



**EXPLORING GRADE 10 ISIZULU HOME LANGUAGE TEACHERS' STRATEGIES
WHEN TEACHING ISIZULU NOVELS IN THE PINETOWN DISTRICT**

by

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DECLARATIONS

Declaration by candidate

I declare that *Exploring Grade 10 isiZulu Home Language Teachers' strategies when teaching isiZulu novels in the Pinetown District* is my own work. The sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I declare that this project, except for the supervisory guidance received, is the product of my own work and effort. I have, to the best of my knowledge and belief acknowledged all resources of information in line with normal academic conventions.

I further certify that the project research was original.

I have subjected this document to the University's text matching or similarity checking procedures and I consider it free of any form of plagiarism.



Signed by _____ on the 03 day of December 2019

DEDICATION

This dissertation is dedicated to my:

- fiancé Thandeka Ndlovu for her support, love and encouragement;
- children Luthando and Ayathola for being so understanding and patient throughout my studies;
- mother Ntombi, my brother Xolani and Nomawele for their support and encouragement;
- spiritual parents Dr Takkie and Bishop Dube for their support and encouragement; and
- extended family and friends for their support.

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ABSTRACT

This study explored the practices and strategies of secondary school teachers when teaching and analysing novels in rural schools. The study specifically probed the practices and strategies of Grade 10 isiZulu Home Language teachers who work in disadvantaged, rural areas. Many studies have shown that there is a link between the learners' ability to read and academic performance. This study was an attempt to understand how educators teach and analyse isiZulu novels in disadvantaged secondary schools in the Pinetown District.

The study was a qualitative study, which was located within the interpretive paradigm. Participants were purposefully selected from the five schools. Five Grade 10 isiZulu Home Language teachers were involved in the study. This study was a case study of five high schools in a rural area called Inchanga, KwaZulu-Natal, South Africa. Class observations, individual face-to-face semi-structured interviews and document analysis were used as data collection methods.

In this study the findings revealed that teaching novels was still a challenge and teachers had a limited understanding of what it entails. Two strategies appeared to be dominant in the teachers' teaching strategies, which revealed the educators' lack of understanding of the complexities inherent in the teaching of novels. It was also discovered that context played a crucial role in the teaching of novels in these schools as most of the schools lacked set works and textbooks suitable to the learners' background.

The study recommends that the Department of Basic Education (DoBE) should provide appropriate or relevant teaching and learning resources to schools. The availability of set works and textbooks will develop learners' reading and writing abilities. In addition, a review of post provisioning norms for teachers is also necessary as this presently impacts negatively on the schools situated in the rural areas, where teachers have to be redeployed to other schools. This is problematic as their redeployment tends to leave schools without suitably qualified teachers. This is very important, especially in high schools where educators require specialisation in the subjects they teach.

It is hoped that the suggestions of the findings of this research should be beneficial to principals, teachers, non-governmental organisations involved in educator training, developers of curriculum, writers and all those who have an interest in education.

LIST OF ABBREVIATIONS AND ACRONYMS

CAPS	Curriculum Assessment Policy Statement
DoE	Department of Education
DoBE	Department of Basic Education
HL	Home Language
KZN	Kwazulu-Natal
NDP	National Development Plan
RNCS	Revised National Curriculum Statement

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CHAPTER ONE

BACKGROUND OF THE STUDY

1.1 INTRODUCTION

According to diagnostic report by *National Planning Commission* (2011), the poor quality of school education for black people was one of the challenges facing South Africa. In trying to address this problem, improving the quality of education, skills development and innovation became some of the priorities for the National Development Plan. The target date set by the National Development Plan to achieve quality education in schools is 2020. The pursuit of quality education by National Development Plan is a valuable cause. The estimation of underperforming schools in South Africa is approximately 80%. This means that many learners are not performing at a required level.

In KwaZulu-Natal alone, only four districts of twelve scored 60% and above in examination papers involving isiZulu Home Language novels (DoE, 2016). This shows that many learners are not performing well when it comes to isiZulu Home Language novels. This has raised a serious concern. So far, no concerted effort has been made by the Department of Education (DoE) to assist isiZulu teachers in the teaching of novels apart from the CAPS document.

This study was therefore an attempt to explore the practices and the strategies used by isiZulu Home Language teachers who teach novels in secondary schools. The study looked specifically at strategies used by Grade 10 isiZulu Home Language (HL) teachers when they taught novels in secondary schools that are located in rural areas of the Pinetown District. Pretorius and Ribbens (2005) argue that there is a close relationship between one's ability to read, socio-economic factors and context. This view is supported by Nkambule, Balfour, Pillay and Moletsane (2011), when they argue that rural social issues play a unique role in teaching and learning.

As a subject advisor for isiZulu Home Language, I observed that teachers are put under pressure by the syllabic content at the expense of effective teaching of novels. They have a tendency of reading the novel to learners in the classroom. This is time-consuming and can become monotonous, thus making learners to lose interest towards learning. Teachers do not have time to analyse novels and, in the process, deny learners the opportunity to think for themselves. Furthermore, learners will not be able to understand the sequence of events as expected in the *Curriculum Assessment Policy Statement*. This is supported by Soles (1999)

when he asserts that a narrative poem and a play consist of a sequence of events. These events, the order in which they occur, and the relationship of the events, comprise the plot of the literary work.

According to Ferreira (2009), the teaching of a novel is a far cry from teaching a short story. A short story can often be read with ease by either the teacher or learners in class, which is not possible or advisable with a novel. This view is supported by Hollingworth, (1984) who argues that teachers think that to present a novel to a class means walking into a room, pointing to a pupil or to a row of pupils or to a whole class and commanding them to read. If learners, especially those who come from disadvantaged rural backgrounds, are taught novels by well-equipped teachers, this would improve their performance drastically. According to Prinsloo, Voster and Sibaya (1996), teachers are persons who teach and who impart knowledge. That is only possible if teachers possess knowledge and are capable of conveying it. This implies that teachers, on the one hand, should know the subjects they teach and also should display comprehensive subject knowledge, reflecting on daily challenges in ordinary life. This is supported by Sciver (2005) who points out that good teaching requires individuals with appropriate dispositions who have acquired valuable knowledge about their subject fields, learning and human development and can translate their knowledge into effective examples, illustrations, and activities. Furthermore, effective teachers are enthusiastic towards the subjects they teach and can demonstrate this enthusiasm to their students. On the other hand, if teachers lack skills to teach novels, that could lead to dismal performance by learners. This is supported by Clark and Starr (1991) when they state that the command of the subject matter is absolutely essential in secondary and middle school teaching. Teachers who are not knowledgeable and comfortable in their content are usually dull, boring and ineffective.

1.2 STATEMENT OF THE PROBLEM

Currently, I am an isiZulu Home Language subject advisor based at the Pinetown District, which is largely urban. There is part of this district which is rural. I have been involved in the marking process of the National Senior Certificate. I have noted that learners struggle with novel questions. If learners struggle with novels, it is likely that their academic performance in isiZulu in general will also be affected. The teaching of novels depends entirely on the teachers. Killen (2015) argues that the quality of the individual teacher determines the quality of the learners' educational experience. This means that if learners, especially those who come from disadvantaged rural backgrounds, have access to a good teacher, this would improve

their performance in literature especially novels. This is supported by Mndawe (2012) when he says the teaching methods used in the teaching of isiZulu are outdated and this make learners resent the subject. While challenges around the teaching of novels can be accounted for, bearing in mind the immense shortage of books and pupil-teacher ratio, the most important actors in the process of teaching learners how to analyse novels are the teachers.

As mentioned earlier, little has been done in trying to understand how teachers teach and analyse isiZulu novels in disadvantaged contexts, especially in secondary schools where the focus is on curriculum coverage. This study focused on gaining an understanding into what teachers in secondary schools consider to be significant in the teaching of novels, their teaching strategies, reasons behind those strategies, as well as whether the context is considered in preparation for their literature lessons. The need for more information on the teaching of novels must be addressed.

1.3 RESEARCH QUESTIONS

The main research question was:

- What are the teaching strategies used by Grade 10 isiZulu Home Language teachers in the teaching of novels in the Pinetown District schools?

The following sub-questions shaped this study:

- What do teachers in isiZulu Home Language secondary schools consider to be the teaching and analysing strategy for teaching novels?
- How do teachers in isiZulu Home Language secondary schools teach novels in rural learning contexts?
- Why do teachers in isiZulu Home Language secondary schools teach and analyse novels the way they do?

1.4 AIMS AND OBJECTIVES OF THE STUDY

The aim was to understand the strategies used by Grade 10 teachers in rural secondary schools to facilitate the teaching and learning of novels.

The objectives of the study were to:

- understand what isiZulu Home Language teachers consider to be the teaching and analysing strategy for novels;
- understand the ways in which Grade 10 isiZulu Home Language educators teach novels in rural context;
- understand the reasons why teachers use their strategies, and the rationale that informs their decisions in terms of the strategies and practices they imply; and
- What are the challenges faced by Grade 10 isiZulu Home Language teachers when teaching novels?

1.5 INTENDED CONTRIBUTION TO THE BODY OF KNOWLEDGE

It was hoped that this research would be of great value, because it would show how secondary schools isiZulu Home Language teachers teach novels in rural schools. The study also intended to establish the possible link between the teaching methods utilised by isiZulu teachers in their classrooms and the poor performance of learners in literature examinations, especially when they answer questions on the novel. It was hoped that the findings of the study would also assist the KZN Department of Education to develop support programmes that would assist teachers when they teach novels.

1.6 RESEARCH METHODOLOGY

The research methodology is discussed next.

1.6.1 Research paradigm

The study followed an interpretivist paradigm as it focuses more on people's opinions, actions and how they interact with other in understanding a phenomenon under study. Interpretivist was ideal for this study as the researcher interacted with participant in constructing meaning from their own experiences.

Niewenhuis (2013:59) recognises a number of traits of the interpretivist research paradigm.

They are:

- Human life is interpreted from within. Interpretivist focuses on respondents' subjective experiences and the way people understand social life;
- Social life is deemed as a distinctively human product;

- Human life is regarded as socially constructed and respondents interpret their own social communication better when scrutinising it in their own environment;
- The human mind is a purposive source or origin of meaning and in order to arrive at meaningful assumptions, the richness and depth of phenomena must be understood;
- Humans' behaviour is impacted by knowledge of the social world. There are multiple realities and there is a two-way relationship between theory and research; and
- The social world is associated with the independent human knowledge. The strength of qualitative research is the richness of explorations.

1.6.2. Research design

The research design is the blueprint of the study; it comprises the incorporation of the data and problem linked with the employment of those data as part of the study. The research design encompasses the approach, the strategy, and method used when conducting research (Babbie & Mouton, 2001). A research design aims to address the planning and design of a scientific inquiry as part of the study. This study used a descriptive research design, since it best served to provide answers to the questions on the teaching and learning of novels and the purpose of the study (Babbie & Mouton, 2001).

As a study that would depend on qualitative data, it was important for data to be drawn from teachers in order to understand not just their practices, but the reasons that informed such practices as well. This could happen if the phenomenon was studied in its natural setting. I believed that a case study was an appropriate method of collecting data for this study. Cohen, Manion and Morrison (2000) argue that a case study involves a study of a case in a context. This is an important point, because this study looked at how teachers taught novels in specific contexts.

1.6.3. Qualitative approach

This study was concerned with understanding the practices and strategies of isiZulu Home Language teachers, when teaching novels in secondary schools. A qualitative approach was therefore appropriate because, as McMillan and Schumacher (2010) explain, qualitative research means any kind of research that produces findings not arrived at by statistical procedures or other means of quantification. The reason for selecting this method included that data were collected through sustained contact with people in their natural settings in order to yield rich descriptions.

In education, the qualitative researcher can decide to visit schools, classrooms, teachers, pupils, and even parents and other educators. Similar views have been expressed by Leedy (2005) who asserts that qualitative studies tend to be field focused. In education, those conducting qualitative research go out to schools, visit classrooms, and observe teachers. The quantitative approach would not have been suitable for this study, because it takes a broader perspective by taking into consideration the local context of learners and desires for identity instead of just skill. As a result, the researcher used methods that involved the use of interviews (unstructured and semi-structured) document analysis and observations in the participants' naturalistic settings (Winter, 2000, cited in Golafshani, 2003). Research methodology is dealt with in detail in Chapter 4 of this study.

1.6.4. Sampling procedures

Creswell (2013) defines population as a group of individuals who have the same characteristics. For example, all teachers would make up the population of teachers, and all high school administrators in a school district would comprise the population of administrators. The research question or purpose of a study begins to define the most appropriate target population for the study. This is why the researcher selected five schools purposefully from the Inchanga Ward under the Pinetown District in KwaZulu-Natal. This area was chosen because it is rural and the majority of people are unemployed. So, learners from this area are seen as disadvantaged. This area has a high unemployment rate. The schools themselves are also disadvantaged as they lack basic resources such as libraries, science laboratories, etc. Performance of Matric learners from this area has for many years been less than satisfactory. The majority of what is considered as T60 schools come from this circuit. These are schools that have been performing below 60% in terms of overall Matric results.

According to McMillan and Schumacher (2010), a sample is selected to represent a population. It can be viewed as a sub-set of measurements drawn from the population in which the researchers are interested. They go further to state that in purposeful sampling the researcher identifies "information rich" participants for the reason that they are possibly knowledgeable about the phenomenon under investigation. The composition of the sample in this study was as follows: five Grade 10 isiZulu Home Language teachers were selected from Inchanga Ward in Pinetown district. Their selection was done regardless of age, gender or whether they were temporary or permanent. The researcher selected teachers that were easily accessible and taught in familiar schools.

1.6.5 Data collection

The research adopted three methods in data collection, namely: observations, document analysis and individual face-to-face, semi-structured interviews. These instruments are discussed next.

1.6.5.1 Observations

According to Kumar (2014) observations are a one-way method to collect primary data. It is a purposeful, systematic and selective way of watching and listening to interaction or phenomenon as it takes place. There are many situations in which the observation may serve as the most appropriate method of data collection. Hedges (2012) contends that observation is another strategy of gathering information about a social interaction or phenomenon in qualitative studies. This is usually done by developing a close interaction with members of a group or “living” in the situation which is being studied. In this case, the researcher went into a classroom and observed teachers presenting their lessons. Time for observing teachers teaching in the classroom depended on the time allocated for a specific period in a particular school. Whilst the teachers were presenting their lessons in a classroom, the researcher took down notes which assisted him when asking follow-up questions during the interview session. This was important, because the researcher needed to observe teachers in action in order to understand their practices. The researcher spoke to teachers about the intention of class observation, because it was going to cause problems if it were not properly addressed.

