting that most classrooms in South Africa, in particular, under-resourced schools face challenges of having inadequate resources for teaching and learning.

As indicated in Chapter 2 (Section 2.3.4.2), CAPS recommends that every EFAL learner should have access to a school or classroom library, two of the recommended literary genres, a dictionary, a collection of newspapers and magazines, an approved language textbook, and reading materials in class. According to CAPS, teachers should have the following materials: CAPS documents, language textbooks, dictionaries, grammar reference books, required literary genres, and a range of periodicals, newspapers, journals, brochures, and fliers. Ugwu (2022), in terms of investigating the teachers' challenges when teaching literature in schools, found that teachers faced challenges in EFAL classrooms, such as a lack of prescribed texts and instructional material.

4.6.1.1.3 Learners' reading problems

The teaching and learning of literature involve reading the text before analysing it. Learners in Grade 10 classrooms are faced with several reading problems that hinder them from effectively learning the English language. This could be

one of the reasons which contribute to making it hard for the learners to participate during lessons (Christabel, 2017) effectively. This was supported by T1 when saying:

Most learners struggle with reading, especially pronouncing words. Teaching literature to learners who cannot read properly makes it hard to teach because we have to read the texts before analysing them. Such learners do not participate when reading the texts.

T2 added that:

Some learners have reading problems; they cannot read fluently or pronounce some words properly.

The responses of the teachers suggest that there are many learners in Grade 10 who still have reading problems. T1 emphasised that it is hard to teach literature in a language that learners do not speak frequently at home since she had to have the learners read the book before she could analyse it. T2's response also suggests that she finds it challenging to teach literature to learners who struggle to read. These responses corroborate the findings of Rohaizat and Aziz's (2022) investigation of the difficulties of language learning techniques for learning English. Their findings showed that learners are faced with several reading problems that hinder them from effectively learning the English language. Phala and Hugo (2022) also found that learners encounter problems of reading competency as they cannot read for meaning.

According to CAPS, teaching literature should emphasise comprehension and incorporate the three reading techniques: *pre-*, *during reading*, and *post-reading*. Since CAPS emphasises that learners should read texts extensively before analysing them, T1 and T2 might provide their learners with additional reading instruction to help them become better readers.

4.6.1.1.4. Lack of interest in reading

Learners who could not master reading in their lower grades struggle with reading comprehension even in higher grades (Bunda and Pineda, 2023). This is supported by the responses of the teachers when T1 said:

My learners do not participate in the classroom when it is time to read. Sometimes, when I ask them questions, they keep quiet and look at me. When we have to read a text during the lesson, it is rare to have a volunteer because most of them cannot read properly, so they are afraid to read. I must choose who is going to read for us because they lack interest and confidence in reading.

T2 added that:

The issue of reading problems causes some learners to lose interest in reading as they do not volunteer to read the texts in the classroom unless I choose who is going to read. Only those who are fluent volunteers to read because they can read properly.

Both responses indicate that the inability to read fluently negatively affects the learners' interest in reading. T2's response indicates that only learners who were able to read properly were the ones who volunteered to read during the lesson. T1's response supported this when saying that those who were not able to read properly were afraid to read, meaning they lacked motivation. This response supported what Naseem, Muhammad and Fazal (2019) found when investigating the factors affecting the reading interest of learners. Their findings revealed that learners were faced with a challenge of lack of motivation, which hindered them from effectively learning the English language and resulted in a loss of interest in reading. Some learners read for enjoyment and relaxation and those who do not participate in after-school reading practices (Olifant Cekiso and Rautenbach, 2019). This suggests that learners have different perceptions when it comes to reading. Learners encounter the challenge of lack of motivation, which hinders them from effectively learning literature and results

in a loss of interest in reading (Ramah, 2023).

T1 and T2 could motivate the learners by providing them with more literary texts and engaging them in reading so that they can get used to and develop reading skills that could boost their confidence and interest in reading. This is what Ahmadi (2013) established when examining the connection between reading motivation and comprehension. They found that one of the most significant elements that increases the interest of learners in reading is reading motivation in reading.

4.6.1.1.5 Code Switching

The Language in Education Policy (LiEP) of 1997 promotes multilingualism during the EFAL lessons. Switching to the home language of learners when teaching literature is crucial for better understanding, but unfortunately, from what was noted during observations, this is not happening as expected in other EFAL classrooms. This was supported by T1 during the interviews:

The first challenge that I have is that learners do not understand when I teach them using English only. I cannot explain to them in Northern Sotho, their home language, because I can't speak it properly as it is not my mother tongue, so am forced to use English only, and that is not working for me because sometimes I feel like I was able to explain to them in their home language, they would understand better.

T2 added that:

I use code-switching during my lessons, but the problem is that when learners complete tasks, they have to write in English, and they have a problem formulating meaningful English sentences that are useless sometimes.

T1 seems to be aware that she could use code switching, but the challenge was that she did not seem to be able to speak Northern Sotho which was the home

language of the learners. I noticed during lesson observation that T1 used only English for the entire lesson. T1 was unable to teach and clarify ideas that seemed complex for the learners to comprehend in their native language because of this challenge. Although T2 used code-switching, he showed that sometimes it was useless as learners are expected to complete tasks in English, not Northern Sotho. Hence, they might have problems formulating meaningful sentences in the English language. This corroborates the findings of Phala and Hugo (2022), who investigated the challenges of teaching reading to Grade 3 learners and found that learners struggle to understand English because their home language was different from the language used for learning and teaching. Due to their inability to comprehend what they read, many of the learners struggled with reading and were unable to understand what they read.

4.6.1.1.6 Learner progression

Teaching learners who have been promoted to the next grade without having met the requirements is not easy, as it requires the teacher to make extra efforts to ensure that everyone is accommodated (Ditshego, 2020). This is supported by the teachers interviewed. For example, T1 said:

Some of my learners progressed from Grade 9, but they did not qualify to progress to Grade 10, so I struggle to engage them in my lessons as they have English language barriers; they cannot pronounce some of the English words and they can't read properly or respond to questions.

T2 added that:

I have learners who have progressed. They find it hard to participate in the classroom during EFAL literature lessons because they can't speak the language properly. When I teach, I must make sure that I accommodate every learner in the classroom by using different teaching methods.

The responses above indicate that both teachers struggle to engage and make the learners participate effectively during lessons because of challenges related

to language barriers, suggesting that being progressed to Grade 10 was not good for them, considering that for them to meet the language requirements of Grade 10, they still need efficient help in Grade 9. According to Muedi et al. (2021), no support techniques or tactics are in place to assist advanced learners. This is what could have made it more challenging for the teachers to teach literature in the classroom which accommodated learners who are not ready to cope with the learning demands of their current grade.

4.6.1.1.7 Lack of discipline

Lack of discipline in the classroom is understood as an inability to behave in a manner that shows respect, responsibility and willingness to learn. Teaching in a classroom that has learners who lack discipline hinders the presentation of lessons in the classroom (Louis, 2018). Teachers face challenges in maintaining discipline during the lessons because of the disturbances that occur. T1 agrees when saying:

Most learners lack discipline; when I teach, I must shout at them now and then for them to keep quiet, and that disturbs my lesson.

