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Towards A Transformative Literary Pedagogy: A Case of a University in Limpopo, South Africa

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ABSTRACT Teacher training institutions in post-apartheid South Africa must empower student-educators with pedagogic practices to teach literature critically. However, there is evidence that suggests inadequate training of student-educators in relation to the teaching of literature to learners. The inadequate training is witnessed through the poor academic performance of learners in English literature classes. This study sought to investigate whether the teaching of literature to student-educators at a university in Limpopo (UiL), South Africa, could be said to be preparing students with pedagogic practices necessary to empower learners with skills to contribute to social transformation. The study adopted a mixed-methods research approach that followed a qualitative, case study research design. It employed a group-administered narrative-questionnaire, and a narrative-interview with student-educators and a lecturing staff, respectively. The findings of this study suggest that the students have acquired an in-depth understanding of the pedagogic practices necessary to teach literature in the classroom context.