1.6.5.2 The interviews

In trying to understand teachers’ practices when teaching novel, it called for the researcher to choose an instrument that would allow for a greater depth in collecting data. This helped the researcher to get the needed information from the participants. Interviews were one such instrument. The use of interviews is supported by Johnson and Christensen (2008) who argue that qualitative interviews are also called in-depth interviews, because they can be used to obtain details about a participant’s thoughts, beliefs, reasoning, motivation and feelings about a topic. The research participants for this study were asked to participate in face-to-face interviews, which lasted for about 25 minutes each, tape recorded and notes were taken by the researcher during the interviewing process. Permission to record the interviews was requested from, and granted by, the participants. The interviews took place at the school as was suggested by the participants. The interview helped the researcher to understand why the

teachers practised the strategies they used, and what exactly their understanding was of the teaching of a novel in the classroom context.

1.6.5.3 Document analysis

Document analysis was another instrument used for collecting data in this study. The researcher looked at various documents that could assist in understanding the phenomenon under investigation. As a researcher, I looked at lesson plans for the observed lessons after classroom observation. These lesson plans were compared with notes taken during class observation. These were examined to understand the real practices of teachers when teaching novels.

1.7. DATA COLLECTION

Table 1

Critical question	What do teachers in isiZulu secondary schools consider to be the teaching and analysing strategy of novel?	How do teachers in isiZulu secondary schools teach and analyse novel in rural learning contexts?	Why do teachers in isiZulu secondary schools teach novel in the manner they do?
Why were the data being collected?	To understand what isiZulu teachers considered as an effective strategy in the teaching and analysing of novel.	To identify teachers' classroom practices when teaching novel and give an account of what actually happens in classrooms in the selected contexts, beyond the practices and strategies teachers use.	To clarify the reasons why teachers used strategies and what the thinking processes were behind the decisions in terms of the strategies and practices they employ.
What is the research strategy?	Observations and document analysis were used to collect data. Interviews were used to collect data.		
Who were the sources of data	5 Grade 10 teachers		

Where were the data to be collected?	Data were collected from 5 schools in Inchanga circuit under Pinetown District.
How often were data collected?	Classroom observations were done once before the end of the third term. Thereafter lesson plans were analysed. Interviews were conducted at the end of the third term.
How were data collected?	Data were collected through class observation and document analysis (Lesson plans and texts) Data were collected through semi-structured interviews which were recorded
Justification of this plan for data collection.	Observations and document analysis were used in order to enable the researcher to identify the real practices of secondary school teachers when teaching novel. Observations and document analysis were used to enable the researcher to gain an in-depth understanding of how teachers teach novels. Interviews were used to make it possible for the researcher to gain an understanding of why teachers used their teaching strategies.

(Source: Author's own compilation)

1.8 DATA ANALYSIS

In this study the researcher identified patterns and relationships of themes. Kumar (1996) points out that once the researchers have collected their data, the analysis process is likely to involve identifying general patterns or themes in that data. Since the intention of the researcher was to discover patterns and themes, data analysis was done by firstly employing a thematic approach so as to highlight patterns and themes that emerged from the data that were collected. This was done when analysing data from documentary evidence and class observation. When conducting interviews, tape recorders and field notes were used to capture all data from the participants. Themes emerging from data were identified, analysed, interpreted and classified according to categories derived from research questions.

1.9 VALIDITY, RELIABILITY AND TRUSTWORTHINESS ISSUES

It is vital to emphasise that this was a qualitative study. This had implications in terms of how issues of validity and reliability were understood and addressed in this approach, which actually differed from a quantitative study. This is supported by Kumar (1996) who asserts that researchers who are carrying out a qualitative study often consider issues of credibility, validity and reliability.

1.9.1 Credibility

Kumar (1996) describes credibility as how congruent the findings are with reality. This is one of the most important issues to be addressed to ensure trustworthiness in any study. One way of ensuring credibility, as Shenton (2004) argues, is by using research methods that are well established in qualitative research. This study used observations, interviews and documentary evidence. Using these methods went a long way in trying to address the issue of credibility of this study.

Shenton (2004) argues that the use of different methods in concert compensates for their individual limitations and exploits their respective benefits. Different methods were used in my study to ensure credibility of the study. The researcher collected data from five different schools to help with credibility. Using different schools ensured that contextual factors of one particular school do not influence the direction and results of the study in ways that would impact negatively on the credibility of the study. The researcher made sure that data collected during interviews were accurate. This was done by giving participants a chance to read transcripts so as to ensure that they are a true reflection of what transpired. This is again supported by Shenton (2004) who insists that participants must be asked to read transcripts of dialogues in which they participated.

1.9.2 Validity

Validity is another important factor in ensuring authenticity of a study. This was achieved by giving a full description of the context within which the study was conducted. This also included the number of schools that participated, information on participants, data collection, methods, length of interview sessions and observations, the time period in which data were collected. This is supported by Cohen, Manion, Morrison and Morrison (2011) when they argue that validity is an important key to effective research. If a piece of research is invalid

then it is worthless. Validity is thus a requirement for both quantitative and qualitative research.

1.9.3 Reliability

Qualitative researchers use the term dependability instead of reliability which is used in quantitative research. This study ensured dependability by giving a full description of the methodology employed so as to help the readers to have a clear understanding of the methods used. Shenton (2004) argues that qualitative researchers need to devote a section to the description of the research design and its implementation, operational detail of data gathering and reflective appraisal of the project as this will assist the readers to understand clearly the methods and their effectiveness.

1.10 ETHICAL CONSIDERATIONS

It is important that research is conducted ethically. The researcher applied for an ethical clearance certificate from the University of Zululand. After receiving the ethical clearance certificate, the researcher wrote letters to the KZN Department of Education and the principals of school requesting permission to conduct research. Participants were sent letters informing them about the research in terms of its purpose and the significance of their cooperation with the researcher. The researcher also sought the consent of the parents whose children were in the class that was observed. The confidentiality and anonymity of participants were guaranteed. They were made aware of their right to withdraw from the study if they no longer felt comfortable with their participation. This was important as Cohen *et al.* (2011) point out that qualitative research may involve personal and sensitive matters, which then raised the question of identifiability, confidentiality and privacy of individuals.

1.11 LIMITATIONS

This study was about investigating the practices of teachers when teaching novels. The study was confined to Grade 10 isiZulu Home Language teachers. Therefore, it was important that one had to observe the actual lessons presented in class. Due to limitations to do with time and financial constraints, it was impossible to include all schools in the Pinetown District.

1.12 STRUCTURE OF THE STUDY

The layout of the chapters is provided next.

1.12.1 Chapter 1: Introduction and background

Chapter 1 provides an introduction and background to the study. It also includes motivation; problem statement; aims and objectives of the study; and an outline of the research methodology.

1.12.2 Chapter 2: Literature review

Chapter 2 contains a theoretical framework and the review of relevant literature, which serve as a guideline for this study.

1.12.3 Chapter 3: Research designs and methodology

Chapter 3 contains a discussion on the research design and the methodology for this study. This includes the philosophical underpinnings of the study and research paradigms. The methodology and data collection methods, including the ethical issues are also discussed in this Chapter.

1.12.4 Chapter 4: Data presentation, analysis and interpretation

Chapter 4 turns to the analysis of data collected by means of class observations, face-to-face semi-structured interviews and document analysis.

1.12.5 Chapter 5: Summary, conclusions and recommendations

Chapter 5 concludes the dissertation by providing a summary of the findings derived from collected data. The Chapter, furthermore, offers suggestions and recommendations for future interventions.

1.13 Summary

This chapter described the scope of the study. The chapter provided the problem and explained the purpose of the study. The research questions were identified, objectives were outlined and the significance of the study was also elaborated on. The chapter also provided some information on the structure used in the study. The next chapter presents the theoretical framework and the literature review.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 INTRODUCTION

In an attempt to address the research questions that guided this research project, this chapter presents two main sections, namely: the theoretical framework and the literature review related to the topic under investigation. While the former, on the one hand, is used as a lens through which to understand the phenomenon under investigation, the latter offers an exploration of the existing international and local body of knowledge on the teaching of novels in the classroom context.

2.2 THEORETICAL FRAMEWORK

A theoretical framework is used to locate or situates one's research, that is, to show the origin of the research. It is a perspective on events and always exists in the context of competing or rival theories (Maree, 2007). In the context his study, the Three Worlds Model (Ferreira2009) and Tatum's More Anatomically Complete Model of Literacy Instruction (2008) were used as theoretical framework. While the Three Worlds Model, on the one hand, assisted this study in understanding how novels should be taught in the context of schooling in general, Tatum's More Anatomical Complete Model of Literacy Instruction, on the other hand, helped in understanding how secondary school teachers in particular teach and promote reading skills. Although this model looks at teaching and promoting reading skills, it played a critical role in understanding the teaching of the novel as source of knowledge.

2.2.1 The Three Worlds Model

According to Ferreira (2009), the teaching of literature can be a challenging and exciting experience for teachers and learners alike. Literature encompasses all aspects of the language curriculum: listening, speaking, reading, writing and understanding language structure and the usage thereof. This is supported by the Department of Education (DoE) (2011) which argues that learners need exposure to literature in order to learn creative writing. If learners are not exposed to literature, it may affect their creativity when it comes to writing. This implies that the teaching of literature should encompass all the four skills mentioned above. Furthermore, Ferreira (2009) proposes that the analysis of a literary text should consider the writer, the text and the reader. The Three Worlds Model: writer, text, reader was thus used to gain insight into the teaching of literature (especially novels) to learners who come from

disadvantaged schools. This model offers a holistic approach towards the teaching of literature. For Ferreira (2009), one of the advantages of being a literature teacher is that it enables you to be a lifelong learner as you read, study, and research the texts that you share in the classroom with the learners. A competent literature teacher has deep subject and pedagogical knowledge. Ferreira argues that reading is a transactional act. This is supported by Hoadley and Jansen (2013), both of whom argue that teachers must be lifelong learners who constantly learn more about their subjects.

The world of the reader merges with the world of the text and the world of the writer when we read. By “*world*” Ferreira (ibid.) refers to the reader’s experiences, knowledge(s) and perceptions. This is similarly proposed by Landman (2008) when he raises the issue of teaching literature around themes and topics related to humans. Against the above background, it is not just enough to teach literature for the sake of teaching it without taking into consideration the contextual realities of the learners being taught. Ferreira (2009), for example, elaborates that in the literature classroom there are two readers, namely: worlds of the teacher and learner as readers. The teachers approach reading texts differently from their learners, because they have to teach the text. Therefore, the teachers need to consider their own reading of the text, which involves prior knowledge. The teachers may find that there are gaps that they need to fill and their interpretations may be different from others. The teachers also need to consider the ways in which they analyse and interpret the text. For Ferreira (2009), the effective teaching of literature, especially novels, depends on teachers’ preparedness. In other words, the teachers need to prepare thoroughly before they go to class.

2.2.2 Tatum’s More Anatomically Complete Model of Literacy Instruction

There are many variables to consider when teaching a novel. This study refers to Tatum’s More Anatomically Complete Model of Literacy Instruction (2008) as a theoretical framework necessary for understanding how secondary school teachers teach and promote reading in the disadvantaged contexts. Although this model looks at teaching and promoting reading, it also contributes significantly to the teaching of the novel in the classroom context. Given the difficulty of the process of teaching the novel, it is appropriate to use a framework that seeks to present a more holistic approach towards the teaching and promotion of reading, thereby relating the teaching and promotion of reading to the human body: the head, the body and the legs.

Tatum (2008) suggests that educators need to focus on clearly spelling out reading instruction for adolescents in their present-day contexts, creating curriculum perspectives that will empower them, and using pedagogic practices in the teaching of reading skills in ways that respond to learners' cultural environment. The model switches significantly away from presenting a singular, essential understanding, which is shared among certain individuals within a particular group. Rather, culture is used to highlight the various ways in which contextual and social factors such as race, class, sexuality and gender shape the experiences of individuals. This theoretical framework (Tatum's More Anatomically Complete Model of Literacy Instruction) reveals serious implications for teachers in terms of their teaching of novels. One of the implications is that teachers need to start thinking about their role in the teaching of novels to learners from underprivileged backgrounds. Considerations of the social context and teachers' understanding, at a philosophical level, of what constitutes teaching of novels need to be taken into consideration.

Tatum (2008) points out that this model pays attention to four categories of reading vital signs (essential elements for improving students' reading achievement), which are vital signs of reading, readers, reading instruction, and educators. This in turn responds to four parallel gaps affecting students' literacy outcomes: a reading achievement gap, a relationship gap, a rigour gap and a responsiveness gap. Given that the theoretical component focuses on determining the role played by reading instruction for adolescents in their present-day contexts, it is necessary therefore to pay attention to the vital signs of readers. Vital signs of readers focus on home life, culture, economics, language and environment of learners. In essence, it is about paying attention to the learners' lived experiences, both within and without the school. In his argument for the modification of curriculum so as to create a responsive environment, Tatum (2006) suggests the selection of enabling texts. These are texts that move beyond the cognitive focus. They include a social, cultural, political, spiritual, or economic focus. These help to address the relationship gap, which is very important for any teaching and learning to take place.

Tatum (2008) elaborates that in the body (the instructional component) three approaches need to be focused on, i.e. the development of a comprehensive framework for literacy teaching, mediating texts and assessment profiles. The instructional component focuses on research-based reading practices. This entails a focus on strategies such as vocabulary development, decoding, comprehension and fluency. It also focuses on the strategies employed by teachers when mediating texts and assessments. This means that the instructional component pays

attention to the vital signs of reading as well as the vital signs of reading instruction. Tatum (2008) furthermore points out that vital signs of reading provide the necessary elements that learners need to manage texts independently. These include strategies such as decoding, self-questioning and comprehension-monitoring techniques, language proficiency and fluency. For Tatum (2008), all endeavours aimed at the teaching of reading require these minimum tools. This, in the process, helps in addressing the reading achievement gap. The instructional component also pays attention to the vital signs of reading instruction. Tatum (2006) argues that the vital signs of reading instruction are useful for conceptualising the rationale for literary teaching and enhancing academic rigour in the classroom. In other words, these signs speak to issues of quality instructional support, texts, assessment and technology. By reflecting on these issues, educators are able to shape rigorous learning experiences for learners that will address the rigour gap.