T2 adds that:

Some learners disturb my lesson. They talk and make noise while am teaching, and this disturbs not only me but also other learners who are paying attention.

The responses above indicate that teachers struggle to maintain discipline in their classrooms. This supports Ugwu's (2022) findings, which showed that EFAL teachers have difficulty handling learners who are not controllable in the classroom. This challenge hindered the teachers whose classes were observed from creating a conducive teaching environment in their classrooms, given that they were unable to control ill-disciplined learners. Lessons are hampered by a lack of discipline, and classroom learning and teaching cannot be successful if disruptive behaviours are prevalent (Rossouw, 2019). Lack of discipline creates chaos in the classroom. However, T1 and T2 could develop a strategy or come

up with a proper punishment they could use to manage discipline besides just shouting at learners.

4.6.1.1.8 Lack of participation

CAPS emphasises that teachers can limit their interpretations and opinions of literary works when teaching to allow learners to contribute by sharing their thoughts and ideas. However, this was not evident in the literature classrooms observed. Hence, T1 said:

My learners do not participate in the classroom; when I ask them questions, they keep quiet and look at me.

Low participation in T1 classrooms has made literature learning and teaching difficult in terms of meeting the lesson goals. These findings support Ahmad's (2021) findings, which revealed that learners' participation was lacking as they failed to understand when the teacher analysed a text with them, making it hard for them to contribute meaningfully in the classroom by asking, answering and giving their viewpoints about the text. In classroom situations like this, it may be impossible to get ideas and interpretations about the text from the learners. Aziz et al. (2018) investigated the elements influencing learners' engagement in class and found that the primary cause of this is lack of preparation and insufficient time to explain ideas effectively. The fact that lack of preparation causes learners to be reluctant to participate in class is supported by these findings, which are comparable to those of Abebe and Dineke (2015), who looked into the reasons behind learners and their low participation in EFAL classes and found that learners felt anxious when speaking English without any preparation.

4.6.1.2. The need for Training and Supporting teachers

Teacher training and supporting programs equip teachers with techniques and strategies that help them to effectively teach and manage their learners in the classrooms (Hindle, 2007). The above theme emanated from the concern raised by the teachers interviewed in this study regarding being unable to receive curriculum support for the effective teaching of literature in the EFAL classroom. Hence, the said theme includes the following sub-themes:

Inadequate training for EFAL teachers and lack of support from the curriculum advisors.

4.6.1.2.1. Inadequate training of EFAL teachers

Teacher training and support are crucial as they enable EFAL teachers to effectively instruct and assess learners on the content taught during literature lessons (Hindle, 2007). The responses from the interviews with teachers showed that EFAL teachers lack training, and this is what could be a contributing factor in making their teaching of literature challenging. This was supported by T1 when saying:

Another challenge is that some poems are challenging to teach and explain to learners, so I note them down and ask other teachers because, during workshops, we are not told specifically how to teach every poem. When I encounter a problem, I must work it out myself or ask other teachers because our CAs do not visit our school, as we only see them during moderation of learners' tasks.

T2 added that:

For me, teaching poetry is more challenging than teaching drama, novels and short stories. Learners have difficulty understanding some poems. I end up asking other teachers to help me with strategies to use because when I call my CAs they refer me to teacher guides, so I prefer to rely on the experiences of other EFAL teachers.

These responses suggest that it is more challenging for teachers to teach poetry than other genres of literature. Teachers could be trained more on how to teach poetry in classrooms. These findings support what Mawela and Seherrie (2022) found in terms of establishing that college/university training might not be effective enough to prepare teachers for pedagogic content knowledge. Teachers face situations in the classrooms that require them to be creative and come up with a new method that they never used before to achieve

their teaching and learning goals (Ibid). Training and support programs are crucial as they equip teachers with techniques and strategies that help them to effectively teach and manage their learners in the classrooms (Gardner, 2021)

EFAL CAs could provide training on how to approach the teaching of poems prescribed for the Grade 10 learners so that teachers can have a clue on how to approach each poem. T1 and T2 could also consider outsourcing EFAL teachers from other schools to come and teach their learners while they observe, as this might give them a better understanding of the subject.

The responses of T1 show that there is concern by teachers about the CAs not visiting their schools to provide curriculum guidance and support. T1 indicated that she only met her curriculum advisor during moderation and workshops, suggesting that teachers are not given support for implementing what is prescribed in the curriculum regarding the teaching of literature in high schools.

4.6.2 Data from the learners' interviews

This section presents and analyses data gathered through interviews with Grade 10 EFAL learners in terms of establishing challenges they face in learning literature. One theme and five sub-themes were identified from interviewing six (6) Grade 10 EFAL learners from Schools A and B. The table below lists the themes and sub-themes from the interviews with the learners.

Table 4.4 Themes from learners' interviews

Themes	Sub-themes
Difficulties of learning literature in the EFAL classroom	* Lack of reading material at school and at home. * Language barriers. * Overcrowded classrooms. * Difficulties in analysing texts

4.6.2.1. Difficulties in learning literature in the EFAL classroom

During literature lessons, learners are required to analyse texts after reading so

that they can answer questions related to the text. Learners who are faced with the challenges of reading find it difficult to comprehend and interpret what they read (Bester et al., 2019). The said theme relates to the challenges experienced by EFAL Grade 10 learners in learning literature. It includes the following sub-themes: lack of learning material at school and home, language barriers, overcrowded classrooms, difficulties in analysing texts, and lack of interest in reading.

4.6.2.1.1 Lack of reading material at school and home

Lack of English reading material is a challenge at schools and most learners' homes. This was supported by the learners when L1 said:

We don't have enough textbooks for poems and drama. I share the textbooks with my classmates when reading in the classroom and when the teacher gives a homework.

L2 added:

I don't have a textbook for drama; I only have one for poetry, so it is hard to learn when they teach us drama as I must share it with my classmates.

L4 added:

We do not have study guides that I can use when learning poems and short stories. We only have textbooks, although they are not enough.

The responses from the learners reinforce the lack of reading material in the EFAL classrooms, suggesting that learners are not engaged effectively during lessons because they rely on sharing one copy per pair or the teacher using photocopied material, which may not be convenient, like reading the original text. During observations, it was noted that learners shared one text. This supports the findings by Moswane (2019) in terms of revealing that rural high schools have poor infrastructure with no libraries and computer laboratories,

resulting in poor access to textbooks and other resources. Given that the teaching of literature requires access to reading materials, if such materials are not available, it could be difficult for learners to develop knowledge of the language.

Aisyah (2017) investigated challenges faced by teachers in teaching EFAL and found that there was inadequate provision of textbooks in schools. The fact that the above-mentioned study was conducted 6 years ago shows that this problem is not something new, hence, the question is, *what has been done so far to address these challenges for the benefit of the EFAL learners?* It is advisable for learners to always read a lot of books and they should have access to reading materials even while they are at home. Only when resources are accessible for usage at home and school can reading for a variety of reasons be accomplished. But when it came to the availability of reading materials at home, L2 said:

No, I do not have them. The only books I have at home are for mathematics and science. My parents never bought me literature books.

L4 added:

I don't have reading books at home; the only books I have are the ones they give us here at school. My mother can't afford to buy me books.

L5 added:

I don't have reading material at home because my parents only buy me science books. There is no library in my village like other places, so when I feel like reading, I use my smartphone to access material online.

These responses from the learners suggest that reading does not seem to be happening at home simply because they do not have books that they can use

for reading while at home. Moreover, the school also seems to be the only place where these learners can interact with books. According to data from the 2018 National Household and Education Survey, children from low-income families start school at a disadvantage. Hence, Oasis et al. (2018) recommend the effective introduction of reading programs that could promote frequent reading habits in learners and the provision of engaging reading material both at home and in schools.

4.6.2.1.2 Language barriers

Learners of EFAL struggle with the English language because it is not their mother tongue, and this negatively affects their interaction with the teacher in the classroom. This was supported by the learners interviewed when L1 said:

There are words which I don't understand when taught in English. I refer them to be explained in my home language, but the problem is that our teacher is not a Northern Sotho speaker, so she can't explain them to us in our language.

L3 added:

Some of the words I do not understand when the teacher teaches us poetry. It is not easy to understand when the teacher teaches because it is hard for me to grasp what she is saying.

L6 added:

Learning literature in English is not the same as learning in our home language because in English, some words we don't understand their meaning when taught in the English language.

The above responses from the EFAL learners of Schools A and B indicate that the language barrier is a serious challenge in EFAL classrooms because

learners do not seem to understand some of the content that the teacher teaches in the English language. Nguyen, Waren and Fehring (2014) investigated factors affecting English language teaching and learning, they discovered that learners' uneven proficiency levels and insecurity while speaking English in class are two elements that degrade the quality EFAL lessons. Learners are faced with problems with English grammar, resulting in linguistic limitations that lead to confusion and comprehension difficulties (Mohapi, 2023). This also suggests that the learners' interaction or communication with their teachers is negatively affected as they cannot communicate effectively in the English language.

In another study, Reyes and San(2024) investigated English language barriers among Grade 8 students in San Roque High School in Sogod, Philipines and found that students are faced with problems with English grammar due to lack of exposure to the English language. This shows that when students are not exposed to the use of a particular language, they develop problems speaking the language as they are not used to it, and this also affects their understanding of the language.

Although the LiEP encourages multilingual education, L1 of School A indicated that their EFAL teacher was not a Northern Sotho home language speaker; therefore, she could not switch to Northern Sotho to clarify concepts in English to have a better understanding of what was taught, suggesting that a dual medium of instruction in the classroom of L1 was not possible simple because the teacher might not have been trained to deal with multilingual classroom issues.

4.6.2.1.3 Overcrowded classrooms

Classroom overcrowding has an impact on the calibre of learning and teaching opportunities. According to Zaman (2023), overcrowding limits access to educational materials, decreases interaction, and produces disturbing noise. Learners at participating schools reported that congestion in their classrooms had a detrimental impact on them. This was supported by L3 when saying:

Another challenge is that our classroom is overcrowded. Other classmates disturb the lessons because they make noise. It is not easy to study in the classroom because of noise and lack of space.

L5 added that:

There is always noise in the classroom. I cannot not focus well because there is too much chaos as we are overcrowded. It's better when the teacher is in the classroom and maintains control.

Learners' responses suggest that it is not easy to study in a classroom where there is noise. This supports the findings of Zaman's (2023) investigation of the teacher-learner relationships in overcrowded classes, which showed that overcrowding impacted negatively, the calibre of learning opportunities during lessons. They added that noisy disturbances, less interaction, and restricted access to educational materials are all consequences of overcrowding. In a situation like this, L3 and L5 could not learn effectively in their classrooms because of overpopulation. This could affect their performance at the end of the year. This issue might be resolved in some way to allow learners to learn in a classroom setting that supports both effective learning and teaching.

4.6.2.1.4 Difficulties in analysing texts

In terms of analysing texts, L1 said:

Another challenge is that I am struggling with analysing a poem. I don't understand the techniques which I should use when analysing a poem, so it is difficult for me to tell what the poem is all about. I am also having a problem identifying poetic devices. With short stories and drama, I don't have problems.

L4 added:

The problem I have with literature is that some words are not easy to understand, so it becomes difficult to understand and analyse the literary texts given to us.

L6 added:

With short stories, I don't struggle much I just struggle with explaining unfamiliar words but explaining the plot and message I try. I have problems with poetry, especially when I have to analyse the poem, identify the figures of speech and explain the message conveyed by the poet.

The above responses indicate that learners in the literature classroom of EFAL do not find it easier to analyse texts. This shows that even if they could read the text, it would still be difficult, given their lack of proficiency in English. It was also noted during observation that when teachers asked the whole class to predict what the text was all about, only few learners responded to the question, suggesting the level of difficulty EFAL learners experience when learning literature in the classroom. Bester (2019) also found that some learners understood the content to a certain extent but were unable to articulate it to their classmates. Isra (2020) concurred that many learners during literature lessons do not understand the content of the text, which makes it difficult for them to analyse and interpret it. In terms of analysing literary texts, CAPS emphasises that learners should have a clear idea of what the text is all about and this should be encouraged right from the pre-reading stage where learners are given opportunities to discuss the title of the text with the teacher, anticipate the title's meaning and perhaps become acquainted with several ideas that might seem challenging for English language learners to comprehend.

4.7 Interpretation of findings

This section interprets the meaning of the themes identified from interviewing teachers and learners and triangulates them with observations. The key findings are interpreted below.

Overcrowding

Overcrowding is a concept that encompasses the difficulties that educators as well as learners face during literature lessons. The results in this study showed that the literature lessons in the EFAL Grade 10 classroom are adversely impacted by overcrowding. For example, both teachers and learners indicated that they have problems with overcrowding which makes it difficult to teach because teachers could not move around easily in the classroom to check on learners and support those who need individual attention. On the other hand, learners emphasised the fact that they couldn't pay attention because of noise. Learners in all the classes observed were indeed many, which could have contributed to some learners finding it difficult to learn.

Given the body of research in South Africa, these results are consistent with studies showing that classroom overcrowding hinders efficient learning and teaching (Moswane, 2019). In the international context, these findings align with studies showing that teachers are facing stressful situations resulting from insufficient learning environments, safety, limited contact between learners and teachers and disruptive behaviour because of overcrowding in the classrooms (Osai et al., 2021).

Lack of teaching and learning material at school and home

The above theme highlights the obstacles that contribute to the challenging experiences of teaching and learning literature in the EFAL classroom. Thus, if reading texts are not enough to cover all the learners in the classroom and lacking at home, teaching and learning of literature is unlikely to be effective. This problem has detrimental effects and can prevent learners from being exposed to reading materials that could improve their reading habits.