The last component is the professional development aspect (legs), which focuses on teacher professional development and professional preparation. According to Tatum (2006), the effective teaching and promotion of reading cannot occur when teachers are not adequately prepared and trained for their expected roles and duties. Tatum (2008) further argues that “Efforts must be made to improve educator and principal quality preparation through educator and principal preparation program. The difference between a good educator and a bad educator can be a full grade level of achievement in a school year” (Tatum & Muhammad, 2012:457).

This professional development, Tatum and Muhammed (2012) argue, needs to occur in school. Professional development provides the educators with ‘legs’ so that they are able to assist their learners. This pays attention to the vital signs of educators, because it addresses issues of competence, commitment and culpability. The issue of competence at both theoretical and instructional levels is closely related to professional preparation and development. This means that teacher development is important when it comes to teacher competence.

It must be mentioned that this model was developed in order to address the literacy needs of African American male adolescents. This leads to a few limitations in that the model does not directly address the South African situation and experience, particularly the rural contexts where resources can become limited. Although there may be this kind of limitation, it is believed that this framework is the most appropriate one as it prioritises the issue of diversity

and disadvantaged settings. The model proposes that the literacy needs of students who come from disadvantaged communities, with *inter alia*, no access to resources, a high unemployment rate and a poor quality of teaching ought to be prioritised. Rural communities in South Africa, such as the community on which this study is based, experience all the problems as mentioned above, which are also similar to other impoverished contexts all over the world. It is against this background that the researcher believes that this model is still useful in order to understand the teaching of a novel in South African communities that are disadvantaged. The framework is particularly relevant for this study as it gives a more holistic lens through which the practices of teachers in the teaching of isiZulu novels can be viewed.

2.3 LITERATURE REVIEW

Scholars, both internationally and locally, have written about how to teach and analyse novels. However, very few studies are focused on the teaching of novels in indigenous languages in South Africa. A lot of studies tend to focus on the teaching of English novels in schools.

2.3.1 The teaching of novels

Prior to 1994, teaching in South African schools was guided by different literary syllabi designed for different departments of education as they existed before the change of government. However, after 1994 when the New Government took over, the entire school curriculum was rewritten and restructured into outcomes. Initially this curriculum was referred to as Curriculum 2005, because it was meant to be implemented into Grades 1-9 in schools during the year 2005. However, there were a number of problems with its design prior to its implementation. These problems resulted in the curriculum statement being revised and redistributed to schools in 2002 as the *Revised National Curriculum Statement* (DoE, 2002).

In 2009, Minister Motshekga appointed a Ministerial Committee to review the RNCS. The recommendations of this committee led to the re-revision of the *National Curriculum Statement*. This latest revision included the *Curriculum and Assessment Policy Statements (CAPS)* for all subjects. The implementation of this curriculum began in 2012. The aim of the *CAPS* was to add a great deal of coherence as it sought to strengthen the NCS, learning programme guidelines, and subject assessment guidelines, in one document per subject per phase (Moodley, 2013). The *Curriculum and Assessment Policy Statement (CAPS)* (2011) highlights how the teaching and learning of literature should be presented. The curriculum

encourages teachers to use different approaches such as text-based approach, communicative approach and process approach when teaching literature to learners.

In this regard, a text-based approach explores how texts work. It involves reading, viewing and analysing texts to understand how they are produced and what their effects are. The purpose of a text-based approach is to enable learners to become competent, confident and critical readers, researchers, viewers and designers of texts. Through this critical interaction, learners develop the ability to evaluate texts. In addition to this, a communicative approach suggests that when learning a language, a learner should have a great deal of exposure to the target language and many opportunities to practise or produce the language. Learners learn to read by doing a great deal of reading, and learn to write by doing a lot of writing. Lastly, the process approach is used when learners read and produce oral and written texts. According to this approach, the learners are engaged in different stages of listening, speaking, reading and writing processes. In the process of doing this, learners must think of the audience and the purpose for which texts are produced. This will enable them to communicate and express their thoughts in a natural way.

Informed by this, the DoE prescribes literature books for national Grade 10 and distributes lists to Provinces. Learners are then expected to study texts from at least three genres, which include poetry, novels or folklore and drama. However, it is important to note that the selection of genres rests with the educator. Furthermore, the curriculum does not speak about assessment methods of literature. The teachers have to design their own assessment rubrics to evaluate learners' tasks, especially essays.

2.3.2 International literature on the teaching of novel

Sacks (2017) discusses various strategies for teachers when teaching novels in the classroom. These strategies are: firstly, build a culture of independent reading; secondly, select a developmentally meaningful novel; and lastly, let students read the entire book before pushing for analysis.

Build a culture of independent reading

It may seem counter intuitive, but a thriving culture of independent reading directly leads to stronger participation and outcomes in whole class novel studies (Sacks, 2017). Sacks (2017) argues that if reading books is not an active part of your students' day-to-day experiences, they bring that lack of experience to the novel you hope they will read with the class. Conversely, if students regularly read, they bring those habits to the book the class reads together, in the same way as adult readers who join book clubs would do.

Select a developmentally meaningful novel

Selecting a novel for an entire class of students is no simple task (Sacks, 2017). Though students have varying interests, experiences and reading levels, one thing teachers can be fairly certain they have in common is their age or developmental stage, because of the way most schools are structured. And this is a great entry point for a book choice, because we also tend to be interested in stories that help us sort through major developmental issues.

Let students read the entire book before pushing for analysis

Novels by their nature are works of art. As such, it makes much more sense for learners to see the whole picture (i.e. read the whole story) and then go back and look closely at pieces of the text in their attempts to analyse it. According to Freeman (1990) a novel is defined as a "picture of real life and manners, and the time in which it was written" or as a fictional narrative.

The following characteristics should be considered when teaching novel:

- **Plot:** This is the action or storyline. The plot of a story usually builds up to climax. This is supported by Hendry (1991) when he says the plot is what happens in a story;
- **Theme:** It is the central idea which is developed in a story. The meaning of the story is not always immediately and it is only when the reader steps out of the text to reflect on it that he/she may realise there a number of underlying meanings;
- **Mood:** It refers to the prevailing emotional tone established by setting and develops towards a climax; and

- **Climax:** A crisis or climax is reached because of tension and through a building up of events. This is supported by Hendry (1991) when he says the climax is a moment of emotional intensity.

Hanlon (2009) suggests guidelines for reading and analysing novel. Questions which can help in interpreting a novel include:

- What expectations or preconceptions do you have before you begin reading? Do you have any prior knowledge of the author?
- Do you enjoy reading this work? What motivates you to read through to the end: or re-read it?
- What are your initial impressions of the work's purpose? Is it entertaining, informative didactic (teaching a lesson), philosophical, argumentative, or some combination of these? Do the title, division headings, and opening lines give precise indications of the purpose or subtitle or symbolic clues or misleading impressions of the whole work?
- Is the work difficult to read? If so, why? Have you looked up unfamiliar words in a dictionary? Do foreign words or unusual sentence patterns make reading difficult? Does the work violate your expectations about ordinary ways of using the English language?
- Do your first impressions change between your reading of the beginning and end? If so, why?

Xerri and Xerri (2013) propose that students should do research and create an author profile or deliver a short presentation on the story's historical and cultural background. While reading the story, students can collaborate on jigsaw activities, engage in character one-plays and write character horoscopes. Watching clips from a film adaptation of the story and engaging in a compare and contrast activity is something that appeals to most students. The use of audio books is also to be encouraged as research has shown that simultaneous listening and reading may facilitate students' comprehension of the text (Xerri, 2012). Some post-reading activities involve the writing of reading journals, reviews, and brief scenes in which the story is continued. Xerri (2012) continues to say learner-centred literature based activities ensure that

students become autonomous learners who develop an appreciation of literature that transcends the language classroom.

Schoch (2013) proposes close reading as a teaching strategy to reading a novel in a classroom. His ideas on the implementation of close reading follow next.

- **Close reading**

- Teachers need to read the text themselves, and once they have read the entire book, they will have prepared themselves for the students who will read the text ahead of everyone. These are the students who attempt to engage their teachers between periods or asking questions about what is to come or pointing out corrections based on previous close readings; and
- Educators need to ensure that students read the text. In order to engage in a productive close reading, all students must have read the text a first time. To achieve this, educators may use response sheets and reflections sheets.

Soles (1999) argues that there are three types of comprehension questions that inform teachers' practices when one is teaching novels. The first one is literal comprehension, which refers to the basic level of understanding that ensures recognition of the facts: names, places, dates, events that occur. The second one is interpretive comprehension, which goes beyond the literal level and which refers to how the author develops the main character, the conflict in the story and the theme of the story. The third one is affective comprehension, which refers to the readers' feeling about the main character or characters, the way an author uses words to tell a story, develop characters, or describe places. Most of the studies done can be located within these perspectives.

Parra and Restrepo (2013) argue that reading is an active process, a dialogue between the text and the reader, where the main focus is to extract meaning from a text and to connect information with the readers' background knowledge. This means that the learners must be able to understand, analyse and create meaning in the novel they read. Grabe (2004) points out that reading lessons should be planned in three phases, namely: pre-reading, during-reading and a post-reading. This is to improve building background knowledge, practise readings skills within reading text and engage in instruction. This is supported by Duke, Pearson, Stracham and Billman (2011) when they say readers' prior knowledge is important in the comprehension process. Lazar (1999) suggests strategies that teachers can embark on

in helping students to cope with studying a novel. For Lazar (1999), students should be given a glossary to use while reading. This could provide the meaning of important words in the text, either in English or in the mother tongue. Furthermore, Lazar (1999) proposes that teachers should choose a novel that is fairly short so that they will have enough time to help students. Cowen (1971) points out that the prospective literature teacher should be familiar with a variety of critical approaches to literature, and know about the cultural context of a given work. The need for courses in teaching methods; evaluating students' work; a strong intern system or teaching practice; and in-service training for practising teachers are also crucial.

2.3.3 Local literature on the teaching of novel

In South Africa there are major challenges with regard to studies on the teaching of literature in isiZulu especially novels in secondary schools. Many studies focus on English literature. As a result, learners' academic performance suffers. According to the Department of Education Concept Report (DoBE, 2016), teachers who taught Grade 12 learners struggled with features used in novels. Furthermore, there are no support materials and resources to guide teachers to design their teaching and assessment programmes in schools (DoBE, 2016). This is a serious concern because these are the same teachers that are expected to teach novels to their learners. If teachers themselves are struggling with novel analysis, one wonders how they will manage to teach learners how to analyse novels. It is for this reason that this study was needed to understand the strategies used by South African teachers in secondary schools when teaching and analysing isiZulu novels.

According to CAPS (2011), the teaching of literature is never easy, but it is impossible without personal, thoughtful, and honest interpretations and comments from the learners themselves. Unless they learn how to understand a literary text on their own, they will not have learnt much. Teachers often need to restrain their own interpretations and ideas of literary texts and allow as much learner participation as possible. Interpretation is not about right or wrong. It is about searching for what is meaningful to the reader. This is supported by Singh (2003) when he says in the past teachers dominated the teaching and learning process while learners became passive recipients of knowledge. Literary work taught in this manner did not equip learners with knowledge and skills for problem solving that should arise from teaching poetry, novels short stories and drama. Singh (2003) continues to say pedagogic practices in the teaching of literary texts need to ensure that teaching and learning as a process is not placed

only in the hands of teachers as sources of knowledge, where learning serves as testable skills with speed and accuracy as primary criteria for success. Under this condition, teaching and learning is mainly teacher-centred, and learners are allowed too little opportunity to formulate their own feelings and critical understanding of the world, while too much of the formulation comes directly from the teacher, who also does most of the talking.

The *CAPS* (2011) prescribes the content to be covered by the teacher. This is supported by Hoadley and Jansen (2013) who point out that teachers need to familiarise themselves with relevant resources such as the policy document (*CAPS*) and other relevant material to expand their knowledge of topics that are prescribed by intended curriculum.

According to *CAPS* (2012) narratives, including novels should be analysed by paying attention to the following structural elements:

- Plot and sub-plot (exposition, rising action, conflict, climax, anti-climax, foreshadowing and flashbacks);
- Characterisation i.e. description and development;
- The role of the narrator;
- Messages and themes;
- The setting, the background and the timeline;
- Background, setting and narratives relating to character and theme;
- Mood and twist; and
- Timeline.

Writing about the teaching of literature, Scheepers (1999) uses four basic elements: plot, characters, thought and diction. These elements are found in short stories, novels and drama. This basically means that the learner must understand these terms when studying the novel with the help of the teacher. This is supported by Landman (2008) who argues that to understand a novel fully, you must be able to explain and interpret:

- the development of plot;
- the presentation of characters;
- why the narrator, says and does particular things; and
- how word choices, imagery and sound devices affect mood, meaning and theme.

Roe and Ross (2006) observe that discussions in the literature classroom enhance reasoning skills that have to do with categorisation, cause and effect, making extrapolations, use the

imagination to conceptualise setting, plot, characterisation among other things. Landman (2008) argues that an important part of studying literature, such as a novel, is to make sure that you understand the context of the story. For Landman, the context refers to the environment – the setting, circumstances or events in which the novel takes place. This point of view is also shared by Zungu, Ngonini and Gamede (2013) who suggest that when teaching a novel, it is important that one should establish prior knowledge about novels; discuss the characteristics of a novel, and then do the literary analysis where the learners identify and analyse: plot, characters, setting and point of view. They further suggest that the different language skills should be developed in novel teaching and, in the process, strategies for reading and purpose for reading should also be set.

Serafini (2003) notes that teachers' beliefs play a dominant role in the resources they choose. Such beliefs tend to inform the instructional practices they employ and the learning environment they create in their classrooms. As such, it is important to understand teachers' practices as they have implications in terms of what really goes on inside the classroom. This is supported by Samuel (1994) who says the teaching of literature in classroom situation has its own problems. For Samuel, such problems include the fact that in their teaching of literary text, teachers tended to rely more on their ability to recall what their lecturers presented to them in the lecture halls than critically engage with the text through the use of the acquired skills offered during lecture workshops.