When reviewing existing literature, these findings support a study showing that teachers and learners in schools are facing challenges in EFAL classrooms such as lack of prescribed texts and instructional material (Moswane, 2019) making it difficult to teach and learn literature in the classrooms. In the international context, these findings align with the findings by Solomon (2020), who found that schools face challenges of having inadequate teaching and learning material, making teaching and learning of literature in most classrooms less interesting.

Learners' reading problems

The theme of learners' reading problems captures the challenges experienced by learners when reading texts during literature lessons. The findings revealed that reading problems hinder learners from reading fluently and with comprehension. For example, the teachers indicated that learners face several reading problems that hinder their ability to read and understand what they read during literature lessons. However, problems with reading in the Grade 10 classroom may also suggest that teachers lack the skills to teach reading in the EFAL classroom. In the context of existing literature in South Africa, these findings align with studies showing that learners are faced with a challenge of reading competency because they cannot read for meaning (Phala and Hugo, 2022). In the context of existing international literature, these findings align with studies showing that learners are facing several reading problems such as lack of comprehension strategies and vocabulary to facilitate reading, hindering them from effectively learning literature, resulting in a lack of participation in the classroom (Rohaizat and Aziz, 2022).

Lack of interest in reading

The issue of disinterest in reading encompasses the difficulties learners encounter when reading books at home or during literature lessons. The findings revealed that lack of interest in reading hinders learners from regularly engaging themselves in reading literary text. For example, teachers indicated that their learners lack confidence in reading, resulting in lack of participation in the classroom during reading activities. However, lack of interest in reading also suggests that teachers do not encourage or motivate their learners to read.

These findings align with studies showing that there are learners who read for enjoyment and relaxation and those who do not participate in after-school reading practices (Olifants, Cekiso and Rautenbach, 2019).

Learner progression

The findings also showed that teaching learners who progressed from the previous grade is quite challenging. For example, the teachers indicated that teaching learners who have progressed requires them to go the extra mile because they have to provide them with the necessary support. However, learner progression also suggests that teachers do not have individual support plans or mechanisms to support learners experiencing learning difficulties. These findings align with Muedi et al.'s (2021) findings which showed that teachers lack support measures to help progressed learners in their classrooms.

Code-switching

The theme of code-switching reveals the techniques of teaching literature in their EFAL classrooms. The findings revealed that one teacher switched from English to the learners' home language during the literacy lesson, given the response from the teacher that some learners were unable to understand when explanations were given in English, which made him switch to the language learners could understand. These findings align with Shinga and Pillay's (2021) study that revealed how EFAL teachers employ code-switching to make complex ideas easier to understand to improve comprehension of the material. This theme supports the PCK theory developed by Shulman (1980) which emphasises that the teacher must know the subjects they teach and how to teach those subjects in a way that learners can understand.

Lack of discipline

Lack of discipline highlights the difficulties teachers encounter when teaching literature. Findings showed that teachers deal with the difficulties of dealing with learners who are unruly and disrupt classes. For example, teachers indicated during interviews that some learners make noise during lessons, which disturbs learners who want to learn. These results align with studies indicating that a

lack of discipline impairs the process of conducting literature lessons and that classroom instruction cannot be successful if disruptive behaviour predominates (Rossouw, 2019).

Lack of participation

The theme of lack of participation also captures the challenging experiences of teachers in EFAL classrooms. The findings revealed that teachers face the challenge of teaching learners who are not fully participating during the lessons. For example, the teachers indicated that when they asked the learners some questions about the texts, only few answered the questions and as a result, it was difficult to get ideas and views from other learners. These findings align with a study by Ugwu, (2022), who revealed that some learners fail to understand when the teacher analyses a text with them, hence, they struggle to make meaningful contributions in the classroom by asking, answering and giving their viewpoints about the texts.

Teacher training and support

This theme captures the problems teachers face when rendering EFAL lessons. The findings revealed that teachers sometimes face pedagogical challenges in the classrooms and also raised concerns about their curriculum advisors not visiting their schools to provide them with curriculum guidance and support. For example, the teachers indicated that the only time they get to meet with their curriculum advisors is during the workshop, implying that some teachers don't have the abilities necessary to properly teach content.

In the context of existing literature in South Africa, these findings align with studies showing that pre-service teachers in higher education institutions may not be provided with effective training that prepares them adequately for teaching in the classroom (Mawela, 2022). In the context of existing international literature, Gardiner (2021) supports this by arguing that training and support programs are crucial because they equip teachers with techniques and strategies that help them to effectively teach and manage their learners in the classrooms. Shulman's PCK also highlights how important it is for teachers to fully understand the pedagogy and content of the subjects they teach to apply

the curriculum effectively and improve the academic performance of their learners.

Language barriers

The issue of language barriers highlights the difficulties learners encounter when learning literature in EFAL classes. The results showed that part of the material that the teacher teaches in English does not appear to be understood by learners. For instance, learners stated that they would like to have some vocabulary explained in their native tongue rather than in English because they do not comprehend them when taught in English. Language barriers identified are indications that learners' interaction with their teachers is negatively affected as they cannot communicate effectively in the English language. These findings align with studies showing that learners are faced with problems in English grammar, resulting in linguistic limitations that lead to confusion and comprehension difficulties during communication (Mohapi, 2023).

Difficulties in analysing texts

Text analysis captures the problem that learners face when learning literature in the EFAL classroom. The results showed learners struggle to analyse literary texts they don't understand. It was also evident in both literature lessons that only a few learners were able to say what they thought the title of the poem was all about. This shows that even if they could read the text, the reading was done without comprehension. For example, the learners indicated that they struggle to analyse texts and find it difficult to explain what the text is all about after reading. These findings align with studies which showed that some learners in the EFAL classroom are slow and have diverse learning needs that require teachers to use all sorts of teaching methods to make sure that they understand and can analyse the texts they read (Ditshego, 2020). Isra (2020) also showed that many students during literature lessons do not understand the context of the text taught.

4.8 Conclusion

This chapter presented and analysed the results of the current study, which showed that teachers as well as learners encounter several challenges that impede the efficiency of the literature lessons in the classroom. The next chapter summarises the key findings and provides recommendations and conclusions.

CHAPTER 5

SUMMARY OF KEY FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

In the previous chapter, data were presented, and findings from observations and interviews were interpreted. This chapter outlines the overview of the study and summarises the research findings. This is followed by presenting the implications and recommendations based on the findings. Thereafter, the limitations and suggestions for further studies are outlined. Lastly, contributions made by the study are discussed.

The primary aim of this study was to explore the challenges of teaching and learning literature in the EFAL Grade 10 classroom. The said aim was addressed by

- examining the teaching of literature in the EFAL Grade 10 classrooms in Limpopo Province
- establishing challenges teachers and learners face in the EFAL Grade 10 classroom when teaching and learning literature in Limpopo Province
- To recommend intervention strategies teachers can use to promote effective teaching and learning of literature in the EFAL Grade 10 classrooms in Limpopo Province

The following primary question was posed for the purpose of this study:

- What are the challenges of teaching and learning literature in the EFAL Grade 10 classrooms in Limpopo Province?