Another issue that seems to be of great concern when it comes to the teaching of literature is that of unavailability of both text and literature books. Resources remain a challenge especially in rural areas. Rammapudi (2010) explains the concept 'resource' as the teaching materials that a teacher uses for planning a lesson which brings the content of the subject to "life". He further states that resources make the process of teaching and learning an exciting one and gives learners the opportunity to be hands-on in activities and interact with real objects. In relation to this, Smith (2011) suggests that all learners should be provided with their own individual study package (stationery) and textbooks to enable them to work according to their individual ability and pace. The author posits that when enough resources such as textbooks are provided, it helps in improving teaching practice. This implies that the teaching of isiZulu novels can be improved if schools provide learners with necessary and other relevant learning materials. In a study conducted in Pretoria aimed at investigating the entry-level English reading skills of Grade 8 non-primary speakers of English, Pretorius and

Ribbens (2005) discovered that differential access to reading materials and time for reading that different learners experienced, emerged as one of the factors which continue to be a challenge in South Africa. This is supported by Ngcobo and Tikly (2010) who say that most rural schools lack resources, books and other learning materials due to poor funding. They add that many schools in rural areas are overcrowded with numbers well in surplus of the recommended learner-teacher ratios. A similar point is made by Pretorius and Mampuru (2007) in a study conducted in one of the primary schools in Gauteng with 600 learners and sixteen teachers to examine reading problems in the schools. The study found that many learners are expected to learn to read without having books. The researchers argue that “The quality of an education system depends vitally on access to books” (Pretorius & Mampuru 2007:56). Similarly, Hoadley and Jansen (2013) argue that learning resources are “carriers” of curriculum and vehicles which drive the teaching practice and learning. The non-availability of books is one of the major barriers to the desired results in Matric.

2. 4 Teaching strategies or approaches

It is the responsibility of the teacher to ensure that the classroom is conducive to the teaching and learning process. Furthermore, the teacher should use teaching strategies that are suitable for different learners in class. According to Van der Horst and McDonald (2003), a teaching strategy is described as a broader plan of action for teaching activities with a view to achieve a particular outcome. Engelbert (2013) adds that teaching strategies are aimed at assessing learners’ needs and also finding the connection between where the learners are and where the teachers want them to be.

Van den Akker, Boer, Folmer, Kuiper, Letschert, Nieven and Thiys (2009) state that teachers should do their best to use teaching strategies that are within the aims and objectives contexts in which they have to teach. For example, the teacher must use step-by-step teaching strategies to achieve aims and objectives like providing a recipe (Van den Akker et al., 2009). Khoza (2014) argues that learning outcomes are achieved by means of the following strategies: application of the acquired knowledge; demonstrating knowledge at the end of the lesson; and showing understanding by answering the questions at the end of a lesson. Furthermore, Kuiper, Nieven and Berkvens (2013) argue that in the teaching process teachers are required to apply teaching strategies that expect the learner to participate in the setting of goals for teaching.

According to Suherman, Oediyani, Handayyani, Uzliawati, Indriana and Nasution (2011), the teacher may use a learner-centred approach by employing a group work teaching strategy to allow groups to practise the magic finger technique. This means that the teacher should allow learners to interact in the classroom situation in groups and practice calculations by using their fingers until they understand the finger counting technique. Encouraging group work in teaching will help shy learners to open up and learn at ease with their peers rather than with the teacher. This is supported by Khoza (2013) who says that the role of a teacher is determined by teacher-centred, learner-centred and content-centred approaches, which ensure good results. He further states that a teacher-centred approach is also called an instructional approach. This means learners are driven by the teacher. Coetzee (2009) argues that the teacher-centred approach does not promote active participation and discovery learning since learners rely on the teacher. Buddo (2013) indicates that the teacher uses the whole class teacher-centred strategy by means of an expository method as a norm by completing the examples on the chalkboard, while learners are required to duplicate. Garet, Porter, Desimone, Birman and Yoon (2001) suggest that teachers should be allowed to try out new teaching strategies in the classroom situation and obtain feedback about their teaching. Sometimes the teaching strategies are determined by the time factor. Valli and Buese (2007) argue that the school extended its time block from 60 minutes to 90 minutes because teachers wanted to conduct 60 minutes of teaching the whole group, which would be followed by another 30 minutes of differentiated instruction on the previously taught lesson. As a result, other teachers spend more time on the topics that they think are more important as well as on teaching strategies like whole-class discussion in order to save time.

A learner-centred approach focuses on the students and learning; it emphasises individual capabilities (Schuh, 2004). When facilitating, teachers create a healthy atmosphere and encourage learners to be active participants (Anton, 1999). Chan (2001) posits that teachers give problems to learners so they work on them and discover things for themselves. Teachers believe that learners are not empty vessels and they need to solve problems when learning. Maor (2003) argues that teaching and learning involve interaction and collaboration in a social constructivist approach. Inspiring peer learning or group work when teaching creative writing helps learners who are not active participants to open up, since learners learn at ease with their peers and in groups rather than from the teacher.

Another way for students to teach each other is through class discussions. As students take turns discussing the subject, a teacher can assess their knowledge and discover which students grasp the concepts and to what extent. Killen (2006) asserts that discussions are useful in the classroom to allow learners to experiment and pit their own ideas against those of others. It is argued that learners learn from a variety of perspectives and can become enlightened on issues that they could not understand on their own. This strategy also involves goal-oriented discourse among interlocutors. Learners are granted opportunities to share their views freely. Learners can voice their own ideas and share their views on the topic. The teacher facilitates discussions and allows learners to elaborate on the topic.

Killen (2006) asserts that since learning is regarded as the process of acquiring new information, the teacher must choose a teaching strategy that will help the learners understand and remember the information or think about it. The teacher sets outcomes for the lesson and thus it is the teachers' responsibility to make sure that information conveyed is directly aligned to the outcomes that the learners should achieve at the end of each lesson. Killen (2010) proposes the following teaching strategies which apply to the modern classroom:

- direct instruction;
- discussion;
- small-group work;
- co-operative learning;
- problem solving;
- research;
- role play;
- case study; and
- writing.

Direct instruction is a teacher-centred approach where the learner absorbs and the teacher shares while doing most of the verbal communication. The teacher dominates the instruction and the focus is on facts leaving the learner with little opportunity to engage in communicating about the subject matter. According to Russel, Comello and Wright (2007:21), direct instruction is the traditional and the oldest method in classroom teaching and is still used fruitfully in modern times. It has the advantage of providing information to large numbers of

students, to teach a large amount of subject material fast and effectively. It is also cost-effective, since the teacher serves as the only resource. The same authors acknowledge that direct instruction is, however, limiting, since learners are not afforded ample opportunity to process information and delve deeper arriving at own problem-solving skills. This strategy causes students to become apathetic, lose interest quickly, engage in feedback, and learners cannot develop at their own pace and in their own time. The following list indicates the techniques of the direct strategy.

The direct method has the following advantages:

- the teachers know the learning content;
- teachers are able to emphasise important points and possible difficulties;
- factual knowledge is imparted;
- much information can be given in a short time;
- effective in both small and large classes; and
- this method assists teachers to stimulate learners by displaying their personal interest of the subject (Russel, Comello & Wright, 2007).

The following are some of the disadvantages of the direct method:

- This method does not cater for diverse learners, their prior knowledge, learning pace, cognition level, learning styles or learners' interest in the subject matter;
- The success of this method largely relies on the image the teacher portrays;
- The method assumes that learners are able to obtain information through listening, observation and note-taking;
- The method does not foster social and interpersonal skills development due to its limited learner activity;
- It might have a negative impact on learners' skills such as problem solving, creativity, explanation and inquiry;
- During the demonstration, the learners might not see what the teacher wants them to see;
- It presents learners with educators' views on how to organise content;
- It limits learners' feedback to educators concerning their level of understanding; and

- It does not often hold the learners' attention span more than fifteen minutes (Russel, Comello & Wright, 2007).

Discussion involves goal-oriented discourse among interlocutors (Killen, 2015). Learners are granted opportunities to share their views freely. Learners can voice their own ideas and share their views on the topic. The teacher facilitates discussions and allows learners to elaborate on the topic. Discussions are conducive to participation and learner involvement.

Small-group work is a learner-centred activity facilitated and guided by the teacher. These groups have four to six members and may vary according to the environment and chosen desk layout. Learners collaborate to succeed in achieving their goals and they develop social skills and gain new factual knowledge. Small-group work embraces numerous activities such as discussions in small groups, filling in worksheets, finding solutions to problems or presenting prepared work (or delivering impromptu performances). Small-group work can thus be integrated with other strategies (Killen, 2010).

Research can serve as a teaching plan to assist learners to achieve self-learning, and to encourage discovery of answers independently. Research can assume the form of investigations or supported research engaging books or Internet sources. It can also be linked with case studies. Doing research can equip the learners to arrive at novel methods and particulars, thus providing them with new methods and relevant information and broadening their perspective. Role-play is a viable teaching strategy, since it instils confidence and can be used effectively in the classroom environment. Role-play can be implemented effectively to simulate realistic scenarios. Learners learn by applying new knowledge in real-life situations and test their problem solving skills. Another salient benefit of role play as a teaching strategy is that learners are alerted about the value of participating when engaged in role play (Killen, *ibid*). Role play is an essential tool for classroom interaction. It provides learners with an opportunity to present their understanding of the novel, character and plot development, or emotions in the novel.

Case studies provide real-life scenarios: the students can learn from these experiences to put their knowledge to use and build on their current experience. Case studies can provide useful information that is not in the textbook. A case study can be combined with research, small-

group work or co-operative learning. This strategy can be used to gather data in real-life situations and to analyse the data using problem solving methods. Writing is an efficient way of testing the learners' knowledge and their understanding (Killen, 2010). It reveals their ability to write tests and to display their ability to relay information effectively. Through writing, students can represent their opinions and also deal with problems that they might encounter in the classroom.

2.5 SUMMARY

This chapter covered the theoretical frameworks within which the study was located, that is Three Worlds Model (2009) and Tatum's More Anatomically Complete Model of Literacy Instruction (2008). Secondly, different approaches suitable for teaching novels as well as teaching strategies were reviewed. The chapter also revealed that teaching of novels has many challenges. It further highlighted that most of the studies investigated teaching novels in an English classroom. It was evident that the teaching of novels in schools is still a problem. However, very little research has been done in teaching isiZulu novels in secondary schools. Therefore, this study sought to investigate the strategies used by teachers when teaching isiZulu novels at the secondary school level. The next chapter focuses on research methodology and research design for the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter provides a discussion on the process of data collection that was followed in this study. The chapter is divided into three parts. The first part provides a detailed discussion on the qualitative research approach adopted as well as the philosophical underpinnings that informed the study. This discussion offers an exploration of the paradigm, ontological and epistemological assumptions of the study. Furthermore, the part also provides the context within which this study was undertaken. The second part focuses on the generation of data, thereby detailing the methodological procedures used for this project. Part two, furthermore, discusses a case study as a research methodology as well as the methods that were used for the collection of data. Such methods are observations, documentary evidence and individual face-to-face semi-structured interviews. The section further addresses the issue of sampling as well as the analysis of the data collected. The third part focuses on trustworthiness and rigour of the study. Part three deals with issues of credibility, transferability, dependability and confirmability as notions of validity and reliability. The research aims to respond to these questions:

- What do isiZulu Home Language teachers consider to be an effective approach in the teaching and analysis of novels?
- How do these teachers teach isiZulu novels?
- Why do they teach isiZulu novels the way they do?

3.2 RESEARCH APPROACH: QUALITATIVE RESEARCH

This study was concerned with describing, analysing and exploring the strategies used by isiZulu Home Language teachers in their teaching of isiZulu novels. Informed by this, a qualitative design to this research was appropriate because as, Richards (2003) explains, qualitative research is a study or investigation of human or social problems in a holistic manner, taking into consideration humans' views and perspective about the subject in a particular natural setting. In other words, qualitative research is the study of human activities in the natural context of people's daily lives. This is supported by Newby (2010) when he says qualitative research is concerned with understanding how people choose to live their

lives, the meanings they ascribe to their experiences and their feelings about their conditions. In agreement with Newby (2010), a qualitative research relies on qualitative data and tends to follow an exploratory mode of scientific method (Johnson & Christensen, 2008). Therefore, this research drew meaning from what happened in the classroom, what teachers said in their classroom, and from the analysis of documents they prepared for their lessons.

The applicability of this approach to this study is further supported by Denzin and Lincoln (2005), both of whom state that qualitative research can be defined as “a situated activity that locates the observer in the world, using a set of interpretive material practices that makes the world visible which involves an interpretive materialistic approach to the world.” The focus of this study was to understand teachers’ strategies when they are teaching isiZulu novels. Richards and Morse (2012) point out that the voice of the people should be heard, because it does not only provide data to be analysed, it also contributes to the research questions and the way that data is analysed. The use of one-on-one interviews was therefore appropriate as it promoted interaction with the teachers in their teaching environments. This is something that would not have been possible in a quantitative study. Qualitative design examines complex questions that are not possible with quantitative methods (Denzin & Lincoln, 2005). Using this particular approach made it possible to better understand how secondary school teachers who work in disadvantaged context teach isiZulu novels. Marshall and Rossman (2010) argue that a qualitative approach is fundamentally interpretive and draws on multiple methods that respect the humanity of participants in the study and also focuses on the context. It was therefore clear that a quantitative approach, which relies on numerical data, would not have been appropriate for this particular study, which is about knowing and understanding strategies of isiZulu Home Language teachers.

3.3 RESEARCH PARADIGM

It is important to mention that researchers are often severely influenced by a number of assumptions when conducting their research. Cohen, Manion, and Morrison (2000) assert that these conventions are of an ontological nature. This refers to how researchers’ view the nature of reality. Cohen *et al.* (2000) contend that one imperative question researchers ask themselves is whether reality is of an objective nature or whether it is created in the mind. Those who view reality as objective or as a given are located within the positivist paradigm. Cohen *et al.* (2000) argue that positivism claims that science provides us with the clearest possible ideal of reality. A paradigm is a way of viewing the world and it is directed by certain

beliefs about the world and how it should be studied (Mertens, 2014). Researchers who operate within this positivist paradigm tend to rely on quantitative data, which they believe is objective. This is supported by Cohen *et al.* (2000) who argue that investigations conducted by people who subscribe to the view which treats the social world like a natural world will be predominantly quantitative, and will be concerned with identifying and defining elements and discovering ways in which their relationships can be expressed. These ontological assumptions give rise to epistemological assumptions. This refers to researchers' assumptions about the nature of knowledge. Cohen *et al.* (2000) point out that a researcher who perceives reality as objective will also perceive knowledge as hard, objective and tangible. These ontological and epistemological assumptions ultimately give rise to methodological considerations for researchers.

The researcher employed a qualitative approach under the interpretive paradigm. According to Neuman (2007), the interpretivist attempts to discover the meaning of an event or practice by placing it within a specific social context. This is supported by Cohen *et al.* (2000) when they say interpretive paradigm is a way of understanding the subjective world of human experiences. Zimmer (2006) contends that those who espouse the interpretive approach hold an ontological view that acknowledges is a concrete and real world, full of tangible entities. "The epistemological apprehension of that real world, and the meanings ascribed to it, are determined by a web of inevitable factors made up of language, symbol, culture, history and individual situatedness" (Zimmer 2006). This means that our interpretation and understanding of reality is subjective and is influenced by our social contexts. This implies that even our understanding, experiences and what we know as individuals would differ. This paradigm views knowledge as socially constructed. The role of any researcher that operates within the interpretive paradigm is to try and understand peoples' realities by exploring different interpretations and looking at issues from the point of view of the participants. The interpretive paradigm is appropriate in this study because it tries to explore the teachers' strategies used when teaching isiZulu novels to learners in the classroom context.

3.4 POPULATION AND SAMPLE

3.4.1 Study population

Creswell (2013) defines population as a group of individuals who have the same characteristics. For example, all teachers would make up the population of teachers, and all high school administrators in a school district would comprise the population of

administrators. The research question or purpose of a study begins to define the most appropriate target population for the study. This study was conducted in Inchanga, a rural area where the unemployment rate is high. Learners of this area are seen as disadvantaged. Learners walk long distances to and from school. The schools in this area are under resourced. For example, there are no school libraries, laboratories, books and other facilities.

3.4.2 Sample

Sampling refers to the process used to select a portion of the population for study. A sample should be representative of the larger population from which it was taken. Johnson and Christensen (2008) point out that sample is a set of elements taken from a larger population according to certain rules. This is supported by McMillan and Schumacher (2010) when they say that sample is selected to represent a population. It can be viewed as a sub-set of measurements drawn from the population in which the researchers are interested. The study focused on five schools in the area. The researcher worked with a total of five teachers. The researcher initially intended to work with two grade 10 isiZulu Home Language educators from each school as participants. However, this was not possible as the schools are located in a rural area. The learner enrolment dropped drastically in these schools. Not a single school in this area has two educators who teach the same grade. The fact that the study was reliant on one educator per school did not have much impact in terms of the quality of data gathered. The five participants were still able to provide the data required for a small scale study such as this dissertation. It was not possible to select the Grade 12 educators as they were busy preparing for the NSC exams. Cohen *et al.* (2000) describe selection as purposive sampling, by which they refer to a situation where researchers purposefully select the cases to be included in the sample on the basis of possessing particular characteristics. In this context, educators were chosen by virtue of teaching isiZulu in Grade 10. These five participants were in a position to provide sufficient data for the phenomenon under study.

Table 2 Profiles of the Participants

Participants	Gender	Age	Teaching Experience in Grade 10	School
Mrs Khuboni	Female	Early thirties	07 yrs	School A
Mrs Cele	Female	Late forties	04 yrs	School B
Mrs Zulu	Female	Early forties	16 yrs	School C
Mr Ngwabe	Male	Early thirties	01 yr	School D
Mr Fakazi	Male	Late forties	9 yrs	School E

The participants in this study were given pseudonyms to protect their identities. The names used in the study are fictitious and not real. In the first place, Mrs Khuboni taught at *School A*. She was about 33 years of age and studied isiZulu. She held a Bachelor of Education degree. She taught Grade 10 isiZulu Home Language for seven years during the data collection period. Mrs Cele taught at *School B*. She was about 46 years of age and studied isiZulu and Education. She held a Bachelor of Arts Honours degree. She taught Grade 10 isiZulu Home Language for three years. Mrs Zulu taught at *School C*. She was about 42 years of age and studied isiZulu and History. She held a Bachelor of Arts degree and Higher Diploma in Education. She had taught Grade 10 isiZulu Home Language for sixteen years during data collection.

In the second place, Mr Ngwabe taught at *School D*. He was about 34 years of age and studied isiZulu and Education. He held a Bachelor of Arts degree and Post Graduate Certificate in Education. He had taught Grade 10 isiZulu Home Language for one year. Mr Fakazi taught at *School E*. He was about 47 years of age and studied isiZulu and Education. He held a Bachelor of Arts degree and Post Graduate Certificate in Education. He had taught Grade 10 isiZulu Home Language for nine years.

3.5 RESEARCH DESIGN

This study relied on qualitative data, hence it was important for data to be drawn from teachers in an attempt to understand their practices and reasons for these practices. Therefore, the phenomenon was studied in its natural setting and a case study was necessary for data collection. According to Yin (1981), a case study is a research strategy which attempts to examine contemporary phenomena in their real-life context especially when the boundaries between phenomena and context are not clearly evident. This is supported by Cohen, Manion and Morrison (2000) when they say that a case study involves a study of a case in a context. This study looked at how teachers teach isiZulu novels and the strategies they use. This was the case of teachers who taught isiZulu Home Language in five schools in Inchanga circuit, which is a rural area. The context, Inchanga, therefore constituted the unit of analysis for this study. One of the strengths of a case study is that it is able to observe effects in real-life contexts; recognising that context is a powerful determinant of both causes and effects (Cohen et al. 2000). This helped in gaining an in-depth understanding of this particular phenomenon because actual lessons were observed in actual teaching. The observations were followed by document analysis and interviews, which contributed to the observations during lessons.

3.6 METHODS OF DATA COLLECTION

Data collection is the process of gathering essential information that is relevant to a particular study through different methods and sources. According to Henning *et al.* (2004), data collection strategies that are consistent with qualitative research design include documentary evidence, observations and interviews. This study espoused three methods of data collection, namely: observations, document analysis and face-to-face semi-structured interviews in order to understand the practices of teachers in secondary schools when teaching isiZulu novels in a real-life setting. This was used together with the analysis of lesson plans and texts that were used during lessons, which deepened the researcher's understanding of what happens in the classroom. The use of interviews assisted in asking relevant questions which observations and document analysis could not answer.

3.6.1 Class observations

Observation is the act of viewing analytically, thoroughly and constantly noting events, people, artefacts, setting and behaviours in naturally occurring situations (Simpson & Tuson, 2003). Yin (2009b) argues that a case study should take place in the natural setting of the

“case”, one that creates the opportunity for direct observations. This informed the decision to include lesson observation as one of the methods for generating data for this study. According to Maxwell (1996), observation during research investigation enables observers to draw inferences from the observed actions and reactions. In this study, the use of observations allowed me as the researcher to have a better understanding of the teaching and learning processes in the classroom, their natural setting. Observations also assisted me to observe teacher-learner relationship in the classroom. One novel lesson was observed for each teacher. Each teacher decided on the novel lesson to be observed. Whilst the teacher was presenting, I took down notes which were helpful when asking follow up questions during interviews.

Cohen *et al.* (2000) argue that many forms of data collection, including observation, require the informed consent of the participants, the right not to be observed and permission from the school. Written permission was sought from, and given by, the principal of the schools under study to carry out observation of the participants in their classrooms. The research methods that were going to be used explained to the participants their rights, the reasons for observation and the process involved. The participants understood that it was not about judging or finding fault. The participants were comfortable with the idea of their lessons being observed by an outsider. In using the observation schedule, I was able to note how teachers introduced the lesson as a starting point, teacher-learner interactions and learners’ participations were noted during lessons. Finally, through lesson observations I was able to identify the various strategies employed by the teachers in teaching isiZulu novels and the constraints they experienced in teaching novels. According to Richards (2002), observation is not just merely taking a seat in the classroom. Rather, in the context of this study, I gained better understanding of the different strategies used by the teachers in their teaching, and also had an insight into teachers’ perceptions about how learners should learn and be taught the isiZulu novels. The average time for lessons observed was 50 minutes for each lesson.

3.6.2 Document analysis

Another form of data collection or generation that was used in this research was an analysis of relevant documents. These documents were made available to the researcher with the help of the participants. According to Yin (2009), documents are important for corroborating and augmenting evidence from other sources. After class observation, lesson plans for the observed lesson and two more lesson plans from the lessons that were not observed were

considered. This helped to determine whether there were similarities or discrepancies in the lesson plan for the observed lesson when compared to the lesson plans for the lessons other than novels. It also helped in understanding how teachers have been teaching isiZulu novels at the school prior to the research. These lesson plans were compared with notes taken during class observation in order to triangulate data collected through observations. These were analysed so as to expand insight into the practices of teachers when teaching novels. The lesson plans were readily available on the day the lesson was presented, but the researcher struggled to get the copy of the novel.

3.6.3 Individual face-to-face semi-structured

Semi-structured interview was used as the principal means of collecting information which has a direct bearing on the research objectives (Cohen *et al.*, 2011). Bondy and Maunders (2009) identify four forms of research interviews, namely: standardised, unstructured, semi-structured and focus group interviews. The type of interview that the researcher used in this study is what Yin (2009) refers to as a focused interview. This is when a person is interviewed for a short period of time, for example, one hour. The interview approach must remain open-ended and assume a conversational manner. The major purpose for the interview is to corroborate earlier collected data. Given that certain data had been collected during the lesson observation, it was appropriate to follow up with interviews.

Participants were requested to participate in a one-on-one interview. Interviews were conducted under a safe and comfortable atmosphere so that the participants were able to talk freely and without disruption. This helped me to collect precise and trustworthy data. The participants in the study were interviewed between and after classroom observations. The interview assisted the researcher to understand the thinking behind the practices of teachers, and what they understood about the teaching of novels. The interviews also assisted the researcher to understand the actions of teachers in terms of their lesson designs and classroom practices, as well as their views on the teaching of novels. All interviews were audio recorded with notes taken by the researcher.

3.7 TRUSTWORTHINESS

It is vital to emphasise that this is a qualitative study. This has implications in terms of how issues of validity and reliability are understood and addressed in this approach, which actually differs from a quantitative study. This is supported by Kumar (1996) who asserts that researchers who are carrying out a qualitative study often consider issues of credibility, validity and reliability. Trustworthiness includes issues of credibility, transferability, dependability and confirmability. These are briefly discussed below in relation to the study conducted.

3.7.1. Credibility

Kumar (1996) describes credibility as how congruent the findings are with reality. This is one of the most important issues to be addressed to ensure trustworthiness in any study. One way of ensuring credibility, as Shenton (2004) argues, is by using research methods that are well established in qualitative research. This study used observations, interviews and document analysis, which are methods used in qualitative research. Using these methods assisted in the issue of credibility of this study. Furthermore, this also assisted with data saturation. Cohen *et al.* (2000) define data saturation as the use of two or more different methods of data collection in the study of aspects of human behaviour.

Shenton (2004) mentions that the use of different methods in concert compensates for their individual limitations and exploits their respective benefits. The use of different methods in this dissertation contributed towards ensuring credibility of the study. Data were collected from five different schools (five teachers) which again assisted with credibility. Shenton (2004) holds that site triangulations may be achieved by the participation of informants within several organisations so as to reduce the effect of particular local factors peculiar to one institution, on the study. The use of different schools ensured that contextual factors of one particular school did not influence the direction and findings in a way that impacted negatively on the credibility of the study. The data collected during interviews were accurate. This was done by giving participants a chance to read transcripts in order to ensure that they are a true reflection of what transpired. This is supported by Shenton (2004) who insists that participants must be asked to read the transcripts of the dialogues in which they participated.

3.7.2 Validity

This is another important factor in ensuring authenticity of a study. This was achieved in the study by giving a full description of the context within which the study was conducted. This included the number of schools that participated, information on participants, data collection methods, length of interview sessions and observations, the time period on which data were collected. Cohen *et al.* (2011) argue that validity is an important key to effective research. If a piece of research is invalid, then it is worthless. Validity is thus a requirement for both quantitative and qualitative research.

3.7.3 Reliability

Qualitative researchers use the term dependability instead of reliability which is used in quantitative research. This study ensured dependability by giving a full description of the methodology employed so as to help the readers to have a clear understanding of the methods that were used. Shenton (2004) argues that qualitative researchers need to devote a section describing the research design and its implementation, operational detail of data gathering and reflective appraisal of the project as this will assist the readers to understand clearly the methods and their effectiveness.

3.8 ETHICAL CONSIDERATION

It is important that research is conducted ethically. According to Creswell (2014), ethical issues are concerned with beliefs about what is wrong and what is right from a moral perspective in conducting research. Creswell (2009) reminds researchers about the need to get necessary permission from relevant authorities before a study begins. The university issued an ethical clearance certificate (*see Appendix A*) Letters were written to the Department of Education and the principals of schools requesting permission to conduct research (*see Appendices B, E, H*). Participants were also sent letters informing them about research in terms of its purpose and the significance of their cooperation with the researcher. Their anonymity and confidentiality were guaranteed and participants were made aware of their rights to withdraw without sanction if they were no longer comfortable with their participation in the research. Ethical clearance certificate from University's Research Office was obtained prior to this research.

3.9 LIMITATIONS

This study was about practices of teachers when teaching novel. Therefore, the researcher observed the actual lessons presented in class. As a result of time and financial constraints mentioned previously, the researcher focused on five teachers at five schools in Inchanga circuit. Like all other schools in Inchanga circuit, both teachers and learners were isiZulu Home Language speakers and learners were more or less from the same socio-cultural background. As a result of the small scale nature of the study, it is not possible to make generalisations about the findings. The researcher assumed that the result and findings would serve as insight into what was in practice in schools as far as the teaching of isiZulu novels was concerned.