Below are the secondary research questions:

- How is literature taught in the Grade 10 EFAL classrooms in Limpopo Province?
- What challenges do teachers and learners face in teaching and learning literature in the EFAL Grade 10 classrooms in Limpopo Province?
- Which intervention strategies can teachers use to promote the teaching and learning of literature in the EFAL Grade 10 classrooms in Limpopo Province?

5.2 Overview of the study

Chapter 1 presented the background of the study, the aim and objectives, and the research questions. This was followed by briefly outlining the theoretical framework and describing the methodology used to collect and analyse the data in this study. Finally, the layout of the chapters was presented.

Chapter 2 discusses the theories used to underpin the current study. This was followed by defining literature and discussing the role of literature in the EFAL classroom. Thereafter, the teaching of literature, according to CAPS, is discussed, and finally, literature in terms of discussing challenges of teaching and learning literature is reviewed.

Chapter 3 identified, described and explained the methodology used in this study to collect and analyse data. First, the research paradigm, where this study is situated, was discussed, and the research approach and design were outlined. This was followed by describing the research site and the sampling used to select the research site and participants. The methods used to collect and analyse data followed. Every research participant's profile was described. The discussion on data analysis came next. This was followed by explaining trustworthiness and discussing the criteria for ensuring trustworthiness, and the ethical considerations were presented.

Chapter 4 presented data and interpreted the findings of this study. Firstly, the school's profile was presented, followed by background information on the teachers and learners who participated in this study. Procedures for collected data were also highlighted. The data from the observations and interviews was presented and interpreted.

5.3 Summary of Key Findings

This section summarises the key findings according to the research questions and objectives of this study.

Research question 1 (*How is literature taught in Grade 10 EFAL classroom?*) is addressed by focusing on the strategies teachers used to teach literature in the EFAL classroom, which included code-switching, extra classes, and engagement of photocopied material, as summarised below:

Findings revealed that teachers used code-switching in the EFAL Grade 10 classroom when teaching literature to help learners understand content in the English language. This strategy seemed to have benefited the learners because some were able to contribute to the lesson when the teacher asked questions. This finding corroborates the findings by Shinga and Pillay (2021).

Another finding regarding the strategies used by teachers when teaching literature in the EFAL classroom includes the fact that teachers used photocopied reading material in their classrooms to make sure that all the learners had a text to read, given that the original texts were not enough to give each learner a copy. This is quite commendable because all the learners had access to the text, although an original text would have been better off. This finding is similar to the finding by Khosa (2023).

Research question 2 (*What challenges do teachers and learners face in teaching literature in the EFAL Grade 10 classroom?*) is addressed by the following themes:

Findings revealed that learners in the classrooms observed were overcrowded to a range of 40 to 56. Teachers also confirmed this during interviews in terms of indicating that they struggle to provide learners with individual support and that they could not control learners when there were many in one classroom, which made teaching and learning literature challenging for both teachers and learners in the EFAL classroom. These findings corroborate the findings by Moswane (2019) and Osai et al. (2021).

Findings also revealed that learners in the EFAL Grade 10 classrooms seemed ill-disciplined, causing disturbances during the literature lessons. Teachers confirmed this during the interviews by indicating that some learners made

noise, which appeared to have negatively affected the teaching and learning process of literature. These findings corroborate the findings by Rossouw (2019) and Ugwu (2022).

The findings also showed that learners do not fully participate during literature lessons. This was confirmed by teachers during the interviews when they indicated that lack of classroom participation makes it almost impossible to attain the lesson objectives in the teaching and learning of literature. These findings corroborate the findings by Ahmad (2021).

The findings in this study revealed that learners face several reading problems that hinder their ability to read texts fluently and confidently. This was confirmed by the teachers during the interviews when they indicated that their learners were faced with problems with reading which hindered them from effectively learning the English language and made it difficult for them to participate during the literature lessons effectively. These findings corroborate Phala and Hugo (2022) and Rohaiza and Aziz (2022).

Findings revealed that the level of motivation impacts encouraging learners to read or discouraging them from becoming interested in reading. Teachers pointed out that only learners who were able to read properly were the ones who volunteered to read during the literature lesson. However, learners who struggled to read were shy to read, possibly because of the fear of making mistakes and being laughed at by their peers because they lacked motivation. These findings corroborate the findings by Olifants, Cekiso and Rautenbach (2019) and Ramah (2023).

It was also revealed that teachers struggled to engage and make the learners participate effectively during lessons because of various learning difficulties. They also indicated that progressing to Grade 10 was not suitable for the learners because they still needed to be supported effectively in Grade 9 to cope with the language demands of Grade 10. These findings corroborate the findings by Muedi et al. (2021).

The findings also showed that teachers face challenges in teaching some of the prescribed genres of literature because their curriculum advisors do not conduct school visits to support them with curriculum implementation. They further indicated that it is only during the workshops that they get to meet their curriculum advisors. These findings corroborate the findings by Mawela (2022). Gardiner (2021) indicated that training and support programs are crucial as they equip teachers with techniques and strategies that help them to teach the contents of the subjects effectively.

Findings also showed that both teachers and learners in the literature EFAL classroom had challenges of language barriers, which were the results of one teacher not being able to clarify concepts in the learners' language because the teacher was not proficient in their learners' home language. On the other hand, the learners interviewed pointed out challenges of understanding content in the English language, which creates challenges of poor communication between the teacher and learners. These findings are authenticated by Nguyen, Waren and Fehring's (2014) findings.

Lack of teacher support and training causes teachers to experience obstacles when teaching some of the prescribed genres of literature in the EFAL classroom. It should be noted that if the teachers continue to face these challenges without receiving guidance and support from the CAs, literature lessons in the classrooms will continue to be ineffective.

Language barriers cause learners to have difficulties understanding the English language, negatively affecting their interaction with the teacher in the classroom. This shows that learners lack the tools necessary to improve their English language comprehension. If this problem is not solved, they will continue to struggle with English grammar, resulting in linguistic limitations that lead to confusion and comprehension difficulties during communication.

Research question 3 (*Which intervention strategies can teachers use to promote the teaching and learning of literature in the EFAL Grade 10 classrooms in Limpopo Province?*), is addressed by the following theme:

The findings revealed that learners who progressed from Grade 9 to Grade 10 for the sake of avoiding retaining them in the same grade longer than the time recommended in the curriculum created problems for teachers because they have to support these learners so that they can catch up with their peers. However, the targeted learners often miss classes, suggesting they might not be interested in any programme that involves keeping them in class. This indicates that the efforts of teachers, even if they were meant to benefit the learners, were not viewed as positive gains for the learners who struggle to learn.

5.4 Implications of the findings

As mentioned earlier on various accounts, the main purpose of this study was to explore the challenges of teaching and learning literature in the EFAL Grade 10 classroom. Hence, implications of the findings in this study highlighted how teaching and learning literature in the EFAL Grade 10 classroom needs to be improved for the benefit of all the learners in the EFAL classrooms across the grades, as outlined per the finding below:

All the classes observed were overcrowded, negatively impacting teaching and learning. Although overcrowding is a challenge beyond the teachers' control, it should be noted that if nothing is done to support teachers so that they can overcome this challenge, teaching and learning literature in the EFAL classroom will remain a challenge across the grades.