3.10 DATA ANALYSIS

Neuman (2007) states that qualitative researchers often use general ideas, themes or concepts as analytical tools. In this study, data were analysed using a thematic analysis. According to Bowen (2009) thematic analysis is a form of pattern recognition within the data, with emerging themes. The researcher became deeply involved in the data collection process, that is, when doing observations, document analysis and interviews. This involved having to carefully examine what was said and what was observed. This became part of the qualitative data collection. Each recorded interview had to be transcribed. Many hours were spent listening to the interviews conducted with teachers. This exercise often proved to be time-consuming as one had to carefully listen to the responses of teachers in order to transcribe them. This was no easy task as responses were in IsiZulu and had to be translated after the transcription process.

Furthermore, the notes from classroom observations and document analysis were also carefully examined. This led to the next step of coding which is about examining and organising information contained. This was done through applying descriptive labels to segments of transcripts. These codes were then linked to create categories. Each transcript had to be read as well as the notes from the class observations and analysis of documents; careful thought was given to the responses that participants gave in relation to the message they were conveying. The coding process was informed by the responses of the teachers. This was followed by comparing codes for duplication, which assisted in creating categories. The creation of categories promoted the analysis, interpretation and reflection on the data. This in turn assisted in identifying emerging themes, which were influenced by the research

questions. Five key themes were identified, which facilitated the formulation of the key findings in this study. These themes provided explanations or interpretation of the issues relating to how educators in secondary schools teach novels. This is discussed in more detail in Chapter4.

3.11 SUMMARY

This Chapter described the qualitative research approach used in this study as well as the philosophical assumptions that underpinned the project. This Chapter located the study in the interpretivist paradigm, which considers reality as subjectively constituted and knowledge as constructed. This is because the study sought to understand isiZulu Home Language teachers' practices when teaching isiZulu novels. It also explains the various data collection techniques, namely: observations, interviews and document analysis that were used in this study. The issue of trustworthiness was discussed, and was followed by a discussion on ethical issues and the limitations of the study. The next Chapter presents the data collected.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

In the previous Chapter, the methods used in the collection of data were discussed. This chapter contains a reflective analysis of data derived from lesson observations, teacher interviews and analysis of relevant documents. Below, the researcher describes the data collection process. A lesson presented by each participant was observed from each Grade 10 class. This was followed by face-to-face semi-structured interviews with each of the five participants. An analysis of lesson plans and texts prepared for each lesson was carried out. The use of these different qualitative research techniques ensured data saturation and the credibility of the study. This discussion of findings makes use of verbatim quotations of the words of participants. With regards to data analysis, it was pointed out in the preceding chapter that data were analysed using a thematic analysis, which is a form of pattern recognition within the data, with emerging themes.

4.2 RESEARCH FINDINGS

This study was driven by researcher's observations as a subject advisor, that teachers do not have a common understanding of what it means to teach novels and what skills are required to teach novels. Four themes emerged from the analysis of data. These themes were: limited understanding of novels, inadequate resourcing, uninformed selection of set works and time allocation. The next section provides a brief profile of the participants and their respective schools.

4.2.1 Description of participants and their classrooms

The description of the participants follows next.

- **Mrs Khuboni (all names are pseudonyms)**

Mrs Khuboni was in her early thirties. She had been teaching Grade 10 isiZulu Home Language for seven years. She was qualified teacher and held Bachelor of Education Degree. According to her, she enjoyed teaching isiZulu Home Language. The overall pass rate for the school in 2018 was 41%. Her school is a no-fee secondary school. Her classroom had

approximately forty-five learners, seated in rows of four. There was only one desk with three learners.

- **Mrs Zulu**

Mrs Zulu was in her early forties. She was a qualified isiZulu Home Language teacher and has been teaching Grade 10 for the past sixteen years. The overall pass rate for the school in 2018 was 44%. Her school was also classified as a no-fee school, and was without basic resources such as a library. Her Grade 10 class had forty-two learners.

- **Mrs Cele**

Mrs Cele was in her late forties and had been teaching Grade 10 isiZulu Home Language for the past four years. She was a qualified teacher and she held different degrees. Her Grade 10 classroom had fifty-five learners. Her Grade 10 class was overcrowded. The educator did not have enough space to move around. The overall pass rate for the school in 2018 was 62%. The school was also classified as a no-fee school.

- **Mr Ngwabe**

He was in his early thirties and had been teaching Grade 10 isiZulu Home Language for a year. He was a qualified teacher and he held Bachelor of Education degree. His Grade 10 classroom had forty learners. The overall pass rate for the school in 2018 was 67, 9%. This was also a no-fee school.

- **Mr Fakazi**

He was in his mid-forties and had been teaching Grade 10 isiZulu Home Language for the past nine years. He was a qualified teacher and he possessed a Bachelor of Education degree. His Grade 10 classroom had twenty learners. They were seated in twos. The overall pass rate for the school in 2018 was 53, 8%. The schools also belonged to the category of a no-fee. The school lacked resources. For example, schools did not have a library. The school appeared to be struggling with learner enrolment as some classrooms were empty.

4.2.2 Theme 1: Limited understanding on the teaching of novels

This study found that teachers had a limited understanding of what novel entails. Their understanding was often driven by features of a novel as opposed to the holistic development of learners' language, culture, and reading analytical skills. The participants' understanding

appeared not to be balanced as they concentrated on one aspect of novel at the expense of others. While indeed features of a novel are identified as important aspects, this understanding is limited because it does not cover other aspects. The participant's understanding of characters and characterisation was also limited as the teacher (as in the lesson plan below) could not even explain to learners about the different types of characters found in works of fiction. According to Bernado (2018), in fictional literature authors use many different types of characters to tell their stories. Different types of characters fulfil different roles in the narrative process and thus contribute to the development of the plot in a literary text. An understanding of the role of characterisation in literature could assist teachers in understanding the relationship between literature and society, and how the teaching strategies used in the classroom could make learners relate literature to their immediate social environment. For example, when asked on what the teaching of novel entails, Mrs Zulu responded:

Ukusiza abantwana ukuyihluza bakwazi nendlela ebhalwa ngayo. Umlandi usilandisa indaba ethile esebenzisa abalingiswa bese kuba khona isifundo esiba khona ekugcineni ngoba umbhali ebhala kukhona umyalezo awudlulisayo. Bathola umyalezo ngalokhu abakufundile.

(It is to help learners analyse novel and how it is written. The author narrates the story using characters to convey his or her message. Learners learn the lesson from a novel.)

The issue of the novel features also came up when Mr Ngwabe was asked the same question, to which he responded:

Ngokwami ukubuka uma sifundisa inoveli sifundisa umntwana akwazi ukuxoxa indaba ekade ifundwa. Akwazi ukuhluza umqondo uvuleleke ngoba kuyona sithola isizinda, isahiwo, abalingiswa kube impilo esiyiphilayo okungenzeka ibavule amehlo.

(For me, if we teach learners a novel we want him or her to narrate the story, which she or he has learnt. The learner must be able to analyse the novel because it has a setting, plot and characters).

Mrs Khuboni also responded to the same question as follows:

Inoveli imayelana nomyalezo nesifundo okufanele basithole. Inoveli ingomlando.

(A novel is about the message conveyed and history.)

The above responses suggest that the teachers prioritised these above-mentioned features of the novel as important elements to take into consideration when teaching novels. As their responses indicate, teaching novel is about characters, conveying a message, setting, plot, characters and history.

While features of the novel were shown to constitute an important element of novel, this exclusive focus shows a somewhat limited understanding of what a novel entail, and also what the teaching of a novel should be about. For instance, if one looks at Mr Ngwabe's response, it is clear that he sees features as the main goals in the teaching of a novel. This approach is not balanced. It focuses only on one aspect. It neglects language development, background, values and culture which are also important aspects in the teaching of novels. Eagleton (1983) argues that teaching of literature plays an important role in enhancing a deeper entrenchment of cultural and social values. In other words, literature assists in the transmission of culture.

The *Curriculum Assessment Policy Statement* for Grades 10-12 (2011:12) points out that the main reason for reading literature in the classroom is to sensitise learners to a special use of language that is more refined, literary, figurative, symbolic and deeply meaningful than much of what else they may read. While most literary texts are forms of entertainment and amusement, or revelation, serious writers create novels, plays and poems, because they have ideas, thoughts, issues and principles, ideologies and beliefs that they most want to share with or reveal to their prospective readers. Their imaginative use of language is an added method of revealing, reinforcing and highlighting their ideas.

This limited understanding of what the teaching of novels means was also evident when looking at approaches or strategies that teachers employed when teaching novels. In order to provide an overview of how a novel is taught by these teachers, a brief description of novel lessons, drawn from the observations and lesson plans analysis, is presented. This lesson was selected as it is representative of what was discovered during lesson observations and the analysis of documents. This lesson illustrates a typical novel lesson in a Grade 10 isiZulu Home Language class in these rural schools. This example contextualises the more detailed analysis of the strategies used by teachers in teaching the novel whose summary is presented below:

The novel chosen by the teacher was classical novel. The title of the novel was "Inkinsela yaseMgungundlovu". The author of the novel is Sibusiso Nyembezi. This novel is about Mr C.C. Ndebenkulu, who is the main character. He came to the place called Nyanyadu where he

stayed in Mr Mkhwanazi's house. He referred to himself as a man of integrity. He would always help the poor and he was also highly educated. Ndebenkulu explained to Mr Mkhwanazi the reasons why he was in Nyanyadu. He told him that he was going to help people by selling their livestock to auction and slaughter houses. He also promised to assist those who want to get loan. This did not happen, instead he robbed the people of Nyanyadu of their livestock and other belongings. This was not the first time for him to rob people of their belonging. In Mnambithi he did the same thing. There he was known as Mr. EE Mlomo. One of the unsuspecting civilians who fell victim to Mr Ndebenkulu's deceptive acts was a widowed woman whom he promised to assist to sell her cows to the farmer, only to disappear with the livestock. He eventually got arrested at the train station before leaving with live stock.

Table 3

Lesson 1: Novel lesson presented by Mrs Khuboni

The lesson on a novel took forty-five minutes. The title of the novel was "Inkinsela yaseMgungundlovu". This is a prescribed novel for Grade 10 learners. During my observation, I noted that Mrs Khuboni introduced the lesson to the learners through questions on what novel is. She asked for the meaning of a novel as shown below:

Mrs Khuboni: Yini inoveli? (What is a novel?) One learner gave the answer which was incomplete. *"Inoveli indaba ende. (The novel is a long story).* Mrs Khuboni continued and asked *"Ibhalwe ngani? (How is it written?)*

One learner gave the correct answer. She wrote the answer on the chalkboard.

In the above excerpt, Mrs Khuboni agreed with a learner's meaning of novel. She further explained that novel is written in prose language. She introduced the novel that was going to be used that year. She then mentioned that the novel has a plot including an introduction, body and conclusion. She continued to say in the plot we are going to look at characters. *She then asked "Yini abalingiswa ngolwazi lwakho? ("What are characters in your own opinion?")* Learners did not respond. She gave learners the answer. *"Abantu abasendabeni." (Characters are people found in the story.)* *"Umbhali obavezayo." ("They are revealed by the author.")*

She then gave learners a copy about characters. She read her notes telling learners the types of characters found in the novel. *"Abalingiswa abatholakala encwadini kukhona iqhawe noma ummeleli.* She then paused and asked learners, *"Umlingiswa oyiqhawe onjani? ("What is a*

protagonist?”). Learners did not give an answer. She continued to write on the board “*Umlingiswa oyiqhawe inoveli yakhelwe phezu kwakhe. Uyena oba nezinkinga eziningi.*” (“*A protagonist is someone around whom the novel revolves. He or she faces many problems.*”) She continued to write on the board telling learners that there were also other characters who were important.

She then referred learners to page 10 of the prescribed book “*Inkinsela yaseMgungundlovu*”. She then read aloud, “*Nampa abanye abalingiswa abakule ndaba uThemba, uMkhwanazi, nabanye okusho ukuthi ababalulekile.*” (“*Here are other characters found in this book: Themba and Mkhwanazi and others, which means they are not important.*”) “*Okusho ukuthi umlingiswa omkhulu kule noveli uMkhwanazi okusho ukuthi uyiqhawe.*” (“*This means the main character in this novel is Mkhwanazi. He is the protagonist.*”)

She continued to write on the board, whilst busy talking, and said: “*Ukuvezwa kwabalingiswa. Umbhali uye asazise ngomlingiswa. Umbhali uyakuchazela yena umlingiswa.*” (“*The revelation of characters. The author reveals characters to us.*”)

She continued writing on the chalkboard and then asked the question: “*Umbhali umveze njengomlingiswa onjani uMaNtuli? (How is MaNtuli portrayed in this novel?)*” One learner gave the correct answer. The learner responded: “*UMaNtuli uvezwe njengomlingiswa othanda izindaba.*” (“*MaNtuli is portrayed as someone who is a gossip.*” Mrs Khuboni agreed with the learner’s description of MaNtuli portrayal.

She then asked learners how Ndebenkulu is portrayed in the novel. One learner gave the correct answer. She continued telling them about other characters and their roles in the novel. She explained that the author can use the dialogue in the novel. She said that could help them to see that Thoko was young. She then paused and asked learners how Ndebenkulu was portrayed in this novel. Learners failed to answer. She then gave them an answer. She went on until the chalkboard was full of notes. She explained that because of the shortage of books, learners had to answer questions that were written on the chalkboard. These were the questions given to learners:

1. *Sithini isihloko sale noveli? (What is the title of this novel?)* (1)
2. *Ubani umbhali wayo? (Who is the author of this novel?).* (1)
3. *How is the novel divided?* (3)
4. *How are the novel lines arranged? Are they long or short?* (3)

The lesson took forty-five minute.

The lesson presented above revealed two dominant strategies or techniques that were used by teachers when teaching novels. The same pattern emerged when observing the other four lessons not presented here. What also emerged is how limited understanding impacted negatively on how teachers taught novels.

It was also clear that teachers did not really do research on the background of the novel. They lacked the theoretical implementation of aspects pertaining to novel such as distinguishing between round and flat characters. They also did not pay much attention to how characterisation is revealed; for example, that characterisation is revealed through what other characters in the story say about them, what they say themselves, their physical description and how they behave.

Furthermore, the teachers did not pay much attention to pre-reading to introduce the setting (Place and time) to contextualise the story. The aspect of action and the unravelling of the knot were also neglected. There was also little evidence of reflection at the end of the novel as part of post-reading.