Shortage of reading materials in the classroom and at home deprives learners of opportunities to read for pleasure and enjoyment. Although other teachers relied on photocopied materials, this may be less interesting for the learners to read than the original text.

Lack of teacher support and training causes teachers to experience obstacles when teaching some of the prescribed genres of literature in the EFAL classroom. It should be noted that if the teachers continue to face these

challenges without guidance and support from the CAs, classroom literature lessons will continue to be ineffective.

Language barriers cause learners to have difficulties understanding the English language, negatively affecting their interaction with the teacher in the classroom. This shows that learners lack the tools necessary to improve their English language comprehension. If this problem is not solved, they will continue to struggle with English grammar, resulting in linguistic limitations that lead to confusion and comprehension difficulties during communication.

5.5 Limitations and suggestions for further studies

The schools that participated in this study were in a relatively small circuit compared to other circuits in the Sekhukhune South District. Therefore, the sample is too small to generalise the findings to other circuits in the district. Again, due to distance and time, only two schools from the circuit were sampled, and as a result, I observed only two teachers and six learners (three per school); hence, the findings may not give adequate information for the entire Sekhukhune South District. Maybe another study would consider sampling schools from different circuits so that the findings would provide sufficient information for the whole of the district.

Another limitation was that learners found it difficult to understand questions when interviewed in English. Therefore, I had to use their home language for the purpose of minimising language barriers. However, embarking on translating the learners' response to English might have distorted important information which may have also been accompanied by biases. Maybe another study would consider workshopping learners before the actual interview so that they may be confident to respond in English.

Learners in this study were interviewed one-on-one, which could have contributed to the learners' feeling anxious to respond in English. Another study could consider conducting focus group interviews, which may assist in minimising language anxiety among learners.

This study focused on the teaching and learning of literature in Grade 10 EFAL classrooms in public schools. A similar study could be conducted to investigate the teaching and learning of literature in private schools.

This research investigated the teaching and learning of literature only in the EFAL Grade 10 classroom; other grades in various phases were excluded. Similar research could be conducted focusing on various phases.

5.6 Contributions of the study

This study collected important information that will help teachers of literature use effective strategies and methods to improve the learners' outcomes in their EFAL classroom. This study would also guide the heads of the department (HODs) of languages and curriculum advisers (CAs) in planning effectively to support EFAL teachers. Most importantly, this study gave EFAL Grade 10 learners opportunities to contribute by raising their challenges which should help all the teachers teaching EFAL literature to improve their classroom instruction for the benefit of the learners.

5.7 Recommendations based on the findings

In this section, I provide recommendations for the findings of the current study as indicated below:

The problem with overcrowding is that it negatively affects the learning and teaching environment in the classroom by making it hard for the process of teaching and learning to be conducted smoothly and to reach lesson goals. For example, I observed that overcrowding creates chaos in the classroom as learners make noise that disturbs the teachers when teaching and also causes learners not to focus on the lesson. Teachers also confirmed this by indicating that it causes classroom disturbances during lessons.

To solve this problem, it is recommended that teachers have a well-planned seating arrangement to create space that will allow them to move around so that they can interact with individual learners and support them effectively.

Hence, Segooa (2022) recommended that government intervention is required to build more classrooms to avoid overcrowded classes in schools.

The problem with lack of teaching and learning material at school and at home is that it hinders learners' access and exposure to a range of reading materials that could be used to enhance their reading habits and improve their vocabulary and reading skills. For example, during observations, I noticed that learners were not confident enough to read the texts, which may result from lack of regular engagement in reading. Learners confirmed this when they indicated that they lacked reading material at school and home.

To solve this problem, it is recommended that the Department of Education should provide quality reading materials in schools, preferably books with strong covers, to sustain their usage. Again, teachers should make sure that they teach their learners to care for the reading materials in the classroom by using them and returning them where they are stored safely, either in the classroom library or the reading corner.

Lack of discipline makes it hard for teachers to control the learners in the classrooms and it disturbs the lesson. For example, I observed that EFAL teachers face challenges that hinder teaching literature effectively in the classrooms. The teachers indicated that they find it challenging to handle uncontrollable learners in the classrooms. To solve this problem, it is recommended that teachers should always try to keep the learners engaged in various activities so that they have no time for playing. Furthermore, teachers can involve the parents of learners to help them in correcting the behaviours of the learners. Other studies recommended that principals and teachers should develop better disciplinary techniques that would help to ensure that learners develop respect, pride and self-discipline, as this would make them controllable in the classrooms (Rossouw, 2019)

The problem of lack of participation in the classroom makes the teaching and learning of literature almost impossible for the attainment of the lesson objectives. For example, teachers indicated that learners' participation was

lacking as they failed to understand when the teacher was trying to analyse a text with them, finding it hard to make a meaningful contribution in the classroom through participation by asking, answering and giving their viewpoints about the texts.

Therefore, it is recommended that teachers encourage their learners to have confidence in themselves so that they can make a meaningful contribution in the classroom. Ugwu (2022) recommends that, teachers should also use collaborative and cooperative learning strategies to engage learners during lessons.

Reading problems hinder learners from effectively learning the English language. A learner who cannot read properly finds it challenging to understand the content of what is taught. For example, the teachers indicated that they face the challenge of teaching learners who lack comprehension strategies and vocabulary in the English language, which makes it difficult to teach them literature.

In view of the above, it is recommended that EFAL teachers should engage learners in extra reading lessons to improve their reading skills. Being often involved in the reading of texts enhances the reading habits of learners and helps them to develop an interest in reading (Department of Basic Education, 2011). EFAL teachers should also provide learners with various literary texts and host reading competitions to motivate them to read more often, which might help them develop interest and confidence in reading. Phala and Hugo (2022) recommended that schools should provide learners with enough and various reading material so that they can engage in reading regularly, as this could assist those with reading challenges to enhance their reading skills and vocabulary.

Lack of interest in reading hinders learners from regularly engaging themselves in reading literary text either in the classroom or at home. Teachers indicated that they face the challenges of teaching learners who lack interest in reading. To solve this problem, it is recommended that EFAL teachers provide learners

with various literary texts according to their learning interests and abilities and host reading competitions to encourage learners to read more often, as that might help them develop interest and confidence in reading. Furthermore, teachers should ensure that when learners are engaged in reading, they are motivated in the form of praising them so that they will know that their efforts are noticed. Olifants, Cekiso and Rautenbach (2019) recommended that learners should habitually engage with the texts, have a positive attitude towards printed texts and read regularly.

Teaching learners who have progressed from the previous grade is quite challenging. For example, teachers indicated that teaching progressed learners requires them to go the extra mile because they have to provide them with the necessary support. Therefore, teachers should have individualised support plans or mechanisms that would help them support learners experiencing learning difficulties. Muedi et al. (2021) recommended that support mechanisms should be put in place to assist the progressed learners. They further indicated that this can be done through workshops in which teachers are trained in providing support to progressed learners and training learners about various learning strategies.

Lack of teacher training and support makes teachers face pedagogical challenges in the classrooms. For example, the teachers indicated that they only meet their curriculum advisors during the workshop because they do not visit the schools to provide them with curriculum guidance and support.

Given the above, it is recommended that teachers consider outsourcing other experienced teachers so they can learn from them. On the other hand, it would be advisable for the educational authorities to provide teachers with effective workshops for teaching literature in the EFAL classroom. Moswane (2019) recommended that CAs should visit schools to identify teachers' teaching difficulties, monitor their progress in the teaching of literature and provide support.

Language barriers prevent learners from understanding some of the contents of the subject when the teacher teaches using the English language. For example, learners indicated they did not understand some words when taught in English. Recommendations in this case are based on advising teachers to regularly engage the learners in listening and speaking activities, such as oral presentations in which they use the English language to present their ideas and knowledge about a particular topic. Such activities would help the learners develop confidence in speaking English and can eliminate language barriers. Kleopas (2021) recommended that teachers promote active learning and encourage learners to participate in the learning process by conducting group work and discussions using English to enhance their communication skills.

Learners find it difficult to analyse texts that they do not understand. For example, I observed that when the teachers asked the learners to explain what they understood about the texts, only few learners responded to the question. This makes it difficult for the teachers to explain what the text is all about after reading. It is therefore recommended that teachers should teach learners various text analysis techniques and also encourage learners to actively participate during lessons by giving their ideas and viewpoints about the texts as this would help them practice their comprehension skills and would also make it easy for them to get an idea of what the texts are about. Ditshego (2020) recommended that teachers should give learners an opportunity to develop their knowledge of the texts through communication rather than passively receiving the information from the teacher.

5.8 Conclusion

This chapter summarised, discussed and provided recommendations based on the findings of the study. The main aim was to investigate the teaching and learning of literature in the EFAL Grade 10 classrooms. This was an exploratory case study of two secondary schools in the rural areas under the Lobethal circuit in Sekhukhune South District in Limpopo province. The findings have shown that factors such as overcrowding, lack of teaching and learning material, reading problems, lack of discipline and language barriers, among

others, contributed to the challenges of teaching and learning literature in the EFAL classroom. It was revealed that schools in rural areas do not have enough reading material, which could have a negative impact on accessing various literary texts and thus affect the learning process of literature. Data in this study was well presented, and the research aim and objectives were achieved through the data generated from the teachers and learners.

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APPENDIX A: Letter to Limpopo Education Department

P O Box 538

Jane Furse

1085

The Director
Strategic Planning Policy and Research
Limpopo Department of Education
Polokwane
0700

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I, Peter Mashao. A master's student specialising in Languages in Education under the supervision of Dr Khosa at the University of Free State, hereby kindly request to conduct research in two secondary schools in the district of Sekhukhune. The topic of my study is 'Investigating Challenges of Teaching and Learning literature in Grade 10 English First Additional Language Classrooms.

The purpose of this study is to investigate the challenges of teaching and learning English First Additional Language literature in the Grade 10 classroom. This will be done by observing the teaching of literature in the Grade 10 EFAL classroom and interviewing Grade 10 teachers and learners. Data collected will be kept confidential and no personal information will be shared. Participation will be free as there will be no remuneration for participating in the study. After completion of the study, the research report will be given to the participating schools to help teachers of EFAL to develop themselves. No risks are expected as both the research sites and participants will not be identifiable in the writing of the report.

Thank you for your time. Contact me via email: petermashao9@gmail.com.

Yours Faithfully

Peter Mashao (M Ed Student, UFS)

APPENDIX B: Letter of Consent to Teachers

P O Box 538

Jane Furse

1085

01 July 2023

Dear EFAL Teacher

My name is Peter Mashao. I am enrolled for a master's specialising in Languages in Education (English). I would like to invite you to participate in the study entitled, Investigating Challenges of Teaching and Learning English First Additional Language Literature in the Grade 10 Classroom. The aim of this study is to investigate challenges of teaching and learning EFAL literature in the Grade 10 classroom.

Your Participating in this study is voluntary and you are free to withdraw at any time and without giving a reason. Please note that you will not be remunerated for participating in this research. Upon completion of this study, important findings and recommendations will be presented and your school will be given a copy of the final report.

Thank you for your time and I am looking forward to having you participate in this study.

Yours Sincerely

Peter Mashao

APPENDIX C: Consent form for the teachers

I,.....(participant's name) confirm that I have been told about the aim of this research, the procedure and benefits of participating in this research. I am voluntarily agreeing to participate in this research.

The researcher had explained to me the purpose of this study and I had an opportunity to ask questions where I did not understand, and I am prepared to participate in this study. I am aware that my participation in this study is voluntarily, and I can withdraw at any time without having to provide a reason.

I am aware that the researcher will do classroom observation during the lesson and will interview me after the observation and a voice recorder device will be used to record my responses during the interview. I am aware that my personal information will not be shared, and data collected during the study will be kept confidentially and the findings of this study will be published.

Participant's Name and Surname :

Participant's Signature : Date:

Researcher's Name and Surname : Peter Mashao

Researcher's Signature : Date:

APPENDIX D: Observation Schedule

School:

Evaluator:

Date of observation:

Target language:

Teacher:

Elements observed (Ways to approach the teaching of literature according to CAPS)		Description	Reflection
1	The teacher reads as much of the text in class as possible.		
2	The learners have a clear idea of what is going on.		
3	The teacher does not spend too long on the reading of the text.		
4	Honest interpretations and comments from learners are evident.		
5	The learners' participation is reasonable.		
6	The teacher clarifies and emphasis what is being expressed in the texts.		
7	Class discussions are fruitful and everyone is involved.		
8	Assessment given to learners is appropriate to literature.		
9	The role of the teacher during the lesson.		
10	The role of the learners during the lesson.		

APPENDIX E: Interview questions for Teachers

Teacher's Interview.

Section A: Biographical Data

Name.....(optional)

Gender:

Age:

Qualifications:

Home language:

Teaching experience:

Section B: Interview Questions

- How do you teach literature in your Grade 10 EFAL classroom?
- What challenges do you face when teaching EFAL literature to Grade 10 learners?
- Which material do you use when teaching EFAL literature in the Grade 10 classrooms and why did you choose such material?
- What support do you give to learners who seem to struggle with understanding English Language during EFAL literature lessons?
- How do you encourage learners to develop interest in reading EFAL literature?
- How do you assess Grade 10 learners' understanding of EFAL literature?
- Which approach do you employ when teaching EFAL literature?

APPENDIX F: Interview questions for learners

Learners' Interview

Section A: Biographical Data

Name..... (Optional)

Gender:

Age:

Grade:

Home language:

Section B: Interview Questions

- Are you satisfied with the texts prescribed for your Grade 10 EFAL literature? Explain why?
- Do you understand literature when taught in the English language? What makes you say so?
- Do you have English reading books at home? If so, how often do you read them?
- What do you enjoy most when EFAL literature is taught in your classroom?
- Do you ask questions in the classroom if you do not understand the teacher's explanation?
- What do you do if you have been given an EFAL literature task and you don't understand how to answer it?