Teacher... said:

blalbla

- **Telling or lecture method**

From the observations, this study found that teachers used telling as the main strategy for teaching novels. This demonstrates how teachers prioritise features of a novel. This was done by telling learners. This study found that teachers used this method, because it saved time as it involved sometimes the teacher reading the novel to the learners or asking one of the learners to read and then answer the questions. For instance, Mrs Khuboni's response when asked why she employed the strategy she used, confirms this:

Bengenzela zizoshesha ukwazi ukuyibamba ngoba inkulu kakhulu incwadi Bakwazi ukuyithanda bayilandele bona.

(So that it will be easier for them to understand because the novel is long, and also to follow the story.)

This suggests that the teacher believed that telling learners helped them to understand everything. However, what the teacher proposed as good practice was clearly problematic. For example, Samuel (1994) points out that the teaching of literature in classroom situation has its own problems. In his research, Samuel found that problems include the fact that in their teaching of literary text, teachers tended to rely more on their ability to recall what their lecturers presented to them in the lecture halls than critically engaging with the text through the use of the acquired skills offered during lecture workshops.

This shows that relying on telling learners does not help much in terms of teaching learners critical reading skills when they are dealing with novels.

The issue of telling method also came up when Mrs Zulu was asked the same question to which she responded:

Indlela yenza ngibone abantwana abafunda kahle isiZulu. Ngibone ukuthibalandela izimpawu nokushintsha izwi. Bayakwazi ukufunda la benezinkingabese ngiyabasiza.

(This method helps me to see learners who are good readers of isiZulu and also see if they follow punctuation marks and assist them if they encounter any problems.)

Mr Fakazi was asked the same question, and he responded:

Kube khona ukuxhumana phakathi kukathisha kanye nami. Nabo bathole ithuba kungabi imina okhulumayo.

So that there will be that relationship between the teacher and learners, and learners afforded an opportunity to speak.

From these responses, it was clear that the interviewed teachers viewed the telling method as an important approach in the teaching of novel. They also noted that if a learner reads aloud well, it means that the learner understands. As observed in the lesson captured above, simply reading out loud and explaining a particular word to students without in-depth engagement cannot be considered effective teaching. Additionally, Eskey (2002) defines reading as acquiring information from a written or printed text and relating it to what you already know to construct a meaning for the text as whole. This resulted in inappropriate strategies being used.

- **Questioning**

Questioning is regarded as a strategy which triggers the learners to think about a particular topic (Zwiers, 2008). This is supported by Cotton (2001) when he says that one of the aims of classroom questioning by educators is that of developing interest and motivating learners to become actively involved in lessons. This is a common practice by the teachers before they begin the day's topic. They ask questions from the learners on the previous topics related to the new ones to be taught to determine the learners' level of knowledge and understanding. In this study, the teachers often asked simple and direct questions which sometimes required 'yes or no' answers, or simple phrases and definition of concepts. Teachers were also convinced that this was the best strategy. When Mr Fakazi, for example, was asked during the interview why he used this strategy, he responded as follows:

Kube khona ukuxhumana phakathi kukathisha kanye nami. Nabo bathole ithuba kungabi imina okhulumayo.

(So that there will be that relationship between the teacher and learners, and learners are afforded an opportunity to speak.)

Mr Fakazi's response suggests that using questions gives learners opportunity to speak and makes them become actively involved in their lessons. While some teachers were also convinced that this was the best strategy, other scholars in the field of sociolinguistics and literacy development raised doubts about it. For example, Eskey (2002) argues that most educators take the reading process for granted and go directly to the creation of a related product like asking students to answer comprehension questions orally or in writing without first ensuring that learners understand what they have read. During class observations, teachers asked questions even before ensuring that learners understood the text. Another aspect with regard to the use of questions was the fact that educators asked questions with no consideration of construct validity as well as the cognitive level of questions asked. For instance, if we look at questions that were asked during Mrs Khuboni's lesson, she asked:

Ibhalwe ngani? (Is written in what?)

Umlingiswa oyiqhawe onjani?

(What is a protagonist?)

These questions suggest that the teacher believed that asking these types of questions would help learners to understand the novel. This type of practice is in opposition with the views of scholars in the field of teaching and learning, who believe that educators need to consider the type and level of questions that they ask learners. For instance, Cotton (2001) argues that questions at a higher cognitive level are less effective with school learners, especially those in disadvantaged contexts. He goes on to say that “Increasing the use of higher cognitive questions produces superior learning gains for students above the primary grades and particularly for secondary students” (Cotton, 2001:4).

This view is supported by Pretorius (2002), in the South African context, who argues that asking literal questions does not help much in developing students’ meaning-making skills, because it does not require the processing of text at a deeper level. From the scholars cited, it becomes clear that when asking questions, teachers should have a mixture of lower and higher order questions. This was absent in the lessons presented by the teachers. The dominance of the two strategies highlighted above shows not only a limited understanding of what it entails to teach a novel, it also shows that educators were not taking into account the contextual realities of students, which Tatum (2008) describes as being among the key reasons for the failure of schools to prepare underprivileged learners.

Apart from being limited to poor questioning, the study also found that educators relied on questions that were provided in the set work. The educators would ask a question and learners had to respond. It would seem that educators understood their role as that of asking questions drawn directly from the text, and having learners respond according to the guide. One aspect that seemed to be missing in all lessons which scholars in the field have written extensively on was that of learners generating their questions in order to interact with the text. This is what Salinger and Fleischman (2005) refer to as the *Questioning the Author (QtA)* strategy. Palinscar and Brown (1984) earlier referred to Reciprocal Teaching, which is aimed at helping learners to focus on main ideas and providing a check on their present understanding of what they are reading. What is significant in this strategy is that learners themselves generate questions that are prompted by the passage they have read and also responded to these as a group. This encouraged them to be actively involved. It therefore becomes a two-way process.

Regrettably, all the lessons observed did not provide learners with this opportunity. The lessons were more about educators asking questions and learners responding. At the end of each lesson learners were asked to answer novel-based questions on the chalkboard as a

classroom activity or homework. When asked as to why they asked questions from the set works, the participants responded by suggesting that the questions from the set works would assist the learners in understanding the novel more effectively, an obviously limited response as already shown. These findings highlighted here were consistent with other international studies. For example, when investigating the method of teaching comprehension by educators in secondary schools through asking questions, Sunggingwati and Nguyen (2013) in the context of Indonesia discovered that educators were heavily dependent on questions provided in the textbook. Learners had to answer those questions without any new questions from the educators themselves or from the learners in the classroom.

4.2.3 Theme 2: Inadequate resourcing

In this study, teaching resources refer to all materials that could aid and facilitate the teaching and learning process. This includes relevant set works, textbooks, overhead projectors, newspapers, television and internet connection. Both observation and interview data showed that there was shortage of teaching and learning resources in all five of the schools. The educators who were selected for this study all taught in schools that are situated in a rural area where poverty and unemployment rates are high. Pretorius and Mampuru (2007) point out that schools in Africa tend to be framed by disadvantage: schools have limited physical resources, overcrowded classrooms and inadequate supplies of learning materials and books. Only one school had a library of the five schools that were part of the study. This was both observed and confirmed by the participants in the study.

Gardiner (2008) notes that there are very few books, magazines or newspapers in rural communities, and there are no libraries. Pretorius and Mampuru (2007) point out that in South Africa, only 27% of schools have libraries, and this impacts negatively on the teaching of novels. Coupled with the non-availability of libraries is an inadequate supply of reading material for both intensive and extensive reading. Pretorius (2002) points out that in South Africa, many learners go through primary and high school without ever having had their own book to use for their content subjects, let alone access to a wide variety of texts for pleasure reading. All the schools visited had a dire shortage of set works. For instance, in Mrs Khuboni's class where a lesson was observed there were learners with no books in front of them. It was normal practice to have learners sharing books. When questioned on the availability of books, Mrs Khuboni responded:

Inkinga yezincwadi kufanele sisebenzise ezikhona.

(We have a problem with prescribed texts, so we must use what is available.)

Mr Ngwabe also responded to the same question by saying:

Izingqinamba ukushoda kwezincwadi kufanele siyifunde ekilasini.

(The difficulty we face is a shortage of books, so we read them in class.)

From these responses, it was clear that interviewed educators viewed shortages of set works as a problem. Not having enough books meant that they could not give learners both homework and classwork. Furthermore, I noted that the learners' interaction with set works was limited. The reading culture at school and probably at home also seemed to be limited. The teachers took it upon themselves to read to the learners, because not all learners had the recommended set works. This made it difficult for learners to practise or exercise reading that could aid them in developing an academic language. In this way, teachers may not play a central role in a class where learners do not have textbooks of their own, since they would be the sole source of knowledge, while the learners would have limited input during the lessons (Arthur, 1994). This may result in the use of teacher-centred strategies which are likely to have negative impact on learners' learning. This will have impact on Grade 12 results in the coming years.

4.2.4 Theme 3: Selection of set works

According to CAPS, schools can choose to offer either folklore or novel in the Further Education and Training (FET) phase. This was offered in 2014. Many schools opted for novels instead of folklore. In South Africa, the compilation of lists of books to be used by teachers is done by the National Department of Basic Education. Educators have to choose books from this prescribed lists, which limits the educators' choice of books. Given the fact that all educators observed relied on these books for teaching, it raised concerns with regard to the appropriateness of texts that are prescribed for South African schools, given the cultural background of the South African population. When I asked Mrs Zulu as to why she chose to teach novel instead of folklore, she responded by saying:

Awubi nankinga uma ufundisa inoveli inolwazi oluningi. Kunezinto eziningi esingakacaciselekile kuzona mayelana nobuciko bomlomo.

(You don't have a problem if you are teaching a novel, and it has a lot of knowledge. A folklore has so many things that are not clear in its teaching.)

When Mrs Khuboni was asked this same question, she responded by saying:

Uhlobo lwezingane esinazo. Izingane ngeke zazi ngobuciko bomlomo.

(It is the type of learners we are teaching. They will find it difficult to understand folklore.)

It does appear that most educators choose novel, because they think it is easy and learners will have no difficulties in understanding it. They felt that folklore was newly introduced and will give them problems. Furthermore, they do not consider learners' background in the selection of set works. They think that if learners are motivated enough they will have no problem understanding the novel entitled "Inkinsela yaseMgungundlovu." What these teachers are saying is disputed by the available body of literature (Berardo, 2006; Rush et al; Tatum, 2006), which puts the background of the learners as a starting point for any selection of texts.

4.2.5 Time allocation in the curriculum

This study found that the time allocated for novel differs from one school to another. Time allocation refers to the number of hours allocated for teaching weekly on the timetable. The time allocated for the teaching of novel in the five schools seemed to be different and insufficient to cover all novel aspects. The teachers argued that they devised some strategies to cover some topics during the extra lessons organized by each school after school hours. The curriculum does not specify time to be allocated to each genre. Instead, it talks about time allocated to each skill per week. Novels fall under the reading and viewing skill, which is allocated four hours per week. When Mrs Cele was asked during the interview how often he taught novel, she responded:

Ngiyifundisa kanye ngesonto uma sinamakilasi ntambama siyiqedele.

(I teach it once a week and continue if we have afternoon classes.)

When Mr Fakazi was asked this same question, he responded by saying:

Kuba kabili noma kathathu ngoba inkulu sifuna ukusheshe siyiqede.

(Twice or thrice a week, because this novel is long. We want to finish it.)

Mr Ngwabe also responded to the same question by saying:

Kuyenzeka ingene kabili noma kathathu isizathu ukuthi sinezincwadi ezingaphelele okwenza sifunde olunye usuku lwephiiriyodi ngaphezulu.

(Sometimes twice or thrice, the reason being that, we do not have enough books. So, I add one period.)

This suggests that teachers use their own discretion when it comes to time allocation. They do not follow what is stipulated in CAPS document. According to CAPS document, reading and viewing comprehension and literature should be allocated four hours per two-week cycle. This means teachers have to split these four hours in order to cover different texts.

4.3 SUMMARY

This chapter presented and analysed findings by focusing on five themes that were generated from data. These themes were limited understanding of teaching novel, inadequate resourcing, selection of set works and time allocation in the curriculum. It would appear that educators had a limited understanding of what it meant to teach reading. Telling and questioning seemed to be more dominant. It was clear that teaching novels in these schools was a challenging exercise. These are schools that are working with learners who come from a disadvantaged background. This was compounded by the fact that schools did not have enough resources and the department was not coming to educators' rescue by equipping them with new strategies to teach novel. One needs to point out though that these educators were trying their best under very difficult circumstances. Extra classes organised by teachers are perhaps an example of their commitment under the circumstances. My observations in these schools and responses from educators' interviews have serious implications for other rural schools in South Africa.

CHAPTER FIVE

CONCLUSION, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

The purpose of this study was to explore the strategies used by Grade 10 isiZulu Home Language teachers when they teach isiZulu novels. Chapter 5 concludes the study by looking at key insights that contributed to the teaching of novels in secondary schools. Each question together with the findings are presented in order to show how each of the research questions were addressed in this study. This is followed by a discussion on the implications of the study for policy, research and practice, by highlighting a few recommendations.

5.2 DISCUSSION OF FINDINGS

There were essentially four questions which this study sought to answer. These research questions were motivated by a need to understand how teachers teach novels in secondary schools especially in rural areas. The research questions are addressed as follows:

The main research question was:

- **What are the teaching strategies used by Grade 10 isiZulu Home Language teachers in their teaching of novels in the Pinetown District schools?**

In Chapter four, it was pointed out that teachers used traditional approaches which were centred on teachers thus presenting learners as inactive listeners. The teachers used mostly telling or lecture and question strategies, which did not allow for progressive participation of the learners during lessons. Most of the teachers asked questions, which did not allow for critical and creative thinking of the learners. The teachers' question and answer strategy could be referred to as initiation, response and feedback (Wells, 1999b). Learner involvement was minimal. According to the *CAPS* (2012), class discussions can be fruitful as long as everyone is involved. However, class discussion that lead to written work activities serve a clearer purpose and benefit both (*CAPS*, 2012).

The following sub-questions guided this study:

- **What do teachers of isiZulu Home Language in secondary schools consider to be an effective tool for teaching and analysing novels in the classroom?**

It was found that teachers had a limited understanding of what it meant to teach novels. They saw the teaching of novels as being closely associated with teaching of features only. As their responses showed that a novel was about a narrated story and message conveyed. This approach was not balanced. It focuses on only one aspect. The teaching of a novel is not about features only, but is more than just that. According to the *Curriculum Assessment Policy Statement* (2012), the main reason of teaching literature is to develop in learners a sensitivity to the special use of language that is more refined, literary, figurative, symbolic and deeply meaningful than much of what else they may read. The teaching of literature is never easy, but it is impossible without personal, thoughtful and honest interpretations and comments from learners themselves. Zungu and Ngonini (2013) add another dimension to the teaching of novels when they point out that it is important that one should establish prior knowledge about novels; discuss the characteristics of a novel, and then do the literary analysis where the learners identify and analyse literary features such as plot, characters, setting and point of view. They further suggest that the different language skills should be developed in novel teaching. Strategies for reading and purpose for reading should be set.

- **How do secondary schools isiZulu Home Language teachers teach in rural learning contexts?**

The observed lessons presented afforded the researcher with an opportunity to see the strategies that were used by teachers when teaching isiZulu novels. Teachers who were part of this study did not use various strategies or methods when teaching novel. Sacks (2017) points out different strategies that can be used by teachers when teaching novels, that is, to: build culture of independent reading, select a developmental meaningful novel and let students read entire text before pushing for analysis. The researcher found that teachers used telling as well as question and answer methods. This is not consistent with *CAPS* document which suggests that teachers must use the communicative and process methods in their teaching of literature. The telling method is teacher-centred and does not involve learners. The *CAPS* policy document advocates for a learner-centred approach to teaching.

Another strategy that educators used was that of asking questions. This is a strategy that many educators are using in their classrooms. Erdogan and Campbell (2008) argue that if educators' questions are used appropriately, they can engage students by focusing their attention, and promote translation and processing of instructional objectives. What was happening in these classrooms was similar to what Sunggingwati and Nguyen (2013) discovered in Indonesian

secondary schools, where the teachers asked lower order questions taken from the textbook. Their focus was on language skills, which appears to be a traditional approach. It was observed that often, in asking questions, some teachers did not consider reasons why questions were asked. Questions were asked for the sake of asking questions. This was the case in most of the lessons observed.

- **Why do isiZulu Home Language teachers in secondary schools teach and analyse novels in the way they do?**

From the interviews, lesson plans and observations, it was clear that educators received no substantial professional support in terms of developing modern ways of teaching novels. They were of the opinion that they taught the way they did because of their training. Reliance on two strategies to teach novels proved that teachers have not been exposed to other innovative and well-researched strategies of teaching novels. Samuel (1994) argues that the teaching of literature in classroom situation has its own problems. For Samuel, such problems include the fact that in their teaching of literary text, teachers tended to rely more on their ability to recall what their lecturers presented to them in the lecture halls than critically engaging with the text through the use of the acquired skills offered during lecture workshops. Samuel's (1994) observations are correct in that during lesson observations, it was clear that the telling method had little impact on the teaching of novels. As observed in the lesson captured in the previous chapter, reading out the notes without in-depth engagement could not be considered effective teaching of a novel. Different approaches needed to be adopted when teaching novels.

The aim of the study was to understand the strategies used by Grade 10 isiZulu Home Language teachers in a rural secondary school to facilitate the teaching and learning of novels.

The objectives of the study were to:

- understand what isiZulu Home Language teachers consider to be an effective strategy in the teaching and analysing of novels; and
- understand the ways in which Grade 10 isiZulu Home Language educators teach novels in rural context.

5. 3 RECOMMENDATIONS

The study recommends the following actions with regards to the teaching of isiZulu novels at secondary schools.

5.3.1 Sufficient supply of set works and textbooks

The DoBE should see education as a priority in its annual financial budget allocation. The government should work towards realising this aspiration by providing enough and appropriate or relevant teaching and learning resources in schools. The availability of set works and textbooks will develop learners' reading and writing abilities.

5.3.2 Investing in teacher development

The Department of Basic Education should provide the needed support for the teachers in practice. Teachers' development is crucial for effective teaching and success of the learners in their academic work. For the learners' performance to change, teachers should revisit their teaching strategies or approaches. The in-service training of isiZulu Home Language teachers should be regular, relevant and be made compulsory to meet the needs of the teachers and to enable them to implement their teaching experiences in classrooms. Equally, workshops should be organised during school holidays so as not to disrupt the flow of lessons in schools. The workshops should be facilitated by experts in the subject so that the attained knowledge can be applied well in the classroom.

5.3.3 Setting partnership with Education Faculties of Higher Institutions (HEIs) of learning

The DoBE and the curriculum planners should work in collaboration with HEIs, particularly Faculties of Education, in order to actualise the implementation of the CAPS document correctly. The trainers of teachers should ensure that the approaches to teaching literature are clearly taught in their various institutions so that when the student teachers finally become teachers, it would be easy for them to implement their acquired pedagogic skills and experiences.

Moreover, it is also recommended that the various HEIs set partnerships with both primary and secondary schools to investigate on how best the teachers would be assisted in implementing the curriculum, and at the same time, identify the challenges encountered by the teachers. Through this process, the research would serve as a form of valuable information

to teachers' classroom practices and management styles. This can also assist them to build their capacity professional development as effective teachers in the long run. The research findings should inform the DoBE, curriculum planners and all other educational stakeholders on how teaching and learning can improve learners' performance in literature in general, and novels in particular.

5.4 FURTHER RESEARCH

Based on the findings of this study, which was conducted at secondary schools situated in a rural area, it is recommended that research should be carried out at well-resourced schools. This will help in making comparisons to determine the differences (if any) in terms of strategies employed by teachers in these schools.

5.5 LIMITATIONS

Like any research, this study had its own limitations. The study was limited to Grade 10 in five schools in one district i.e. Pinetown District due to time constraints and proximity to the researcher. The study focused on schools in the rural area, therefore it is difficult to generalise the findings to a larger population.

5.6 CONCLUSION

As noted in Chapter 1 of this study, the rationale that informed this research was the need to explore the strategies used by Grade 10 isiZulu Home Language teachers, when teaching isiZulu novels. The findings of this study suggested that teachers did not have a common understanding of what it meant to teach novel. The researcher also found that telling and questioning methods were commonly used strategies when teaching novels. Lack of resources especially set works and textbooks was still problematic in these schools. A lack of theoretical background of the structure of a novel and poor reading strategies also caused challenges. Some gaps have been identified, and this new knowledge should be of use not only to schools, but to the government and education officials to initiate alternative strategies of assisting both teachers and learners.

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APPENDIX A: ETHICAL CLEARANCE CERTIFICATE

**UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE**
(Reg No: UZREC 171110-030)



RESEARCH & INNOVATION

Website: <http://www.unizulu.ac.za>
Private Bag X1001
KwaDlangezwa 3886
Tel: 035 902 6731
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ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2018/572		
Project Title	EXPLORING GRADE 10 ISIZULU HOME LANGUAGE TEACHERS' STRATEGIES WHEN TEACHING ISIZULU NOVELS IN THE PINETOWN DISTRICT.		
Principal Researcher/ Investigator	SS Gamede		
Supervisor and Co-supervisor	Mr JF Magwaza	Dr MS Mabusela	
Department	Curriculum and Instructional Studies		
Faculty	Education		
Type of Risk	Med Risk- Data collection from people		
Nature of Project	Honours/4 th Year	Master's	<input checked="" type="checkbox"/> x <input type="checkbox"/> Doctoral <input type="checkbox"/> Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

- Special conditions:
- (1) This certificate is valid for 1 year from the date of issue.
 - (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date- 06 December 2019]
 - (3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
 - (4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.


Professor Gideon De Wet
Chairperson: University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation
06 December 2018

<p>CHAIRPERSON UNIVERSITY OF ZULULAND RESEARCH ETHICS COMMITTEE (UZREC) REG NO: UZREC 171110-30</p> <p>07 -12- 2018</p> <p>RESEARCH & INNOVATION OFFICE</p>
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APPENDIX B: ACCESS LETTER TO PARTICIPANTS

University of Zululand
P.O. Box X1001
KwaDlangezwa
3886

The Head of Department
KZN Department of Education
21 Burger Street
Pietermaritzburg
25 April 2018

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Master's student in the Department of Curriculum and Instructional Studies at the University of Zululand. My supervisors are: Mr J.F. Magwaza and Dr M.S. Mabusela.

The proposed topic of my research is: *Exploring Grade 10 isiZulu Home Language Teachers' strategies when teaching isiZulu novels in the Pinetown District.*

The objectives of the study are to:

- understand what isiZulu Home Language teachers consider as the teaching and analysis of novels;
- understand the ways in which Grade 10 isiZulu Home Language educators teach novels in rural context;
- understand the reasons why teachers use strategies and what the thinking processes are behind the decisions the teachers make in terms of the strategies and practices they adopt;

I am hereby seeking your consent to undertake this study. To assist you in reaching the decision, I have attached to this letter:

- (a) A copy of an ethical clearance certificate issued by the University;
- (b) A copy of the research instruments which I intend using in my research;

Should you require any further information, please do not hesitate to contact me or my supervisor. Our contact details are as follows:

Researcher's name: Mr S.S. Gamede

Cel number: 0732388801

Email address: gamedesipho@gmail.com

Supervisor's name: Mr J. Magwaza

Cell number: 0712061565

Co-supervisor's name: Dr M.S. Mabusela

Tel: 0359026220

Upon completion of the study, I undertake to provide you with a bound copy of the dissertation.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely

Sipho Sydney Gamede (Mr).

APPENDIX C: INTERVIEW QUESTIONS

TO BE ANSWERED BY GRADE 10 TEACHERS INVOLVED IN THE TEACHING OF NOVELS S IN THE PINETOWN DISTRICT SECONDARY SCHOOLS

1. How long you have been teaching isiZulu Home Language in Grade 10?
2. Are you teaching novel?
3. Why did you choose to teach novel?
4. How often do you teach novel?
5. What do you understand by teaching of novel?
6. Why did you use the strategies that you used when teaching novel?
7. What challenges you encounter when teaching novel?
8. What other strategies you use when teaching novel?
9. How do you ensure that your learners understand features of a novel?

APPENDIX D: PARTICIPANT INFORMED CONSENT DECLARATION

TEACHER'S INFORMED CONSENT DECLARATION (PARTICIPANT)

Project Title: Exploring Grade 10 isiZulu Home Language Teachers' Strategies when teaching isiZulu novels in the Pinetown District

Name of the researcher: Mr. S.S. Gamede from the Department of Education Curriculum and Instructional Studies, University of Zululand has requested permission to participate in the above-mentioned project.

The nature and the purpose of the research project, and this informed consent declaration have been explained to me in a language that I understood.

I am aware that:

1. The purpose of the research project is: **To explore the strategies used by Grade 10 isiZulu Home Language teachers when teaching isiZulu novels and what informs those strategies;**
2. The University of Zululand has given ethical clearance to this Research project and I may request to see the clearance certificate;
3. By participating in this research, I will be contributing towards the understanding of the strategies used in the teaching of isiZulu novels and how these practices can be improved;
4. I will participate in this research by answering questions asked by the researcher and taking part in the workshops on the teaching of novels;
5. My participation is entirely voluntary, and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences;
6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed;
7. There are no risks associated with my participation in the project;
8. The researcher intends publishing the research results in the form of:
 - A dissertation;
 - Journal articles; and
 - Conferences.

However, confidentiality and anonymity of records will be maintained and my name will not be revealed to anyone who has not been involved in the conduct of the research.

1. I will not receive feedback in the form of a research dissertation regarding the results obtained during the research;
2. Any further questions regarding the research that I might have any participation will be answered by **Mr. S.S. Gamede**

Cell no. 0732388801

Email> gamedesipho@gmail.com

3. By signing this informed consent declaration I am not waving any legal claims, rights or remedies.
4. I will be given the copy and the original copy will be kept as records.

I----- have read all the above-mentioned information and confirm that the above information has been explained to me in the language that I understood and I am aware of this document's contents. I have asked all the questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

PARTICIPANT'S SIGNATURE: -----

DATE: /.../ 2019

ANNEXURE E: CHILD PARTICIPATION CONSENT FORM

INFORMED CONSENT DECLARATION

(Child participant)

Project Title: Exploring Grade 10 isiZulu Home Language teachers' strategies when teaching isiZulu novels in the Pinetown District

Name of the researcher: Mr. S.S. Gamede

Name of participant: -----

- 1.** Has the researcher explained what he will be doing and wants you to do?

YES	NO
------------	-----------

- 2.** Has the researcher explained why he wants you to take part?

YES	NO
------------	-----------

- 3** Do you understand what the researcher wants to do?

YES	NO
------------	-----------

- 4** Do you know if anything good or bad can happen to you during the research?

YES	NO
------------	-----------

5 Do you know that your name and what you say will be kept a secret from other people?

YES	NO
------------	-----------

6 Did you ask the researcher any questions about the research?

YES	NO
------------	-----------

7 Has the researcher answered all your questions?

YES	NO
------------	-----------

8 Do you understand that you can refuse to participate if you do not want to take part and that nothing will happen to you if you refuse?

YES	NO
------------	-----------

9 Do you know that you may pull out of the study at any time if you no longer want to continue?

YES	NO
------------	-----------

10 Do you know who to talk to if you are worried or have any other questions to ask?

YES	NO
------------	-----------

11 Has anyone forced or put pressure on you to take part in this research?

YES	NO
------------	-----------

12 Are you willing to take part in the research?

YES	NO
------------	-----------

Signature of child

Date

APPENDIX F: LESSON OBSERVATION SHEET

TOPIC: TEACHING STRATEGIES USED IN TEACHING NOVELS

The purpose of this observation schedule is to observe teachers interacting with learners in the class to see how teachers' interpretation of formative assessment plays out in class. It will be completed by the researcher during the lesson.

NAME: _____ **DATE:** _____

GRADE: _____ **DURATION:** _____

TOPIC: _____

APPENDIX G: LETTER OF PERMISSION



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:2/4/8/1632

Mr SS Gamede
5 Bernadette Drive
Manors
Pinetown
3610

Dear Mr Gamede

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **“EXPLORING GRADE 10 ISIZULU HOME LANGUAGE TEACHERS’ STRATEGIES, WHEN TEACHING ISIZULU NOVELS IN THE PINETOWN DISTRICT”**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 11 September 2018 to 01 March 2021.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Dr. EV Nzama
Head of Department: Education
Date: 13 September 2018

KWAZULU-NATAL DEPARTMENT OF EDUCATION

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