APPENDIX G: Interview questions for learners (Sepedi Version)

Karolo ya A: Datha ya Taodišophelo

Leina..... (Boikgethelo)

Bong:

Mengwaga:

Kereiti:

Polelo ya gae:

Karolo ya B: Dipotšišo tša Poledišano

Dipotšišo tša Poledišano

- Na o kgotsofetše ka dingwalwa tšeo di laetšwego dingwalo tša gago tša EFAL tša Mphato wa 10? Hlalosa lebaka?
- Na o kwešiša dingwalo ge di rutwa ka leleme la Seisemane? Ke eng seo se dirago gore o bolele bjalo?
- Na o na le dipuku tša go bala Seisemane ka gae? Ge e ba go le bjalo, o di bala gakae?
- Ke eng seo o se thabelago kudu ge dingwalo tša EFAL di rutwa ka phapošing ya gago ya borutelo?
- Na o botšiša dipotšišo ka phapošing ge o sa kwešiše tlhalošo ya morutiši?
- O dira eng ge o filwe mošomo wa dingwalo wa EFAL gomme o sa kwešiše gore o ka o araba bjang?

APPENDIX H: Letter of consent to Parents

P O Box 538

Jane Furse

1085

01 July 2023

Dear Parent of the Grade 10 learner

My name is Peter Mashao. I am enrolled for a master's specializing in Languages in Education (English). I would like to invite your learner to participate in the study entitled, Investigating Challenges of Teaching and Learning English First Additional Language Literature in the Grade 10 Classroom. The aim of this study is to investigate challenges of teaching and learning EFAL literature in the Grade 10 classroom.

Their Participating in this study is voluntary and they are free to withdraw at any time and without giving a reason. Please note that they will not be remunerated for participating in this research. Upon completion of this study, important findings and recommendations will be presented and their school will be given a copy of the final report.

Thank you for your time and I am looking forward to having your learner participate in this study.

Yours Sincerely

Peter Mashao

APPENDIX I: Letter to Principals of Schools

P O Box 538

Jane Furse

1085

Dear Sir/Madam

REQUEST TO CONDUCT RESEARCH AT YOUR SCHOOL

I, Peter Mashao. A master's student specialising in Languages in Education under the supervision of Dr Khosa at the University of Free State, hereby kindly request to conduct research at your school. The topic of my study is 'Investigating Challenges of Teaching and Learning English First Additional Language Literature in the Grade 10 Classroom.

The purpose of this study is to investigate the challenges of teaching and learning English First Additional Language literature in the Grade 10 classroom. This will be done by observing the teaching of literature in the Grade 10 EFAL classroom and interviewing Grade 10 teachers and learners. Data collected will be kept confidential and no personal information will be shared. Participation will be free as there will be no remuneration for participating in the study. After completion of the study, the research report will be given to the participating schools to help teachers of EFAL to develop themselves. No risks are expected as both the research sites and participants will not be identifiable in the writing of the report.

Thank you for your time. Contact me via email: petermashao9@gmail.com.

Yours sincerely

Mashao Peter

M Ed Student (UFS)

APPENDIX J: Child Assent Form

I,.....(participant's name) confirm that I my parents have been told about the aim of this research, the procedure and benefits of participating in this research and have agreed that I can participate in this study voluntarily.

The researcher had explained to my parents the purpose of this study and they had an opportunity to ask questions where they did not understand, and I am prepared to participate in this study. I am aware that my participation in this study is voluntarily, and I can withdraw at any time without having to provide a reason.

I am aware that the researcher will do classroom observation during the lesson and will interview me after the observation and a voice recorder device will be used to record my responses during the interview. I am aware that my personal information will not be shared, and data collected during the study will be kept confidentially and the findings of this study will be published.

Participant's Name and Surname :

Participant's Signature : Date:

Researcher's Name and Surname : Peter Mashao

Researcher's Signature : Date:

APPENDIX K: Approval from the UFS Ethics Committee

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA



GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

14-Apr-2024

Dear Mr Peter Mashao

Application Approved

Research Project Title:

Investigating Challenges of Teaching and Learning English First Additional Language Literature in the Grade 10 Classrooms.

Ethical Clearance number:

UFS-HSD2023/2252

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted via an Amendment on RIMS to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit a Final Report on RIMS for your study/research project to the ethics office once the project has concluded. Should you require more time than the allotted 12 months to complete this research, please apply for an extension by submitting a Continuation/Report on RIMS. Thank you for submitting your proposal for ethical clearance. We wish you success with your research.

Yours sincerely,

Dr Sean van der Merwe

Vice-Chairperson: General/Human Research Ethics Committee

Digitally signed by Sean van der Merwe
Date: 2024.04.16 12:09:03 +02'00'

205 Nelson Mandela P.O. Box 339
Drive
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3770
VandermerweS@ufs.ac.za



APPENDIX L: Approval from Limpopo Education Department



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

CONFIDENTIAL

Ref: 2/2/2

Enq: Makola MC

Tel No: 015 290 9448

E-mail: MakolaMC@edu.limpopo.gov.za

Mashao P

P.O BOX 538

Jane Furse

1085

petermashao9@gmail.com

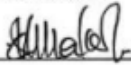
RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: "Investigating Challenges of Teaching and Learning English First Additional Language in the Grade 10 classrooms."
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with the District or Circuit Office and the School concerned.
 - 3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).
 - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



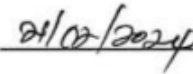
Dr. Makola MC

Director: IPR & R

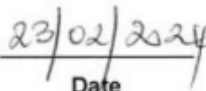


Mashaba KM

DDG: CORPORATE SERVICES



Date



Date

APPENDIX M: Certificate of Editing

Enq: Machacha M.D
(HOD, Languages)
Phone: 072 610 0883
Email: phutikwenas@webmail.com
EMIS : 092 464 3315



P.O Box 538
Jane Furse, Limpopo
1085
Lobethal Circuit-Nebo

Certificate of Editing

To who it may concern;

This letter serves to confirm that Proofreading and Editing was done for:

PETER MASHAO, student number: **2023355148** on the dissertation:

Investigating Challenges of Teaching and Learning Literature in Grade 10 English First Additional Language Classrooms in Limpopo Province

For the qualification of Master of Education with specialisation in Subject Education in Languages at University of Free State. Proofreading and Editing was done by:

Machacha M.D

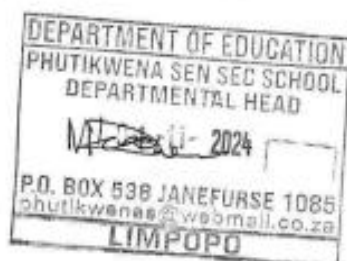
B. ED, BA HONS

Date: 01 November 2024

Designation: HOD for Languages (Phutikwena High School)

Regards

Machacha M.D



APPENDIX N: Turnitin Report

Investigating Challenges of Teaching and Learning Literature in Grade 10 EFAL Classrooms in Limpopo Province. by Peter Mashao

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